Civil Engineering Division of the American Society for Engineering Education December 2014

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In this issue:

Message from the Chair of the Division

Dr. Yusuf Mehta, P.E., Rowan University
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It was a pleasure to organize the ASEE conference in Indianapolis. I would like to thank the authors and presenters, and all the paper reviewer's and moderators. Your time and effort was critical in making this conference a success. I would also like to offer a special thanks to the Department of Civil Engineering at Rose Hulman Institute of Technology for sponsoring the RAP session on Monday evening and part of the banquet. The next year's ASEE conference is in Seattle from June 14 to 17, 2015 and it will be organized by the Program Chair, Dr. Kevin Hall, P.E. I am looking forward to seeing you all in Seattle in June 2015. Below are the CE Division best paper award nominees.

Message from the Program Chair

Dr. Kevin D. Hall, P.E., University of Arkansas

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Fall is in the air (at least in some places) – which means it is time to dust off those incredible ideas for the upcoming ASEE Annual Conference and Exposition, to be held in Seattle, Washington in June 2015. The Civil Engineering (CE) Division looks to have yet another 'you-can't-afford-to-miss-this' program, and needs your engagement to make it happen. The Call for Papers can be found on the ASEE website (http://www.asee.org/documents/conferences/annual/2015/call-for-papers/Civil_Engineering_Division.pdf) and is included below. I know from talking with folks from around the country and internationally that there is a tremendous amount of great work going on relative to teaching and learning in civil engineering programs. Please share these experiences with the rest of us! Be forewarned – when the Abstracts and Papers start to roll in, I'll be calling on you to help provide constructive reviews to ensure the high quality we enjoy each year in the CE Division. We had such a great time in Indianapolis in 2014 – many thanks to Yusuf Mehta for his work as the Program Chair and Kevin Sutterer for local arrangements – and hope to keep the streak alive in Seattle. I look forward to seeing you all there!

George K. Wadlin Distinguished Service Award

"For outstanding service in support of civil engineering education."

2014	Kristen L. Sanford	2000	William E. Kelly
2013	Jim Hanson	1999	Donn E. Hancher
2012	Wilfred Nixon	1998	William J. Wilhelm
2011	J.P. Mohsen	1997	Gerald R. Seeley
2010	Jeffrey S. Russell	1996	Daniel J. McGinley
2009	Stewart G. Walesh	1995	E. Walter LeFevre
2008	James J. O'Brien	1994	Frederick W. Beaufait
2007	Stephen J. Ressler	1993	James F. McDonough
2006	James M. Nau	1992	Colby V. Ardis
2005	Alan L. Prasuhn	1991	Marvin E. Criswell
2004	Howard C. Dunn, Jr.	1990	Ronald W. Eck
2003	Thomas A. Lenox	1989	Glen L. Martin
2002	Vincent P. Drnevich	1988	Peter G. Hoadley
2001	Richard O. Anderson	1987	George K. Wadlin

Gerald R. Seeley Award

Awarded to a civil engineering faculty member with five or fewer years of teaching experience. The basis for selection is the quality of a paper submitted for presentation at the ASEE Annual Conference. First awarded in 2004.

2014	Matthew D. Lovell
2013	Berndt Spittka
2012	Michelle Oswald
2011	Ellie Fini
2010	Steve Hart
2009	Brock E. Barry
2008	Tanya Kunberger & Diane Bondehagen
2007	Decker Hains
2006	Andrea Surovek
2005	Scott R. Hamilton
2004	Andrew T. Rose

Civil Engineering Division Officers (2014 - 2015)

Name, Email, Phone	Position	Institution
Dr. Shashi S. Nambisan P.E. Professor shashi@utk.edu (865) 974-7706	Awards Chair	University of Tennessee, Knoxville
Dr. Yusuf A. Mehta P.E. Associate Professor mehta@rowan.edu (856) 256-5327	Chair	Rowan University
Dr. Charles E. Riley P.E. Associate Professor charles.riley@oit.edu (541) 885-1922	Editor	Oregon Institute of Technology
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Dr. Matthew W. Roberts P.E. Professor mwroberts@suu.edu (435) 586-7708	Past Chair	Southern Utah University
Dr. Kevin D. Hall Professor & Chair kdhall@uark.edu (479) 575-8695	Program Chair	University of Arkansas
Dr. Steven J. Burian P.E. burian@eng.utah.edu (801) 585-5721	Secretary/Treasurer	University of Utah
Dr. Brock E. Barry P.E. Mechanics Group Director brock.e.barry@us.army.mil (845) 662-3383	Senior Director	U.S. Military Academy
Dr. Kevin D. Hall Professor & Chair kdhall@uark.edu (479) 575-8695	Vice Chair	University of Arkansas
Dr. Michael H. Woo P.E. Associate Professor michael.woo@citadel.edu (843) 953-7679	Webmaster	The Citadel

***Thank you** for taking the time to read this newsletter and for sending me your feedback. If you have suggestions, please call me at (541)885-1922 or send an e-mail to: charles.riley@oit.edu, C.J. Riley - Editor.*

Session Reports from Indianapolis 2014

2014 CE Division Best Paper Nominations

"New Civil Engineering Program Criteria: How the Sausage is Being Made"

Dr. Allen C. Estes (California Polytechnic State University) and Dr. Thomas A. Lenox (American Society of Civil Engineers)

"Insights and Challenges in Developing a Remote Real-Time Watershed Monitoring Lab"

Mr. Walter McDonald (Virginia Tech), Dr. Randel L. Dymond (Virginia Tech), Dr. Vinod K. Lohani (Virginia Tech), Mr. Daniel S. Brogan (Virginia Tech), and Ms. Debarati Basu (Virginia Tech)

"Integration of Prerequisite Resource Materials in a Structural Design of Foundations Course Using Pencasts"

Dr. Jeffrey A. Laman (Pennsylvania State University, University Park) and Ms. Mary Lynn Brannon (Pennsylvania State University, University Park)

"Structural Engineering Practicum: The First Course in a Master's Program"

Prof. James H. Hanson (Rose-Hulman Institute of Technology), Dr. John Aidoo (Rose-Hulman Institute of Technology), Dr. Kyle Kershaw P.E. (Rose-Hulman Institute of Technology), Dr. Matthew D. Lovell (Rose-Hulman Institute of Technology), Haaken Hagen-Atwell (Affiliation unknown), and Mr. Matthew James Ross (Rose-Hulman Institute of Technology)

M513 – BOK2 – Influencing Changes to the ABET Civil Engineering Program Criteria and Civil Engineering Curricula
Moderators: Tom Lennox and Mark Kilgore

The ASCE Liaison Committee of the Civil Engineering Division sponsored two sessions at the 2014 ASEE Annual Conference. The first of the two sessions (Session M513) was titled ***"BOK2 – Influencing Changes to the ABET Civil Engineering Program Criteria and Civil Engineering Curricula."*** The purposes of the papers/presentations of this session were to (1) provide timely information relative to the work of ASCE's Civil Engineering Program Criteria Task Committee as influenced by the publication of second edition of the *Civil Engineering Body of Knowledge* (BOK2) back in 2008, and (2) discuss the experiences of two faculty members from a civil engineering program that voluntarily changed their curricula to be consistent with the 24 outcomes of BOK2. This session was co-moderated by Tom Lenox (Executive VP Emeritus, ASCE) and Mark Killgore (Director, Raise the Bar Initiative, ASCE).

The first author/presenter was Al Estes, Professor and Head of the Architectural Engineering Department at California Polytechnic State University in San Luis Obispo. Al is one of the key leaders and workers of the ASCE Civil Engineering Program Criteria Task Committee (CEPCTC). Al's presentation focused on the work-to-date of the CEPCTC. His presentation and paper chronicles the development of the proposed criteria by sharing the committee's methodology and process, the key issues that emerged, the resulting proposed criteria, and the future work of the committee.

The second and third authors/presenters were faculty colleagues from the civil engineering program at Lawrence Technological University (LTU) -- a program that has already made significant changes to their curriculum based upon their commitment to the goals of BOK2. The first of these presenters was Don Carpenter, Professor of Civil Engineering at LTU. Don was also the founding University Director of the Center for Teaching

and Learning from 2006 to 2009, and then the University Director of Assessment from 2009 to 2012. Don is also a member of ASCE's CEPCTC. Don's paper/presentation provided an overview of the challenges faced and the various approaches taken by LTU's civil engineering faculty to integrate the BOK2 outcomes into the civil engineering curriculum.

Don's paper/presentation was complemented by a paper/presentation by his LTU colleague, John Tocco. John has a unique background as a practicing construction engineer, project manager, and construction arbiter/mediator – applying both his engineering and law degrees. John's paper/presentation focused on his experiences with including Outcome 13 (Project Management) of BOK2 into the LTU curriculum based upon the tacit acknowledgement that construction engineering and project management skills are important components of a broad civil engineering education.

T113 – Research Experience in Stormwater Management
Moderators: Jenahvive Morgan and Led Klosky

For the presentations covering research experience in stormwater management, there were three presenters covering four topics. The first presentation was from Aimee S. Navickis-Brasch from Gonzaga University. She discussed a multi-year cooperative stormwater project involving both a local municipality and the university. The goal of the project was to help the students develop practical stormwater engineering skills in designing a bioinfiltration pond using regional best management practice (BMP), while aligning the project with the NPDES permit requirements. The second presentation was from Vinod Lohani from Virginia Tech. This presentation covered an interdisciplinary water sciences and engineering NSF/REU project. The goals of this initiative were to engage undergraduate students in interdisciplinary water projects, while improving their communication skills, and encouraging professional and social bonding among the students. Finally, Walter McDonald, a graduate student from Virginia Tech gave two presentations on developing a remote real-time monitoring lab, and how that lab was integrated into educating students on sustainability. These presentations discussed how the goal of the Virginia Tech project was to utilize the high-frequency environmental data from a small urbanized watershed to enhance water sustainability research and undergraduate education.

T213 – Global Perspective and Experiential Learning in Civil Engineering
Moderators: Kevin Sutterer and Shashi Nambisan

Good questions from the audience and engaging discussions with the speakers made this an outstanding session.

Ann Jeffers provided a summary of a program at the University of Michigan in which 5 students worked on a project to design and build a bridge in Bolivia to serve the needs of a remote community. This was part of a service learning effort that she initiated (Bridges for Prosperity). The students worked on the design over 2 semesters while on campus, and then had to construct the bridge based on their design. Ann highlighted some of the successes such as the students learning to take initiative, and improving their skills in project management, field engineering, and developing effective teams. She also notes some of the challenges involved such as communications / language barriers, work practices of the locals, materials.

Andrea Welker's presentation was about how the Civil Engineering program at Villanova contributed to a broader university-wide effort on globalization of their programs. This consisted of a summary of the international students enrolled in their programs as well as internships, and study-abroad programs in which domestic students participated. She touched upon the rationale for such efforts and provided some example of relevant courses. She also noted the "service to communities" aspects of these activities, and faculty sabbatical leaves for such efforts at Villanova.

John Greenleaf summarized efforts and outcomes of a service learning initiative at Lafayette College in which students worked with mentors in an international setting. The mentors were either Indigenous Construction Pro-

fessionals (ICP) or Domestic Construction Professionals (DCP), and each group brought different perspectives and expertise. He spoke about the benefits of the program to students, ICPs, and DCPs.

Jennifer spoke about a course which used a creek as a laboratory setting for an undergraduate course. This stream restoration project with a "real-world" outdoor laboratory enhanced the students' learning experiences. She noted the "getting the feet wet" experience was very well received and students appreciated this better than working with simulated or bench-scale systems. This experiential learning effort also established a baseline monitoring program for the creek.

T413 – Civil Engineering Division Poster Session
Moderators: Brock Barry and Erik Wright

T613 – Innovative Techniques in Structural Engineering Courses
Moderators: Matt Roberts and C.J. Riley

At the last session for Tuesday, June 17, three papers were presented on innovations in structural engineering education. Dr. Matthew Roberts (UW-Platteville) presented the paper "Using Outcomes-Based Assessment in an Introductory Structural Engineering Course." Lively discussion ensued about assigning course grades and the student tendency to get by on partial credit. The next presentation was Dr. Jeffrey Laman (Penn State) for the paper "Integration of Prerequisite Resource Materials in a Structural Design of Foundations Course Using Pencasts." Based on the questions asked after the presentation, there was great interest in the pencasting technology and how it can be used to create videos for use by students. The last presenters were Dr. Jim Hanson and Dr. Matthew Lovell (Rose Hulman) with their paper, "Structural Engineering Practicum: The First Course in a Master's Program." This presentation provided an approach to graduate work in structural engineering that requires a practicum, namely an internship and reflective essay on the experience. There was broad discussion about making this a requirement at some institutions that might not be able to support such a program, but general agreement that this represents a best practice.

W113 – Innovative Teaching Techniques in the Classroom
Moderator: Andrea Welker

The focus of this session was "Innovative Teaching Techniques in the Classroom." Despite the early start and the sleepiness of one of the moderators, this was a very engaging session. This session included five presentations from professors trying out new techniques in their classrooms. These presentations included:

An Innovative Way to Teach Sustainability in Civil Engineering Materials Class by Goli Nossoni. In this presentation Dr. Nossoni described the interesting "Greencrete" recipes developed by her students and the corresponding increase in student creativity witnessed by the instructors at Manhattan College. By developing the Greencrete recipes, students had a chance to gain hands-on experience while delving into the concepts of sustainability.

Using Supplemental Instruction to Increase Retention in Engineering by Ronald Welch. Dr. Welch described a program at the Citadel to provide additional instruction to students that were enrolled in "high risk" courses; e.g. courses that often prevent students from continuing with their engineering studies. Interest in the program is growing as students recognize the benefits of the program such increased grades from midterm to final and faculty recognize the benefit of their students engaging in and understanding the material better.

Understanding the Benefits of the Flipped Classroom in the Context of Sustainable Engineering by Kevin Ketchman. Dr. Ketchman described his use of the flipped classroom, which enabled students to join the National Energy Leadership Corps. These students performed energy assessments in the community and provided a report to homeowners of how to decrease their energy usage. This program was implemented at two universities: Pennsylvania State University and the University of Pittsburgh.

The Effectiveness of "Interactive" Slide Presentations for Promoting Student Engagement in University Engineering Courses by Abbie Liel. Dr. Liel described how student engagement was measured in several classes at the University of Colorado Boulder. The engagement of six students was monitored by an observer at two-minute intervals and compared those observations to what was occurring in the classroom. The data indicated that the highest levels of student engagement were observed in the instructional method categories of "student work" and "slides writing" and that lowest levels of engagement occurred within the first five minutes of class and at the 30 minute mark regardless of the instructional method employed.

Inspiring Student Engagement through Two-Minute Follies by Led Kloskey. Dr. Kloskey described two-minute presentations made by students on a topic of their choosing that related to the course being taught at the United States Military Academy and at Mississippi State University. The goal of the "Follies" as to increase extrinsic motivation of students while allowing them to improve their communication skills and educate their peers about how their course materials relate to something of interest to them.

W213 – Raise the Bar – Visions for the Future, Bodies of Knowledge, and Accreditation
Moderators: Jim O'Brien and Tom Lennox

The second of two sessions sponsored by the ASCE Liaison Committee of the Civil Engineering Division (Session W213) was titled "Raise the Bar – Visions for the Future , Bodies of Knowledge , and Accreditation Vicissitudes." This session was co-moderated by Tom Lenox and Norm Dennis (University of Arkansas and Chair of ASCE's Committee on Education.

The three purposes of this session included (1) comparing the various visionary documents published by the leading professional societies that are influencing engineering education reform, (2) providing timely information regarding the new "engineering generic" Body of Knowledge recently published by the NSPE, and (3) discussing several accreditation "vicissitudes."

The first speaker was Mark Killgore, ASCE's Director of the Raise the Bar Initiative. Mark's paper/presentation delved into a series of questions about the future of engineering education including (a) what do various visions for the future of engineering education have in common, (b) how are the various visions distinct from each other, (c) how might the various engineering societies collaborate to realize their visions of engineering education in the future, and (d) is it time to take another look at the future of engineering education?

The second speaker was Stu Walesh, an independent consultant who provides management, engineering, education/training, and marketing services. Stu is also the author of six books including Engineering Your Future: The Professional Practice of Engineering. Prior to becoming a consultant, Stu worked in the public, private, and academic sectors. He has been a leader of ASCE's Raise the Bar initiative since 1998 – to include being the editor of both editions of the Civil Engineering Body of Knowledge. After describing the process used to develop a new NSPE Engineering Body of Knowledge (EBOK), Stu's presentation/paper discussed (a) the similarities and differences between the NSPE EBOK and the ASCE BOK and (b) the means being used to stimulate thinking and action about it.

The last presenter/author was Brigadier General (Retired) Steve Ressler. Steve is Professor Emeritus from the United States Military Academy at West Point, NY. Prior to his retirement from the Army in September 2013, Steve served as Professor and Head of the Department of Civil & Mechanical Engineering at USMA. Steve is renowned as the most prolific author of papers for the Civil Engineering Division of ASEE. Steve's paper/presentation described the organization, processes, and initiatives of ASCE's Task Committee on Accreditation Policies and Procedures from 2009 to 2012; assessed its effectiveness in fulfilling its charge; and offered recommendations to ASCE's new educational and accreditation committees for next steps and future directions.

W413 – Topics Related to Civil Engineering Curriculum
Moderators: Kevin Hall and Denise Simmons

Steve Mattingly of the University of Texas at Arlington spoke of infusing critical thinking modules into several civil engineering courses – focusing on practical problems/decisions which are easily relatable to students.

Jim Nelson of Brigham-Young University spoke of design projects to strengthen professional practice curriculum in civil engineering. A key impetus for the study was that respondents to the 2009 CEE alumni survey stated their undergraduate experience would have been enhanced by having more professional development. One response to addressing the concern: the capstone course started using real projects.

C.J. Riley spoke of the factors considered in development of a co-terminal bachelor's/master's degree program in civil engineering at Oregon Institute of Technology including student demand and benchmarking other programs.

W513 – Innovative Pedagogy and Assessment in Civil Engineering Education
Moderators: Ron Welch and Al Estes

Session W513 (Innovative Pedagogy and Assessment in Civil Engineering) took place from 2:15 p.m. – 3:45 p.m. in room 104 on June 15, 2014. The session was sponsored by the Civil Engineering Division and had 39 people in attendance. There were four presentations. Brock Barry (United States Military Academy) presented "Going Out On A Limb: Using Poetry to Reinforce Civil Engineering Concepts". The paper focused on the value to both the students and the faculty members of using poetry in a civil engineering soils mechanics course. Norb DeLatte (Cleveland State University) presented the second paper, "Assessment Results: Incorporating Case Studies in the Civil Engineering Curriculum." The paper cited the benefits of incorporating failure case studies into civil engineering education and offered a formalized assessment methodology for capturing these benefits in a quantitative way. The third paper, "Goethal's Infrastructure Challenge Part 2: The Challenge Begins", was presented by Led Klosky (United States Military Academy). The paper describes the beginning of a national competition where students of different disciplines solve a wicked infrastructure challenge in a 72 – 96 hour time period. The fourth and final paper was presented by Matt Roberts (University of Wisconsin – Platteville) on "Assessment of Systems Learning in an Undergraduate Civil Engineering Course using Concept Maps." The paper introduced concept maps and showed how they were used to assess an infrastructure course.

Each presentation was allocated 15 minutes for the formal presentation followed by a 5 minute question and answer session. The session began and ended on time. The audio-visual equipment worked fine and the room has enough room to accommodate the attendees.

W613 – Innovative Assessment Techniques in Civil Engineering Courses
Moderators: James Hanson and Norm Dennis

Integrat ion of Informat ion Technology Software in a Civil Engineering Program - Learning Styles Considered, Erik Wright

Using the EnvisionTM Sustainable Infrast ructure Rat ing System in a Civil Engineering Capstone Design Course, Steven Burian

Use of Concept Maps to Assess Student Sustainability Knowledge, Mary Watson

Team Grading in Capstone – What the Students Think When They Grade One Another, Daniel Dulaski

Report from The Historian

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CE Division's Historical Files

The Historian maintains many administrative documents (agendas, minutes, and treasurer reports), past newsletters, and approximately 30 copies of the booklet ASEE Civil Engineering Division – Divisions Chairs 1935-1993. These files are fairly complete for the period from 1975 to the present. There are no documents on file for any date prior to 1975. And the Historian maintains a database of Division Officers and award winners between 1975 and the present – available upon request.

Inventory of Division Newsletters

Our semiannual newsletters are a valuable source of historical information. In 2006, we scanned our entire inventory of past newsletters into PDF files. This inventory has been continually updated since 2006, and was maintained on a website by our past Webmaster (michael.woo@citadel.edu) at http://engineering.citadel.edu/ASEE_CE_Divsion.htm. This has been moved to the ASEE website.

ASEE Civil Engineering Division – Divisions Chairs 1935-1993 and Beyond

Single copies of ASEE Civil Engineering Division, Division Chairs, 1935-1993 will be distributed free of charge to any Division member upon request. To supplement Division Chairs, 1935-1993, the Historian has been collecting the pictures and biographies of all Division Chairs for the years since 1993. We have obtained a short biographical sketch and an acceptable head-and-shoulders color picture from MOST (but not all!) of our Past Chairs between 1993 and 2013. The Division is positioned to have a more "dynamic" Division Chairs document – posted to a Division web site.

Special Thanks to our Division members!

We are blessed by having many long term members who have served our division in so many capacities. As you will note from the trivia questions, many of our past leaders have retired or stopped participating in our annual conference. Please help me congratulate all of our long-standing members who were part of division activities prior to 2003! Let's celebrate our future by asking those that have been participating since 2008 to be recognized! All of us must reach out to our CE faculty peers and get them involved both at the regional and national level of ASEE! Just as Tom Lenox and Marvin Criswell have been the strongest supporters/workers within our division, we must mentor others as they have mentored so many of us to ensure we have a terrific Division with great programs, engaged members, and outstanding leaders. May we all continue to "Raise the Bar!" There is still much work to be done.

Past Civil Engineering Division Meetings

Year	Annual Meeting	Chair
2013-2014	Indianapolis, IN	Matthew Roberts
2012-2013	Atlanta, GA	M. Asghar Bhatti
2011-2012	San Antonio, TX	Shashi Nambisan
2010-2011	Vancouver, BC, CAN	Kevin Sutterer

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2009-2010	Louisville, KY	Norm Dennis
2008-2009	Austin, TX	Dennis Fallon
2007-2008	Pittsburgh, PA	Ron Welch
2006-2007	Honolulu, HI	Kristen Sanford Bernhardt
2005-2006	Chicago, IL	Jim Hanson
2004-2005	Portland, OR	Wilf Nixon
2003-2004	Salt Lake City, UT	Vince Drnevich
2002-2003	Nashville, TN	Steve Ressler
2001-2002	Montreal, Quebec, CAN	J. P. Mohsen
2000-2001	Albuquerque, NM	Sam Clemence
1999-2000	St. Louis, MO	Jim Nau
1998-1999	Charlotte, NC	Alan Prasuhn
1997-1998	Seattle, WA	Tom Lenox
1996-1997	Milwaukee, WI	Howard Dunn
1995-1996	Washington, DC	William Kelly
1994-1995	Anaheim, CA	Tom Mulinazzi
1993-1994	Edmonton, Alberta, CAN	Bob Henry
1992-1993	University of Illinois at Urbana-Champaign, , IL	Fred Beaufait
1991-1992	Toledo, OH	Edward Reitz
1990-1991	New Orleans, LA	M. Dean Parsons
1989-1990	Toronto, Ontario, CAN	William Highter
1988-1989	Lincoln, NE	Noel Tolbert
1987-1988	Portland, OR	Mardith Thomas
1986-1987	Reno, NV	Gerald Seeley
1985-1986	Cincinnati, OH	Colby Ardis
1984-1985	Atlanta, GA	Roger Seals
1983-1984	Salt Lake City, UT	Ron Eck
1982-1983	Rochester Institute of Technology, Rochester, NY	Jim McDonough
1981-1982	Texas A&M University, College Station, TX	Marvin Criswell
1980-1981	University of Southern California, Los Angeles, CA	Gordon Batson
1979-1980	University of Massachusetts, Amherst, MA	Eugene Chesson
1978-1979	Louisiana State University, Baton Rouge, LA	Donald L. Bender
1977-1978	University of British Columbia, Vancouver, CAN	William J. Wilhelm

Civil Engineering Division of ASEE

Trivia for 2014 Meeting in Indianapolis, IN

30 Years Ago (AY 1983-84)

- The Division Chair was _____ of West Virginia University.
- The annual conference was held in _____. A new feature of the program was a session on "microcomputer software demonstration."
- In a vote of the membership in January 1984, Division dues were increased from $2 to $___.

20 Years Ago (AY 1993-94)

- The Division Chair was _____ of the University of New Hampshire.
- The annual conference was held in _____.
- The balance is the Division's BASS Account was $14,251.

15 Years Ago (AY 1998-99)

- The Division Chair was _____ of the Lawrence Technological University.
- The annual conference was held in _____.
- The Executive Board expressed their concerned about using the name "RAP Session" for the Monday evening event – stating that "the name is an anachronism" and "the words conjure up an image of 40-50 sliderule-toting men sitting in a large circle." After formally polling the Division membership, it was decided that the name of the event should be _____ Session.
- The relatively new ASCE Directior of Educational Activities (_____) briefed the Division about the first-ever _____ Teaching Workshop – to be held in the July 1999 at the _____ led by _____.
- Much of the discussion during the _____ Session was devoted to the new policy passed by ASCE in October 1998 – Policy Statement # 465 titled "First Professional Degree."

10 Years Ago (AY 2003-04)

- The Division Chair was _____ of Purdue University.
- The annual conference was held in _____.
- The most well-attended technical session was called "The Fundamentals of Fun." One of the papers presented in this session was "If She Weighs the Same As a Duck Then She's a Witch – Using A Classic Monty Python Movie to Stimulate Transfer of Learning." By _____.

5 Years Ago (AY 2008-09)

- The Division Chair was _____ from The Citadel.
- The annual conference was held _____.
- The Division sponsored 16 events and sessions with 47 papers and presentations.
- The most attended sessions dealt with new _____.
- The most fun at the conference was riding the _____ by _____.

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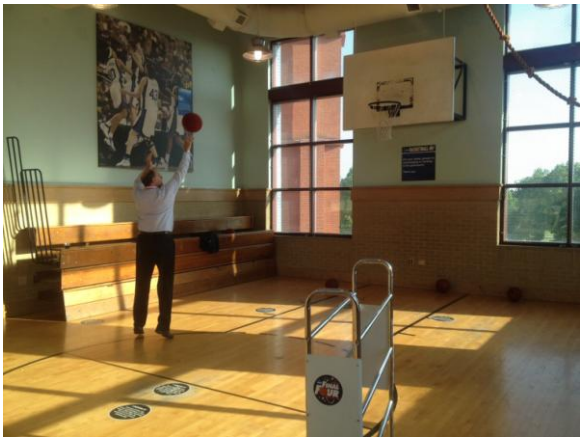

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