



Industrial Engineering Division Newsletter

SPRING 2015

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This edition of the newsletter is devoted to the 2015 ASEE Annual Conference and Exposition to be held in Seattle, Washington. The IED sessions will present 14 papers in three sessions that will appeal to people teaching across the IE curriculum. IED is also sponsoring a panel discussion entitled “Student Demographics and Outcomes in Industrial Engineering.” Be sure to attend the Division Mixer on Sunday night and buy a ticket for the Tuesday dinner held jointly with the Engineering Economy, Engineering Management, and Systems Engineering Divisions. We’ll see you in Seattle!

Plan ahead...

2016 ASEE Annual Conference and Exposition

New Orleans, Louisiana

June 26-29, 2016

IED 2015 ANNUAL CONFERENCE TECHNICAL SESSIONS

The Industrial Engineering Division (IED) is the sponsor of four sessions at the 2015 Annual Conference. One panel of speakers and 14 papers will be presented in these sessions. The papers and authors are identified below. Use this as a starting point to plan a conference program that will give you new ideas for your courses and suggestions that you can share with your colleagues. If you aren't able to attend the conference, look for these papers on the ASEE Proceedings website.

Session W129-Industrial Engineering Division Technical Session 1

Wed. June 17, 2015 7:00 AM to 8:30 AM

Washington State Convention Center, Room 307

Moderated by Dr. Leonardo Bedoya-Valencia

Benchmarking IE Programs: 2005-2015

Dr. Jane M. Fraser (Colorado State University, Pueblo)

Abbreviated abstract: At the 2005 ASEE conference, I reported on the 101 ABET accredited industrial engineering bachelors programs, asking and answering two questions: *What do we agree that IE is?*, *What are the unique courses we have in our programs?* In this paper, I update the findings of the earlier paper and also describe changes over 10 years. I did not trace the change or continuity in specific programs, but rather looked for overall trends. I found little change in the overall data on industrial engineering curricula, with perhaps a trend away from required courses to electives in engineering courses outside industrial engineering. The average number of faculty members in an IE department has increased and the average number of credits in an IE program has decreased. We still have a strong consensus about the content of an industrial engineering program.

Curriculum Innovation in Industrial Engineering: Developing a New Degree Program

Dr. Mary J. Meixell (Quinnipiac University), Dr. Nebil Buyurgan (Quinnipiac University), and Prof. Corey Kiassat (Quinnipiac University)

Abbreviated abstract: In this paper, we report on the development of a new industrial engineering program, framing it as a systems engineering process in the context of higher education curriculum development. The curriculum is described in detail, and innovative characteristics of the program are discussed. The resulting program is flexible, allowing the pursuit of accelerated graduate programs, a second major, various minor options, and study-abroad; relevant, tailored to the needs of industry partners in the vicinity; and practical, providing hands-on education, resulting in employment-ready graduates.

Perceptions and Misconceptions of Industrial Engineering from First-year Engineering Students

Mr. Eric Specking (University of Arkansas), Ms. Patricia E Kirkwood (University of Arkansas), and Miss Lihua Yang (University of Arkansas)

Abbreviated abstract: Perception has a hidden importance in our society. It is what drives us to buy that name brand product, move to a certain area of town, or even select a university to call home. In 2012 the University of Arkansas started a three phase, six stage longitudinal study on engineering perception. This paper will analyze the results from phase one, stage one of the longitudinal study with regards to industrial engineering. It will 1) briefly introduce the longitudinal study, 2) discuss the phase one, stage one online survey administered to first year engineering students at the University of Arkansas, and 3) examine the survey results for those students interested in industrial engineering to help provide insight on why students are interested in industrial engineering, the strength of current and future job opportunities, and how first year engineering students interested in industrial engineering perceive industrial engineering.

Identifying Best Practices of Logistics & Transportation Graduate Education

Dr. MD B. Sarder (University of Southern Mississippi)

Abbreviated abstract: Logistics and transportation has become one of the last frontiers that still remain to be conquered by most businesses in the twenty first century. Yet this cannot be done unless all logistics and transportation professionals, irrespective of their functional orientation and current job responsibilities, fundamentally understand the dynamics of how products move from one place to another. This research analyzed the need for best practices and identified best practices in logistics and transportation education.

Students' Experiences with an Open-ended Client Project in a Graduate Course

Dr. Jessica L. Heier Stamm (Kansas State University), Dr. Reuben F Burch V (Kansas State University), and Hugh R. Medal (Mississippi State University)

Abbreviated abstract: Much research by the engineering education community concerning student projects has focused on undergraduate students' experiences with open-ended client projects, for instance, in capstone design courses. Comparatively fewer studies have examined graduate students' experiences. The successful integration of open-ended client projects into a graduate course poses challenges for all parties involved. Assessment of students' experiences with such a project can guide future decisions about the structure of projects that best meets the needs of students, clients, and faculty. This paper presents the results of a study of students' experiences with an open-ended client project in a graduate course. The paper describes opportunities to use the survey findings to inform graduate course design and project selection.

W229-Industrial Engineering Division Technical Session 2

Wed. June 17, 2015 8:45 AM to 10:15 AM

Washington State Convention Center, Room 620

Moderated by Dr. Rick Olson

From College to K-12: Adapting Industrial Engineering Classroom Exercises for Outreach Purposes

Dia St. John (University of Arkansas) and Mr. Eric Specking (University of Arkansas)

Abbreviated abstract: Outreach activities are imperative in the recruitment and development of young engineers, a key demographic in our culture's future technological advancement. In order to keep up with the societal innovations taking place around the world we need more engineers; therefore, additional resources must be allocated to recruitment and outreach. Recruitment activities specific to industrial engineering suffer from an additional obstacle: most students have no idea what industrial engineering is. It is, therefore, important that any outreach exercises are as specific as possible while remaining understandable. This work will discuss several activities that have been successfully used for K-12 student outreach at the University of Arkansas and are based upon undergraduate class exercises. Each project will be presented in detail along with its corresponding course assignment in order to motivate the exchange of creative ideas and develop a framework for the adaptation of additional outreach activities.

Relevant Education in Math and Science (REMS): K-12 STEM Outreach Program Using Industrial Engineering Applications

Dr. Michael E. Kuhl (Rochester Institute of Technology), Mr. John Kaemmerlen (Rochester Institute of Technology (COE)), Dr. Matthew Marshall (Rochester Institute of Technology (COE)), Dr. Jacqueline R. Mozrall (Rochester Institute of Technology (COE)), and Ms. Jodi L. Carville (Women in Engineering at Rochester Institute of Technology)

Abbreviated abstract: Relevant Education in Math and Science (REMS) is a university-led STEM outreach program designed to use real-world industrial engineering problems to make 5th – 12th grade math and science fun and meaningful for students. In this work, we present the nine current engineering lab activities, developed in both in-lab and on-line format consisting of three different real-world contexts: competitive manufacturing, distribution, and healthcare. These activities are linked to curricular subject standards found in math and science at elementary, middle and high school grade levels. In addition, we present the multi-phased design, development, and assessment and evaluation process that was utilized to produce this program, including the results of over 1,300 surveys completed by students and teachers who have participated in the program activities.

Use of Self-regulated Learning Strategies by Second-year Industrial Engineering Students

Ms. Justine M. Chasmar (Clemson University), Dr. Brian J. Melloy (Clemson University), and Dr. Lisa Benson (Clemson University)

Abbreviated abstract: The Study Cycle is a set of guidelines rich with self-regulated learning (SRL) techniques that enables students to plan, prepare, and enact their studying by focusing on five comprehensive steps: previewing before class, engaging in class, reviewing after class, holding study sessions, and seeking help as a supplement. This paper reports on initial findings of a qualitative study in which a workshop on the Study Cycle was taught to a class of second-year Industrial Engineering students as an intervention, aiming to understand

effects of the module on engineering students' SRL strategy use in an engineering course. Students self-reported SRL strategy use in a one-minute paper pre-workshop and two sets of post-workshop reflections. This paper examines which components of the Study Cycle students self-report as being useful in their engineering courses prior to the module and their perceptions of effective study strategies after the module. Main findings include that students self-reported SRL strategies from all ten categories which were analyzed via a priori coding: self-evaluation, organizing and transforming, goal-setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking social assistance, and reviewing records.

Building the Design Competence in Industrial Engineering Junior Students Through Realistic Constraints of the Operations and Logistics Laboratory

Ing. Lina Margarita Prada-Angarita (Fundación Universidad del Norte), Mrs. Katherine Sofía Palacio (Fundación Universidad del Norte), and Ing. Carmen Regina Berdugo Correa (Fundación Universidad del Norte)

Abbreviated abstract: This paper provides a laboratory development experience through a product design project with junior students of the Industrial Engineering (IE) program in Universidad del Norte, Barranquilla, Colombia. In the course "Productive Systems Design" (PSD) the students had the opportunity to develop their final project according to the needs of the Operations and Logistics lab, which serves around 6 courses of the IE department. Students were introduced to a challenge: to design a product with its manufacturing process that will be used in the assembly line provided by the lab, and to evaluate its potential impact into the upcoming lab experiences across the curriculum. The experience allowed the students to design a product that could be assembled in a lab which emulates a real environment. The findings of this experience and future work are discussed in this paper.

[W429A-Student Demographics and Outcomes in Industrial Engineering Industrial Engineering Division](#)

Wed. June 17, 2015 12:30 PM to 2:00 PM

Washington State Convention Center, Room 308

Moderated by Dr. Susan M. Lord

Session Description: Using a large multi-institutional dataset which includes over 90,000 first-time-in-college and over 26,000 transfer students who majored in engineering at U.S. institutions, we describe demographics and outcomes for students starting in and transferring into Industrial Engineering (IE). This work offers benefits to engineering employers and educators alike by highlighting unique attributes of IE students. For example, findings show that Hispanic and Black students are overrepresented among those who choose IE as their initial major. Of those who start in IE, Hispanic men and women are the most likely to graduate in IE. Black males are least likely overall to choose IE as a major if they enter as transfer students, and were least likely to remain in IE until graduation. These results generate important questions for faculty and administrators of IE programs. This interactive session provides an opportunity to bring together a community of IE educators from several ASEE divisions. Participants will engage in discussion of how the data fits with their experiences and suggest possible explanations.

Speakers: Dr. Matthew W. Ohland (Purdue University), Dr. Richard A. Layton, P.E. (Rose-Hulman Institute of Technology), Dr. Mary K. Pilotte (Purdue University), Dr. Marisa Kikendall Orr (Louisiana Tech University)

[W629-Industrial Engineering Technical Session 3](#)

Wed. June 17, 2015 4:00 PM to 5:30 PM

Washington State Convention Center, Room 307

Moderated by Dr. Letitia M. Pohl

A Problem-based Learning Framework to Assess and Develop Soft Skills in a Linear Programming Course

Dr. Heriberto Garcia-Reyes (Tecnologico de Monterrey) and Cesia de la Garza Garza (Affiliation unknown)

Abbreviated abstract: This work shows a framework to incorporate Problem-Based Learning -PBL as didactic technique in a linear programming course at Tecnológico de Monterrey. This way the instructor can cover formulation, solution and sensitivity analysis through a set of problem based learning activities, resulting not only in the development of skills to use linear programming as modeling and decision making tool but providing an environment to improve the team work, the oral communication, citizenship and the self-learning in the participants. The framework validation process, research findings and future work are also discussed.

Active Learning in Supply Chain Management Course

Dr. Farnaz Ghazi-Nezami (Kettering University) and Prof. Mehmet Bayram Yildirim (Wichita State University)

Abbreviated abstract: This paper presents an active learning approach implemented in the Supply Chain Management (SCM) course. In this course, the fundamentals of supply chain and logistics, drivers of supply chain performance and analytical tools necessary to develop solutions for a variety of supply chain design problems are covered through class lectures and case study discussions. To introduce “lean” principles (an industry’s demonstrated need), a hands on experience workshop, TimeWise simulation game, was utilized where the students could physically simulate the implementation of lean principles in a supply chain network. This paper reports the results of a survey conducted to evaluate the effectiveness of each instructional tool, students’ perception of knowledge and satisfaction in this course; the results are discussed and analyzed.

Educating and Training the Next Generation of Industrial Engineers to Work in Manufacturing

Dr. Paul C. Lynch (Pennsylvania State University, University Park), Cynthia Bober (Penn State University), and Dr. Joseph Wilck (East Carolina University)

Abbreviated abstract: The research shown in this paper discusses the active role that senior undergraduate students with manufacturing internship and co-op experience play in helping to deliver the manufacturing processes course. Senior undergraduate industrial engineering students with manufacturing industry internship or co-op work experience have been helping to deliver a manufacturing processes course through hands-on lab instruction, on site plant visits, industry speakers and networking sessions, and a final course case study. In addition to data collected on student satisfaction and motivation with course delivery, the survey also collected data inquiring prior student knowledge of manufacturing processes, perception of manufacturing, and student interest in manufacturing careers before and after taking the manufacturing processes course. The survey also inquired on student internship and co-op trends for the industrial engineering students completing this manufacturing processes course.

Quality Specialist Training in the Context of Technical Regulation System Formation

Dr. Elena Priymak (Kazan National Research Technological University), Dr. Vasiliy Grigoryevich Ivanov (Kazan National Research Technological University), Prof. Svetlana Vasilievna Barabanova (Kazan National Research Technological University), Dr. Natalya Tyurina (Kazan Federal University), and Mrs. Olga Lefterova (Kazan National Research Technological University)

Abbreviated abstract: Today quality is considered as the most important factor forming company competitiveness and its success motivation. It is quality of products, labour and skilled staff. However, the unbalance of existing educational services and requirements for quality and content of education on the part of labour market is characteristic of modern Russian education. Educational programs hardly ever satisfy actual needs of enterprises. Employers say that the major problem is a lack of specialists that are capable of completing the tasks of technical quality and safety regulation of products in accordance to the Russian membership of Customs Union, Common Free Market Zone and World Trade Organization. What are the requirements that employers put forward? What qualities do they mark as important? To answer these and other questions, this paper presents the results of several surveys conducted with KNRTU graduates with more than 5 years of successful practice; • professors of KNRTU; representatives of the petrochemical and chemical industry in the city of Kazan, a total of 16 organizations.

Recognition of Projects for Service Organizations Based on Customer Expected and Perceived Quality, and Customer Experience

Mr. Max de Jesús Suárez Montiel (Tecnológico de Monterrey, Mexico) and Dr. Alberto Abelardo Hernandez-Luna (Tecnológico de Monterrey)

Abbreviated abstract: Since its introduction by Motorola in the 1980s, Six Sigma have found widespread application in many manufacturing industries, where its application to service sectors has not been widespread mainly due to the lack of methods and tools appropriate to service process. This piece of work proposes a toolkit to support the recognition of projects from a different perspective. It proposes the use of different service quality models aimed to service organizations to integrate customer experience tools and ServQual. The toolkit developed provides a framework that incorporates customer experience tools to widen the application of six sigma in service industries. The framework and toolkit were tested in the International Lean Six Sigma ITESM-BMGI Certification Program. The results of its application are presented and discussed and future work is proposed.

SPECIAL CONFERENCE EVENTS FOR IED MEMBERS

ASEE Division Mixer

Sunday, June 14, 4:15pm –5:45pm

Washington State Convention Center, Ballroom 6 A, B & C

The *Division Mixer* provides a networking opportunity that encourages conference attendees to meet with members of the ASEE divisions in an informal setting with light refreshments. Officers from the IE Division will be staffing a table to answer your questions about IED sessions and activities, and asking for your suggestions for how the IED can provide better value to you. Please come by and say hello!

Joint Dinner with EMD, EED, IED, SED (Ticketed Event)

Tuesday, June 16, 7:00pm-9:00pm

Wild Ginger

This annual dinner is held along with the *Engineering Management, Engineering Economy, and Systems Engineering* divisions. Awards from all four divisions are presented at the dinner, so be sure to attend and share in the success of your colleagues and friends. It's a perfect way to wind down from the first days of the conference and charge your batteries for the IED sessions on Wednesday. This ticketed event costs \$60 with advanced registration and \$70 dollars on-site. Register now to reserve a spot.

Industrial Engineering Division Business Meeting

Wednesday, June 17, 2:15pm-3:45pm

Washington State Convention Center, Room 201

The annual business meeting of the IED always takes place on Wednesday afternoon. Division officers will be there, but it isn't just for officers. The IED sessions at the 2015 ASEE Conference will be influenced by the ideas you bring to this meeting, so plan on attending this session and helping to make the division even more effective. An election for Secretary/Treasurer for 2015-16 will be held – this is your opportunity to get involved and provide leadership.

IED AWARD CRITERIA

The division offers five awards to recognize excellent papers presented at the ASEE Annual Conference and acknowledge outstanding service on behalf of the division. Please be aware of the paper awards as you review submissions for the Annual Conference, and note the qualifications for the Outstanding Service and Lifetime Achievement award so that you can nominate your well-qualified colleagues.

Best Paper Award

The purpose of this award is to encourage and recognize industrial engineering educators for the preparation and presentation of outstanding papers at sessions sponsored by the IE Division during the ASEE Annual Conference. The award consists of a plaque of recognition for first place, and a letter of recognition for second.

Qualifications and Eligibility Requirements: To be eligible, papers should be presented at sessions sponsored by the IE Division and be accepted for publication in the conference proceedings. Selection among individual or team nominees will be primarily based upon the quality of the written paper and its relevance to IE education.

Nominations: Announcement of the award competition will be included in the call for papers for the IE Division. Papers eligible for this award must be peer reviewed and recommendations for consideration be submitted by reviewers or review coordinator (Program Chair). Special Nomination Instructions: The Award Selection Committee will select an award winner and a runner-up. The award winner will be automatically nominated for competition for PIC I Best Paper Award. In the event that the IE Division nominee shall receive the PIC I Award, the runner-up would be selected for the IE Best Paper Award.

New Industrial Engineering Educator Outstanding Paper Award

The purpose of the award is to encourage and recognize new industrial engineering educators for the preparation and presentation of outstanding papers at sessions sponsored by the IE Division during the ASEE Annual Conference. The recipient will be awarded \$250 per author up to \$500 per paper. Senior faculty are eligible for the award as co-authors, but not for the monetary award. The award also includes a plaque of recognition.

Qualifications and Eligibility Requirements: Papers should be submitted and presented by tenure-track faculty or faculty having less than seven years of full-time teaching experience. The paper should be presented at a session organized by the IE Division, and be accepted for publication in the conference proceedings. Selection will be primarily based upon the quality of the written paper and its relevance to IE education.

Nominations: Announcement of the award will be included in the call for papers for the IE Division. Questions regarding eligibility will be sent to any author whose abstract is accepted for presentation during the ASEE conference. Papers eligible for this award must be peer reviewed and recommendations for consideration be submitted by reviewers or review coordinator (Program Chair).

Industrial Engineering Travel Grant for New Attendees

The purpose of the award is to encourage industrial engineering faculty to attend the ASEE annual conference, and to encourage faculty to become active in the research and dissemination of industrial engineering educational best practices. The recipient will be awarded \$500 to be used toward travel expenses to attend the annual conference. The award also includes a ticket to the IED awards banquet.

Qualifications and Eligibility Requirements: All IED members who have not attended an ASEE Annual Conference are eligible. The faculty member must have submitted an abstract for that conference to be presented in a session organized by the IE division. The faculty member may or may not be collaborating with other faculty who are active in ASEE. Preference is given to newer faculty members.

Nominations: Announcement of the award will be included in the call for papers for the IE Division. Questions regarding eligibility will be sent to any author whose abstract is accepted for presentation during the ASEE conference. The application includes the applicant's curriculum vitae, a maximum one-page statement of interest in education scholarship, and a copy of any submitted abstracts. Application material will be submitted online through the IE division website.

Distinguished Service Award

This award recognizes exemplary service to the Industrial Engineering Division and is presented to a member of the division who has provided significant service to the division. The award consists of an engraved plaque and can be received only once by any individual.

Award Criteria: While service as an officer in the division will be a common trait of recipients of this award, it is not routinely awarded to outgoing officers. Selection for this award will be based on:

- Current and continuing active membership in the Industrial Engineering Division. Exemplars of this would include (1) presenting papers at the annual conference, (2) attendance at the annual business meeting, and (3) participation in the annual banquet at the annual conference.
- Exemplary service to the Industrial Engineering Division over an extended period of time. Service to the division, both before and after service as an officer in the division, is required. Exemplars would be (1) service elsewhere in ASEE as a representative of the division, and/or (2) service to the division directly or indirectly.

Lifetime Achievement Award

This award recognizes an outstanding industrial engineering educator in recognition of the educator's contributions to the profession. The award, which recognizes lifetime achievement in industrial engineering education, is presented annually to an individual who has made significant contributions over an extended period of time to the discipline and the division, and who exemplifies the highest standards of the professorate in industrial engineering. The award consists of a suitably engraved plaque presented at the annual Joint IE/EMD/EED Division Dinner. The award can be received only once by any individual.

Award Criteria:

Current or past membership in the industrial engineering professorate, which is defined for this award as teaching in a university program that offers one or more degrees in industrial engineering.

- Exemplary service to the industrial engineering discipline. Exemplars would be (1) service as a chair, head, or program director of a major industrial engineering program; (2) service as editor, associate editor, reviewer of a peer-reviewed publication in the discipline; or (3) a national reputation for promoting the academic discipline of industrial engineering.
- Exemplary service to the Industrial Engineering Division of ASEE. Exemplars would be (1) service in a leadership role in ASEE or the Division, (2) active support of Division programs and initiatives, (3) service to the professorate in industrial engineering, and/or (4) service to the students in industrial engineering programs.
- A national reputation in industrial engineering through service to the practice of industrial engineering. Exemplars of this would be (1) membership and office in a relevant industrial engineering professional organization, (2) a publication record promoting industrial engineering practice, or (3) other service to industrial engineering practitioners.

HOW CAN YOU HELP THE IED?

As is the case with every Division in ASEE, the success of the IED depends on the participation of its members. We are hoping you can help us to achieve these goals in specific ways. If you'd like to help, or have ideas on how the IED can help you, talk to one of the officers at the *Division Mixer* at the conference or one of the technical sessions in Indianapolis, or send a message to an officer. Contact information is at the end of the newsletter.

- Make certain you renew your IED membership.
As you renew your ASEE membership this year, make certain that you check the box for the IED. The nominal dues provide the money needed to appropriately recognize the award recipients, but even more importantly, your membership in the IED sends a signal to ASEE that the Division is important and deserving on continuing to receive four technical paper sessions at the conference.
- Make a special effort to encourage your colleagues to join ASEE, and the IED.
- Submit a paper to the Annual Conference
High quality submissions means high quality sessions, and a more valuable conference for everyone. Plan on submitting a paper to the next ASEE conference.
- Volunteer to review abstracts and papers submitted to the IED.
Everyone appreciates a thorough review of the papers they submit. Those reviews have to start somewhere. By offering a few hours of your time, you'll help to improve the quality of the IED program even if you aren't able to attend the conference.
- Identify a deserving recipient for IED awards.
Outstanding papers don't receive the recognition they deserve unless the reviewers are aware of the

awards, and then identify the best papers for the awards. When reviewing papers, keep an eye out for outstanding work. At the same time, review the criteria for the Distinguished Service and Lifetime Achievement awards. If you can identify deserving colleagues, please tell the Division leadership.

- Attend IED sessions at the Annual Conference, and rate the sessions.
Among the factors that ASEE uses when allocating technical sessions are the attendance at the session and the evaluations of the quality of the sessions. By attending the sessions you will ensure the IED's place at future conferences; and you'll become a better IE educator.
- Represent IE at Regional ASEE Conferences
Regional conferences often offer forum for your work that is close to home and may be more convenient for you than the National Conference. Keep your eyes out for the Call for Papers from your local section and submit paper there. This may also prove to be an opportunity to find a future collaborator.
- Share your ideas with the board.
We're always looking for new ideas that can make the IED more valuable for the members. Your ideas are as good as anyone else's. Please share them with the board. If you don't know how to contact us, keep reading.

NEWSLETTER SUBMISSIONS WELCOME!

The most valuable newsletters are the ones that contain actual news submitted by the members. If you have something that you'd like to share with the IED, please forward the details to me at r_olson@sandiego.edu.

Anything that might be of interest to the members is welcome including:

- Calls for Papers for conferences related to engineering education including ASEE regional conferences
- Reminders of deadline submissions to agencies funding educational research
- Announcements of members receiving teaching awards or other related accolades
- Announcement of papers related to IE education

This is your newsletter. Please help to make it valuable. Thanks for your help—

IED BOARD MEMBER CONTACT INFORMATION

Until the end of the ASEE Conference, the IED officers are:

Awards/Past Division Chair:	Rick Olson (r_olson@sandiego.edu) (619) 260-6853
Division Chair:	Heidi Taboada (hataboada@utep.edu) (915) 747-5734
Program Chair:	Leonardo Bedoya-Valencia (l.bedoyavalencia@colostate-pueblo.edu) (719) 549-2788
Assistant Program Chair:	Letitia Pohl (lpohl@uark.edu) (479) 575-3667
Secretary/Treasurer:	Gene Dixon (dixone@ecu.edu) (252) 737-1031
Directors:	Jessica Matson (matson@tntech.edu) (931) 372-3260 Jane Fraser (jane.fraser@colostate-pueblo.edu) (719) 549-2036 Terri Lynch-Caris (tlynch@kettering.edu) (810) 762-9859 Lawrence Whitman (Larry.whitman@wichita.edu) (316) 978-5907
Newsletter Editor:	Rick Olson
Webmaster:	Lawrence Whitman

After the conference, the Division Chair, Program Chair, Program Chair-Elect and Secretary/Treasurer will move up one position. Who would you like to nominate for Secretary/Treasurer?

The ASEE IED web site is at: [http://ied.asee.org/ASEE IED/Welcome.html](http://ied.asee.org/ASEE%20IED/Welcome.html)