

A Message from the New Editor-in-Chief

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It is a tremendous honor for me to be selected as the next Editor-in-Chief (EIC) of such a prestigious journal as the IEEE TRANSACTIONS ON EDUCATION. I am most grateful to the Journal's Steering Committee for having faith in me and giving me this opportunity to shape the continued success of this premiere publication. The opportunity to lead such a respected journal is a huge privilege but also a significant responsibility. Engineering education is reaching a turning point. The rapid cycle of change in the industries our students enter has increased calls from those industry partners for a different type of graduate. This call is being heard by the engineering education community, but progress is slow; support is growing, but both faculty and senior management alike are looking to make evidence-based decisions on what changes work. This landscape presents an unparalleled opportunity for a publication like the IEEE TRANSACTIONS ON EDUCATION—a respected publication from an internationally-recognized body, whose focus is on the scholarship of application, discovery and of integration. As more and more engineering educators take on the challenge of designing their curriculum for the engineers needed in the latter half of the 21st century, they need to find a home where they are supported to produce high quality papers. These papers should not only present evidence-based educational practice, but also provide inspiration for other researchers to implement their ideas and join the education research community.

I inherit the role of Editor-in-Chief of IEEE TRANSACTIONS ON EDUCATION at a time when the journal is in very good shape, but also facing a number of challenges as the business models of scholarly publications continue to evolve in line with the demands for open access. Much of this success has been achieved due to the leadership of Professor Jeffrey Froyd. The changes Professor Froyd has put in place during his tenure as Editor-in-Chief have undoubtedly strengthened the journal. Increasing the quality of the papers accepted by introducing targeted review criteria in the three areas of scholarship has been instrumental in increasing the impact (and thus impact factor) of the journal. Although we have made significant progress, I do believe there is still more work to do here. The journal must, first and foremost, serve the needs of the community, engineering educators working in fields aligned with the areas of interest of the IEEE. It must be a vehicle to promote innovation in teaching and learning, and to increase the quality of the scholarship associated with these activities. Now the changes have settled in, as a community we need to work harder to draw more colleagues into our network, encourage them to engage in scholarship and support them in submitting high quality papers that will meet the criteria of the IEEE TRANSACTIONS ON EDUCATION. To do this, I hope to expand the network of associate editors, in terms of both geographical representation and experience, and to forge a stronger partnership with the Societies' other journals, in particular with the IEEE TRANSACTIONS ON LEARNING TECHNOLOGIES and with the IEEE EDUCATION SOCIETY as a whole.

In my induction so far, I am indebted to Jeffery Froyd, Kirsty Mills and Euan Lindsey, all of whom have been exceptionally generous with their time to help me settle and provide their wisdom and guidance. The success of any journal is built on the support of the contributors, the reviewers, the associate editors, and the publications staff. I would like to thank all of them and I look forward to continuing this relationship and receiving your suggestions and ideas for making IEEE TRANSACTIONS ON EDUCATION more valuable for our research community.

BRIEF BIO

John E. Mitchell (M'00–SM'12) received the B.Eng. degree in electronic and electrical engineering from the Department of Electronic Engineering, University College London (UCL), London, U.K., in 1996 and the Ph.D. degree in electrical engineering, also from UCL, in 2000. He became a Lecturer with the Department of Electronic and Electrical Engineering, UCL, in 2000, becoming a Senior Lecturer in 2006

and full Professor of Communications Systems Engineering in 2015. Between 2012 and 2016 he was on secondment to the UCL Engineering Sciences Faculty office, where he led the introduction of the Integrated Engineering Programme, a major curriculum reform bringing interdisciplinary problem- and project-based learning to over 3000 students in the faculty. The team that led this major revision of the curriculum across the engineering faculty has recently been awarded the UK HEA Collaborative Award for Teaching Excellence (CATE).

Professor Mitchell is a Chartered Engineer, Fellow of the Institution of Engineering and Technology (IET) a Senior Member of the Institute of Electrical and Electronics Engineers (IEEE), Member of the Board of Directors of the European Society for Engineering Education and Fellow of the Higher Education Academy.