About ASEE

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ASEE Mission Statement:

The American Society for Engineering Education is committed to furthering education in engineering and engineering technology. This mission is accomplished by promoting excellence in instruction, research, public service, and practice; exercising worldwide leadership; fostering the technological education of society; and providing quality products and services to members.

The Society seeks to encourage local, national, and international communication and collaboration; influence corporate and government policies and involvement; promote professional interaction and lifelong learning; utilize effectively the Society's human and other resources; recognize outstanding contributions of individuals and organizations; encourage youth to pursue studies and careers in engineering and engineering technology; and influence the recruitment and retention of young faculty and underrepresented groups.

ASEE Vision Statement:

ASEE will serve as the premier multidisciplinary society for individuals and organizations committed to advancing excellence in all aspects of engineering and engineering technology education. To realize its vision, ASEE will:

- Enhance services to its members
- Work with educational institutions to improve engineering education and promote faculty development
- Facilitate productive collaborations among industry, academe, and government
- Increase the participation and success of underrepresented groups in the engineering profession
- Promote the value of the engineering profession to society
- Increase membership in ASEE in order to more completely serve the engineering and engineering technology enterprise
- Facilitate international cooperation in matters pertaining to engineering education

Endorsed by the ASEE Board of Directors on June 30, 1994, in Edmonton, Alberta, Canada, and amended to be approved by the ASEE Board of Directors on June 24, 2001, in Albuquerque, New Mexico.

President Annual Message - The Challenge of Change

The current environment in engineering education is unstable. We have a large group of engineering and engineering technology faculty members approaching retirement, and a faculty replacement pool that is not sufficiently populated. New accreditation criteria, driven by concerns for more accountability, are being implemented. And there are increased demands for engineering and engineering technology education at many levels. All of these things are occurring at a time when information technology is driving a very rapid evolution in the education process itself.

The most important factor in today's environment is our planet's soaring population, which now stands at around six billion people. Our growing population means increased demands for food, water, energy, manufactured goods, and education. Engineering has provided society with many tools to create safe water supplies, more abundant and safer food supplies, more energy, and more environmentally friendly power sources, to name a few. The only way to sustain the increasing population and preserve our environment is by making our systems smarter, more efficient, and environmentally friendly—all of which pose immense technological challenges.

We are the keepers of the system that educates those who must solve these problems. To meet tomorrow's needs, we need to educate more engineers worldwide. Many nations send their best students to the U.S. to obtain an engineering education, and a significant percentage of these students stay in the U.S. after graduation. Because of the growing demand for skilled engineering and technology workers, the conflicts between the needs of the home nations and the students' desire for a better lifestyle will only intensify.

The increased demand for such workers isn't our only—or even our largest—task, however. The definition of a "well-educated" individual is changing. Engineers need to continue their educations after graduation to keep up with technology and learn more about subjects like history and sociology, diversity, and ethics. Simultaneously, those without science or engineering backgrounds need to understand more about science and technology to function

effectively in a highly technical society. Engineering and engineering technology educators will be called upon to provide learning opportunities to help create a more technically literate general population.

In addressing all of these difficult issues, engineering and engineering technology deans, professors, and students are resources without whom no solution can be reached. Computers and communications technologies, along with the high-tech companies that create these technologies, are also vitally important resources.

The deans set the standards and control the reward structures in the engineering and engineering technology programs across our nation. Their perceptions of the challenges and constraints on potential solutions are key elements in the development of any solution strategy. The ASEE Engineering Deans Council is the focus around which the deans could formulate an organized approach to finding solutions.

Experienced faculty members nearing retirement should also play a large part in any solution strategy; they have pedagogical and discipline-specific expertise not yet acquired by younger faculty members. Teams made up of both younger and older faculty should be formed to meet the challenges of implementing high-tech education systems, complying with new accreditation criteria, and meeting the increased needs for engineering and engineering technology education worldwide.

An experienced faculty can be a resource in another way. Their years of experience make them ideal for meeting the increased needs for a broader-based technology education for the nontechnically educated segments of society.

Younger faculty members are few in number, but they are computer literate and have tools that no earlier generation has possessed. They have grown up with computers and see no barriers when considering the creation of Web-based learning units.

Students are an important but overlooked resource. More computer literate than their predecessors, many of them use computers as easily as those of previous generations used telephones and hand calculators. By teaming faculty and students in developing tomorrow's educational systems, we can make these systems more effective, user friendly, and inexpensive.

Many people view computers and communication technologies as key elements in tomorrow's high-tech education system. If these technologies are to live up to the predictions, new engineering and engineering technology faculty members, working with students, must lead the transition.

High-technology companies that manufacture computer systems, communication systems, and learning software can also help meet our common challenges. These companies should team with educators to implement, test, and refine high-tech learning systems. Learning software providers should consider providing faculty with low-cost training to increase the probability of having their products used by students who use the software in courses.

Finally, the engineering education and technical societies are important resources. ASEE, working with the education committees of the various technical societies, should strive to develop ways to evaluate learning hardware, software, and methodology combinations and share knowledge among educators everywhere.

Meeting tomorrow's challenges will be difficult. The members of ASEE are committed to high-quality engineering and engineering technology education. We have more than 300 committed deans and 12,000 committed members in ASEE. The task is large, but working together, we can complete it.

Wally Fowler
President

Executive Director's Message - Looking Back, Moving Ahead

Year 2000 was a good year for ASEE. I have been pleased with our progress in established areas and with several exciting new initiatives. Allow me to mention a few of the year's highlights.

Membership Remains No. 1

Last year, we hired a new membership manager with strong experience in direct marketing and research. We took this step to reaffirm our commitment to keeping membership as ASEE's number one priority, and to continue to seek ways to improve services to the membership.

In the spring we replaced ASEE's old DOS-based membership system with a new Windows-based system specifically designed to meet ASEE needs. This database—which contains more than 45,000 names of members, lapsed members, and potential members—was a significant achievement that required considerable research, development, and testing. The new database system allows the integration of other processes such as e-commerce. We expect that the analytical capabilities of the new database will be a key to developing the Membership Department's strategic marketing plans.

As part of the ongoing effort to improve services for our members, ASEE's Management and Information Systems (MIS) Department implemented an Internet-based membership application system, enabling individuals to pay for their memberships online with a credit card, and to update their membership information. MIS also completed the redesign of ASEE's 4,000-page Web site to make it more attractive and easier to navigate.

Popular Prism

Year in and year out, Prism magazine is one of our members' favorite benefits. The Publications Department decided to make a good thing better, with the goal of making the magazine more attractive and more current. With its new look, Prism won eight awards from Ed Press and APEX. Most satisfying, however, were the comments we received from ASEE members who applauded the improved organization and look. With Prism looking so good, advertising in the magazine jumped significantly. Overall advertising sales increased from $400,000 in 1999 to more than $500,000 this year, and every segment of the advertising base showed growth.

Meeting in St. Louis

he largest gathering of ASEE's members takes place at the ASEE Annual Conference and Exposition. Last year the Conference was in St. Louis and it was a fine success—in fact many participants felt it was the best Annual Conference ASEE has held. The Conference drew 2,750 attendees to participate in more than 400 technical sessions, workshops, business meetings, and social events. Sponsorship revenue generated by ASEE Headquarters increased by 92 percent; and papers submitted increased by 40 percent. The Conference Department also staged a successful first-time multimedia session, which offered 100 authors and members the opportunity to deliver their papers orally in combination with a poster session. I should mention that all of this was accomplished with an entirely new Conferences staff, who worked hard to get up to speed to provide ASEE members with a valuable Annual Conference.

Public Policy

Our Public Affairs staff worked with the Engineering Deans Council to hold a highly successful Public Policy Colloquium. A record 110 deans from 43 states attended the year 2000 meeting—attesting to the growing interest in public policy activities in Washington, D.C.

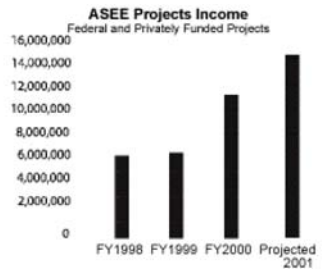
ASEE's Public Affairs Department also worked with the EDC Board and Membership to amend the EDC Bylaws, establishing an associate membership in the council. This category is available to engineering units at colleges and universities that currently do not have an ABET-accredited engineering program, but are planning to obtain accreditation.

The Public Affairs Department continued to support the Engineering Technology Council by coordinating headquarters and Council operations with the ETC leadership. In the past year, these activities have focused on building institutional membership and refining core focus points for ETC activities.

On the Money

ASEE's finances are in good order, and ASEE's Accounting Department passed two annual audits, which were clean with no exceptions. The Y2000 Management Letter, prepared by ASEE's auditors and sent to the ASEE Board of Directors, reported no problems. Our bottom line showed a surplus of $138,188.

In Y2K, the Projects Department easily exceeded its goal of $100,000 in new grants and contracts, securing $30,000 for the NSF Project Showcase at ASEE's annual conference and a $150,000 grant for the next three years for the Future Truck Challenge Faculty Advisor Award. In addition, the GE Fund donated $20,000 for the Helen T. Carr Fellowship, and NASA awarded ASEE $25,000 for this year's NASA Summer Program. Projects has already secured a two-year NSF grant for $78,000 in support of Project Showcase, allowing 20 NSF principal investigators to attend the annual conference and showcase their research at the exposition.



Last year for the first time, the Projects Department served as the administrator for the NDSEG Fellowship, reviewing 1,800 applications and making 108 awards. The Air Force indicated its strong approval of ASEE's management of the program, and delivered the good news that they intend to award ASEE an additional $24 million, which would add nanotechnology to the list of disciplines and expand the overall number of appointments for the NDSEG Program to perhaps 270. This expansion also adds approximately $100,000 per year to the administrative portion of the NDSEG contract.

New and Developing

The Global Online Membership Project, a new trial global online membership for individuals outside the U.S. and Canada, did well last year. For a reduced membership rate of $39, international members get online-only access to ASEE publications. There are now 175 online members from 49 countries, as well as 17 Global Engineering Education Partner associations. The Executive Office produces a quarterly electronic newsletter for ASEE's Global Members and maintains an International Page on ASEE's Web site, which is regularly updated with information on international conferences and news. In addition, Global Members receive a regular newsletter on international engineering education issues.

As global cooperation and interests developed last year, plans were made to hold an ASEE international meeting. We are now planning a colloquium—sponsored jointly with the European Association for Engineering Education and Berlin Technical University—that will focus on entrepreneurship, national accreditation and global practices, and technology in learning systems. This exciting colloquium will take place in Berlin from September 15-18, 2001, immediately following the SEFI annual meeting, which will be held in Copenhagen, Denmark.

ASEE's continuing education project, Learnon.org, went from concept to reality on the Web. With a consultant, ASEE developed a Web-based application that allows engineers to search a databank of continuing engineering courses. With more than 4,000 courses currently in the database, ASEE now has the largest number of continuing engineering education courses available anywhere. ASEE won a $50,000 grant from NSF, which will be used to enhance and refine the www.learnon.org site.

Groundwork was also laid last year to establish 12 new ASEE awards, with ASEE's Administrative Services Department providing support to the appropriate ASEE units. Completed in time to accommodate nomination for the 2000-2001 ASEE Awards Program, the 12 new awards include two National awards, one Council award, two Section awards, and seven division awards.

Other Accomplishments

The Administrative Services Department worked with the ASEE Constitution and Bylaws Committee, at the direction of the ASEE Board of Directors, to complete revision of the language of the ASEE Constitution and Bylaws to make it gender neutral.

The Administrative Services Department negotiated with Winstar, a new local/long distance telephone service provider, to secure telephone services at a savings to ASEE of approximately $28,000 over a period of two years.

The Projects Department worked with Tau Alpha Pi to raise the number of chapters from 80 to 92. The department

also oversaw the formation of the Tau Alpha Pi Board of Directors and held two board meetings and the first annual meeting of the chapter advisors.

The Public Affairs Department worked with the Engineering Deans Council (EDC) to produce a statement from the EDC that encourages faculty members to participate in ASEE activities on campus and praises the role of ASEE Campus Representatives.

The Executive Office continued to produce ASEE Action for the membership. The monthly electronic newsletter reports on what is happening at ASEE and in engineering education in general.

In Closing

I want to thank all ASEE members for their support of the Society, and for participating in our progress toward achieving ASEE's vision of advancing excellence in all aspects of engineering and engineering technology education.

Frank L. Huband
Executive Director

Consolidated Statements of Activities Excluding Federal Awards

For the Fiscal Years Ended September 30

Revenue	**FY2000**	**FY1999**
Membership	$ 942,836	$ 898,804
Publications	884,905	904,579
Nongovernment Awards	486,290	107,667
Investment Income	96,324	91,688
Field Income and Other	536,585	396,912
Convention and Seminar Corporation	1,217,525	1,167,783
Tau Alpha Pi	25,860	32,135
TOTAL:	**$ 4,190,325**	**$ 3,599,568**
Expenses		
Membership	$ 422,108	$ 309,223
Publications	1,518,453	1,547,687
Nongovernment Programs	511,395	144,524
Field Operations and Other	331,618	250,718
Convention and Seminar Corporation	1,245,112	1,117,415
Tau Alpha Pi	23,451	30,684
TOTAL:	**$ 4,052,137**	**$ 3,400,251**
Change in Net Assets:	**$ 138,188**	**$ 199,317**

Revenue

Convention and seminar corporation	29%
Membership	23%
Publications	21%
Other	12%
Nongovernment awards	12%
Investment income	2%
Tau Alpha Pi	1%

Expenses

Publications	37%
Convention and seminar corporation	31%
Nongovernment awards	13%
Membership	10%
Field operation and other	8%
Tau Alpha Pi	1%

ASEE Convention and Seminar Corporation

For the Fiscal Years Ended September 30

Revenue	**FY2000**	**FY1999**
Registration Fees	$ 745,185	$ 719,868
Exhibit Fees	188,416	193.464
Ticketed Events	100,575	86,936
Other	183,349	167,515
TOTAL:	**$ 1,217,525**	**$ 1,167,783**
Expenses		
Salaries and Benefits	$ 323,714	$ 282,778
Facilities and Equipment	132,069	94,895
Catering	226,817	189,506
Travel and Related	58,384	41,327
Printing and Postage	83,168	113,308
Contractors	112,546	129,303
Overhead	191,358	161,250
TOTAL:	**$1,245,112**	**$ 1,117,415**

Revenue

Registration Fees	61%
Other	16%
Exhibit Fees	15%
Ticketed Events	8%

Expenses

Salaries and Benefits	26%
Catering	18%
Overhead	15%
Facilities and Equipment	11%
Other	10%
Contractors/professional services	8%

Printing and Postage	7%
Travel and Related	5%

Federal Awards

For the Fiscal Years Ended September 30

Revenue	**FY2000**	**FY 1999**
Department of Defense	$ 10,596,752	$ 5,884,633
National Science Foundation	77,091	122,464
Department of Energy	80,833	289,191
NASA	78,430	77,198
TOTAL:	**$ 10,833,105**	**$ 6,373,486**
Expenses		
Participant Support	$ 9,783,540	$ 5,560,961
Indirect Cost Recovery	412,585	314,229
Administrative	636,980	498,296
TOTAL:	**$ 10,833,105**	**$ 6,373,486**

Revenue

DoD	98%
NSF	1%
DoE	1%
NASA	1%

Expenses

Participant support	90%
Administrative	6%
Indirect cost recovery	4%

ASEE Board of Directors