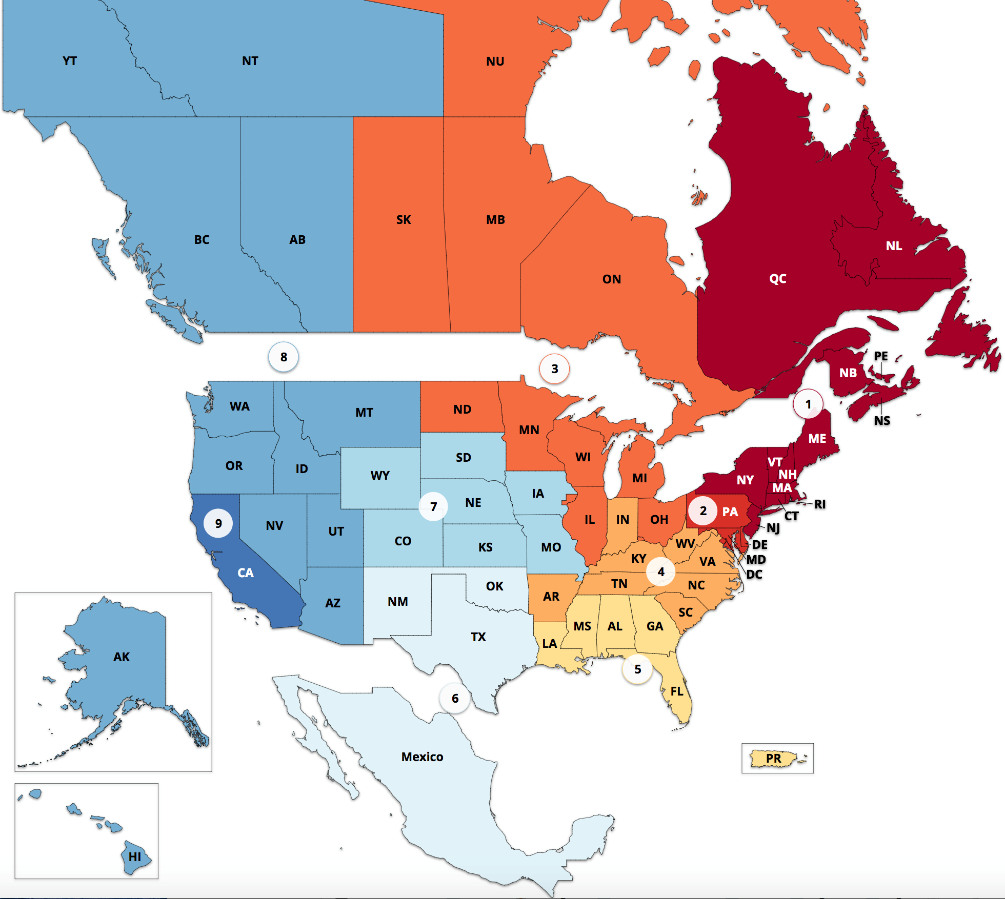
P1#y1

**Regions**

**Sections**

**and**

**Branches**

**Talking Points**

Prepared By

Leader Training Committee

*Revised January 2022*

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**Reston, VA 20191**

**EXECUTIVE SUMMARY**

The ASCE Leader Training Committee (LTC) has developed a set of Talking Points for Region Governors and Section and Branch Presidents to use when addressing Section/Branches, Student Groups or other constituent groups about ASCE.  Each Talking Point and respective PowerPoint slides present information about individual programs/activities/initiatives of the Society.

Starting back in 2010 with 10 Talking Points, LTC is proud to present a total of 19 Talking Points for ASCE leaders to utilize.

**HOW TO USE THIS GUIDE**

The guide is organized into the following eight categories:

1. **ASCE INITIATIVES / STRATEGIES**
2. **INSTITUTES**
3. **GOVERNMENT RELATIONS**
4. **SECTION RESOURCES**
5. **K-12 STUDENT OUTREACH**
6. **STUDENT RETENTION/TRANSITION**
7. **PROFESSIONAL AND LEADERSHIP**
8. **ASCE SUPPORT PROGRAMS**

The Talking Points are generally organized in the following format: SUMMARY, KEY POINTS, OUTCOMES, and RESOURCES.  Each Talking Point has a WORD document and a PowerPoint file associated with it.   The WORD document gives the reader information to present the subject and the PowerPoint slides are intended to compliment the WORD document.  Some of the PowerPoint slides are full presentations while others are resources for the presenter.

This guide contains the WORD documents and PowerPoint slides for each Talking Point.   They may also be downloaded individually in the Section and Branch Presidents Collaborate Community under [Section and Branch Resources\Talking Points](https://collaborate.asce.org/communities/community-home/librarydocuments?communitykey=ae9a3819-516b-441f-858f-e3f779735544&tab=librarydocuments)

The PowerPoint slides should be personalized for your presentation before using (i.e., title page) Also, some of the PowerPoint slides do have associated notes for presentations.

**ACKNOWLEDGEMENTS**

The Leader Training Committee acknowledges the ASCE staff and the ASCE volunteers that assisted with the development and maintenance of these Talking Points.

**CONTACT INFORMATION**

The Leader Training Committee is always looking for new TALKING POINTS to include in its guide. The Committee plans to publish an updated version annually.  If you have an ASCE topic that could use some TALKING POINTS and would like to contribute to this guide or have any feedback or comments, please contact **Nancy Berson** at [nberson@asce.org](mailto:nberson@asce.org) or at 703-295-6010.

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# ASCE INITIATIVES / STRATEGIES

## Future World Vision

TALKING POINTS: August 2021

**Future World Vision: *Infrastructure Reimagined***

For questions and inquiries, please contact Carol Vargas, Director, Industry Relations, [cvargas@asce.org](https://asce-my.sharepoint.com/personal/hclark_asce_org/Documents/Desktop/cvargas@asce.org)

[The Future World Vision:](http://www.futureworldvision.org/) Infrastructure Reimagined is a bold, comprehensive project to anticipate, reimagine, and prepare for future changes that are hugely interconnected and will transform the design of built environments. It envisions five city worlds and communities, 50 years in the future, allowing engineers to explore and visualize a resilient and sustainable infrastructure for this timeline. Through its interactive, collaborative, immersive experiential models, Future World Vision develops understanding of future engineering challenges and enables engineers to examine the outcomes of potential engineering solutions by combining future-scenario forecasting with deeply researched hard data.

The Future World Vision project aims to provoke deep thinking about how we will live in the decades ahead and what those who design and construct our infrastructure will need to do differently now and into the next century. From climate change to autonomous vehicles, civil engineers are confronting a variety of environmental challenges, demographic shifts and technological changes that will require a drastic rethinking of how we build, operate and maintain our infrastructure systems.

The goal is to highlight the choices that the profession and society will make in building future high-tech, resilient and sustainable communities, optimizing quality of life and the desirable social and environmental outcomes, and avoiding the undesirable and unintended consequences.

Questions we ask include, how should we think through future scenarios in a provocative way and design infrastructure to take advantage of new innovations, as well as respond to environmental challenges? What new engineering specifications and standards will be required for these potential new worlds?

This project began in 2018 with a trends analysis. A list of over 100 trends, developed from a 40-person team made up of ASCE leaders, young engineers, industry experts, innovators and analysts. We narrowed these trends down to six trends, possible types of communities that may develop, and five city types where these trends and community models could be explored as our world unfolds over the next 50 years.

We are now three years into a 10-year plan. We have currently developed a visual representation for the Floating City and will launch the fully developed Mega City starting in late 2021 and throughout 2022. The Mega City digital platform is a data driven, in-depth, scenario analysis tool for engineers to use as they consider and plan for the development of our built environment today and in the future.

As each of these city-world models are developed, they will incorporate the trends and the potential communities and challenges engineers need to think about and develop:

• Better understanding about system dynamics, systems engineering, and systems integration

• How to incorporate advances in materials, computing power, technologies, and engineering/construction processes

• How to increase linkages, alignment, and collaboration with other engineering disciplines as well as non-engineering partners

* How to design, build, and rebuild our infrastructure to handle societal, economic, and environment needs facing us now and in the future.

**Resources:**

The [www.futureworldvision.org](http://www.futureworldvision.org) website includes visual overviews of the Mega City and Floating City, papers, articles, and information about the on-demand course, “Future World Vision: An Innovative Forward-Looking Tool for Resilient Future Infrastructure.”

Our on-demand course: “Future World Vision: An Innovative Forward-Looking Tool for Resilient Future Infrastructure” ([FWVN20](http://mylearning.asce.org/diweb/catalog/item?id=5971552)) is a primer for university faculty to help STEM students in undergraduate programs develop an understanding of the project to:

* Demonstrate a methodology for thinking about potential future realities and adapt
* Impress the need to broaden civil engineering skillsets, work cross-functionally, and leverage technology to improve performance
* Show how plausible visualization models develop outcomes that help to understand their impact on human life
* Familiarize with the body of research that led to the development of city worlds
* Encourage academia to take a lead to inspire the next-generation professionals

## Engineer Tomorrow

TALKING POINTS:

**Engineer Tomorrow**  July 2021

**Summary**

Civil engineers of tomorrow will design, build, and lead in an environment that is more demanding and unpredictable than ever before. Communities rely on civil engineers to preserve their health, safety, and welfare. The engineers of tomorrow will need to continuously learn and gain advanced problem-solving skills, education, and experience to successfully support their communities for years to come.

ASCE’s Engineer Tomorrow initiative is focused on ensuring that today’s civil engineers gain the necessary knowledge, skills, and experience to sustain the profession in the future.

**Talking Points**

We are at an exciting turning point in the word of civil engineering. Innovations in technology, materials, and processes are changing the way we work.

* New technologies can accelerate designs and advance society.
* New materials can help protect our planet and enable us to build sustainable infrastructure.
* New processes can safeguard our environment and enhance our communities to preserve the health, safety, and welfare of the public.
* Along with previously mentioned changes to the civil engineering landscape, outside forces such as threats to licensure, shrinking credit hours and commoditization are affecting the profession.

The body of knowledge defining the knowledge, skills and attitudes needed to practice civil engineering is expanding and more complex than ever.

* Civil engineers will need greater breadth and depth of knowledge, leadership, and problem-solving skills to address tomorrow’s complex challenges and protect the public.
* There is broad consensus among engineering leaders that engineers will need additional education to practice in the future.
  + An NCEES[[1]](#footnote-0) position statement and an NSPE[[2]](#footnote-1) professional policy both support education beyond the bachelor’s degree.
  + A major NAE[[3]](#footnote-2) report concluded that the body of knowledge required for entry into the engineering profession cannot fit in the traditional four-year degree.
  + An NSF[[4]](#footnote-3) workshop report said that a master’s degree should provide entry into the engineering profession.

We must prepare the civil engineering profession for what is next.

* High professional standards are necessary to build the infrastructure that will protect and sustain our communities today and for generations to come.
* Every other learned profession has recognized the need to address expanding knowledge by requiring additional education. Engineering must also recognize that need.

We can all help build the civil engineer of the future.

* Young civil engineers need mentors and role models to set expectations for excellence in professional practice.
  + If you are a student or younger engineer, plan today for what you will need tomorrow. Seek advanced education, professional certifications, mentors, and leadership opportunities.
  + If you are further in your career, lead the way and help make a difference by mentoring and supporting the next generation of civil engineers.
* Know that advanced education, professional certifications, and licensure are an investment in your future. Education pays off!
  + According to ASCE’s 2020 Salary Survey, civil engineers with a master’s degree earn $14K more per year on average.
* Learn how ASCE is helping to build the civil engineers of the future, prepare for what is next & how you can get involved:
  + ASCE is deeply committed to its mission of delivering value to its members, advancing civil engineering, and serving the public good.
    - Volunteer your technical and professional expertise in support of the Society’s vision and mission to advance the practice of civil engineering by [joining an ASCE committee](https://www.asce.org/asce_committees/).
  + ASCE provides the tools that we need to help develop careers and uphold professional standards through initiatives like Engineer Tomorrow, Future World Vision, Mentor Match and Career by Design
    - Use [Mentor Match](https://collaborate.asce.org/mentoring/home) to find a mentor or become one yourself!
    - Explore [Career by Design](https://collaborate.asce.org/careerbydesign/home) to advance your *career*, shape the profession and stay connected.
    - View [ASCE’s Career Discovery Series](https://collaborate.asce.org/careerbydesign/career-discovery) sessions.
  + ASCE is here for us – supporting us as we acquire knowledge for a changing world.
    - Learn about [Engineer Tomorrow](https://www.asce.org/engineer-tomorrow/) and invite a speaker to your section or branch meeting.
    - Explore [Future World Vision](https://www.futureworldvision.org/) by viewing on-demand content, providing input, and more.
  + ASCE supports your professional journey and continuous development by providing certifications, technical and leadership training, mentoring resources, and networking opportunities.
    - Serve in an officer role at your [local group](https://www.asce.org/regions_sections_branches/) to develop your leadership skills.
    - Explore ASCE’s [Continuing Education](https://www.asce.org/continuing-education/?utm_source=paid_search&utm_medium=google&utm_campaign=general_ce&gclid=Cj0KCQjw6NmHBhD2ARIsAI3hrM0sLIX5jlC90h_qJxUUYAz1DyJEIM9y-3fb5XyolvSiNx0t8jPog9EaAh_WEALw_wcB) offerings to stay up to date on training
    - Consider obtaining an [ASCE Certification](https://www.asce.org/professional_certifications/) to demonstrate your engineering knowledge & expertise

**Resources**

* Visit the Engineer Tomorrow website: <https://www.asce.org/engineer-tomorrow/>
* View the Engineer Tomorrow video on YouTube: <https://www.youtube.com/watch?v=UrzZ3sP4QEQ>
* View and share a [video introduction to Engineer Tomorrow](https://upload.asce.org/public/file/nHILZ_J2eUGU9rsvrfzI5A/Engineer%20Tomorrow%20Intro_v3_6%20min.mp4) for civil engineering students from Brad Aldrich, P.E., F.NSPE, F.ASCE, chair of the Committee on Preparing the Future Civil Engineer (who leads the Engineer Tomorrow initiative)
* Download free copies of the CE Body of knowledge at [www.asce.org/CE-Body-of-Knowledge/](http://www.asce.org/CE-Body-of-Knowledge/) and of the Vision 2025 reports at [www.asce.org/Vision2025](http://www.asce.org/Vision2025).
* Download and share the CEBOK student-focused [infographic](https://upload.asce.org/public/file/HvIKzTg2Zki8SrnWA1u34A/CEBOKInfo_Full%20-%20Final.pdf)
* Obtain brochures, presentations, or other resources by contacting [EngineerTomorrow@asce.org](mailto:EngineerTomorrow@asce.org)

# INSTITUTES

## Professional Board Certification

TALKING POINTS: June 2021

**Summary**

Professional Board Certification is part of ASCE Strategic Initiatives to raise the competency level in professional engineering practice. ASCE’s Professional Board Certification is a voluntary, post-licensure certification that provides the highest recognition of advanced expertise in a technical specialty, superior experience, strong ethics and a commitment to life-long learning and continued professional development. ASCE’s professional board certification is the highest post-licensure advanced certification offered in civil engineering.

**Key Points**

* ASCE has three Academies that were founded by practicing engineers of ASCE and its Institutes. These include:
* The American Academy of Water Resources Engineers
* The Academy of Geo-Professionals
* The Academy of Coastal, Ocean, Port and Navigation Engineers

* There are 6 different disciplines that allow a qualified civil engineer to become a Board-Certified Engineer:
* Water Resources Engineering
* Geotechnical Engineering
* Coastal Engineering
* Ocean Engineering
* Ports Engineering
* Navigation Engineering
* The requirements needed for Board Certification include:
* Formal engineering education consisting of a Bachelor’s degree in engineering
* Professional Engineering license.
* Master’s Degree in engineering or 30 additional advanced credit hours OR minimum of 25+ years of professional experience.
* 8 years of additional post-licensure professional experience in the engineer’s specialty.
* Importance of Board Certification:
* Help to distinguish your staff’s professional record and expertise.
* Demonstrates mastery of a specialty in civil engineering.
* Board Certification will be recognized by clients, employers, peers, and the general public.
* Recognizes you as a leader in the engineering profession.
* Academies’ board certification is the highest advanced post-licensure certification.

**Resources**

Find more information on the Academies’ websites.

[www.aawre.org](http://www.aawre.org)

[www.acopne.org](http://www.acopne.org)

[www.geoprofessionals.org](https://urldefense.com/v3/__http:/www.geoprofessionals.org__;!!BFH4GnwD9A!c6_lSLFNGuDLqjHlSl-FqUfxZBQ5iweD66mswfyItBQkVtFyd-rQMqKkVtjgj0DNWlXEY6YFfg$)

## Committee on Technical Advancement

TALKING POINTS: July 2021

The Committee on Technical Advancement (CTA) is one of five ASCE Society committees that report directly to the ASCE Board of Direction. CTA is responsible for overseeing and supporting ASCE technical activities that are not located with the Institutes. CTA collaborates with ASCE’s Technical Region and Institutes and the Civil Engineering Certification, Inc. (CEC) Academies.

There are six technical Divisions and three Committees under the direction of CTA, these include:

* + Aerospace Division (ASD)
  + Cold Regions Engineering Division (CRED)
  + Computing Division (CED)
  + Energy Division (EYD)
  + Forensic Engineering Division (FED)
  + Infrastructure Resilience Division (IRD)
  + Codes and Standards Committee (CSC)
  + Committee on Adaptation to a Changing Climate (CACC)
  + Committee on Sustainability (COS)

Each of CTA’s Divisions and Committees are comprised of multiple technical, task, and sub committees that champion different topic areas and/or projects. CTA’s Divisions and Committees improve the practice of civil engineering, advance best practices, and share technical knowledge through collaborative committee activities, events, forums, publications, standards, awards, and educational offerings.

More information on each of CTA’s Division and Committees is included below.

**If you are interested in getting engaged with any of CTA’s Divisions or Committees, contact Kelly Dooley, Director of Professional and Technical Advancement (**[**kdooley@asce.org**](mailto:kdooley@asce.org)**). Information on the CTA Divisions and Committees can be found at:** [**https://www.asce.org/technical\_groups/**](https://www.asce.org/technical_groups/)

**Aerospace Division (ASD)**

The Aerospace Division (ASD) incubates advanced and emerging technologies and promotes their transfer to civil engineering applications. In addition, it applies the art of civil engineering to the exploration and development of the space frontier and other extreme environments.

***ASD Technical Committees:***Dynamics and Controls

Regolith Operations, Mobility and Robotics

Advanced Materials and Structures

Space Engineering & Construction Committee

***Upcoming Events:*** [Earth and Space Conference 2022](https://learn.mines.edu/earthspace2022/)

April 25th-28th, 2022; Denver, CO

**Cold Regions Engineering Division (CRED)**

The Cold Regions Engineering Division is involved in assessing and reporting the effects of civil engineering activities in cold region environments.

***CRED Technical Committees:*** Structures and Foundations

Frozen Ground

Environmental and Public Health Engineering

Hydrology and Hydraulics

Transportation and Infrastructure

Strategic Planning

***Upcoming Events:*** [2021 Regional Conference on Permafrost](https://uspa.memberclicks.net/rcop-iccre) & 19th International Conference on Cold Regions Engineering

October 24th-29th, 2021; Virtual

***Recent Publications:*** [*Frost Action in Soils: Fundamentals and Mitigation in a Changing Climate*](https://ascelibrary.org/doi/book/10.1061/9780784415085)

**Computing Division (CED)**

The Computing Division (CED) advances professional knowledge and improves the practice of civil engineering by promoting the effective use of current and emerging computing and information technologies.

***CED Technical Committees:***Data Sensing and Analysis

Visualization, Information Modeling, and Simulation

Global Center for Excellence in Computing

Education Committee

***Upcoming Events:*** [International Conference on Computing in Civil Engineering 2021](https://dcp.ufl.edu/cacim/i3ce2021/)

September 12th-14th, 2021; Orlando, FL

**Energy Division (EYD)**

The Energy Division (EYD) promotes the integrated planning and management of efficient energy systems to advance the role of the civil engineering in the sitting, design, construction and operation of facilities for the extraction, conversion, distribution, and use of energy resources.

***EYD Technical Committees:***Water Power

Large Turbine Generator Foundations

Onshore Heavy Industrial Modularization

Design of Blast Resistant Buildings in Petrochemical Facilities

Anchorage Design for Petrochemical Facilities

**Forensic Engineering Division (FED)**

The Forensic Engineering Division (FED) develops practices and procedures to reduce the number of failures (such as building or bridge collapses), disseminates information on failures and their causes, and provides guidelines for conducting failure investigations and ethical conduct in forensic engineering.

***FED Technical Committees:***Forensic Investigations

Forensic Practices

Practices to Reduce Failures

Dissemination of Failure Information

Education

International Activities

***Upcoming Events:*** [9th Forensics Engineering Congress](https://www.forensiccongress.org/)

November 4th-7th, 2022; Denver, CO

**Infrastructure Resilience Division (IRD)**

The Infrastructure Resilience Division develops products and services to advance resilient practices related to civil infrastructure and lifeline systems recognizing their dependency relationships and using risk and uncertainty principles.

***IRD Technical Committees:***Civil Infrastructure and Lifelines Systems

Emerging Technologies  
 Risk and Resilience Measurements

Disaster Response and Recovery

Social Science, Policy, Economics, Education, and Decision for Community Resilience

***Upcoming Events:*** [2022 Lifelines Conference - 50 Years of Lifeline Engineering](https://samueli.ucla.edu/lifelines2021/)

February 1st-3rd, 2022; Los Angeles, CA

***Recent Publications:*** [*ASCE MOP 144 Hazard-Resilient Infrastructure: Analysis and Design*](https://sp360.asce.org/PersonifyEbusiness/Merchandise/Product-Details/productId/273766313)

[*Resilience-Based Performance: Next Generation Guidelines for Buildings and Lifeline Standards*](https://ascelibrary.org/doi/book/10.1061/9780784415276)

**Codes and Standards Committee (CSC)**

The Codes and Standards Committee (CSC) oversees the Society’s Codes and Standards development activities, maintains the American National Standards Institute (ANSI) accreditation, and enforces the ASCE Rules for Standards Committees

**Committee on Adaptation to Changing Climate (CACC)**

The Committee on Adaptation to Changing Climate (CACC) evaluates the technical requirements and civil engineering challenges for adaptation to changing climate.

***CACC Technical Committees:*** Climate Intelligence in Codes and Standards

Compound Flooding

Future Weather and Climate Extremes

Hydroclimatology and Engineering Adaptation

Strategic Planning

***Upcoming Events:*** [Future Weather and Climate Extremes Webinar Series](https://collaborate.asce.org/fwcx-series)

September 7th, 4th, & 21st, 2021 @ 2-3pm ET; Virtual

**Committee on Sustainability (COS)**

The Committee on Sustainability (COS) oversees and coordinates the Society’s actions in making sustainability the foundation of the built environment globally through the ASCE sustainability roadmap. COS works closely with all ASCE technical committees and Institutes towards achieving the triple bottom line of sustainable infrastructure.

***COS Technical Committees:*** Climate Safe Infrastructure

Sustainable Infrastructure Certification

Sustainable Infrastructure Standards

Communications, Advocacy, and Liaisons

Sustainability Technical Working Group

Global Sustainability Planning Working Group

***Upcoming Events:*** [International Conference on Sustainable Infrastructure](https://www.icsiconference.org/)

December 6th-10th, 2021; Virtual

***Recent Publications:*** [*Sustainable Procurement for Infrastructure*](https://sp360.asce.org/PersonifyEbusiness/Merchandise/Product-Details/productId/267139129)

## Utility Engineering & Surveying Institute

TALKING POINTS: August 2021

**Summary**

The role of the ASCE Utility Engineering & Surveying Institute (UESI) is to become the worldwide leader in generating and promoting excellence in engineering, planning, design, construction, operations, and asset management for utility infrastructure and engineering surveying.

*"Utility Engineering is a branch of Civil Engineering that focuses on the planning, design, construction, operation, maintenance, and asset management of any and all utility systems, as well as the interaction between utility infrastructure and other civil infrastructure.”*

*“The American Society of Civil Engineers (ASCE) defines Engineering Surveying as those activities involved in the planning and execution of surveys for the development, design, construction, operation and maintenance of civil and other engineered projects. Engineering surveying may be regarded as a specialty within the broader professional practice of engineering and includes all surveying activities required to support the conception, planning, design, construction, maintenance, and operation of engineered projects. Engineering surveying excludes the surveying of real property, for the establishment of land boundaries, rights of way, easements, and the dependent or independent surveys or resurveys of the public land survey system. ASCE believes that this*

*definition should be adopted by state engineering licensing boards*.*”*

Reference: [ASCE Policy](https://www.asce.org/issues-and-advocacy/public-policy/policy-statement-333---engineering-surveying-definition/) [Statement 333](https://www.asce.org/issues-and-advocacy/public-policy/policy-statement-333---engineering-surveying-definition/).

There are four technical Divisions under UESI, additional information can be found at ([http://www.asce.org/utility-engineering-and-surveying/](http://www.asce.org/utility-engineering-and-surveying/utility-engineering-and-surveying-institute/)) The following is a quick summary of each Division:

**Pipeline Division:** The Pipelines Division leads in the advancement, environmental development and construction of engineering projects relative to the transmission of liquids, gases or solids by pipelines.

* Pipeline Division Committees
* Pipeline Infrastructure
* Pipeline Location & Installation
* Pipeline Planning & Design
* Trenchless Installation of Pipelines
* *Pipeline Installation Guided Online Course* kicked off in June 2021 and more courses are being planned
* [Pipeline 2022 Conference](https://www.pipelinesconference.org/), Jul 30 – Aug 3, 2022, Indianapolis, IN; abstracts being accepted through Sep 3.

**Surveying & Geomatics Division:** The Surveying & Geomatics Division addresses surveying for the acquisition and management of spatial data required as part of scientific, administrative, legal, and technical operations for surveying, and will foster the dissemination of information to everyone involved in the engineering and surveying profession.

* Surveying & Geomatics Division Technical Committees:
* Education
* Spatial Data Applications
* Surveying Engineering
* Underwater Technologies
* *Surveying Engineering Guided Online Course* debuted in Sep 2020 (1st for UESI)
* Coordinated and planned with ASCE the inaugural [**Society-Wide Student surveying competition**](https://studentconferences.asce.org/ccc2021/about/) held virtually in June 2021. Ten teams participated using VR headsets as part of the competition. This is planned as an annual event where winners of the regional events at the student conferences attend this society-wide event.
* [Surveying & Geomatics 2022 Conference](https://www.surveyingconference.org/), April 3 – 5, 2022, Lawrenceburg, IN (nearby Cincinnati, OH)

**Utility Asset Management Division:** The Utility Asset Management Division addresses issues involving infrastructure systems owners and stakeholders and enhance the efficiency of operations and maintenance through asset management of infrastructure systems with a focus on collaboration of effective tools, practices, processes and policies. Members work closely with the ASCE Government Relations Group on the ASCE Report Card with water infrastructure including: Drinking Water; Stormwater; and Wastewater

* Asset Management Division Technical Committees:
* Campus Asset Management & Utility Mapping
* Energy Infrastructure Asset Management
* Water Infrastructure Asset Management
* Condition Assessment of Gravity Sanitary Sewers

**Utilities Risk Management Division:** The Utilities Risk Division will promote utility engineering and coordination issues as a fundamental technical discipline within civil engineering.

* Utilities Risk Division Technical Committees:
* Subsurface Utility Engineering & Investigations
* Utility Risk Division Data Management & Security
* Utility Coordination
* Utility Risk Research and Education Council

**Standards:** The Standards & Publications Council will coordinate activities of UESI related to the development, revision, or discontinuance of standards, manuals or practices and other technical papers.

* Standards:
* **ASCE 15**, Standard Practice for Direct Design of Buried Precast Concrete Pipe Using Standard Installations (SIDD) (Chair: Josh Beakley, P.E., M.ASCE)
* **ASCE 26**, Direct Design of Buried Precast Concrete Box Sections. (Chair: Margarita Takou, Ph.D., P.E., M.ASCE)
* **ASCE 27**, Standard Practice for Direct Design of Precast Concrete Pipe for Jacking in Trenchless Construction (Chair: Margarita Takou, Ph.D., P.E., M.ASCE)
* **ASCE 28**, Standard Practice for Direct Design of Precast Concrete Box Sections for Jacking in Trenchless Construction (Chair: Margarita Takou, Ph.D., P.E., M.ASCE)
* **ASCE 36**, Standard Design and Construction Guidelines for Microtunneling (Chair: Glenn Boyce, Ph.D., P.E., F.ASCE)
* **ASCE 38**, Standard Guideline for the Collection and Depiction of Existing Subsurface Utility Data (Chair: James H. Anspach, PG (r), Dist.M.ASCE)
* (new-under development) **ASCE 75**, Collection, Administration, And Exchange Of Utility Infrastructure Data Standard (Chair: Philip Meis, P.E., M.ASCE)
* (new-under development) Standard for Testing Requirements for Seismic Design of Buried Water/Wastewater Pipelines (Proposed Chair: Brad Wham, Ph.D.)

**Key Points**

UESI is the newest ASCE Institute, completing its 6th year of operations. There are 9 ASCE Institutes. UESI members are involved in Utility and Pipeline Engineering, Asset Management, Surveying Engineering, and Utility Professionals.

* The vision for UESI is to grow the number of activities, events, products and services that UESI will create for the benefit of the profession.
* Consider forming a **UESI Chapte**r with the Sections and Branches. UESI has seventeen Chapters: (Alberta-British Columbia, Canada; Arizona; Boston; Broward County, FL; Central Ohio; East Central Florida; Ontario, Canada; Houston; Louisiana; Maryland; Miami-Dade, FL; Mid-Michigan (Jackson/Lansing); New Jersey, North Carolina; Orange County, CA; Pittsburgh; and the Texas Section).
* UESI’s upcoming technical conferences include: the 2022 Surveying & Geomatics Conference, cohosted with Cincinnati State Technical & Community College in Lawrenceburg, IN, April 3 – 5, 2022 ([www.surveyingconference.org](http://www.surveyingconference.org/)); and the 2022 Pipelines Conference in Indianapolis, Indiana. July 30 – August 3, 2022 ([www.pipelinesconference.org](about:blank)).
* If you are an ASCE member the first Institute is free, your secondary Institute is an additional $30.

**Summary**

In its sixth year of operation, UESI membership has approximately 3,300 active members and student members. The focus will be continuing to drive the news about the institute, our successes, and welcoming new members who see the benefits of networking professionally with others in the utility infrastructure and surveying engineering and geomatics professions.

**I**nformation on how to join can be found at  [www.asce.org/uesi](http://www.asce.org/uesi).

## Establishing Local Institute Chapters

TALKING POINTS: June 2021

**Summary**

* Institute Chapters are subsidiary units of a Section or Branch established to help the Section or Branch better serve their membership. A formal affiliation is established between the Section or Branch and an Institute to provide a direct mechanism for more collaboration.
* Institutes, nationally or at a chapter level, work to serve as a focal point for a discipline within the Society and are a resource on technical and professional issues to local Technical Groups, Sections or Branches.
* Sections and Branches can more effectively serve their membership by having active relations with Institutes
* Technical Region Directors will work to ensure effective relationships between the Sections and Branches and the Institutes.

**Key Points:**

**Benefits of a Section/Branch Institute Relationship**

* + Knowledge/Technology Transfer
* Assistance with resources for local programs
* Avenue for greater Section or Branch participation in national technical activities
* Collaborative Forums
* Local home for discipline-specific members
* Involvement of Institute Only Members
* Use of the Institute logo, adapted for the chapter

**Different Institutes provide differing services such as:**

* Annual meeting of chapter/technical group leaders
* Speakers bureaus/resources
* Pre-prepared technical presentations
* Assistance in publishing of proceedings of local events or guidelines
* Web Electronic Service
* Inclusion of Chapter activities in Monthly institute e-newsletters

**Additional Materials:**

* Memorandum of Understanding
* Sample Institute Chapter Bylaws

For additional information on the Institute resources, visit the ASCE web site at <http://www.asce.org/routing-page/technical-areas/>

## ASCE Guidance on Construction Site Safety

TALKING POINTS: December 2021

**Summary**

The construction industry has made great strides to improve safety on jobsites, yet, continues to experience a large and disproportionate number of worker injuries and fatalities compared to other work industries. As the industry looks for ways to improve construction site safety, attention is being focused on best practices and the development of innovative approaches to keeping workers safe.

This presentation is developed by ASCE-Construction Safety Committee and designed for civil engineers at all levels of experience, in all project roles, and in all industry sectors. It is also designed such that anyone familiar with civil engineering practice and construction sites, regardless of the industry sector, can give the presentation. Where information from ASCE and other organizations is presented, links to the references are provided to allow for in-depth review of the documents, if desired. At the conclusion of the presentation, audience members will be able to:

* Describe why construction site safety is an important concern in civil engineering practice.
* Describe how safety is addressed in the ASCE Code of Ethics and policies, and the Civil Engineering Body of Knowledge.
* Describe important safety concepts that can be applied to civil engineering projects, including the hierarchy of controls and fundamental pillars of lifecycle safety.
* Provide examples of how to successfully address safety on project sites.

**Resources:**

* Policy Statement 350 - Construction Site Safety - <https://www.asce.org/advocacy/policy-statements/ps350---construction-site-safety>
* Policy Statement 424 - Crane Safety on Construction Sites - <https://www.asce.org/advocacy/policy-statements/ps424---crane-safety-on-construction-sites/>
* ASCE-CI Construction Safety Committee - <http://www.asce.org/construction-engineering/committees/>

Developed by ASCE Construction Institute (ASCE-CI), Construction Safety Committee

For questions and inquiries, please contact ASCE Construction Institute (ASCE-CI) Director, Katerina Lachinova, [klachinova@asce.org](mailto:klachinova@asce.org)

# GOVERNMENT RELATIONS

## Developing State Report Cards

TALKING POINTS: July 2021

**Summary**

* Success in achieving ASCE’s strategic goals to improve the condition and performance of our nation’s infrastructure depends on involvement from members across the organization.
* **Sections, Branches and Councils are encouraged to form an Infrastructure Report Card Committee, reflective of state boundaries, and to work with ASCE’s Government Relations and Infrastructure Initiatives staff to prepare their own State Infrastructure Report Card**.
  + ASCE’s Infrastructure Report Cards not only complement the national *Report Card for America’s Infrastructure*, but they also allow ASCE to localize infrastructure issues and focus on what is particularly pressing and relevant in each community.
  + By producing an Infrastructure Report Card, you help your community and your local leaders, identifying issues and recommending solutions that will raise the infrastructure grades.

**About the Infrastructure Report Card Program**

* Forty-three states, DC and Puerto Rico have published **Infrastructure Report Cards,** providing a wealth of infrastructure knowledge to state and local leaders as they make critical decisions about America’s infrastructure.
* Each Infrastructure Report Card follows the methodology and grading scale ASCE uses in the national *Report Card for America’s Infrastructure*. State Report Cards typically grade at least 4 infrastructure categories, including Bridges, Drinking Water, Roads, and Wastewater, with additional categories as appropriate.
* Infrastructure Report Cards are prepared by a committee of local ASCE members with civil engineering expertise across the infrastructure categories being graded. Committee members volunteer to research, write, and help with the release, a process that takes about 12 months.
* ASCE recommends states update their Report Card every 4 to 6 years.

**ASCE Assistance & Resources**

To ensure the success of these efforts, ASCE offers a variety of resources to assist Infrastructure Report Card Committees:

* An **ASCE Infrastructure Report Card Dropbox toolkit** to help Sections, Branches, and Councils effectively research, prepare, and release their Report Card.
* **Dedicated Government Relations and Infrastructure Initiatives staff** to assist Report Card Committees throughout the process, from an in-person kickoff meeting to release event planning to post-release promotion and outreach.
* Review by the **Committee on America’s Infrastructure,** which also oversees the national Report Card.
* **Press training and media assistance from ASCE Media Relations staff** to help with the release of the Report Card.

**How Can You Get Started?**

* **Discuss the effort with your Section, Branch, and Council leadership** to determine initial thoughts on timing, categories to be graded, and candidates for a Report Card Committee. From seasoned experts to young professionals, most Report Card Committees consist of about 10 to 25 members who help to do research, release the Report Card publicly, and put it in the hands of state and local officials.
* **Email** [**reportcard@asce.org**](mailto:reportcard@asce.org) to officially get started by requesting the required **Report Card Procedures and Notification Form**, as well as access to the Report Card Dropbox toolkit. The Infrastructure Initiatives staff will be in touch to assist with next steps.

## ASCE Government Relations & Infrastructure Initiatives

TALKING POINTS: July 2021

Contact: [*govwash@asce.org*](mailto:govwash@asce.org)

*202-789-7850*

The resources and information referenced here are available online:

<http://www.asce.org/issues_and_advocacy/>

**Summary**

* ASCE Government Relations is the Society’s voice in in Washington, DC and in the states. We work with Congress and State legislators directly on issues of importance to the practice of civil engineering. We also represent ASCE’s interests in the regulatory processes of agencies.
* The Government Relations program actively works to achieve the Society’s strategic goal of improving the nation’s infrastructure. ASCE seeks to inform the public and policymakers about the need to invest in infrastructure to protect public safety, ensure quality of life, and build a strong economy.
* In addition, we work with ASCE leaders and members in the **Key Contact Program** to build relationships with elected officials, influence public policy, and educate our membership about current legislative issues.
* ASCE’s **State Government Relations** program assists Sections and Branches in their efforts to influence state governments on issues affecting civil engineering and build support for ASCE’s priority issues at the state level. We monitor legislative and regulatory activities at the state level and whenever possible, work with ASCE members in the states to advocate for ASCE’s positions and influence state legislative activities.

**Key Points**

* The success of ASCE's public policy efforts depends on support from the membership. Section and Branch leaders can help these efforts by becoming a Key Contact and encouraging their members' involvement in the Society’s advocacy efforts through the Key Contact Program.
  + The Key Contact Program provides information and resources to help ASCE members engage directly in the public policy process. By sharing their expertise in civil engineering, Key Contacts provide decision makers with real-life examples of how policy impacts our built and natural environments.
  + Any ASCE member can join the Key Contact Program and begin receiving communications and action alerts on current legislative issues in their state and at the federal level.
  + To sign up simply email [keycontact@asce.org](mailto:keycontact@asce.org) with the subject line “sign me up” and your email signature block or other identifying contact information.
* The [*2021 Infrastructure*](https://www.infrastructurereportcard.org/) *Report Card* was released in March 2021. ASCE’s Report Card covers 17 infrastructure categories and includes videos, interactive maps, and other multimedia tools.
  + The 2021 Report Card links to all the recent State and Local Infrastructure Report Cards and gives key facts for all 50 states, including examples of initiatives and innovations that are making a difference.
  + ASCE members are encouraged to seek out opportunities to speak with their members of Congress regarding the *Report Card for America's Infrastructure* and infrastructure investment.
  + The 2021 Report Card added a new stormwater chapter, bringing the total to 17 as well as a spotlight on broadband infrastructure.
* The public policy positions that ASCE takes are based on Policy Statements developed under a well-established process and adopted by the Board of Direction. Policy Statements are the basis for any statements made on behalf of the Society to Congress, federal regulatory agencies, the media and the public. Policies are updated on a three-year cycle, if not sooner. All ASCE policy statements are available online at: <http://www.asce.org/policystatements/>
  + You can read more about the statements, letters, and testimony that ASCE has provided asa means of advancing the Society's policy priorities. The Government Relations Team also works closely with ASCE's nine Technical Institutes to provide guidance to federal agencies as they engage in the rule-making process. <https://www.asce.org/letters-comments-statements/>

**Resources**

Advocacy & Political Activity Guidance:

* ASCE can be an active voice in public policy debates. However, leaders should remember that as a 501(c)3 tax-exempt organization, ASCE (including Sections, Branches and Regions) is prohibited by from engaging in political activities (relating to elections and campaigns for office at all levels of government). Violating this prohibition can result in loss of our tax-exempt status. Please contact us at [govwash@asce.org](mailto:govwash@asce.org) for more details on these types of activities.

Infrastructure Reports:

* Share ASCE’s *2021 Report Card for America’s Infrastructure* with stakeholders and decision-makers in your community. Email [reportcard@asce.org](mailto:reportcard@asce.org) for slides and talking points.
* *Failure to Act* economic studies and infographics are available at [www.asce.org/failuretoact](http://www.asce.org/failuretoact).
* State Report Cards – Staff resources and best practices guidance is available to help Sections produce their own state infrastructure Report Card. Email [reportcard@asce.org](mailto:reportcard@asce.org) to get started or to find out more.
* *Changing the Infrastructure Equation: Using Asset Management to Optimize Investment* provides policy recommendations and best practices for asset management implementation including 'lessons learned'. Advances in asset management help policymakers and infrastructure owners to better make use of limited available dollars. <https://www.asce.org/infrastructure_policy_reports/>

Leadership Opportunities and Training:

* The **Government Relations (GR) University** program brings your Region, Section, or Branch an extended educational training on the policy process and how you can get involved as an engineer. This in-depth program can be tailored to your local goals and will get you started on expanding your ASCE presence at the local and state levels. To request a program, email [govwash@asce.org](mailto:govwash@asce.org).
* **Public Relations (PR) University** offers Sections and Branches a daylong or half day, interactive workshop as an introduction to public relations and a how-to for working with the media. The training prepares ASCE members to successfully promote the profession to the media by covering topics including: public affairs; the importance of messaging; how to interview with a reporter; and the principles of communication. To request a program, email [govwash@asce.org](mailto:govwash@asce.org).
* The annual **Legislative Fly-In** brings ASCE members to Congress’ offices to share ASCE’s policy positions on current issues. The event is held in March in Washington, DC each year and includes a special pre-program for Younger Members. Applications are accepted from Key Contacts the fall prior to the event. The next Legislative Fly-in is March 9-11, 2021. <https://www.asce.org/legislative_fly-in/>
* The **Key Contact Program** provides information and resources to help ASCE members engage directly in the public policy process. By sharing their expertise in civil engineering, Key Contacts provide decision makers with real-life examples of how policy impacts our built and natural environments. To sign up simply email keycontact@asce.org with the subject line “sign me up” and your email signature block or other identifying contact information.
* Established in 2015, the **Advocacy Captains Program** serves to strengthen the state and federal government relations program by working with ASCE staff to support new and existing Section and Branch efforts at the state capitol, promote the Key Contact program, and forge relationship with Members of Congress and their staff. We’re currently seeking at least one Advocacy Captain from each of the 50 states. Contact [govwash@asce.org](mailto:govwash@asce.org) to learn more about becoming an Advocacy Captain.
* ASCE’s state legislative tracking tool allows members to learn about pending issues in their state. Access to the tool is available to ASCE members at: <https://www.asce.org/state-legislative-tracking/>

# SECTION RESOURCES

## Best Practices

TALKING POINTS: July 2021

**Summary**

ASCE has over 400 Section, Branch or Younger Member Groups that engage our members with a variety of local activities.  Each year, these local affiliates of ASCE conduct thousands of events and activities that help support the Society’s mission to advance civil engineering profession and serve the public good.

Each activity or event may require hours, days, weeks or even months of planning and implementation.  The Leader Training Committee is continuously documenting the successful activities and events in the Best Practices Guide.

Best Practices Guide

* The Society’s Best Practice Guide for Sections and Branches includes short summaries of events, activities or processes that were implemented successfully by a particular Section or Branch.
* The Best Practice Guide provides examples of specific measures required to make an activity or event successful.  The guide also includes contact information to discuss the events with those who contributed to its success.
* As of July 2021, the Guide included **102** Best practices, organized into the following nine categories:

1. Communications
2. Continuing Education
3. Government Relations
4. Membership Development
5. Section Operations
6. K-12 Student Outreach
7. College Student Outreach
8. Public Outreach

**Resources**

* [Best Practice Guide For Sections and Branches](http://regions.asce.org/leader-training-committee/sections-and-branches-best-practices)

* [Section and Branch Best Practices Information Request Form](http://regions.asce.org/leader-training-committee/sites/regions.asce.org.leader-training-committee/files/BP%20Info%20Request%20Form%20-%20SECTIONS-BRANCHES%20-%20061418.docx)
* Membership Resources <http://www.asce.org/champions/>
* Pre-College Outreach <http://www.asce.org/pre-college_outreach/>
* Government Relations Resources and Activities for Sections and Branches <http://www.asce.org/issues_and_advocacy/>
* Younger Member Group resources - <http://www.asce.org/manage_your_younger_member_organization/>

## Reasons to Attend the WSBIL and PGF

TALKING POINTS: May 2021

**Summary**

The purpose of the Workshop for Section, Branch and Institute Leaders (WSBIL) is to provide a venue for upcoming leaders to gain knowledge of the Society and their Region, interact with Younger Members and Students, gain personal leadership skills and learn the importance of networking.

The purpose of the Presidents and Governors Forum (PGF) is to provide a venue for current Section, Branch, Institute, and Region leaders to gain the knowledge to effectively and efficiently run their local units.

**Key Points and Outcomes**

**WSBIL**

* Target audience is new, incoming, or potential Section and Branch officers. Institute Leaders are also invited to attend the WSBIL.
* This workshop provides short informative presentations, breakout sessions, and interactive sessions by ASCE staff, Society executive committee members, and other local leaders.  It also provides a venue for collaboration amongst local units, including Younger Member Groups and Student Members, within the same geographic Regions. The workshop includes several professional networking sessions, social events and opportunities to meet and hear from your ASCE Society leaders, Regional leaders, and ASCE peers.
* Become familiar with and gain a basic understanding of how to effectively utilize the resources available to run their Section/Branch/Institute Chapter.
* Learn how to implement successful activities, or best practices, which other local units have engaged in and have proven successful for them.
* Engage in various networking sessions to meet the Society’s leaders and share their experiences.
* Participate in leadership exercises aimed to promote personal leadership within their Section/Branch/Institute Chapter and in their professional career.

**PGF**

* Target audience is Section/Branch Vice Presidents, President-Elects, and Presidents in preparation for their Presidential Year, along with Institute Leaders, Governors and Directors to provide an opportunity to communicate with constituent groups.
* The program provides a summary of multiple Best Practices discussed by Section/Branch/Institute leaders, how to effectively run your Section/Branch/Institute Chapter, utilizing your Governors and how to be an effective leader in your Section/Branch/Institute Chapter. The PGF provides an excellent opportunity for networking with peers. Society leaders and staff at ASCE Headquarters.
* Become familiar with and gain a greater understanding of the resources available from ASCE.
* Discuss Best Practices ideas to take back to your Section/Branch/Institute.
* Learn how to utilize your Governors in your Region/Institute.
* Learn how to effectively run your Section/Branch/Institute Chapter and leave the PGF with an implementation plan for your ASCE leadership year.

# K-12 STUDENT OUTREACH

## Dream Big

TALKING POINTS:  **August 2021**

**Summary**

Dream Big is a multi-year, multi-part outreach opportunity. The project consists of a Giant Screen/IMAX film, supported by activity guides, webisodes, a dedicated website, and more.

Following a successful theatrical release at museums and science centers, the film is now primarily available in U.S. museums mostly for school groups and for special screenings, such as during Engineers Week. Outside the U.S., the film is still scheduled to show in several museum theaters.

Dream Big is available for virtual screenings through Vimeo for $3.99 for a 48-hour rental period or $9.99 to purchase a download copy.

To check theater schedules or to access the Vimeo links, visit dreambigfilm.org.

**Key Points** and **Opportunities**

Dream Big is more than just one film. It’s an entire suite of materials suitable for a wide variety of audiences.

The 42-minute film can be the centerpiece of an outreach event.

Hands-on activities bring engineering to life in a way that the film may not.

You can also use one of over 10 short video clips, either alone or in conjunction with the film and activities. All the videos (more than 20 in all) are on the 2-disk educational toolkit or on the Dream Big website under the “Media Assets” tab. Topics include autonomous vehicles, clean water, women engineers, earthquake and wind engineering, and more!

Educational materials are provided through the [DiscoverE](about:blank) website at <http://discovere.org/dreambig>.

**Resources**

42-minute film

* Home version for purchase through Amazon and Best Buy
* Schools can:
  + Stream through Vimeo
  + Use the DVD previously sent to all schools
  + Obtain a free DVD from MacGillivray Freeman Films. Email Mary Jane Dodge, [mjdodge@macfreefilms.com](mailto:mjdodge@macfreefilms.com)
* 2-disk educational toolkit sent to all public schools and ASCE Sections/Branches/Student Chapters/Institutes

13 educational webisodes on topics including

* Autonomous Vehicles
* Wind Engineering
* Clean Water
* Meet the Female Engineers of Dream Big
* How Kids Build a Bridge—Great for an icebreaker before a meeting!

65 hands-on activities

* Windy City Tower
* Daylight in a Bottle
* Squishy Circuits
* Most popular activity so far? Designing a Highway Interchange

Webisodes and activities are provided at dreambigfilm.org or through the [DiscoverE](about:blank) website at <http://discovere.org/dreambig>.

**Educational Toolkit Distribution**

ASCE has put a copy of the acclaimed documentary *Dream Big: Engineering Our World* in every public school in America. A copy was sent to all ASCE Sections/Branches/Student Chapters/Institutes (addressed to the 2019 president) for use in local outreach.

* Each two-disk toolkit includes the full-length feature film *Dream Big: Engineering Our World*, licensed for educational use, available in English, Spanish, and closed-captioning.
* A second DVD contains the educational webisodes and other videos, as well as the complete Educator’s Guide containing lessons for Kindergarten through 12th grade.

**Dream Big DVD Distribution Frequently Asked Questions**

1. **What does the toolkit include?**
   1. The toolkit includes the full-length feature film in English, Spanish and closed captioned, licensed for educational screenings. The two-disc set also includes the complete teacher’s guide, all companion videos, and downloadable files for classroom use.
2. **The school did not receive a DVD. How can they get one?**
   1. If the school is more than 3-years-old they should have received one. It may have been filed in the school library—it’s worth a check! Or the film may have been directed to a teacher who simply decided to keep it in his/her personal stash of educational materials. In any case, teachers can request a free copy of the DVD from MacGillivray Freeman Films. Mary Jane Dodge, mjdodge@macfreefilms.com.
3. **Can I purchase the $5 educational toolkit now for a private school?**
   1. This program was a one-time opportunity and is now concluded.

## Outreach to Student Chapters

TALKING POINTS: August 2021

Region/Section/Branch Outreach to Student Chapters

Region Board of Governors (RBOG) and/or Section/Branch Boards shall include outreach to Student Chapters to strengthen the relationship between students, professional members, and the Society. As professionals and ASCE leaders, we add significant value to students’ experience by supporting their activities, offering advice about transitioning from college to career, and raising awareness about the benefits of continued ASCE membership.

**Key Strategic Points**

* The RBOG and/or Section/Branch Boards’ role is to be an engaged, active liaison and point of contact between the Society and individual Student Chapters.
* Upon graduation, students will automatically be upgraded to affiliate, associate, or member grade of ASCE. Showing students how valuable ASCE is for their professional development now and after graduation and connecting them to ASCE benefits that will help them transition from college to career will help the Society engage them successfully during their early career.

**Show Your Support for Faculty and Practitioner Advisors**

* Sections/Branches are responsible for appointing two Practitioner Advisors to serve as liaisons between Sections/Branches and the Student Chapters. Consider that one be a Younger Member recently out of school and preferably someone who graduated from the same school.
* Reach out to Faculty and Practitioner Advisors at least twice a year, typically in the first few weeks of each academic semester or quarter and again midway through. Encourage Practitioner Advisors to have regular contact with their respective student leaders. Contact [student@asce.org](mailto:student@asce.org) to learn the chapters in your region or local area and who the current advisors are.
* Be a mentor to Faculty and/or Practitioner Advisors, particularly if the chapter is struggling.
* Encourage Practitioner and Faculty Advisors to attend the Practitioner and Faculty Advisor Training Workshop (PFATW) hosted each year by the Committee on Student Members.
* \*\*During the 2021-2022 Academic Year, make a commitment to support your assigned chapter leaders virtually. They will be grateful for this and other means of connecting the chapter and local professionals in new and engaging ways!

**Work Directly with Students, if able. Virtually if not.**

* Set a goal that a Director, Governor or equivalent appointee visits every student chapter in your section or branch in person or virtually this year. Deliver a presentation about ASCE -- standard templates are available from staff.
* Review each Student Chapter’s annual report and/or have students present their annual report PowerPoint to you. Access the reports through the ASCE Annual Reports Portal.
* Hold a section, branch, or board meeting on campus or virtually, and invite students to attend and/or offer to help the student chapter host a joint meeting of professionals and students.
* Attend the Workshop for Student Chapter Leaders (WSCL), held during the Multi-Region Leadership Conferences (MRLC).
* Join a team of region and local champions in support of a [Student Symposium](https://www.asce.org/communities/student-members/conferences) or volunteer your help as a competition judge or speaker. Symposia dates, hosts, and contact information is available online.

**Provide Financial and Organizational Support**

* Consider establishing a student activities sub-committee to coordinate with the Student Chapters and Student Symposia hosts
* Establish and provide financial support for scholarships through Student Chapters.
* Provide financial support for Student Chapter programs and activities such as attending student ASCE conferences and the WSCL or hosting your regions Student Symposia.
* Provide additional focused support for struggling Student Chapters.

**Questions -- Contact the Committee on Student Members (CSM) through** [student@asce.org](mailto:student@asce.org)

## Pre-College Outreach

TALKING POINTS: July 2021

**Summary**

Pre-college outreach initiatives build interest in careers in civil engineering and help create a population better informed about the essential role of civil engineering in society. Outreach programs are a popular and effective way to engage members and foster collaboration among Sections and Branches, Younger Member Groups, and Student Chapters. Successful pre-college outreach initiatives can also generate positive media coverage and forge valuable community partnerships.

Increasingly, states and local school districts are examining ways to incorporate engineering into K-12 formal curriculum. As this trend develops, ASCE Sections and Branches may choose to endorse or otherwise engage in state and local initiatives. We don’t know the impact COVID will have on inviting volunteers into classrooms, but that it’s likely that new opportunities to engage students remotely may be possible. ASCE members can look to leverage ASCE’s digital resources to support these efforts.

**Key Points**

**All ASCE Sections, Branches, Younger Member Groups, and Student Chapters should identify at least one person to be an “Outreach Champion”.**

* Outreach Champions, identified to ASCE Headquarters as such, provide a conduit between activities at the local level, and best practices/resources that are available through ASCE Headquarters.
* Champions are invited to share their experiences and learn from others in monthly Info Segments on outreach best practices. The sessions are recorded and available for future reference at

[asce.org/pre-college\_outreach\_training](https://www.asce.org/pre-college_outreach_training/).

* Champions work with ASCE Headquarters to identify local contacts when we receive requests from teachers and students.
* Champions communicate about news and events and share resources through their community on the Collaborate website.
* Email your list of Champions to Eden Butler [ebutler@asce.org](mailto:ebutler@asce.org).

**What we know that teachers will likely want in the upcoming school year:**

* Online resources such as videos
* Online chats and interviews with engineers
* Screen sharing demonstrations that show how engineers use technology to develop solutions
* Judges and mentors for the Future City competition [futurecity.org](https://futurecity.org/)
* Some schools may need physical support as well. Schools in low-income areas asked for help photocopying packets for students who lacked internet access.

**Everyday Engineering: STEM@Home**

* ASCE has revamped several of the activities developed for *Dream Big* (see below) to showcase how they can be done at home.
* In addition to activity write ups there are “how-to” videos on YouTube for each activity.
* ASCE Headquarters would like to have videos that show a diverse set of engineers conducting the activities. Interested people should contact Eden Butler [ebutler@asce.org](mailto:ebutler@asce.org).
* Links to the activities, videos, and other information can be found at [asce.org/pre-college\_outreach](https://www.asce.org/pre-college_outreach/).

**The *Dream Big* suite of materials are a fundamental starting place for any type of pre-college outreach, whether or not the film itself will be used.** [**discovere.org/dreambig**](https://discovere.org/dreambig)

* There are several short webisodes on several exciting engineering topics including autonomous vehicles, clean water, wind and earthquake engineering found in the “Media Assets” area.
* The “Activities” tab will bring you to 65 hands-on activities, searchable by grade level and topic.

**Civil Engineering Clubs**

* We are looking for volunteers to assist local middle and high schools in developing programming as students return to school. A video of tips and best practices from advisors of long-term clubs can be found at e recorded and available for future reference at [asce.org/pre-college\_outreach\_training](https://www.asce.org/pre-college_outreach_training/).
* As COVID continues to impact the presence of volunteers in classrooms, leverage ASCE's digital resources to engage students remotely when possible.

As always, visit ASCE’s online Pre-College Outreach Volunteer Center for information and resources to support your outreach efforts: [asce.org/pre-college\_outreach](https://www.asce.org/pre-college_outreach/).

For more information, email [outreach@asce.org](mailto:outreach@asce.org).

# STUDENT RETENTION/TRANSITION

## Younger Member Retention

**TALKING POINTS: July 2021**

*Encouraging and retaining the engagement of members age 35 and under is vital to the continued health of ASCE.  It is every member’s job to help younger members see that membership in ASCE is of personal value and importance to every civil engineer.*

*ASCE volunteers and staff continually strive to understand how young professionals view ASCE and Society membership, to offer programs and services young civil engineers value, and to position ASCE as an association that recognizes the changing professional landscape and is responsive to the evolving needs of its next generation of members and leaders. This knowledge is particularly important at the local level where lasting impressions are made. Beginning this year student members are automatically upgraded to affiliate or associate membership upon graduation, and the ability of local units to welcome and engage them during this critical year are essential. ASCE’s leaders in its Regions, Sections, Branches, Younger Member groups, Student Chapters, and Institutes must all work together to build a culture of inclusiveness that invites young people to the table and engages them in the most important work of the organization. This is true both inside and outside of the US.*

Getting Started:

Young people are selective about the organizations they join, preferring those that give them enjoyable experiences where they can have a voice and make a difference. Social media plays an ever-increasing role in their vision of what Society membership is all about. Exciting visuals, combined with communication that is authentic and collegial, is essential in building the brand identity for ASCE. Individual access to opportunities for engagement are essential for establishing trust with this member group. Competition for their time, talents, and resources is vast, making it essential that the value of membership is clear and well defined from the start. Young people have enormous resources literally at their fingertips, giving them the ability to customize experiences they bring into their lives and carefully choose experiences that align with their values.

Communication Goals:

* Listen and seek to understand the perspective of young professionals. They have a lot to offer that will propel the organization forward and help us succeed.
* Position ASCE as an essential resource for networking, industry knowledge, professional development, and career advancement
* Be welcoming and accessible to young professionals, inviting them to make a difference in the profession through ASCE
* Demonstrate that ASCE seeks and values contributions from young professionals
* Motivate young professionals to engage with the Society in ways that reflect their unique personal interests
* Encourage members of Younger Member groups to continue their engagement with ASCE at the Section or Branch level as they advance in their careers

Your Elevator Speech:

Your civil engineering career can take you anywhere! ASCE membership offers you more resources and activities in the civil engineering profession than any other association. These are the tools you’ll use to develop your technical specialty, build your knowledge base and enhance your leadership skills. Along the way, you’ll also develop an invaluable network and make lasting friendships with colleagues throughout the country and around the world. ASCE helps you discover, explore, and capitalize on endless opportunities to grow as a professional and a person. ASCE is where civil engineers come together to shape the future of our profession.

Key Messages for Young Professionals:

* **Make Friends.** ASCE helps you find and connect with a network of friends, colleagues and mentors of all experience levels who share your passion to change the world.
* **Advance Your Career.** Membership in ASCE gives you the tools and opportunities to advance your career and develop personally.
* **Shape the Profession.** ASCE’s Younger Members shape the profession by participating in ways that fit their interests, availability, and aspirations.

What Else Should You Do?

* Assess your social media presence. Even before students graduate, the insights they gain from social media images and posts builds a lasting first impression. Be sure your brand is fresh, current, and aimed at attracting younger members. Give them something to talk about!
* Gain knowledge about the activities and interests of the Younger Member Forums/Groups linked to your Region/Section/Branch. Build relationships that help these groups thrive and help their members see the pathway to greater opportunity in ASCE beyond their YM group. Encourage transition activities that introduce smooth pathways to Sections and Branch participation. Extend personal invites to YMs in their mid to late 30s to fleet up and bring new ideas with them.
* Remove layers in your organizations so that the ideas, innovations, and communications styles of young people bubble up and change the way that ASCE operates. Focus on programming and activities that fill the needs of young professionals who are anticipating the future of civil engineering and want to be prepared for that future. Encourage and challenge them to participate or lead in programming decisions. Place experienced volunteers with less experienced volunteers, to pass the mantel of responsibility on to the next generation.
* Support Younger Members as they face career challenges, evaluate career pathways leading up to mid-career, and make other choices impacting their lives, such as marriage and family. Provide activities that accommodate personal life choices.
* Encourage and groom young professionals to become the future leaders of every organizational entity of ASCE. Create opportunities to shadow current leaders, provide leadership training, and assign leadership tasks to help them build skills needed to succeed.
* Tell Younger Members about the opportunities for professional growth through ASCE sponsored programming designed especially for them. Encourage them to register for free **Career Booster Webinars**, attend a summer weekend **Younger Member Leadership Symposium,** sign up for **Mentor Match** to be mentored or mentor others, and check out the career information online in the **Career By Design** center.
* In everything that you say to and do with young professionals, drive home the point that you value their perspective, encourage their voice in the profession and see Younger Members as the future of ASCE.

**Resources**

For additional information, contact [Leslie Payne](mailto:lpayne@asce.org), Director of Student and Younger Member Programs

## Student Member Transition after Graduation

**TALKING POINTS:** July 2021

Attracting student members and sharing information about the value of ASCE after graduation is vital to the continued health of the Society. It is every member’s job to let students know that membership in ASCE will be personally rewarding and will make a difference in the early career development of every civil engineer.

The Member Communities Committee, its constituent committees, and ASCE staff, are actively engaged in this challenging issue. These entities oversee several Society activities supporting local engagement with students and the retention of early career professionals age 35 and younger. Workshops for Student Chapter Leaders, Student Conference support activities, the Younger Member Leadership Symposium and activities related to greater younger member engagement with the Society Board of Direction are examples of their efforts.

**Getting Started:**

Beginning this year, students’ memberships will be automatically upgraded to affiliate or associate member upon graduation. Sharing the value of ASCE beyond graduation and setting expectations for their first year as an ASCE Society member are critical to ensuring that every graduated student’s first experience as a younger member of ASCE is a good experience. Key to sharing the value of ASCE, is to create experiences that are both meaningful while they are a students and also include information about ASCE which demonstrates that the enjoyment they currently know will continue after graduation. Engagement with other ASCE members is at the heart of every meaningful experience. Engagement leads to valuable connections: student-to-student and student-to-professional. Your communications goals should include key messages that reflect researched findings about the needs of students and younger members as outlined in the results of the 2017 Student Survey and the 2019 Younger Member Survey:

**Communication Goals:**

* Position ASCE as an essential resource for career advancement and personal development
* Be welcoming and accessible to students to set the stage for future interactions with ASCE
* Demonstrate that ASCE seeks and values contributions from students and young professionals
* Motivate students to join/maintain membership in ASCE as they journey from student through their early years as a career professional.

**Your Elevator Speech:**

* Your civil engineering career can take you anywhere! ASCE membership offers you access to more resources and opportunities in the civil engineering profession than any other association. These are the tools you’ll use to develop your technical specialty, build your knowledge base and enhance your leadership skills. Along the way, you’ll also develop an invaluable network and make lasting friendships with colleagues throughout the country and around the world. ASCE helps you discover, explore, and capitalize on endless opportunities to grow as a professional and a person. ASCE is where civil engineers come together to shape the future of our profession.

**Key Messages for Students:**

* MAKE FRIENDS - ASCE helps you find and connect with a network of friends, colleagues and mentors of all experience levels who share your passion to change the world.
* ADVANCE YOUR CAREER - Membership in ASCE gives you the tools and opportunities to advance your career and develop personally.
* SHAPE THE PROFESSION - ASCE’s students and young professionals can shape the profession by choosing opportunities for volunteering or leadership that fit their interests, availability and aspirations.

**What Else Should You Do?**

* Learn the status of the health of the student chapters linked to your organization. Assign practitioner advisors where needed and support their participation in the annual Practitioner and Faculty Advisors Training Workshop. Help ensure that your Practitioner Advisors (assigned from Sections/Branches// Younger Member Groups) are involved with their Student Chapters. These advisors should report to students about what is happening in the local ASCE branch/section and Younger Member group and encouraging students to get to know the leaders of these
* groups. They should also be reporting to the ASCE professional members about what is happening in the Student Chapter and identifying where opportunities for collaboration and networking exist.
* Plan to hold in-person and/or virtual activities with students at their university or elsewhere. Be focused and committed at these events to be completely engaged with students. Greet them; introduce them to other professional members; talk with them; ask about what they are doing; ask what they may want to do after graduation; and more. Do things with students. Help them. Tell them your story about how you found ASCE, got active with your local groups, and how ASCE has helped you and your career. Ask them to join, not just their chapter, but also the Society. Invite them to be part of your local group.
* Learn where your Region’s Student Symposia are being held and collaborate with a team of local, regional, and Society leaders to champion greater visibility of ASCE and engagement with students at these important events. Opportunities to judge, form sessions about transitioning from college to career, exhibit ASCE and Younger Member opportunities, provide financial support and sponsorship for key student events, such as the awards banquet or welcome event are options for creating a positive, visible ASCE presence.
* Consider hosting a ‘welcome to the profession ceremony,’ ‘pinning ceremony’ or other symbolic activity focused on educating students about ASCE after graduation and showing them the value of continued affiliation with ASCE as affiliate or associate members after graduation. Focus on maintaining contact with students beyond graduation and sharing contact information with Sections or Branches or Younger Member groups in the local area where students accept their first jobs or attend graduate school.
* In everything that you do with students, ensure the messages of “we look forward to you joining us in our profession” and “we invite you to be leaders of ASCE’s future” resonate in both what you say and in what you do.

**Resources**

For additional information, contact the Student Transition and Younger Member Retention Sub- Committee Chair, [Mike Pniewski](mailto:%20MPniewski@co.lucas.oh.us) or Leslie Payne, Director of Student and Younger Member Programs.

# PROFESSIONAL AND LEADERSHIP

## Developing Leaders

TALKING POINTS: July 2021

**Summary**

From ASCE’s vision to our key forward-thinking strategies, ASCE believes being effective leaders in our organizations, local communities, and on a global scale is crucial for the future of the civil engineering profession and the world’s infrastructure. ASCE’s *“Civil Engineering Body of Knowledge for the 21st Century”* recognizes leadership as one of the critical skills for civil engineers to develop and “The Vision for Civil Engineering in 2025” calls for civil engineers to serve as “leaders in discussions and decisions shaping public environmental and infrastructure policy.” Finally, ASCE’s vision is “civil engineers are global leaders, building a better quality of life.”

ASCE has resources to assist members in developing leadership skills. Some are through practice and “showing up,” and others are training opportunities. Each takes time and commitment. You can begin your leadership journey with your ASCE Section or Branch.

**Key Points**

* Local involvement offers many opportunities for members to use and enhance their leadership skills. Being involved in a local committee or board can help you improve your:
  + Communication skills: make presentations at meetings and interact with peers
  + Motivation and recruitment techniques: inspire volunteers to fit your event into their busy schedules
  + Team building: collaborate, listen to different perspectives, and problem solve with colleagues
  + Influence: practice building consensus, leading meetings, delegating tasks, and sharing your vision
  + Management skills to compliment your leadership skills: such as organizing meetings and events and budgeting
* Leaders empower others by mentoring and mentoring facilitates the growth of the mentor, mentee, and the profession. By sharing experiences, insights and ideas, a learning relationship develops that accelerates professional development.

* Everyone has the ability to be a leader. ASCE conducts several programs and courses to develop leadership skills.

**Resources**

The ASCE website’s “Leader Development” page lists ASCE’s newest leader development programs created with our early-career professionals in mind: <https://www.asce.org/leadership-training/>. Early-career professionals are encouraged to get involved in one of the following programs to develop their leadership skills and advance their career:

* ASCE’s Power Skills Workshops consist of expert-led, in-depth, interactive courses designed to provide young professionals with training in leadership and interpersonal skills: <https://www.asce.org/power-skills-workshops/>
* Younger Member Leadership Symposia (YMLS); for younger members, by younger members, is a three-day experiential leadership workshop to help young civil engineers succeed and lead in the workplace: <https://www.asce.org/ymls>
* Career Booster Webinar Series; includes free webinars designed to give young professionals an in-depth look into leadership skills that will help you stand out among your peers as you navigate your career: <https://www.asce.org/leadership-training/>

Additional leadership development resources offered by ASCE include:

* ASCE’s Continuing Education Department offers in-person seminars, distance learning, and webinars on leadership topics: <http://www.asce.org/continuing_education/>
  + ASCE offers a two-day “Leadership Development for the Engineer” seminar several times throughout the year at various locations.
  + A variety of seminars and webinars are available anytime on-demand, including “Release the Leader Within You and Others: The 7 Qualities of Effective Leaders” and “Leadership Development.”
* Government Relations (GR) and Public Relations (PR) University
  + Participants in the hands-on Government Relations and Public Relations University workshops learn how to elevate or expand your Section or Branch’s public policy presence at the local and state levels through the use of ASCE’s tools and resources and/or receive an introduction to public relations and a how-to for working with the media. The training prepares ASCE members to successfully promote the profession to the media by covering topics including public affairs; the importance of messaging; how to interview with a reporter; and the principles of communication.
  + To request a training visit the [Power Skills Workshops page](https://www.asce.org/power-skills-workshops/).
* Legislative Fly-In: <http://www.asce.org/legislative_fly-in/>
  + An intensive two-day program held every spring in Washington, DC that provides participants with an inside look at the political process.
  + Open to ASCE Key Contacts and is by application.
  + Attendees meet with elected officials to advocate for technical and professional issues.
  + A half-day pre-Legislative Fly-In workshop is offered exclusively to Younger Members to help orient them to public policy and provide additional prep-time before their Hill visits.
* *Journal of Management in Engineering*: <http://ascelibrary.org/meo/>
  + A publication for researchers and practitioners to share contemporary issues associated with management and leadership for the civil engineer.
* Professional Skills Series in Leadership and Management:
  + A leadership training program available at a low cost to Sections, Branches and Younger Member Councils.
  + ASCE provides the course content, while local groups are responsible for securing a facilitator and organizing the course locally.
  + Courses provide guidance, training and practical leadership and management concepts for civil engineers with less than 10 years of experience.
  + The courses cover the following topics:
    - [Career Development](http://mylearning.asce.org/diweb/catalog/item/id/673081/q/q=SYC&c=79)**:** Structure and develop your career for success
    - [Leadership](http://mylearning.asce.org/diweb/catalog/item/id/1441712/q/q=leadership&c=79)**:** Manage and lead others
    - [Project Management](http://mylearning.asce.org/diweb/catalog/item/id/1872489/q/q=AWSYC&c=79)**:** Initiate, organize, and control projects
    - [Communication](http://mylearning.asce.org/diweb/catalog/item/id/1872492/q/q=AWSYC&c=79)**:** Learn effective written and verbal communication
    - [Change & Innovation](http://mylearning.asce.org/diweb/catalog/item/id/1872495/q/q=AWSYC&c=79)**:** Be an agent of change and innovation
* Sections and Branches: <http://www.asce.org/regions_sections_branches/>
  + Gain access to additional leadership training opportunities such as the Multi-Region Leadership Conference and the Presidents and Governors Forum, and more.

## Ethics

TALKING POINTS: **September 2021**

**Summary**

* **Ethical principles and practices** are the foundation on which the public trust in the engineering profession is built and maintained. Given the critical importance of the work performed by civil engineers to the public welfare both now and in the future, it is vital that engineers uphold high ethical standards in their professional lives.
* **Ethics education** is an important element of professional training, both at the undergraduate level and in a professional’s lifelong continuing education.
* **Sections and Branches** serve an important role in providing and supporting ethics education opportunities in their local area, facilitating peer to peer discussion of ethical issues, and as a source of information and assistance with ethics investigation activities involving local members.

**Key Points**

* All ASCE members must conform to the Society’s Code of Ethics (ASCE Constitution, § 2.2). It is the duty of every Society member to report to the Committee on Professional Conduct any observed violation of the Code (ASCE Bylaws § 3.0.1 and ASCE Code of Ethics § 5.i.).
* ASCE’s Body of Knowledge includes the ability to “develop courses of action to ethical dilemmas in complex situations” and to “advocate for ethical behavior in the practice of civil engineering” as skills that are required for entry into the practice of civil engineering at the professional level
* Corruption in the global construction industry is a huge economic burden, and ASCE is involved in efforts to raise awareness on this issue and to educate professionals on means and methods to combat corruption and promote zero tolerance for bribery, fraud, and corruption.
* ASCE [Policy Statement Number 425](http://www.asce.org/issues-and-advocacy/public-policy/policy-statement-425---continuing-professional-development-for-licensure/) encourages all state boards of engineering licensure to institute a requirement for a minimum of 15 hours of documented continuing professional development per year, including ethics training, as a condition for maintaining status as a licensed professional engineer.

**Resources**

* The ASCE Code of Ethics is available online at: <http://www.asce.org/code_of_ethics/>. Complaint forms and information about reporting Code of Ethics violations are also available on this web page.
* The ASCE Ethics Hotline (800-548-2723 x6151) is available for members to call with ethics questions.
* The Order of the Engineer includes engineers who have received a symbolic ring after taking a voluntary oath to practice engineering with integrity and high professional standards. ASCE is a link of the Order, and Sections and Branches can host their own induction ceremonies with assistance from ASCE Headquarters by contacting [calbornoz@asce.org](mailto:calbornoz@asce.org). See more at [www.order-of-the-engineer.org](http://www.order-of-the-engineer.org) or [www.asce.org//Order\_of\_the\_Engineer](http://www.asce.org//Order_of_the_Engineer).
* Regular live and on-demand seminars and webinars are available. More information is available on ASCE’s web site or can be requested by emailing [member@asce.org](mailto:member@asce.org) or calling 800-548-2723 between the hours of 9 am – 6 pm on Monday-Friday*.*
* *Civil Engineering*’s bimonthly “A Question of Ethics” column features ethics case studies, hypothetical scenarios, and examinations of other ethical issues facing the engineering profession. See the current column in the “Departments” section of *Civil Engineering* magazine at [www.asce.org/cemagazine/](http://www.asce.org/cemagazine/), or see both current and past column topics at <http://www.asce.org/a-question-of-ethics/>.
* *Ethicana* is the centerpiece of the Global Anti-Corruption Education and Training Project. ASCE was a major contributor to that project and utilizes the case study video and training material to highlight ethical challenges in the global construction industry. The video can be viewed and training material downloaded for free at <http://www.ethicana.org/>.
* The Engineer’s Charter is a pledge to abide by and support adoption of anti-corruption principles and a zero-tolerance policy toward bribery, fraud, and corruption. Read and sign the Charter at <http://www.asce.org/engineer-s-charter/>. Copies of the Charter in English, Spanish, Chinese, and Arabic may also be downloaded from that page. (English version attached.)
* Additional resources: Contact [professional@asce.org](mailto:professional@asce.org) to request additional information on resources available to educate and inform members about ethics issues and responsibilities or to stimulate group discussions on ethics topics.

## Government Engineers

TALKING POINTS: **September 2021**

**Summary**

Government engineers have diverse experiences and needs because they work in all government sectors (local, regional, state, and federal) and all civil engineering disciplines (structural, environmental, transportation, geotechnical, etc.). Much of the knowledge, experience, and education they need to perform their work and advance their careers is the same as for civil engineers employed in the private sector. However, many aspects of working for a public agency are different than in the private sector and they deal with different issues in an often politically influenced environment.

ASCE launched the Government Engineers Council in 2021 to gain a better understanding of the needs of civil engineers working in public agencies. ASCE’s goal is to use that understanding to better serve them by providing information and resources that address their unique needs.

By better serving and engaging government engineers, ASCE seeks to advance the Board’s goal of increasing membership in ASCE and improve member satisfaction among the government member segment. Many of ASCE’s programs and initiatives will benefit from increased communication and collaboration between government engineers and members in private industry. This will support their efforts to advance other Board goals of promoting innovation, establishing industry standards and best practices, and advocating for resilient and sustainable infrastructure.

**Key Points**

**GOVERNMENT ENGINEERS COUNCIL**

* The Government Engineers Council (GEC) was launched as a Board Committee in 2021 to:
  + Increase membership and engagement in ASCE by government engineers
  + Raise the profile within ASCE of engineers in the government sector.
  + Develop and promote ASCE products and services that support and enhance efforts of public agency leaders to improve the management and quality of their engineering services to better protect and improve public health, safety, and welfare.
* The GEC has 12 voting members who are current employees of a public agency at the time of their appointment and have at least 10 years of management or leadership experience in a public agency, currently in a leadership position within the agency, and ability to influence policy within the industry. The experience requirement is waived for one committee member slot to allow a Younger Member to be appointed.
* All public agency engineers who would like to be informed of the GEC’s activities and contribute to their mission are encouraged to join as Corresponding Members. [gov\_engineer@asce.org](mailto:gov_engineer@asce.org)
* The GEC has three task committees, each focused on strategies and projects to achieve one of the GEC’s three goals and formed of voting and corresponding members of the GEC.

**GOVERNMENT AGENCY PARTNERS OF ASCE**

* ASCE offers three partner programs to help government organizations engage their employees in ASCE and give them access to ASCE’s resources at a reduced cost.
  + The Association Partner Program is for organizations with 4 to 49 participating members, who receive a 20% discount on Society membership dues and a 15% discount on all ASCE continuing education.
  + The Partner Program is for organizations with 50 or more members, who receive larger discounts on those as well as opportunities for bulk purchase of other ASCE products and services at a discount.
  + A third partner program is available to state Departments of Transportation through an agreement of cooperation between ASCE and AASHTO, providing DOTs a 20% reduction in Society dues with only 4 participating members and access to Partner Program discounts with only 35 participating members.
* Partner program staff help ASCE’s partner organizations and their employees get the most benefit from their participation in the program.
* Contact [gov\_engineer@asce.org](mailto:gov_engineer@asce.org) for program requirements and details or see information at <https://www.asce.org/membership/corporate-engagement/organization-partners>.

**PUBLIC AGENCY PEER REVIEW PROGRAM**

* ASCE’s peer review service provides a customized evaluation of management practices and operational procedures, conducted by volunteers with senior management experience in public agencies. It is designed to help federal, state, and local government engineering agencies or their subdivisions of all sizes improve the management and delivery of their engineering services.
* Fees vary based on agency staff size and review scope and complexity ASCE’s expenses and overhead for the review must be covered by the review fee, but there is no cost included for reviewers’ time. Peer reviewers participate as a contribution to the profession and a service to public agencies.
* Findings are confidential and discussed only with the agency’s director/engineer requesting the review, although a written report with be provided if requested.
* Contact [gov\_engineer@asce.org](mailto:gov_engineer@asce.org) for additional information or to request a review.

**Resources**

While some of ASCE’s initiatives to increase membership and engagement by government engineers are new, ASCE has always valued their contributions and provided resources valuable to them. The current focus is to enhance the resources provided and tailor them when needed to address the unique needs of civil engineers in public agencies.

* New resources will be highlighted through communications to partner organizations, the Government Engineers Council community, ASCE’s news sources, and the ASCE web site (<https://www.asce.org/membership/corporate-engagement/organization-partners/government-partners-and-resources>).
* Inquiries about any of ASCE’s initiatives, programs, resources, or engagement opportunities for government engineers from Section/Branch representatives or individual members may be sent to [gov\_engineer@asce.org](mailto:gov_engineer@asce.org). ASCE staff will provide the information requested or connect them with others who can.
* Resources and Opportunities to Engage and Contribute:
  + The Government Engineers Council seeks civil engineers of all levels of experience and from all levels of government to join them as corresponding members. <https://www.asce.org/communities/committees/executive-committee--excom/government-engineers-council> Contact [gov\_engineer@asce.org](mailto:gov_engineer@asce.org).
  + The Public Agency Peer Review Committee seeks volunteers to be trained and serve as peer reviewers on review teams. <https://www.asce.org/communities/committees/executive-committee--excom/government-engineers-council/public-agency-peer-review-committee> Reviewers are required to be members of ASCE, have a current P.E. license, and have a minimum of 15 years’ experience in public agency engineering, construction, and/or operations with 5 of those in a senior management role.
  + ASCE Institutes and technical committees provide continuing education, training, technical information, standards, and best practices of interest to engineers in all levels of government. They seek government engineers to collaborate with others on technical topics and standards development. <https://www.asce.org/communities/institutes-and-technical-groups> Examples include:
    - The Construction Institute coordinates ASCE’s participation in the Engineers Joint Contract Documents Committee to develop model contract documents with the needs of municipalities and government engineers in mind.
    - The Coasts, Oceans, Ports & Rivers Institute produces manuals and reports of interest to port authorities and other maritime agencies on topics like facilities management and environmental sustainability and maintain the content of a certificate course on port engineering.
    - The Environmental & Water Resources Institute takes on topics such as risk and uncertainty related to water resources planning and stormwater management and surveillance of wastewater to address epidemiological concerns. These and other topics of interest to the government community are addressed via conferences, summits, roundtables, publications, and continuing education offerings.
    - The Geo-Institute seeks to engage government engineers to contribute to the Geotech Tools case study repository, review and evaluate new technologies and products, and serve on standards committees where they can contribute their understanding of the impact on agencies of implementing new or revised standards.
    - The Structural Engineering Institute invites local leaders to join roundtable discussions on their critical issues at SEI’s annual conference and addresses issues and develops standards related to natural disasters and post-disaster investigations.
    - The Transportation and Development Institute produce programming of interest to government engineers at their specialty conferences and in their Virtual Cutting-Edge Technology Tour (V-CETT) series, currently featuring segments in which state departments of transportation share their experiences with application of technology in transportation and discuss how it might impact the community and existing infrastructure.
* The Utility Engineering and Surveying Institute is developing new manuals of practice on surveying and geomatics engineering and sustainable design of pipelines, and is also developing standards on investigating, documenting, and exchanging data on underground utilities. An annual surveying competition is held and scholarships are available for students and municipal employees to attend and participate in UESI conferences.
* The Infrastructure Resilience Division recently released Manual of Practice #144: *Hazard-Resilient Infrastructure: Analysis and Design*, This MOP provides guidance and underlying framework for creating consistency across hazards, systems, and sectors in the design of new infrastructure systems and in enhancing the resilience of existing ones.

# ASCE SUPPORTING PROGRAMS

## ASCE Foundation

**TALKING POINTS: August 2021**

**ASCE Foundation**

**Summary**

The ASCE Foundation is creating a culture of philanthropy to support ASCE activities that build a stronger civil engineering profession to meet tomorrow’s global challenges. As civil engineers, we are natural leaders and community builders. We can further impact our world by making a gift to the ASCE Foundation that will support the civil engineers of tomorrow.

**Key Points**

The ASCE Foundation has committed to providing nearly $1.5 million in programmatic support to ASCE in fiscal year 2021.

* Your gifts to the Foundation fund ASCE activities within four broad categories:  Student Activities, Education, Leadership and Engineering Programs.
* Gifts in 2021 are funding the following ASCE activities:

**Student Activities**

* ASCE Student Conferences
* ASCE’s Concrete Canoe Competition+
* Workshop for Student Chapter Leaders
* AEI Student Design Competition
* CI Student Days

**Leadership**

* Younger Member Programs
* Diversity and Inclusion Programs
* Workshops for Section and Branch Leaders
* Multi-Regional Leadership Conferences
* Section Grants for 100th Anniversary Celebrations

**Education Activities**

* ExCEEd Teaching Workshops
* Pre-College Outreach
* Dream Big Outreach
* Future World Vision

**Engineering Programs Support**

* Sustainable Infrastructure and Resiliency Initiatives
* Disaster Response Fund
* SEI Futures Fund
* Report Card for America’s Infrastructure outreach videos

Join the more than 4,000 civil engineers who have already demonstrated their leadership within the profession and make your charitable gift to the ASCE Foundation, this year.

**Online Resources**

To find out more about the ASCE Foundation at [www.ascefoundation.org](http://www.ascefoundation.org) including:

* To learn more about the Foundation: <http://www.ascefoundation.org/about-us/>
* What programs are being funded: <http://www.ascefoundation.org/what-we-fund/>
* Different ways to give: <http://www.ascefoundation.org/ways-to-give/>
* Annual Reports:  <https://www.ascefoundation.org/about-us/annual-report>

Learn more about the Foundation, and the programs it supports, by following them on social media:

* [www.facebook.com/ASCEFoundation](http://www.facebook.com/ASCEFoundation)
* <https://instagram.com/ascefoundationphil/>

Contact the Foundation staff at 703-295-6342, or [ascefoundation@asce.org](mailto:ascefoundation@asce.org), with your questions.

1. National Council of Examiners for Engineering and Surveying [↑](#footnote-ref-0)
2. National Society of Professional Engineers [↑](#footnote-ref-1)
3. National Academy of Engineering [↑](#footnote-ref-2)
4. National Science Foundation [↑](#footnote-ref-3)