

Guest Editorial

The papers in this special issue of the *International Journal of Engineering Education* represent much of the proceedings of Mudd Design Workshop III, 'Social Dimensions of Engineering Design,' that was held on the campus of Harvey Mudd College in Claremont, California, on 17–19 May 2001. Supported by the National Science Foundation, the GE Fund, Hughes Electronics, and Harvey Mudd College, this workshop brought together design and social science educators, researchers, and practitioners to discuss the social aspects, impacts, and dimensions of engineering design. Participants spent two and one-half days discussing the social issues in the context of engineering design education in particular, and university education in general.

The workshop sessions were constructed to give *everyone* a chance to participate, to be heard as well as to listen. Workshop sessions were typically scheduled for two hours, starting with brief presentations by four panelists in each session, and concluding with moderated, open discussion. Panelists were asked to reflect on ideas and attitudes about things to be done in the future, rather than focusing on their own current research. The papers that appear here are (for the most part) the panelists' position papers. Clearly, these papers represent a rich body of experience and knowledge that, we hope, can be brought to bear in support of design education with the same intelligence and vigor that the participants brought to Mudd Design Workshop III. (Further details about the Workshop and its organization appear in Clive L. Dym and Langdon Winner (Editors), *Mudd Design Workshop III: Social Dimensions of Engineering Design*, Harvey Mudd College, Claremont, CA 2001.)

We want to acknowledge again the support of the remaining members of the Workshop's Advisory Committee: L. L. ('Larry') Bucciarelli, Jr., Massachusetts Institute of Technology; Todd Cherkasky, Sapient; Sarah Kuhn, University of Massachusetts–Lowell; Larry J. Leifer, Stanford University; Patrick Little, Harvey Mudd College; Gregory B. Olson, Northwestern University; John W. Prados, University of Tennessee–Knoxville; and John W. Wesner, Carnegie Mellon University. The Advisory Committee's involvement made Mudd Design Workshop III more fun, more stimulating, and more attractive to more participants than either of its predecessors.

Finally, Harvey Mudd College continues to offer the MDW's a very supportive environment. Dick Olson, Chair of the Hixon-Riggs Committee, deserves our thanks, as do Dean of Faculty Sheldon Wettack, President Jon Strauss, and College Relations' Sally Rich Arroyo. But we *especially* and *emphatically* thank Holly Hauck of the Department of Humanities and Social Sciences. Holly took the initiative and, in so many ways, *she* made MDW III happen. Lastly, of course, we thank our several generous benefactors: the National Science Foundation, The Boeing Company, The GE Fund, Hughes Electronics, the Hixon-Riggs Fund of Harvey Mudd College, and the Hewlett Foundation.

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