

Jan. 09

Happy New Year!!!

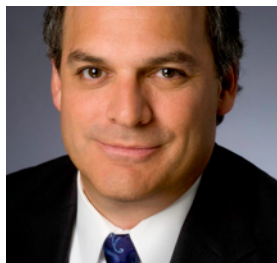
Los Angeles Section

Monthly: Est. 1913

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PRESIDENT'S MESSAGE

Don Sepulveda, P.E., FASCE
Section President



The Significance of Being Small

The importance of history and how it has shaped our profession cannot be understated. We can see how decisions and efforts of engineers, specifically civil engineers, have changed history or have significantly altered the way of life of a civilization. The Transcontinental Railroad changed the way we do business and connected our developing nation. The interstate highway system provided a fast and safe means of transportation for commuters. The dams throughout history provided water, energy, and safety for communities. The list goes on and on.

At the same time that we think of large projects that have shaped how we live, we should be thinking of the smaller projects. The new school constructed in the neighborhood that makes education more accessible to the community. The reconstructed highway-railroad grade crossing that makes the everyday commute safer. That list can go on and on as well.

When we think of historical engineering projects, we have traditionally thought of the major public works projects that have altered the lives of many, but not the smaller projects that have also played a major role. For example, looking at that grade crossing I previously mentioned. This may be a project that is very small in nature, it may have cost less than \$1 million dollars, and constructed in a matter of months, but it could be affecting the lives of thousands of commuters daily. That is quite a substantial project.

I also remembered that we are not where we are in our profession due to the great projects that have been built over time, but also the great engineers that have contributed to our profession and society over time. Several months ago, I wrote about the heroes of a previous generation that came home and built the infrastructure that we depend on today. We have to remember that these folks also built smaller projects that played a significant role in our society.

The other day, as I was thinking about the next assignment for my students at California State University, Northridge, and considering the history of our profession and how we perceive it. As a background, each year I assign my civil senior design students two papers a year. The fall paper is a paper on ethics, while the spring paper is on a person, place, thing, or event in civil engineering history. I also throw the requirement that they have to address the issue of sustainability within the paper. The interesting thing is that some of the students have a tough time coming up with a topic. This gets me thinking about how the rest of us would deal with the topic, and what each of us would write if we had to put 2,000 words on sustainability.

This is the first newsletter of the New Year. I hope all of you have had a joyous holiday season with friends and family. Over the next year we are going to have a new President and several civil engineering projects are anticipated to move forward. These projects will range in size from small to large. But we have to remember that they each have a significance and importance to our communities regardless of whether or not they grab the headlines.

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Reminder:

Copy deadline for the Feb. 2009 issue is Jan. 1, 2009; copy deadline for March 2009 issue is Feb. 1, 2009.



www.ascelasection.org

The Future Is In Our Hands

The beginning of the New Year brings with it both hope and anxiety. Hope because the issues of the past are carried away with the passing of the previous year. Anxiety because we are now experiencing unprecedented events related to the various aspects of national politics, the economy, ethical issues, and our feeling of self-worth. In these recessionary times, there's a sense of hopelessness and desperation that drive some of us to do things that we would not have thought about doing.

As I sit down and contemplate on these things, I look at my 8-year old son and the generation that will be succeeding all of us. No matter how passé it may sound, I ask one more time: "What kind of world would they inherit?" I am not worried a bit because I know that a lot of us are ensuring a bright future for them.

Take for example each of the grade school programs of our Orange County Younger Member Forum and ASCE California State University Student Outreach. Through interactive engineering and science displays and activities, they vividly demonstrate how our up and coming leaders are actively connecting with our future. A mentoring program focusing on our younger professionals is also being carried out through the ASCE San Bernardino and Riverside County Branch Mentoring Program. While carrying a similar message, these efforts indicate our deep commitment to our profession and to the recognition of the importance of engineering and science for the continued sustainability of our society.

Finally, our Section President provides an interesting perspective of how small things really amount to a lot. Yes, we take those things for granted, but come to think of it, collectively, small and little things do add up, sometimes influencing how large things measure up. Remember why a lot of structures failed during the Northridge Earthquake? Remember why the I35W bridge in Minnesota collapsed?

As we begin this year, let us put things in perspective. Let us connect with the future considering that those that we would not think matter, do matter. As Mr. Peter Drucker once said, "The best way to predict the future is to create it". Enjoy.

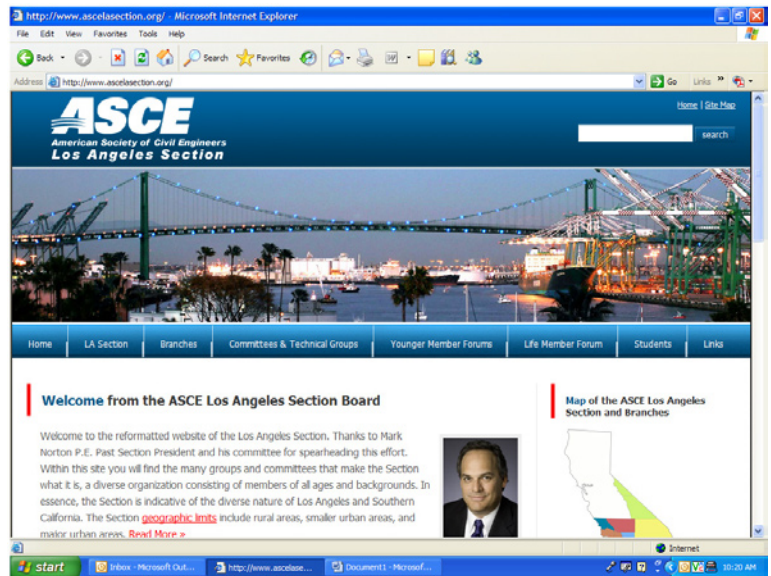
- Dr. Cris B. Liban, P.E.

A Great Idea From the Life Members

The ASCE Life Members' Public Image Committee request that members take their (to be discarded) Civil Engineering magazines to their doctor's office or barber shop and merge them with the stack of magazines. We feel that this will be an effective way to make the general public more aware of what civil engineers do.

New ASCE Los Angeles Section Website Launched

The Section launched a new redesigned website at www.ascelasection.org in October 2008 which features a new look and feel, yet maintains all the tried and tested functions of the old site. The new website provides links to all Branches, Younger Member Forums, Student Chapters and other related organizations. New webpages have been established for all Section committees, the Life Member Forum as well as all technical groups assigned to each branch including links back to Branch websites.



Special features that will be particularly helpful are our calendar and newsletter links located on the right side of each new webpage for easy access. Under the LA Section pulldown menu, you'll see background about the Section, Director's contact info with photos, a news column relating to ASCE and infrastructure, infrastructure report cards produced in our Section and the Statewide report card, awards info, documents including some great videos automatically accessible by YouTube links, professional education info, a photo gallery, civil engineering landmarks with photos, and a great new webpage about preparations for our 2013 Centennial Celebration.

For our civil engineering students, an easy pulldown menu directs one to faculty advisors, practitioner advisors, student scholarships, student membership info, student competitions and direct links to all student chapters websites in the Section area where available.

For our life members, check out background about our Life Member Forum now being used as a template for establishing life member forums society wide, our History and Heritage webpage full of useful links to historical photos and documents. In addition, we have also created a webpage dedicated to our Disaster Preparedness committee who conducts ongoing training for post disaster assessment.

We hope you enjoy the new website that is fully accessible by members and non-members alike.

ASCE's 2009 Member-Get-A-Member Drive Depends on You!

Shaping the Future

by RDB*

When you ask a teenager about their career aspirations, there is a pretty good chance that any form of “engineering” is not anywhere near their future goals. As a matter of fact, most young adults that I have encountered do not even have the slightest clue with regards to what an “engineer” is. The term “engineer” often brings up the image of a guy driving a train or a mechanic fixing a car to these young inexperienced minds. Typically, it is not until college when students are curiously researching majors or becoming acquainted with actual engineering students that the basic understanding of what engineering comes to actual fruition. This void of understanding within student culture is adding to, if not the primary reason for, the possible future deficit of talented entry-level engineers that will be needed to fill our industry in the next few decades.

ASCE Orange County-Younger Member Forum (OC-YMF) recognized that this problem needed to be addressed and on October 30 and November 14, OC-YMF members helped assist Society of Women Engineers-Orange County (SWE-OC) with their Speakers' Bureau Program at Mendez Fundamental Intermediate School and Garden Grove Lake Intermediate School, respectively. The SWE-OC program provides presentations by very accomplished women who love to share their experiences and inspire [and hopefully lead] students into the fascinating world of science and engineering. In addition to their presentation, SWE-OC conducts a fun and educational half-hour activity, such as constructing paper towers or penny bridges that give students a hands-on look at engineering. Amanda Nash, the program coordinator, has done an excellent job coordinating and setting up meetings with various schools throughout Orange County.

In our past outing, the students had a lot of fun and it's so amazing to see what kind of out-of-this-world, who-would-a-thunk-it ideas these kids come up with! During the penny bridge contest, one team rolled the paper into a tube, clipped the sides with paper clips, slid the pennies inside, and “voila” instant winner. Talk about completing a project ahead of schedule! And on another note, another 6th grade student in one of the paper bridge tower teams kept screaming, “Come on guys! We gotta make the foundation stronger! Get more tape! The foundation has to be strong!” I was so proud. I'm a shy guy, so I just smiled and nodded my head in appreciation. But if I were an outgoing person, I would have said, “Yeah baby!” and bumped forearms with him.

Either way, win or lose, these kids are all great and seeing them in action is such a great experience. So if you are a woman engineer or an engineer looking to spread the love that is engineering, please contact Amanda Nash at anash@parker.com and volunteer to help the keep our profession stacked with engineers ready to go out of the box... or college at least.

Special thanks to OC-YMF and SWE-OC members Sonalee Myneni, Linn Moisan, Lisa Truong, Amanda Nash, Jeanette Lindemann, Marie Trinh, Aileen Dao, Paola Chavira, Tran Nguyen, and Kendrick Jackson.



Amanda Nash from SWE-OC informs young students about the different type of engineering careers available.

*The writer of this article wanted to anonymously publish it under the pseudonym “RDB”.

LETTER TO THE EDITOR

Dear Newsletter Editors,

If possible I would like to have the following correction printed in the January newsletters:

Correction to the Region 9's December article written by Joan Al-Kazily “States that require continuing professional development typically specify 30 PHD (NOT 30 CEU) in the two year license period”.

Perhaps this could be included at the end of the January Region 9 report sent in by Mark Creveling.

I apologize for this error which I became aware of when one of our readers pointed out how excessive 30 CEUs would be - 300 hours in 2 years!

Joan Al-Kazily

Civil Engineering Salaries Inch Higher in 2008

by Joan Burhrman, ASCE National

According to a new survey that outlines compensation ranges and trends in the engineering industry, the median income for civil engineers is \$78,000 a year, which represents an increase from \$77,000 in 2007. The median income for all fields of engineering combined is \$85,000, a 7.6 percent increase from 2007. The survey, which was held from April 1, 2007 to March 31, 2008, yielded nearly 15,000 responses from engineers across the country in a variety of fields and at all levels of practice.

"In light of these new survey results, it is obvious that the job market for civil engineers remains strong," said David G. Mongan, P.E., F.ASCE, president of the American Society of Civil Engineers (ASCE). "However, in order maintain a pipeline of qualified civil engineers who can meet our nation's ever increasing demand for infrastructure service, salaries are going to have to become more competitive with other engineering and science-related fields."

Those survey respondents who are licensed professional engineers earned higher than average salaries, with a median of \$92,100, and those with a professional engineers license and a second professional registration earned the highest salaries, with a median income of \$106,675. Those engineers without professional licensing or certification earn significantly less, with a median annual income of \$86,000.

The survey found that median income consistently increases with the increase in engineering experience. The median income for engineers with less than one year of experience is \$53,000, whereas the median income for an engineer with more than 25 years of experience is \$116,279—which represents

a spread of 119 percent. Similarly, the median income increases with each additional level of education acquired. Survey participants holding a doctoral degree in engineering have a median income of \$104,500, whereas those with only a bachelor's degree in engineering have median income of \$78,200. However, those holding a master's degree in business administration (MBA), or an MBA in combination with another master's level degree, earn more than those who solely hold a master's degree in engineering.

Overall, the median income for female engineers is \$69,000. While the survey results show that among female engineers with more the 25 years of experience, the median income is significantly lower than that of male engineers with similar experience—\$106,534 and \$117,000, respectively—the median incomes for female and male engineers with only 4 years of experience—\$60,000 and \$60,500, respectively—are much closer.

An engineer's job function or the industry in which they work also has a significant impact on their compensation. Those working in executive, administrative and legal positions earn the highest median income, \$129,000, while those working in drafting or estimation earn the lowest median income, \$60,160. In the middle of the range are those in the areas of training/technical writing, production/quality management/maintenance and project management/engineering/operations, with median incomes from \$84,750 to \$93,500.

Regionally, engineers in California, Hawaii and Nevada are among the highest compensated, earning a median income of \$94,900, while engineers in Montana, Wyoming and Idaho are among the lowest compensated, earning a median income of \$73,000. The lowest median income by metropolitan area was found in Missoula, Mont., \$56,000, and the highest was found in Syracuse, N.Y., \$121,950. Rounding out the ten top highest incomes by metropolitan area were: Brazoria, Texas, \$113,440; Houston, Texas, \$108,500; San Jose, Calif., \$105,000; Santa Fe, N.M., \$105,000; Jersey City, N.J., \$104,750; Lowell, Mass./N.H., \$103,500; Oakland, Calif., \$103,000; Trenton, N.J., \$101,355; and Portsmouth-Rochester, N.H./Maine, \$100,650. Rounding out the lowest ten incomes by metropolitan area were: Corvallis, Ore., \$57,750; Wichita, Kan., \$60,371; Appleton-Oshkosh-Neenah, Wis., \$62,500; Manchester, N.H., \$62,500; Burlington, Vt., \$62,750; Flagstaff, Ariz.-Utah, \$62,882; Tallahassee, Fla., \$64,530; Iowa City, Iowa, \$66,693; Billings, Mont., \$67,000 and San Juan, Puerto Rico, \$67,000.

For more information on the 2008 Salary Survey, or to purchase a copy, visit: www.asce.org/salaries.

Fostering Diversity in the Civil Engineering Workforce

by Joan Burhrman, ASCE National

As U.S. engineering firms face increasing global competition, civil engineers need to be conscious not only of reflecting the diverse perspectives of their international colleagues, but also the perspectives in their increasingly diverse communities and local workforce.

"Civil engineering is a 'people serving' profession," said David G. Mongan, P.E., F.ASCE, president of the American Society of Civil Engineers (ASCE). "If we are going to overcome the challenges brought on by an ever-changing and increasingly diverse world, achieving greater diversity in the profession is essential."

According to a new guide published by the Society, *Diversity by Design: Guide to Fostering Diversity in the Civil Engineering Workforce*, written by Sybil E. Hatch, P.E. and sponsored by ASCE's Committee on Diversity and Women in Civil Engineering, "the myriad challenges of managing a diverse engineering workforce can be encompassed by a two-pronged approach: be aware of the issues . . . and make addressing those issues a priority." The guide highlights aspects of the current workplace that are not conducive to diversity and provides practical, hands-on suggestions—based on real 'lessons learned' scenarios—for fostering, improving and maintaining a diverse and thriving workforce.

Diversity by Design—which complements ASCE's *Guide to Hiring and Retaining Great Civil Engineers*—addresses an array of topics focused in four key areas: "The Diversity Landscape", what diversity looks and feels like in the current workforce; "Retaining Diverse Civil Engineers", how to create a workplace that is conducive to diversity; "Recruiting Diverse Civil Engineers", where to find professional from diverse backgrounds; and "Managing a Diverse Workforce", techniques for engineering managers to guide and enhance their diverse employees' productivity and career satisfaction.

To purchase a copy of *Diversity by Design*, visit: <http://pubs.asce.org/default.htm>.

Inspiring Young Minds

Roberto Maya

There are many ways to help our future generations but one particular way stands out the most. This way is to inspire new generations to seek an education in the fields of science, math, and engineering. One way that California State University Northridge (CSUN) is inspiring young minds is by having grade school visits to our ASCE senior design room. We have 30 minute workshops for grade school children where they are able to build a structure out of index cards and paper clips or gum drops and toothpicks. We also answer any questions they might have about engineering. Surprisingly, many of them do not even know what an engineer is. With these interactive workshops, young minds not only find out what an engineer is but get to experience engineering first hand.

Another event that ASCE CSUN is involved in is Science Day. We take about 300 grade school students to the Los Angeles Science Center. Once at the Science Center we provide the students with a t-shirt, a tour of the Science Center, and a free IMAX movie. The event is hosted by The Society of Hispanic Professional Engineers (SHPE), but since our two organizations are very involved together we have a cooperative effort to sign up volunteers from both organizations for Science Day.

It is surprising how little effort it takes to have a profound impact on the mind of a future engineer. We have managed to attract new students that are now attending CSUN in the field of engineering because of the impact these types of events have made in their lives. When we asked those students what influenced them to major in engineering, they told us that they had attended an outreach event while they were still in grade school. When we hear stories like these it gives us great satisfaction to know that our efforts are paying off.

DISASTER TRAINING

Classes are being organized for volunteers under the auspices of the State of California, Office of Emergency Services (OES) to help in the event of a major disaster. Classes will be held in alternate ASCE Branch areas when there are sufficient requests. Qualified individuals are California Registered Civil, Structural, Geotechnical, Certified Engineering Geologists, or Architects. If you are interested in attending a class please contact the ASCE Disaster Preparedness Committee Chairman. The class lasts 5-6 hours and the cost is \$15. Classes are midweek and start at 9 or 10 AM.

To register for the class, submit your name along with your telephone number, fax number, e-mail address, and zip code. You will be contacted when 10 or more individuals request a class. The maximum number in a class should not exceed 20.

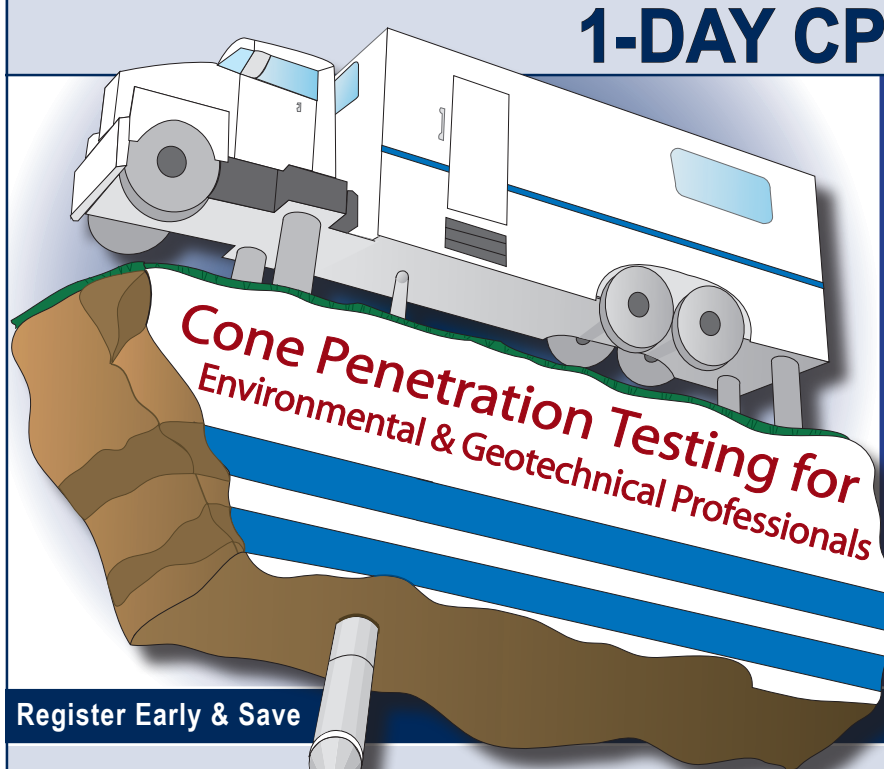
If your Branch or Firm would like to offer the use of its facilities for a class, please register and provide the contact person, phone, fax, and e-mail. You will be contacted to make arrangements. The class should have at least 10 and not more than about 20.

Thank you for your support of the American Society of Civil Engineers.

Jack W. Rolston

Chair, Disaster Preparedness Committee, ASCE L.A. Section
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San Bernardino & Riverside County Branch Mentorship Committee Presents

Mentoring Program

The San Bernardino & Riverside County Branch Mentorship Committee along with National ASCE and the ASCE Committee on Career Development began a local ASCE Mentoring Program on May 17, 2008. The goals of this mentoring program are to:

- ◆ Provide an opportunity for our members to enter into mentoring relationships that will facilitate the growth of young engineers and the profession by means that may not be available through typical work relationships or training.
- ◆ Host an Annual Dinner and other mentoring related activities. These events will bring together all of the mentor and protégé pairs to celebrate the Mentoring Program.
- ◆ Utilize an online Mentor Database. This database would be separate from the Mentoring Relationships and would serve as additional means for younger engineers to locate experienced engineers who are willing to answer questions related to engineering. The database would appeal to those who have questions about a particular field of engineering but aren't seeking a long-term mentoring relationship.

There are numerous benefits for being a Mentor/Protégé. Mentors can influence the leaders of tomorrow to ensure the future success of our profession and they can learn about some of the challenges younger engineers face today. Protégés can learn what it takes to become a leader through experiences and wisdom of their mentor.

Participation is key. We request that you commit to working with your mentor/protégé for at least 6 months, and encourage a 12 month mentoring relationship. It is recommended that mentor/protégé pairs have contact (e-mail or call) at least once every two weeks and meet in person (or have a longer phone conversation) once a month.

ASCE will be holding a training workshop in May 2009 to give you the tools and tips on how to gain the most out of the mentoring relationships. Examples of topics to be discussed include:

- ◆ Meet your mentor/protégé in person
- ◆ Discuss the purpose of the program
- ◆ Mentoring: What It Is and Isn't
- ◆ Mentoring Benefits: Case Study and Testimonials
- ◆ Do's and Don'ts ("Ground Rules")

Sign up to participate. The attached application will assist the Committee in matching each mentor and protégé appropriately. If you interested in participating as a Mentor or Protégé, please complete the application and return via email or fax to:

Protégé Applications:

Alfred Pedroza, PE
APedroza@BoyleEngineering.com
(909) 933-5225 Phone
(909) 933-5228 Fax

Mentor Applications:

Neil Nilchian, PE
nnilchia@rctlma.org
(951) 955-6782 Phone
(951) 955-3164 Fax

OR to submit via mail send to:

ASCE SB/Riv Mentorship Committee
Attn: Neil Nilchian, Chair
P.O. Box 124
Riverside, Ca 92502

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 Ph: 310- 665-1536
 Fx: 310-665-9070
 Email: ktabangcura@kpff-la.com

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Typesetting, Layout & Printing: The Center Quickprint



Please send all copy to the Editor by the first of the month preceding publication.

Identification Statement

ASCE Newsletter, (ISSN 0273-6233) is published monthly by ASCE, Los Angeles Section, 1405 Warner Ave. Tustin, California 92780. Subscription price included in Section dues of \$45.

Circulation

Circulated monthly (except for a joint July/August issue) to the 5,000 subscribing members of the Los Angeles Section, ASCE.

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