The Benjamin Garver Lamme Award was established in 1928, and it recognizes excellence in teaching, contributions to research and technical literature, and achievements that advance the profession of engineering college administration. The award consists of a gold-filled medal and a framed certificate.

Benjamin Garver Lamme (1864 - 1924) spent most of his life working for the Westinghouse Electric Company as an inventor and a developer of electrical machinery. He pioneered the design of rotary converters, developed direct current railway motors and produced the first commercially successful induction motor. His keen interest in the training of young engineers resulted in the development of a design school at Westinghouse. A further result of his interest was the endowment of the Benjamin Garver Lamme Award, which is given to encourage good technical teaching in order to advance the engineering profession.

As the eighth president of the California Institute of Technology (Caltech), Jean-Lou Chameau has led one of the world's preeminent centers of instruction and research in engineering and science since September 2006. Caltech is recognized for its highly selective student body and its outstanding faculty, including several Nobel laureates. Caltech also operates several renowned off-campus facilities, including the Jet Propulsion Laboratory (JPL), the W. M. Keck Observatory, and the Palomar Observatory.

Chameau is committed to the Institute's unique values and a multidisciplinary approach to research and education. He encourages programs in socially impactful areas including energy, medical science, and the environment. He also places great emphasis on improving students' educational experiences, increasing diversity, and advancing entrepreneurial and international opportunities for faculty and students. He is a strong proponent of the Institute taking a leadership role in sustainability. Chameau is also committed to making the Institute as effective in administration as it is innovative in science.

Chameau received his graduate education in civil engineering at Stanford University. In 1980, he joined the civil engineering faculty at Purdue University, where he ultimately became head of the geotechnical engineering program. Moving to Georgia Tech in 1991, he was named Director of the School of Civil and Environmental Engineering. He was President of Golder Associates, Inc., an international geotechnical consulting company, from 1994 to 1995, after which he returned to Georgia Tech as Georgia Research Alliance Eminent Scholar and Vice-Provost for research. He was named Dean of its College of Engineering, the largest in the country, in 1997, becoming Provost of the university in 2001.

Chameau currently serves on the boards of directors for MTS Systems Corporation, Internet2, the Academic Research Council of Singapore, the Council on Competitiveness, the Los Angeles World Affairs Council, and Safran. He also serves on the Advisory Committee of InterWest Partners. His technical interests include sustainable technology, environmental geotechnology, fuzzy sets, soil dynamics, earthquake engineering, and liquefaction of soils. He is a recipient of the National Science Foundation Presidential Young Investigator Award, ASCE A. Casagrande Award, Rodney Chipp Memorial Award from the Society of Women Engineers, and the Prix Nesim Habif from the Ecole Nationale Supérieure d’Arts et Métiers. He is a member of the U.S. National Academy of Engineering and the French Académie des Technologies.

Nominated by Henry T. Yang, University of California, Santa Barbara
The Donald E. Marlowe Award for distinguished education administration was established in 1981 by the ASEE Board of Directors. The award recognizes an individual administrator who, like Dr. Marlowe, has made significant ongoing contributions to education for engineering and engineering technology by unusually effective national leadership and example beyond accepted tradition. Recipients of this award have demonstrated an understanding and responsiveness to societal and technological change through creative and dedicated administrative skill and leadership. The award consists of an engraved plaque and reimbursement of travel expenses to attend the ASEE Annual Conference.

Donald E. Marlowe is recognized for his many national and international professional, technical and civic contributions as an engineering educator. These include serving as President of both the American Society of Mechanical Engineers and the National Council of Engineering Examiners, Dean and Vice President at the Catholic University of America, and Secretary of the Conference of Engineering Societies of Western Europe and the United States. Throughout his career, he maintained an active teaching, research, and consulting schedule. He served with distinction as ASEE executive director from 1975 to 1981.

Richard K. Miller is recognized by the Donald E. Marlowe Award for pioneering leadership of new models of engineering education that respond to changing societal need and student motivations, particularly as first President of an innovative new engineering college.

Richard K. Miller was appointed President and first employee of the Franklin W. Olin College of Engineering in 1999, where he also holds an appointment as Professor of Mechanical Engineering. He served as Dean of the College of Engineering at the University of Iowa from 1992 to 1999, and spent the previous 17 years on the engineering faculties at the University of Southern California (where he held the position of Associate Dean for Academic Affairs) and the University of California, Santa Barbara.

Miller’s research interests are in structural dynamics and nonlinear mechanics with application to earthquake engineering and spacecraft structural design. He is author or co-author of about 100 reviewed journal articles and other technical publications. He has been a consultant on spacecraft structural design to several aerospace companies, and to NASA. He has served as Chair of the National Science Foundation’s Engineering Advisory Committee and served on several advisory committees for the National Academy of Engineering, Harvard University, and other institutions. In addition, he has served as a short-term consultant to the World Bank on the establishment of new academic institutions. Miller has won five teaching awards at two universities and received the Legacy award from the College of Engineering at the University of Iowa for making “exceptional historical contributions toward advancing the College in teaching, research, or service.” He is a member of the Board of Directors of Stanley Consultants, Inc., and serves on the Boards of Trustees of Babson and Olin Colleges. A member of ASEE, he is also a member of the American Institute of Aeronautics and Astronautics (AIAA), American Society of Mechanical Engineers (ASME), American Society of Civil Engineers (ASCE), Tau Beta Pi, Phi Kappa Phi, and Sigma Xi. Miller earned his B.S. degree in Aerospace Engineering in 1971 from the University of California, Davis, where he received the 2002 Distinguished Engineering Alumnus Award. In 1972, he earned his M.S. degree in Mechanical Engineering from MIT, and in 1976 he earned his Ph.D. in Applied Mechanics from Caltech.

Nominated by Thomas Katsouleas, Duke University
The Frederick J. Berger Award was established in 1990 by Frederick J. Berger, and it recognizes and encourages excellence in engineering technology education. It is presented to both an individual and a school or department for demonstrating outstanding leadership in curriculum, techniques, or administration in engineering technology education. The individual receives a $500 honorarium and a bronze medallion; the institution receives a $500 honorarium and an inscribed plaque.

Frederick J. Berger has been acclaimed for his many noteworthy contributions as an engineering technology educator. These include his service for many years at City University of New York and the founder of Tau Alpha Pi, the professional honor society for the engineering technologies.

Carol Richardson
Professor Emerita
College of Applied Science and Technology
Rochester Institute of Technology

Over her 30 years in higher education, Carol Richardson has been one of a handful of women leaders in engineering technology. She has made dramatic improvements in curriculum and laboratories, winning numerous grants in laboratory development. Over the years, she took a very active role in administration, serving as Chair, Vice Dean, and Dean. She has served in many roles in many professional societies, including ASEE in numerous ways. She has truly stood out as a leader in her institution and within the engineering technology community.

At Rochester Institute of Technology (RIT), Richardson designed and proposed the Bachelor of Science program in Telecommunications Engineering Technology, which was the first ABET accredited program of its kind in 1993. In 2000, she led the team that developed the Master of Science degree in Telecommunication Engineering Technology. In 1994, she became Chair of the Department of Electrical, Computer, and Telecommunications Engineering Technology and was appointed Vice Dean of the College of Applied Science and Technology and the Paul A. Miller Professor in 2005. She served as Interim Dean of the College of Applied Science and Technology from 2006 to 2008 and returned to teaching in 2009. She had a 10-year career as a design engineer at Collins Radio Company and General Electric before joining RIT.

Richardson has been active in professional engineering organizations throughout her career at RIT. She served on the ASEE Executive Committee and Board of Directors as Vice President, Professional Interest Councils. She is a Past Chair of the ASEE Engineering Technology Division; Past Program Chair for the ASEE Women in Engineering Division; Past Chair of the executive committee for Conference on Industry and Education Collaboration; a former Director of both the Engineering Technology Leadership Institute and Engineering Technology Council; and is currently an ABET commissioner and will be Chair of the Technology Accreditation Commission of ABET next year. She has also been active in the Rochester, New York area’s professional engineering and community organizations.

External funding has helped Richardson advance many of her major initiatives. She received grants from the National Science Foundation, Hewlett Packard Foundation, REDCOM Laboratories, Inc., and the International Communication Association to fund development of the laboratory for the telecommunications programs. Richardson also received an NSF grant to study equity issues in technical programs, an issue she has also advanced through institute service and professional associations. She was the Principal Investigator of a successful Computer Science, Engineering, and Mathematics Scholarships program awarded by NSF in the fall of 2004, which provided scholarships for transfer students in engineering technology and engineering programs at RIT. She regularly presented papers on these activities at ASEE conferences since 1992.

Richardson has a B.S. degree in Electrical Engineering from the University of Wyoming and a M.S. degree in Electrical Engineering from Union College in Schenectady, New York.

Nominated by Patricia Fox, Indiana University/Purdue University, Indianapolis.
The Chester F. Carlson Award is presented annually to an individual innovator in engineering education who, by motivation and ability to extend beyond the accepted tradition, has made a significant contribution to the profession. The award is sponsored by the Xerox Corporation and consists of a $1,000 honorarium and a plaque.

Chester F. Carlson is noted for his invention of xerography, the process of dry copying using electrostatic charges to transfer printing halftones to paper. In 1944, he demonstrated his technique to Battelle Memorial Institute, which undertook the development of the process. Fifteen years later, the first office copier was introduced by Haloid Xerox.

M. Granger Morgan is Professor and Head of the Department of Engineering and Public Policy at Carnegie Mellon University where he is also University and Lord Chair Professor in Engineering. In addition, he holds academic appointments in the Department of Electrical and Computer Engineering and in the H. John Heinz III College. His research addresses problems in science, technology, and public policy with a particular focus on energy, environmental systems, climate change, and risk analysis. Much of his work has involved the development and demonstration of methods to characterize and treat uncertainty in quantitative policy analysis.

At Carnegie Mellon University, Morgan directs the National Science Foundation’s Center for Climate and Energy Decision Making and co-directs, with Lester Lave, the Carnegie Mellon Electricity Industry Center. He serves as Chair of the Scientific and Technical Council for the International Risk Governance Council. In the recent past, he served as Chair of the Science Advisory Board of the U.S. Environmental Protection Agency and as Chair of the Advisory Council of the Electric Power Research Institute.

Morgan is a Member of the National Academy of Sciences and a Fellow of the American Association for the Advancement of Science (AAAS), the Institute of Electrical and Electronics Engineers (IEEE), and the Society for Risk Analysis.

M. Granger Morgan
Professor and Head of the Department of Engineering and Public Policy
Carnegie Mellon University

Nominated by Indira Nair, Carnegie Mellon University
The Isadore T. Davis Award celebrates the spirit and leadership of individuals who make a mark in the collaborative efforts of engineering or engineering technology education with industry toward the improvement of partnerships or collaborations. The award promotes collaborations/partnerships between engineering or engineering technology education and industry to improve learning, scholarship, and engagement practices within the engineering education community. The award was jointly established and endowed by ASEE’s Corporate Member Council, Engineering Deans Council, Engineering Technology Council, Engineering Research Council, and Division of College-Industry Partnerships. The award consists of a commemorative plaque and a $1,000 honorarium.

DHARMARAJ VEERAMANI

Dharmaraj Veeramani

Professor, Department of Industrial and Systems Engineering
University of Wisconsin, Madison

Dharmaraj Veeramani is recognized by the Isadore T. Davis Award as an industrial engineering researcher and educator who has been a leader in helping industry adapt to new information technologies—such as computer-integrated manufacturing, electronic commerce, and radio-frequency identification (RFID)—and served as a role model, inspiration, and resource for several generations of engineering students seeking greater exposure to real-world problems.

Dharmaraj Veeramani is the Robert Ratner Chair Professor at the University of Wisconsin-Madison with joint appointments in the College of Engineering and the School of Business. Over the past 19 years, he has been devoted to the development and leadership of substantial and novel collaborative partnerships between the University and Wisconsin businesses. These university-industry partnerships have made a profound and lasting impact on engineering education, research/technology transfer, and industry outreach. Veeramani’s accomplishments are multifaceted, and he is internationally recognized in his roles as an educator and researcher, as well as the founder/director of one of the world’s leading consortia.

Through his expertise in industrial engineering, information technology, and operations management, and his commitment to university-industry collaboration, Veeramani has developed and successfully disseminated leading-edge strategies and practices for computer-integrated manufacturing and e-business. In the mid-nineties, just as the earliest online retail dot-com businesses came into existence, with foresight, Veeramani recognized the game-changing implications of e-business technologies and practices. His efforts in 1998 led to the creation of the UW E-Business Consortium. This initiative is Wisconsin’s leading university-industry partnership (with more than 70 world-class companies) that is helping industry gain competitive advantage through collaborative learning of e-business strategies and best practices. In 2002, Veeramani formed the campus-wide UW E-Business Institute focusing on research and industry-wide outreach to catalyze innovation and economic growth through university-industry collaboration. The impact of the activities conducted under his direction in the UW E-Business Consortium and UW E-Business Institute has been significant and far-reaching across the state.

Veeramani was awarded the Society of Automotive Engineers’ Ralph R. Teetor Educational Award (1997) and the Society of Manufacturing Engineers’ Ralph E. Cross Outstanding Young Manufacturing Engineer Award (1997). In 1998, he was chosen by University of Wisconsin-Madison students to be the first recipient of the Alpha Pi Mu (Industrial Engineering Honor Society) Outstanding Undergraduate Industrial Engineering Professor Award. His efforts and contributions to foster university-industry collaboration have also been recognized by former Wisconsin Governors Tommy Thompson, Scott McCallum, and Jim Doyle.

Nominated by Paul S. Peercy, University of Wisconsin, Madison
The DuPont Minorities in Engineering Award honors an engineering educator for exceptional achievement in increasing participation and retention of minorities and women in engineering. The award consists of a $1,500 honorarium, a framed certificate, and a grant of $500 for travel expenses to attend the ASEE Annual Conference. Endowed by the DuPont Company, this award is intended to recognize the importance of student diversity by ethnicity and gender in science, engineering and technology.

RICHARD A. TAPIA
University Professor, Maxfield and Oshman Professor in Engineering Computational and Applied Mathematics Department
Rice University

Richard A. Tapia is recognized for his national leadership in increasing women and underrepresented minority (URM) participation in Science, Technology, Engineering, and Mathematics (STEM). His exemplary program for graduate recruiting and retention of URMs in STEM has not only tripled the number of URM Ph.D.s in these areas at Rice University but has also been successfully replicated at other universities. On a national level, he has successfully promoted diversity in STEM through numerous leadership positions on advisory boards and committees, as well as through outreach.

Richard A. Tapia was born in Los Angeles to parents who emigrated from Mexico when they were children, seeking educational opportunities. He was the first in his family to attend college, earning his B.A., M.A., and Ph.D. degrees in mathematics from the University of California, Los Angeles. Due to his efforts, Rice University has received national recognition for its educational outreach programs, and the Rice Computational and Applied Mathematics Department has become a national leader in producing women and underrepresented minority Ph.D.s in the mathematical sciences.

Tapia was elected to the National Academy of Engineering (1992) for his seminal work in interior point methods. He was the first recipient of the A. Nico Habermann Award from the Computing Research Association (1994) for outstanding contributions in aiding members of underrepresented groups within the computing community. He received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring from President Bill Clinton (1996). He was also appointed by President Clinton to the National Science Board, the governing body of the National Science Foundation (1996). Tapia is a recipient of the Lifetime Mentor Award from the American Association for the Advancement of Science (1997). A lecture series honoring Tapia and African-American mathematician David Blackwell was established at Cornell University (2000). The Richard Tapia Celebration of Diversity in Computing honors his many contributions to diversity (2001). He received the Hispanic Engineer of the Year Award from Hispanic Engineer Magazine (1996) and was inducted into the Hispanic Engineer National Achievement Awards Conference Hall of Fame (1997). Hispanic Engineer and Informational Technology Magazine also selected him as one of the 50 Most Important Hispanics in Technology and Business for 2004. That same year, Tapia was inducted into the Texas Science Hall of Fame.

Tapia has been named one of 20 most influential leaders in minority math education by the National Research Council. He is listed as one of the 100 most influential Hispanics in the U.S. by Hispanic Business magazine (2008). He was awarded “Professor of the Year” by the Association of Hispanic School Administrators, Houston Independent School District, Houston, Texas. In 2005, Tapia was elected to the Board of Directors for TAMEST, comprising the Texas members of the National Academy of Engineering, National Academy of Sciences, and the Institute of Medicine. In 2009, he received the Hispanic Heritage Award for Math and Science.

Nominated by C. Sidney Burrus, Rice University
The Clement J. Freund Award honors an individual in business, industry, government, or education who has made a significant positive impact on cooperative education programs in engineering and engineering technology. Clement J. Freund (1895 - 1984) was one of the pioneers in the field of cooperative engineering education. He chaired an ASEE committee on the aims and ideals of cooperative engineering education, which produced the report entitled “The Cooperative System: A Manifesto.” The report is still accepted as the official statement of the Cooperative and Experiential Education Division policy.

The award consists of a $2,000 honorarium, reimbursement of travel expenses to attend the ASEE Annual Conference, an engraved plaque, and a certificate of achievement.

Oloroso’s professional activities have included leadership positions in the Illinois Association for Cooperative Education and Internships, the Midwest Cooperative Education & Internship Association (MCEIA), the U.S. Cooperative Education and Internship Association (CEIA), the World Association for Cooperative Education, and the ASEE Cooperative and Experiential Education Division. She has chaired conferences and committees, including the CEIA Legislative Affairs committee during the 1992 Reauthorization of the Higher Education Act of 1965, presenting testimony both in the field and in the U.S. Senate. She has been a reader of federal grants for the U.S. Department of Higher Education.

Oloroso holds a Bachelor of Science in Political Science from Loyola University and a Master of Arts in Education from the University of Chicago. Past awards include the Julia Beveridge Award (IIT, 1999), the Dean Herman Schneider Award (CEIA, 2003) and the E. Sam Sovilla Educator of the Year Award (MCEIA, 2007).
The Sharon A. Keillor Award for Women in Engineering Education recognizes and honors outstanding women engineering educators. The award consists of an honorarium of $2,000 and an inscribed plaque.

Sharon A. Keillor was an engineering educator and a high technology industry executive with extensive experience and accomplishments. An Athlone Fellow at the Imperial College of the University of London, she also served as a faculty member at the Memorial University of Newfoundland, the University of Western Ontario, and the University of Massachusetts, Amherst. Afterward, she embarked upon an outstanding career in industry, which included serving at Digital Equipment Corporation as head of corporate training and later as Vice President for software engineering; Senior Vice President of CTA Incorporated; Senior Vice President and Chief Operating Officer of Watkins-Johnson; and Vice President of Raytheon Marine, as well as Managing Director of its operations in Portsmouth, England.

Sheryl Sorby is recognized by the Sharon Keillor Award as an innovator in undergraduate engineering education. Over two decades, she has conducted significant research in gender differences in 3D spatial skills, lead the design and implementation of a first-year engineering program, and laid groundwork for a new Service Systems Engineering program at Michigan Tech. She has been PI/co-PI for nearly $7M in educational funding, primarily from the National Science Foundation. She continues to work for engineering education reform, from leading efforts in her department to revamp the curriculum to prepare students for the grand challenges of the coming century, to contribution to national efforts.

Sheryl Sorby is Director of the Engineering Education and Innovation Research Group and a Professor of Mechanical Engineering-Engineering Mechanics at Michigan Technological University. She has a B.S. in Civil Engineering, an M.S. in Engineering Mechanics, and a Ph.D. in Mechanical Engineering-Engineering Mechanics, all from Michigan Tech. Upon completion of her Ph.D. in 1991, she was appointed Assistant Professor in Civil and Environmental Engineering, the only woman faculty in the department at the time. She obtained tenure in 1996 and was promoted to full professor in 2002, based primarily on her achievements in engineering education research. Her research has been focused on improving the success of engineering students through helping them to improve their 3D spatial visualization skills. To date, she has received more than $1M in funding from the National Science Foundation (NSF) for her work in developing 3D spatial skills for women engineering students and also for students, primarily girls, at the middle school level. Her research in the area of spatial skills development was recognized by WEPAN through the Betty Vetter Award for research on women in engineering in 2004.

In addition to her work in developing 3D spatial skills, Sorby has contributed to improving engineering education in various other ways. She was co-PI on a grant from NSF that brought first-year engineering to Michigan Tech. Through this grant, the college also established its award-winning Enterprise program, where students learn first-hand about professional life and entrepreneurship. She was PI on a grant that established the Master of Science in Applied Science Education, whereby in-service math and science teachers earn a graduate degree through the completion of a 12-credit engineering core. She was also PI on a grant to establish a new program in Service Systems Engineering at Michigan Tech. She served as Department Chair of Engineering Fundamentals and Associate Dean of engineering at Michigan Tech. For nearly three years, Sorby served as a program officer in the Division of Undergraduate Education at NSF. Through her service at NSF, she gained a national perspective on innovation in engineering education. She has been active in ASEE since 1992 and served as chair of the Engineering Design Graphics Division in 2002-03. She currently serves as an Associate Editor for Advances in Engineering Education, ASEE’s online journal.

Nominated by Chris S. Anderson, Michigan Technological University
The James H. McGraw Award is sponsored by the ASEE Engineering Technology Council and is presented for outstanding contributions to engineering technology education. Established in 1950, the award is funded by the Glencoe Division of MacMillan/McGraw-Hill and consists of a $1,000 honorarium and a framed certificate.

James H. McGraw was recognized as the Dean of industrial publishers. He spent some 40 years in the publishing business, beginning as a teacher-turned-subscription salesman and going on to lay the foundation of one of the largest industrial publishing organizations in the world.

THOMAS M. HALL
Professor, Engineering Technology Department
Northwestern State University of Louisiana

Thomas M. Hall is recognized by the James H. McGraw Award for his exemplary 15-year teaching and administrative career at Northwestern State University of Louisiana. His 26-year career in the United States Army, rising to the rank of Colonel, provided excellent preparation for his engineering technology education career. He is a tireless leader/teacher/scholar on his campus, with industry, and with the Louisiana Department of Education. He has built on his accomplishments in Louisiana to become a national leader in engineering technology education, working through ASEE, ABET, and IEEE. He approaches challenges with positive determination, originality, and enthusiasm that encourages others to listen and follow.

Thomas M. Hall recently retired as Professor and Head of the Department of Engineering Technology at Northwestern State University (NSU) of Louisiana, where he taught Electronics Engineering Technology, beginning in 1995. He has also retired as a Colonel from the U.S. Army, having served for 26 years. As Department Head, he was responsible for the initial accreditation of the Electronics Engineering Technology program and the creation of Louisiana’s first Industrial Engineering Technology program. In 2008, he created a concentration in Biomedical Engineering Technology and started the effort to institute Project Lead the Way (PLTW) in Louisiana. In one year, PLTW grew from one active program in the state to 29 middle school and high school programs located in 20 parishes. In addition, NSU was designated the PLTW Affiliate University for Louisiana.

Within ASEE, Hall served on the ASEE Board of Directors as Vice President for Institutional Councils. He was Director and Chair of the ASEE Engineering Technology Council; Subscriptions Editor, Production Editor, and Financial Editor for the Journal of Engineering Technology; and Program Chair for the ASEE Engineering Technology Division for the Conference for Industry and Education Collaboration. He served as a member of the Executive Board of the national honor society of Tau Alpha Pi.

He is a Senior Member of IEEE, chaired the IEEE Committee on Technology Accreditation Activities, and is a Program Evaluator for ABET. In 2011, he was selected by IEEE to serve on the Technology Accreditation Commission of ABET. As Chair of the national Electrical and Computer Engineering Technology Department Heads Association, he started an effort that has created a nationally-normed assessment for EET programs.

Hall earned a Bachelor of Science in Engineering from the United States Military Academy (1969). He received an M.B.A. from the University of Utah (1977), where he was named a Dean’s Scholar (top 2%) and was inducted into The Honor Society of Phi Kappa Phi and Beta Gamma Sigma, the national business honor society. Subsequently, he earned the Master of Science in Electrical Engineering (1980) and the Engineer degree (1981) from Stanford University. He completed the Doctor of Education degree at NSU (1999) and was awarded the NSU Excellence in Teaching award (2003).
The Fred Merryfield Design Award, established in 1981 by CH2M Hill, recognizes an engineering educator for excellence in teaching of engineering design and acknowledges other significant contributions related to engineering design teaching. The award consists of a $2,500 honorarium, a $500 stipend for travel to the ASEE Annual Conference, and a commemorative plaque. In addition, the recipient’s institutional department receives an award of $500.

Fred Merryfield (1900 - 1977), a progressive and imaginative pioneer, was a practicing environmentalist, spokesperson for environmental protection, engineering educator, expert engineer and consultant known internationally in the area of water and waste engineering, and a citizen dedicated to service. Merryfield invested 35 years as a teacher and researcher at Oregon State University in the areas of water, sewerage, hydropower systems, and engineering contracts and specifications. During this same period, he, along with three of his students, founded the international consulting firm of CH2M Hill.

Timothy W. Simpson is a Professor of Mechanical and Industrial Engineering at Penn State University with affiliate appointments in Engineering Design and the College of Information Sciences and Technology. He is also Director of the Learning Factory, where he coordinates more than 120 industry-sponsored senior capstone design projects each year for nearly 600 students in 10 departments. He teaches courses on Product Family Design, Concurrent Engineering, Mechanical Systems Design, and Product Dissection and also serves as Director of the Product Realization Minor in the College of Engineering. His research interests include product family and product platform design, mass customization, multidisciplinary design optimization, and trade space exploration. He has co-authored more than 200 peer-reviewed publications to date, and is lead editor on the book Product Platform and Product Family Design: Methods and Applications. He has received more than $13 million in funding from the National Science Foundation, Office of Naval Research, Department of Energy, and Federal Transit Administration, among others, and has collaborated with a variety of companies, including Black & Decker, Boeing, Bosch, Electrolux, Flowserve, GE Transportation, General Motors, Innovation Factory, LG Electronics, United Technologies Research Center, and Whirlpool.

He is a recipient of the NSF Career Award, the SAE Ralph R. Teetor Educational Award, and the Outstanding Service Award from the AIAA Multidisciplinary Design Optimization (MDO) Technical Committee. He has also received the President’s Award for Excellence in Academic Integration at Penn State, and is the only engineering faculty member to have won the Penn State Engineering Society's Premier and Outstanding Research and Teaching Awards. He is a Fellow of the American Society of Mechanical Engineers (ASME) and an Associate Fellow of the American Institute of Aeronautics and Astronautics (AIAA). He has served on the ASME Design Automation Executive Committee and is the Past Chair of the AIAA MDO Technical Committee. He is an Associate Editor for the ASME Journal of Mechanical Design and a Department Editor for IIE Transactions: Design and Manufacturing. Simpson is also on the Editorial Boards of the Journal of Engineering Design and Engineering Optimization. He received his Ph.D. and M.S. degrees in Mechanical Engineering from Georgia Tech and his B.S. in Mechanical Engineering from Cornell University.

Nominated by Kemper E. Lewis, University at Buffalo-SUNY
The National Outstanding Teaching Award recognizes an engineering or engineering technology educator for excellence in outstanding classroom performance, contributions to the scholarship of teaching, and participation in ASEE Section meetings and local activities. As an organization, ASEE is committed to the support of faculty scholarship and systems that develop pedagogical expertise. The award, established in 2003 by contributions from ASEE Sections, members, and industrial partners, consists of an engraved medallion, certificate, and complimentary registration for the ASEE Annual Conference.

Autar Kaw is recognized by the National Outstanding Teaching Award for profoundly influencing students through synergizing teaching practices, especially by complementing classroom instruction through web-based technology and by integrating real-world problems and research projects into the classroom; for innovative and comprehensive open courseware in numerical methods; for research methods in engineering education; and for his outstanding service to ASEE.

Autar Kaw is a Professor of Mechanical Engineering and Jerome Krivanek Distinguished Teacher at the University of South Florida. Kaw obtained his B.E. (Hons.) degree in Mechanical Engineering from Birla Institute of Technology and Science, India in 1981. He received his Ph.D. degree in 1987 and M.S. degree in 1984, both in Engineering Mechanics from Clemson University, S.C. He joined the faculty of the University of South Florida, Tampa in 1987. He has also been a Maintenance Engineer (1982) for Ford-Escorts Tractors, India, and a Summer Faculty Fellow (1992) and Visiting Scientist (1991) at Wright Patterson Air Force Base.

Kaw's main scholarly interests are in engineering education research, open courseware development, bascule bridge design, fracture mechanics, composite materials, computational nanomechanics, and the state and future of higher education. His research has been funded by the National Science Foundation (NSF), Air Force Office of Scientific Research, Florida Department of Transportation, Research and Development Laboratories, Wright Patterson Air Force Base, and Montgomery Tank Lines.

Since 2002, Kaw has led the development, implementation, refinement, and assessment of NSF-funded online resources for open courseware in Numerical Methods (http://numericalmethods.eng.usf.edu/). In addition to the half-million annual views of the YouTube lectures, the courseware receives more than a million page views per year.

Kaw has written more than 30 refereed papers on engineering education topics such as assessment of online resources, problem-centered approach in teaching undergraduates, comparison of instructional delivery modalities, and educational software. He has written several textbooks on subjects such as composite materials, numerical methods, matrix algebra, computer programming, and engineering licensure examination. His writings have appeared in the St. Petersburg Times, Tampa Tribune, Chance, Oracle, and his work has been covered in Campus Technology.


Nominated by Rajiv Dubey, University of South Florida
The Robert G. Quinn Award recognizes outstanding contributions in providing and promoting excellence in experimentation and laboratory instruction. The award consists of a $5,000 honorarium and an inscribed plaque.

Robert G. Quinn was a Professor of Electrical and Computer Engineering at Drexel University whose accomplishments in establishing a highly successful and innovative engineering curriculum at Drexel University are legendary. Quinn served on the National Advisory Panel for the Space Shuttle, a consultant to NASA’s manned space missions, and an advisor to other government agencies, business, and industry. His research at Drexel focused on undergraduate curriculum development, where he directed a major educational experiment funded by the National Science Foundation known as E4, or “An Enhanced Educational Experience for Engineers.” This highly successful program evolved into the Drexel Engineering Curriculum, and many of its key features were emulated internationally in dozens of universities.

Ahmed Rubaai has been an acknowledged educator and leader of curriculum development at Howard University for more than two decades. He is the Founder and Lead Developer of the Motion Control and Drives Laboratory, which provides students with valuable hands-on and real-world experiences. Rubaai not only designs and constructs the laboratory workstations, but also facilitates a novel educational experience by using experiments he has written and developed himself. The foundation of Rubaai’s success in laboratory innovation and popularity as a teacher is his student-oriented approach. A proponent of innovative versus repetitive thinking, Rubaai stresses originality and creativity with his students. He has steered many graduate students toward successful careers in motion controls and establishing strong educational programs at their own institutions. For minority electrical engineering students at Howard University be-devilled by the lack of role models in a challenging discipline, Rubaai is their “Dr. Quinn.”

As a leader in engineering education, Rubaai pioneered efforts to develop software packages for undergraduate engineering education. His educational software for computer-aided instruction of power transformer demonstrates his innovative approach to teaching. This software is firmly established as a standard in power transformer practice-design software among educators and students of power systems, and influenced the development of the commercial educational software now used for this purpose. This innovation earned Rubaai international recognition and is recognized as a model. His computer software has been acquired in Indonesia, France, Mexico, Saudi Arabia, and Bahrain.

Rubaai’s many honors include the IEEE Industry Applications Society (IAS) Second Prize Paper Award (2007), ASEE Division of Experimentation and Laboratory Oriented Studies Best Paper Award (2006), IEEE IAS Honorable Mention Prize Paper Award (2002), Howard University Exemplary Teaching Award (2005), ASEE Middle Atlantic Section Distinguished Educator Award (2001), NASA Glenn Software Release Award (2004), and Howard’s School of Engineering “Professor of the Year” (1997 and 1998). He has served as Executive Board Member of the IEEE-IAS (2006 - 2008), Chair of the IEEE-IAS Manufacturing Systems Development and Applications Department (2006 - 2008), Chair of the IAS Industrial Automation and Control Committee (2000 - 2002), and Chair of ASEE Division of Experimentation and Laboratory Oriented Studies (2010 - 2011).

Ahmed Rubaai is recognized by the Robert G. Quinn Award for his outstanding contributions to the development of laboratory curriculum-based, hands-on experience through case studies, software, and laboratory hardware on the Enhancement of Learning in Engineering Education. He was responsible for developing the curriculum and research program for the Electric Drives and Motion Control streams within the Electrical Engineering Program at Howard University. He has contributed significantly to both undergraduate and graduate education and has been actively engaged in the development of innovative teaching techniques.
This award is named in honor of William Elgin Wickenden — engineer, educator, philosopher, administrator, and humanitarian. Throughout his distinguished career, he devoted himself to the personal and professional development of younger members of the engineering fraternity. His wisdom and leadership so infused the monumental “Report of the Investigation of Engineering Education, 1923 - 1929” that it has been popularly referred to as the Wickenden Report ever since. His publication “The Second Mile” has been read by thousands of young engineers and has helped them form a sound conception of engineering as a career.

Sponsored by the Journal of Engineering Education editorial review board, the award recognizes the author(s) of the best paper published in the Journal of Engineering Education (JEE), the scholarly research journal for the Society. JEE’s editorial review board selects the best paper published during the previous January to October publication cycle. The awardee receives a commemorative plaque.

Gary Lichtenstein, Alexander C. McCormick, Sheri D. Sheppard, and Jini Puma receive the 2011 William Elgin Wickenden Award in recognition of their article, “Comparing the Undergraduate Experience of Engineers to All Other Majors: Significant Differences are Programmatic,” which was published in the October 2010 issue of the Journal of Engineering Education.

Gary Lichtenstein, Ed.D., is Consulting Professor in the School of Engineering at Stanford University and owner of Quality Evaluation Designs, a firm specializing in education research, evaluation, and policy. He completed his doctoral degree in education at Stanford University. His intellectual interests include engineering education, mixed methods research, and community-based research. Over the past 10 years, he has researched engineering education and career decision-making through projects that have included Educating Engineers: Designing for the Future of the Field (Sheri D. Sheppard, Kelly Macatangay, Anne Colby, and William M. Sullivan, 2008), issued by the Carnegie Foundation for the Advancement of Teaching; the Center for Advancement of Engineering Education (CAEE), a multi-year, multi-institution grant funded by the National Science Foundation (work out of which the current article was produced); and the Frontiers of Engineering Education program, funded by the National Academy of Engineering. Lichtenstein co-authored an article that was awarded the ASEE William Elgin Wickenden Award in 2008. He is a co-author of a chapter on undergraduate engineering majors’ motivation, persistence, and retention, forthcoming in the first Handbook of Engineering Education Research (Aditya Johri & Barbara Olds, eds). Currently, in addition to his engineering education research, he directs the Healthy Eaters, Lifelong Movers (HELM) program, a project designed to prevent child obesity, operated through the Rocky Mountain Prevention Research Center at the University of Colorado, Denver.

Alexander C. McCormick is an Associate Professor of Education at Indiana University, Bloomington, where he teaches in the Higher Education and Student Affairs program. He also directs the National Survey of Student Engagement (NSSE), housed at IU’s Center for Postsecondary Research. Since its inception in 2000, more than 1,400 bachelor’s-granting colleges and universities in the U.S. and Canada have used NSSE to assess the extent to which...
undergraduates engage in and are exposed to effective educational practices. Through this work, McCormick aims to enrich the national discourse about quality and accountability in higher education, while also providing institutions with tools to diagnose and improve undergraduate teaching and learning. His research interests center around assessment, accountability, and evidence-based improvement in higher education.

Before joining the faculty at IU, McCormick served as a Senior Scholar at The Carnegie Foundation for the Advancement of Teaching, an educational research and policy center. In that role, he led a major overhaul of the Foundation’s widely-used classification of U.S. colleges and universities. He holds a bachelor’s degree in French from Dartmouth College and a Ph.D. in education and sociology from Stanford University.

SHERI D. SHEPPARD
Professor, Mechanical Engineering
Department
Stanford University

Sheri D. Sheppard, Ph.D., P.E., is the Carnegie Foundation for the Advancement of Teaching Consulting Senior Scholar principally responsible for the Preparations for the Professions Program (PPP) engineering study, the results of which are in the report “Educating Engineers: Designing for the Future of the Field.” In addition, she is Professor of Mechanical Engineering at Stanford University. In 2003, Sheppard was named co-principal investigator on a National Science Foundation (NSF) grant to form the Center for the Advancement of Engineering Education (CAEE), along with faculty at the University of Washington, Colorado School of Mines, and Howard University.

She has authored or co-authored over 120 referred journal and conference papers. In addition, she co-authored (with Benson Tongue from UC, Berkeley) two textbooks on basic mechanics, and was guest editor (along with Barbara Olds at Colorado School of Mines, and James Pellegrino at the University of Illinois, Chicago) on a special issue of the Journal of Engineering Education entitled “Educating Engineers: Who, What and How?” published in 2008.

An ASEE fellow, Sheppard is also a fellow of the American Society of Mechanical Engineers (ASME), and the American Association for the Advancement of Science (AAAS). She is a recipient of ASEE’s Chester F. Carlson Award (2004) and William Elgin Wickenden Award (2005 and 2008). In 2010, she received the Walter J. Gores Award for Excellence in Teaching, Stanford’s highest teaching honor.

JINI PUMA
Research Associate
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Jini Puma, Ph.D., received her doctorate from the University of Denver in Quantitative Research Methods in 2007. She is currently a Research Associate with the Rocky Mountain Prevention Research Center (RMPRC) at the University of Colorado, Denver in the School of Public Health where her research and evaluation interests are in immigrant health, early childhood obesity prevention, community-based participatory research methods, and social determinants of health. Prior to her position with the RMPRC, she conducted research in early childhood development in the Department of Psychology at the University of Denver. She has served on the National Early Head Start Research and Evaluation Consortium for the past 10 years.