2020 ASEE AWARD Honorees
ASEE initiated this award to recognize those ASEE Campus Representatives who have achieved excellence in their roles as the Society’s representative on campuses within each of the four geographic zones. The ASEE Campus Representative serves as a liaison to help determine members’ interests and reactions to Society programs and publications, to stimulate interest among the faculty in section and national meetings, and to promote individual membership and involvement.

ZONE I
Ilya Y. Grinberg
Buffalo State College, The State University of New York

ZONE II
Ann D. Christy
Ohio State University

ZONE III
Sara E. Wilson
University of Kansas

ZONE IV
Paul M. Nissenson
California State Polytechnic University, Pomona

PAST WINNERS

2010 George Sutherland, John Brocato, Walter W. Buchanan, Craig Johnson
2011 Navarun Gupta, J. P. Mohsen, Steven Hietpas, Amir Riazi
2012 Kanti Prasad, Larry G. Richards, Walter W. Buchanan, Agnieszka Miguel
2013 Surendra Gupta, Christopher J. Rowe, Kevin Dress, David Lanning
2014 Kanti Prasad, John W. Brocato, Matthew Kuhn

2015 Navarun Gupta, Terri M. Lynch-Caris, Byron Garry, Carolyn Labon
2016 Kanti Prasad, Cindy Waters, Walter W. Buchanan, Kevin Amende
2017 Kassim Tarhini, Terri M. Lynch-Caris, Jay Wiener, Sam Spiegel
2018 Justin Kile, Larry G. Richards, William Schell
2019 Navarun Gupta, Jenna P. Carpenter, Winston F. Erewelles, Krishna Pakala
ASEE AWARDS

ASEE 2019 BEST PAPER AWARDS

These awards recognize outstanding papers presented during Society year 2018–2019. One outstanding conference paper is selected from each of the four ASEE Zones. The Best Overall Zone Paper award consists of $1,000. One outstanding conference paper is selected from each of the five ASEE Professional Interest Councils (PICs) and each receives an award of $1,000. The Best Overall PIC Paper award consists of $3,000. The Best Overall Diversity Paper may be nominated from any paper presented in a PIC or Zone during Society year 2018–2019.

BEST OVERALL PIC PAPER

Assessment of Project-Based Learning Courses Using Crowds Signals
GEORGIOS GEORGALIS AND KAREN MARAIS, PURDUE UNIVERSITY

BEST OVERALL ZONE PAPER

Implementation and First-Year Results of an Engineering Spatial Skills Enhancement Program
ALEX DE ROSA AND MAXINE FONTAINE, STEVENS INSTITUTE OF TECHNOLOGY

BEST OVERALL DIVERSITY PAPER

Work in Progress: Aligning What We Want with What We Seek: Increasing Comprehensive Review in the Graduate Admissions Process
LATONIA STINER-JONES AND WOLFGANG WINDL, OHIO STATE UNIVERSITY

BEST PIC PAPER – PIC I

Effects of Alternative Course Design and Instructional Methods in the Engineering Classroom
LINDY HAMILTON MAYLED, UNIVERSITY OF ARIZONA; LYDIA ROSS, UNIVERSITY OF ARIZONA; CASEY JANE ANKNEY, NORTHEASTERN UNIVERSITY; JAY OSWALD, ARIZONA STATE UNIVERSITY

BEST PIC PAPER – PIC II

Assessment of Project-Based Learning Courses Using Crowds Signals
GEORGIOS GEORGALIS AND KAREN MARAIS, PURDUE UNIVERSITY

BEST PIC PAPER – PIC III

Do They Understand Your Language? Assess Their Fluency with Vector Representations
ERIC DAVISHAIL, WHATCOM COMMUNITY COLLEGE; TODD HASKELL, WESTERN WASHINGTON UNIVERSITY; JILL DAVISHAIL, WESTERN WASHINGTON UNIVERSITY; LEE SINGLETON, WHATCOM COMMUNITY COLLEGE; WADE H. GOODRIDGE, UTAY STATE UNIVERSITY

BEST PIC PAPER – PIC IV

Student Views on their Role in Society as an Engineer: An Exploration of Gender and Race
ANGELA BIELEFELDT, UNIVERSITY OF COLORADO BOULDER; DAVID ZHAO, ALEXANDRA KULICH, FTUFS UNIVERSITY; MADELINE POLMEAR, UNIVERSITY OF COLORADO BOULDER; NATHAN CANNEY, CYS STRUCTURAL ENGINEERS, INC.; CHRIS SWAN, FTUFS UNIVERSITY; DANIEL KNIGHT, UNIVERSITY OF COLORADO BOULDER

BEST PIC PAPER – PIC V

Mapping & Strengthening Curriculum-Based Industry/Academia Intersections
KATHERINE MCCONNELL, UNIVERSITY OF COLORADO BOULDER; DENVER

BEST ZONE I PAPER

Implementation and First-Year Results of an Engineering Spatial Skills Enhancement Program
ALEX DE ROSA AND MAXINE FONTAINE, STEVENS INSTITUTE OF TECHNOLOGY

BEST ZONE II PAPER

Research to Practice: Leveraging Concept Inventories in Statics Instruction
RUTH WERTZ, VALPARAISO UNIVERSITY, AND THERESA GREEN, UTAH STATE UNIVERSITY

BEST ZONE III PAPER

Blended Learning: Electrical Circuits for Non-EE Students
THERESA SWIFT AND AMARDEEP KAUR, MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY

BEST ZONE IV PAPER

Assessing Student Assessment in a Flipped Classroom
BRYAN J. MEALY, CALIFORNIA STATE POLYTECHNIC UNIVERSITY, AND THERESA SWIFT AND AMARDEEP KAUR, MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY

Best Overall Paper Award—William Elgin Wickenden Award

This award, sponsored by the Journal of Engineering Education editorial review board, recognizes the author(s) of the best paper published in ASEE’s scholarly research journal during the previous January- to-October publication period. It is named in honor of the distinguished engineer, educator, philosopher, administrator, and humanitarian who throughout his career devoted himself to the 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 helped thousands of young engineers form a sound conception of engineering as a career. Awardees receive a commemorative plaque.

Authors: S. Lord, University of San Diego; M. Ohland, Purdue University; R. Layton, Rose-Hulman Institute of Technology; and M. Camacho, University of San Diego

SUSAN LORD: Professor and Chair of Engineering, and Professor of Electrical Engineering, University of San Diego

Matthew Ohland is professor and associate head of engineering education at Purdue University. He earned a Ph.D. in civil engineering from the University of Florida. M.S. degrees in materials engineering and mechanical engineering from Rensselaer Polytechnic Institute, and a B.S. in engineering and B.A. in religion from Swarthmore College. He codirects the National Effective Teaching Institute (NETI) with Susan Lord and Michael Prince. His research has been funded by over $20 million, mostly from the National Science Foundation. Along with his collaborators, he has been recognized for his work on longitudinal studies of engineering students with the William Elgin Wickenden Award for the best paper published in the Journal of Engineering Education in 2008 and 2011. He has also been recognized for the best paper in IEEE Transactions on Education in 2011 and 2015, multiple conference Best Paper Awards, and the Betty Vetter Award for Research from the Women in Engineering Proactive Network. The CATME Team Tools developed under Ohland’s leadership and related research have been used by over 1.46 million students of more than 20,000 faculty at more than 240 institutions in 87 countries. The tools were recognized with the 2009 Premier Award for Excellence in Engineering Education Courseware and the Maryellen Weimer Scholarly Work on Teaching and Learning Award in 2013. Ohland received the Chester F. Carlson Award for Innovation in Engineering Education from the American Society for Engineering Education (ASEE) for his leadership of that project. He is a Fellow of ASEE, IEEE, and AAAS. He has received teaching awards at Clemson and Purdue. An ABET Program Evaluator and an associate editor of IEEE Transactions on Education, he was the 2002–2006 President of Tau Beta Pi.

MATTHEW OHLAND: Professor and associate head of engineering education, Purdue University

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**ASEE AWARDS**

**WILLIAM ELGIN WICKENDEN AWARD**

**RICHARD LAYTON**

Richard A. Layton is professor emeritus of mechanical engineering at Rose-Hulman Institute of Technology. He retired from teaching in May 2020, having taught at Rose-Hulman for 20 years. For the past dozen years, he has collaborated with Matthew Ohland, Susan Lard, Michelle Camacho, and others in research using the MIDFIELD database to study undergraduate engineering students. His focus in this work has been creating graphics to explore data and present findings. He led the software development of two R packages, “midfield” and “midfield-data,” that provide open-source tools, a practice dataset, and tutorials specialized for this type of longitudinal research (https://midfieldr.github.io/midfieldr/). In the MIDFIELD Institute (https://midfieldr.github.io/workshops/), Layton leads the “learn R” portions of the workshop. His interests in communication extend beyond data graphics; with Richard House, Jessica Livingston, and Sean Mosley, he co-authored The Engineering Communication Manual (2017, Oxford Univ. Press). With Ohland and others, he helped develop the CATME SMARTER Teamwork system for preparing students to function effectively in teams and supporting faculty as they manage their students’ team experiences. At Rose-Hulman, he led a major experiment funded by the National Science Foundation known as E4, or “An Enhanced Educational Experience for Engineering Students.” This highly successful program evolved into the Drexel engineering curriculum, and many of its key features were emulated internationally in dozens of universities.

Michelle M. Camacho is currently the acting deputy division director in the National Science Foundation’s Division of Human Resource Development and was the program director in the Division of Undergraduate Education. She joined NSF as a visiting scientist and engineering educator from the University of San Diego. Her research examines student persistence and success in STEM education, institutional transformation, and faculty development. A bilingual/bicultural Latina educator, Camacho brings over 30 years of experience in higher education advocating for access and equity in higher education for underrepresented groups and first-generation college students.

**MICHÈLE CAMACHO**

Deputy Division Director (Acting), Division of Human Resources & Development

National Science Foundation

The Robert G. Quinn Award recognizes outstanding contributions in experimentation and laboratory instruction. It is named for the legendary professor of electrical and computer engineering who established Drexel University’s highly successful and innovative engineering curriculum. Quinn served on the National Advisory Panel for the Space Shuttle, as a consultant to NASA’s manned space missions, and as an advisor to government agencies, business, and industry. His research at Drexel focused on undergraduate curriculum development, including directing a major experiment funded by the National Science Foundation known as E4, or “An Enhanced Educational Experience for Engineering Students.” This highly successful program evolved into the Drexel engineering curriculum, and many of its key features were emulated internationally in dozens of universities. The award consists of a $5,000 honorarium and an inscribed plaque.

Tony Butterfield is a quintessential teacher who has made—and continues to make—a difference in the lives of hundreds of students. He has revolutionized the field of experimental chemical engineering instruction by effectively using a course that he created on innovation and design. The course is taught in a laboratory that he designed and equipped. His experimental teaching methods and learning assessments are truly pioneering. His rigorous, compassionate, student-centric approach makes him one of the best in our profession.

Anthony (Tony) Butterfield is an associate professor (lecturer) in the department of chemical engineering at the University of Utah, where he has been on the faculty for 10 years. His primary research areas involve engineering education, contributing in particular to the areas of project-based learning for first-year engineering students and the use of maker spaces within the chemical engineering curriculum. His work also concentrates on K–12 outreach and citizen-scientist efforts for engineers, focusing on distributed sensing networks for assessing community air quality. He is his department’s adviser for the AIChE Student Chapter, K–12 Outreach Team, Chem–E Car chapter, and oSTEM chapter.

For his outreach work and engineering education research, Butterfield received the 2017 Award for Innovation in Chemical Engineering Education from the American Institute of Chemical Engineers; the GIBT Educator of the Year Award; and the Beacon of Excellence and Distinguished Lecturer awards from the University of Utah.

Butterfield is the founding faculty adviser for the University of Utah’s oSTEM group. In this capacity, he has brought STEM-specific safe zone training to his university and conducted college outreach to Salt Lake City’s LGBTQ community. He also has provided a forum through which LGBTQ+ students may open a dialogue with faculty and decision makers in his college. Butterfield recently celebrated both his 25th anniversary with his husband and the graduation of their twin sons.
AEE AWARDS

JOHN L. IMHOFF AWARD

This award recognizes an individual who has made outstanding contributions in the field of industrial engineering education and demonstrated global cooperation and understanding through leadership and other initiatives. An engineering educator for more than 50 years, John L. Imhoff thrived on the global impact potential of the industrial engineering discipline. His vision encompassed the undergraduate, graduate, and teaching levels. He believed that global sharing through educational channels would lead to greater cooperation and understanding. He was very committed to students within the classroom and was passionate about professional student organizations as well as faculty involvement within those organizations. He encouraged students to travel abroad on work/study programs and to take summer jobs abroad, and he encouraged faculty to bring in speakers who had worked abroad to share their experiences.

Rapinder (Rupy) Sawhney is an established expert in operational excellence. He founded a global operational excellence summer program for undergraduates that has attracted nearly 900 students from 10 countries over nine years. His group hosts international visiting faculty and students to contribute to common research goals. His institutional partnerships include 20 collaborative agreements with universities worldwide. This has resulted in speaker invitations, publications, conference partnerships, course development, and sponsored research. These initiatives highlight his vision for transformative global partnerships based on cultural interchange.

RAPINDER SAWHNEY
Distinguished Professor and Heath Fellow in Business and Engineering at the department of industrial and systems engineering at the University of Tennessee at Knoxville and the founder of Sawhney Solutions. As the executive director of the Center for Advanced Systems Research and Education (CASRE), he leads a team of nearly 30 staff and graduate students. His Sawhney Model, which uniquely focuses on people-centered operational excellence strategies, is the basis of transformational projects and training programs for leading industry and federal partners, including the Department of Energy, Covenant Health, and Clayton Homes. Overall, Sawhney and his team have partnered with over 200 companies on operational excellence projects. He has established innovative educational and training programs with national and international visibility, including an on-site cohort program (2011–present) that has graduated over 100 professionals with master’s degrees, and the Lean Enterprise Systems Program (LESP; 2011–present), which has graduated over 900 students from 10 countries. These efforts have resulted in strong international collaborations with nearly 20 universities worldwide. Sawhney has been recognized with various awards, such as the Boeing Welliver Faculty Fellowship, Alcoa Faculty Award, Institute of Industrial Engineers’ Lean Teaching Award, Industrial and Operations Management Society’s Outstanding Educator Award, and the 2019 University of Tennessee President’s Award as the “Educate” honoree.

The DuPont Minorities in Engineering Award honors an engineering educator for exceptional achievement in increasing the 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.

This award is bestowed for the indelible positive impact that Ivan Favila has made in the experience and success of diverse undergraduate students in the Grainger College of Engineering at the University of Illinois at Urbana-Champaign through developing multiple programs, continually working to increase student diversity, access, and success within engineering, and living an active and engaged mentor and adviser to undergraduates.

IVAN FAVILA
Assistant Dean and Director of the Morrill Engineering Program
University of Illinois at Urbana-Champaign

Ivan Favila is an assistant dean in the Grainger College of Engineering at the University of Illinois at Urbana-Champaign, where he is the director of the Morrill Engineering Program (MEP), the Center for Academic Resources in Engineering, and the Academic Redshirt in Science and Engineering program. As assistant dean, he contributes to student-centered retention and recruitment activities in the college’s Undergraduate Programs Office. His work supports underrepresented and underserved students pursuing engineering degrees while increasing the number of minority students studying engineering. Since 2008, minority enrollment in engineering has increased by over 100 percent through structured retention initiatives and proactive recruitment strategies. In addition, Favila serves on several campus committees working toward improving student retention and increasing diversity and inclusion.

A native of Mexico City, raised in Chicago, Ill., Favila earned a B.S. in general engineering from the University of Illinois at Urbana-Champaign, where he helped pay for his college expenses by working part-time as a laboratory assistant in the Engineering Graphics and Design Laboratory. He then worked as a management consultant in Chicago while promoting his interests in increasing the number of minority youths pursuing engineering. Through these efforts, he taught and coordinated engineering classes for the Center for the Advancement of Hispanics in Science and Engineering Education (CAHSEE) in Washington, D.C., New York City, and Chicago. He subsequently worked at the University of Illinois at Chicago, where he earned an M.S. in mechanical engineering. Before working at the Urbana campus, he directed programs at the University of Notre Dame. On every campus, he has advised the student chapters of the American Indian Science and Engineering Society (AISES), National Society of Black Engineers (NSBE), and Society of Hispanic Professional Engineers (SHPE). To his students and protégés, he is known to go the extra mile to promote academic, personal, and professional leadership as well as service.

Nominated by: Jonathan J. Makela
University of Illinois at Urbana-Champaign

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University of Illinois at Urbana-Champaign

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Sarah Rajala is recognized for her outstanding leadership, innovations in engineering education and assessment, and tireless efforts to promote diversity in engineering. As a leader in global engineering education, her work is culminating in impressive coordination across engineering societies around the world. Her efforts have led to more inclusive and innovative engineering colleges, professional organizations, and communities, and her leadership of multiple engineering education-related societies such as ASEE, ABET, and the Global Engineering Deans’ Council, of which she was a founding member, have allowed her to play an unprecedented role in shaping the engineering education landscape nationally as well as globally.

Sarah Rajala served as the 12th dean of the College of Engineering at Iowa State University from 2013 to 2019. She led the largest college on campus and was responsible for more than 9,500 students, 500 faculty and staff, 12 academic majors, multiple research centers and programs, and 11 buildings that comprise the engineering complex. Her previous leadership positions were at Mississippi State University as dean of engineering from 2008 to 2013 and chair of the electrical and computer engineering department prior to being named dean. Rajala also served at North Carolina State University as associate dean for research and graduate programs and associate dean for academic affairs in the college of engineering. She had a distinguished career as a professor and research director prior to moving into administrative positions. Rajala is an internationally known leader who has served on many academic and association boards. She has consistently broken new ground for women in engineering, served as a role model for young women, and remained passionate about diversity of thought and culture. Rajala is a past president of the American Society for Engineering Education; past chair of the Global Engineering Deans Council; and chair of the ABET Engineering Commission. In 2017 she received the IEEE Award for Meritorious Achievement in Accreditation Activities; the National Engineering Award from the American Association of Engineering Societies in 2016; and the IEEE Harry B. Riggs Award in 2015. She is a fellow of the AAAS, ABET, ASEE, and IEEE. Rajala earned her bachelor’s degree in electrical engineering from Michigan Technological University and master’s and Ph.D. degrees from Rice University.

The Sharon Keillor Award for Women in Engineering Education recognizes and honors outstanding women engineering educators. The award consists of a $2,000 honorarium and an inscribed plaque. Keillor was an engineering educator and a technology industry executive with extensive experience and accomplishments. An Athene 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 at Amherst. Afterward, she embarked upon an outstanding career in industry, which included serving as the Digital Equipment Corporation’s head of corporate training and later as vice president for software engineering; senior vice president of CITA Incorporated; senior vice president and chief operating officer of Watkins-Johnson; vice president of Raytheon Marine; and managing director of its operations in Portsmouth, England.

Ken Rennels is recognized for excellence and dedication to teaching, administration, and outreach as well as for his service to engineering technology as a volunteer to professional societies and communities around the world. His exemplary engineering technology career, including successful tenures in industry before becoming a highly respected teacher, valued administrator, and outstanding leader who remains dedicated to his professional societies and the community.

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The National Engineering Technology Teaching Award recognizes individual achievement in innovative teaching in engineering technology and/or applied engineering education, contributions to the scholarship of teaching, and participation in and service to engineering technology education at the regional and national levels. The award was established to identify and recognize those who are among the nation's most influential educators in the study of applied engineering and/or engineering technology education. The goal is to award individuals whose insatiable love of teaching and learning has led them to strive above and beyond that which is expected of faculty to create learning environments that motivate students to reach outside their imagination and enable students to develop creative solutions to engineering problems in ways that make our world a better place.

Michael Johnson has made significant contributions to engineering technology education in ETID and to the wider community through his research and service activities. Johnson is a well-respected educator and researcher who has developed courses and activities to enhance education and educational opportunities in engineering and engineering technology.

Michael D. Johnson is a professor in the department of engineering technology and industrial distribution at Texas A&M University. He also serves as the associate department head for undergraduate studies. Prior to joining the faculty at Texas A&M, he was a senior product development engineer at the 3M Corporate Research Laboratory in St. Paul, Minn. He received his B.S. in mechanical engineering from Michigan State University and S.M. and Ph.D. from the Massachusetts Institute of Technology. His research focuses on engineering education, production economics, and design tools. Johnson has over 80 peer-reviewed publications and several patents. His research has been funded by the National Science Foundation, the Department of Energy, and industry.

Johnson is a member of the American Society for Engineering Education, the American Society of Mechanical Engineers, and SME, and he is a senior member of IEEE. He served as the president of the Tau Alpha Pi Engineering Technology Honor Society national board from 2014 to 2018. He currently chairs the Mechanical Engineering Technology Leadership Committee and is also a member of the Engineering Technology Accreditation Commission of ABET.

Michael D. Johnson
Professor
Texas A&M

The National Engineering Economy Teaching Excellence Award recognizes an individual who has demonstrated classroom teaching excellence and teaching scholarship in engineering economy. The award, presented biennially, consists of a $10,000 honorarium, an inscribed plaque, and a $1,000 stipend to assist the award recipient in travel costs to attend the ASEE annual conference.

Walter J. Fabrycky made engineering economy his engineering education foundation for more than a half-century. After receiving his engineering doctorate in 1962, he nurtured this core subject into required status for engineering students using an effective general lecture/recitation pedagogy, teaching over 1,000 sophomores each year. He then expanded his honors teaching, graduate instruction, and research, and seamlessly integrated engineering economics through the interdisciplinary field of systems engineering. His retirement in 1999 made global collaboration increasingly possible, enabled through a unique web-based portal. Fabrycky continues to be a tireless mentor and advocate for economic and systems thinking within the profession of engineering.

Walter Fabrycky is Lawrence Professor Emeritus of Industrial and Systems Engineering at Virginia Tech and chairman of Academic Applications International, Inc. (www.a2iz.com)

A registered Professional Engineer in Arkansas (1960) and Virginia (1965), he received his Ph.D. in engineering from Oklahoma State University in 1962; M.S. in industrial engineering from the University of Arkansas in 1958; and B.S. in industrial engineering from Wichita State University in 1957. Before joining the Virginia Tech faculty in 1965, where he was the founding chair of systems engineering and served as associate dean of engineering and then as university dean of research for over 12 years, he taught at Arkansas and Oklahoma State. Honors include the Lohmann Medal from Oklahoma State for Outstanding Contributions to ISE Education and Research (1992) and the Armitage Medal for Outstanding Contributions to Logistics Engineering Literature (2004). He also has been recognized with the Hattman Distinguished Educator Award from the Institute of Industrial Engineers (1990), the Grant (1994) and Wellington (2004) awards from the American Society for Engineering Education, and the Pioneer Award from the International Council on Systems Engineering (2000). Fabrycky was founder (2005) and president of the Omega Alpha Association, the international systems engineering honor society, and president of Alpha Pi Mu, the industrial engineering honor society (2010–12). He was elected to the rank of Fellow in the American Association for the Advancement of Science (1998), the American Society for Engineering Education (2007), the Institute of Industrial Engineers (1978), and the International Council on Systems Engineering (1999). Listed in Who’s Who in Engineering and Who’s Who in America for many decades, he has served or is serving on the Boards of ABET, APM, ASEE, IIE, INCOSE, and OAA. The co-author of six Prentice Hall textbooks that have appeared as two-dozen revisions and translations since 1964, Fabrycky has served as editor of the Pearson Prentice Hall International Series in Industrial and Systems Engineering since 1974.

Walter Fabrycky
Lawrence Professor Emeritus of Industrial and Systems Engineering at Virginia Tech

For more information visit: 2020honors.asee.org
Established in 1990 by the late Frederick J. Berger, this award 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.

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

Michael Johnson is a professor in the department of engineering technology and industrial distribution at Texas A&M University. He also serves as the associate department head for undergraduate studies. Prior to joining the faculty at Texas A&M, he was a senior product development engineer at the 3M Corporate Research Laboratory in St. Paul, Minn. He received his B.S. in mechanical engineering from Michigan State University and his S.M. and Ph.D. from the Massachusetts Institute of Technology. Johnson’s research focuses on engineering education, production economics, and design tools. He has over 80 peer-reviewed publications and several patents. His research has been funded by the National Science Foundation, the Department of Energy, and industry.

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BROCK E. BARRY
Professor of Engineering Education in the Department of Civil & Mechanical Engineering
United States Military Academy, West Point

Brock E. Barry is a professor of engineering education in the department of civil and mechanical engineering at the United States Military Academy, West Point, where he has been part of the faculty for the past 11 years. Barry holds a B.S. degree from Rochester Institute of Technology, an M.S. degree from the University of Colorado Boulder, and a Ph.D. in engineering education from Purdue University. Prior to pursuing a career in academia, Barry spent 10 years as a senior geotechnical engineer and project manager on projects throughout the United States. He is a licensed Professional Engineer. Barry’s areas of research include assessment of professional ethics, teaching and learning in engineering education, nonverbal communication in the classroom, and learning through historical engineering accomplishments. He has authored and coauthored a significant number of publications on these topics. Barry recently completed the seven-year commitment in the leadership track for the Civil Engineering Division of ASEE. He is a past recipient of that division’s Gerald R. Seeley Award. He also was recognized with ASEE’s Mid-Atlantic Section Outstanding Campus Representative Award and the Mid-Atlantic Distinguished Teaching Award. He has served on multiple national committees for the American Society of Civil Engineers (ASCE) and is currently the chair of ASCE’s Task Committee on the Code of Ethics. Barry’s passion is teaching the Army’s future engineers. An inspirational leader who fosters a cohesive learning environment, he personifies the Army Values with indisputable loyalty and dedication to the mission of the United States Military Academy. He is highly dedicated to educating and inspiring cadets in and out of the classroom.

BROCK E. BARRY
Professor of Engineering Education in the Department of Civil & Mechanical Engineering
United States Military Academy, West Point

Brock E. Barry is a professor of engineering education in the department of civil and mechanical engineering at the United States Military Academy, West Point, where he has been part of the faculty for the past 11 years. Barry holds a B.S. degree from Rochester Institute of Technology, an M.S. degree from the University of Colorado Boulder, and a Ph.D. in engineering education from Purdue University. Prior to pursuing a career in academia, Barry spent 10 years as a senior geotechnical engineer and project manager on projects throughout the United States. He is a licensed Professional Engineer. Barry’s areas of research include assessment of professional ethics, teaching and learning in engineering education, nonverbal communication in the classroom, and learning through historical engineering accomplishments. He has authored and coauthored a significant number of publications on these topics. Barry recently completed the seven-year commitment in the leadership track for the Civil Engineering Division of ASEE. He is a past recipient of that division’s Gerald R. Seeley Award. He also was recognized with ASEE’s Mid-Atlantic Section Outstanding Campus Representative Award and the Mid-Atlantic Distinguished Teaching Award. He has served on multiple national committees for the American Society of Civil Engineers (ASCE) and is currently the chair of ASCE’s Task Committee on the Code of Ethics. Barry’s passion is teaching the Army’s future engineers. An inspirational leader who fosters a cohesive learning environment, he personifies the Army Values with indisputable loyalty and dedication to the mission of the United States Military Academy. He is highly dedicated to educating and inspiring cadets in and out of the classroom. Barry and his wife, Allison, celebrated their 19th wedding anniversary this past summer. They have two sons, Colton and Elijah. The family is very active in sports, Scouts, and outdoor activities.
The Isadore T. Davis Award for Excellence in Collaboration of Engineering Education and Industry was jointly established and endowed by ASEE’s Corporate Member Council, Engineering Deans Council, Engineering Technology Council, Engineering Research Council, and College-Industry Partnership Division.

The award celebrates the spirit and leadership of individuals who make a mark in improving partnerships or collaborations between engineering or engineering technology education and industry. The award is intended to promote collaborations and partnerships between engineering or engineering technology education and industry to improve learning, scholarship, and engagement practices within the engineering education community.

Scott Danielson has continuously worked with industry throughout his career to improve engineering and engineering technology education and to achieve workforce-ready employees for industry. His career includes numerous examples of teaming up with industry to achieve a desired benefit for both parties. His collaborative work has been nationally recognized and has an international reach. During his tenures at North Dakota State University and Arizona State University, Danielson has continually worked with industry so that engineering and engineering technology students would have the most current and up-to-date knowledge about their technical fields. His work over the years can be used as a benchmark for faculty who are looking for ways to collaborate with industry.

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Scott Danielson, P.E., is a faculty member in the Polytechnic School of Engineering at Arizona State University (ASU). Before returning to the faculty, he was an associate dean for almost four years in the Ira A. Fulton Schools of Engineering and the College of Technology and Innovation. Before assuming those roles, he had been an engineering technology department chair at ASU for over 13 years.

He has been active in ASEE, serving as chair of both the Mechanics Division and the Engineering Technology Division. Within ASME, he served as a member and co-editor of the Vision 2030 Task Force, which highlighted input and a significant data set related to industry supervisors’ view of early career mechanical engineers. This industry input led to the formation of a series of recommendations to improve mechanical engineering education. He was awarded the ASME Ben C. Sparks Medal in 2009 and 2013 (team award) for excellence in mechanical engineering education. His service with ABET includes being an evaluator for two societies and serving as an Engineering Technology Accreditation Commission member and officer, becoming chair in July 2020. He has served two short terms on the ABET Board of Directors.

He and an ASU colleague worked to create the iProjects program within the College of Technology and Innovation. The iProjects program focused on industry-sponsored projects, with industry contributing significant funds for a multidisciplinary student team working on two-semester projects. The iProjects program was included in the National Academy of Engineering’s Infusing Real World Experiences into Engineering Education (2012).

He is co-principal investigator of ASU’s Building University-Industry Advancement and Learning through Innovation and Technology (BUILDIT) alliance, which spans from 2016 to 2022 and is related to implementing quality systems, project-based curriculum, and the maker innovation network in Vietnam.

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.

Benjamin Garver Lamme Award

Jennifer Sinclair Curtis is dean of engineering and distinguished professor of chemical engineering at the University of California, Davis. Her research focuses on the development and validation of particle flow models which have been extensively adopted by both commercial and open-source CFD software packages. She was the first to partner with ANSYS Fluent to greatly expand the multiphase simulation capability of the software, which is used by 96 of the 100 biggest industrial companies in the world, with over 40,000 customers. She is a fellow of ASEE, the American Institute of Chemical Engineers (AIChE), and the American Association for the Advancement of Science (AAAS). She is the recipient of AIChE’s Particle Technology Forum’s Lifetime Achievement Award, a Fulbright Senior Research Scholar Award, AICHE’s Shell Thomas Baron Award in Fluid-Particle Systems, ASEE’s Chemical Engineering Lectureship Award, ASEE’s Thomason and Donna Edgar CACHE Award for Excellence in Computing in Chemical Engineering Education, ASEE’s Sharon Keillor Award for Women in Engineering, the William R. Jones Outstanding Mentor Award from the McKnight Doctoral Fellowship Program, and the NSF Presidential Young Investigator Award. She also received the Van Antwerpen Award—the highest award for service to the institute by the AIChE Board of Directors. She received her Ph.D. in chemical engineering from Princeton University and her B.S. in chemical engineering from Purdue University, which recently recognized her as a distinguished engineering alumnus. She currently serves as cochair of the National Academies’ Board on Chemical Sciences and Technology and as chair-elect of the Engineering Section of AAAS.

JENNIFER SINCLAIR CURTIS

Dean

Distinguished Professor of Chemical Engineering

University of California, Davis

Nominated by Nicholas A. Peppas,
University of Texas at Austin

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The Fellow grade of membership is conferred in recognition of outstanding contributions to engineering or engineering technology education upon an active member of ASEE who has been a member in any grade for at least 10 years.

The ASEE bylaws direct that each year the Fellow Member Committee recommend candidates to be advanced to the Fellow grade of membership. The following members meet the requirements of such membership and have been approved by the ASEE Awards Policy Committee.

**ASEE 2020 FELLOW MEMBER HONOREES**

**MAURA BORREGO**
Professor, Walker Department of Mechanical Engineering
Cockrell School of Engineering, University of Texas at Austin
Nominated by Larry G. Roberts, University of Virginia

**KEN BURBANK**
Professor and Head
School of Engineering Technology, Purdue University–Purdue Polytechnic Institute
Nominated by Ronald E. Lord, Pennsylvania State University, New Kensington.

**JANET CALLAHAN**
Professor and Dean
College of Engineering, Michigan Technological University
Nominated by Kim Lutsko Needly, University of Arkansas

**P.K. IMBRIE**
Professor and Department Head
College of Engineering and Applied Science, University of Cincinnati
Nominated by Ivo D. Stassen, University of Nebraska-Lincoln

**AGNIESZKA MIGUEL**
Associate Professor and Department Chair
Electrical and Computer Engineering, Seattle University
Nominated by Charles McIntyre, Indiana University-Purdue University Indianapolis

**JOE TRAQUILLO**
Professor of Biomedical and Electrical Engineering, Director of the Teaching & Learning Center
Bucknell University
Nominated by Judy L. Cezeaux, Arkansas Tech University

**MONICA E. CARDELLA**
Professor, Director
INSPIRE Research Institute for Pre-College Engineering
Purdue University-West Lafayette
Nominated by Matthew W. Ohland, Purdue University-West Lafayette

**MARGOT A. VIGEANT**
Professor of Chemical Engineering
Bucknell University
Nominated by Timothy M. Raymond, Bucknell University

**MONICA FARMER COX**
Professor and Department Chair, Engineering Education
Ohio State University
Nominated by Zach R. Jantzen, Purdue University-West Lafayette

The ASEE Lifetime Achievement Award recognizes individuals who have retired or who are near the end of their professional careers for sustained contributions to education in the fields of engineering and/or engineering technology. The contributions may be in teaching, education, research, administration, educational programs, professional service, or any combination thereof.

**LIFETIME ACHIEVEMENT AWARD**

Don P. Giddens is dean emeritus of the College of Engineering at the Georgia Institute of Technology. He received degrees in aerospace engineering (BAE 1963, MSAE 1965, and Ph.D. 1966) from Georgia Tech and joined the Tech faculty in 1968 after two years in the aerospace industry. In 1992 he left his position as chair of aerospace engineering to serve as dean of the Whiting School of Engineering and professor of mechanical engineering at Johns Hopkins University. In 1997, Giddens rejoined Georgia Tech to establish the Wallace H. Coulter Department of Biomedical Engineering, a joint department between Georgia Tech’s College of Engineering and Emory University’s School of Medicine. He served as the founding chair and professor until July 2002, when he became the dean of the College of Engineering. He formally retired on July 1, 2011, but continues his research in cardiovascular biomechanics as a consultant. Giddens is a member of the National Academy of Engineering (NAE) and a past chair of NAE Section 2, Bioengineering. He is a past president of the American Society for Engineering Education (ASEE) and a Fellow of ASEE, the Biomedical Engineering Society, the American Heart Association, the American Society of Mechanical Engineers, and the American Association for the Advancement of Science, and a founding Fellow of the American Institute for Medical and Biological Engineering. He received the H.R. Lissner Award from ASME in 1993 and was the ASME Thurston Lecturer in 1996. Giddens has served in a variety of professional activities involving engineering education and biomedical research. He is the author of over 300 publications, book chapters, and presentations, and continues an active research program in biomedical engineering. Giddens chaired an NAE project that developed a 2008 report, “Changing the Conversation: Messages for Improving the Public Understanding of Engineering.”

**Nominated by Richard K. Miller, Franklin W. Olin College of Engineering**
ASEE AWARDS

ASEE SECTION AWARDS

OUTSTANDING TEACHING AWARDS

GULF SOUTHWEST SECTION
J. Carter Tierman
University of Texas at Arlington

ILLINOIS-INDIANA SECTION
Collin McMillan
University of Notre Dame

MIDWEST SECTION
Patrick O’Malley
Benedictin College

MIDDLE ATLANTIC SECTION
Steven Marra
Johns Hopkins University

NORTHEASTERN SECTION
Erica C. Kemmerling
Tufts University

PACIFIC NORTHWEST SECTION
Paul M. Nissenson
California State Polytechnic University, Pomona

PACIFIC SOUTHWEST SECTION
Kristen Davis
Boise State University

SOUTHEASTERN SECTION
Ann Saterbak
Duke University

ST. LAWRENCE
Hadas Ritz
Cornell University

OUTSTANDING CAMPUS REPRESENTATIVE

GULF SOUTHWEST SECTION
Amir Karimi
University of Texas at San Antonio

ILLINOIS INDIANA SECTION
Miiri Kotche
University of Illinois at Chicago

MIDWEST SECTION
Sara E. Wilson
University of Kansas

NORTH CENTRAL SECTION
Ann D. Christy
Ohio State University

NORTHEASTERN SECTION
B. Kris Jaeger-Helton
Northeastern University

PACIFIC NORTHWEST SECTION
Shiny Abraham
Seattle University

PACIFIC SOUTHWEST SECTION
Paul M. Nissenson
California State Polytechnic University, Pomona

ROCKY MOUNTAIN SECTION
Justin Jackson
Weber State University

SOUTHEASTERN SECTION
Charles E. Pierce
University of South Carolina

ST. LAWRENCE SECTION
Ilya Y. Grinberg
Buffalo State College, The State University of New York

(Additional award information can be found on division websites.)

AEROSPACE ENGINEERING DIVISION

JOHN LELAND ATWOOD AWARD
Byron D. Tapley
Professor Emeritus
University of Texas at Austin
Center for Space Research

This award was established in 1985 in honor of Lee Atwood, a master of aviation and pioneer in missile and space projects. It is bestowed annually upon an outstanding aerospace engineering educator in recognition of contributions to the profession. The award is endowed by Rockwell International and consists of a $2,000 honorarium, a certificate, and reimbursement of travel expenses to the ASEE Annual Conference. The American Institute of Aeronautics and Astronautics also presents an engraved medal and a certificate to the recipient at its annual aerospace sciences meeting.

MECHANICAL ENGINEERING DIVISION

RALPH COATS ROE AWARD
Grant G. Crawford
Professor of Mechanical Engineering
Quinnipiac University

This award honors an outstanding mechanical engineering teacher who has made notable contributions to the engineering profession. Financed from an endowment established by Kenneth A. Roe of Burns and Roe, Inc., in honor of his father, Ralph Coats Roe, the award consists of a $10,000 honorarium, a plaque, and reimbursement of travel expenses to attend the ASEE Annual Conference.

BIOLOGICAL & AGRICULTURAL ENGINEERING

EXCELLENCE IN TEACHING MATERIALS AND METHODS AWARD
Robert Stwalley
Purdue University

EARLY ACHIEVEMENT IN EDUCATION AWARD
Alicia Modenbach
University of Kentucky

BEST PAPER AWARD
Lisa Deane Morano and Vassilios Tzouanas
University of Houston–Downtown

PAPER: A Curriculum in Urban Agriculture and Sustainability and Lessons Learned

BIOMEDICAL ENGINEERING DIVISION

THO C. PILKINGTON OUTSTANDING EDUCATOR AWARD
Judy Cezeaux
Arkansas Tech University

BIOMEDICAL ENGINEERING TEACHING AWARD
Karlin Jensen
University of Illinois at Urbana-Champaign

BEST PAPER AWARD
William H. Guilford
University of Virginia

PAPER: Clinician-Engineer Career Bias and Its Relationship to Engineering Design Self-efficacy among Biomedical Engineering Undergraduates

CHEMICAL ENGINEERING DIVISION

THE THOMAS AND DONNA EDGAR CACHE AWARD FOR EXCELLENCE IN CHEMICAL ENGINEERING EDUCATION
Matthew Liberatore
University of Toledo

RAY W. FAHIEN AWARD
Ashlee Ford Versypt
Oklahoma State University

For more information visit 2020honors.asee.org
For more information visit: 2020honors.asee.org

CHE DIVISION YOUNG FACULTY/FUTURE FACULTY MENTORING AND TRAVEL GRANT

Catherine Fromen
University of Delaware

JOSEPH J. MARTIN AWARD (ASEE 2019)

Katharyn Nottis, Michael Prince, Margot Vigeant, and Amy Golightly
Bucknell University

BEST POSTER AWARD (ASEE 2019)

Jason White
University of California, Davis

WILLIAM H. CORCORAN AWARD

Jamie R. Gomez and Vanessa Svihla
University of New Mexico

CHE DIVISION ENGINEERING EDUCATION MENTORING GRANT

Kara Fong
University of California, Berkeley
Katelyn Dahike and Kitana Kaiphanliam
Washington State University

CIVIL ENGINEERING DIVISION

STEPHEN J. RESSLER BEST PAPER AWARD

Sean L. Gestson
University of Saskatchewan
Shane A. Brown
Matthew S. Barner
Oregon State University
Masoud G. Abadi
California State University, Sacramento
David S. Hurwitz
Oregon State University

PAPER: Factors Contributing to the Problem-Solving Heuristics of Civil Engineering Students

GEORGE K. WADLIN DISTINGUISHED SERVICE AWARD

Matthew W. Roberts
Southern Utah University

GERALD R. SEELEY EARLY CAREER FACULTY AWARD

Ben Dymond
University of Minnesota, Duluth

PAPER: Implementation of a Laboratory Experience in Reinforced Concrete Courses

GLEN L. MARTIN PRACTITIONER SERVICE AWARD

Jon D. Nelson
Tata Tech, Inc.

EMERGING LEADER FELLOW AWARD

Timothy Kennedy
Abilene Christian University

INDUSTRY PARTNERSHIPS DIVISION

DISTINGUISHED SERVICE AWARD

Linda Krute
North Carolina State University

DESIGN IN ENGINEERING EDUCATION

DESIGN IN ENGINEERING EDUCATION BEST PAPER AWARD

Eunhye Kim, Senay Purzer, Carolina Vivas-Valencia, Lindsey B. Payne, and Nan Kong
Purdue University

PAPER: Problem Reframing and Empathy Manifestation in the Innovation Process

EDUCATIONAL RESEARCH AND METHODS DIVISION

ERM DISTINGUISHED SERVICE AWARD

Matthew Verleger
Embry-Riddle Aeronautical University

ERM BEST PAPER AWARD

Catherine McGough
Minnesota State University, Mankato
Lisa Benson
Clemson University

PAPER: It’s the End of the World as We Know It, and I Need a Job: A Qualitative Exploration of Mid-Year Engineering Students’ Future Possible Careers

ERM BEST DIVERSITY PAPER AWARD

Justin Major, Matthew Scheidt, Allison Godwin, and Edward Berger
Purdue University
John Chen
California Polytechnic State University, San Luis Obispo

PAPER: Effects of Test Anxiety on Engineering Students’ STEM Success

ENGINEERING ECONOMY DIVISION

BEST PAPER FOR THE ENGINEERING ECONOMY DIVISION

Bradley Schmid
University of Saskatchewan

PAPER: Development of an Open Textbook for Engineering Economics

ENGINEERING ETHICS DIVISION

BEST DIVISION PAPER AWARD

Madeline Polmear
University of Florida
Angela R. Bielefeldt
University of Colorado Boulder
Nathan E. Canney
CYS Structural Engineers Inc.
Chris Swan
Tufts University
Daniel Knight
University of Colorado Boulder

PAPER: Student Perceptions of an Ethics Intervention: Exploration Across Three Course Types

BEST DIVISION DIVERSITY PAPER AWARD

Greg Rulifson
University of Alabama at Birmingham

PAPER: Supporting the Changing Research Practices of Civil and Environmental Engineering Scholars

ENVIRONMENTAL ENGINEERING DIVISION

BEST PAPER AWARD

Pamela McLeod
Stanford University
Junko Munakata Marr
Colorado School of Mines

PAPER: Developing a Multi-Campus Model for REU Sites

EARLY CAREER AWARD

Matthew Scarborough
University of Vermont
Katherine (Trina) McMahon
University of Wisconsin-Madison

PAPER: Overcoming Affective and Cognitive Chemistry Challenges in an Introductory Environmental Engineering Course using a Flint Water Crisis Case Study

BEST PAPER HIGHLIGHTING DIVERSITY AWARD

Inez Hua
Loring Nies
Lindsey Payne
Purdue University

PAPER: Environmental and Ecological Engineering in Context: A Foundational Graduate Course

ENGINEERING LIBRARIES DIVISION

HOMER I. BERNHARDT DISTINGUISHED SERVICE AWARD

PAPER: It’s the End of the World as We Know It, and I Need a Job: A Qualitative Exploration of Mid-Year Engineering Students’ Future Possible Careers

BEST PUBLICATION

Danielle Cooper
Rebecca Springer
et al

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### ASEE AWARDS

#### PAST NATIONAL AND SOCIETY AWARD RECIPIENTS AND FELLOW MEMBER HONOREES

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<tr>
<th>Award</th>
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<td><strong>ISADORE T. DAVIS AWARD</strong> (First presented in 2011)</td>
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<td></td>
<td>2011</td>
<td>Dharmanar Vasekarmani</td>
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<td></td>
<td>2012</td>
<td>Mohammad Noei</td>
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<td></td>
<td>2013</td>
<td>Ramulu Mamidala</td>
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<td></td>
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<td>2015</td>
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<td>2018</td>
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<td><strong>DUPONT MINORITIES IN ENGINEERING AWARD</strong></td>
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<tr>
<td></td>
<td>2009</td>
<td>Brenda Hart</td>
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<td></td>
<td>2011</td>
<td>Richard A. Tapia</td>
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<td></td>
<td>2012</td>
<td>Carolyn Vallas</td>
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<td>2013</td>
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<td>Gary Lichtenstein, Alexander C. McCormick, Sheri D. Sheppard, Jini Puma</td>
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<td>Matthew W. Ohiand, Catherine E. Brawner, Michella M. Camacho, Richard A. Layton, Russell A. Long, Susan M. Lord, Mara H. Waisburn</td>
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CALL FOR NOMINATIONS

2021 ASEE AWARDS

Through the Awards Program, ASEE annually recognizes the outstanding accomplishments of engineering and engineering technology educators. By their commitment to their profession, desire to further the Society’s mission, and participation in civic and community affairs, ASEE award winners exemplify the best in engineering and engineering technology education.

Nominations for awards to be presented in June 2021 will open November 16, 2020 and close January 15, 2021. The awards that will be given in 2021 are:

- ASEE President’s Award
- ASEE Lifetime Achievement Award
- Benjamin Garver Lamme Award
- Chester F. Carlson Award
- Clement J. Freund Award
- DuPont Minorities in Engineering Award
- Frederick J. Berger Award
- Isadore T. Davis Award
- James H. McGraw Award

- John L. Imhoff Award
- National Outstanding Teaching Award
- National Engineering Technology Teaching Award
- Robert G. Quinn Award
- Sharon Keillor Award
- William Elgin Wickenden Award

Additional information on ASEE Awards can be found here: https://www.asee.org/awards. If you have questions regarding the nominations process or any of the information contained herein, please contact Sylvie Nguyen-Fawley (Assistant Board Secretary) at s.nguyen-fawley@asee.org or by phone at (202) 331-3516.