



Civil Engineering Division of the American Society for Engineering Education September 2005

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NOTE: The deadline to submit abstracts for the 2006 Annual Conference (June 18-21, 2006 in Chicago) is 5:00 PM Eastern Time on October 5, 2005
<http://www.asee.org/about/events/conferences/annual/2006/Abstract-Submission.cfm>

Message from the Chair of the Division

Jim Hanson, California Polytechnic State University, San Luis Obispo, CA <jahanson@calpoly.edu>

I am pleased to provide an update of the activities of the ASEE Civil Engineering Division. I am humbled to serve as Director of the Division and honored to be associated with such an effective and hard working group of colleagues. By the time you receive this newsletter, I will have moved to my new affiliation, Cal Poly in San Luis Obispo.

I first want to welcome newly elected officers to the Civil Engineering Division including: Vice Chair/Program Chair - Kristen Sanford Bernhardt of Lafayette College, and Director - Norman Dennis of the University of Arkansas.

The Portland Conference was a great success for the Division. The conference overall continues to gain momentum and prestige for attendance and scholarly contributions, respectively. As Program Chair for the Portland Conference, I thank all reviewers, presenters, session chairs, and active committee members persons who assisted with planning and execution of the associated activities preceding as well as at the conference venue.

The Executive Board of the Division voted at the Portland meeting to become a “publish-to-present” division of ASEE. This important step will undoubtedly increase the quality of papers and presentations representing the Division. Authors submitting abstracts this fall should be aware that in order to present at the Annual Conference, the resulting paper must be accepted for publication in the Conference Proceedings. Some exceptions to this rule for invited presentations and panel discussions are envisioned and will be made at the discretion of the Program Chair. The Executive Board also voted to add a standing Liaison Committee to ASEE. Presence of this committee will assure opportunities for developing session themes and activities of mutual interest to both organizations (ASEE and ASCE) and to the profession at large.

The Nomination Committee of the Division will be completing nominations this fall for future officers in the Division. The nomination process is open to all members of the Division and your input in nominating qualified members to serve as officers is invited and strongly encouraged. The nomination process is outlined in the Division Bylaws and nominations must be submitted before November 15.

One issue that I am particularly interested in advancing in Civil Engineering Education is improving the relationship between academia and practice. I would like to thank all practicing engineers who are currently members of the Division. I challenge the membership of the

Division to promote participation in ASEE Civil Engineering Division by practicing engineers. Please consider inviting your adjunct faculty, recent graduates, and advisory board members to join ASEE, contribute to the Division activities, and attend the Annual Conference and Exposition. Recent developments with ASCE’s Body of Knowledge (BOK) highlight the importance of the interaction between students and engineers, between university classrooms and professional practice. Please see the article elsewhere in this newsletter that contains an interview with Rich Anderson, President of ABET and long-time supporting practitioner of Civil Engineering Education, which addresses this interaction.

CE Division's Call for Papers: Annual Conference, Chicago, IL. June 18-21, 2006

Kristen Sanford Bernhardt, Program Chair, Lafayette College <sanfordk@lafayette.edu>

Abstracts are invited on any topic related to civil engineering education. Topics of interest include, but are not limited to:

- Innovative teaching and learning, such as hands-on and computing activities, in any course (including statics, dynamics, and strength of materials as well as more advanced CE courses)
- Innovative curricula, including those designed to support ASCE's Body of Knowledge
- Practitioner responsibility and expectations for completing the Body of Knowledge
- Best practices for incorporating non-traditional instructors (including practitioners) into courses and curricula
- Best practices for faculty development, including expectations for new faculty, and hiring & developing effective teachers

Abstracts should be approximately 500 words in length and should provide a clear statement of the objective, its relevance to the civil engineering community, assessment methods, and results. Authors of accepted abstracts will be invited to prepare a full paper for peer review for publication in the conference proceedings. Papers must demonstrate an appropriate level of scholarship. With the exception of invited panels, the Civil Engineering Division requires that a paper be accepted for publication in the conference proceedings if it is to be presented at the annual conference (publish-to-present). Note that quality papers on all topics related to civil engineering education will be considered. **Abstracts must be submitted through ASEE's SmoothPaper website (www.asee.org/SmoothPaper) by 5pm Eastern time on Wednesday, October 5, 2005.** In addition to the conventional Civil Engineering Call for Papers, the Civil Engineering Division is planning to co-sponsor a session to include papers related to capstone design. For more information, contact the program chair, Kristen Sanford Bernhardt, Program Chair for the Civil Engineering Division, Tel: (610) 330-5584.

CE Division Adopts "Publish to Present" for Future Conferences

Stephen J. Ressler, U.S. Military Academy <Stephen.Ressler@usma.edu>

At the ASEE Annual Conference in Portland, the CE Division membership voted to adopt a "*publish to present*" system for future Annual Conference programs. This new system will substantially change the way that abstracts and papers are peer-reviewed and assigned to technical sessions. If implemented successfully, publish-to-present will also substantially improve the scholarly quality of CE Division papers and presentations. In recent years, the number of abstracts submitted for the CE Division program at the Annual Conference has been increasing significantly. Given that the Division has only about eight or nine sessions, large numbers of abstracts must typically be rejected or reassigned to the ASEE "Emerging Trends" poster session each year.

In the past, the CE Division Program Chair reviewed abstracts and (with the assistance of Session Chairs) decided which abstracts to include in technical sessions, which ones to reassign, and which ones to reject. The decision to accept, reject, or reassign was based entirely on abstracts. And because the quality of an abstract is always difficult to judge, the Program Chair's decision was typically made on the basis of *relevance to the published call for papers*, rather than quality. Once an abstract was accepted, the author was guaranteed a *presentation* at the conference—regardless of whether or not that author actually followed through and wrote a paper for the conference proceedings. This system inevitably resulted in anomalies and inconsistencies. Once an abstract was accepted, there was less incentive for the author to write a high-quality proceedings paper. Some (though certainly not all) authors took advantage of this situation and wrote no paper at all or wrote papers of dubious quality. The Program Chair had very little leverage to enforce high standards of scholarship, because a rejected paper could still be presented at the conference. Occasionally, conscientious authors have found that their abstracts have been reassigned to the "Emerging Trends" session—even though their papers might be far superior to ones that were accepted for presentation in CE Division sessions. The CE Division's implementation of a publish-to-present system is expected to change this situation dramatically. The system will work as follows, for designated sessions:

- Acceptance of an abstract will only guarantee that the author may submit a paper for review. Unlike in the past, acceptance of an abstract *will not* guarantee that the author can do a presentation at the conference.
- After the author has submitted a full manuscript, and after that manuscript has been peer-reviewed and accepted, then the paper will be allocated to an appropriate session. The quality of the paper itself will be a major factor in deciding which papers are assigned for presentation at CE Division sessions.
- Publish-to-present would not apply in special cases like invited speakers, panel discussions, and works in progress, where the Session Chair has determined that proceedings papers are not appropriate or necessary.
- In general, peer-reviewed papers should also be required for participation in poster sessions. Ultimately, this policy will enhance the stature of poster sessions and thus will enhance the CE Division's technical program.
- Although publish-to-present should be the default mode for CE Division sessions, the Program Chair will have wide latitude in allowing exceptions to the rule whenever appropriate.

Implementation of publish-to-present will greatly strengthen the Program Chair's ability to enforce high standards of scholarship in the CE Division program. Higher standards will inevitably raise the quality of the Division's technical papers, posters, and presentations, thus enhancing the prestige of the Division and attaching greater credibility to the scholarly work of the Division's members.

Spotlight on a Member: Richard O. Anderson, PE

An interview with Jim Hanson, Chair CE Division <jahanson@calpoly.edu>



Rich Anderson is the Principal Engineer of SOMAT Engineering, Inc. a consulting firm based in Detroit, Michigan. Rich currently serves as the President of ABET and has served or is serving on departmental and/or college advisory boards at Lawrence Technological University, Michigan Technological University, Michigan State University, and the University of Michigan. Rich has been a leader in Civil Engineering Education. He was presented the George K. Wadlin Award in 2002 by the ASEE CE Division of and was recently elected as an Honorary Member of ASCE. I spoke with Rich regarding his notable contributions to Civil Engineering education, his membership in the Division, and his perspective of today's university preparation of civil engineers. A summary of his thoughts is provided next.

What value do you find in devoting so much to engineering education as a practitioner?

Originally, as an employer of civil engineers, I found it was in our best financial interests to hire graduates who were as prepared as possible to enter the practice of civil engineering. That is the mercenary reason that got me involved, and it was long ago superseded by the personal satisfaction in knowing that I am helping the civil engineering faculty, in my own small way, in educating the civil engineers of

tomorrow. Civil engineering has been very satisfying and rewarding to me, and I want to do what I can to ensure the best and brightest enter our field in the future.

What is the most exciting recent development for you in accreditation?

Without a doubt, the development and implementation of outcomes based criteria has been the most exciting change. For the engineering community, these are known as EC-2000. However, the other three commissions of ABET have now developed and implemented outcomes based criteria in their disciplines, and the results have been equally as dramatic as in engineering. I was a skeptic at first because I did not like letting go of the old "prescriptive" criteria that were easier for engineers to evaluate. However, after participating in the EC-2000 pilot visits, I became a believer. And the one key element that led to my transformation was the fact that to be successful, the entire faculty had to be involved in the process, year-around, every year. Previously, accreditation was viewed as akin to inoculation; something that had to be repeated every 6 years (hopefully), and the chair was usually the lone participant.

Would you recommend membership in the CE Division to other practitioners?

Absolutely. Unfortunately, those practitioners that are reading this article are already aware of ASEE and we need to reach out to the "great unwashed masses" who are not already members of ASEE. As a start, I would like to see every CE department chair provide ASEE membership to the practitioner members of their advisory committees. This would probably amount to between 1000 and 2000 new members. And I can hear the chairs saying, "Great idea, and who is going to pay for this?" Take it from your unlimited discretionary funds! Seriously, I believe this would be a tremendous boost for the division and we know those practitioners already have an interest in engineering education by virtue of their participation in the advisory committees.

What have you gained from your experiences with the Civil Engineering Division of ASEE?

The most important thing that I have gained by participating in the CE Division is a profound respect for the civil engineering faculty in the 220± programs across the US. I have great admiration for their dedication to their students and to the profession of civil engineering. Practitioners not involved in this process have no concept of the requirements and constraints under which faculty must operate. The dedicated faculty long for a 5 day-40 hour workweek. Balancing the requirements of teaching-research-service is something that is totally foreign to most practitioners. And at the top of my list of most admired are the young, untenured faculty, especially the women, who, in addition to their faculty requirements, are also devoting quality time to starting and nurturing their families. I don't know how they do it and stay sane.

What changes to educating civil engineers do you see as critical for the next decade?

The implementation of ASCE Policy 465 will bring major changes to civil engineering education. The changes that are in the works for the undergraduate civil engineering ABET program criteria will permit more flexibility in the curriculum. Because of the blurring of the disciplines and the development of new engineering areas, it is imperative that civil engineering programs have the flexibility to customize their programs to meet the needs of their constituents. ASCE PS-465 is not only concerned with raising the educational bar for all civil engineers, but it is also about being academically ready for the future and preparing civil engineers to be the leaders that we know we can be.

Interview with Rich Anderson (continued from page 3)

What opportunities do you see for better synthesis of civil engineering education and practice?

I believe there is a role for senior practitioners in the formal education of civil engineers. I am aware of several departments that now have practitioners in endowed positions as adjuncts, and this trend is spreading. These individuals are integrated into the faculty; not to just tell “war stories” to the students, but to impart knowledge to the students that they have gained in their 25+ years of practice. These adjuncts have a knowledge base that most faculty members cannot duplicate. It is important that the students be exposed to the real world trials and tribulations in addition to the basic theory and knowledge that the tenure-track faculty are so good at disseminating.

What can the ASEE Civil Engineering Division do to better serve the needs of practicing engineers?

Get more practitioners involved with your respective departments. The CE Division can facilitate this by spreading success stories. What are you doing differently with your advisory committee? How have you diversified your advisory committee? Do you have a practitioner serving as a full-time, non-tenure-track adjunct? ASEE should serve as a clearing-house for these success stories (and also for the not so successful stories so others can avoid the same mistakes).

Summary of the 2005 Annual Conference in Portland, OR

Jim Hanson, Cal Poly, San Louis Obispo, (2004-2005 Program Chair) <jahanson@calpoly.edu>

The Civil Engineering (CE) Division made a great presence at the largest Annual ASEE Conference and Exposition in history, held in Portland, Oregon June 12-15, 2005. The Division sponsored 8 technical sessions (see table) that covered themes representing the standing committees in the Division (Committees on Effective Teaching, Educational Policy, Instructional Technology, and Professional Practice) as well as timely themes associated with the BOK, effects of BOK on curricular developments, new accreditation policies, and interaction between practitioners and the university classroom.

Session Theme	Session Chair(s)
Engaging Upper Level Classes	Anant Kukreti
Innovations in CE Education	ASEE staff
Implementing the BOK - Can it Be Done?	James Nelson
Engineers in Toyland - Come and Play	Ron Welch and Andrea Surovek
New! Improved! CE Accreditation Criteria	Tom Lenox
A through K and Beyond	Dennis Fallon and Robert Houghtalen
Innovation in Curriculum Development	Tonya Emerson
Teaching Outside the Box in Civil Engineering	Jim Hanson and Chris Masters

Social sessions sponsored by the CE Division included the annual RAP Session and Division’s Banquet. The RAP Session was held at Portland State University and included a *Soils Magic* presentation by Dr. David Elton. The Banquet was held at Portland City Grill, which provided attendees with a bird’s-eye view of Portland from this 30th floor restaurant. Several awards were presented at the banquet including the ExCEEEd Program’s teaching awards and Leadership Award, the Division’s Best Paper award for the 2005 Conference, the Gerald Seeley Fellowship, and the George K. Wadlin Award. Attendees were treated to the usual antics that can be expected from the Division, including the traditional and much anticipated presentation by Bill Wilhelm.

I thank all of the session moderators and presenters for providing such an exciting and well-executed technical program. I also acknowledge the guidance provided by recent Past Chairs of the Division in preparing for the Portland Conference. Plans are well underway for next year’s technical program and conference activities, thanks to the hard work of both the group that attended the annual Civil Engineering Division Planning Luncheon and of Program Chair for 2006, Kristen Sanford Bernhardt. I want to encourage interested members of the Division who were unable to attend this luncheon to become involved in the planning of the Chicago conference by contacting Kristen. Session moderators were identified at the Planning Luncheon, but the sessions for standing committees and special sessions can always use a hand with technical reviews of both abstracts and papers submitted for the conference. Reviewing papers is a good way to become active in the Division. I certainly look forward to an exciting conference in Chicago.

CE Division RAP Session

Abra-kadabra, bin frooly zaar, how about that RAP session: a soils magician, a shake table, and an open bar. The annual RAP Session was held at the Smith Memorial Union at Portland State University (PSU) on June 13, 2005. Soils Magician, **Dr. David Elton of Auburn University**, hot off the circuit in Las Vegas, entertained the crowd with his inspired and world renowned *Soils Magic Show*. A walking tour of the *Seismic Testing and Applied Research (STAR) Laboratory at Portland State University* was led by **Dr. Franz Rad** from the Civil Engineering Department at PSU. As usual, the attendees made good conversation of recent developments in Civil Engineering Education, which generally increased in volume as the night progressed. The event allowed for comparisons of assessment strategies for ABET accreditation, K-12 outreach techniques, and regional microbrew flavors from Portland.

Nothing Watered Down for Chi Epsilon Luncheon

Dr. Alan Prasuhn, Professor and Chair Emeritus at Lawrence Technological University (current Rocking Chair in Rapid City, South Dakota) gave a presentation at the annual ASEE Chi Epsilon Luncheon related to the history of innovations in boat travel and transport through canal and river systems. It was a distinct pleasure to see such broad international coverage of the subject matter from a prominent scholar of the history of civil engineering. Alan was able to provide personal anecdotes from his extensive travel. The staff at ASEE had to do a bit of head scratching to locate a 35-mm slide projector for the presentation, but Alan showed that his tried and true slide collection will compete with megapixels and wireless laptops any day. Dr. Prasuhn was in good form after receiving the Division's George K. Wadlin Award the night prior.

Civil Engineering Information from ASEE Beyond the CE Division Sessions

Marvin E. Criswell, Colorado State University <mcriswel@enr.colostate.edu>

The 2005 ASEE Annual Conference printed program took 102 pages to list the Monday through Wednesday sessions, and those of you who could join us in Portland in June 2005 found a CD containing most of the Annual Conference papers at the back of the 204-page printed program. Perhaps this is an example of what can be described as the "information tsunami" of today. How much is useful to you, and how do you best locate it?

As has been the standard for many years, the CE Division offered a very full schedule of excellent sessions and meal events. Although I encourage you to attend and participate in the CE Division events at the Annual Conference, I want to ask this question: "What information relative to Civil Engineering education is available from the ASEE Annual Conference other than through the on-site Civil Engineering Division sessions?" A follow-up question could be: "How many CE Division members look at the Conference Proceedings CD, and of those who do, how much is it used?"

Let me suggest that you "attend" some of the other conference sessions through the Proceedings (as well as viewing the papers presented in the CE Division in more detail and/or sharing them with a colleague who was not at the Conference). Several other divisions have content areas overlapping with civil engineering – some of these being Construction Engineering, Environmental Engineering, Architectural Engineering, and Mechanics Divisions. The Educational Research and Methods (ERM) Division has long been known as a primary source of much excellent information on teaching methods, how students learn, educational psychology, assessment, etc. The papers from ERM plus those from the New Engineering Educators Division form a valuable resource for new faculty. Other divisions often having sessions of interest to civil engineering faculty; these include Design in Engineering, Graduate Studies, International, Computers in Education, plus many others. Sometimes, presentations of interest to CE's may be evident from a combination of the session title and the sponsoring division – e.g. Session #1168, Improving Mechanics of Materials (Mechanics Div.), # 2230, Research on Student Teams (ERM), and #3451, Curriculum Development (Environmental Engineering). In other cases, individual papers within a session may stand out – e.g. in Session #1461, "ASCE's Raise the Bar Initiative" (Liberal Education Division), in # 3542, "Anatomy of an Urban Flood" (Engr Economy Division). There is a lot more information of interest than just the sessions one can attend at the Conference – take a look at some of the rest.

For those who did not attend the Annual Conference, several options exist beyond borrowing the Conference CD from a colleague who attended the Conference. ASEE members can access Proceedings papers from the 1996 through 2005 Conferences on the ASEE web site. These papers are searchable by session number, division, author, title, subject, etc. The path to find these is www.asee.org, then to "Conferences" under "Events/Announcements". At the bottom of the "Conferences" screen is the option "Searchable Database for the 1996-2005 ASEE Annual Conferences"; this is the entry to the past papers (pdf format). Alternately, the 2005 ASEE Conference CD is available for purchase from ASEE – contact Paula Whitley at 202-331-3528.

Historian's Report

Thomas A. Lenox, ASCE <tlenox@asce.org>

Inventory of Files: The files in my possession include many administrative documents (agendas, minutes, and treasurer reports), past newsletters, and approximately 120 copies of the booklet *ASEE Civil Engineering Division – Divisions Chairs 1935-1993*. The documents have been sorted and filed. 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.

Database of Officers Since Academic Year 1975: I am maintaining a database of Division Officers between 1975 and the present. This database is available to any member of the Division upon request.

Inventory of Division Newsletters: In reviewing the historical files of the Division, I concluded that our semiannual newsletters are an extremely valuable source of historical information for the Division. Unfortunately, a **few of the newsletters are missing: Spring 1985, Spring 1990, Fall 1990, Spring 1991, Spring 1996, Fall 1997, Fall 2003, and Spring 2004**. Donations will be gratefully accepted by the historian.

Distribution of *ASEE Civil Engineering Division – Divisions Chairs 1935-1993*: Single copies of *ASEE Civil Engineering Division, Division Chairs, 1935-1993* will be distributed free of charge to any Division member upon request. I will insure that at least ten copies of this booklet are retained for the Division's historical files.

Supplement to ASEE Civil Engineering Division – Divisions Chairs 1935-1993: I am preparing for a future supplement to *ASEE Civil Engineering Division, Division Chairs, 1935-1993*. The original booklet was prepared in commemoration of the ASEE Centennial. The next supplement would include the pictures and biographies of all Division Chairs for the years since 1993. I have been following a format that parallels that used in the original booklet. I have been able to obtain a short biographical sketch from all of our Past Chairs between 1993 and the present – and an acceptable head-and-shoulders color picture from all but two.

A Report on ASCE Student Competitions and Advisor Programs

Ruth Wong, ASCE <rwong@asce.org>

Rose-Hulman Institute of Technology Wins Ridgway Award

Every year the American Society of Civil Engineers (ASCE) awards student groups for their outstanding participation in a variety of activities, from community service projects to professional meetings to social activities. The Ridgway Award honors the single most outstanding ASCE Student Chapter. The ASCE Student Chapter at Rose-Hulman Institute of Technology was awarded the Robert Ridgway award for 2005. The Robert Ridgway Award is an ASCE award established in 1965 and named after Robert Ridgway, a past president of ASCE. The Rose-Hulman student chapter is being recognized as the most outstanding student chapter for 2005 in large part due to their educational outreach efforts, fundraising for local charities; and service projects for both the community and the university. Rose-Hulman's most impressive accomplishment of the past year was the rehabilitation and renovation of the local home to make it habitable for its residents.

The Zonal Vice Presidents Awards are awarded annually to the most outstanding ASCE Student Chapter in each of ASCE's four zones based on their participation in activities and services. The winners were - Zone 1: US Military Academy; Zone 2: Mississippi State Univ.; Zone 3: South Dakota State Univ.; Zone 4: Univ. of California, Berkeley.

Faculty and Practitioner Advisor Awards

Each year the ASCE Committee on Student Activities (CSA) recognizes outstanding advisors from around the country for their service to their students, Chapter/Club, and profession. Recipients of the awards are selected based on nominations submitted by students. In addition, the CSA looks for demonstrated commitment by the advisor to his/her student organization and ASCE. Selected for the 2005 Faculty Advisor of the Year Awards were Scott Hamilton, US Military Academy (Zone I), Donald Joe Hagerty, Univ. of Louisville (Zone II), Charles Tiltrum, South Dakota State Univ. (Zone III), and Camilla Saviz, University of the Pacific (Zone IV). Selected for this year's Practitioner Advisor of the Year Awards were Jill Voeller, Univ. of Delaware (Zone I), Edward Stafford, Colorado School of Mines (Zone III), and Serge Haddad, Loyola Marymount Univ. (Zone IV).

ASCE Practitioner & Faculty Advisor Training Workshop 2005

On the weekend of 26-28 August, 2005 thirty faculty and practitioner advisors representing 16 states, Turkey, and Mexico and represented 28 different ASCE Student Chapters, Clubs and International Groups met at the Sheraton in Reston, Virginia for the 6th Annual Practitioner and Faculty Advisor's Training Workshop (PFATW). This annual event is put on by the Committee on Student Activities (CSA) and aims to impart to the participants the value and purpose of student organizations, to give the advisors the tools useful in making their student organizations function, and to foster and create a sense of community among the ASCE faculty and practitioner advisors. As the Advisors return to their own student organizations, they will hopefully leave with a better understanding of all that ASCE has to offer and the programs and opportunities available to ASCE student members. This wonderful weekend, provided for and funded by ASCE, is sure to help all 28 of the universities and colleges represented this year. As we look forward to the coming year we hope that if you are a faculty or practitioner advisor who has not attended PFATW; or if you know of other advisors who could benefit from this great workshop you can attend, or encourage others to attend, the 7th Annual Practitioner and Faculty Advisors Training Workshop. Contact Ruth Wong, ASCE: rwong@asce.org

A Report on ASCE Educational Activities

Jim O'Brien, ASCE <jo'brien@asce.org>

ASCE Student Chapters, Clubs, and International Student Groups

ASCE continues to play a key role in student development and education of our future civil engineering professionals.

- 25,000 undergraduate students are currently student members of ASCE.
- To prepare these rising leaders for our profession, the Committee on Student Activities (CSA) of EdAC hosted four Workshops for Student Chapter Leaders (WSCL) in conjunction with the 2005 Zonal Leadership Conferences. 530 students from 134 Chapters and Clubs participated in this year's leader development workshops. Students departed the WSCLs informed, motivated, and energized for the challenges of leading their Chapters and Clubs.
- In addition to other activities, student leaders plan, coordinate, and conduct annual student conferences in 18 geographic regions during the spring 2005 with over 5,000 ASCE student members participating per year.

West Point Bridge Design Competition (WPBDC) 2005

- In its fourth year, 13,069 teams submitted 42,962 unique designs. Qualifying round Jan 6-Feb 28, 2005.
- March 12: semi-final round narrowing the field from 80 teams to the final five teams.
- April 11: Team ThereIsNoBridge (two brothers from Irvine, CA) bested 4 other finalist teams to win \$10,000 scholarship for each team member. All finalists received personal laptop computer.
- Local contests: a highlight for 2004 and beyond, allowing anyone to set up a contest to allow students to simultaneously participate in the national & the local contest. Local scoreboard available, etc.

National CEE Department Head Meeting

- First ever (??) held in Salt Lake City, UT, May 21-24, 2005, with ~100 CEE Department Heads in attendance
- Topics: PS465 implementation; research landscape; "How to succeed as a CEE Department Head"; others.
- Will repeat in March 2006

Accreditation

- As a new initiative, the Committee on Curricula and Accreditation (CC&A) offered ABET Program Evaluator Training via webinar in February and March 2005. Recognized as an immediate success, this distance platform effectively trained potential evaluators while minimizing their travel and lodging expenses. ABET staff observed the training with the possible thought of extending webinar training to all societies.

ExCEED Teaching Workshops:

- **ExCEED Teaching Workshops (6 day) 2004:** funded by UEF; open to all engineering faculty; 24 participants graduated from the University of Arkansas, Fayetteville site while 23 participants attended at the US Military Academy, West Point, NY. Had 22 CEs attend (using other Societies' spaces) for a six year total of 13 workshops; 283 CE graduates; 164 different colleges & universities.
- Continue to grow a sizeable body of seasoned presenters, mentors, and assistant mentors.
- **ExCEED Teaching Workshops 2005:** Back to ASCE member only workshops. Two sites for a total of 48 possible seats. July 10-15 in Fayetteville, AR and July 24-29 at West Point, NY.

Upcoming Activities

2005 ASCE Annual Conference, Los Angeles, CA, October 20-23, 2004

- New format; no education sessions/few student events
- National meeting & Board Committee meetings

West Point Bridge Design Contest 2006

- Planning to conduct; final decision with ASCE FY06 budget approval in July 2005.
- Local contests available

ExCEED Teaching Workshops (6 day) 2006

- Planning to hold 2 workshops for ASCE members only. 48 seats available. Applications due by February 2006. See website at www.asce.org/exceed

ASCE ExCEED, STEEL BRIDGE & CONCRETE CANOE COMPETITION AWARDS

2005 ExCEED Awards:

- **Leadership Award:** Tom Lennox, ASCE
- **New Faculty Excellence in Teaching Awards presented to:**
 - Scott Hamilton, US Military Academy
 - Daniel Oether, University of Cincinnati
 - Matthew Roberts, University of Wisconsin, Platteville
 - Stephen Kurtz, Lafayette College

ASCE/AISC National Student Steel Bridge Competition

- Held May 28-29, 2005 in Orlando, FL
- 1st Place: University of California, Davis; 2nd Place: University of Florida; 3rd Place: Louisiana State University

ASCE National Concrete Canoe Competition

- Held at Clemson University on June 25-27, 2005
- 1st Place: University of Wisconsin, Madison; 2nd Place: Clemson University, 3rd Place: Michigan Tech

ASEE CE Division Leadership (as of June 16, 2005)

	2003-4	2004-5	2005-6
Immediate Past Chair	Steve Ressler	Vince Drnevich	Wilf Nixon
Chair	Vince Drnevich	Wilf Nixon	Jim Hanson*
Vice Chair/ Program Chair	Wilf Nixon	Jim Hanson	Kristen Sanford Bernhardt**
Senior Director	Jim Hanson	Kristen Sanford Bernhardt	Ron Welch
Mid-Term Director	Kristen Sanford Bernhardt	Ron Welch	Dennis Fallon
Freshman Director	Ron Welch	Dennis Fallon	Norman Dennis
Secretary-Treasurer	Marvin Criswell	M. Asghar Bhatti	M. Asghar Bhatti
Newsletter Editor	Shashi Nambisan	Shashi Nambisan	Shashi Nambisan
Historian	Tom Lenox	Tom Lenox	Tom Lenox
Committee on Curriculum Development	Tonya Emerson	Tonya Emerson	
Awards Committee	Sam Clemence (Chair) J.P. Mohsen Steve Ressler	J.P. Mohsen (Chair) Steve Ressler Vince Drnevich	Steve Ressler Vince Drnevich Wilf Nixon
Nominating Committee	Steve Ressler (Chair) Vince Drnevich J.P. Mohsen	Vince Drnevich (Chair) Wilf Nixon <i>(active past Chair)</i>	Wilf Nixon Jim Hanson <i>(active past Chair)</i>

*ASEE Liaison to ASCE Educational Activities Committee (EdAC)

**ASEE Liaison to ASCE Committee on Curricula and Accreditation (CC&A)

THANK YOU for taking the time to read this newsletter AND for sending me your input / feedback. If you have suggestions, please call me at 702-895-1325 or send an e-mail to: <shashi@ce.unlv.edu>. Shashi Nambisan, Editor.

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