

Civil Engineering Division of the American Society for Engineering Education

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Message from the Chairman

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It is truly a privilege to serve as Chair of the Civil Engineering Division of ASEE 2001-2002. It is a humbling experience to follow in the foot steps of a long line of high caliber educators who have served our profession so well. Over the years I have looked up to many of them for inspiration, Sam Clemence, Jim Nau, Alan Prasuhn, Nugget Dunn, and Tom Lenox, just to name a few. I owe a wealth of gratitude to my mentor Jim McDonough, who introduced me to the ASEE CE Division. This is an impressive list of dedicated professionals. I appreciate the confidence the membership has placed in me and I hope I can fulfill your expectations.

This year I have two initiatives and I will need your help to accomplish them. The first initiative is to increase the Division membership. Will you do me a favor and invite a colleague to the CE Division events in Montreal, June 16-19, 2002. In recent years participation has been excellent, with all sessions fully attended. We do need, however, to expand our membership base and encourage new civil engineering practitioners and educators to join with us to ensure continued success of the Division.

The second initiative is to expand our cooperative efforts with ASCE Educational activities. As part of my duties as the CE Division Chair, I serve on the ASCE Educational Activities Committee (EdAC). I would like to take this opportunity to highlight some EdAC activities. The ExCEED Teaching Workshop will be conducted at three sites in 2002. I was recently privileged to attend an abbreviated version of this workshop conducted by our own Steve Ressler and Norm Dennis at the Houston ASCE meeting. I found the experience very enriching and I was back in the classroom the very next day using the techniques presented. I highly recommend that each member consider attending a future ExCEED Teaching Workshop.

As part of my EdAC duties I also serve on the ASCE Education and Practice Publications Committee. This committee is responsible for the Journal of Professional Issues in Engineering Education and Practice. This journal presents a wonderful opportunity for each of us to publish articles dealing with the issues that are of importance to our organization such as ABET 2000, diversity, course content, engineering ethics, engineering history, professional development, and teaching innovations. I encourage each of you to consider submitting an article.

Last year in Albuquerque we hosted an extensive series of technical sessions, social events and a field trip. As last year's program chair, I would like to take this opportunity to thank all the authors and panelists who contributed to the success of the program. I would also like to extend a special word of appreciation to session coordinators: Walter Vodrazka (University of Nevada-Las Vegas), Tom Mulinazzi (University of Kansas), Anant Kukreti

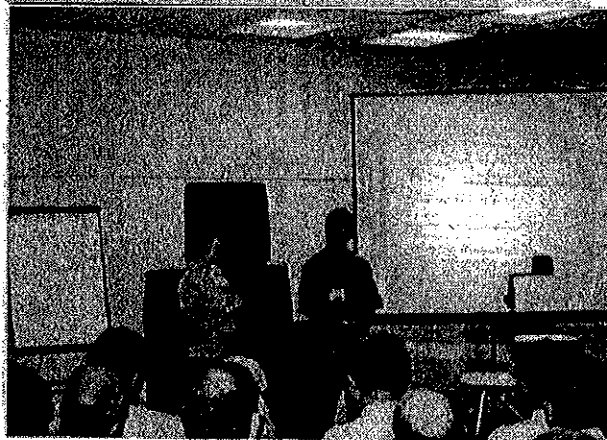
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Program Chair The 2002 Annual Conference in Montreal: *Vive Le Engineer!*

Romantic and cosmopolitan, Montréal calls to those with a love of magnificent cuisine, exceptional wine, and old-world architecture. It is the perfect location for those who seek equal parts sophistication, flair, and *joie de vivre*.

And when you're tired of all that sophistication, flair, and *joie de vivre*, come on over to the Convention Center and hang out with the Civil Engineering Division. We've got a great program planned, with seven technical sessions covering a wide range of topics from pedagogy to professional practice. These include:



- Engineering the Future of Civil Engineering: Changing the Academic Prerequisites for the Licensure and Professional Practice of Civil Engineering (*moderated by Tom Lenox*)
- Instructional Technology: Meeting Educational Needs and Expectations of Students (*moderated by Ron Welch and Doug Schmucker*)
- Licensure and Professional Practice in CE Education (*moderated by Wilf Nixon*)
- Project-Based Education (*moderated by Scott Yost and Carlos Sun*)
- Entrepreneurship in Civil Engineering: A Global Perspective (*moderated by Gajanan Sabnis and co-sponsored by the Entrepreneurship and International Divisions*)
- Recruitment, Development, and Retention of a Diverse CE Faculty (*moderated by Kristen Sanford Bernhardt and co-sponsored by the Women in Engineering Division and the Minorities in Engineering Division.*)
- Tomorrow's Civil Engineering Profession (*moderated by Vince Drnevich*)

We will also hold the second annual "Toys in the Classroom" festival concurrent with our Monday night Rap Session. We'll have a great assortment of CE toys, with demonstrations and discussions by their creators—and an opportunity for you to try them out for yourself. If you'd like to bring and display a CE toy of your own, it's not too late. Contact Ron Welch (ir9204@trotter.usma.edu) or Doug Schmucker (harvey@diamond.valpo.edu), and let them know what you'll be bringing. No toy will be turned away.

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Come Join Us

Message from the Program Chair

(Continued from page 2)

As we say in the Army, "This is an order!" If you are going to be attending the conference, you *must* attend the following three events:

The Rap Session on Monday night. Drink a beer and discuss the many problems and challenges confronting civil engineering education. Then drink two or three more beers, and *solve* the many problems and challenges confronting civil engineering education.

The Planning Luncheon on Tuesday. Help us plan the technical program for the 2003 Annual Conference, while eating excessively expensive hotel food. Volunteer to serve as Moderator for that special session you've always wanted to run—"Using holographic virtual reality to simulate practitioner involvement in the engineering classroom."

The CE Division Banquet on Tuesday night. Make new friends and renew old ties over dinner at an elegant Montréal restaurant. Witness the dramatic announcement of the George Wadlin Award for 2002. Enjoy the sophistication, flair, and *joie de vivre* of Donn Hancher's jokes. Watch Tom Lenox take cheap shots at Bob Henry's wardrobe. Marvel at Wilf Nixon's Iowa accent. And most importantly, be there to provide moral support for Vince Drnevich as he takes over as Program Chair for next year. This promises to be the premier social event of the...day. So be there.

Steve Ressler

U. S. Military Academy

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Carnegie Foundation support for the scholarship of teaching and learning.

By Alix Darden, Carnegie Fellow, The Citadel

"The Carnegie Foundation for the Advancement of Teaching is a national and international center for research and policy studies about teaching. With a focus on the scholarship of teaching, the Foundation seeks to generate discussion and promulgate sustainable, long-term changes in educational research, policy and practice. Foundation programs are designed to foster deep, significant, lasting learning for all students and to improve the ability of education to develop students' understanding, skills and integrity.

Andrew Carnegie founded The Carnegie Foundation for the Advancement of Teaching in 1905, "to do all things necessary to encourage, uphold and dignify the profession of teaching." The Foundation is the only advanced study center for teachers in the world and the third oldest foundation in the nation. It was chartered by an act of Congress in 1906.

The Foundation is an independent institution whose primary activities of research and writing have resulted in published reports on every level of education, from kindergarten through graduate and professional studies. It conducts its non-profit research activities through a small group of distinguished scholars who generate, critique and monitor advances in the theory and practice of education in the United States and worldwide.

The mission of the Carnegie Foundation is to address the hardest problems faced in teaching in public schools, colleges and universities -- that is, how to succeed in the classroom, how best to achieve lasting student learning and how to assess the impact of teaching on students. " Quoted from their website: www.carnegie-teaching.org

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Team UAH Wins ASCE/MBT Concrete Canoe Competition

A team of civil engineering students from the University of Alabama in Huntsville arose as the sole survivor when 23 universities and college teams vied to capture first place at the 2001 National Concrete Canoe Competition, sponsored by the American Society of Civil Engineers (ASCE) and Master Builders, Inc., (MBT) of Cleveland. It was the fifth win for the school since 1988, the first year of the national competition.

With only two newcomers, and several veteran teams back after missing the last year or two, the 2001 contenders constituted the most experienced group in the fourteen year history of the event.

The Alabama student engineers designed, built, and raced their 76 lb, 22.3 ft Survivor to amass 123/150 points in this year's competition, which was hosted by the ASCE student chapter at San Diego State University June 14-16. The unique concrete mixture they developed,

in addition to proving again that concrete can float, allowed their canoe to flex and bend. The hull was strategically designed to release the strain energy stored in the deformed shape thereby allowing the boat to surge forward between strokes and swim.

Team members reported they had to get accustomed to riding a flexible canoe. Compared with rigid canoes, they said, the difference was as great as that between riding a bicycle and riding a camel.

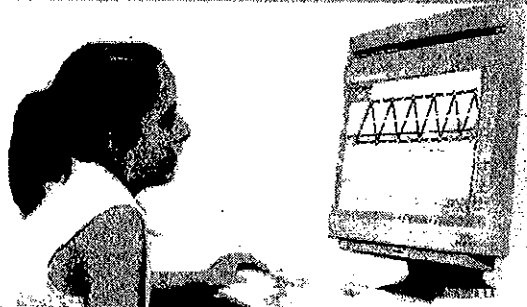
Team UAH is currently refining their hull design and racing strategies in preparation for the 2002 Southeast Regional Conference in Tallahassee. As soon as it is ready, their new boat will be christened "STARS and Stripes." Details are available on the web at:

http://www.uah.edu/student_life/organizations/ASCE/Competition/2002.htm

As part of their contribution to the 150th anniversary of ASCE, Team UAH built and maintains a website geared toward concrete canoeing: <http://concretecanoe.org/index.htm>



The West Point Bicentennial Engineering Design Contest: Help Celebrate the Heritage of the Civil Engineering Profession



The West Point Bicentennial Engineering Design Contest is a nationwide competition aimed at promoting math, science, and technology education in U. S. elementary and secondary schools. The contest commemorates the 200th birthday of the United States Military Academy at West Point—the Nation's first school of engineering, which was founded in 1802. Through a happy coincidence, 2002 also marks the 150th anniversary of the American Society of Civil Engineers. For this reason, ASCE has agreed to serve as the primary sponsor of the contest, as part of the society's own educational outreach program.

The West Point Bicentennial Engineering Design Contest is unique, in that it is being administered entirely via the Internet. Contestants access the contest website (<http://bridgecontest.usma.edu>) to read the rules, register, and download a copy of the West Point Bridge Designer software. Using this simple Windows-based computer program, they design a highway bridge and then upload the design to the contest website for automated judging and real-time feedback. A web-based scoreboard keeps track of the contest standings.

Contestants may enter individually or in teams of two. Prizes include laptop computers and scholarships of up to \$15,000.

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ASCE 150th Anniversary National Student Conference June 20-24, 2002

In celebration of our past 150 years, the American Society of Civil Engineers is organizing the ASCE 150th Anniversary National Student Conference. In partnership with Master Builders, Inc. and the American Institute of Steel Construction, Inc., we are proud to sponsor this once-in-a-lifetime event.

For the first – and perhaps only – time, the National Student Steel Bridge Competition and the National Concrete Canoe Competition will be hosted at the same location. In addition to the two annual competitions, the conference will include lots of other fun and exciting events:

- ❖ National Student Mead Contest
- ❖ Community Service Projects
- ❖ Leadership Training
- ❖ Job Fair
- ❖ Field Trips
- ❖ Surveying Competition
- ❖ History and Heritage Sessions
- ❖ Environmental Competition
- ❖ K'NEX Competition
- ❖ Concrete Bowling
- ❖ Awards Banquet
- ❖ Fun, Entertainment and More!

National Student Members of your ASCE Student Chapter or Club are invited to attend this five-day conference hosted by the University of Wisconsin – Madison. The conference will be held June 20-24, 2002.

Registration for the conference is \$250 – that includes your housing and meals for four days and four nights **beginning on June 21**. Registration packets will be sent to Chapters and Clubs in early January 2002.

Don't be left out – mark your calendars and start your ASCE Student Chapter/Club fund raising now! For more information on the ASCE 150th Anniversary National Student Conference, go to www.cae.wisc.edu/~asce150.

The West Point Bicentennial Engineering

(Continued from page 4)

The contest is intended primarily for U. S. students in Grades K-12; however, it also includes a special "Open Category," in which *anyone in the world* can enter. Contestants in the Open Category are not eligible for prizes, but they are certainly eligible for glory, prestige, and international notoriety—all of which will most likely be gained by the Open Category winners.

Best of all, the contest is happening *right now*. The Qualifying Round began on November 11, 2001, and will continue until February 28, 2002.

So why are you sitting here reading this newsletter when you could be matching your skills against those of virtual bridge designers from around the globe? Point your browser toward <http://bridgecontest.usma.edu>, and get started now!

Even if you don't care to enter, you can still help us introduce an entire generation of American students to engineering. Please consider informing your local high school or middle school about the contest. Volunteer to mentor a group of kids who are interested in entering, and encourage your own undergraduate students to do the same. Our website has downloadable contest flyers and other promotional materials available to assist you in this effort.

Steve Ressler, U. S. Military Academy
(845) 938-2478 is8874@trotter.usma.edu

George K. Wadlin Award

This award recognizes someone who made a major contribution to Civil Engineering education and has been a contributor to the CE Division of ASCE

2001 Recipient **Rich Anderson**

Past winners

2000	Bill Kelly	1993	James McDonough
1999	Donn Hancher	1992	Colby Ardis
1998	Bill Wilhelm	1991	Marvin Criswell
1997	Gerry Seely	1990	Ronald Eck
1996	Dan McGinley	1989	Glen Martin
1995	Walt LeFevre	1988	Peter Hoadley
1994	Fred Beaufait	1987	George Wadlin

Message from the Chair

(Continued from page 1)

(University of Cincinnati), Bob Tener (Purdue University), Tom Lenox (ASCE), Rick Scranton (Northeastern University), Doug Schmucker (Valparaiso University), and Jim Yao (Texas A&M University). Dr. Tim Ward and Ms. Lena Hart of the University of New Mexico were especially kind in assisting me and hosting our RAP session on the UNM campus. Gratitude also goes to Mr. Steve Medina of the Twin Mountain Construction Company for his assistance with our field trip to the ABig I@ construction site.

My most sincere congratulations to Rich Anderson (SOMAT Engineering) who was honored as the 2001 George Wadlin Award Recipient. Rich is truly a role model for our profession. He is a practicing civil engineer who cares deeply about education and the role of civil engineers in society.

Steve Ressler (United States Military Academy) is our program chair for 2002. He has been actively planning for next year's meeting in Montreal. One way for us to show our appreciation for his dedication and hard work is by bringing along new colleagues and inviting them to actively participate in the CE Division program. The events of September 11, 2001 have touched each of our lives. It is my hope that as builders of the future we will come together to enrich the profession for many generations to come.

In closing I must acknowledge the support and assistance that Sam Clemence (Syracuse University) and Jim Nau (North Carolina State University) provided me during this past year. Their guidance and counsel helped me execute my responsibilities as program chair efficiently. I welcome Marvin Criswell (Colorado State University) as our new secretary and treasurer and extend my gratitude to him for accepting this critical position. I would also like to express my appreciation to Dennis Fallon (The Citadel) for his excellent work as the Editor of the Newsletter.

Please feel free to contact me at any time if I can be of service to you as we work together to further the goals of the ASCE Civil Engineering Division.

J.P. Mohsen

Civil Engineering Division Chair, 2001-02

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NCEES FE Results

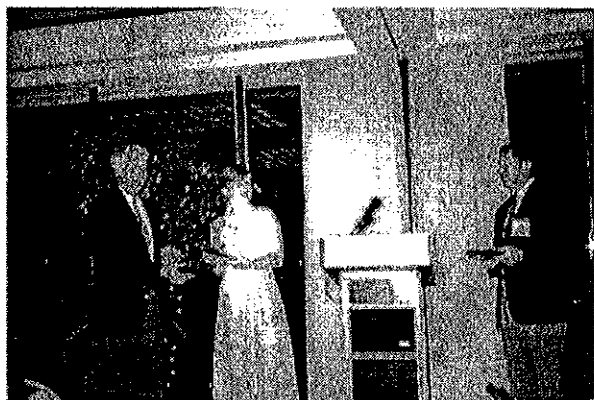
Discipline Specific PM				October 1999 1587 took the Civil Specific PM Exam 81% Passed 902 took the General PM Exam 69% Passed April 2000 2337 took the Civil Specific PM Exam 77% Passed 214 took the General PM Exam 74% Passed	General PM			
Subject	# Q	% Corr.	% Corr.		Subject	# Q	% Corr.	% Corr.
Construction	3	48	37		Chemistry	5	49	55
Comp/Num Method	6	64	57		Computers	3	42	73
Environmental	6	60	53		Dynamics	5	41	39
Hydraulics	6	63	48		Electrical	6	34	51
Legal	3	59	67		Engn Econ	3	41	41
Struct Analysis	6	53	39		Ethics	3	86	74
Struct Design	6	50	44		Fluids	4	43	26
Soils	6	36	54		Mat Science	3	34	34
Surveying	6	53	35		Mathematics	12	45	64
Transportation	6	47	58		Mechanics	4	36	39
Water Treatment	6	53	53		Statics	6	64	30
					Thermo	6	28	44

ExCEED to Expand in 2002!

- ASCE Board of Direction has demonstrated its' continued support of the ExCEED Teaching Workshop (ETW) by providing the financial support to expand this important program from two to three sites in 2002. The third site will allow for an increased opportunity for faculty to attend, expanding enrollment from 48 seats to 72 seats per year.
 - In addition to the workshops offered at the US Military Academy at West Point, NY and at the University of Arkansas at Fayetteville, AR, Professor Deb Larson will champion and direct the workshop at Northern Arizona University in Flagstaff, AZ.
 - Originally opened to relatively "inexperienced" Assistant Professors. Have found that those with more experience in the teaching ranks gain considerably as well. Will actively encourage participation across the "experience ranks" of college teachers to any civil engineering faculty member who want to be a better teacher.
 - According to Jim O'Brien, Director of Education & Diversity at ASCE, "Several full Professors with over 20 years of teaching experience have participated in the ExCEED Teaching Workshop. Their comments have convinced us to actively seek applications from ANY civil engineering faculty member who wants to be a better teacher."
- Dates for 2002:
 - Fayetteville, AR (University of Arkansas)—July 14-19, 2002
 - West Point, NY (US Military Academy)—July 28- August 2, 2002
 - Flagstaff, AZ (Northern Arizona University)—August 11-16, 2002
- Continuing in 2002 as on-site Program Directors will be Professor Norm Dennis at Fayetteville & Colonel Steve Ressler at West Point.
- Workshop Objectives for the participants: Improve teaching skills; learn & apply theories of learning & teaching, learn teaching assessment skills; network with other educators interested in teaching, develop passion for teaching.
- Conceived to improve the teaching of Civil Engineering courses, the workshop focuses on planning & delivering outstanding classroom instruction. It combines seminars to address topics of learning and teaching with live demonstration classes by faculty mentors. Participants apply what they have learned in the workshop by preparing and teaching three actual classes to colleagues and mentors. This collaborative, "learn by doing" format ensures that participants will make substantive improvements to their teaching skills by the end of the workshop.
- In three years of operation, has graduated 118 educators.
- Dr William Bender, Associate Professor at Central Washington State University and a 2001 Graduate of the ExCEED Teaching Workshop said, "*. . . this was the best workshop I have ever attended. As an ASCE member for over 20 years this is definitely the "best thing ASCE has ever done for me"*"
- Note that Dr Amy L. Epps, assistant professor of Civil Engineering at Texas A & M University and graduate of ExCEED Teaching Workshop 2000, was named the 2000-2001 Montague Center Teaching Excellence Scholar at Texas A & M University's Dwight Look College of Engineering.



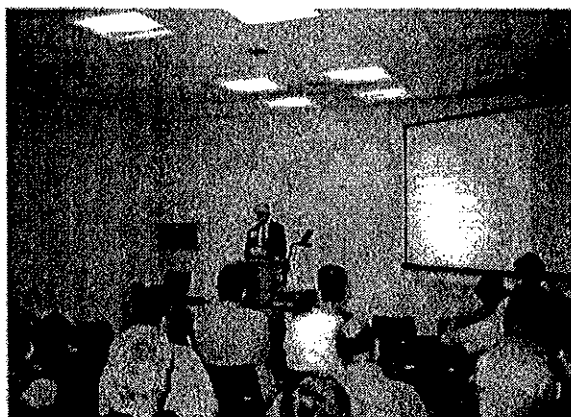
Pictures of Albuquerque



We gave awards



We socialized and ate



We had meetings

Opinion Page
Most Civil Engineering Professors are Wimp
Thomas E. Mulinazzi, Ph.D.
University of Kansas

INTRODUCTION

When I applied to be the Associate Dean for the School of Engineering at the University of Kansas, I took this career step because I felt that I could improve our admission standards. I saw several students who, in my opinion, didn't have the qualifications to be accepted into graduate school. I was not ready for the reactions that I received from some of my fellow faculty members in the Civil Engineering Department.

There are three times when a faculty member could make a decision relative to a graduate student; (1) admission (2) grading in a course and (3) examinations (prelims, qualifying, comprehensive, or final defense). Let's analyze each of these in more detail.

ADMISSIONS

Many civil engineering faculty members cannot tell a student face to face that the student is not qualified for graduate school. Whenever a student walks into my office and says Professor "Jones" has recommended that he, the student, should come to me and discuss graduate school, I already know that the answer will be – a resounding NO. If the student were qualified, the professor would have been more than happy to pass on the good news. By sending the student to me to receive the bad news, the professor can then say, I wanted you in graduate school, but the Dean wouldn't let you.

One C.E. professor signed a plan of study for a student's Ph.D. program and the student had not completed his MS degree. When I asked the student why he was submitting a Ph.D. Plan of Study, the student said that he "wanted" to continue on for a Ph.D. degree. Having heard some comments about this student's inability to carry on research at the MS Level, I approached the professor who had signed the Plan of Study. The professor informed me that the particular student in question was not qualified to go on for a Ph.D. degree. I then asked him why he signed the student's Plan of Study. The professor responded that he never intended for that to mean that the student was acceptable as a Ph.D. student. He just signed the piece of paper because the student wanted him to sign it. In reality, this professor could not say NO to this student and I had

to be the bearer of "Bad News." That same student continued on a KU for a second MS degree in Civil Engineering. His second committee gave him a "C" for his MS project and sent the student on his way.

It has been my experience that a persistent student will prevail. If a student keeps asking for admission long enough, someone will let him into graduate school. As engineering professors, we must keep in mind that not everyone should go on for a graduate degree, even if they want to, for whatever reason. I have heard a wide range of reasons for admissions. One student hit me with a serious guilt trip. "If I am not accepted into graduate school, I will have to return home and join the army. I will probably be killed, and it will be all your fault." He is now in the Iraqi army, I think.

There must be a control placed on all academic programs. The control can be either with admissions, with a tough grading policy for with difficult examinations and/or defenses. It is my opinion that it is easier to control admissions than it is to control the other two areas.

GRADING

This was the area that surprised me the most. I never realized that a vast majority of my colleagues gave only "A's" or "B's" in graduate courses. If we had high admissions standards, this policy would be great. But the large number of students accepted on either a probational or provisional status, the grading must reflect the true capabilities of the graduate students. If "A's" and "B's" are given then everyone will meet the requirements of the probational or provisional admission, and no one will ever be dismissed.

Certain civil engineering professors do give "C's" or lower in their graduate classes. These professors are usually avoided by the marginal or submarginal students, who have a "book" on the professors. During my time as Associate Dean for Graduate Studies, out of approximately 500 students I never saw more than 35 grades of "C" or lower in graduate courses. Come on people! Are we really being fair to the students if we give them passing grades, which indicate that the students can perform a certain level?

I was on a C.E. committee which did flunk a MS student in his final oral exam. We asked the student to leave and never return. Not only did the student plagiarize his MS project, but he could not answer the questions asked of him based on his course work. After the student had left the room, one of the

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Mechanics Division of ASEE Call for Award Nominations

Archie Higdon Distinguished Educator Award

The Archie Higdon Distinguished Educator Award is given annually by the Mechanics Division for distinguished and outstanding contributions to engineering mechanics education. The nomination package should include the following:

1. A letter of nomination and no more than four accompanying letters of support which delineate the nominee's contribution to mechanics education,
2. Nominee's curriculum vitae.

The award consists of a plaque to be given at the annual Mechanics Division Banquet and registration for the ASEE Annual Conference along with registration for the Mechanics Division Banquet.

Ferdinand P. Beer and E. Russell Johnston, Jr., Outstanding New Mechanics Educator Award

The Ferdinand P. Beer and E. Russell Johnston, Jr., Outstanding New Mechanics Educator Award is given annually to up to three individuals who have shown a strong commitment to mechanics education. The winners are selected on the basis of their exceptional contributions to mechanics education. Individuals who have no more than five years of academic experience past their first regular academic appointment are eligible. The nomination package should include the following:

1. A letter of nomination which delineates the nominee's contribution to mechanics education and no more than two additional letters of support,
2. A one-page letter from the nominee describing his or her personal philosophy regarding mechanics education,
3. Nominee's curriculum vitae.

The award consists of a \$200 cash prize, a plaque to be awarded at the Mechanics Division Banquet, and registration for the ASEE Annual Conference along with registration for the Mechanics Division Banquet and Business Meeting Luncheon.

Attendance at the ASEE Annual Conference is required for the awardees. Nominations are due (in triplicate) by **January 31, 2002**. Point of contact for submission of nominations or for additional information is Professor Elliot Eisenberg, Penn State Hazleton, 76 University Drive, Hazleton, PA 18202; telephone: 570 788-3057; email: exe3@psu.edu.

Most Civil Engineering Professors are Wimp

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committee members made the following comment: I should not give all "A's" in my classes." This particular student had earned three "A's" from that committee member.

More of us must be stronger and give the students the grades they earn. The students will be mad and you will feel uncomfortable for a while, but the profession is depending on you to educate qualified graduate students.

EXAMINATIONS

Have you ever heard the statement, "He has gotten this far, it would not be fair to flunk him at this point." Or have you heard, "The student has committed so much time and effort to his degree program, we really should pass him." I disagree strongly with both of these comments. Admission into a graduate program does not guarantee a degree. Some of my colleagues do not seem to agree with this last statement. These are the same colleagues who will push to get everyone and anyone admitted to the graduate school. Are we really being fair to the student and to the profession if we send an unqualified graduate into the Civil Engineering profession? Who will suffer? The graduate will soon find out that he is not qualified to perform and the school will lose any good reputation it had with the employer.

I have sat in on many MS examinations and Ph.D. examinations. I am amazed and shocked at the general feeling that the student must pass the exam. Why call the exercise an exam if it is nothing more than a friendly discussions? Some of our students bring in cookies, cake and soft drinks for the committee to enjoy during the exam. Ladies and gentlemen, the final MS oral exam for the Ph.D. final defense is not meant to be a social event for an afternoon tea! If the student has not met the requirements, the student should not receive the degree.

I am still appalled over the incident where a thesis option MS student in C.E. was in her final MS defence when the committee decided that her work was not really thesis level work. They switched the student to a non-thesis option and awarded her a MS degree based on her "project report." If the thesis was unacceptable, the student should not have received the degree. The good guy complex wins again.

Several of my colleagues are very hesitant to ask any questions, let alone difficult questions, on oral examinations. Why agree

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Clemson Wins National Student Steel Bridge Competition

The "suspension" is over - Clemson University took top honors at this weekend's 10th annual National Student Steel Bridge Competition.

More than 400 civil engineering students from 43 colleges across the United States and Canada took part in the May 25-26 event, held this year at Clemson University.

The winning Clemson bridge, a 184-pound, 23-foot orange beauty, was able to hold almost 14 times its weight. Bridges were required to hold 2,500 pounds, roughly the weight of a Volkswagen Beetle. The team built the bridge in 1.77 minutes.

The University of Florida placed second overall. The University of Louisiana-Lafayette placed third overall. Teams spent Saturday speed-building their bridges, but designing those perfect spans took upwards of a year. The Clemson team, for example, invested about 600 hours in design and fabrication and an additional 300 hours in practice.

"This is a true learning experience for the students that, quite literally, bridges the gap between what they learn in the class and what they need on the job," said Fromy Rosenberg, director of university relations for the American Institute of Steel Construction.

Key sponsors include the American Institute of Steel Construction (AISC) and American Society of Civil Engineers (ASCE). The Clemson team includes team captain Scott Robinett, of Beaufort; Jon Lamb, of Pendleton; Bob Twilley, of Chevy Chase, Md.; Matt Anderson, of Sumter; Will Jacobs, of Greenwood; Adam Black, of Union; Gene Rogers, of Summerville; Charlie Wilson, of Jonesville; Rusty Charles, of Charlotte, N.C.; Matt Bolin, of North; and Billy Evans, of Darlington. Scott Schiff, associate professor of civil engineering, is the faculty advisor for the team.



Carnegie Foundation support for the scholarship of teaching and learning

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carnegiefoundation.org.

The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), launched in 1998, focuses on the scholarship of teaching and learning (SOTL). CASTL seeks to support the development of a scholarship of teaching and learning that:

- Fosters significant, long-lasting learning for all students
- Enhances the practice and profession of teaching
- Brings to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work

CASTL encompasses both higher education and K-12 programs. The Higher Education Program consists of three components:

- The PEW National Fellowship Program for Carnegie Scholars supports individuals investigating issues of teaching and learning in their fields.
- The Teaching Academy Campus Program, which is coordinated by the American Association for Higher Education (AAHE), supports institutions prepared to make a public commitment to SOTL.
- Work with the scholarly and professional societies that are committed to advancing and supporting SOTL.

Information about all these programs can be found at the Carnegie foundation website: www.carnegiefoundation.org. Go to "our work", click on "Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)", then click on "Higher Education". At this website, under resources, various articles on SOTL are available for printing as well as a SOTL bibliography. Additional resources on SOTL can be found at the Campus Program WebCenter, (<http://aahe.ital.utexas.edu/>). To access this site you must register, but it is free.

Most Civil Engineering Professors are Wimp

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to be on an examining committee if you are afraid to ask tough questions? Have you ever sat for a graduate final defense without having read the thesis or dissertation? I was shocked last semester to find out that this is a common practice among some of my C.E. colleagues. Now I know they don't ask questions. The purpose of most oral examinations is not to flunk the student, but to determine if the student knows the basics and to see how the student can defend his professional opinion. I feel that the various examinations that exist in graduate school are there for a purpose. One of which is to assure that without competency not everyone who wants a graduate degree can get one.

CONCLUSIONS:

Everyone wants to be seen as a "good guy." This is referred to as the good guy complex. If one can pass the responsibility for a negative response on to someone else, then the other person is the "meaney". As the Associate Dean for the School of Engineering at the University of Kansas, I feel that I have to wear the hat of the "meaney". I guess that is why Associate Deans make the big bucks; they have to take the blame for many of the negative decisions affecting students.

I strongly believe that the best place to control the quality of our graduate engineering programs is at the admissions phase. If we only have qualified students entering our graduate programs, then the grading and examination policies really do not matter. Many times we are tempted to accept a body, any body, in order to have a GTA or GRA. My advise is to keep this thinking to a minimum or else the quality of our undergraduate programs will also suffer.



Question

Does anyone know what point these West Point Professors were making about West Point—Something about the school being old???

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