Chairman’s Message

Wilt Nixon, University of Iowa

One of the tasks of an outgoing program chair and to transition to the Division Chairman’s role is to write an article for the Division Newsletter detailing how wonderfully the Annual Conference went. I am happy to do that, but in doing so I want to make one thing abundantly clear. The success of the Division’s program at the Annual Conference in Salt Lake City was due to a lot of hard work from many people, most notably the session chairs and the authors and presenters. I am happy to take responsibility for the various deficiencies, and wish to state publicly that I am very sorry for not ensuring all of my handout material was three hole punched. I will do my best to remedy that shortcoming in the future!

While the Annual Conference flies past in four short days, my experience of it stretched over a full year and I hope it will not be too boring to share some of my thoughts that as that year flew past. The year was not without a few portents of doom. I should have realized at the planning luncheon in Nashville in June 2003 that the potential for disaster existed, when Professors Ressler and Cartwright sat at the same table and developed a session proposal for 2004 entitled “The fundamentals of fun.” Alarm bells should have rung at that time and I should have found some way (although how remains a mystery, but I should have tried) to dissuade them and deflect them from their path, but I didn’t. This error would come to haunt me in the months to come.

When abstracts were submitted in the late fall I discovered that we had an excellent crop of abstracts to consider. Even more pleasingly, many of the papers related directly to the session topics we had developed, and this strongly suggested that there would be some excellent sessions put together. It is at this time that the session chairs get their first slug of work, having to review a bunch of abstracts in very short order and try and draw forth from them a set that will create a strong and coherent session. I had added to the burden facing all the session chairs by asking them to consider including an active learning exercise with their sessions to elucidate the session theme. So, they not only had to select abstracts, they also had to think of some activity that would fit with the papers they chose—definitely a non-trivial task and a challenge to which they rose with commendable fortitude.

As our authors and chairs toiled away over the winter I became aware of another doom hovering over me. Specifically, I had to organize the RAP session and the banquet. To add to my foreboding, it had been made abundantly clear to me by various august members of the Division (basically, all the past Division chairs) that my competence would be judged primarily on my ability to provide free alcohol at these two events. Why so much foreboding, you ask? Well, I feared that Salt Lake City may not be the easiest place in the US to get free alcohol. Nonetheless, I was able, with the considerable help of our department...
secretary, Judy Holland, to find two very acceptable venues for the RAP session and the Banquet. Both events were well attended, the food and beverages were excellent and the company was beyond compare. Even Mother Nature cooperated, providing us with a spectacular sunset at the RAP session. We had a more traditional RAP session this year than in recent years, and I am most grateful to the Division Historian, Dr. Tom Lenox, for his masterful refereeing of the session, the more so since he took up this role with almost no notice on my part. Of course, the banquet was enlivened by politically incorrect jokes told by Professor Bill Wilhelm, as is traditional. All of which meant that my forebodings about the two social sessions was completely unwarranted.

I should, instead, have been worrying about Professors Ressler and Cartwright, who had been engaged in diabolical plotting through the late winter and early spring. They sprang their session upon an unsuspecting conference and created what can only be termed creative chaos. Their session (our first standard session of the conference) involved a visit from a mystery guest (see some of the photos), some excellent papers, and the dispatching of all the session attendees around the conference venue armed with digital cameras and a list of "treasures" that needed to be photographically hunted. They set an excellent tone for the conference which their fellow session chairs built upon, and I have to say, having attended every session this year, that I felt we had an excellent selection of papers for the Division's sessions.

Our planning lunch went well this year with some excellent ideas being generated, and I am sure that the Program Chair for 2005, Professor Jim Hanson from Lawrence Technological University will be able to put together a great program. However, I do feel a certain sense of foreboding about one of the sessions being planned. It's called "The fundamentals of fun II (too)." The mind boggles!

Summary of the CE Division Sessions at the June 20-23, 2004 Annual Meeting, Salt Lake City
The CE Division sponsored or co-sponsored the following sessions at the 2004 Annual Conference and Exposition:

**Monday**
1. Exec. Bd. Breakfast Mtg. (Session 1115)
2. CE Div. Business Luncheon (Session 1415)
3. Advances in C&E Education (Session 1515)
4. The Fundamentals of Fun (Session 1615)
5. RAP Session (Session 1815)

**Wednesday**
11. CE Body of Knowledge (Session 3115)
12. Lighting the Fire: REU (Session 3215)
13. Chi Epsilon Luncheon (Session 3415)
14. Are Classical Solutions Outdated? (Session 3515)
15. Leadership in the Curriculum (Session 3615)

Individual papers (searchable by author, paper title, or session title) included in the conference proceedings are accessible through the ASEE Website at the following URL:
http://www.asee.org/about/events/conferences/search.cfm

**ASEE Annual Conference, Portland, OR (June 12-15, 2005)**

**Calls for Papers**

The Calls for Papers are now open for the 2005 ASEE Annual conference. All submissions must be submitted electronically via the CAPS program.

NOTE: The deadline for submitting an abstract is Wednesday, October 6, 2004.

The URL for the Calls for Papers is:
http://www.asee.org/about/events/conferences/annual/future/calls.cfm
Exciting Portland Program on the Horizon (June 12-15, 2005)
Jim Hanson, Program Chair, ASEE CE Division 2004-2005

I would first like to thank Wilf Nixon for chairing the Planning Luncheon in Salt Lake City on my behalf. I was on Sabbatical at the University of New South Wales in Sydney, Australia and therefore was unable to attend the annual conference. I have received the documents that were prepared at the planning luncheon and I am simply honored to be the Program Chair for the Civil Engineering Division in 2004-2005.

The final program will depend on abstract submissions by Division members and others later this fall (as well as how many sessions are approved by ASEE for the Division), but I can assure you that a strong foundation has already been set for the technical sessions. Each standing committee has established plans for at least one technical session at the Portland conference next June. The Body of Knowledge associated with ASCE’s Policy 465 repeatedly appears in topic selections for the technical sessions. Another common theme, coming as no surprise from the Civil Engineering Division, is fun.

It is much too early to provide details of a final technical program for Portland, but I invite you all to stay tuned for plans associated with what promises to be another enjoyable set of sessions from the Civil Engineering Division. I hope many of you will take the opportunity to become actively involved in the technical sessions by submitting abstracts for presentation at the conference. I certainly look forward to catching up the members of the Civil Engineering Division next June in Portland.

Tentative session titles include:
- Engineers in Toyland – Come and Play!
- A through K and Beyond
- Fundamentals of the Fundamentals Exam
- Beyond the Basics – Engaging Upper Level Classes
- If Newton’s Laws Haven’t Changed, Why Should Our Teaching?
- Fundamentals of Fun II (too)!
- New! Improved! CE Accreditation Criteria
- Implementing the Civil Engineering Body of Knowledge – Can it Be Done?
- Welcome to the New World: Exploring New Trends in Engineering Curricula

See pages 10 and 12 for further details of each session.
The call for papers is active with abstracts due on October 6, 2004. The URL for the Call for Papers is: www.asee.org/about/events/conferences/annual/future/calls. #civil.

For more information, contact Professor Jim Hanson, Dept of Civil Engr., College of Engineering, Lawrence Technological University, 21000 West Ten Mile Road, Southfield, MI 48075-1058 E-mail: hanson@ltu.edu

ASEE CE Division AWARDS

The Glen L. Martin Best Paper Award is given for the best paper on a topic in civil engineering education. Eligible papers include, but are not limited to, those published in the ASEE Annual Conference Proceedings. Recipients are awarded engraved plaques. The Award this year went to K.C. Mahboub, Yinhui Liu, Susantha Chandraratana, and Margaret B. Portillo, all from the University of Kentucky for the paper entitled "Creativity in Design: A Cross-Disciplinary Approach". The award was accepted by K.C. Mahboub.

The Gerald R. Seeley Award is awarded to a civil engineering faculty member with five or fewer years of teaching experience. The basis for selection is the quality of a paper submitted for presentation at the upcoming ASEE Annual Conference. The Award consists of reimbursement for conference registration and attendance at CE Division social events and business meetings (up to a maximum of $500), as well as an ASEE certificate. The recipient this year was Dr. Andrew T. Rose, Assistant Professor of Civil Engineering Technology, University of Pittsburgh at Johnstown.

The George K. Wadlin Distinguished Service Award is given for outstanding service in support of civil engineering education. The recipient is awarded an engraved plaque. The recipient this year was Howard (Nugget) C. Dunn, Jr., Dean of Academics at the U.S. Coast Guard Academy in New London Connecticut.
Summaries of selected sessions from the 2004 Annual Conference.

Session 3215: Lighting the Fire... (by Kevin Sutterer, Rose-Hulman Institute of Technology)
The session featured four presentations describing different ways that pre-college school students can have productive research experiences that may inspire them to pursue a career in research or at least pursue a graduate degree. Two of the presentations were by a "tag team" featuring a faculty and a current or former undergrad student who had worked with them (see photos). One presentation focused on research experiences for high school students. One particular focus of all the presentations was on making the experience productive for both the faculty and the student. The presentations focused on the differing goals and perspectives of the students versus the faculty and provided some insights on how the differing goals could be achieved in the final product. Due to the length of the presentations, a panel discussion was not possible at the end, but substantial dialogue during the presentations served as a quality substitute.

Session 3115: Civil Engineering Body Of Knowledge (by Stu Walesh, Consultant, Valparaiso, IN)
Despite the 7:00 AM starting time, almost 50 conference attendees participated in this session. Stu Walesh, kicked off the session with his paper “From Civil Engineering Body of Knowledge to Civil Engineering Curricula.” He summarized the history and status of and plans for ASCE’s policy, which calls for the Master’s degree or equivalent as the necessary formal education for future licensure and practice of civil engineering at the professional level. Kevin Sutterer presented “The ASCE BOK—A Case Study of the Evaluation and Design of a Four Year Curriculum to Exceed to BOK.” This was followed by the paper “An Assessment of How the Sooner City Project Addresses ASCE’s BOK” by Robert Knox of the University of Oklahoma. These papers included the conclusion that the BOK, as defined by ASCE, cannot be fulfilled within the traditional four-year period. Walter Massie of the Delft University of Technology concluded the formal part of the program with his paper “Justifying a BOK.” Lively discussion during the session, which included participation by educators from Australia, Germany and the Netherlands, suggested broad and deep interest in the BOK concept.

Session 3615: Leadership in the Curriculum Session (by Tonya Emerson, California State Univ, Chico)
The session consisted of 4 outstanding papers regarding innovative ways to expose students to leadership qualities, require the students to evaluate strong leader characteristics, and allow students to experiment with leadership roles. Paul Palazolo, Charles Camp, and Anna Phillips-Lambert’s paper offered a useful example of teaching, promoting and evaluating leadership in the classroom in their paper, Changing the Paradigm of Power in the Classroom to Teach, Promote, and Evaluate Leadership Training Within an Existing Civil Engineering Curriculum. Doug Schmucker provided us with an excellent model for “covertly” integrating leadership exercises into many courses. His paper, Leadership through the Backdoor, Exercises for Individuals and Teams, includes example assignments, suggestions on how to integrate the assignments into different courses, and rubrics for evaluating student efforts. Andrew Rose, Robert Martinuzzi, and Jerry Sample’s paper, Leadership 101: Developing the Leader in Engineering and Engineering Technology Students, illustrates how the authors are teaching students the important personal and interpersonal skills for developing effective leadership using two nationally recognized self-improvement books. This paper was followed Robert Martinuzzi and David Ward’s paper, Teaching Leadership With 10,000 Words, which highlighted the unique approach of the second half of the same course. This final paper described the use of viewing modern movies, which depict strong leaders, and then requiring students to analyze the many facets of the leader’s characteristics and behaviors. Using the new Civil Engineering Division model of incorporating active learning in the sessions, Session Moderator, Tonya Emerson, required attendees to consider why even they, as engineering educators, could not identify photographs of some of the most famous engineers in history and what our definition of a leader should be. The activities encouraged audience participation, which led to lively question and answer periods for each speaker.

South Dakota State University 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. This year, South Dakota State University (SDSU) received the prestigious Robert Ridgway Student Chapter Award. The Ridgway Award honors the single most outstanding ASCE Student Chapter. SDSU was chosen for their exceptional activities, special projects, and participation within the local and ASCE community. One of the chapter’s most timely and notable activities involved sending letters to the military troops called in to active service in recent United States military operations.

ASCE also recognizes other chapters and clubs for their participation in activities and services. Winners of the Vice Presidents Award, which honors one ASCE chapter from each zone, were the United States Military Academy (Zone I), University of Florida (Zone II), University of Wisconsin-Platteville (Zone III), and University of California-Berkeley (Zone IV). The United States Military Academy and the University of California-Berkeley were also distinguished as Ridgway Award Finalists. Fairmont State College won The Outstanding Student Club Award, which is reserved for the single most exceptional student club.
2004 ASEE Civil Engineering Division Conference Highlights
Salt Lake City, Utah (June 20-23, 2004)
By Vincent P. Drneich, 2003-2004 C.E. Div. Chair and Shashi Nambisan, Newsletter Editor

The setting:

The RAP Session led by Tom Lenox

Sponge Bob aka Larry Cartwright

Two-fisted drinker Steve Ressler

Anna Phillips-Lambert with husband Eric: "Did I say that correctly?"

The Quintessential conference speaker Walt Lefevre
Students in action: Joey Danyluk (Prof. Kukreti's student), Stacy Eiselman with Prof. List, and the Master: Bill Wilhelm!

Sponge Bob arrives to a standing room only audience!

Now, this is hands on learning

Active learning exercises during CE Division's sessions
Planning Session: Are we getting serious or what?

No, we are just having fun!

CE Division Luncheon

RAP Session – lively Spirits!

Deliberations at the Planning Session

At the RAP Session
At the Banquet

Glen L. Martin Best Paper Award
Sam Clemence, Kamyar Mahboub, Vince Drenevich

Gerald R. Seeley Award
Sam Clemence, Andy Rose, Vince Drenevich

George Wadlin Award Winner Howard "Nugget" Dunn
With Sam Clemence, and Vince Drenevich

ASEE Best Zone Paper Award Winner J. Ledlie Klosky with JP Mohsen, and Vince Drenevich
ASCE/MBT National Concrete Canoe Competition Held in Nation’s Capital

ASCE and The Catholic University of America hosted the 17th annual ASCE/MBT National Concrete Canoe Competition (NCCC) in Washington, DC on June 17-20, 2004. This year’s competition was held in conjunction with the opening of the National Building Museum’s Liquid Stone exhibit and was part of the Concrete Carnival, a festival celebrating the versatility of concrete.

Teams qualify for the NCCC by placing in one of the 18 Regional Competitions held throughout the United States every spring. This year, twenty-two teams were invited to the nation’s capital to participate at the national level. Scoring was based on canoe design, academic presentation, final product and race outcomes. The University of Wisconsin-Madison won the overall competition. Universite Laval finished in second place, and University of Alabama – Huntsville finished the competition in third place.

Colorado School of Mines Successfully Hosts National Student Competition

The annual ASCE/AISC National Student Steel Bridge Competition is the premier event for aspiring structural engineers. The competition affords students the opportunity to take part in steel bridge building, from design to fabrication to construction. Teams are first given a real-world bridge engineering problem statement and then charged with planning, designing, fabricating and constructing the bridge.

This year’s competition required the design of a two-span steel bridge. With functionality and safety as a prerequisite, the bridges were judged on a set of engineering criteria: construction speed, bridge weight, aesthetics, bridge stiffness, cost, structural efficiency and overall performance. Bridge component limits and construction staging constraints required the students to address all design aspects and consider every stage of the bridge building process, from beginning to end.

This year’s competition, the 13th Annual National Student Steel Bridge Competition, was held on May 28-29, 2004. The Colorado School of Mines ASCE Student Chapter hosted the competition in Golden, Co. Forty-four teams competed, and more than 600 individuals attended the event over the holiday weekend. Top finishers overall were North Dakota State University (first place), University of Michigan (second place), and Southern Polytechnic State University (third place).

Historian’s Report

Thomas A. Lenox* Historian – ASEE CE Division, June 21, 2004
Managing Director of Professional & Educational Activities, ASCE
Phone: (703) 295-6191; E-mail: tlenox@asee.org

Inventory of Files: During the past two years I have inventoried the boxes that were sent to me following my appointment as the Division’s Historian. The boxes included 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 1975-76: 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 1991, Spring 1991, Fall 1996, and Fall 1997. Donations will be gratefully accepted by the undersigned.

Distribution of ASEE Civil Engineering Division — Divisions Chairs 1935-1993: I recommend that single copies of ASEE Civil Engineering Division, Division Chairs, 1935-1993 be distributed free of charge to Division members upon request. I further recommend that ten copies be maintained permanently as part of the Division’s historical files.

Supplement to ASEE Civil Engineering Division — Divisions Chairs 1935-1993: I am planning a supplement to ASEE Civil Engineering Division, Division Chairs, 1935-1993 for June 2006 – marking the 70th Anniversary of the Civil Engineering Division. The original booklet was prepared in commemoration of the ASEE Centennial. The first supplement would include the pictures and biographies of all Division Chairs for the thirteen years since 1993. I plan to follow a format that parallels that used in the original booklet. During the past year, I was able to obtain a short biographical sketch from all of our Past Chairs since 1992-1993 — and an acceptable head-and-shoulders color picture from all but two.
**ASEE CE Division Leadership**
*(as of 22 June 2004)*

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<td>Chair</td>
<td>Steve Ressler**</td>
<td>Vince Drnevich*</td>
<td>Wilf Nixon**</td>
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<td>Vince Drnevich*</td>
<td>Wilf Nixon**</td>
<td>Jim Hanson*</td>
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<td>M. Asghar Bhatti</td>
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<td>Anant Kukreti</td>
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<td>Jim Nau (Chair)</td>
<td>Sam Clemence (Chair)</td>
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<td>Vince Drnevich (Chair)</td>
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<td>Wilf Nixon (active past Chair)</td>
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*ASEE Liaison to ASCE Educational Activities Committee (EdAC)*

**Session 6: Proposed for the 2005 Annual Conference (June 12-15), Portland, OR (continued on p 12)**
**Fundamentals of Fun II (too)!** Co-chairs: Larry Cartwright (Cartwright@cmu.edu) & Doug Schmucker (doug.schmucker@vku.edu). This session presents effective techniques to motivate and engage students to stimulate learning through non-traditional methods (or suitable subERGE; the more visceral, the better). Creative and challenging participation exercises included.

**New! Improved! CE Accreditation Criteria.** Chair: Stephen Ressler (Stephen.Ressler@usma.edu). During 2004-05, the Civil Engineering (CE) accreditation community will be drafting new Basic Level CE Program Criteria, consistent with the new CE Body of Knowledge (BOK). This session will provide the most up-to-date information concerning the new draft criteria as well as the draft master plan for future implementation of the criteria.

**Implementing the Civil Engineering (CE) Body of Knowledge (BOK) – Can it be Done?** Chair: James K. Nelson (jk.nelson@wnich.edu). Of great interest to engineering educators is the CE profession’s re-evaluation of the academic prerequisites for professional practice. This initiative initially focused on the articulation of a BOK – the knowledge, skills, and attitudes necessary to enter into the professional practice of CE. Since the release of the BOK in Feb 2004, several universities have partnered to coordinate the development of new undergraduate-graduate curricula compatible with the BOK. The session will provide the most up-to-date information about the curricula partners’ work to validate the CE BOK.

**Welcome to the New World: Exploring New Trends in Engineering Curricula.** Chair: Tonya Emerson (temerson@csuchico.edu). Advances in engineering curricula, including effective teaching in curriculum development & streamlining the delivery of the content. Papers documenting the results of curriculum reform, including those with funding from the NSF are welcome.

*Continued on page 12.*
ASCE Educational Activities
ASEE, CE Division - Report by Jim O’Brien, June 2004

Activities over past year

- First Edition of Civil Engineering Body of Knowledge (BOK) published in January 2004, outlining the knowledge, skills, and attitudes necessary for the civil engineer of the future to enter the professional practice of civil engineering. Electronic copies available http://www.asce.org/raisethebar

- ExCEEd Teaching Workshops 2003:
  o Summer 2003. 3 workshops produced an additional 72 graduates,
  o Five year total of 11 workshops; 260 graduates; 154 different colleges & universities.

- West Point Bridge Design Competition (WPBDC) 2004
  o In its third year, over 15,000 teams submitting over 50,000 unique designs. Qualifying round Jan 8-Apr 5. 172,305 downloads of contest software
  o April 17: semi-final round narrowing the field from 80 teams to the final five teams.
  o May 14: Team Underground bests 4 other finalist teams to win $15,000 scholarship for each team member. All finalists received personal laptop computer.
  o 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, etc.

- Accreditation: 54 civil engineering programs & 29 civil engineering technology programs visited.

- PFATW 2003
  o 32 additional practitioner & faculty advisors trained in Reston, VA on Sept 6-7, 2003
  o How to a more effective advisor & how to better use available resources to benefit students & Chapter/Club

- ASCE Annual Conference & Expo in Nashville (October 2003)
  o Education Breakfast
    ▪ The ExCEEd Leadership Award presented to Stu Welsh
    ▪ ExCEEd New Faculty Excellence in Teaching Awards presented to
      • Andy Rose, Univ of Pittsburgh @ Johnstown, Zone I
      • Amy Chan-Hilton, Florida State Univ, Zone II
      • Luciana Barrosa, Texas A&M Univ, Zone III
      • Tom Piechota, Univ of Nevada @ Las Vegas, Zone IV
    ▪ ExCEEd Career Award for Excellence in Teaching presented to Robert Thiele, Univ of Florida
    ▪ Best Paper Award from the Journal on Professional Issues presented to Sarah Pfatteicher for “Depending on Character: ASCE Shakes its First Code of Ethics”

- ASCE/AISC National Student Steel Bridge Competition: Held May 28-29, 2004 in Golden, CO
  ▪ 1st Place: North Dakota State University
  ▪ 2nd Place: University of Michigan
  ▪ 3rd Place: Southern Polytechnic State University

- ASCE/MBT National Concrete Canoe Competition: Held in Washington, DC on June 17-20, 2004
  ▪ 1st Place—University of Wisconsin, Madison
  ▪ 2nd Place—Univeriste Laval
  ▪ 3rd Place—University of Alabama, Huntsville

- 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.

Upcoming Activities

- ASCE Annual Conference & Exposition, Baltimore, MD, October 20-23, 2004
  o Education breakfast, Saturday, October 23, 7-8:00 am
  o Student & Education programs
  o ABET EAC & TAC Evaluator training, Sunday, October 24, 2004

- West Point Bridge Design Contest 2005
  o Planning to conduct
  o Local contests available

- ExCEEd Teaching Workshops (6 day) 2005
  o Planning to hold 2 workshops for CE faculty only. 48 seats available. Applications due by February 2005. See website at www.asce.org/exceed
Sessions Proposed for the 2005 Annual Conference (June 12-15), Portland, OR (continued from p 10)

Engineers in Toyland – Come and Play. Co-Chairs: Ron Welch (Ronald.welch@us.army.mil) and Andrea Maleck (surovok@sdsmt.edu). The session focuses on using instructional technology (IT) to meet educational needs and expectations of engineering learners. IT technology as used here encompasses teaching infrastructure (chalkboard, etc.) as well as teaching technologies (Blackboard, WebCT, VISTA, etc.). Papers, presentations, and toys will illustrate the use of IT to help define educational needs and expectations, the appropriate use of IT, and maintaining a learner-centered atmosphere while using IT.

A through K and Beyond. Co-Chairs: Dennis Fallon (dennis.fallon@citadel.edu) and Robert Houghtalen (Robert.Houghtalen@Rose-Hulman.edu). This session will deal with issues related to the expansion of the program outcomes proposed by the BOK. Issues such as registration of professors, use of adjunct professors, integration into the curriculum and the needed resources will be discussed.

Fundamentals of the Fundamentals Exam. Co-Chairs: Dennis Fallon (dennis.fallon@citadel.edu) and Robert Houghtalen (Robert.Houghtalen@Rose-Hulman.edu). New content distribution has been proposed for the FE exam in Oct 2005. This session will explore what that content is, will the content impact curriculum, and how will we prepare our students in the mean time. In addition, assessment using the FE results will be examined.

Beyond the Basics – Engaging Upper Level Classes. Chair: Anant Kukreti (anant.kukreti@uc.edu). Session topics include: integrate research and teaching in undergraduate curriculum, understanding beyond the theories and formulae, integrating technology to enhance classroom learning, assessment of how learning occurs, impact on society and global issues, effective teaching tools and resources, effective teaching in upper level classes, and teaching vs learning. Demonstrations of effective learning techniques and practitioner involvement in student learning will also be entertained.

If Newton’s Laws Haven’t Changed, Why Should our Teaching? Chair: Chris Masters (cbm100@psu.edu). Fundamental mechanics hasn’t changed in years, but does that really mean the way we teach it shouldn’t either? The session(s) focus(es) on innovative efforts to improve Statics, Dynamics, and Mechanics of Materials instruction and student learning.

The deadline to submit abstracts (online only) for the 2005 Annual Conference is Oct 6, 2004

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.

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