



OCT. 2011 – SEPT. 2012

ANNUAL REPORT

President's Letter



With the appointment of Norman Fortenberry as new Executive Director just prior to the beginning of my term as President, ASEE in FY 2012 was well positioned to examine its operational opportunities and challenges, and to address key strategic issues. Our opportunities included positioning the organization to be the accepted leader in matters relating to engineering and engineering technology education and research, expanding our outreach efforts to encompass community colleges in addition to our longstanding emphasis on K-12, capitalizing on the numerous diversity initiatives throughout ASEE Councils and Divisions, and interfacing more deeply and broadly with key organizations, such as the National Science Foundation (NSF) and National Academy of Engineering (NAE). Challenges included placing our finances on a stronger and more stable footing, consolidating office operations for better impact and efficiency, providing better services to our membership, being more relevant to faculty in research-intensive universities, and capitalizing on increasing national interest in connecting innovation and STEM education.

An overarching theme for the past year has been to position ASEE as the organization that comes to mind when questions in-

volving engineering education arise – “What does ASEE think?” There have been many illustrations of the fact that we are clearly becoming the “go to” society for matters relating to engineering education in its broadest sense, including research and professional service. For example, as president I had the opportunity to speak at several conferences, including the annual meeting of the International Technology and Engineering Educators Association, a professional society representing more than 35,000 secondary technology and engineering educators. We have been able to connect the NAE report *Changing the Conversation* with ASEE objectives in ways that have provided for stronger interactions between ASEE and NAE. The fact that our executive director has experience at both NAE and NSF, including an excellent network of contacts at these organizations, has served ASEE well in being an entity that is sought after for opinion. In addition, two major newspapers published letters to the editor from me responding to articles on teaching STEM-focused students. Finally, an important element of communications is to have a comprehensive strategy, and this is now being developed by ASEE headquarters, in concert with the ASEE Board. This initiative should help with the goal of “What does ASEE think?”

ASEE has always been involved with public policy, an example of which is the work of the Public Policy Committee of the Engineering Deans Council. In a high-profile White House event this year, President Obama asked ASEE to take over an initiative in retention of engineering students that was begun by the President’s Council on Jobs and Competitiveness. The Engineering Deans Council has taken a lead in this, and the work is designed to articulate with ASEE’s earlier projects on gathering retention data sponsored by the Sloan Foundation.

The much-anticipated report *Innovation with Impact*, resulting from a project led by Jack Lohmann and Leah Jamieson, was unrolled this year. This project, partially supported by NSF, examines the role of scholarship in engineering education and presents seven recommendations for creating a culture of scholarship in this important area. Speaking of our impactful publications, Jack stepped down as the editor of the *Journal of Engineering Education (JEE)* after 10 very successful years, during which *JEE* became a premier journal in engineering education research. The new editor, Michael C. Loui, assumed his position this past summer. ASEE has reached a printing and marketing agreement with John Wiley & Sons. that promises to reduce *JEE*’s publication costs.

Significant financial challenges had gradually developed in ASEE over the past several years, and we are successfully addressing these through several mechanisms. We created a new Audit Committee, whose purpose is to provide impartial and indepen-

dent analysis of the stability of our operations and of risk assessment. On another front, ASEE is restructuring our international initiatives to be more financially sound, but also to maintain the priority that international affairs should have in today's world. After helping the Global Engineering Deans Council (GEDC) gain strong legs, we passed responsibility to the International Federation of Engineering Education Societies (IFEES), the organization that initially launched GEDC, while remaining a strong organizational IFEES member and supportive of global engineering education. We also have worked to reduce publication costs while maintaining an effective communications and marketing program.

Expenses are not the only dimension of a budget, and ASEE took actions this year to enhance revenues. These included tighter management of international meetings, continued cultivation of sponsorships, and renewed efforts at increasing the number

of members. Very importantly, the Membership of ASEE overwhelmingly passed a constitutional amendment allowing the Board of Directors to set annual dues; these had been capped in the Constitution and had remained fixed for about two decades.

The ASEE national office has served the Society extremely well for many years, and the staff continues to be outstanding. Reorganization at headquarters is under way in an effort to streamline and improve operations, and I have had the good fortune to work closely with the Executive Committee, Dr. Fortenberry, ASEE staff, and the Board of Directors as we move forward to make ASEE the go-to organization in engineering education. It has been a great pleasure and honor to serve as ASEE president, following in the footsteps of Renata Engel. I look forward to working closely with our new president, Walter Buchanan, in my remaining year on the Executive Committee.

Executive Director's Letter

I am thrilled to offer remarks on the FY-12 annual report, the first to fully reflect my role as your executive director. I'd like to reiterate two points I made in my remarks at the June 2011 ASEE Annual Conference and Exposition, barely a month after assuming my post. First, I wish to express my high honor and deep gratitude at having been selected as your executive director. I recognize that serving you is a privilege and I pledge to always keep the needs of ASEE's individual, institutional, and corporate members foremost in my thinking. My constant refrain in contemplating any action will be, "What does this mean for our members?" Second, I wish to express my appreciation to Frank Huband for his 20 years of service as executive director, and to Lyle Feisel for his six months of service as interim executive director.

ASEE is the premier organization devoted to advancing education in engineering and engineering technology at all levels; as reflected in our new "tag line," ASEE serves to inspire innovation, advance research, and enhance education. It was this unique focus on the entire academic mission of research, education, and institutional as well as public service that drew me to the organization, first as a member and now as chief staff officer. But maintaining the Society's position of preeminence while advancing it into the future requires care-

ful attention to the question posed earlier – what is in our members' interests?

Most fundamentally, it is in our members' interests to have a financially secure ASEE. During FY-12, we made strong efforts to trim activities that were not self-supporting while also making judicious investments in areas that can serve to support future growth and service to members. For example, we have replaced the ASEE Global Colloquiums with the ASEE International Forums, held in collaboration with global partners, while we seek a more sustainable economic model for a large-scale ASEE meeting held outside the United States. We have expanded our data office and are adding staff devoted to communications, council affairs, external affairs, and outreach and engagement, while not significantly expanding the overall personnel budget.

Controlling financial risk is also a key part of ensuring ASEE's financial security. In parallel with the Board's addition of an Audit Committee, the ASEE staff has been augmented with an Office of Contracts, Grants, and Compliance to oversee our policies and procedures with respect to legal instruments and our compliance with the terms therein. The office also broadly oversees our compliance with applicable laws, rules, and regulations with respect to human resources, information technology,

and finances.

The objective of the staff additions is enhancing service to our members. The *Innovation with Impact* report referenced in Dr. Giddens's letter points to multiple areas of potential expansion, including instructional development of faculty, collaboration with like-minded organizations, and assessment of community-wide progress. With regard to the last point, we have leveraged support from the Alfred P. Sloan Foundation and the National Science Foundation to increase our abilities to track student retention and report on effective practices that will lead to the graduation of more engineers and engineering technologists. These efforts were recognized by President Obama at a February 8, 2012 event held at the White House. An ASEE report on effective retention practices was explicitly referenced in a call for proposals released by the National Science Foundation. The National Academy of Engineering has given us ownership and control of websites devoted to increasing awareness of engineering careers and enhancing faculty skill in education grant management and change leadership.

ASEE is currently responding to legal inquiries seeking monetary relief from ASEE. This requires significant expenditures of staff time and the Society's funds. Thus far, we have generally prevailed in

Membership

these matters, and I expect that this will continue to be true.

We are pursuing business partnerships that enhance benefits to our membership while also reducing our costs. For example, in FY-12 we concluded an agreement with John Wiley & Sons to assume responsibility for publishing print and electronic copies of the *Journal of Engineering Education*. This move will serve to greatly reduce our printing costs while enhancing the sales, marketing, and advertising resources available to the journal, thus further enhancing its reach and impact.

In FY-12 we worked in collaboration with the National Science Teachers Association to provide an “Engineers Day” at four regional area conferences. ASEE staff highlighted our own *Engineering, Go For It* outreach and engagement materials as well as best-practice lessons and strategies from a variety of other public and private providers. A key feature of these events was opening remarks and moderation services provided by engineering deans or their representatives.

We were awarded several grants in support of conference management, data collection and analysis, faculty development, and enhancement of diversity. We also continue to have robust contract support for our fellowship and research opportunities projects. These grants and contracts serve to advance progress in accomplishing our mission while also offsetting staff costs.

We also are seeking to increase our membership. Our new communications department has, in collaboration with our membership department, rolled out the *ASEE Is Me* membership recruitment campaign. Through use of personal testimonials and interactive media, the campaign aims to highlight the high value of ASEE membership to the diverse audiences served by the Society. The campaign also serves as a test bed for new technologies that may be used for direct member services.

It is not a coincidence that my observations have begun and ended with a focus on members. However, your input is required if that focus is to be most productive. I welcome your questions, comments, and constructive criticism on the topics above or on any other matter. Please contact me directly at aseeexec@asee.org.

The total number of members—and how well those members are engaged—is a key metric in determining the health of ASEE. While slightly off from our peak numbers, ASEE saw an increase in the professional individual category in 2012 over 2011 numbers. We remain the go-to society for those with a professional interest in engineering education and are making inroads at other institutions. As 2013 unfolds, you will see us offering more opportunities for members, from professional development opportunities to enhanced materials on our website.

Individual membership	2006	2007	2008	2009	2010	2011	2012
Total professional	9,485	9,614	10,071	9,911	9,246	8,703	8,944
Total contact	775	881	1,055	1,178	1,299	1,364	1,527
Life	722	717	712	704	719	702	672
Retired	534	524	540	546	546	498	476
Student	601	622	663	684	728	796	826
K-12	127	139	108	133	129	145	170
Global	719	662	674	834	847	855	112
Total	12,963	13,159	13,823	13,990	13,514	13,063	12,727

Institutional membership	2006	2007	2008	2009	2010	2011	2012
Engineering college	308	311	318	324	323	310	313
Engineering technology college	82	83	83	89	94	89	89
Affiliate college	35	37	38	38	36	34	30
Canadian	13	14	15	16	16	16	16
Non-U.S./Canadian	8	11	15	18	17	15	14
K-12 School membership	2	1	2	2	6	3	3
Academic total	448	457	471	487	492	467	465
Corporate/Government association	90	97	117	136	147	141	164
Grand total	538	554	588	623	639	608	629

**INSPIRING INNOVATION.
ADVANCING RESEARCH.
ENHANCING EDUCATION.**

Join ASEE

"I have been a member since the day I started my first academic position. ASEE provides me opportunities to network with other academics, workshops at the conferences, updates on the latest research, and many other great resources. Prism...and more. As a dean, I encourage my students to join ASEE because they will go on to be great teachers and mentors for our students."

Sharon Jones
Dean, Shiley School of Engineering
University of Portland

- ASEE Program
- HIGH Professional Engineers in Higher Education "Engineering Education Excellence Award," 2007
- Co-HI, NSF S-STEM Undergraduate Research Program in Engineering and Computer Science

Learn more about the difference ASEE can make for you.
www.asee.org/asee-is-me

ASEE IS ME

In summer 2012 ASEE developed a membership campaign – with accompanying website – titled “ASEE Is Me” (www.asee.org/asee-is-me). The campaign features ASEE members using their own words to describe how the Society is important and makes a difference for them professionally. The campaign is augmented with several videos of members, captured at the annual meeting, discussing various benefits of ASEE membership.

NAE COLLABORATION

ASEE strengthened collaboration with the National Academy of Engineering (NAE) in FY 2012, at the behest of President Don Giddens. This coordination took many forms:

- NAE released the report, *Infusing Real World Experiences into Engineering Education in 2012*, with a study committee including prominent ASEE members Letha Hammond (former ASEE Board member), Ray Haynes (Vice President of Finance), Leah Jamieson (member of the EDC Executive Committee), and David Wormley (former ASEE President).
- A November NAE-National Research Council meeting on human-systems integration and engineering education included as witnesses ASEE past presidents Renata Engel and Don Giddens, and past EDC chair Stephen Director.
- We began the process of planning a September 2013 joint workshop on diversity impediments in engineering education.
- NAE transferred to ASEE ownership and management of several websites, including Engineering Makes A World of Difference (<http://www.engineeringaworldofdifference.org>) and PI GUIDE (<http://govpiguide.org>).
- NAE transferred to ASEE the *New Directions in Engineering Excellence* series, a booklet and video on teacher professional development to enhance engineering career awareness, strengthen retention, and promote professional advancement by precollege students.
- ASEE has undertaken a new effort on virtual communities of practice, funded by NSF, in which we examine the efficacy of virtual communities to disseminate best teaching practices and support faculty to implement these practices. One of the virtual communities will be composed of members of NAE’s Frontiers of Engineering Education program.

Annual Conference

The benefit of ASEE membership that our members find most useful is the opportunity to network and collaborate with peers, sharing classroom ideas and best practices. The primary venue for this is our annual conference, held in 2012 in San Antonio. The event drew 3,750 people, many of whom would likely not have had an opportunity to interact outside of ASEE. At the conference, participants heard dynamic plenary speakers, attended professional interest-specific division meetings, explored an expansive exhibit hall, and enjoyed social events.

The conference featured over 1,500 published papers, 130 business meetings, and over 350 technical sessions, and drew 130 exhibiting companies and 32 sponsoring companies. In addition to the annual conference, headquarters office staff supported several other meetings, including:

- Engineering Deans Council - Public Policy Meeting
- Engineering Research Council Annual Meeting
- Engineering Deans Institute
- The Inaugural International Forum
- The K-12 Annual Workshop
- The National Effective Teaching Institute Academic Leadership Workshop
- Global Symposium International Forum
- International Forum
- S-STEM Project Meeting

ANNUAL CONFERENCE REGISTRATION TOTAL

2008	2009	2010	2011	2012
3,430	3,269	3,248	3,832	3,751

GLOBAL AFFAIRS

2008	2009	2010	2011	2012
434	387	405	106	112

Our annual international meeting changed name and format starting in 2011

Fellowships & Research Opportunities

ASEE enjoys a respected position as an administrator of fellowships in engineering, math, science, and technology for the Department of Defense, the National Science Foundation, and NASA. These programs create a larger pool of potential faculty members, help engineering faculty develop professionally, and improve our national security by creating a stronger defense establishment and a better workforce. In FY 2012, ASEE managed 4200 individual fellowships.

Students/ Faculty supported by ASEE	2009	2010	2011	2012
High school students	200	226	244	268
Undergraduate students	411	510	573	477
Graduate students	2341	3362	3362	3,204
Programs for post-doc	97	92	67	64
Faculty	173	207	232	188
Total student faculty	3,222	4,397	4,478	4,201

External Affairs

ASEE is involved in public-policy discussion of a number of key issues related to engineering and engineering technology education. ASEE hosts public policy meetings, distributes policy-focused newsletters, and participates in Washington-based events on topics dealing with the workforce, advanced manufacturing, and R&D investments, among others. These efforts keep the country's engineering leadership informed about policies that impact engineering education and research. The annual Engineering Deans Institute meeting allows deans to discuss crucial issues facing their schools, colleges, and profession. The annual Engineering Research Council meeting – held in Washington – informs ASEE constituents of federal research trends and opportunities.

ASEE is involved in and supports a number of international activities, including the new ASEE International Forum held in conjunction with the annual conference, and ASEE's international memoranda of understanding. Much of ASEE's international activity is conducted through the



ECOCAR

ASEE is a strategic financial partner for the U.S. Department of Energy's Advanced Vehicle Technology Competition (AVTC) series, a collegiate hands-on automotive engineering competition that is helping to educate the next generation of automotive engineers. EcoCAR 2, the latest AVTC, is a three-year program focused on vehicle integration of advanced propulsion technologies and challenges 15 universities across North America to reduce the environmental impact of vehicles without compromising performance, safety, and consumer acceptability. ASEE has collaborated since 1996 with the Department of Energy and its R&D facility, Argonne National Laboratory, to coordinate government and industry collaboration to support the AVTC program.

Shaped by the greatest design changes in the history of the automotive industry, EcoCAR 2 requires students to explore a variety of powertrain architectures focusing on electric drive vehicle technology. EcoCAR 2's unique combination of cutting-edge engineering practices, hands-on experience, exposure to world-class organizations, and knowledge sharing in a competitive and team-oriented environment makes it the perfect preamble to future job success and a bastion for keeping the North American automotive industry competitive in the global marketplace.

PRESIDENT OBAMA

President Obama spoke on February 8, 2012 at a reception hosted by the President's Council on Jobs and Competitiveness and attended by approximately 100 engineering deans and administration officials. With a strong endorsement from the President, ASEE and the Council launched a partnership to measure, evaluate, and celebrate excellence in retention, graduation, and diversity in engineering education. The effort is intended to further the Council's goal of seeing at least a 10 percent increase in engineering graduates over the next decade.

ASEE is using a grant from the Alfred P. Sloan Foundation to document and establish a baseline of retention across schools of engineering and attempt to collect data from all 380 institutions with ABET-accredited engineering programs. Data will build

on a Sloan-funded, four-stage collaborative project involving engineering colleges to identify, analyze, and summarize existing knowledge and practices for collecting and analyzing data on student success, focusing on retention and time to degree.

In addition, ASEE conducted a review of literature and documented over 60 strategies and practices that were identified as effective in retaining students in engineering. ASEE asked deans and chairs to send us brief descriptions of their most successful departmental and college-wide retention activities in each of the three categories. We also asked deans and chairs to send us evidence showing that the practice was effective. We received close to 60 best-practice submissions and published them in 2012. This publication and more on the overall retention effort can be viewed at asee.org/retention-project.



DEANS' UPDATES

Dean Darryll Pines of the University of Maryland Clark School of Engineering emphasizes student competitions to inspire students to pursue challenges beyond the classroom. With a 65-second flight potentially setting a U.S. record (pending confirmation) — and another flight that achieved more than 9 feet of altitude — the students on the Clark School's Gamera team have established a new standard for human-powered helicopter performance. In addition, they have come closer than anyone in history to meeting the requirements of the American Helicopter Society's Sikorsky Human-Powered Helicopter Competition. Inspired by the challenge, the Gamera team has stretched the limits of super-lightweight materials and design (not to mention the human body) in their quest for the Sikorsky Prize.

Purdue University is launching a new Engineering Leadership Minor for undergraduates. The minor kicks off the newly developed Engineering Leadership Program, which will be home to leadership-related curricula, professional development, and research opportunities for faculty, staff, and students in the College. Launched in January 2013, the minor engages undergraduate engineering students in 16 credit hours of coursework – seven credit hours in core courses and nine credit hours framed around four concentration areas (Ethics, Global and Societal Impact, Creativity and Innovation, and Communication). Innovative features of the minor include experiential learning, faculty coaching, and a focus on technical leadership across a variety of contexts.

American Association of Engineering Societies' International Activities Committee with the World Federation of Engineering Societies and the Unión Panamericana de Asociaciones de Ingenieros.

NUMBER OF ATTENDEES

Conferences	2010	2011	2012
Engineering Deans Council Public Policy Colloquium	110	126	129
Engineering Research Council Meeting	128	122	142

IT

Following last year's rollout of the integrated membership, paper management, and conference registration system (dubbed Monolith), this year we added modules — such as awards management — and improvements to the system. Tools to help PIC chairs schedule conference sessions, integrating with a third-party email service to enhance communication with members, and improving the paper submission experience are all notable enhancements. Mobile device access to the conference schedule was tested and will be widely available in 2013.

The Sloan Retention Survey was implemented using a specially formatted spreadsheet. We successfully implemented the Air Force Summer Faculty Fellowship Program's move to an all-online applicant panel assessment. The SMART program wanted a way to improve the visibility of the program to a wider audience; this resulted in a new web-based application giving potential applicants information about funds they could receive and places they might work. Website redesigns were done for several government-sponsored programs.

In addition, infrastructure improvements added six TB of file storage to our HQ servers. Centrally delivered software updates to desktop computers were implemented, and wi-fi access was added to the entire office, allowing guest access to the Internet without compromising internal network security.

K-12

In 2012, ASEE extended its partnership with the National Science Teachers Association, sending staff to four workshops across the country to meet with K-12 educators and disseminate best practices for teaching engineering to young people. Staff continued to distribute the

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fifth edition of the *eGFI* magazine, and reached many audiences via the *eGFI* blog and social media sites, where subscribers and fans number in the tens of thousands. On the Saturday before the annual conference, ASEE held its ninth annual K-12 workshop, attracting over 300 educators for a day of hands-on learning and curricular instruction.

Following the annual conference, an ad hoc committee was formed – with representatives from the Corporate Member Council, Engineering Deans Council, and K-12 and Pre-College Division – to discuss how ASEE can be involved with helping to implement the Next Generation Science Standards (NGSS). The NGSS explicitly include engineering design and concepts, and 26 states have helped to develop them. However, there is no ongoing effort to develop teacher competencies derived from and aligned with the NGSS. To ensure the NGSS include concerted input from the engineering and engineering education community, ASEE became a “critical stakeholder” in the writing process. ASEE will consider hosting a conference on developing teachers’ engineering pedagogical content knowledge and creating a national roadmap for large-scale preservice teacher training and in-service professional development tied to the engineering content in the NGSS.

K-12 Conferences	2008	2009	2010	2011	2012
ASEE Workshop on K-12 Engineering Education	60	74	298	202	303

Editorial

ASSE’s Editorial department — working closely with the Art and Production department — increased its output of publications while trimming its fulltime staff and maintaining overall quality. Our flagship magazine, *Prism*, included noteworthy articles on Rwanda emerging as a technology driver in Africa; gays and lesbians in engineering; engineers’ contribution to Big Science; new approaches to math teaching; and a controversial proposal that engineers hold a master’s degree.

Breakthrough engineering research and innovative approaches to teaching were both emphasized. Collaboration with Art and Production netted 18 awards for *Prism* and *eGFI*, which serves middle and high school students and teachers. While ASEE’s newsletter for K-12 teachers continued to add circulation and generate sales of *eGFI* products, a monthly newsletter — *The Accelerator* — was introduced for undergraduates and graduate students. Editorial staff also worked with the Fellowships and Research Opportunities Department and Art and Production to produce a report on the NSF-funded, ASEE-run Industrial Fellowships program, and with the External Affairs Department to prepare *Capitol Shorts*, the weekly public-policy newsletter for deans and department chairs. *Capitol Shorts*

CORPORATE MEMBER UPDATES

DuPont was instrumental in helping Delaware become the first state to receive “Race to the Top” funding as a result of long-time support of bringing inquiry based, hands-on STEM to all K-12 students, and the company’s focus on supporting “Engineering is Elementary” for all students in Delaware public schools. DuPont was the motivating force in the creation of the Delaware Foundation for Science and Mathematics Education, providing an opportunity for Delaware corporations to support ongoing professional development, materials, and logistics of a systemic reform STEM model in public schools. A recent DuPont STEM initiative, “Driving SCIENCE,” engages interdisciplinary teams of middle and high school teachers in a three-day STEM Institute focusing on the systems required to successfully complete an engineering design challenge and connecting to careers in civil, automotive, and mechanical engineering.

Quanser sponsored the “Innovation Hub” at the 2012 ASEE annual conference, where it demonstrated how to make classic control systems exciting by showcasing a real NASCAR vehicle along with a driving simulator. In October, at the annual World Engineering Education Federation conference, Quanser and the International Federation of Engineering Education Societies announced the launch of a new social network called Global Engineering Leadership, a unique community connecting engineering educators and enabling them to collaborate and share ideas and resources to improve engineering education. On campus, Quanser partnered with the University of New Mexico to introduce a new concept connecting different engineering courses in a common hands-on lab that stresses multidisciplinary collaboration and a holistic view of the modern engineering workflow.

Boeing. With a goal of increasing engineering graduation yield, the company in 2012 partnered with faculty and graduate students from Georgia Tech; Brigham Young; and the University of Puerto Rico, Mayagüez to develop and implement an F-86 SABRE Jet capstone project. The capstone project leveraged a Massively Multiplayer Online Role-Playing Games platform, enabling multiple users to access and modify the same CAD geometry simultaneously as well as to leverage distributive expertise among the students, faculty, and industry advisory board members. “When we first approached the schools our intent was to push the technology forward on the multi-user, cloud-based design methods and create an experiential learning environment,” said Dr. Michael Richey, Boeing Associate Technical Fellow. “Education and technology were at the center of this partnership.”

John Wiley & Sons’ Dan Sayre, Wiley’s representative to the ASEE Corporate Members Council, reported that adoption of digital teaching and learning tools continues to accelerate in engineering education. “Our online learning environment, WileyPLUS, is seeing increased adoption in foundation courses such as engineering mechanics, circuits, and materials,” he noted. “Wiley is also releasing textbooks in up to seven eBook formats: CourseSmart, Vitalsource, Chegg, Amazon, Cafescribe, Kno, and Nook.” In early 2013, Wiley will begin piloting a new program that permits universities to license access to a large collection of undergraduate textbooks for their entire academic community — with the goal of increasing the ease and equity of students’ access to assigned learning materials.



NEW AWARD

ASEE's newest national award, the Lifetime Achievement Award in Engineering Education, was presented at the 2012 ASEE Annual Conference. Pictured is the first award recipient, Richard M. Felder, with ASEE President Don Giddens. The award consists of a \$1,000 honorarium, a travel stipend of up to \$1,000 to attend the ASEE Annual Conference to receive the award, and a plaque.

The first of its kind to be offered by ASEE, the award was established and endowed by contributions exceeding \$50,000 received from 181 members. This initiative was spearheaded by former ASEE President Lyle Feisel and advanced by a steering committee chaired by another former Society president, John Weese. Members of the steering committee included other long-time ASEE members Frank Barnes, Edwin Jones, Robert Page, Angelo Perna, and James Stice.

tol Shorts maintained an “open rate” above the industry average and was redistributed widely by individual recipients.

The *First Bell* newsletter, delivered daily to member in-boxes and providing a summary of engineering-related stories from around the country, continues to be one of our most popular offerings, based on member feedback.

Awards

ASEE presented 22 national and Society awards in 2012, totaling \$46,950, honoring outstanding faculty for excellence in engineering and engineering technology education. People were recognized in the categories of outstanding teaching; lifetime achievement; outstanding women engineering educators; authorship; engineering college administration; innovation; design; collaboration of engineering education and industry; outstanding achievements in increasing under-represented minorities in engineering and engineering technology programs; and excellence in laboratory-oriented studies.

Approximately 300 individual award winners were recognized

throughout the year at various ASEE venues, including the Annual Conference, the Conference for Industry and Education Collaboration, and section meetings. ASEE award winners exemplify the best in engineering and engineering technology education through their commitment to their profession, desire to further the Society's mission, and participation in civic and community affairs.

JEE

The *Journal of Engineering Education* is widely recognized as the premier journal for scholarly research on engineering education. Published quarterly, the journal receives more than 300 submissions each year from authors in more than 60 countries. The journal has an international editorial board that coordinates the peer review of manuscripts. After Editor Jack Lohmann stepped down in April 2012, Jeffrey Froyd served as Interim Editor through June 2012, and Michael Loui became Editor in June 2012. The editorial offices are now located at the University of Illinois, Urbana-Champaign.

AEE

ASEE recognizes the growing number of outstanding, proven engineering education innovations in the peer-reviewed *Advances in Engineering Education*. To date, *AEE* has received over 400 submissions, and has accepted for publication approximately 25 percent of them. Recent issues have featured P-12 education and the NSF Departmental Level Reform projects. Issues in 2013 will focus on product dissection and engineering entrepreneurship. This journal is archived online and made available to the engineering education community; it incorporates the creative use of media, including animation, audio, graphics, and video as a means of enhancing the articles. In this manner, we feel we not only will be on the frontier of engineering education, but also can set a standard for other online journals. The journal is particularly interested in applications both inside and outside the classroom that document an increase in student learning and/or achievement and are based on accepted learning science principles.

The full FY 2012 Annual Report, with financial reporting, will be available online at <http://www.asee.org/about-us/annual-report> starting in March.

Consolidated Statements of Activities

(EXCLUDING PASS-THROUGH FUNDS FOR FEDERAL AWARDS)

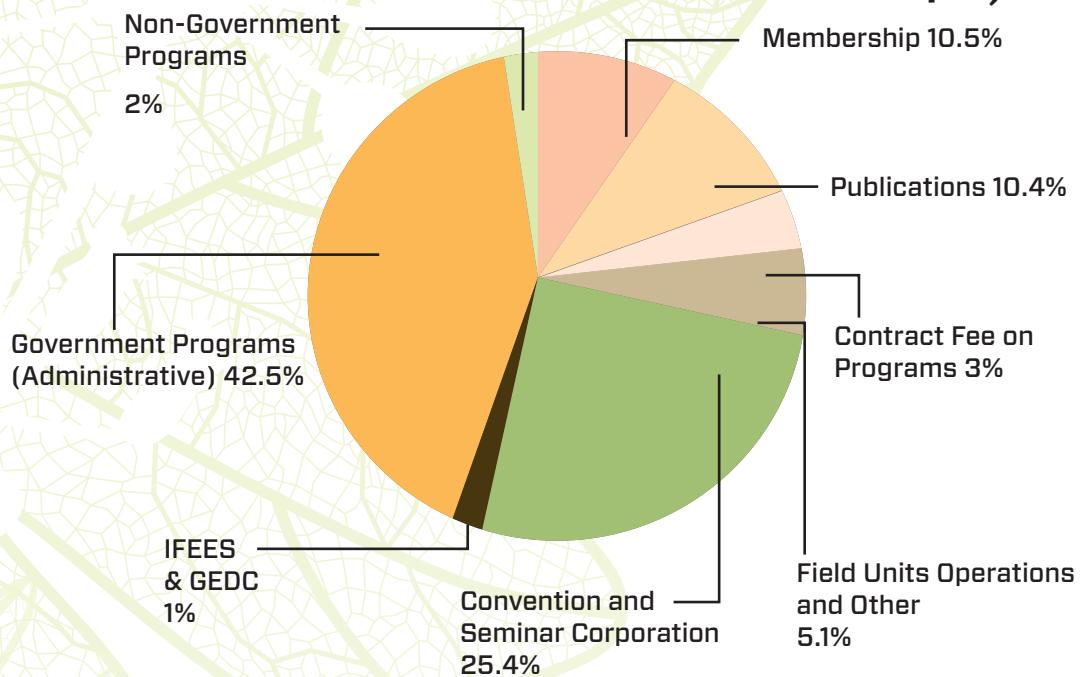
For the Fiscal Years Ended September 30, 2012.

In FY 2011 the society had strengthened its financial governance by creating an audit committee to better ensure accountability, particularly in dealing with complex government contracts related to the extensive fellowship programs noted elsewhere in this document. In FY 2012 the financial office worked closely with the committee and ASEE's Vice President of Finance, Ray Haynes, to closely monitor financial activities.

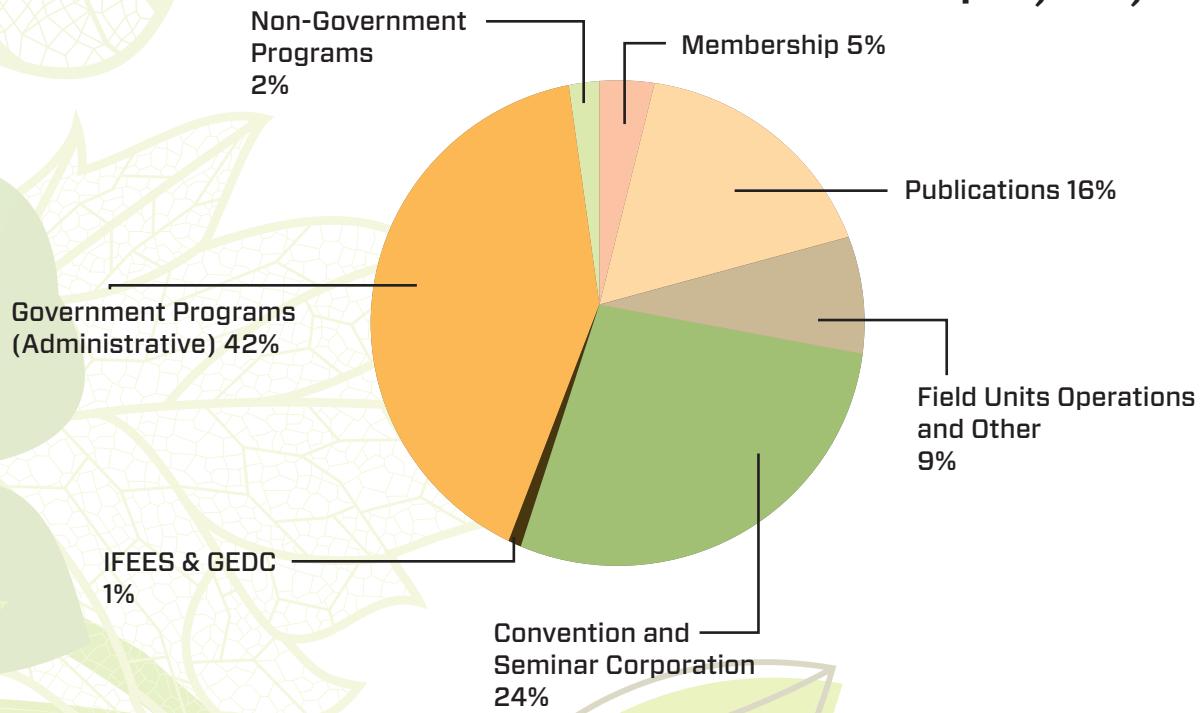
REVENUE	FY2012	FY2011	FY2010	Percent
Membership	1,201,428	1,159,987	\$1,239,883	10.5
Publications	1,195,271	1,375,572	1,204,177	10.4
Contract Fee on Programs	341,583	488,601	457,807	3
Field Units Operation and Other	588,935	331,551	581,459	5.1
Convention and Seminar Corporation	2,904,206	3,033,956	2,858,255	25.4
IACEE		-	13,714	0
IFEES & GEDC	94,836	227,390	-	1
Tau Alpha Pi	21,665	24,751	25,597	0
Government Programs (Administrative)	4,869,887	5,064,210	4,714,870	42.5
Non-Government Programs	232,781	287,425	142,157	2
TOTAL	11,450,592	11,993,443	11,237,919	100
EXPENSES				
Membership	624,678	490,900	505,845	5
Publications	1,846,774	2,284,729	2,202,856	16
Field Units Operation and Other	1,036,301	720,746	661,933	9
Convention and Seminar Corporation	2,782,592	3,126,952	3,056,086	24
IACEE		759	16,634	0
IFEES & GEDC	164,645	157,581	-	1
Tau Alpha Pi	19,310	16,702	12,296	0
Government Programs (Administrative)	4,869,887	5,064,210	4,714,870	42
Non-Government Programs	232,781	290,748	142,157	2
TOTAL	11,576,968	12,153,327	11,312,677	100
Change in Net Assets	(126,376)	(159,884)	(74,758)	
Net Assets - Beginning of Year	2,886,632	3,046,516	3,121,274	
NET ASSETS - END OF YEAR	2,760,252	2,886,632	3,046,516	

OCT. 2011—SEPT. 2012

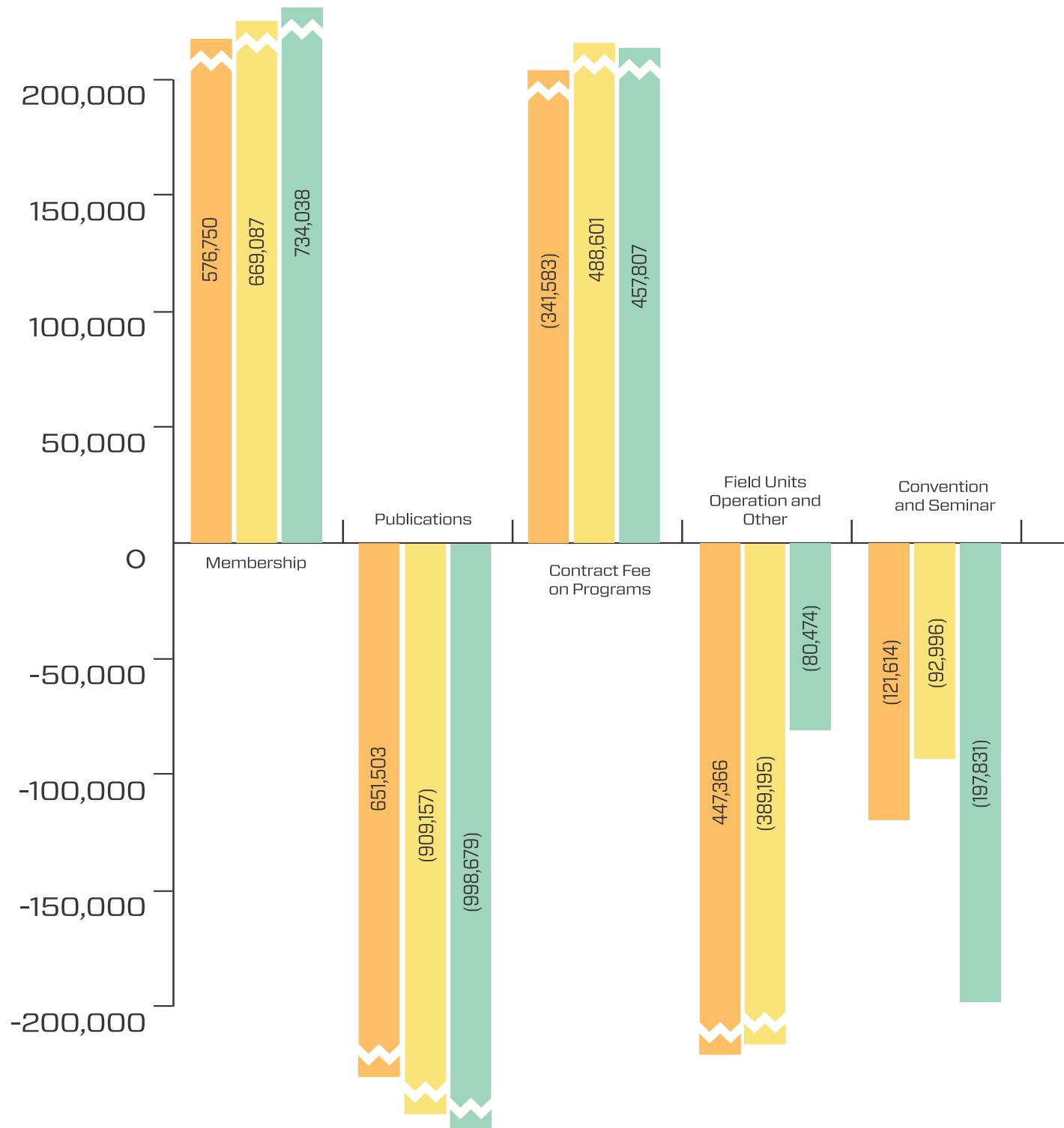
PERCENTAGE OF REVENUE BY PROGRAM IN FY 2011 \$11,993,433



PERCENTAGE OF EXPENSES BY PROGRAM IN FY 2011 \$12,153,327



ANNUAL REPORT



CHANGE IN NET ASSETS

FY10 - FY12

█ FY 2012
█ FY 2011
█ FY 2010

