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Message from the 2025-26 Division Chair

Dr. Mary Katherine Watson, The Citadel

Hello CE Division!

I am looking forward to serving as your Division Chair for the 2025-26 conference year! Convening in Montreal to discuss, share, and socialize with many of you was the highlight of my summer. I am proud of our Division's 80+ papers and presentations that included an array of civil engineering education innovations and research. I hope that the proceedings have provided you with ideas for how to make your courses fun and productive in the upcoming academic year. Thank you to our sponsors of the 2025 Annual Conference: The Citadel,



The American Society of Civil Engineers, and University of the Pacific.

As a native Charleston, SC, I am looking forward to inviting you all to "the South" for our 2026 conference in Charlotte, NC. Our Program Chair, Monica Palomo is already at work crafting an outstanding program. A special thank you to Monica in advance for her service to our Division! In preparation for the 2026 conference, the Executive Board is working to improve our social program, be on the look out for more details! Finally, please share this newsletter with your colleagues and invite them to join. We would love to welcome them into our group!

Have an outstanding academic year, and I look forward to seeing you all in Charlotte.

Message from the 2025-26 Program Chair

Dr. Mónica Palomo, Cal Poly Pomona



Dear CE Division Members,

I'm thrilled to serve as the Program Chair for the 2026 ASEE Annual Conference, which will be held in Charlotte, NC. It's an honor to help shape a forward-thinking program that reflects the innovation and dedication of our community.

Civil Engineering Division

Message from Division Chair and Program Chair

Our division's sessions will explore timely and impactful topics related to the creation of future-ready civil engineers, as well as the incorporation of professional frameworks (ENVISION, ASCE Institutes, etc.) to enrich and advance civil engineering education.

I invite you to submit your scholarly work to this exciting program. Submissions are welcome in various formats: full papers, work-in-progress, case studies, and hands-on AI demonstrations (new for 2026!). Your contributions will be key to making the 2026 CE Division program innovative, engaging, and successful. Please take a moment to review the Call for Papers for submission details and deadlines. If you have ideas for joint sessions with other divisions, I'd love to hear from you! Collaboration across disciplines can lead to powerful conversations and new insights.

Thank you for your continued commitment to advancing civil engineering education. I look forward to working together to make the 2026 conference a memorable and impactful experience.

2026 ASEE Annual Conference

Civil Engineering Division Call for Papers

2026 Call for Papers

The 2026 American Society for Engineering Education (ASEE) Annual Conference will be held in Charlotte, North Carolina, June 21-24, 2026. The Civil Engineering (CE) Division seeks papers to be presented as podium or poster presentations. Accepted papers will be published in the conference proceedings.

We encourage submissions that align with areas of interest outlined below by the Division's five Standing Committees: ASCE Liaison, Educational Policy, Instructional Technology, Professional Practice, and Effective Teaching.

The CE Division is accepting three paper types: (1) full papers; (2) work-in-progress (WIP) reports; and (3) case studies, with required elements of each provided in the Author Information section below. Please include the phrase "Work-In-Progress"/"WIP" or "Case Study" in the title of papers to ensure appropriate consideration during the review process and session planning.

Important Paper Deadlines:

September 17, 2025: Abstract submissions open

October 15, 2025: Abstract submissions due

January 21, 2026: Draft papers due

February 18, 2026: Revised papers due

April 29, 2026: Final papers due

All submissions should be completed on Nemo. ASEE will NOT extend the deadline this year. Please plan accordingly.

At any time, contact our Program Chair (Mónica Palomo, mpalomo@cpp.edu) with questions.

ASCE Liaison Committee

Chair: Leslie Nolen (lnolen@asce.org)

Co-Chair: Aaron Hill (aaron.hill@westpoint.edu)

We invite papers that cover a range of topics of importance to the civil engineering profession, including:

ASCE CEBOK Updates and Applications

- Updates on the CEBOK 4th edition activities and a summary of responses to constituent surveys.
- Using the CEBOK as a framework for ABET continuous improvement.
- Applying the ASCE CE BOK 3 to department activities and curriculum.
- Using the ASCE Student Symposia to complement program curricular objectives.
- Using current events relevant to civil engineering to engage and recruit students.
- Is your civil engineering program growing? What are you doing to recruit more students?
- Instilling leadership and professionalism in the curriculum.

Creating future ready civil engineers: Cashing in on the ASCE Educational Summit

- Shaping the Future of Engineering Education: Recommendations for Meeting the Profession's Needs (Changes implemented after the 2025 Civil Engineering Education Summit).
- Using "Cities of the Future" in the classroom.
- Applications and/or interventions that resulted from the ideas generated at the 2025 Education Summit.
- Impacts of past educational summits on the curriculum.

Advancing workforce readiness through the ASCE Institutes

- Efforts at the department and/or curriculum level to advance students' career preparedness via one or more of the ASCE Institutes.

2026 ASEE Annual Conference

Civil Engineering Division Call for Papers

Committee on Educational Policy

Chair: Laura Doyle (ldoyle@scu.edu)

Co-Chair: Deborah Besser (deb.besser@stthomas.edu)

Who is driving who?

We invite papers that can respond to one or more of the questions below:

- How are you using policy to drive curricular changes?
- What policies are driving curricular change?
- There are numerous dynamic relationships that may be driving curricular changes, or perhaps curricular changes may be driving policy.
- For example:
- Policies on the use of AI by students and faculty.
- Political/government changes vs campus and classroom policies.

Committee on Instructional Technology

Chair: Tim Kennedy (timothy.kennedy@acu.edu)

Co-Chair: Matt Lovell (lovellmd@rose-hulman.edu)

Tips and tricks for faculty to leverage AI in the classroom

AI has become a powerful tool for transforming engineering education. This session will include papers that feature how faculty are using AI to prepare course materials, for teach, and grade.

“Hands-on AI”

We welcome interactive AI demonstrations designed to train participants in the effective use of AI applications for teaching and learning. This session will feature a series of 10-minute demonstrations with opportunities for audience engagement whenever possible.

The papers for this session should include:

- A description of the course in which the AI activity is used.
- Clearly defined learning objectives.

- A detailed, step-by-step guide to the activity so others can replicate or adapt it.
- Assessment tools used to evaluate student learning, along with the results.
- Student feedback and reflections on their experience.
- A supplementary resources section that lists QR codes or URLs linking to relevant software, instructional videos, or other resources.

How are we training students to use AI? Preparing Students for AI in Civil Engineering Industry

We invite papers that:

- Discuss results from implementing ethical guidelines in the use of AI.
- Discuss AI best practices to enhance writing, speaking, or other skills that will prepare students for professional work.
- Address the use of AI in industry: How to produce efficient, responsible engineers while supporting their technical development and proficiency?

Committee on Professional Practice

Chair: Sarath Jagupilla (sjagupil@stevens.edu)

Co-Chair: Seyed Ardakani (s-seyedardakani@onu.edu)

Career readiness outside the classroom

We invite papers that enhance the students' career readiness by:

- Using internships or co-ops to enhance students' workforce readiness.
- Leverage student clubs (SWE, SHPE, EWB, ACI, ITE, EERI, AISC, etc.).
- Engage industry in the curriculum (beyond the advisory board).
- Use other novel industry-engagement.

Career readiness inside the classroom

We invite papers that enhance students' career readiness by:

- Developing professional skills (teamwork, communication, etc.).
- Engaging industry in the classroom.

2026 ASEE Annual Conference

Civil Engineering Division Call for Papers

- Using the curriculum to prepare students for licensure.
- Redesigning the capstone project to prepare students for the workforce (eg., including emerging technologies like AI, BIM, digital twins, etc.).

ENVISION in the Civil Engineering Classroom and Curriculum

Envision is a sustainability framework and rating system for infrastructure projects developed by the Institute for Sustainable Infrastructure (ISI). We invite papers that have integrated Envision:

- Into the classroom or curriculum to educate students on sustainable infrastructure principles and practices, preparing them for careers in the field.
- Into research to support future infrastructure advancements that align with the Envision framework.
- To promote the Envision framework or verification as part of curricular activities and workforce readiness.

Session sponsored by the Institute for Sustainable Infrastructure (ISI)

Committee on Effective Teaching

Chairs: Anthony Battistini (anthony.battistini@angelo.edu)

Co-Chair: Daniel I. Castaneda (castandi@jmu.edu)

Putting our Students in the Driver's Seat: Engineering in the 21st Century Fastlane

We invite papers that position students to handle recent engineering developments:

- How do we develop engineers rather than technicians or “prompters”?
- Have we updated our case studies to address 21st century problems or incorporated recent case studies to learn from?
- How have we used industry partners in the classroom to ensure projects and assessments develop the professional and technical skills needed by practicing engineers?

A Queen's Gambit: Developing Professional Skills for an Uncertain World

With the changing scope of career fields in civil engineering, we invite papers that discuss ways to help graduates succeed, no matter what the future holds.

- Strategies to develop holistic attitudes in civil engineering courses (social responsibility, leadership, adaptability, communication, professional development, etc.).
- Examples of integrating engineering disciplines into required courses to span multiple student interests, including lower-level and/or external (math, science) courses.
- Do our students always succeed as “civil engineers” or do some students go to other professions? How do skills learned in a civil engineering major prepare them for other career fields?

Goodbye Exams? Alternative Assessment Methods to Achieve Higher Levels of Learning

We invite papers that describe alternative assessment methods to traditional exams, particularly linking them to increased student learning outcomes. Examples of topics include:

- Mastery-based learning.
- Project-based learning.
- Personalized learning.
- Student production of videos, infographics, and AI materials.
- Creative methods to assess learning in the online environment, including online lab exercises.

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Civil Engineering Division Call for Papers

Author Information

Paper submission is a two-phase process: (1) Abstract submission, review, and acceptance; followed by (2) Paper submission, review, and acceptance. The submission and review processes are double-blind; please do not include names of authors or institutions before the final submission.

Abstracts are limited to 500 words and should provide a clear statement of the objectives of the work, relevance to the civil engineering community, assessment methods used, and major findings. Authors of accepted abstracts will be invited to prepare full papers for peer review.

Full papers should contain a research question and content contributing to the advancement of engineering education in the civil engineering discipline. All work should clearly demonstrate scholarly effort including details such as relevant background or purpose, applied literature, a deliberate research plan, collection of information or supporting data, and conclusions aligned with the developed research question. Evidence-based reports should build upon existing reference materials, clearly demonstrate new outcomes or findings, be supported by appropriate assessment techniques, and provide evidence aligned with the research question posed.

WIP reports should include a research question, comprehensive literature review, methodology, significance of the work to the civil engineering discipline, and results or anticipated results for the work.

WIP reports should be no more than five pages (excluding references) and include “Work-In-Progress” or “(WIP)” in the title.

Case studies are also accepted by the Division to share scholarly evidence of engagement or pedagogical techniques. Case studies do not necessarily require a research method or assessment strategy. However, the institutional/course context, details of the innovation/intervention, and reflections should be provided to support others in adapting and translating the work. Case studies should be no more than five pages (excluding references) and include “Case Study” in the title.

All submissions should include appropriate citations and bibliographies to situate the work in the existing literature and illustrate its impact on civil engineering education.

All papers submitted in the Draft phase should be in final form. Authors should not leave significant content unfinished at this review stage.

Contact Information:

For additional information, please contact:

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Division Chair

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mwatson9@citadel.edu

CE Division 2025-26
Program Chair

Mónica Palomo
Civil Engineering
Cal Poly Pomona
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Civil Engineering Division Award Winners 2025 - 2026

ASCE JCEE Outstanding Associate Editor Award

Mary Katherine Watson; The Citadel

The *Journal of Civil Engineering Education* presents issues of broad professional interest and diverse views of engineering education, and professional practice. Topics include engineering education at all levels, professional practice issues, ethics, and history/heritage. Old title is the Journal of Professional Issues in Engineering Education and Practice.

ASCE JCEE Best Technical Paper

Sean Gestson, University of Portland; Shane Brown, Ph.D., P.E., F.ASCE, Oregon State University; Ananna Ahmed, Oregon State University; David Hurwitz, Ph.D., M.ASCE, Oregon State University; Floraliza Bornasal, Ph.D., A.M.ASCE, Saint Martin's University; and Renee Desing, Oregon State University

"Exploring the Differences in Hydraulic Engineering Problem-Solving Behavior between Undergraduate Students and Engineering Practitioners with Multiple Representations Using Eye-Tracking Techniques"

ASCE JCEE Best Cast Study Award

Brett Rocha, P.E., M.ASCE and Kevin McMullen, Ph.D., P.E., M.ASCE, US Military Academy at West Point

"Mechanics Escape Room: Escaping the Monotony of Solving Problems"

ASCE ExCEED Teaching Award

Davis Chacon-Hurtado, Ph.D., A.M.ASCE; University of Connecticut

The award was established by ASCE's Project ExCEED and the Committee on faculty development to recognize and reward outstanding new faculty. Nominees are judged based on a Letter of Endorsement from their current Department Chair/Dean, Curriculum Vitae, and Teaching Portfolio.

ASCE ExCEED Thomas A. Lenox Leadership Award

Brock E. Barry, P.E., Ph.D., F.ASCE; US Military Academy at West Point

The award honors an ASCE member who has shown exceptional leadership and dedication to educational activities within the organization and is presented at the American Society for Engineering Education Annual Conference.

ASEE CED Emerging Leader Fellow Award

Namita Shrestha, PhD; Rose-Hulman Institute of Technology

The Emerging Leader Fellow Award is awarded to a member of the Division who has been a member of the division for no longer than five years and aspires to a leadership position. The purpose of the award is to recruit and support promising members of the division to participate in and learn more about Division leadership activities.

Civil Engineering Division Award Winners 2025 - 2026

ASEE CED Gerald R. Seeley Early Career Faculty Award

Major Kevin T. Scruggs, PE; US Military Academy West Point

“How Effective is a “Cheesy” Setting for Student Academic Success? Setting the Table for a Memorable Lesson”

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 in a CE Division session at the ASEE Annual Conference. The award consists of a \$500 reimbursement for conference registration. The recipient receives an ASEE certificate and is invited to attend CE Division events.

ASEE CED Stephen J. Ressler Best Paper Award

Manish Roy, PhD; University of Connecticut

Christa L. Taylor, PhD; University of Connecticut

Maria Chrysochoou, PhD; University of Missouri

“Neurodivergent Student Characteristics and Engineering Course Outcomes”

The Stephen J. Ressler Best Paper Award is given for the best paper on a topic in civil engineering education, presented at the ASEE annual conference and published in the Proceedings in the year prior to the award. Each co-author is awarded an engraved plaque and one complimentary ticket to all CE Division social events at the ASEE annual conference at which the award is presented.

ASEE CED Glen L. Martin Practitioner Service Award

Jennifer Sharkey; Purdue University

The Glen L. Martin Practitioner Service Award is awarded to an engineering practitioner for distinguished service to or support of civil engineering education. While the recipient can be a former faculty member, the distinguished service must occur over a period of time when the recipient served as an engineering practitioner in a position not normally held by an engineering educator.

ASEE CED George K. Wadlin Distinguished Service Award

Dr. CJ Riley, PhD; Oregon Institute of Technology

The George K. Wadlin Distinguished Service Award is given to a member of the Division for outstanding service in support of civil engineering education and the Civil Engineering Division of ASEE. The recipient is awarded an engraved plaque and a complimentary ticket to all CE Division social events at the ASEE annual conference.

Congratulations to all our award winners!

Civil Engineering Division Executive Committee 2025 - 2026



Immediate Past Chair & Nominating Committee Chair

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First-Term Director & Membership Committee Chair

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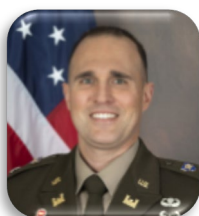
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Civil Engineering Division Executive Committee 2025 - 2026



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Chair, Committee on Effective Teaching

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Chair, ASCE Liaison Committee

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Awards Committee Chair

Dr. Tonya Nilsson
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2025 ASEE Annual Conference

Session Summaries

Sunday, 6/22/2025

U455 Sunday Workshop

Presented by Leadership Development Division (LEAD) and Civil Engineering Division (CIVIL)

Psychological safety is crucial for teaming, and it can be taught! [\[view session\]](#)

Dr. Michelle Marincel Payne (Rose-Hulman Institute of Technology), Prof. James H. Hanson P.E. (Rose-Hulman Institute of Technology), Dr. Kenneth W Lamb P.E. (California State Polytechnic University, Pomona), Dr. Mary Katherine Watson (The Citadel).

Monday, 6/23/2025

M206 – CIVIL Poster Session

BOARD # 47: A Case Study: Students' Perception of the Use of Generative AI in Learning and the Civil Engineering Profession. [\[view paper\]](#)

Dr. Priyantha Wijesinghe (University of Vermont), Holly Ann Buckland Parker (University of Vermont), and Ethan Zachary Stein (University of Vermont)

BOARD # 48: A Study in Rubric Design: De-Coupling Assessment Feedback and Evaluation Scoring for a Technical Writing Assignment [\[view paper\]](#)

Dr. Jennifer Queen Retherford (The University of Tennessee, Knoxville) and Dr. Sarah Mobley (The University of Tennessee, Knoxville)

BOARD # 49: Defining Design: How Undergraduate Civil Engineering Students Think of Design [\[view paper\]](#)

Aja Rachel Bettencourt-Mccarthy (University of Cincinnati) and Dr. Matthew Sleep (University of Cincinnati)

BOARD # 50: Evaluation of Current Generative AI Chatbots for Their Use in Structural Engineering Related Fields [\[view paper\]](#)

Alex Campbell (Oklahoma State University), Prof. John J Phillips P.E. (Oklahoma State University), and Alan Kirkpatrick

BOARD # 51: Fostering Engineering Enthusiasm and Inspiration: Engaging Through Collaborative Mind-Mapping [\[view paper\]](#)

Xiaofeng Wu (Georgia Institute of Technology) and Dr. David Frost

BOARD # 52: Integrating Material Focused on Climate Change into Existing Courses in a Civil Engineering Degree Program [\[view paper\]](#)

Prof. Andrew Paul Summerfield (Wentworth Institute of Technology), Dr. John Peter Voccio, Wenye Camilla Kuo-Dahab (Wentworth Institute of Technology), Brian Ernst (Wentworth Institute of Technology), and Chris Bode-Aluko (Wentworth Institute of Technology)

BOARD # 53: Pedagogical Bridges: Evaluation of Structural Education and Syllabi for Engineers and Architects Over Time [\[view paper\]](#)

Stephanie Bunt (University of New Mexico) and Anjali Mulchandani (University of New Mexico)

BOARD # 54: Pedagogical Proposal for the Use of Technologies for Collaborative Work of Construction Management Students. [\[view paper\]](#)

Ms. Mishel Odalis Camargo (Universidad San Francisco de Quito), Dr. Miguel Andres Guerra P.E. (Universidad San Francisco de Quito USFQ), and Ignacio Guerra P.

BOARD # 55: Senior capstone case study: measuring outcomes with enhanced industry mentoring [\[view paper\]](#)

Dr. Kevin Quinn Walsh PE, SE (University of Notre Dame), Eric Horvath (University of Notre Dame), Prof. James Edward Alleman (), and Dr. Brian J Smith P.E. (University of Notre Dame)

BOARD # 56: Spreadsheets in Civil Engineering: Fostering Proficiency through Practical Applications in Statics [\[view paper\]](#)

Dr. Jalil Kianfar (Saint Louis University), Dr. Sridhar S. Condoor (Saint Louis University), and Danahe Marmolejo (Saint Louis University)

BOARD # 57: Transforming STEM (Science, Technology, Engineering, and Mathematics) Education Perceptions in Rural High School Students [\[view paper\]](#)

Dr. Sandeep Langar (The University of Texas at San Antonio), Amani Qasrawi (The University of Texas at San Antonio), and Dr. Tulio Sulbaran (The University of Texas at San Antonio)

2025 ASEE Annual Conference

Session Summaries

BOARD # 58: WIP: Implementing a Coffee Break to enhance exam performance and alleviate student stress [\[view paper\]](#)

Valeria Dayana Izurieta, Dr. Miguel Andres Andres Guerra P.E. (Universidad San Francisco de Quito USFQ), and David Francisco Coronado

BOARD # 59: Work In Progress: Development of the Asphalt Road-to Student Competition [\[view paper\]](#)

Prof. Ramez Hajj (University of Illinois at Urbana - Champaign)

BOARD # 60: Work in Progress: Learning how to develop engineering education videos: A beginner's perspective [\[view paper\]](#)

Dr. Jenna Wong (San Francisco State University)

M306 – ABET, PE, and CEBOK



Moderators: Dr. Monica Palomo P.E. and Col. Aaron T Hill Jr. P.E.

Case Study of Integrating Standards, Codes, and Specifications into Engineering Curricula: Various Pathways to Professional Readiness [\[view paper\]](#)

Dr. Shenghua Wu (University of South Alabama), Dr. Min-Wook Kang (University of South Alabama), and Dr. John Cleary (University of South Alabama)

Civil Engineering Program Implementation of Proposed ABET EAC Criterion 5 [\[view paper\]](#)

Dr. Audra Morse (Michigan Technological University), Dr. Camilla M. Saviz P.E. (University of the Pacific), and Dr. Norb Delatte (Oklahoma State University)

Here We Go Again: Civil Engineering Body of Knowledge, Fourth Edition [\[view paper\]](#)

Dr. Brock E. Barry P.E. (United States Military Academy), Dr. Scott R Hamilton P.E. (York College of Pennsylvania), Mrs. Elizabeth Zofia Bialek PE, and Ms. Leslie Nolen (American Society of Civil Engineers)

How well are EAC-ABET Accredited Civil Engineering Programs Preparing Graduates for the PE Exam? [\[view paper\]](#)

Dr. Matthew K Swenty P.E. (Virginia Military Institute) and Dr. Brian J. Swenty P.E. (University of Evansville)

Lessons Learned: Adoption of ASCE BOK3 Student Outcomes Consistent with ABET 1-7 [\[view paper\]](#)

Prof. James H. Hanson (Rose-Hulman Institute of Technology), Dr. Kevin G. Sutterer (Rose-Hulman Institute of Technology), Dr. John Aidoo (Rose-Hulman Institute of Technology), Dr. Kevin R. Collins (Rose-Hulman Institute of Technology), Dr. Kyle Kershaw P.E. (Rose-Hulman Institute of Technology), Dr. Matthew D. Lovell P.E. (Rose-Hulman Institute of Technology), Dr. Michelle Marincel Payne (Rose-Hulman Institute of Technology), Dr. Jennifer Mueller PE, ENV SP (Rose-Hulman Institute of Technology), and Dr. Namita Shrestha (Rose-Hulman Institute of Technology)

M306B – Sustainability & Civil Engineering



Moderators: Mr. Scott M. Katalenich P.E. and Dr. Jennifer Retherford P.E.

Advancing Sustainability in Civil Engineering Technology through the Engineering for One Planet Framework [\[view paper\]](#)

Dr. Dalya Ismael (Old Dominion University), Dr. Vukica M. Jovanovic (Old Dominion University), Dr. Murat Kuzlu (Old Dominion University), Charles Lowe (Old Dominion University), and Dr. Lisa Bosman (Purdue University)

Assessing Civil Engineering Students' Knowledge and Perception towards Sustainable Infrastructure Development at an HBCU [\[view paper\]](#)

Mr. Julius Ogaga Etoke (Morgan State University), Michael Oketunde Okegbola (Morgan State University), Adeolu Victor Banjo (Morgan State University), Mr. Pelumi Olaitan Abiodun (Morgan State University), and Dr. Oludare Adegbola Owolabi P.E. (Morgan State University)

2025 ASEE Annual Conference

Session Summaries

Impact of a Sustainability-Focused Programming Intervention on Civil Engineering Student Self-Efficacy and Interest [\[view paper\]](#)

Dr. Laura Doyle (Santa Clara University)

Case Study: Essentials of the Nurse+Engineer: Differentiating and Integrating Humans and Nature in Civil Engineering [\[view paper\]](#)

Dr. Daniel B Oerther P.E. (Missouri University of Science and Technology) and Sarah Oerther

M506 – Self-Efficacy & Mindset



Moderators: Dr. Gary A Jordan and Prof. Jacob Henschen

Civil Engineering and the Entrepreneurial Mindset – Cultivating Teaching Practices that Enhance Entrepreneurial Minded Learning [\[view paper\]](#)

Dr. Matthew D. Lovell P.E. (Rose-Hulman Institute of Technology), Dr. Chris Carroll P.E. (Trine University), Dr. Matthew K Swenty P.E. (Virginia Military Institute), Dr. Charles Riley P.E. (Oregon Institute of Technology), and Dr. David Weston Johnstone P.E. (Ohio Northern University)

Enhancing self-efficacy among civil engineering undergraduates using hand-on pedagogy [\[view paper\]](#)

Mr. Michael Oluwafemi Ige (Morgan State University), Samuel Sola Akosile (Morgan State University), Tolupe Abiri (Morgan State University), Grace Yemisi Balogun (Morgan State University), Mr. Pelumi Olaitan Abiodun (Morgan State University), and Dr. Oludare Adegbola Owolabi P.E. (Morgan State University)
The Real Problem of Problem Abstraction: Examining

Performance and Self-Efficacy in a Civil Engineering Classroom [\[view paper\]](#)

Evan Taylor (Clemson University), Dr. Lisa Benson

(Clemson University), Dr. Nigel Berkeley Kaye (Clemson University), and Makayla Headley (Clemson University)

Visualizing and Modeling a Growth Mindset in an STEM design course [\[view paper\]](#)

Dr. Sarah Rajkumari Jayasekaran (University of Florida), Idalis Villanueva Alarcón (University of Florida), and Dr. Jeremy A. Magruder Waisome (University of Florida)

WIP - Outreach and Entrepreneurial Mindset Learning (EML) in STEM [\[view paper\]](#)

Prof. Ghina Absi (Vanderbilt University)

M506B – Civil Engineering in the Age of AI



Moderators: Dr. Timothy Aaron Wood P.E. and Stephanie Laughton

Impact of Structured AI Implementation on Student Confidence and Instructor Interactions in an Undergraduate Geotechnical Engineering Course [\[view paper\]](#)

Lt. Col. Vincent Italo Bongioanni (United States Air Force Academy), Lt. Col. Jason D Christopher (USAF Academy), and Brianna D Hitt (United States Air Force Academy)

Incorporating AI into a Structural Engineering Computer Lab [\[view paper\]](#)

Dr. Allen C Estes (California Polytechnic State University, San Luis Obispo) and Dr. Peter Laursen (California Polytechnic State University, San Luis Obispo)

Leveraging AI-Generated Supplemental Videos to Enhance Undergraduate Engineering Education [\[view paper\]](#)

Dr. Christina Cercone (Manhattan University), Konstantine Aristomenis Mendrinos (Manhattan College), Matthew Volovski (Manhattan College), Dr. JUNESEOK LEE (Manhattan University), Medya Fathi (Manhattan University), Dr. Mehdi Omidvar (Manhattan University), and Shahriar Quayyum (Manhattan College)

2025 ASEE Annual Conference

Session Summaries

Professional Preparation of Students for the Integration of AI into the Practice of Civil and Environmental Engineering [\[view paper\]](#)

Dr. Philip J. Parker P.E. (University of Wisconsin - Platteville), Dr. Frederick Paige (Virginia Polytechnic Institute and State University), Mr. Mike Sewell (Gresham Smith), and Hongrui Yu (Virginia Polytechnic Institute and State University)

Evaluation of Current Generative AI Chatbots for Their Use in Structural Engineering Related Fields [\[view paper\]](#)

Alex Campbell (Oklahoma State University), Prof. John J Phillips P.E. (Oklahoma State University), and Alan Kirkpatrick

Tuesday, 6/24/2025

T206 – Curricular & Course Design



Moderators: Dr. Brock E. Barry P.E. and Dr. Laura Doyle

Course design to encourage spaced practice [\[view paper\]](#)

Julie Anne Field Wildschut (Calvin University) and Dr. Gary A Jordan (United States Military Academy)

Effective Practices and Lessons Learned in Managing and Sustaining Curriculum and Cultural Change at CEEatGT [\[view paper\]](#)

Dr. Adjo A Amekudzi-Kennedy (Georgia Institute of Technology), Dr. Donald Webster (Georgia Institute of Technology), Dr. Ellen Zerbe (Georgia Institute of Technology), Dr. Susan E Burns P.E. (Georgia Institute of Technology), Dr. Michael Hunter (Georgia Institute of Technology), Dr. Julia Melkers (Arizona State University), Dr. Terry Blum (Georgia Institute of Technology), and Dr. Kevin Haas (Georgia Institute of Technology)

Case Study: Modified Mastery Learning Enables Instructors to Reduce Costs While Maintaining Learning Outcomes [\[view paper\]](#)

Dr. Daniel B Oerther P.E. (Missouri University of Science and Technology)

Running Out of Classroom Space? Maybe It's a Schedule Problem [\[view paper\]](#)

Abigail Crocker (United States Military Academy) and Joseph Speight (United States Military Academy)

The Classical Model for Knowledge Persistence [\[view paper\]](#)

Dr. Timothy A Wood (The Citadel), Stephanie Laughton (The Citadel), and Tess Doeffinger (The Citadel)

T206B – Games & Competitions for Civil Engineering Education



Moderators: Dr. Matthew D. Lovell P.E. and Dr. Andrea L Welker P.E.

Development of a Dramatic Story Plot and Adventure Racing Activities within an Undergraduate Reinforced Concrete Design Course (Work In Progress) [\[view paper\]](#)

Dr. Anthony Battistini (Angelo State University)

Pilot Implementation of a Game-Based Learning Module for Levee Inspection and Development of Engineering Judgement [\[view paper\]](#)

Victoria Bennett (Rensselaer Polytechnic Institute), Dr. Casper Harteveld (Northeastern University), and Dr. Yevgeniya V. Zastavker (Franklin W. Olin College of Engineering)

2025 ASEE Annual Conference

Session Summaries

Work in Progress: Impact of Student Engineering Competition Teams on Engineering Identity

[\[view paper\]](#)

Dr. Seyed Mohammad Seyed Ardakani P.E. (Ohio Northern University)

Work-In-Progress: What Goes into an Engineering Decision: An Infrastructure Decision-Making Game for Exploratory Equity Learning - Phase 3 Video Game Version Development

[\[view paper\]](#)
Prof. Eun Jeong Cha (University of Illinois at Urbana - Champaign), Abigail Louise Beck (University of Illinois at Urbana - Champaign), Eric Shaffer (University of Illinois), and Luc Paquette (University of Illinois at Urbana - Champaign)

One Path to Inspiration: Student Competitions in Engineering

[\[view paper\]](#)

Dr. Benjamin Z. Dymond (Northern Arizona University) and Dr. Matthew K Swenty P.E. (Virginia Military Institute)

T306 – Civil Engineering Capstone Showcase



Moderators: Dr. Scott R Hamilton P.E. and Mr. Scott M. Katalenich P.E.

A Novel Approach to meet the Expectation of Culminating Design Experience

[\[view paper\]](#)
Dr. Shashi S. Marikunte (Pennsylvania State University, Harrisburg, The Capital College)

Design Build Capstone Project – Pedestrian Bridge (Case Study)

[\[view paper\]](#)
Dr. Brad Wambeke (United States Air Force Academy)

Design-Build Capstone Projects: Continuing the Poly Canyon Legacy of Learn-by-Doing

[\[view paper\]](#)
Dr. Anahid Behrouzi (California Polytechnic State University, San Luis Obispo), Brayden A Martinez EIT

(Miyamoto International), and Mr. William R Adam (Buro Happold)

Research-Focused Design Capstone Project: Ultra High-Performance Concrete (Case Study)

[\[view paper\]](#)

Dr. Brad Wambeke (United States Air Force Academy)

Work in Progress: Supporting Better Conversations in Senior Design Teams

[\[view paper\]](#)

Dr. Charles Riley (Oregon Institute of Technology)

T306B – Broadening Participation in Civil Engineering



Moderators: Dr. Monica Palomo P.E. and Dr. Manish Roy

CE for Good: Equity, Justice, and Inclusion in a Highway Design and Construction Course (Case Study)

[\[view paper\]](#)

Dr. Bin (Brenda) Zhou (Central Connecticut State University)

CASE STUDY: Project-based integration of societal context with engineering communication and computational thinking in an upper-level civil and environmental engineering course

[\[view paper\]](#)

Dr. Megan L. Matthews (University of Illinois Urbana - Champaign), Dr. Sotiria Koloutsou-Vakakis (University of Illinois Urbana-Champaign), and Dr. Ashlynn S. Stillwell (University of Illinois Urbana-Champaign)

Countering Systemic Racism in Infrastructure Education: A Group Concept Mapping Study on Priorities for Educating Future Engineers

[\[view paper\]](#)

Dr. Rodolfo Valdes-Vasquez (Colorado State University), Dr. Kristen L. Sanford P.E. (Lafayette College), Dr. Frederick Paige (Virginia Polytechnic Institute and State University), Scott Rosas, and Dr. Philip J. Parker P.E. (University of Wisconsin - Platteville)

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WIP: Developing Accessible University-Industry Pathways for Civil Engineering Students with Disabilities [\[view paper\]](#)

Dr. Andrew L. Gillen (Northeastern University), Dr. Cassandra McCall (Utah State University), Gisele Bury (Northeastern University), and Dr. Logan Andrew Perry (University of Nebraska - Lincoln)

T506A – Focus on the First Year



Moderators: Prof. Shinae Jang P.E. and Dr. Charles Riley P.E.

A Question of When Students Select the Civil Engineering Major [\[view paper\]](#)

Dr. Brock E. Barry P.E. (United States Military Academy), Col. Aaron T. Hill Jr. P.E. (United States Military Academy), and Kevin Taylor Scruggs

Assessing Student Learning in Collaborative First-Year Engineering Projects Through Mind Maps [\[view paper\]](#)

Dr. Elin Jensen (Lawrence Technological University)

Exploring Civil and Environmental Engineering for First-Year Students [\[view paper\]](#)

Dr. Kevin Haas (Georgia Institute of Technology), Dr. Adjo A. Amekudzi-Kennedy (Georgia Institute of Technology), and Jennifer Kaiser (Georgia Institute of Technology)

You're not on your own kid: Integrating General Education into a First Year Civil Engineering Introductory Course [\[view paper\]](#)

Dr. Angel Ari Perez-Mejia (Quinnipiac University)

Math Preparedness: How first year civil engineering, construction engineering, and construction management students approach math-based design challenges [\[view paper\]](#)

Sydney Donohue Jobe (University of New Mexico),

Paris Eisenman (University of New Mexico), Ethan Kapp (University of New Mexico), James Joseph Rawson (University of New Mexico), MADISON JO COX (University of New Mexico), John Caleb Orr (University of New Mexico), Jose Cerrato (University of New Mexico), and Anjali Mulchandani (University of New Mexico)

Wednesday 6/26/2024

W106 – Effective Teaching Potpourri



Moderators: Dr. Ronald W. Welch P.E. and Dr. Allen C. Estes P.E.

CASE STUDY: Integration of Python programming in a civil engineering laboratory course [\[view paper\]](#)

Prof. John S. Popovics P.E. (University of Illinois at Urbana - Champaign), Yiming Niu (University of Illinois Urbana-Champaign), Dr. Sotiria Koloutsou-Vakakis (University of Illinois at Urbana - Champaign), Karthik Pattaje, and Prof. Jacob Henschen (University of Illinois at Urbana - Champaign)

Enhancing Deep Learning in Geotechnical Engineering through Cognitive Tools and Transmedia Storytelling (Work-in-Progress) [\[view paper\]](#)

Danielle Gao (Smith College), Dr. Glenn W. Ellis (Smith College), Amy Azogue Irigoyen (Smith College), and Chon-sa Cardona (Smith College)

Exploring Faculty Perspectives on Challenging Threshold Concepts in Structural Engineering [\[view paper\]](#)

Adeed Khan (University of Nebraska - Lincoln), Dr. Logan Andrew Perry (University of Nebraska - Lincoln), Prof. Jacob Henschen (University of Illinois at Urbana - Champaign), and Prof. Ann C. Sychterz Ph.D., P.Eng (University of Illinois at Urbana-Champaign)

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Instilling professionalism and teamwork in the large Statics course [\[view paper\]](#)

Prof. Shinae Jang (University of Connecticut) and Christa L. Taylor (University of Connecticut)

Surveying civil engineering student attitudes toward the use of computational tools [\[view paper\]](#)

Dr. Sotiria Koloutsou-Vakakis (University of Illinois at Urbana - Champaign), Dr. Megan L. Matthews (University of Illinois Urbana - Champaign), Prof. Jacob Henschen (University of Illinois at Urbana - Champaign), Prof. John S Popovics P.E. (University of Illinois at Urbana - Champaign), Dr. Ashlynn S. Stillwell (University of Illinois Urbana-Champaign), and Cheryl Ann Cohen

W155 – Civil Engineering & Leadership Division Joint Session



Moderators: Rebecca Komarek

Including Leadership in Civil Engineering Education [\[view paper\]](#)

Lt. Col. Monica Pickenpaugh PE (United States Air Force Academy), Capt. Owen Sedej P.E. (United States Air Force Academy), Col. Brad Wambeke P.E. (United States Air Force Academy), and Lt. Col. Joseph Pickenpaugh PE, PMP (NORAD and USNORTHCOM J4)

Social Equity Perspectives in Transportation Education [\[view paper\]](#)

Ms. Binita Acharya (Colorado State University), Dr. Rebecca A Atadero P.E. (Colorado State University), Dr. Mehmet Egemen Ozbek, and Fawzi Khalife (Colorado State University)

Faculty Perspectives on Effective Supportive Department Leadership [\[view paper\]](#)

Col. Joel Sloan (U.S. Air Force Academy), Dr. Scott R Hamilton P.E. (York College of Pennsylvania), Dr. Norb

Delatte (Oklahoma State University), Dr. Tanya Kunberger P.E. (University of Pittsburgh at Johnstown), Dr. Audra N. Morse P.E. (Michigan Technological University), Dr. David A Saftner (University of Minnesota Duluth), and Dr. Camilla M. Saviz P.E. (University of the Pacific)

Professional Attitudes Learning Outcome: Development and Assessment of Affective Learning

[\[view paper\]](#)

Dr. Kevin G. Sutterer (Rose-Hulman Institute of Technology)

Identifying the potential gap between graduates' preparation and the Professional Civil Engineering Consultant's needs [\[view paper\]](#)

Dr. Juan M Cruz (Rowan University) and Mr. Michael Venuto (Rowan University)

W306 – The Real World-Project-Based & Experiential Learning



Moderators: Dr. Anthony Battistini and Dr. Jennifer Mueller P.E.

A Project Called 10Q Easily Adaptable to Any Course [\[view paper\]](#)

Dr. Seamus F Freyne P.E. (Mississippi State University)

Surviving the Storm: An Assessment of Natural Hazards Experiential Learning Activities for Civil Engineering Students Facing a Changing World

[\[view paper\]](#)

Dr. Jose Capa Salinas (University of St. Thomas), Manuel Salmeron (Purdue University), Dr. Herta Montoya (The University of Texas at San Antonio), Dr. Morgan R Broberg (University of Arkansas), Mr. Shivam Sharma (Purdue University at West Lafayette (COE)), Hyewon Hailey Seo (Purdue University at West Lafayette)

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(COE)), and Jorge Rojas (Lyles School of Civil and Construction Engineering, Purdue University, U.S.)

Integrating Smart City Concepts in Civil Engineering Education through Experimental- Centric Pedagogy [\[view paper\]](#)

Mr. Mojtaba Naseri (Morgan State University), Mr. Pelumi Olaitan Abiodun (Morgan State University), and Dr. Oludare Adegbola Owolabi P.E. (Morgan State University)

W406 – Student Services & Supports



Moderators: Dr. Mary Katherine Watson

Case Study: Professional Society Faculty Advisor Training Increases Student Engagement [\[view paper\]](#)

Dr. Seema C Shah-Fairbank P.E. (California State Polytechnic University, Pomona), Dr. Eric Steward (University of South Alabama), and Dr. Nelson Román Gómez-Torres (The University of Texas at Arlington)

How Civil Engineering Undergraduate Students Navigate the Search for Full-Time Employment [\[view paper\]](#)

Dr. Maya Denton (The University of Oklahoma) and Dr. Dominique Pittenger

How effective is a “Cheesy” setting for Student Academic Success? Setting the table for a memorable lesson... [\[view paper\]](#)

Kevin Taylor Scruggs (United States Military Academy), Erin Kennedy Duhon (US Military Academy Department of Civil and Mechanical Engineering), Dr. James Ledlie Klosky P.E. (United States Military Academy), Matthew Glavin (United States Military Academy), and Col. Aaron T Hill Jr. P.E. (United States Military Academy)

Impact of Faculty Behaviors on Student-Faculty Rapport: A Multi-Institutional Study [\[view paper\]](#)

Dr. Fethiye Ozis P.E. (Carnegie Mellon University), Dr. Kyle Nathan Winfree (Northern Arizona University), Dr. Corinna Marie Fleischmann P.E. (United States Coast Guard Academy), Dr. Scott R Hamilton P.E. (York College of Pennsylvania), Dr. Kaitlyn T Hanley P.E. (New York University Tandon School of Engineering), Dr. Tanya Kunberger P.E. (University of Pittsburgh at Johnstown), Dr. Monica Palomo P.E. (California State Polytechnic University, Pomona), Dr. Jennifer Retherford P.E. (The University of Tennessee, Knoxville), Dr. David A Saftner (University of Minnesota Duluth), and Dr. Camilla M. Saviz P.E. (University of the Pacific)

Work-in-progress: Evaluating student support in a civil and environmental engineering program [\[view paper\]](#)

Dr. Leslie Hopkinson (West Virginia University), Lynnette Michaluk (West Virginia University), Dr. Lizzie Santiago (West Virginia University), and Aimee Morewood (West Virginia University)

W506 – Assessments, Feedback, & Grading



Moderators: Dr. David A Saftner

Analysis of Trends in Student Time on Task Across a Program: Do Apparent “Peaks and Valleys” Smooth Out When All Program Coursework is Considered? [\[view paper\]](#)

Capt. Kendall Hamm (US Army, United States Military Academy, Department of Civil and Mechanical Engineering), Col. Scott M. Katalenich PhD, PE (United States Military Academy), Elizabeth Bristow (United States Military Academy), and Kevin Taylor Scruggs (United States Military Academy)

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Automated Grading of Engineering Mechanics Assignments Using Large Language Models and Computer Vision: A Work in Progress [\[view paper\]](#)

Dr. Ahmed Mowafy PEng (University of Alberta), Mr. Mohammad Talebi-Kalaleh (University of Alberta), Mohamed Sabek (University of Alberta), Harry Peng (University of Alberta), Mohammad Aqib (University of Alberta), Dr. Samer M. Adeeb P.Eng. (University of Alberta), Mohamed Magdy Elgammal (University of Alberta), and Dr. Clayton Pettit (University of Alberta)

Do True-False Question Variants Create Bias?

[\[view paper\]](#)

Dr. Jacqueline Jenkins (Cleveland State University)

Student perceptions of standards-based grading in a required, introductory transportation engineering course [\[view paper\]](#)

Dr. Elizabeth G. Jones (University of Nebraska - Lincoln)

**Thank you for contributing to an engaging
ASEE conference in Montreal!**

The Historian's Report

Important Notes

Past Division Chair Highlight

The 2025 Past Division Chair Highlight focused on Dr. George K. Wadlin, Jr. Civil Engineering Division Chair 1971-1972. A one-page document detailing Dr. Wadlin's accomplishments was prepared and distributed to the Division Membership.

Civil Engineering Division's Historical Files

The Historian maintains many Division documents (agendas, minutes, treasurer reports, and past newsletters). 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. The Historian also maintains a database of Division Officers and award winners between 1975 and the present – available upon request.

The entire volume of historical documents were scanned in 2021 and filed in the Division's cloudbased storage. That material is updated annually. This material is available for Division members to review upon request. An attempt is made each year to update the Civil Engineering Division page of the ASEE website with the latest information.

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The Historian (2020 -)
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The Historian's Report

Highlighted Division Chair

Civil Engineering Division of ASEE

2025 Highlighted Division Chair – Dr. George K. Wadlin, Jr.



George K. Wadlin, Jr. was born in September 1923 in Connecticut. George was a World War II combat veteran having served in two European Battle Campaigns with an Armored Division under General George S. Patton. After the war he attended Pennsylvania State University where he obtained his bachelor of science in 1948. That same year he started his academic career as an Instructor at the University of Maine.

George remained on the faculty at University of Maine until 1969. During that time he earned a master of science degree from the University of Maine in 1953 and a PhD from Carnegie Institute of Technology in 1959. George rose through the academic ranks and was promoted to Professor of Civil Engineering in 1961. During his final eleven years at Maine, George served as the Department Head of Civil Engineering. From 1969 to 1978 he served as both Professor and Department Head of Civil Engineering at Michigan Tech-

nological University. He retired from academia and joined the American Society of Civil Engineers (ASCE) as the Director of Education Services until 1986. While at ASCE, he worked to strengthen and formalize the connection between ASCE's education activities, the nation's CE department heads, and the Civil Engineering Division of ASEE.

Within ASEE, George was the Chair of the Professional Interest Council I, Member of the Board of Directors, First Vice President, and Member of the Executive Committee. Within ASCE, George was a member of the National Education and Research Policy Committee and the Steering Committee for the 1990 ASCE Civil Engineering Forum. He was also active in the American Association of Engineering Societies and the Accreditation Board for Engineering and Technology. George was a licensed professional engineer in Maine. In 1987, George was the first recipient of the George K. Wadlin Civil Engineering Services Award that was established in his honor. The Wadlin Award is presented annually to a member of the ASEE Civil Engineering Division for outstanding service in support of civil engineering education and the Civil Engineering Division of ASEE.

Dr. George K. Wadlin, Jr. passed away on September 13th, 1991 in Maine.

Resources:

American Society for Engineering Education, Civil Engineering Division, Division Chairs, 1935-1993.

The Historian's Report

Past Conferences

Year	Annual Meeting	Chair
2024-2025	Montreal, Quebec, Canada	David Saftner
2023-2024	Portland, OR	Jennifer Retherford
2022-2023	Baltimore, MD	Tonya Nilsson
2021-2022	Minneapolis, MN	Matthew Lovell
2020-2021	Long Beach, CA (Virtual)	Steve Burian
2019-2020	Montreal, CA (Virtual)	Charles J. Riley
2018-2019	Tampa, FL	Andrea Welker
2017-2018	Salt Lake City, UT	Sean St. Clair
2016-2017	Columbus, OH	Brock Barry
2015-2016	New Orleans, LA	Kevin Hall
2014-2015	Seattle, WA	Yusuf Mehta
2013-2014	Indianapolis, IN	Matthew Roberts
2012-2013	Atlanta, GA	M. Asghar Bhatti
2011-2012	San Antonio, TX	Shashi Nambisan
2010-2011	Vancouver, BC, CAN	Kevin Sutterer
2009-2010	Louisville, KY	Norm Dennis
2008-2009	Austin, TX	Dennis Fallon
2007-2008	Pittsburgh, PA	Ron Welch
2006-2007	Honolulu, HI	Kristen Sanford Bernhardt
2005-2006	Chicago, IL	Jim Hanson
2004-2005	Portland, OR	Wilf Nixon
2003-2004	Salt Lake City, UT	Vince Drnevlch
2002-2003	Nashville, TN	Steve Ressler
2001-2002	Montreal, Quebec, CAN	J. P. Mohsen
2000-2001	Albuquerque, NM	Sam Clemence
1999-2000	St. Louis, MO	Jim Nau
1998-1999	Charlotte, NC	Alan Prasuhn
1997-1998	Seattle, WA	Tom Lenox
1996-1997	Milwaukee, WI	Howard Dunn
1995-1996	Washington, DC	William Kelly

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Past Conferences

Year	Annual Meeting	Chair
1994-1995	Anaheim, CA	Tom Mulinazzi
1993-1994	Edmonton, Alberta, CAN	Bob Henry
1992-1993	University of Illinois at Urbana-Champaign, IL	Fred Beaufait
1991-1992	Toledo, OH	Edward Reitz
1990-1991	New Orleans, LA	M. Dean Parsons
1989-1990	Toronto, Ontario, CAN	William Highter
1988-1989	Lincoln, NE	Noel Tolbert
1987-1988	Portland, OR	Mardith Thomas
1986-1987	Reno, NV	Gerald Seeley
1985-1986	Cincinnati, OH	Colby Ardis
1984-1985	Atlanta, GA	Roger Seals
1983-1984	Salt Lake City, UT	Ron Eck
1982-1983	Rochester Institute of Technology, Rochester, NY	Jim McDonough
1981-1982	Texas A&M University, College Station, TX	Marvin Criswell
1980-1981	University of Southern California, Los Angeles, CA	Gordon Batson
1979-1980	University of Massachusetts, Amherst, MA	Eugene Chesson
1978-1979	Louisiana State University, Baton Rouge, LA	Donald L. Bender
1977-1978	University of British Columbia, Vancouver, CAN	William J. Wilhelm