



# AHEAD OF THE CURVE

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ANNUAL IMPACT REPORT 2021

For Fiscal Year Ending September 30, 2021



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# About ABET

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We accredit college and university programs in the areas of applied and natural science, computing, engineering and engineering technology at the associate, bachelor's and master's degree levels. With ABET accreditation, students, employers and the society we serve can be confident that a program meets the quality standards that produce graduates prepared to enter a global workforce.

[Learn More](#)

# ABET Strategic Priorities 2019–2022

We champion excellence worldwide. Our approach, the standards we set and the quality we guarantee, inspires confidence in those who aim to build a better world — one that is safer, more efficient, more comfortable and more sustainable.



### GOAL 1

Enhance member society engagement across the scope of ABET activities to maximize the impact and value to both the societies and ABET.



### GOAL 2

Refine and disseminate a set of consistent, targeted, concise value propositions for ABET accreditation.



### GOAL 3

Expand ABET quality assurance services in current and emerging educational credentials.



### GOAL 4

Improve the efficiency and effectiveness of the accreditation cycle.



# Letter from the President

As we continued to adapt to the COVID-19 pandemic, ABET again proved its resilience as we pressed forward with virtual operations for all meetings and activities, including our Governance Meetings, Annual Commission Meetings and the 2021-2022 Accreditation Cycle visits. In a true demonstration of continuous improvement, we used lessons learned from our first year of virtual operations to improve our processes in conducting the important work of accrediting college and university STEM programs around the world.

I'd like to thank ABET's member societies, as they are essential to the core of all we do. Our board members, program evaluators, team chairs and commissioners are all individual members of these societies, and they set policy, develop criteria and conduct accreditation activities. These experts from industry, academia and government demonstrate an unparalleled commitment to contributing to their professions through the ongoing improvement of the quality of technical education.

I would also like to acknowledge the critical role that ABET staff played in supporting all of our member societies, volunteers, institutions and programs. Their careful attention to the needs

of all of the constituencies along with their creativity and hard work allowed each and every one of us to do our jobs well. The ABET staff are truly a world-class team.

I was thrilled to honor the recipients of the ABET Awards at our second virtual Awards Celebration. It was a bright spot in a challenging year to take the time to recognize the remarkable achievements of some of our most dedicated ABET Experts, as well as champions of innovation and diversity, equity and inclusion. You can read more about the 2021 ABET Award Winners in this report.

While we are all eager to return to in-person operations, I'm proud of the way our organization has performed in a virtual environment. I am inspired by the dedication and strength of our volunteers and staff — thank you all for your commitment to improving the quality of STEM education. Your work will help make the world safer, more efficient, more comfortable and more sustainable.

It has been a privilege to serve as President of ABET this year.



**DIANNE CHONG, PH.D.**

**2020-2021 ABET President**

*Dianne Chong*

# Letter from the Executive Director and CEO

As we entered into the second year of the COVID-19 pandemic, ABET's headquarters and training center in Baltimore, Maryland remained closed, and we continued to host all meetings and accreditation program visits virtually. I'm extremely proud of how ABET's volunteer experts and staff stayed ahead of the curve to continue the vital work of accrediting college and university STEM programs.

The 2020-2021 accreditation cycle numbers are impressive: 979 ABET Experts evaluated 758 programs at 188 institutions in 17 countries, resulting in a net increase of 54 accredited programs over the previous year. We now have a total of 4,361 programs accredited at 850 institutions in 41 countries. Our global impact remains strong, as more than 970 of these are located outside of the U.S., accounting for over 20 percent of all ABET-accredited programs.

It was also exciting to recognize the first two associate cyber security programs to receive accreditation from the Computing Accreditation Commission (CAC) of ABET, at Anne Arundel Community College in Maryland and Lord Fairfax Community College in Virginia.

We hosted the 2021 ABET Symposium as a three-day virtual event, with more than 1,400 attendees from 32 countries participating in informative

and inspiring sessions. Our keynote speaker was Kimia Ghobadi, Ph.D., the John C. Malone Assistant Professor in Civil and Systems Engineering at Johns Hopkins University (JHU) and a member of both the Center for Systems Science and Engineering (CSSE) and the Malone Center for Engineering in Healthcare at JHU. In her opening talk, Ghobadi discussed the importance of data science on the future of STEM education. We closed out the event with a panel featuring Ph.D. candidates from the JHU Department of Civil and Systems Engineering who were instrumental in the creation of the Johns Hopkins COVID-19 Dashboard. The panel was moderated by U.S. Naval Academy Provost and ABET Computing Area Director Andrew T. Phillips, Ph.D.

Each month I publish an article on Medium and LinkedIn, which provides an opportunity reflect on the challenges and opportunities we face in the STEM education community. I have included three articles in this report that offer a closer look at some of these issues, such expanding access to quality education, the role data has played in responding to the pandemic and the importance of inspiring curiosity in students. Graduates of ABET-accredited programs continually give me hope — they are the innovators and problem solvers of the future. I am confident they will enter the workforce prepared to solve the many complex challenges we face and ultimately build a better world.



**MICHAEL K. J. MILLIGAN,  
PH.D., P.E., CAE**

**ABET Executive Director  
and Chief Executive Officer**

A handwritten signature in dark ink, reading "Michael K. J. Milligan". The signature is fluid and cursive, with the first name "Michael" being the most prominent part.

# Global Impact

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To be ahead of the curve goes beyond being a leader. It means reshaping the environment for all who follow in your footsteps. As the accreditor for STEM education, ABET spurs on a high quality of education for budding innovators and problem solvers around the globe.

PROGRAMS ACCREDITED  
WORLDWIDE

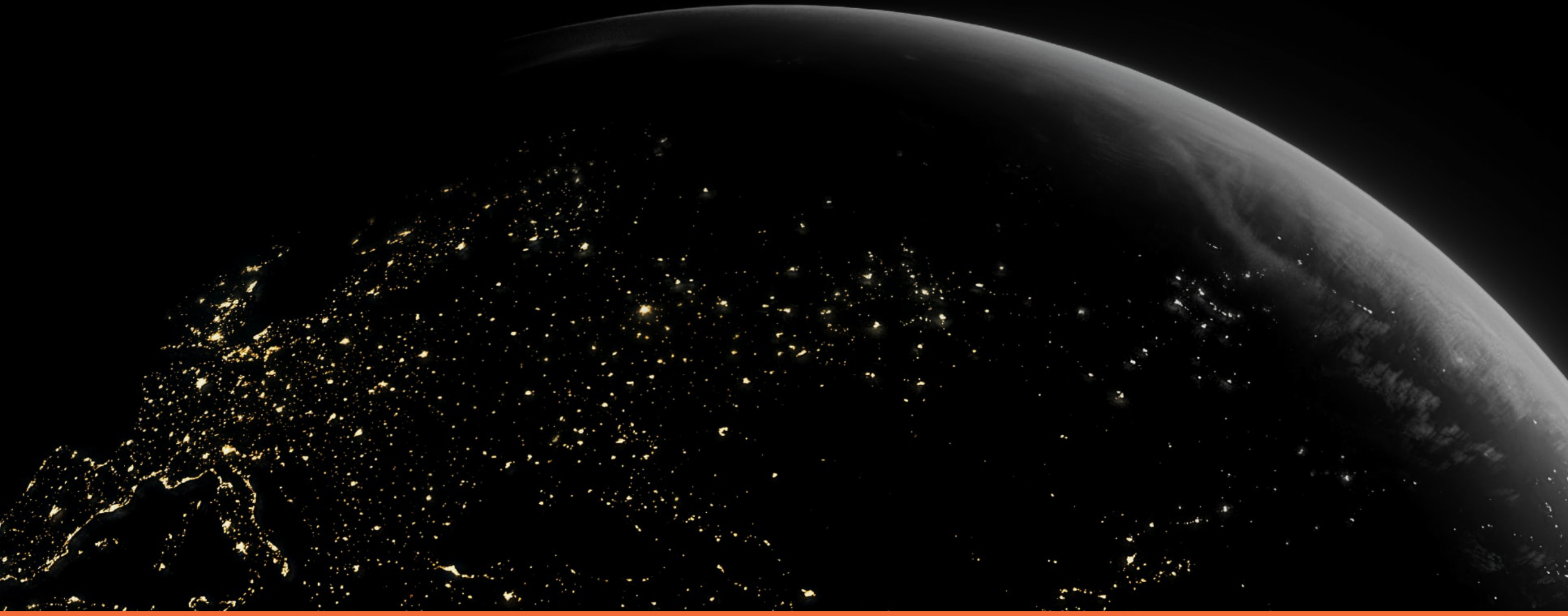
4,361

INSTITUTIONS WITH  
ACCREDITED PROGRAMS

850

COUNTRIES WITH  
ABET ACCREDITATION

41





# Our Impact

United States

3,382  
PROGRAMS

653  
INSTITUTIONS

Outside  
the U.S.

979  
PROGRAMS

197  
INSTITUTIONS

Increase  
since 2020

54  
PROGRAMS

4  
INSTITUTIONS

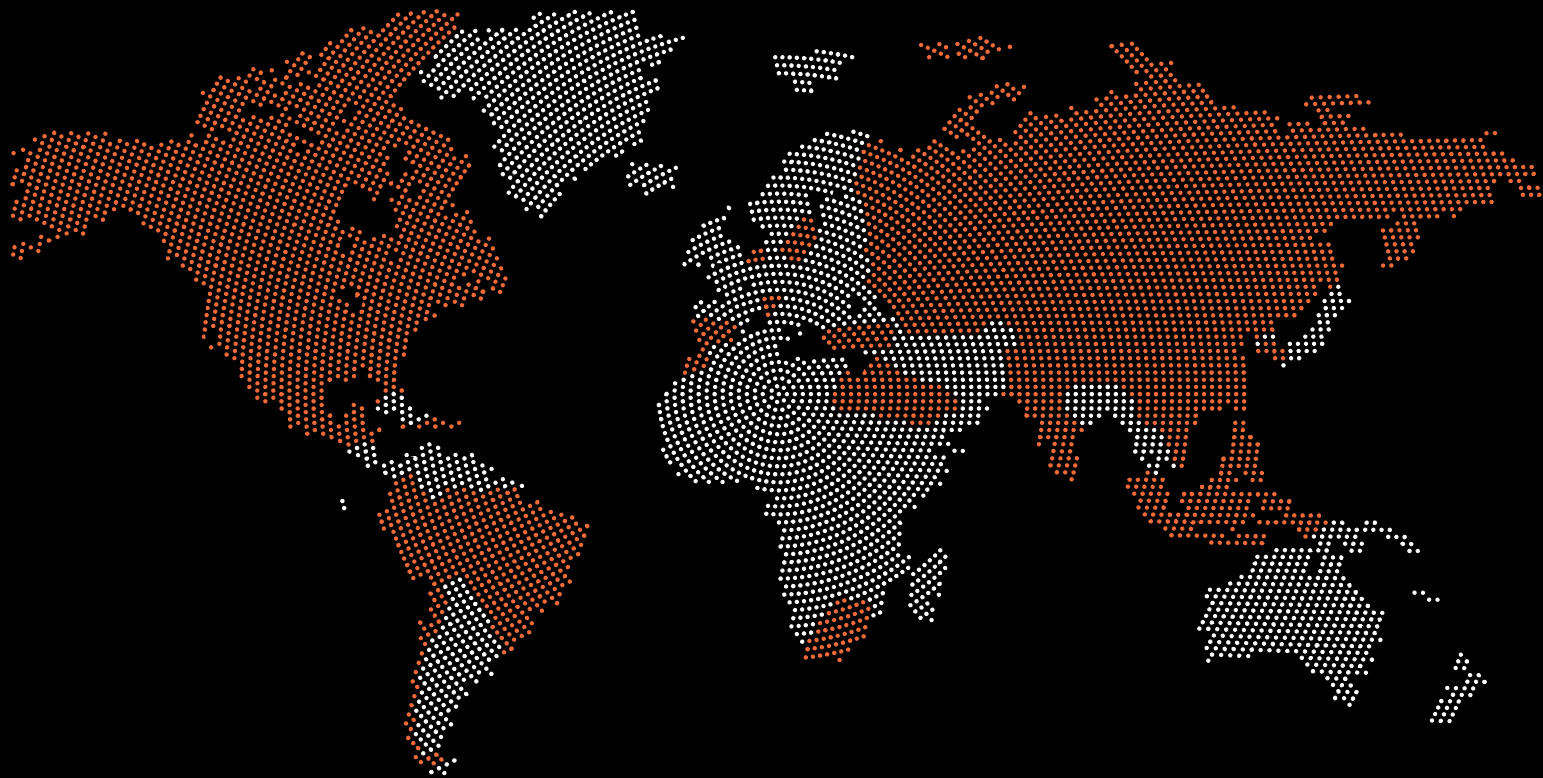


# Global Impact Map

ABET’s global engagement supports our purpose of promoting and improving the quality of technical education throughout the world. We do this in several ways:

- Assisting in the establishment and continuous improvement of national accrediting systems via Memoranda of Understanding (MOU). ABET has signed 19 MOUs and one LOI with accrediting agencies located in Argentina, Canada, the Caribbean Region, Central America, Chile, China, Egypt, France, Germany, Israel, Japan, Korea, Mexico, Peru, Portugal, Saudi Arabia, Spain, Chinese Taipei, Ukraine and Uruguay.
- Supporting the mutual recognition of accrediting systems worldwide via Mutual Recognition Agreements (MRA). We are a signatory to five MRAs: the multi-lateral Dublin, Seoul, Sydney and Washington Accords and the bilateral agreement between Engineers Canada and ABET.
- Providing general assistance and training through workshops, seminars and conferences.
- Recognizing the substantial equivalency of academic programs.
- Directing the accreditation of academic programs by ABET outside of the U.S.

[Learn More](#)



AUSTRIA (1)	HONG KONG (1)	NETHERLANDS (2)	SOUTH AFRICA (1)
BAHRAIN (9)	INDIA (39)	OMAN (9)	SOUTH KOREA (3)
BRAZIL (2)	INDONESIA (31)	PALESTINIAN TERRITORIES (11)	SPAIN (32)
BRUNNEI DARUSSALAM (1)	JAMAICA (1)	PERU (61)	SRI LANKA (1)
CANADA (1)	JORDAN (54)	PHILIPPINES (62)	TURKEY (67)
CHILE (6)	KAZAKHSTAN (3)	POLAND (2)	UNITED ARAB EMIRATES (62)
CHINA (8)	KUWAIT (39)	PORTUGAL (2)	UNITED STATES (3382)
COLOMBIA (42)	LEBANON (53)	QATAR (11)	VIETNAM (10)
ECUADOR (15)	MEXICO (81)	RUSSIAN FDR. (1)	
EGYPT (24)	MONGOLIA (3)	SAUDI ARABIA (198)	
GEORGIA (2)	MOROCCO (3)	SINGAPORE (3)	

# Rising to the Challenge: Our Extraordinary Volunteers

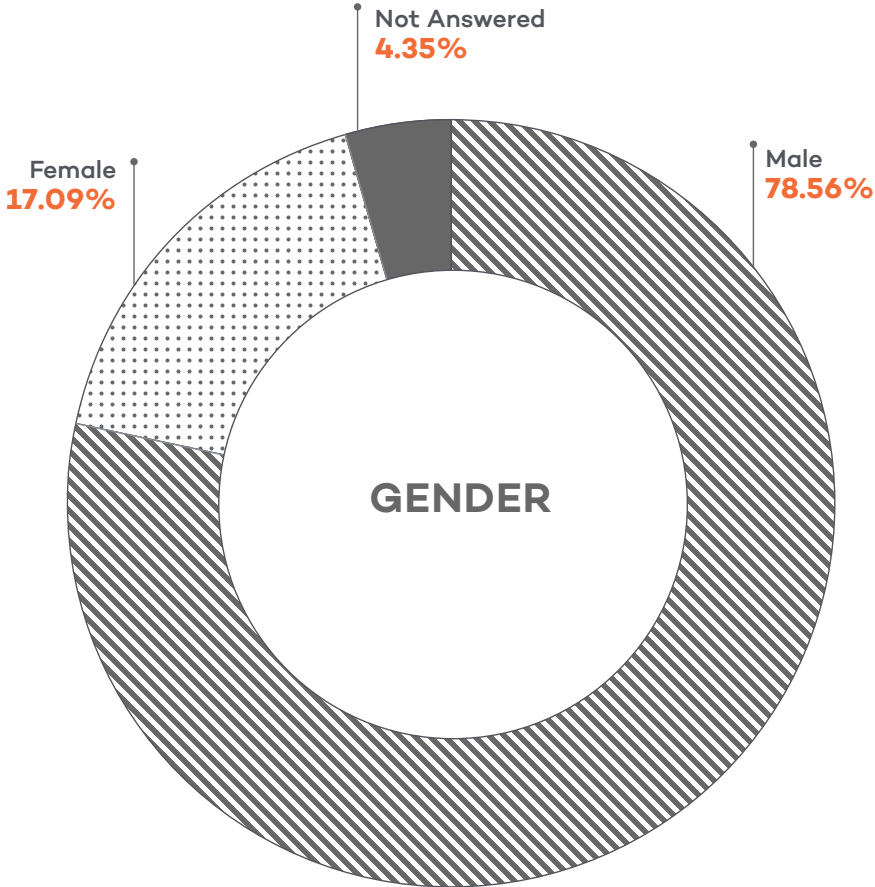
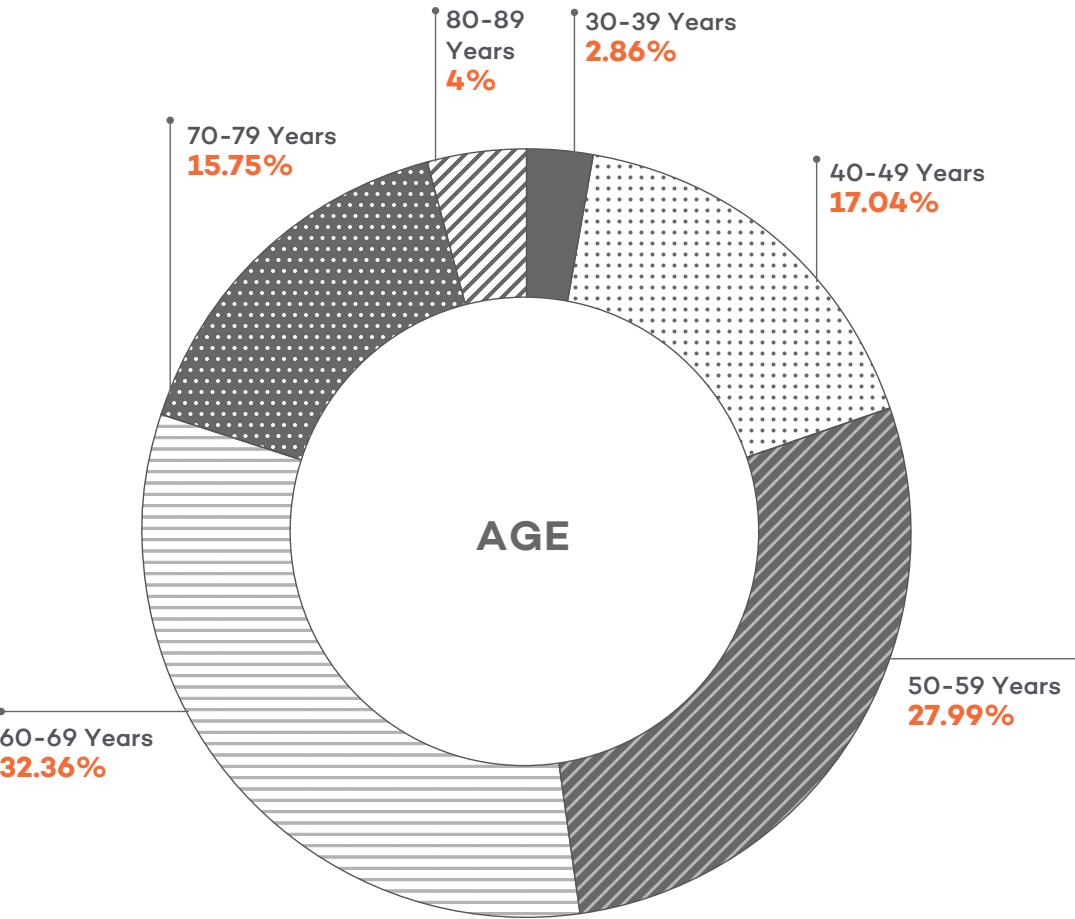
ABET accreditation would not be possible without our ABET Experts — professionals from industry, academia and government dedicated to contributing to their professions through the continuous improvement of the quality of STEM education.

These dedicated volunteers evaluate program materials, conduct program reviews and participate in accreditation decisions. They are essential contributors who are instrumental in ensuring graduates of these programs are prepared to enter the global workforce.

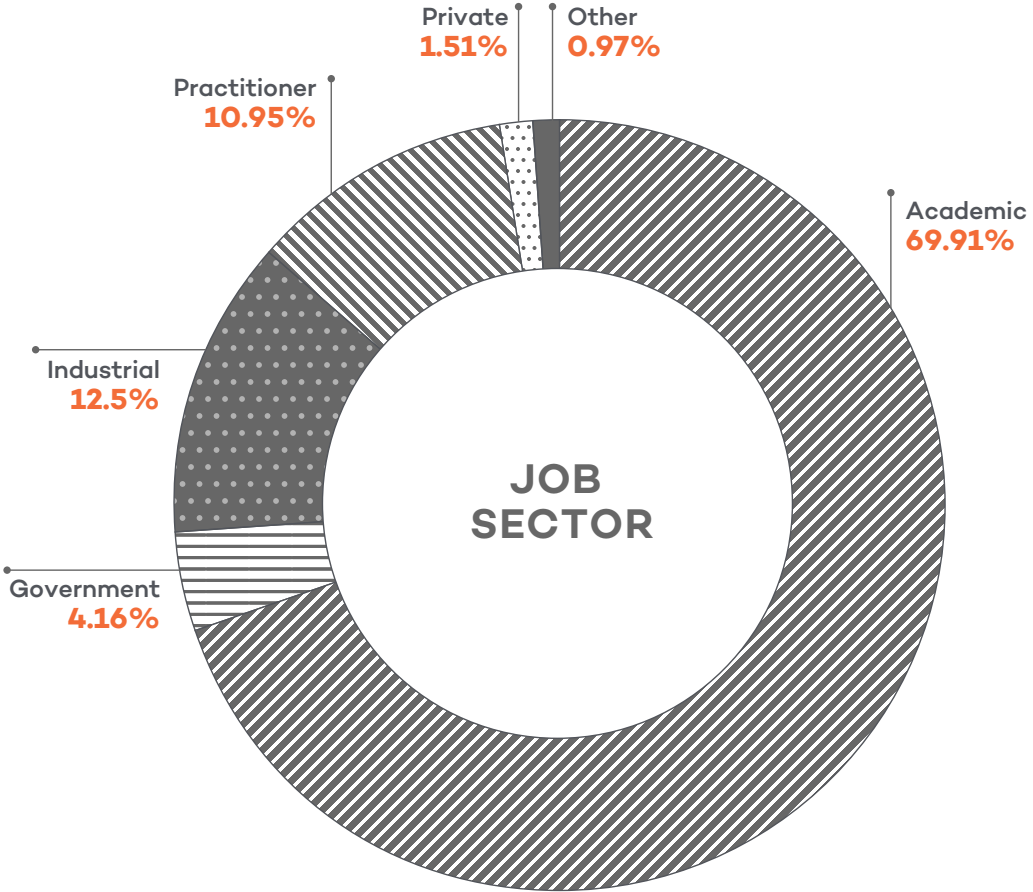
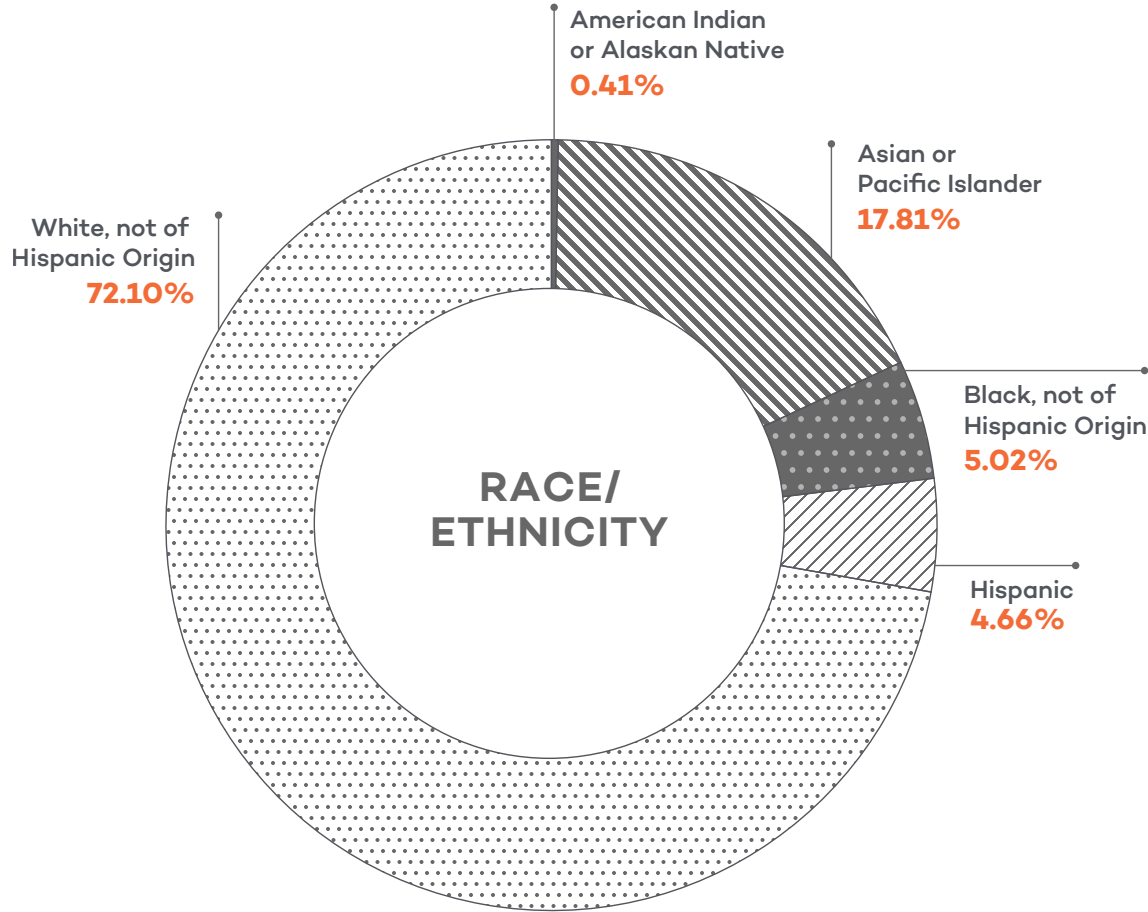
We are immensely thankful for their commitment and service.



# Volunteer Characteristics



# Volunteer Characteristics





## ARTICLE

# Curiosity: The Key to Innovation

Michael Milligan  
ABET Executive Director & CEO  
Jan 20, 2021

[Link to Article](#)

**2020 was a challenging and extraordinary year, but being the optimist that I am, I always look at each challenge as an opportunity to learn, grow and improve. It is amazing to think that just one year ago, most of us didn't know what COVID-19 was, or that it even existed. We certainly could not have anticipated how it would profoundly change our lives in so many ways, and the potential it has to reshape our future.**

We are experiencing an unparalleled moment, thrown into the public health crisis of our lifetime almost overnight. When I made the decision to close ABET headquarters last March, I thought we'd all be

back within a month, but unfortunately that is not the case as our staff continues to work remotely. This unprecedented health crisis continues to expand rapidly, particularly in the U.S., where we set new records every day for both cases and deaths.

Before the crisis hit, I was writing about people like Greta Thunberg and Afroz Shah — individuals who have had an impact on our planet through promoting sustainable initiatives. It was just one year ago that I published an article about Shah after traveling to Hyderabad, India, to provide a keynote address at the Seventh International Conference on Transformations in Engineering Education (ICTIEE 2020).

I've attended this annual event for the past several years and earlier this month, I spoke again during ICTIEE 2021. But rather than flying halfway across the world to attend, I simply logged in to the event platform from my internet browser at home in Maryland.

Last year, my ICTIEE talk focused on how we, as educators, can have a dramatic and meaningful impact on students and the future of our planet. We need to continue preparing them with all the academic fundamentals including math, sciences and design skills. But just as important is their awareness and passion for solving the many complex problems facing our world, and its people. This year at ICTIEE 2021, I spoke about making an impact in a COVID-19 world. In many ways, COVID-19 has given us an

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**As educators, we have a duty to inspire curiosity in our students — not discourage it.**

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opportunity to learn how to do things differently, and better — especially in education.

## With Disruption Comes Opportunity

As I began preparing for my keynote address, I learned a lot about viruses — their history, evolution and impact on our world over the past many centuries. For example, I didn't know that there are more viruses on earth than there are stars in the universe, or the significance these viruses played in the evolution and health of humans and other mammals. Did you know that viruses kill more living things than any type of predator? Or that scientists estimate between 8–25 percent of the human genome has viral origins? It piqued my interest and made me more curious — I needed to know more.

Interestingly, just as viruses played a role in our evolution, curiosity played an important role as well. Curiosity has helped humans survive and adapt to different environments, allowing us to constantly evolve and survive. And it will help us solve the COVID-19 health crisis.

Albert Einstein was famously quoted as saying, "I have no special talent. I am only passionately curious," but also warned us, "It is nothing short of a miracle that modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry."

As educators, we have a duty to inspire curiosity in our students — not discourage it. We can't simply have them memorize facts and formulas or simply solve

problems from a textbook. We need to provide an environment that encourages curiosity and innovation. We must go that extra mile to encourage them to express and share their curiosity with other students (curiosity can be contagious!). Curiosity, and the innovation it inspires will help solve the many real-world problems we experience, like the one we are currently facing: COVID-19. →











ARTICLE

Curiosity: The Key to Innovation

Here are some ways to spark curiosity in your students:

-  Teach students how to ask quality questions: why, how and what if?
-  Notice when they feel puzzled or confused: is there a teachable moment that will spark a desire to search for answers?
-  Encourage students to tinker: this stimulates curiosity and often leads to innovative outcomes.
-  Teach them to be skeptics: being skeptical requires additional evidence before accepting someone else's claims are true. Galileo was a skeptic, so was Steve Jobs.
-  Help them explore a variety of cultures and societies: why and how do people think differently, based on where they live or how they were raised?
-  Model curiosity in your own work and teaching: engage in meaningful dialogue about their approach to problem solving.

Graduates of science, technology, engineering and math (STEM) disciplines will be the ones asking the questions and developing the solutions to help improve the human condition. We must do what we can to make this next generation of students both fundamentally sound in their education and curious to learn.

As STEM educators, we have an opportunity to influence students. Let's inspire them to be curious and focus on big solutions to global problems. Let's inspire them to build a better world — one that is safer, more efficient, more comfortable and more sustainable for all. ○

Volunteer Spotlight



Michael D. Johnson

Michael D. Johnson, Ph.D., is an advocate for improving engineering education through hands-on, experiential learning. He has helped thousands of students understand the real-world application of their studies. His work to “bridge the practice gap” has enhanced engineering technology education in his department, his community, his professional societies and at ABET as a Program Evaluator (PEV) for the Engineering Technology Accreditation Commission (ETAC).

Johnson’s contributions to engineering technology education were recognized by the American Society for Engineering Education (ASEE) last year when they awarded him with not one, but two 2020 ASEE Awards: the Frederick J. Berger Award and the National Engineering Technology Teaching Award.

How did you first get involved with ABET?

My former department head, Walt Buchanan, introduced me to ABET. I had also heard that we couldn’t do certain things in our curriculum because of ABET, so I wanted to learn more about why that was the case (it wasn’t).

Why do you volunteer your time with ABET?

I think it is important to give back to the profession, and a great way to do that is to ensure that as many students as possible are receiving a high-quality education from a program accredited by an ABET commission.

What do you feel is most important about the work you do on behalf of ABET?

The most important thing is helping programs achieve the best outcomes for their students and other stakeholders.

What are your hopes for the future of STEM education?

I hope that all of the young people who desire to pursue an education in a STEM field get to do so at a high-quality program and that our society benefits from their innovations. ○

To learn more about Michael, check out his full spotlight article on our website at [abet.org](https://www.abet.org).

## ARTICLE

# Data Impact in a COVID-19 World

**Michael Milligan**  
ABET Executive Director & CEO  
April 27, 2021

[Link to Article](#)

Last year as the COVID-19 pandemic was spreading and countries went into lockdown, many of us thought we'd be working from home for just a few weeks or maybe, at worst, a few months. It was hard to imagine a year away from our daily routines, without the ability to interact with friends, family and colleagues in person.

We had to cancel last year's ABET Symposium in Nashville, Tennessee, due to the pandemic. When we chose Data Impact as the theme in 2020, we planned to explore the expanding influence data has across the STEM fields, and how it is reshaping the educational model and student experience. As we began planning the 2021 ABET Symposium as a virtual event, there was no doubt that data science would still be

a relevant theme to explore. The COVID-19 pandemic has served as a great example of how we can use data science to understand and manage a global health crisis. Data science has helped us learn how the virus is passed from one person to another, how it attacks our bodies and how it evolves. We also used data science to help predict the spread of the coronavirus around the world.

We just wrapped up the 2021 ABET Symposium, our first virtual conference, and I'm proud to share it was an overwhelming success! We had over 1,400 attendees from 32 countries join us for three days of informative and inspiring content. The online format made it more accessible, an unexpected benefit of everything switching to virtual this past year, and we saw a much higher attendance than

any in-person Symposium we've hosted in the past.

We kicked off the 2021 ABET Symposium with a keynote from Kimia Ghobadi, Ph.D., the John C. Malone Assistant Professor in Civil and Systems Engineering at Johns Hopkins University (JHU) and a member of both the Center for Systems Science and Engineering (CSSE) and the Malone Center for Engineering in Healthcare at JHU. In her opening keynote, Data and Healthcare, Ghobadi discussed how organizations and people use data for the common good, and the integral role of data science throughout the STEM disciplines. A prime example is the Johns Hopkins COVID-19 Dashboard — a graphical reporting tool used by news outlets, governments and global health

organizations to report real-time data on infection rates, recoveries and deaths.

Ghobadi rounded out her presentation by discussing data science and its impact on the future of education. All STEM students must graduate with an understanding of how to collect, process, analyze and evaluate data. It will become an ever-increasing requirement for addressing the many complex challenges facing us.

Members of ABET's Industry Advisory Council (IAC) kicked off day two of our Symposium with a keynote panel discussing the critical role of employers in the accreditation process, both for the long-term success of graduates and the long-term success of accredited programs. →



## 2021 ABET SYMPOSIUM KEYNOTE SPEAKERS



**Data and Healthcare**  
Kimia Ghobadi, Ph.D.

### Industry Advisory Council (IAC)



Jeffrey Abell of  
General Motors



Naguib Attia of IBM  
Global University  
Programs

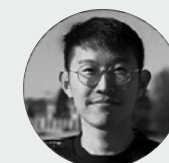


Rebecca Jones  
of SafeworkCM

### Data Impact: Real-Time Tracking and Forecasting of COVID-19



Ensheng Dong



Hongru Du



Maximilian  
Marshall



Andrew T. Phillips, Ph.D.  
U.S. Naval Academy Provost and  
ABET Computing Area Director

ARTICLE

Data Impact in a COVID-19 World

Jeffrey Abell of General Motors, Naguib Attia of IBM Global University Programs and Rebecca Jones of SafeworkCM discussed how industry and academia partner to address areas of interest, such as data science and analytics, that are in critical demand.

On the last day, we heard from Ph.D. candidates from the JHU Department of Civil and Systems Engineering during the Symposium’s closing keynote panel, Data Impact: Real-Time Tracking and Forecasting of COVID-19, moderated by U.S. Naval Academy Provost and ABET Computing Area Director Andrew T. Phillips, Ph.D.

As COVID-19 arrived in the U.S. early last year and quickly spread throughout the country, many of us were refreshing the Johns Hopkins COVID-19 Dash

board in an effort to understand what was happening in our own areas and around the world. These interactive maps

allowed anyone with internet access to see the spread of the coronavirus in real time. The dashboard was created and continues to be maintained by our closing keynote speakers Ensheng Dong, Hongru Du and Maximilian Marshall of the Center for Systems Science and Engineering (CSSE) at JHU, under the leadership of their advisor, Lauren Gardner, Ph.D., co-director of CSSE.

These graduate students discussed how and why they created the dashboard, and how collaboration and team-work across their different areas of expertise were critical to the success of this project. Along with Ghobadi, they also touched on “civilization engineering,” or the interaction of people with the built environment. I was so impressed by Dong, Du and Marshall, who worked tirelessly to build the COVID-19 dashboard and use its data for the public good. As they said in their panel, “We’re all in engineering because we

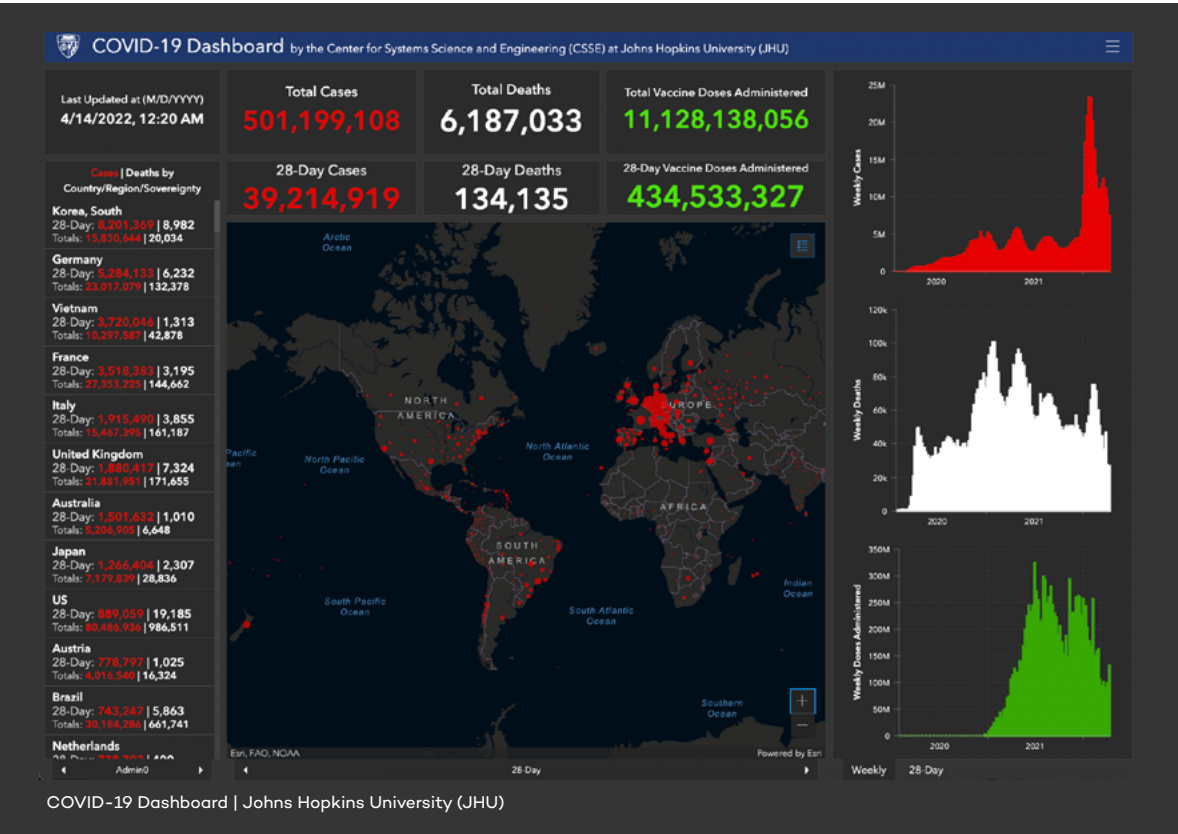
care about solving meaningful problems.”

It is estimated that 2.5 quintillion bytes of data are created every day, and over 90% of these data were collected within the last two years alone. Data is everywhere and pertains to every discipline. As the global accreditor of college and university STEM programs, it is ABET’s role to provide quality assurance that a program meets the standards set by its technical profession, which is why we’re excited to accredit data science programs in computing and have plans to add data science accreditation criteria for programs in the applied and natural sciences in the near future as well.

While the past year has brought many challenges, we have learned from these experiences and quickly adapted to a virtual world. Scientists, engineers and other STEM professionals played an inte-

gral role in developing vaccines in unprecedented speed — and they were able to do it because of the ability to understand and interpret data. ○

We’re all in engineering because we care about solving meaningful problems.



# Volunteer Spotlight



**Mary Lou Dunzik-Gougar**

To learn more about Mary Lou, check out her full spotlight article on our website at [abet.org](https://abet.org).

When Mary Lou Dunzik-Gougar was elected to serve as 2020-2021 President of the American Nuclear Society (ANS) — the fifth female to be elected president in ANS history — she was looking forward to traveling to meet with constituents in student and local sections, both in the U.S. and internationally. ANS is an ABET member society whose mission and vision are to advance the development and application of nuclear science, engineering and technology for their vital contributions to improving society and preserving the planet. Dunzik-Gougar was still serving as Vice President and President-Elect of ANS when the COVID-19 pandemic hit, which put an abrupt halt to her travel plans. Like many others, she adapted and found that she was actually able to reach more ANS members remotely than any previous president had been able to with physical visits to each section.

**Q: How did you first get involved with ABET?**

A: I was hired on at Idaho State University just as we were preparing to offer a B.S. in nuclear engineering for the first time. ISU offered graduate degrees in nuclear engineering for many decades, but, historically, had offered a general engineering B.S. with the option to emphasize a particular field, like nuclear. When Idaho National Lab became the lead lab for Nuclear Energy, it was time for a B.S. degree at the university in the neighborhood. With a new engineering degree on the horizon, it was up to us NE faculty to brush up on ABET accreditation. So, I became a PEV for EAC and later added the role of ANSAC commissioner.

**Q: Why do you volunteer your time with ABET?**

A: My first volunteer time was really aimed at learning what I could to help my university accredit a new degree. I have

stayed on long after that time (our first class graduated in 2007) for two main reasons. First, to stay current in the latest changes in accreditation criteria and practices. Secondly, I recognize the importance that university programs place on accreditation, and I want to help them to that goal. As the saying goes, a rising tide lifts all boats.

**Q: What do you feel is most important about the work you do on behalf of ABET?**

A: Through my activities as a PEV and a team chair, I have the opportunity to help universities by sharing best practices. Through my participation in the Accreditation Policy and Procedures Committee of the American Nuclear Society, my home organization, I can contribute to criteria updates and the evolution of the overall accreditation process. It's important for ABET to strive continuously to remain relevant and provide the most benefit to its customers, our universities and our students.

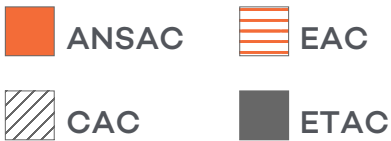
**Q: What are your hopes for the future of STEM education?**

A: In my first career, before I studied nuclear engineering at the graduate level, I taught high school science and math. That perspective is one that very few post-secondary teachers share, but I have found it of great value. Most of us recognize that having an appreciation for STEM fields must start long before post-secondary education and even long before secondary education. The best way to expand STEM education, at all levels, is to empower teachers. Having been in K-12 STEM education, I know that instinctively. Teachers aren't paid much and they face challenges of discipline, attendance, family support of students, among others. One challenge they shouldn't have to face on their own is access to engaging STEM lessons and activities, especially for K-8 students. Many of the teachers at this level have had very little coursework or experience in STEM areas, but they recognize the importance of STEM education for their students. ○

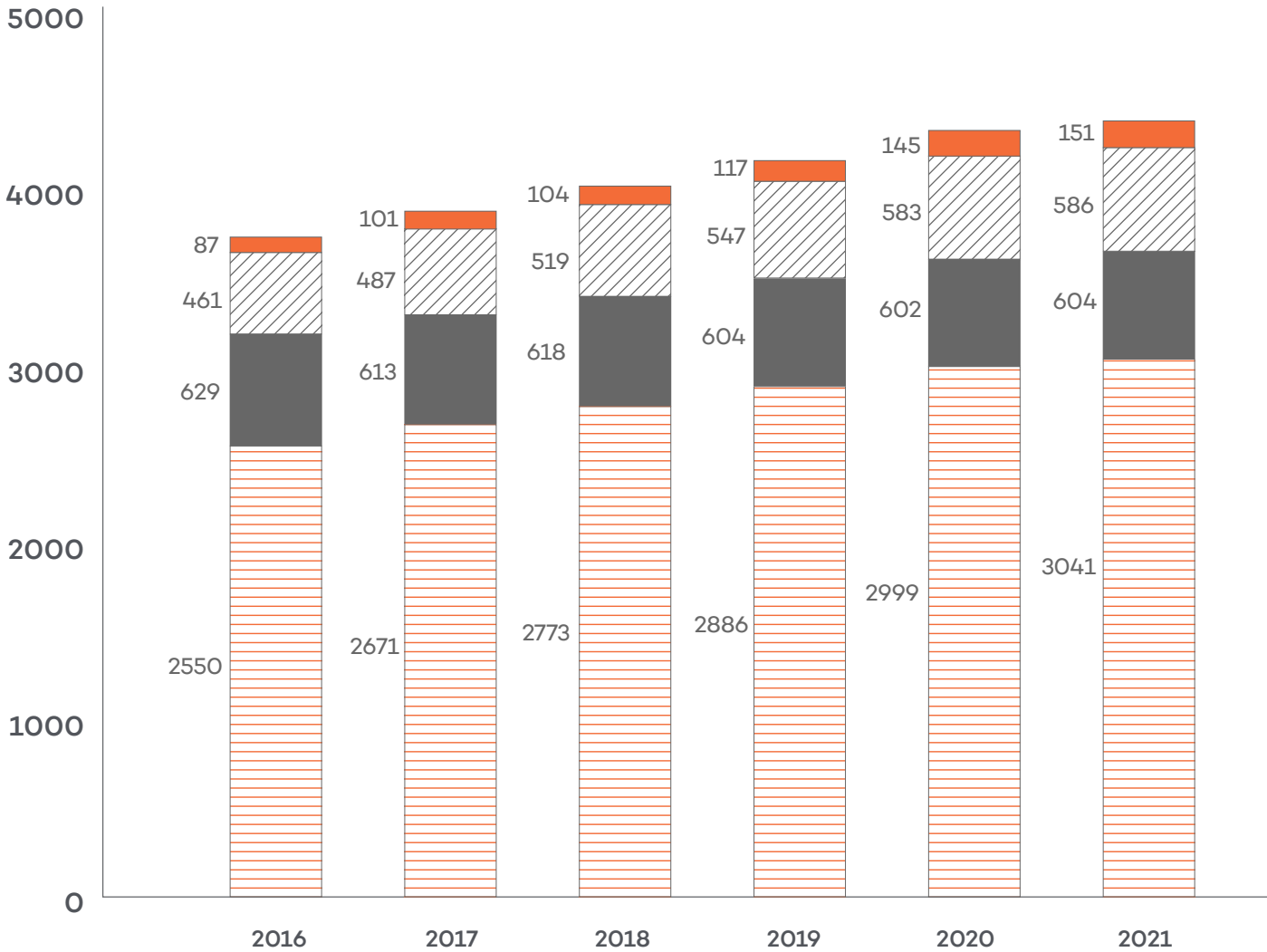
# Accredited Programs By Commission

Accredited Programs  
As of October 1, 2021

ANSAC	151
CAC	586
EAC	3041
ETAC	604



ACCREDITED PROGRAMS BY COMMISSION: 2016-2021

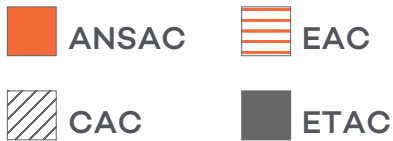




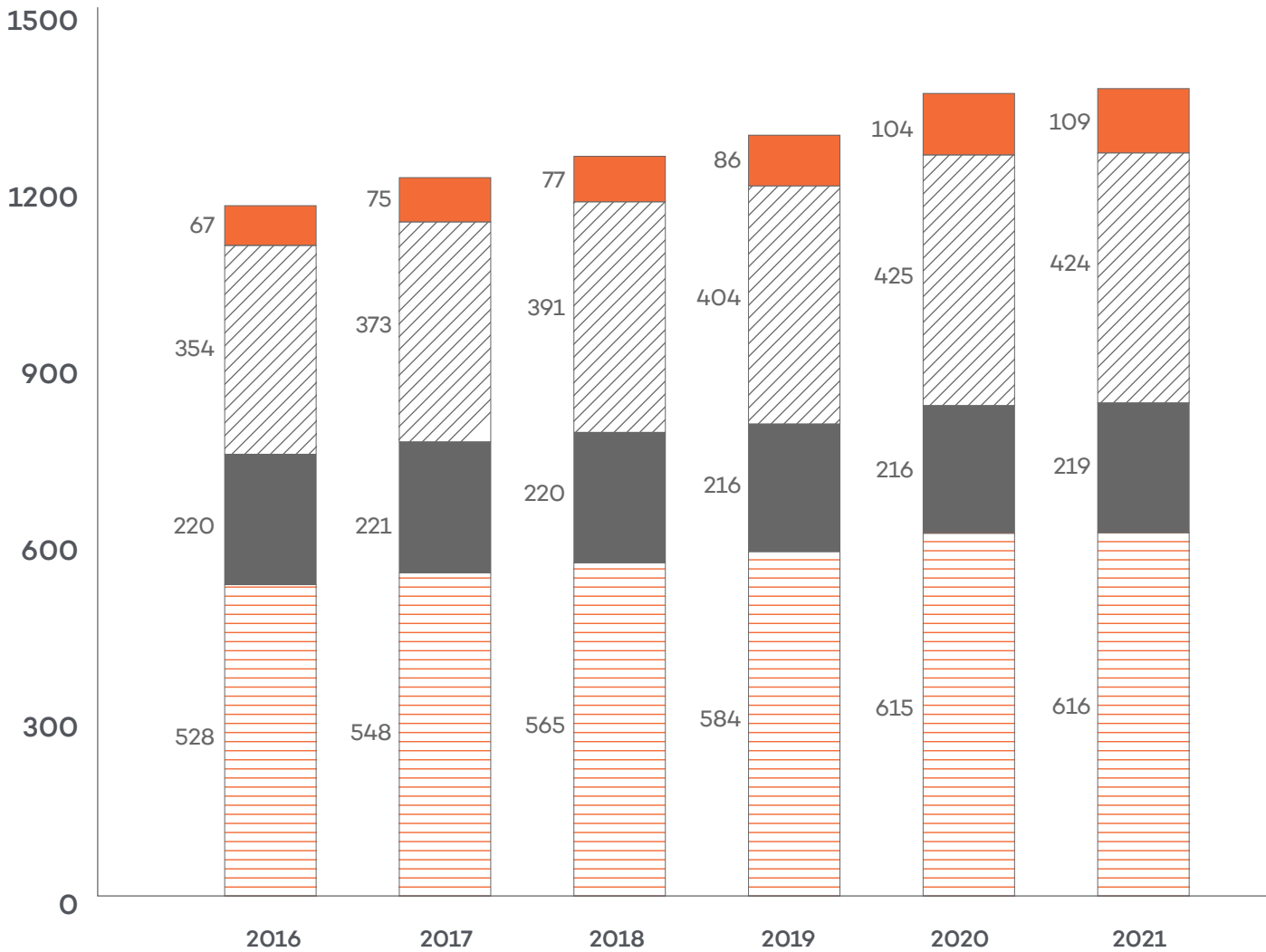
# Institutions With Accredited Programs By Commission

Accredited Institutions  
As of October 1, 2021

ANSAC	109
CAC	424
EAC	616
ETAC	219



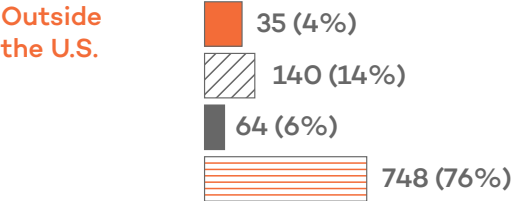
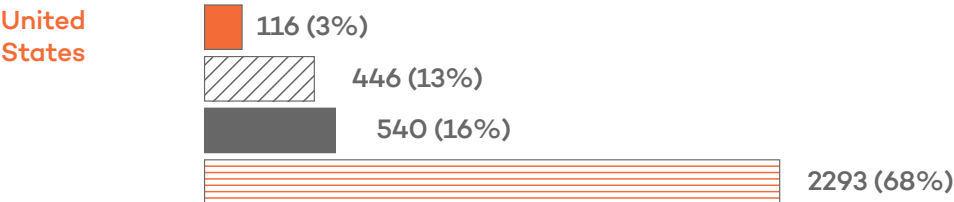
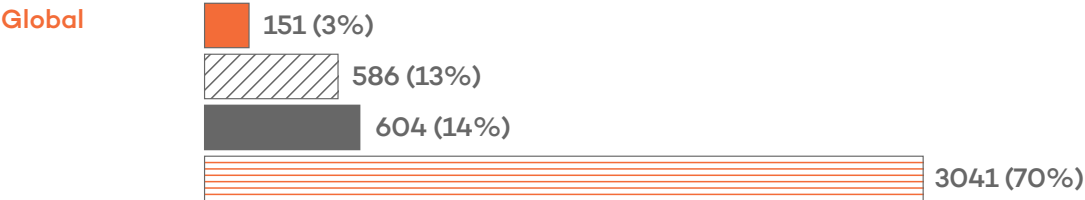
INSTITUTIONS WITH ACCREDITED PROGRAMS  
BY COMMISSION: 2016-2021



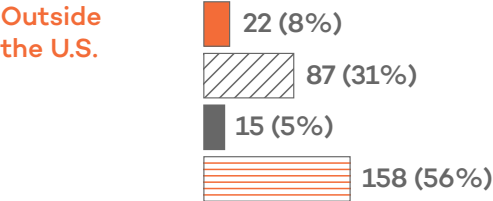
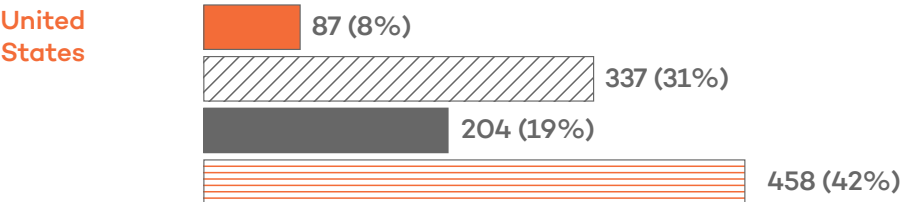
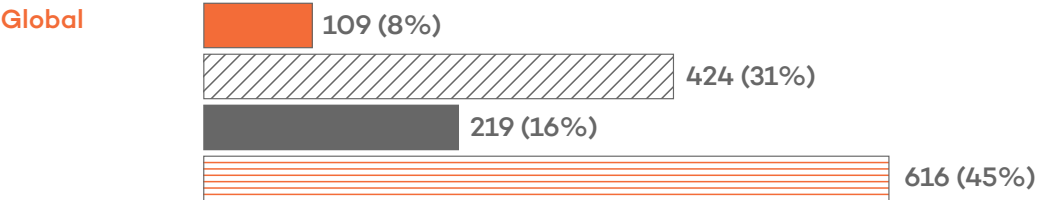
# Accreditation Statistics by Commission



## PROGRAMS



## INSTITUTIONS



# Behind the Data

Accreditation is a review process to determine if educational programs meet defined standards of quality. Once achieved, accreditation is not permanent — it is renewed periodically to ensure that the quality of the educational program is maintained.

We provide specialized accreditation for post-secondary programs within degree-granting institutions already recognized by national or regional institutional accreditation agencies or national education authorities worldwide.

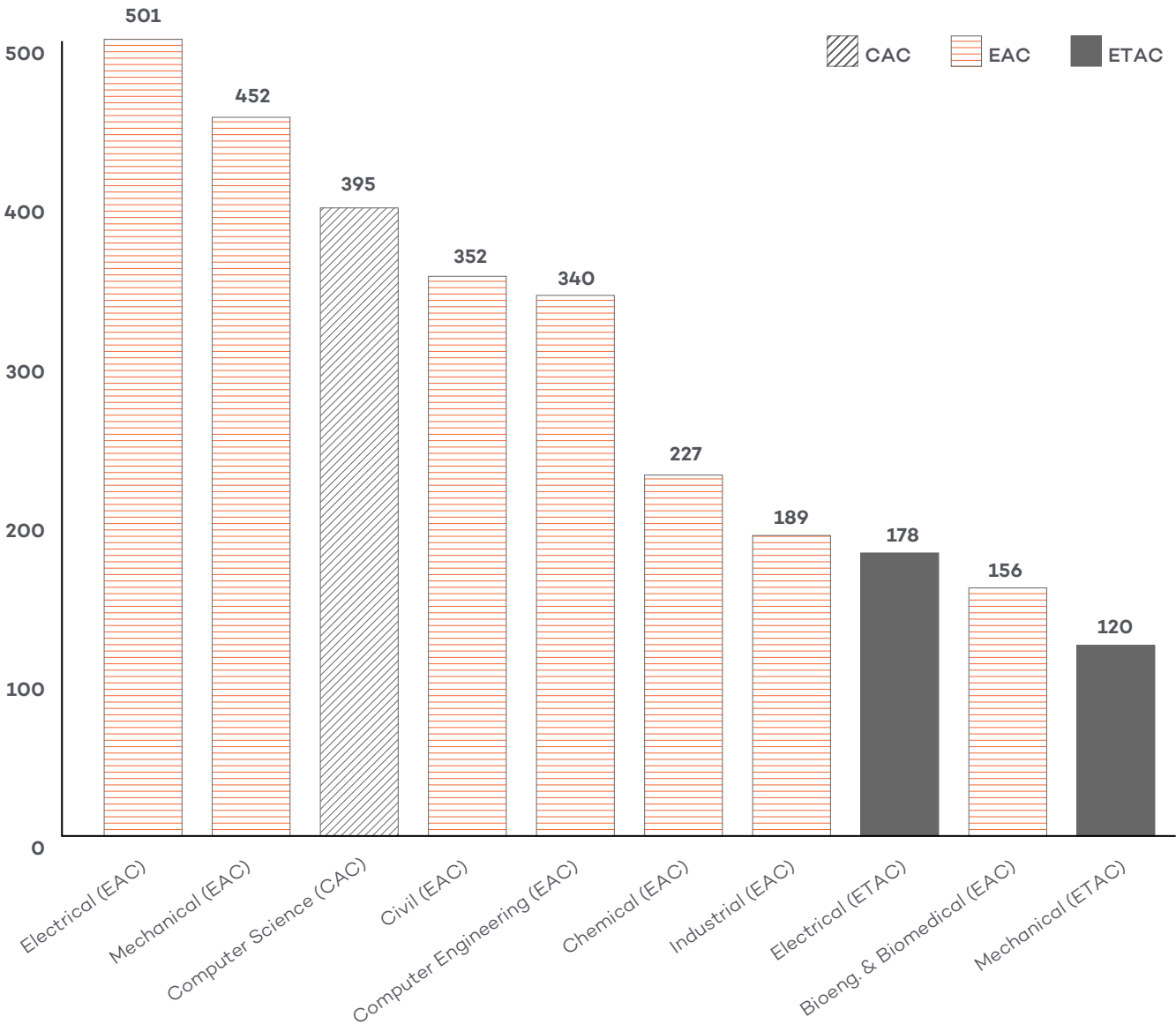
Our member professional and technical societies and their individual members collaborate through ABET to develop standards of quality, known as ABET Criteria, on which our review teams base their evaluations of programs under consideration for accreditation.

The ABET Accreditation process is carried out by our four accreditation commissions. Each commission sets accreditation standards for specific program areas and degree levels.

- Applied and Natural Science Accreditation Commission (ANSAC)
- Computing Accreditation Commission (CAC)
- Engineering Accreditation Commission (EAC)
- Engineering Technology Accreditation Commission (ETAC)

[Learn More](#)

10 LARGEST CURRICULAR AREAS ACCREDITED BY COMMISSION



# Behind the Data

Accreditation is a review process to determine if educational programs meet defined standards of quality. Once achieved, accreditation is not permanent — it is renewed periodically to ensure that the quality of the educational program is maintained.

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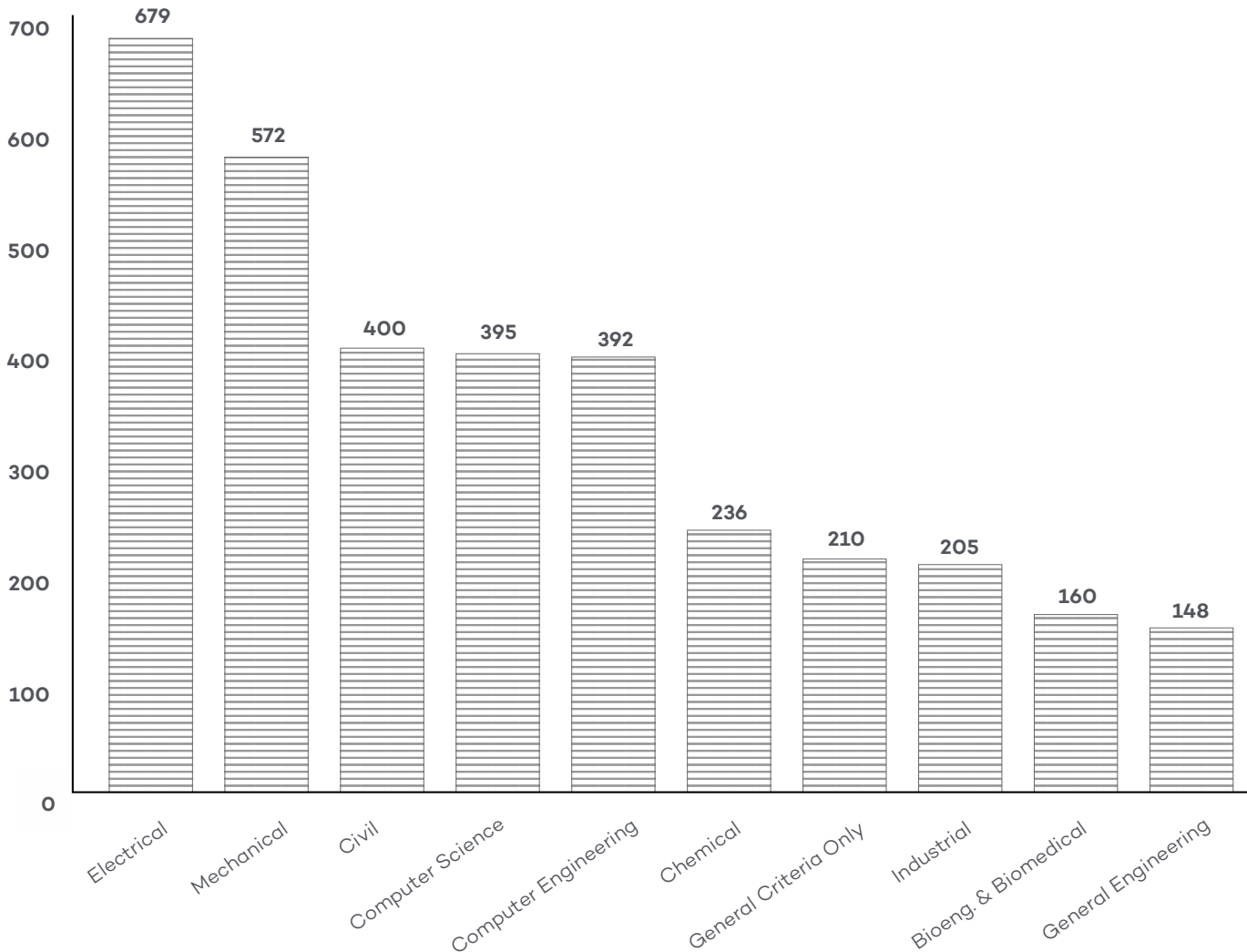
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[Learn More](#)

10 LARGEST CURRICULAR AREAS BY NUMBER OF ACCREDITED PROGRAMS ACROSS ALL COMMISSIONS



## ARTICLE

# Capacity Building Through Educational Technology

Michael Milligan  
ABET Executive Director & CEO  
Jul 9, 2021

[Link to Article](#)

**I was recently invited to address an educational technology conference in China. While I still haven't traveled since the COVID-19 pandemic first hit the U.S., I was excited to participate virtually, as this was my first opportunity to engage an audience focused on this exciting topic.**

Educational technology (EdTech) is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. Widespread use of EdTech can have a big impact in expanding access to quality STEM (science, technology, engineering and math) education around the world. The past year has brought many challenges,

but I always try to look for silver linings in otherwise difficult experiences. The COVID-19 pandemic jumpstarted the extensive use of educational technology for distance learning. As I wrote last May, education at all levels quickly pivoted to an online learning format. While there were a few growing pains at the outset, the shift to remote learning demonstrated that quality education can effectively reach more people around the world.

Technology was key in enabling education to continue this past year, and it's also key to expanding access to education in the future. As the UN Sustainable Development Goals and the NAE Grand Challenges demonstrate, there are many global problems that can only be addressed by qualified

STEM professionals. With the population growth rate accelerating the fastest in the world's most underdeveloped countries, we must think about capacity building through the use of educational technology. There will be a lot of capable students in these areas of the world who won't have access to quality STEM education, so we must figure out how we can most effectively use educational technology to capacity build for increased access to education — be it through remote programs or hands-on technology.

In many ways, technology is the easiest infrastructure to roll out. When it comes to capacity building, the greatest way we can make a difference is by using technology to expand access to education — in a big way.

At ABET, we care about preserving and improving students' educational experiences. Our accreditation processes encourage new approaches to technical education, because we understand that innovation is critical to the advancement of STEM education. In fact, we have an annual ABET Innovation Award that honors individuals or teams that are breaking new ground by developing and implementing innovation into their ABET-accredited programs. Our 2020 ABET Innovation Award winner was the IT Students Capacity Building Program by iSITE — Integrated Southern Tagalog Association of IT Education, an organization providing collaborative industry-aligned seminars, →





ARTICLE

Capacity Building Through Educational Technology



training and conferences to students and faculty in geographically dispersed IT programs in the Philippines. Each semester, iSITE brings its program to different islands of the Philippines, providing access to a diverse range of programs and sharing resources to supplement student learning in underserved areas. Innovative ideas like these will help us expand access to educate a qualified, robust STEM workforce in every corner of the world.

Technology will continue to evolve, but we need to keep in mind the importance of a

solid foundation rooted in the fundamentals of STEM. With that, students will have the tools to keep pace with the latest advancements in all areas of technology.

Distance education was well-established before COVID, but we now have an opportunity to take virtual learning to the next level. As we reimagine education moving forward, educational technology will help us expand STEM education, providing the means for more students to engage in solving the many complex global challenges facing our world. ○

Volunteer Spotlight



Richard Olawoyin

Richard Olawoyin uses his multidisciplinary expertise to benefit the world through safety and sustainability. His research and instruction focus on the interaction between humans and emerging technologies, and the resulting safety risks.

An associate professor of industrial and systems engineering at Oakland University, he’s making an impact on the next generation of safety professionals and on the future of higher education as a member of the Applied and Natural Science Accreditation Commission (ANSAC) and a founding member of the Inclusion, Diversity and Equity Advisory Council (IDEAC) of ABET.

Olawoyin didn’t follow a straight path to academia, but he credits the diversity of his background and many mentors for guiding him to where he is today.

**Q: How did you first get involved with ABET?**  
A: I became familiar with ABET at Penn State University where I earned my graduate degrees. The Petroleum and Natural Gas Engineering B.S.

program is accredited by the Engineering Accreditation Commission of ABET. As a faculty member at Oakland University (OU), I served as the accreditation coordinator for the ANSAC program at OU.

My program director at that time (Dr. Charles McGlothlin) inspired me to become a program evaluator and he was also assigned as my ABET training mentor. I went through the PEV training, and my first team visit chair was Dr. Hamid Foononi, (Fellow, ABET). I learned a lot from interacting with my mentors and new colleagues I met along the way. The learning experience and the opportunity to support educational quality across many programs motivated me even more, and I have remained a volunteer for ABET ever since. ➔

## Volunteer Spotlight: Richard Olawoyin

### Q: Why do you volunteer your time with ABET?

A: Volunteerism has fueled my passion to make a difference and, in turn, it has improved my personal and professional well-being. Volunteering with ABET has provided the opportunity for me to make meaningful professional connections and for enhanced engagement in team-oriented activities. Importantly, I have been able to learn (through ABET training programs, ABET mentors, colleagues, symposium presentations I gave and attended, mentoring of other volunteers) and gain experience in many areas that are of interest to me. It also provides the opportunity to practice learned skills (task management and organization, leadership, teamwork, communication and inclusive-centered problem-solving approaches) through engagement on ABET

teams, ABET commissions, ABET councils and committees. Additionally, volunteering for ABET is fun because it brings positive experiences across the spectrum of engagements, providing renewed motivation, creativity and passion that are transferable to my professional and personal life.

The difference ABET volunteers make in contribution to academic quality is discernible.

### Q: What do you feel is most important about the work you do on behalf of ABET?

A: The ability to contribute to building a community that champions global excellence through the development and maintenance of standards for the accreditation process. The contributions we make foster confidence and help to create a safer, more resilient, sustainable world, and in addition, it helps to calibrate the future of work.

These volunteering contributions help foster engagement between member societies and the ABET organization, increase recruitment of volunteers, support volunteer training, support institutional needs to make agile improvements, and help to make

the accreditation process more effective and efficient.

### Q: What are your hopes for the future of STEM education?

A: The world relies on the training and the expertise of educated professionals to drive change, innovation, discovery and the development of solutions to address present and future challenges/disruptions. This makes STEM education indispensable, as careers in STEM-related disciplines are broad and diverse. More STEM jobs are projected to be in demand for meeting these needs.

Preparing learners today for tomorrow's careers should involve a more STEM-based curriculum at the early educational stage, with practical applications of learned concepts. Improvements are needed on how STEM education is approached from the global to local levels. Where appropriate STEM curriculum is available, learners need to know how the curriculum is beneficial to their career development—this I hope would help increase the number of individuals entering STEM fields. The STEM curriculum should also be sensitive to emerging technologies, which would help learners develop strong founda-

tions in STEM topic areas and provide the opportunities to learn current concepts easier. Hopefully this would solidify deeper and long-term learner interests in STEM.

The STEM curriculum is typically aimed at preparing learners for future career opportunities and supporting their skills development. STEM education could be perceived by some as too difficult and new learners may not easily connect with understanding the concepts. My hope is that STEM education can become more interesting and simplified for new learners through innovative content delivery that considers all learner needs, particularly underrepresented and underserved populations, and those with limited or no access to resources that help support active and effective learning. The future will require more focus on learning diversity, inclusive centered learning opportunities for new learners, and making STEM education to be born-accessible to early learners in underdeveloped, developing and developed economies. The ABET accreditation of STEM programs is quintessential for supporting STEM education equity that would bridge the gender gap,



nurture the next generation of innovators and help learners develop modern skills for solving real world problems.

I also hope that STEM education would be seen as fun! Rethinking how educators and the learning communities are supported could inspire great change and could be realized for improving the overall perception, availability, accessibility and application of STEM education, now and in the future. ○

To learn more about Richard, check out his full spotlight article on our website at [abet.org](https://abet.org).

**“...I’m proud of the way our organization has performed in a virtual environment. I am inspired by the dedication and strength of our volunteers and staff — thank you all for your commitment to improving the quality of STEM education.”**

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Dianne Chong, Ph.D., 2020–2021 ABET President



# Volunteer Spotlight



**Michael Oudshoorn**

**Michael Oudshoorn discovered computer science by accident. When he entered his freshman year at the University of Adelaide, Australia, he planned to become an industrial chemist and took computer science as a class to fill in his schedule. By the end of the semester, he realized computing not only came easily to him, but he really enjoyed it. He also learned that he had little interest in chemistry.**

Prior to university, Oudshoorn had limited experience with computers other than one or two high school trips to a computing center in the northern suburbs of Adelaide. There, he used punch cards to write code, and it was this exposure that prompted him to choose computer science to fill a course credit. By second semester, he had switched his major from chemistry to computer science and applied mathematics.

"Everybody has an aptitude for something," Oudshoorn explained. "And if you're lucky enough to find that, then life is pretty pleasant."

Oudshoorn is now a leader in computer science and engineering education. Since 2018, he has been building an engineering school from the ground up as Founding Dean of the Webb School of Engineering and Professor of Computer Science at High Point University (HPU) in North Carolina.

**Q: How did you first get involved with ABET?**

A: I became involved with ABET in 2003-04 when I relocated to the U.S. from Australia. I was the department chair and an ABET visit was due a year after I arrived. What better way to learn how the accreditation process works than by becoming a PEV and participating the review of other programs? It was a great insight into the process and what evaluators look for during a visit.

**Q: Why do you volunteer your time with ABET?**

A: I have been an ABET volunteer for 18 years now. I volunteer because I believe in the process and the way in which a continuous improvement lifecycle helps programs improve and deliver the best possible program they can to their students.

**Q: What do you feel is most important about the work you do on behalf of ABET?**

A: I have a number of roles within ABET, but I think the most important is serving as a team chair. This allows me to work with other volunteers during a visit, represent the program at a commission meeting and to interact with the institution being accredited. As the "face of ABET" during accreditation visits it is important that the team members are knowledgeable, professional and team oriented.

**Q: What are your hopes for the future of STEM education?**

A: I would like to see more students consider a STEM

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**"As the 'face of ABET' during accreditation visits it is important that the team members are knowledgeable, professional and team oriented."**

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education. Some are turned off by the rigor and workload typically associated with a STEM degree, but the benefits of a STEM-based job make the required effort worthwhile. I would also like to see retention rates within STEM degrees improve. This may mean we need to reexamine the way we teach some content and consider moving to a competency-based model of education rather than a knowledge-based model. **O**

To learn more about Michael, check out his full spotlight article on our website at [abet.org](https://abet.org).

# ABET Awards

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As an organization committed to inspiring excellence in technical education, we admire and applaud remarkable achievements. When we identify truly exceptional efforts by individuals, institutions or organizations, we honor them with one of four major awards at our annual ABET Awards Celebration. This year's celebration was held virtually on October 30, 2021.

ABET Bridge served as the sponsor of two awards: the Claire L. Felbinger Award for Diversity and Inclusion and the ABET Innovation Award. The recipients of these two awards each received \$10,000 to continue their important work.

To learn more about our distinguished honorees and to see videos from the 2021 ABET Awards Celebration, visit [www.abet.org/awards](http://www.abet.org/awards).



# Linton E. Grinter Distinguished Service Award

The Linton E. Grinter Distinguished Service Award honors an individual whose rare commitment and enduring impact has made ABET a better organization.

The award is our highest honor and the contributions of its recipients define our organization.

## 2021 WINNER FRANK HART

For extraordinary contributions to ABET in advancing accreditation of academic programs in STEM disciplines. He led the Engineering Technology Accreditation Commission's (ETAC) adoption of outcomes-based accreditation. His work with the American Society for Engineering Education, the National Forum of Engineering Technology and the National Academy of Engineering contributed to a substantial increase in the number of ABET-accredited engineering technology programs. He participated in approximately 48 ABET visits as a Program Evaluator or a Team Chair and served as the Team Chair for the first ETAC visit outside the United States.

Frank Hart serves as Adjunct Accreditation Director for Engineering Technology Programs for ABET, Inc. Prior to joining ABET, he served as dean of the School of Engineering

Technology and Computer Science at Bluefield State College. He is a graduate of Virginia Tech with a B.S. and M.S. in Civil Engineering. He is a licensed professional engineer and surveyor in Virginia.

Hart is a member of ASCE, NSPS and ASEE, and an honorary member and past president of the International Society for Mine Surveying. His activities in these organizations include numerous publications and presentations. He is a Fellow of ABET and ACSM. His consulting experiences have focused on site development, geotechnical engineering, construction management, surveying systems and ABET evaluations.

During his spare time, Hart coached Little League Baseball for more than 20 years and served on many community development committees. Currently he enjoys golf, genealogy and family history research and traveling with his spouse, Carol.



## FRANK HART

Adjunct Accreditation Director  
for Engineering Technology  
Programs for ABET, Inc.

# ABET Fellow Award

The distinction of ABET Fellow is an honor that recognizes individuals that surpass normal expectation by dedicating notable time and effort to achieving our endeavors.

## 2021 WINNERS

- John K. Estell
- Hamid Fonooni
- Tom Hall
- John H. Koon
- Cary Laxer



### JOHN K. ESTELL

Professor of Computer Engineering and Computer Science, Ohio Northern University

For sustained contributions focused on harmonization across commissions through service as a commissioner for both computing and engineering commissions as well as for service on the Accreditation Council Training Committee.

John K. Estell holds a B.S. in Computer Science and Engineering degree from The University of Toledo, and M.S. and Ph.D. degrees in Computer Science from the University of Illinois. He is currently a professor of Computer Engineering and Computer Science at Ohio Northern

University. His research includes streamlining outcomes assessment processes and applying entrepreneurial mindset approaches to engineering design pedagogy.

Estell has been an ABET Expert since 2010, starting as a Program Evaluator (PEV) for both Computer Engineering and Computer Science. He served as a CAC Commissioner from 2013 to 2021, including being on the CAC Executive Committee from 2016-19, and commenced serving as an EAC Commissioner in 2021. He has been on the Accreditation Council Training Committee since 2016, including serving as the PEV Training Subcommittee Chair since 2018. Estell has also been a regular presenter at the ABET Symposium since 2003, being an invited speaker on several occasions. Estell has served in leadership roles in other professional societies. He is a Fellow of the American Society for Engineering Education (ASEE) and currently

sits on its Board of Directors. Prior service includes being chair of the ASEE Computers in Education and First-Year Programs Divisions. Estell is also a founding member and vice president of the Pledge of the Computing Professional.



### HAMID FONOONI

Director of the Ergonomics Program in Occupational Health Services, University of California-Davis

For outstanding leadership in the expansion of ANSAC’s accreditation to include natural science and innovation in creating the partially virtual visit protocol.

Hamid Fonooni is currently serving as the director of

the Ergonomics Program in Occupational Health Services at the University of California-Davis. Prior to his appointment at UC Davis, he served as the director of Master of Science in Occupational Safety at East Carolina University, Greenville, North Carolina for 10 years, and from 1995-2006, he served as the director of Master of Environmental Health and Safety Program at the University of Minnesota Duluth. He has 22 years of experience working in academia, plus 13 years of industrial experience, which includes eight years working as a senior ergonomics engineer for the Ohio Division of Safety and Hygiene serving industries in Northwest Ohio. In addition, he has provided consultation in the areas of ergonomics, process improvement and risk management to industries in Northern Minnesota and Eastern North Carolina.

Fonooni received his doctoral and master’s degrees in →

# ABET Fellow Award

Mechanical Engineering from University of Cincinnati and his undergrad degree in Mechanical Engineering Technology from Indiana State University. He has published numerous articles, book chapters, papers and technical reports related to occupational ergonomics, biomechanics and occupational safety.



## TOM HALL

**Professor Emeritus,  
Northwestern State University**

For outstanding leadership in accreditation by leading a five-year effort to update general and program criteria, thereby reducing program assessment burden and increasing the value of continuous improvement efforts.

Thomas M. Hall, Jr. graduated from the United States Military Academy in 1969 and served on active duty in the U.S. Army for 26 years, retiring as a colonel. He then taught at Northwestern State University (NSU) of Louisiana for 17 years, including 10 years as department head.

Hall's experience with ABET spans more than 20 years — from gaining initial accreditation for two programs at NSU to chairing ETAC. Tom led the ETAC criteria committee for the major revisions of Criteria 3 and 5 and initialized significant changes to the program criteria template. He is recognized within ETAC for his expertise on accrediting online and hybrid programs. He chaired ETAC during the pandemic, which temporarily, but significantly, changed the conduct of accreditation reviews and commission meetings. Tom was selected as Professor Emeritus of NSU. He was named a Fellow of the American Society for

Engineering Education (ASEE) and received the James H. McGraw Award.



## JOHN H. KOON

**Professor of Practice in the  
Environmental Engineering program,  
Georgia Institute of Technology**

For sustained contributions in bringing practitioner and academic perspectives to ABET governance deliberations, and leadership in bringing values of diversity, equity and inclusion into ABET culture.

John H. Koon has an appointment as a professor of practice in the Environmental Engineering program at Georgia Institute of Technology and is president of John H. Koon & Associates, from

which he does environmental engineering consulting work. Prior to his tenure at Georgia Tech he was a practitioner, working mostly as an officer in national/global engineering firms. His work included working with industries, the military and municipalities on the treatment of industrial wastewaters.

He earned his Ph.D. in Civil (Environmental) Engineering at University of California, Berkeley in 1971. He is a member of the National Academy of Engineering, ASCE, WEF, AWWA, AAEE and AEESP, and is a member of the Board of Delegates of ABET. He is a member of the Cal-Berkeley CEE Academy of Distinguished Alumni and recipient of the WEF Wesley Eckenfelder Water Quality Lifetime Achievement Award.



## CARY LAXER

**Professor Emeritus of Computer  
Science and Software Engineering,  
Rose-Hulman Institute of Technology**

For sustained contributions to training, incorporating the computer science model curriculum into ABET criteria, and leadership in transitioning to virtual visits.

Cary Laxer is professor emeritus of Computer Science and Software Engineering at Rose-Hulman Institute of Technology in Terre Haute, Indiana. He earned his B.A. in Computer Science and Mathematics from New York University and his Ph.D. in Biomedical Engineering from Duke University. His teaching specialties include international project collaboration, computer graphics, computer game

development, data structures and computing fundamentals. Recent professional development efforts have focused on pedagogical concepts associated with students working on international collaborative open-ended projects.

Laxer is a senior member of ACM, a life senior member of IEEE, and a member of ASEE. He has held numerous leadership roles with ACM's SIGCSE, ITiCSE, and CompEd conferences. He has served on the Education Committee of SIGGRAPH, including a term as chair of the computer science curriculum subcommittee. Laxer has served as a volunteer for ABET for almost 20 years, rising through the ranks as a Program Evaluator, Team Chair, Commissioner, and ExCom member. He currently serves as Chair of the Computing Accreditation Commission (CAC) of ABET. At Rose-Hulman, Laxer serves as the chapter adviser for the Rose Tech Chapter of Triangle Fraternity. For relaxation, Cary enjoys traveling, reading, the theatre, dark chocolate and a glass of good wine.

# Claire L. Felbinger Award for Diversity and Inclusion

The Claire L. Felbinger Award for Diversity and Inclusion is presented to recognize U.S.-based educational units, individuals, associations, and firms for extraordinary success in achieving diversity in the technological segments of our society.

The Claire L. Felbinger Award for Diversity and Inclusion is sponsored by ABET Bridge.

## 2021 WINNER SHERYL A. SORBY

For transformative and proactive leadership in improving retention and inclusion of diverse, minoritized groups by researching and creating interventions to enhance spatial skills in engineering students.

Sheryl Sorby is a professor of Engineering Education at the University of Cincinnati. She was a Fulbright Scholar at the Dublin Institute of Technology and is a professor emerita of Mechanical Engineering-Engineering Mechanics at Michigan Tech. She was the associate dean of Engineering for Academic Programs at Michigan

Tech and served as an NSF Program Director in the Division of Undergraduate Education for nearly three years. She received a B.S. in Civil Engineering, an M.S. in Engineering Mechanics and a Ph.D. in Mechanical Engineering, all from Michigan Tech. Sorby has a well-established research program in spatial visualization. She received her first grant to develop a course and materials for helping engineering students, particularly women, develop their spatial skills. She received numerous follow-up grants to further her work in developing and assessing spatial skills. Her spatial skills curriculum has been adopted by nearly 30 engineering programs across the nation.



## SHERYL A. SORBY

Professor of Engineering Education at the University of Cincinnati



# ABET Innovation Award

The ABET Innovation Award recognizes vision and commitment that challenge the status-quo in technical education. It honors an individual and/or a program or an institutional team that has broken new ground by developing and implementing innovation into an ABET-accredited program.

The ABET Innovation Award is sponsored by ABET Bridge.

## 2021 WINNER VILLANOVA UNIVERSITY COLLEGE OF ENGINEERING CAREER COMPASS PROGRAM

For successful implementation of a mandatory undergraduate engineering program that stimulates and develops broad-based innovative leadership and management skills, preparing each graduate for entry into a dynamic workplace.

Developed in consultation with engineering alumni, faculty and students, Career Compass is a one-of-a-kind professional development curriculum. Students learn not only the scientific, mathematical and engineering principles expected of every engineer, but also the professional skills needed to succeed in any career.

The Career Compass professional development program is a combination of self-directed on-line modules and required activities, such as attending professional events on campus. Career Compass also connects students with professionals in

the University's Career Center who will prepare them for internships and career opportunities through resume workshops and mock interviews with employer representatives.

Another highlight of the program is one-on-one mentorship from a Villanova Engineering alumnus, beginning in each student's sophomore year. To date, more than 650 alumni have been engaged in the program, offering gender-based, personal and professional advice to help students define their individual career paths moving forward.

In addition to mentorship, alumni also contribute to the program through COMPASS Conversations. These major-specific panel discussions offer insights into the career paths available to students and advice on how to reach their goals.



**VILLANOVA**  
**UNIVERSITY**  
IGNITE CHANGE. GO NOVA.



# ABET Bridge™

**ABET Bridge, previously known as The ABET Foundation, relaunched after a brief hiatus in January of 2021 with a renewed focus on philanthropic activities and advisory services.**

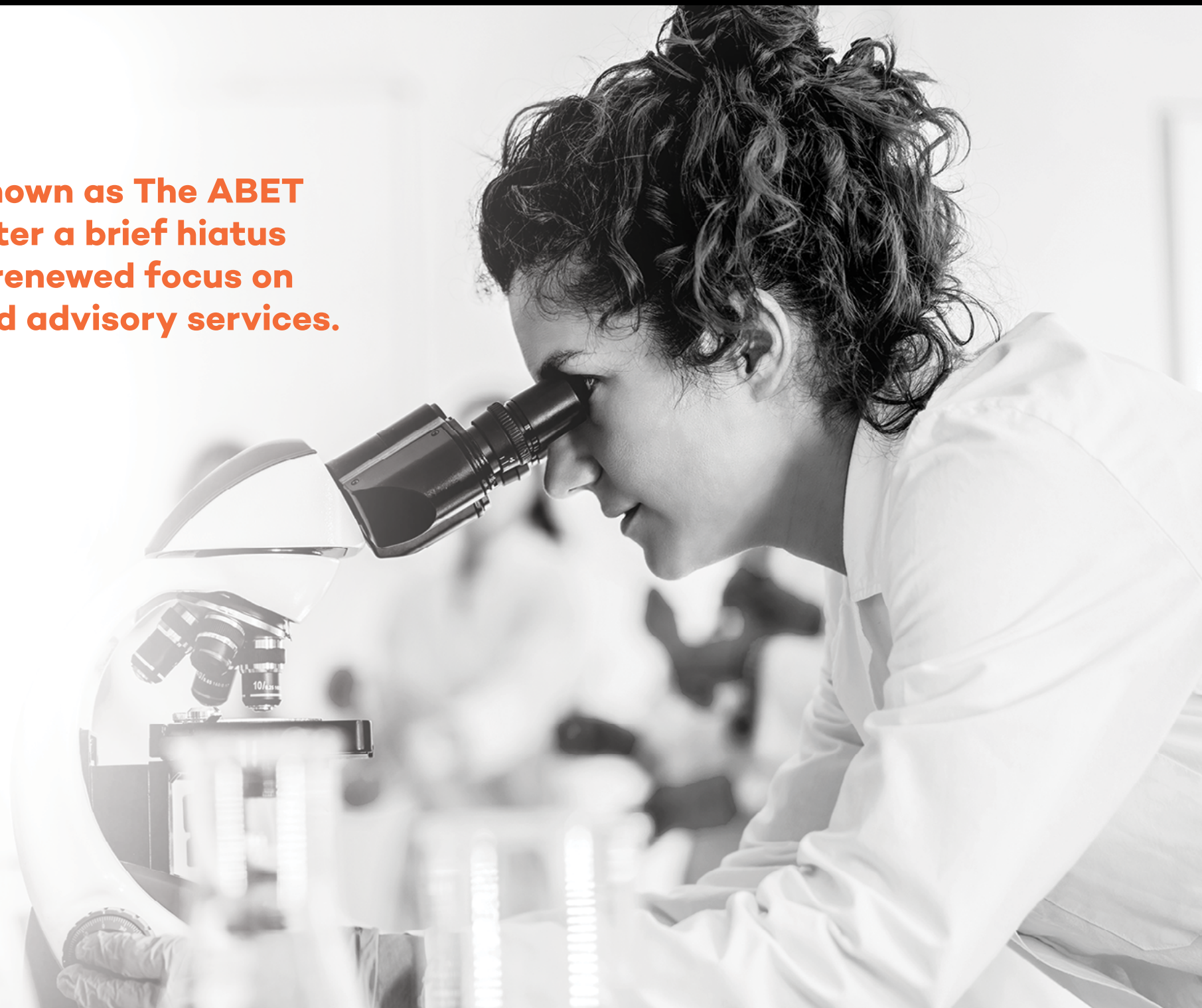
ABET Bridge is the sponsor of two ABET Awards: the ABET Innovation Award and the Claire L. Felbinger Award for Diversity and Inclusion. The recipients of these two awards each received \$10,000.

The organization also renewed its commitment to assisting primary and secondary education through support of Science Screen Report, which develops materials for schools designed to enhance science literacy and encourage the pursuit of exciting, challenging and rewarding careers in engineering and the sciences.

In addition to philanthropic activities, ABET Bridge offers contracted advisory services to help programs prepare for the process of accreditation. Services include accreditation self-study reviews, practice accreditation visits, support in setting up assessment programs and conducting faculty workshops on ABET accreditation processes, self-study writing and continuous improvement.

ABET Bridge advisory services are independent of any accreditation activities provided by ABET.

[Learn More](#)



# Financials

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Thanks to the ABET team's work, the company has weathered year two of the pandemic with a healthy balance sheet while supporting accredited programs at 850 institutions worldwide.

# Letter from ABET Chief Financial Officer/ Chief Operating Officer

I am pleased to present ABET, Inc.'s financial results for fiscal year 2021 (October 2020-September 2021). These financial results have been audited by Councilor, Buchanan and Mitchell, P.C., CBM. As a result of the audit, CBM was able to provide an opinion that ABET's consolidated financial statements are presented fairly, in all material aspects, and illustrate the true financial position of our organization as of September 30, 2021, in accordance with the accounting principles generally accepted by the United States of America.

ABET maintained a healthy balanced financial position during 2021. Net assets grew by \$3.2 million. A significant portion of this growth (\$1.5 million) is attributed to non-operating activities of unrealized gains on investments and PPP loan forgiveness. Asset growth attributed to operations totaled \$1.7M and was primarily due to our ability to continue providing accreditation and training services (in virtual mode) during the COVID-19 pandemic. Throughout the fiscal year, we worked to mitigate the economic impact of COVID-19 on ABET's accredited programs and member societies.

ABET's financial position continues to be secure. We have a financial strategy to steadily grow assets, develop balanced operating budgets and maintain a prudent cash position. ABET remains in a strong financial position to continue to serve society in ensuring quality STEM education.



**JESSICA SILWICK, CPA, MBA, CAE**

Chief Financial Officer/  
Chief Operating Officer

*Jessica Silwick*

# Statement of Financial Position

September 30, 2021

ASSETS		
Cash & Cash Equivalents	\$	14,548,975
Investments		6,618,038
Accounts Receivable		
less bad debt allowance of approximately \$196k		19,525
Prepays		203,843
Fixed Assets		4,071,852
TOTAL ASSETS	\$	25,462,234
LIABILITIES		
Accounts Payable and Accrued Expenses	\$	2,049,667
Coronavirus Relief Credits		1,263,750
Deferred Revenues		5,653,876
Deferred Compensation		541,045
TOTAL LIABILITIES	\$	9,508,338
NET ASSETS		
Unrestricted Net Assets	\$	15,953,896
TOTAL NET ASSETS		15,953,896
TOTAL LIABILITIES & NET ASSETS		25,462,234

# Statement of Financial Activities

For the Twelve Months  
Ending September 30, 2021

## SUPPORT AND REVENUES

Accreditation Services	\$ 8,530,620
Donated Services	10,820,775
Professional Services Offerings	746,545
Membership Revenues	1,570,280
Interest & Dividend, Including Gains of Approximately \$888,000	985,811
Other Income	909
Bad Debts Recovery	178,676
PPP Loan Recovery	626,065
<b>Total Support and Revenues</b>	<b>\$ 23,459,681</b>

## EXPENSES

### Program Services

Accreditation Services	\$ 5,674,493
Accreditation - Donated Services	10,820,775
<b>Total Accreditation</b>	<b>16,495,268</b>
Professional Offerings	1,731,433
Governance	1,040,084
<b>Total Program Services</b>	<b>\$ 19,266,785</b>

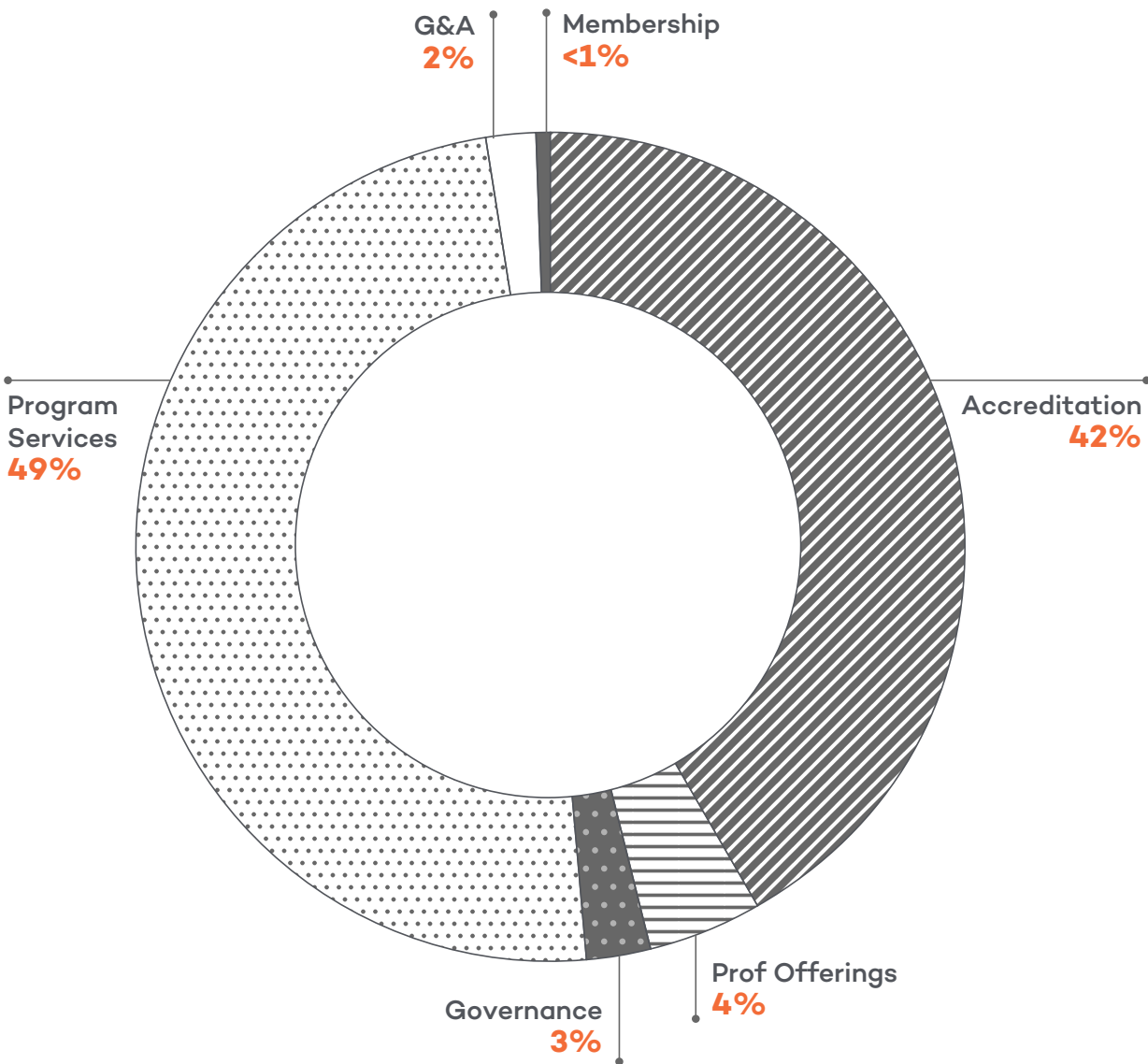
### Supporting Services

General and Administrative	\$ 772,742
Membership	143,006
Total Supporting Services	915,748
<b>Total Expenses</b>	<b>\$ 20,182,533</b>

Change in Net Assets	\$ 3,277,148
Net Assets, Beginning of Year	12,676,747
<b>Net Assets, Beginning of Year</b>	<b>\$ 15,953,895</b>



# ABET Functional Expenses Fiscal Year 2021



# Acknowledgements

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ABET wants to thank the incredible network, much of it volunteer, that carries out our mission around the world. Your work is essential for providing upcoming generations with the best chance to realize their own potential — and thereby giving ourselves the best chance at a brighter future.

# 2020–2021 Board of Directors

The ABET Board of Directors is the governing body responsible for strategic planning, financial oversight and managing the external relationships of our organization. It is also the final review body for appeal of decisions regarding accreditation actions for a specific program. Our Board of Directors is comprised of 13 members: a President, President-Elect, Past-President, Secretary, Treasurer, four Area Directors, two At-Large Directors, one Public Director and the Executive Director/CEO (non-voting). The Board of Directors is advised by four board-level councils — Academic, Industry, Global and Inclusion, Diversity and Equity.

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Area Director**  
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Naval Academy

**Engineering  
Area Director**  
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California State  
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# 2020–2021 Board of Delegates

The ABET Board of Delegates is responsible for approving accreditation policies and procedures, general criteria and the organization of our accreditation commissions. Our Board of Delegates is comprised of 1-3 representatives from each of ABET’s 35 member societies. The number of seats on the Board of Delegates is determined by the number of accredited programs for which the society is responsible. The President-Elect serves as a non-voting Chair of the Board of Delegates.

The Board of Delegates is advised by one board-level council — Accreditation.

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Georgia Institute  
of Technology

**AAMI**  
*Association for the  
Advancement of Medical  
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*The American  
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*American Institute  
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University  
  
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Dow Chemical Company

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Hygiene Association*  
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University of Texas,  
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**ANS**  
*American Nuclear Society*  
Stanley H. Levinson,  
Ph.D., P.E.  
Framatome, Inc. (retired)

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Technology at Kennesaw  
State University

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U.S. Army Engineer  
Research and  
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Professor Emeritus  
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and Air-Conditioning  
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PE, CSP, CPE, CSHM  
University of Houston

**AWS**  
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Jeff Hufsey

# 2020–2021 Board of Delegates

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The Board of Delegates is advised by one board-level council — Accreditation.

<b>BMES</b> <i>Biomedical Engineering Society</i> Gail Baura, Ph.D. Loyola University Chicago	<b>IFMA</b> <i>International Facility Management Association</i> Diane Levine, MCR IFMA Foundation	<b>NSPE</b> <i>National Society of Professional Engineers</i> Dan J. Wittliff, P.E., DEE, F.NSPE	<b>SPE</b> <i>Society of Petroleum Engineers</i> Lloyd Heinze, Ph.D., MBA, P.E. Texas Tech University
Michele J. Grimm, Ph.D. Michigan State University	<b>IISE</b> <i>Institute of Industrial &amp; Systems Engineers</i> Kirk Lindstrom, MBA, P.E. Salt Lake County	<b>NSPS</b> <i>National Society of Professional Surveyors</i> Robert Schmidt, M.S.	<b>SPIE</b> <i>The International Society for Optics and Photonics</i> Scott W. Teare, Ph.D. New Mexico Institute of Mining and Technology
<b>CMAA</b> <i>Construction Management Association of America</i> Chris Payne, P.E., CCM McDonough Bolyard Peck	Jessica Oswalt, Ph.D., P.E. Tennessee Technological University	<b>SAE International</b> Daniel Skurski, M.S.	<b>SWE</b> <i>Society of Women Engineers</i> Janet Brelin-Fornari, Ph.D, P.E. Grand Canyon University
<b>CSAB</b> Kenneth E. Martin, Ph.D. Professor and Founding Director Emeritus University of North Florida	<b>INCOSE</b> <i>International Council on Systems Engineering</i> John E. MacCarthy	<b>SFPE</b> <i>Society of Fire Protection Engineers</i> Virginia Charter, Ph.D., P.E. Oklahoma State University	<b>TMS</b> <i>The Minerals, Metals, and Materials Society</i> Thomas R. Bieler, Ph.D. Michigan State University
Barbara Price, Ph.D. Georgia Southern University	<b>ISA</b> <i>International Society of Automation</i> Robert Kosar Grand Isle Group	<b>SME</b> Ron Bennett, Ph.D., MBA University of St. Thomas, Saint Paul	<b>WEPAN</b> <i>Women in Engineering ProActive Network</i> Deborah Trytten, Ph.D. University of Oklahoma
Donna Reese, Ph.D. Professor Emeritus Mississippi State University	<b>NCEES</b> <i>National Council of Examiners for Engineering and Surveying</i> Michelle Rambo-Roddenberry, Ph.D., P.E., F.ASCE FAMU - FSU College of Engineering	<b>SME-AIME</b> <i>Society for Mining, Metallurgy, and Exploration</i> Richard Sweigard, Ph.D. University of Memphis	
<b>IEEE</b> <i>Institute of Electrical and Electronics Engineers</i> John Sammarco, Ph.D. NIOSH	<b>John L. Vian, Ph.D., P.E.</b> The Boeing Company	<b>SNAME</b> <i>Society of Naval Architects and Marine Engineers</i> Carolyn Judge, Ph.D. United States Naval Academy	
<b>Ece Yaprak, Ph.D.</b> Wayne State University			



# 2020–2021 Area Delegations

The four Area Delegations, which are aligned with the curricular areas of our commissions, are responsible for approving program-specific accreditation criteria and selecting members of the accreditation commissions, as well as assigning programs to member societies within their areas. Seats on each Area Delegation are apportioned based on the number of accredited programs for which a society serves as “lead” within the relevant accreditation commission. Each Area Delegation is responsible for selecting an Area Director to serve on the ABET Board of Directors. The individuals selected also serve as non-voting chairs of their respective Delegations.

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Ph.D.

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Whitehead,  
Ph.D., CIH, FAIHA  
AIHA

Gilbert Brown,  
Ph.D.  
ANS

David Hornbeck,  
Ph.D., P.E.  
ASCE

Magdy Akladios,  
Ph.D., P.E., CSP, CPE,  
CSHM  
ASSP

Chris Payne,  
P.E., CCM  
CMAA

Diane Levine,  
MCR  
IFMA

George Murgel,  
Ph.D., P.E.  
NCEES

Tom Roberts,  
P.E.  
NSPE

Jack A. Walker,  
P.L.S.  
NSPS

C. Dale Elifrits,  
Ph.D.  
SME-AIME

## Computing Area Delegation

### Chair

Andrew T. Phillips,  
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Kenneth E. Martin  
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Barbara Price,  
Ph.D.  
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Donna Reese,  
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CSAB

## Engineering Area Delegation

### Chair

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Ph.D.

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AAEES

Alexis Clare,  
Ph.D.  
ACerS

Brett Anderson,  
MBA, P.E.  
AIAA

Said Abubakr,  
Ph.D.  
AIChE

Laura Dietsche,  
Ph.D., P.E.  
AIChE

Stanley H. Levinson,  
Ph.D., P.E.  
ANS

Van C. Kelley,  
Ph.D., P.E.  
ASABE

Allen C. Estes,  
Ph.D., P.E., MBA  
ASCE

David Hornbeck,  
Ph.D., P.E.  
ASCE

Paul Mlakar,  
Ph.D., P.E., F.ASCE  
ASCE

Thomas F. Conry,  
Ph.D., P.E.  
ASEE

Dennis O’Neal,  
Ph.D., P.E.  
ASHRAE

Mohammad  
M. Dehghani,  
Ph.D., P.E.  
ASME

Lance Hoboy,  
MBA, CAE, CNAP  
ASME

Mary Kasarda,  
Ph.D.  
ASME

Jeff Hufsey  
AWS

Gail Baura,  
Ph.D.  
BMES

Michele J. Grimm,  
Ph.D.  
BMES

Donna Reese,  
Ph.D.  
CSAB

Diane T. Rover,  
Ph.D.  
IEEE

John Sammarco,  
Ph.D.  
IEEE

John L. Vian,  
Ph.D., P.E.  
IEEE

Kirk Lindstrom,  
MBA, P.E.  
IISE

Jessica Oswalt,  
Ph.D., P.E.  
IISE

John E. MacCarthy  
INCOSE

Robert Kosar  
ISA

Michelle Rambo-  
Roddenberry,  
Ph.D., P.E., F.ASCE  
NCEES

Dan J. Wittliff,  
P.E., DEE, F.NSPE  
NSPE

# 2020–2021 Area Delegations

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Daniel Skurski, M.S. SAE	Deborah Trytten, Ph.D. WEPAN	Thomas Brumm, Ph.D. ASABE	Ece Yaprak, Ph.D. IEEE	Scott W. Teare, Ph.D. SPIE
Victoria Valentine, P.E. SFPE	<div>Engineering Technology Area Delegation</div>	David Hornbeck, Ph.D., P.E. (Secretary) ASCE	Kirk Lindstrom, MBA, P.E. IISE	Thomas R. Bieler, Ph.D. TMS
Ron Bennett, Ph.D., MBA (Secretary) SME	<div>Chair Larraine A. Kapka, M.S., P.E.</div>	Walter Buchanan, Ph.D., J.D., P.E. ASEE	Robert P. Kosar ISA	
Richard Sweigard, Ph.D. SME-AIME	<div>Members John H. Koon, Ph.D., P.E. AAEES</div>	Dennis O’Neal, Ph.D., P.E. ASHRAE	George Murgel, Ph.D., P.E. NCEES	
Carolyn Judge, Ph.D. SNAME	Steven J. Yelton, P.E., CHTM AAMI	Charles G. Drake, M.S., P.E. ASME	Tom Roberts, P.E. NSPE	
Lloyd Heinze, Ph.D., MBA, P.E. SPE	Alexis Clare, Ph.D. ACerS	Thomas Singer, M.A. ASME	Robert Schmidt, M.S., L.S. NSPS	
Scott W. Teare, Ph.D. SPIE	Brett Anderson, MBA, P.E. AIAA	Jeff Hufsey AWS	Daniel Skurski, M.S. SAE International	
Janet Brelin-Fornari, Ph.D., P.E. SWE	Said Abubakr, Ph.D. AIChE	Andrea Rutledge, MFA CMAA	Virginia Charter, Ph.D., P.E. SFPE	
		Barbara Price, Ph.D. CSAB	Ismail Fidan, Ph.D. SME	

# 2020–2021 Accreditation Council

Our Accreditation Council (AC) formulates and recommends to our leadership, policies and procedures regarding accreditation activities. Its mission is to improve processes and promote uniformity across the Accreditation Commissions.

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University

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Winston F. Erevelles,  
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**ABET**

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Ph.D., FASME

Jane Emmet,  
M.A.T.

Ellen Stokes

# 2020–2021 Academic Advisory Council

The Academic Advisory Council (AAC) provides our leadership with access to academic viewpoints on issues of accreditation involving applied and natural science, computing, engineering and engineering technology education.

It also guides our organization in matters affecting the relevant professions, reactions to proposed programs, procedures and policies as they relate to the education sector of our constituencies. The AAC also works as a communication channel between us and the academic community.

Through increased participation at all levels of our organization, AAC members develop and implement mechanisms to engage diverse audiences of the academic community in our accreditation activities.

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Ph.D.  
Vanderbilt University

Jeffrey L. Ray\*,  
Ph.D., F.ASEE  
Western Carolina  
University

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University, Los  
Angeles

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George Mason  
University

Oscar Barton Jr.,  
Ph.D., P.E.  
Morgan State  
University

Keith Bowman,  
Ph.D.  
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Maryland Baltimore  
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Sinclair Community  
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Georgia Institute  
of Technology

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Ph.D.  
East Tennessee  
State University

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University of Texas  
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Tecnológico de  
Monterrey, Mexico

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Ph.D.  
The Ohio State  
University

James Zhang,  
Ph.D.  
Kettering University

Staff Liaison

Joseph L. Sussman,  
Ph.D., F.ASME

\*denotes partial term

# 2020–2021 Global Council

The Global Council (GC) advises our Board on policies and procedures to enhance our global presence. This includes participation in new mutual recognition agreements (MRAs), memoranda of understanding (MOUs) and substantial equivalency recognition of educational programs outside of the U.S.

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Ph.D., P.E.  
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Arlington

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Clear Lake

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Ph.D.  
Michigan State  
University

Gillian Bond,  
Ph.D.  
Professor Emeritus,  
New Mexico  
Institute of Mining  
& Technology

Alexis Clare,  
Ph.D.  
New York State  
College of Ceramics  
at Alfred University

Hamid Fonooni,  
Ph.D.  
University of  
California, Davis

David K. Holger,  
Ph.D.  
Professor Emeritus,  
Iowa State  
University

Lawrence G. Jones,  
Ph.D., F. ABET,  
FCSAB  
Software  
Engineering Institute  
(SEI) of  
Carnegie Mellon  
University (Retired)

Diane Levine, MCR  
IFMA Foundation

Kenneth E. Martin,  
Ph.D.  
Professor and  
Founding Director  
Emeritus University  
of North Florida

Charles Menke, M.S.  
Caterpillar, Inc.

Ece Yaprak,  
Ph.D.  
Wayne State  
University

Staff Liaison

Daniela Iacona, CAE



# 2020–2021 Inclusion, Diversity and Equity Advisory Council

Reporting to the Board of Directors, the Inclusion, Diversity and Equity Advisory Council (IDEAC) promotes inclusivity, diversity and equity within ABET, its activities, its volunteer base and its accredited programs consistent with ABET Principles of Diversity and Inclusion.

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Virginia Tech

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MBA  
Nicole Chestang  
& Assoc., LLC

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Edmonds Community  
College

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Ph.D.  
Lebanese American  
University

Carolyn Judge,  
Ph.D.  
United States Naval  
Academy

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Ph.D., P.E.  
Georgia Institute of  
Technology

Kirk Lindstrom,  
MBA, P.E.  
Salt Lake County

Richard Olawoyin,  
Ph.D., CEP, CSP  
Oakland University

S. K. Ramesh,  
Ph.D.  
California State  
University, Northridge

Angela Trego,  
Ph.D., P.E.  
Practical Aeronautics

Staff Liaison

Lisa Lance, M.A.

# 2020–2021 Industry Advisory Council

The Industry Advisory Council (IAC) provides ABET leadership with the perspectives of major employers on accreditation policy issues, works with company leaders to develop channels for Program Evaluator recruitment from industry and acts as an advocate for the meaning and value of ABET accreditation to major technical employers and other key ABET stakeholders.

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**Past-Chair**

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PetroSkills

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SafeworkCM

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P.E., PMP, SES, F.ASCE  
US Army Corps of  
Engineers

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Ph.D.  
Climax Molybdenum

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MBA  
Verizon

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**Staff Liaison**

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M.S.

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Environmental, Inc.

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Alice Greife, Ph.D.,  
CIH, FAIHA  
University of Central  
Missouri

Vice Chair of Operations

Niaz Latif, Ph.D.  
Purdue University  
Northwest

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Cumming Construction  
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Lu Yuan, Sc.D., CSP  
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University

Public Commissioner

Ellayne S. Ganzfried\*, M.S.  
Stephen Symbolik\*

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Chair

Hamid Fonooni, Ph.D.  
University of California,  
Davis

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Environmental Engineers  
and Scientists  
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AIHA

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Hygiene Association  
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MBA, CIH, CSP  
MA Department  
of Labor Standards  
J. Torey Nalbone, Ph.D., CIH  
The University of Texas  
at Tyler

Robert N. Phalen, Ph.D.,  
CIH  
University of Houston,  
Clear Lake

ANS

American Nuclear Society  
Mary Lou Dunzik-Gougar,  
Ph.D.  
Idaho State University

ASCE

American Society of Civil  
Engineers  
Amitabha (Amit)  
Bandyopadhyay, Ph.D., P.E.  
Farmingdale State College

ASSP

American Society of  
Safety Professionals  
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FirstGroup America, Inc.

Paulette Lantuh, CSP  
Kodak Alaris

Richard Olawoyin,  
Ph.D., CEP, CSP  
Oakland University

CMAA

Construction Management  
Association of America  
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University of North  
Carolina at Charlotte

Kevin W. Love, P.E.  
Jacobs

Mohsin Khalid Siddiqui,  
Ph.D., PMP, P.E.  
University of Delaware

IFMA

International Facility  
Management Association  
Regina Ford Cahill, M.S.  
Pratt Institute

NCEES

National Council of  
Examiners for Engineering  
and Surveying  
Marlee Ann Walton,  
P.E., PLS  
Iowa State University

NSPS

National Society of  
Professional Surveyors  
Peter J. Hutchison, P.E., L.S.  
Self Employed

Paul K. Male, M.S., P.E., L.S.  
Hudson Valley Community  
College

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# 2020–2021 Program Evaluators

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