The key phrase is “… to do great things”. Don’t we need more emphasis on the “doing” component, meaning more experimentation, prototyping, building, testing, concept-proofing? Remote learning has brought students farther away from labs and practice. This is a high risk for the future of engineering education.

Don, you mention that community colleges have a large role to play, but other than ATE at DUE, are there any programs at the Engineering Directorate to support engineering education at community colleges.

Following up on the community college question...should we think about ways that the community college experience can be radically different from being a copy of the first two years of a four-year education?

What role 4-year colleges have in working their community college partner institutions in reforming the first two years of engineering.

How does one get involved in these working groups?

Will ABET be involved in this process?

Daniel, as Gary Bertoline mentioned in his comments, you can send a message expressing your interest.

Are you involving any global educators outside the US?