



FUTURE. FORWARD.

ANNUAL IMPACT REPORT 2022

For Fiscal Year Ending September 30, 2022



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Our Purpose






Every year 200,000 problem solvers graduate from ABET accredited programs around the world.

Working together with our global partners, we ensure graduates of accredited STEM programs are well-prepared to enter the workforce. Our approach, the standards we set and the quality we guarantee, inspires confidence in those that aim to build a better world — one that is safer, more efficient, more inclusive and more sustainable — for everyone.

VISIT OUR WEBSITE



ABET Strategic Priorities 2019–2022

				
GOAL 1	GOAL 2	GOAL 3	GOAL 4	
Enhance member society engagement across the scope of ABET activities to maximize the impact and value to both the societies and ABET.	Refine and disseminate a set of consistent, targeted, concise value propositions for ABET accreditation.	Expand ABET quality assurance services in current and emerging educational credentials.	Improve the efficiency and effectiveness of the accreditation cycle.	



William J. Wepfer, Ph.D. 2021-2022 ABET President

A handwritten signature in black ink, appearing to read 'William Wepfer'.

President’s Statement

Thank you to ABET’s member societies, board members, program evaluators, team chairs, commissioners and staff for a successful year. Because of your efforts, ABET did a remarkable job emerging from the COVID-19 pandemic and transferring to in-person events and accreditation visits. We were able to recognize our 2022 ABET Award Winners in person for the first time in two years. You can read more about their exceptional achievements in this report.

Over the past year, we also implemented a process to update and refocus the ABET Strategic Plan. STEM programs are import for the broader world, and it’s important that we do our job well to ensure college students are prepared to enter the workforce.

ABET is the best volunteer job I’ve ever had, and it’s been a pleasure serving as President in 2022. I wish Ramesh the best as the next ABET President.

CEO's Statement

After two years of hosting exclusively virtual events, 2022 brought back in-person gatherings and the reopening of ABET's headquarters and training center in Baltimore, Maryland. While some events and accreditation visits were still conducted virtually out of precaution, it was nice to gather with ABET's volunteer experts and staff to orchestrate and celebrate the vital work of accrediting college and university STEM programs.

Our core purpose as an organization is to provide confidence to those who depend upon us to ensure STEM graduates are equipped to enter the workforce. The devastating consequences of climate warming in addition to the legacy of the COVID-19 pandemic have taken us through a period of turmoil, the likes of which none of us have experienced before. With global conflict and manmade disasters dominating the news almost daily, our job becomes even more important. I'm inspired by the positive impact we've had on global STEM education this year, and its ripple effect throughout the world.

I'm proud to say that we continue to grow our base of accredited programs. During the 2021-22 cycle, we added 203 additional programs at 46 institutions, clearly an indication of the value we provide. Our global impact remains strong, as more than 1,061 of these are located outside of the U.S. — over 20% of all programs. It was also exciting to see the first two bachelor's degree data science programs receive accreditation from the Computing Accreditation Commission (CAC).

I know we will continue to grow with the hard work of ABET staff and volunteer experts.

Due to the ongoing challenges of COVID-19, and in lieu of our annual Symposium, we hosted a new virtual event: ABET Essentials. Over two days, we offered on-demand accreditation and assessment presentations accompanied by live Q&A sessions attended by over 1,000 participants. We also continued to develop and expand our offerings of Assessment Workshops to support the many diverse programs and institutions we serve to ensure a better understanding and assessment of adult learning.

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 and around the world. I have included three articles in this report that offer a closer look at some of these issues: supporting women and girls interested in STEM; the importance of keeping STEM education aligned with the needs of industry; and the role of cybersecurity in the changing workforce. Graduates of ABET-accredited programs inspire me, as they are the next great generation of innovators and problem solvers. I am confident they will enter the workforce prepared to help solve the many complex global challenges we face now, and in the future.

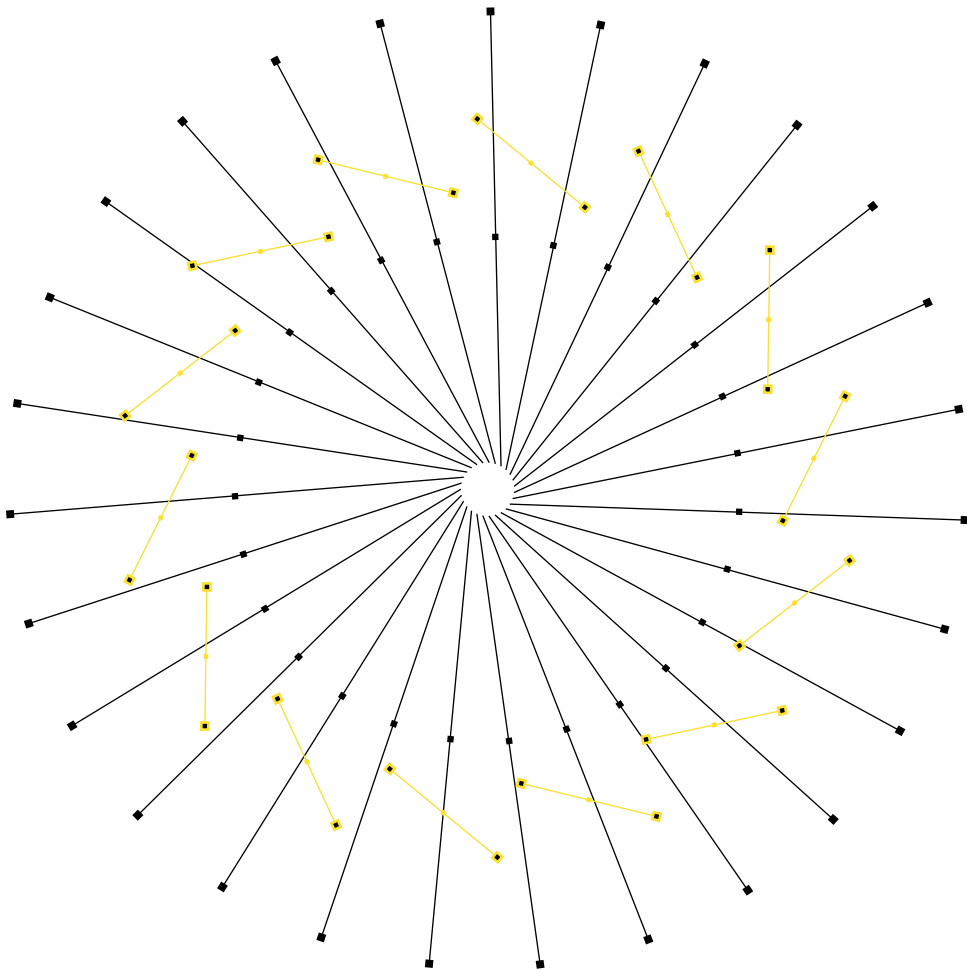


**Michael K. J. Milligan,
Ph.D., P.E., CAE**

ABET Chief Executive Officer

A handwritten signature in black ink, appearing to read "Michael K. J. Milligan".

Global Reach



ABET’s engagement globally provides us with the reach and the relationships to actively help promote and improve the quality of technical education throughout the world.

We aim to make a difference. By proactively advocating for progress rather than accepting the status quo, ABET focuses on the future, moves forward with confidence and empowers others to do the same.

LEARN MORE 

Our Reach

PROGRAMS ACCREDITED
WORLDWIDE

4,564

INSTITUTIONS WITH
ACCREDITED PROGRAMS

895

COUNTRIES WITH
ABET ACCREDITATION

40

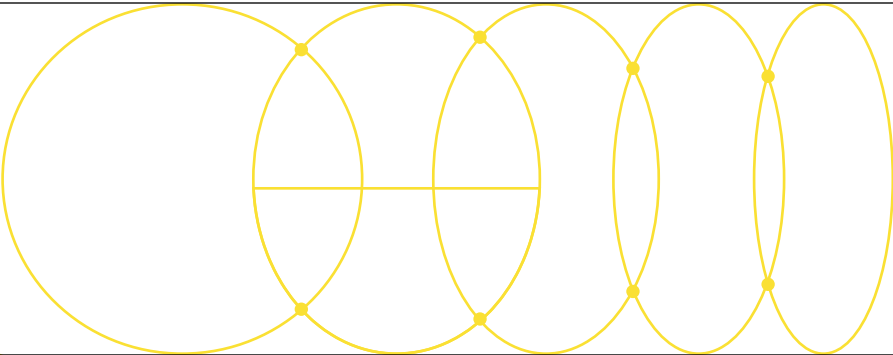


Our Reach

UNITED STATES

3,503
PROGRAMS

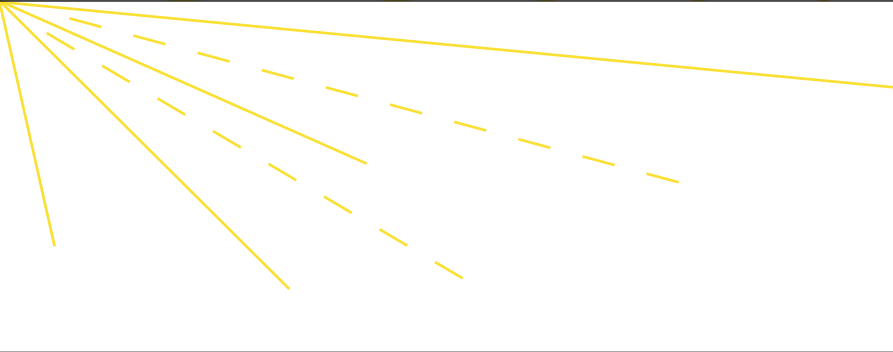
686
INSTITUTIONS



OUTSIDE THE U.S.

1,061
PROGRAMS

209
INSTITUTIONS



INCREASE SINCE 2021

203
PROGRAMS

46
INSTITUTIONS

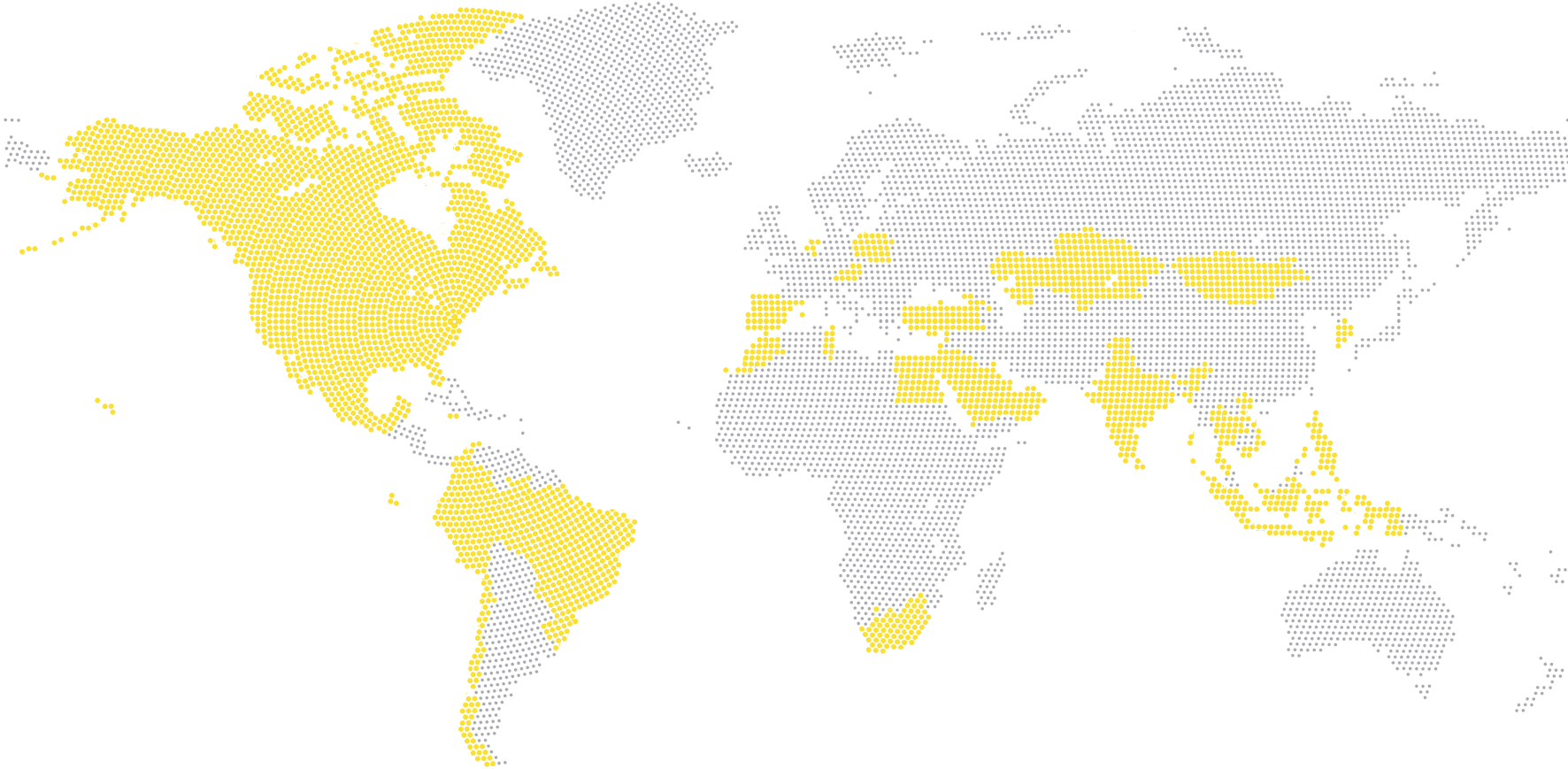


ABET Around the World

All around the world ABET focuses on what’s ahead, moves forward with confidence and empowers others to do the same. We do this in several ways:

- Collaboration with national accrediting systems via Memoranda of Understanding (MOU). These MOUs serve as a formal means to learn from one another and work together on the improvement of accreditation systems and quality of higher education. 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, United Arab Emirates 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.
- Accreditation by ABET of academic programs located outside of the U.S.

LEARN MORE



ABET accredits over 4,500 programs on five continents:

AUSTRIA (1)	ECUADOR (17)	KAZAKHSTAN (3)	NETHERLANDS (2)	QATAR (11)	TUNISIA (3)
BAHRAIN (13)	EGYPT (33)	KOREA (SOUTH) (3)	OMAN (9)	SAUDI ARABIA (225)	TURKEY (66)
BRAZIL (2)	GEORGIA (2)	KUWAIT (41)	PALESTINE (12)	SINGAPORE (3)	UNITED ARAB EMIRATES (84)
BRUNEI DARUSSALAM (1)	INDIA (41)	LEBANON (52)	PERU (59)	SOUTH AFRICA (1)	UNITED STATES (3500)
CANADA (1)	INDONESIA (30)	MEXICO (92)	PHILIPPINES (58)	SPAIN (33)	VIETNAM (20)
CHILE (8)	JAMAICA (1)	MONGOLIA (3)	POLAND (4)	SRI LANKA (1)	
COLOMBIA (49)	JORDAN (63)	MOROCCO (3)	PORTUGAL (2)	THAILAND (9)	

Everyday Our Volunteer Experts Help Move ABET Forward

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.

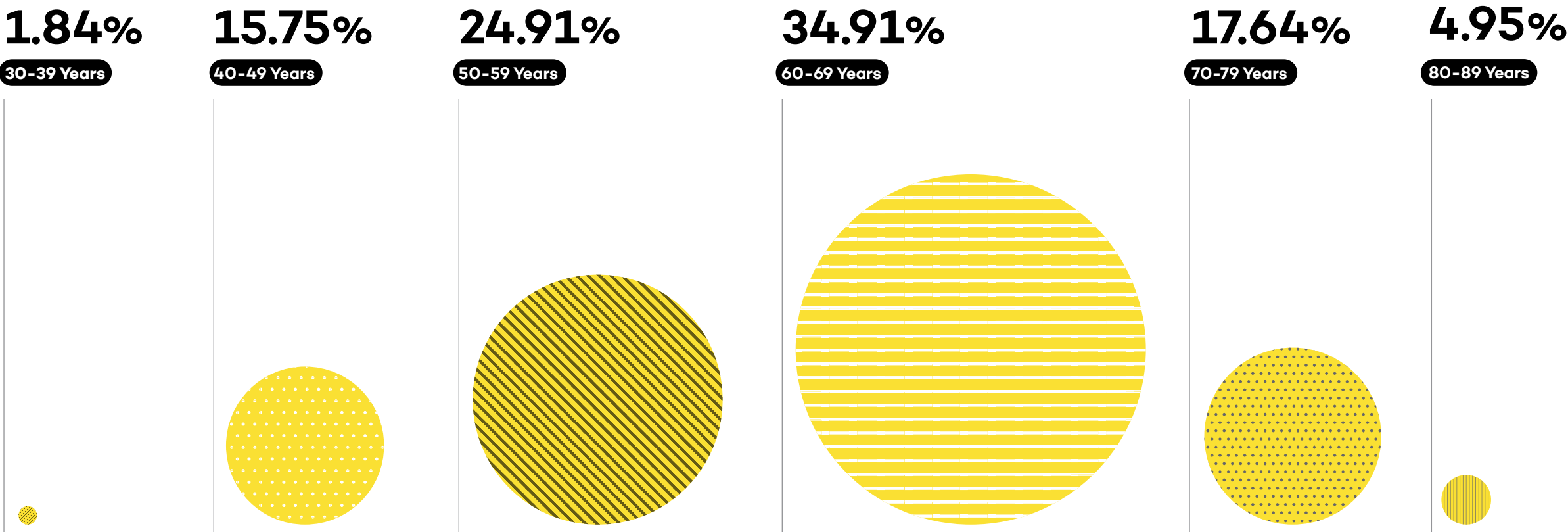
We are immensely thankful for their commitment and service.

[LEARN MORE](#)



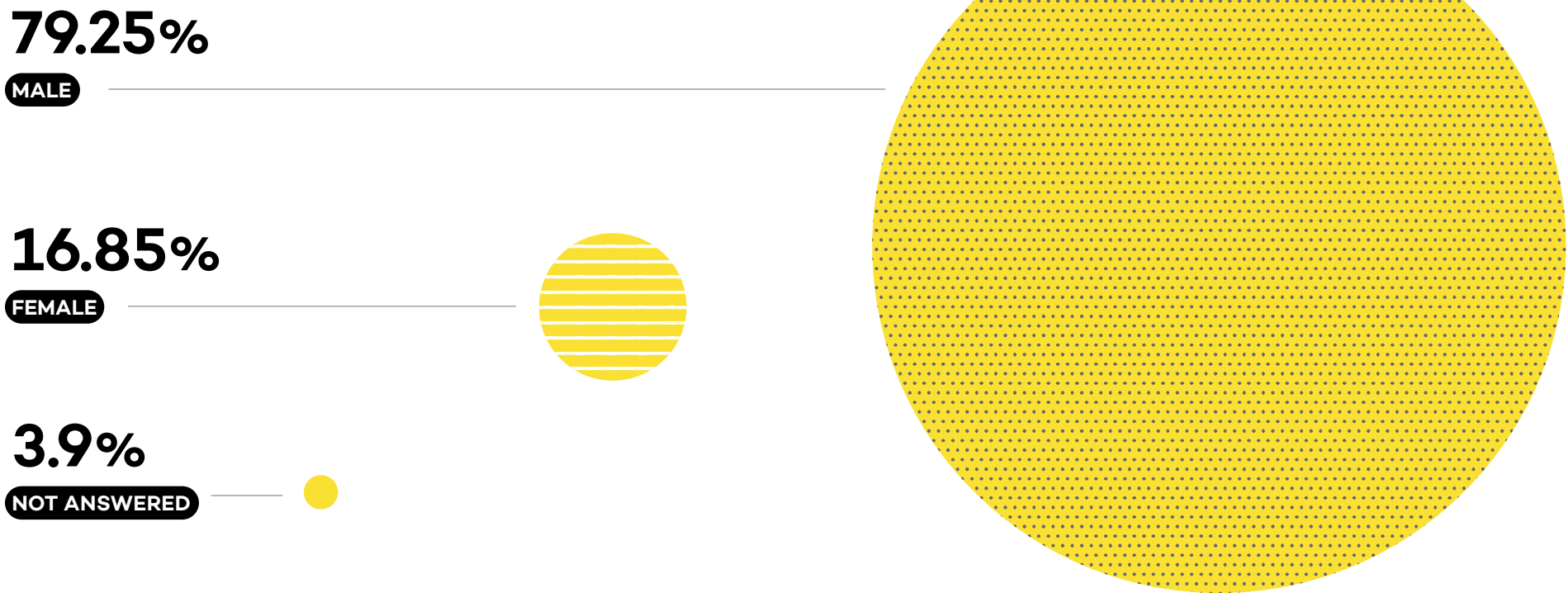
Volunteer Expert Characteristics

AGE



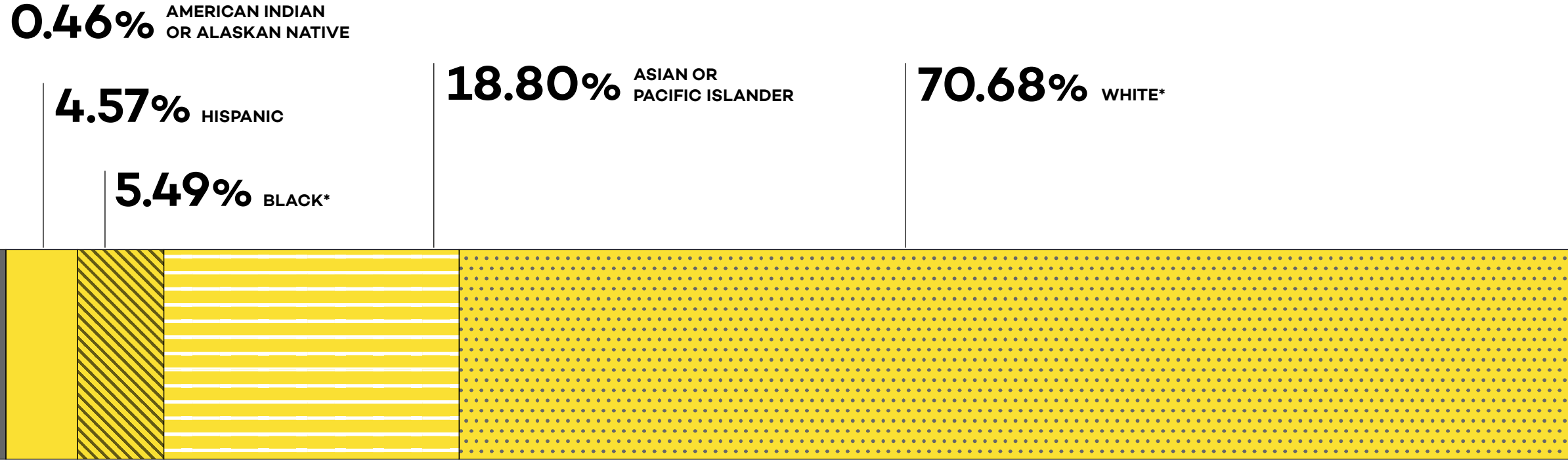
Volunteer Expert Characteristics

GENDER



Volunteer Expert Characteristics

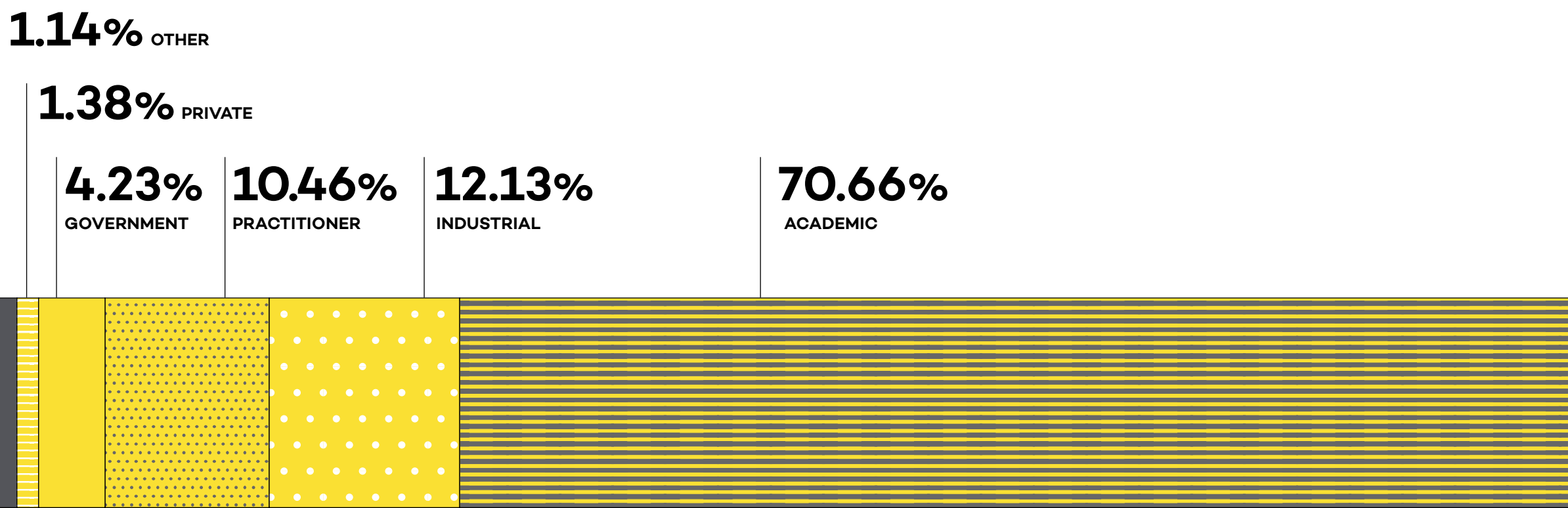
RACE/ETHNICITY



**Not of Hispanic Origin*

Volunteer Expert Characteristics

JOB SECTOR



ARTICLE

Supporting Women and Girls in STEM

Michael K. J. Milligan
ABET Chief Executive Officer
Feb 24, 2022

[Link to Article](#)

The Bureau of Labor Statistics predicts that computer occupations will increase by 11.5% between 2019 and 2029. To meet this growing demand and prepare future generations for the workforce, we must introduce STEM disciplines such as computer science at an earlier age to all students, beginning in elementary school.

As with most academic concepts, exposing students to computer science at a young age may allow them to understand basic concepts and absorb the information better. Developing an earlier interest may also make it easier for girls and other minorities to develop a passion for STEM disciplines that will drive their choice of study in

college and, ultimately, their careers.

While women have made some strides in representation within the STEM disciplines, there is still more progress to be made. According to the [United States Census Bureau](#), women made up 27% of STEM workers in 2019, increasing from 8% in 1970. I hope to see that number continue to rise, but we need a plan to ensure that happens.

Women and Girls in Science

Between the [UN International Day of Women and Girls in Science](#) this month and the recently launched “[She Can STEM](#)” PSA, (supported by [ABET Member Society SWE](#)), I’ve been thinking more about

how to increase the number of women in the STEM disciplines. Diversity is essential to solving the many complex global challenges we face. It’s been proven that different viewpoints and experiences help develop more robust and effective solutions for everyone. It’s essential that we attract more women and other minorities into engineering and science.

There’s a common misconception among many in our society that boys are better than girls in STEM classes, which is one of several reasons young girls are often deterred from pursuing these disciplines in high school or college. There is plenty of evidence, however, that girls are just as capable as boys when it comes to math, science and sequential thinking.

Introducing girls to STEM classes before they get a chance to realize this misconception can help them develop an interest before it’s too late. According to Dr. Jenna Carpenter’s TEDx Talk, “[Engineering — Where are the girls and why aren’t they here?](#),” girls begin to lose interest in math and science around middle school age, often as a result of hearing those stereotypes.



We have to nurture their talents instead of hindering them with false stereotypes at a young age.

It’s not just these stereotypes that scare girls away from STEM subjects, but also the negative perception of women as engineers and scientists in our society. Carpenter pointed out that teenage girls are often self-conscious of how they appear to their friends, and unfavorable peer pressure can turn them away from engineering and science at

an early age. If girls enjoying science and engineering becomes the norm, I think we will see more women continuing into STEM disciplines in college and beyond.

“Things which by themselves may not seem like such a big deal, but collectively, together, over a career, over a lifetime, they can add up to a lot,” →

ARTICLE

Supporting Women and Girls in STEM

Carpenter said. “And they can make it really difficult for a girl or a woman in engineering or science to stick with it, to contribute, to live up to her potential, to dream.”

Overcoming Obstacles

There are many obstacles women must overcome to succeed in or even enter STEM fields. Changing the way in which we speak to girls and women about engineering and science could make a big difference in their future careers. We have to nurture their talents instead of hindering them with false stereotypes at a young age.

Young girls need to see women in STEM roles to realize these career paths are options for themselves. Role models have a powerful effect on young people and having women in successful engineering or science careers is a sure way to demonstrate that STEM careers are a real possibility for everyone. So, let’s do everything we can do to remove obstacles and open pathways for our next generation of women engineers and scientists.

We’ve come a long way since 1970, but I’m confident we can do more. ○

Volunteer Spotlight



April Cheung

Assistant Professor of Practice,
Electrical Engineering Technology,
Purdue University

Q: What do you feel is most important about the work you do for ABET?

A: Our work helps STEM programs improve not only here in the United States but also in other parts of the world. Our work impacts the creation of future innovators and engineers.

Q: What makes volunteering for ABET enjoyable and/or rewarding?

A: The opportunity to work with colleagues with the same goal of helping other programs and making a difference together. I have enjoyed all of the visits I have been to, visiting programs and institutions and the

exchange of best practices on accreditation. The most rewarding and enjoyable aspect is the work with volunteers and seeing their dedication to education.

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

A: There is a continued increase in demand for graduates from the STEM field, and this growth will only continue. STEM education will need to evolve and improve more rapidly to meet the demand. The pace of new program criteria should be fast to meet the need of the industry. Education tools and methodologies will advance

to meet the demand for shortened time to graduate and an increased amount of knowledge students should have before graduation. Such demand can be met by innovation in curriculum and education systems.

Q: What will the future of work look like for graduates of ABET programs?

A: Graduates of ABET programs will be bright and continue to be in high demand. Technology evolves to not reside in just one discipline, and our graduates' work in the future will require them to understand principles from many other disciplines.

Volunteer Spotlight



Becki Popeck, PLS

Senior Group Manager
SPACECO, Inc.

Q: What do you feel is most important about the work you do for ABET?

A: My strongest motivation for volunteering with ABET is making sure there are qualified professionals to follow in our footsteps in the future.

Q: What makes volunteering for ABET enjoyable and/or rewarding?

A: There are so many answers to this question. My initial drive was the rejuvenation I felt when interacting with the dedicated faculty and promising students in programs within my discipline. It reminds me of how I was as a student and first starting in my profession, filling me with pride and purpose. I get to observe

how people practice and teach this discipline nationwide. I have collected a wealth of information from each visit that I will continue to share with future programs.

Currently, what drives me is the fantastic people I work with and continue to meet. ABET’s volunteers and staff come from many different backgrounds; they have opened my eyes to many cultures, places and experiences I know I would not have experienced without ABET. Many of the people I have met are now friends and mentors.

I also have become more confident in my writing and public speaking. As I move

through various positions within ABET, the responsibilities change. Early on in my journey, I was unsure how this mostly academic activity would help me professionally. Nevertheless, I have and continue to grow personally and professionally.

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

A: I hope that STEM education will bring diversity, inclusion and equity to the world, by representing the diversity of those interested in and practicing in the various STEM fields. To bring equity of knowledge and technology to those areas that are currently under-educated for many reasons.

Q: What will the future of work look like for graduates of ABET programs?

A: As the world continues to create, rely on and utilize more complex technologies, I think ABET program graduates will be in high demand. ABET programs stand above by attaining and maintaining accreditation for their programs, and it shows their commitment to developing a quality, continuously improving, sustainable program. They establish their programs through interactions with various constituents to ensure the program puts out into the workforce, higher education and beyond the type of students needed.

ARTICLE

Are You Using Data Science to Prevent Your Next Cyberattack?

Michael K. J. Milligan
ABET Chief Executive Officer
Sep 30, 2022

[Link to Article](#)

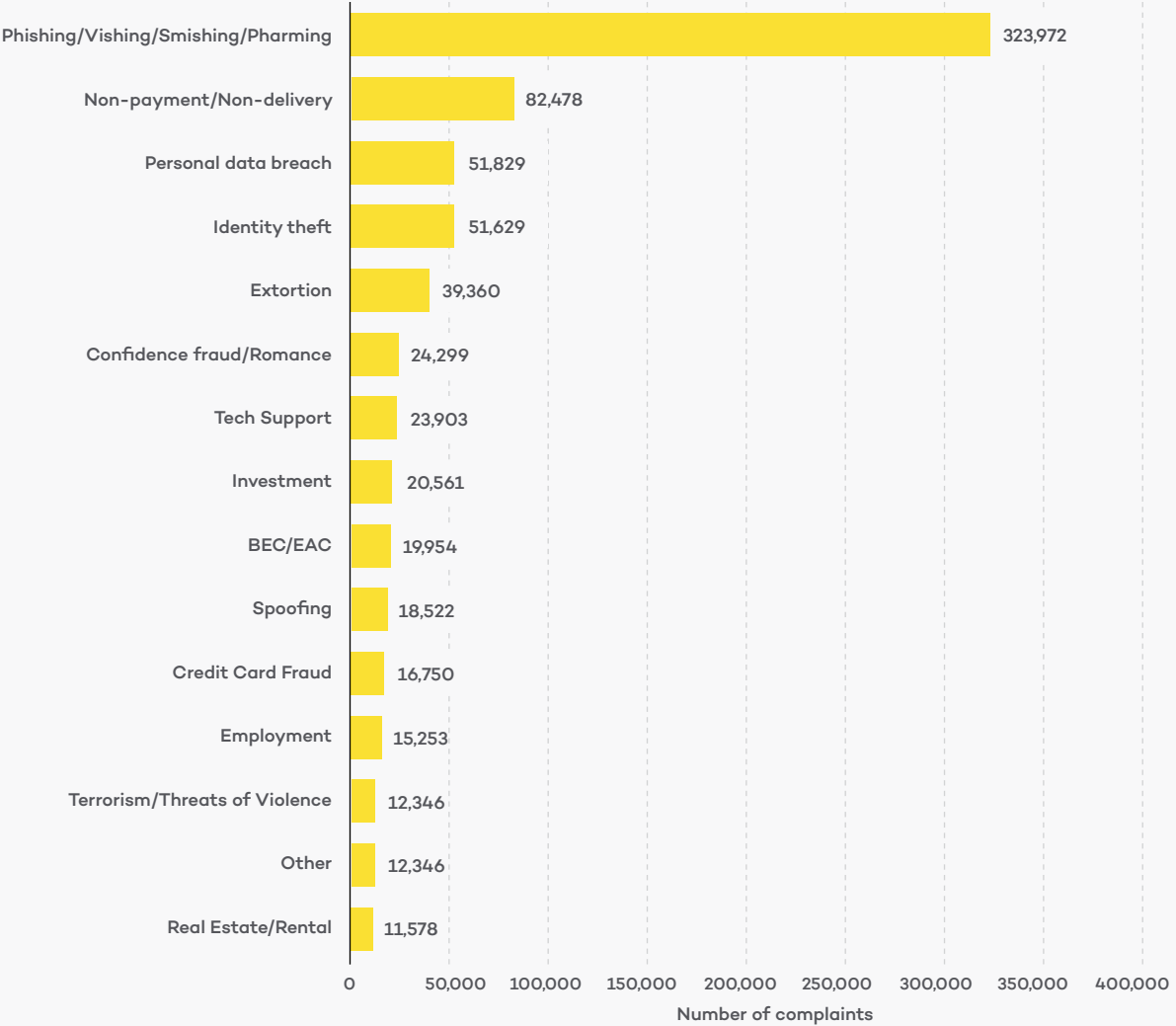
Technology allows us to connect with our friends, family and coworkers over a distance but as it becomes more prevalent in our lives, it also opens us up to cyberattacks. Uber is the latest large company to fall victim to a cybersecurity attack. One employee provided personal information to someone thought to be a coworker, and the hacker gained access to the company’s internal database.

According to Statista, phishing/vishing/smishing/pharming was by far the top cybercrime category reported in 2021. While this recent breach at

Uber appears to be motivated by a hacker’s desire for publicity, the ride-sharing service also suffered a massive [cybersecurity breach](#) in 2016. During that event, the hackers stole personal information from 57 million Uber customers and drivers who trusted the company with their information. If large businesses can fall victim to a cyberattack, imagine how easy it would be to target an individual or a small business that may not have the resources to recover.

Implementing cybersecurity systems is a critical focus area for the [federal government](#) to protect not only national security but also the e-commerce sector of the economy. In order to stay one →

Cyber crime categories that were reported most often in 2021, by number of victims



Sources:
IC3; FBI
[@Statista](#) 2022

Additional Information:
Worldwide; IC3; 2021; crimes reported to IC3; wider industry metrix may vary

ARTICLE

Are You Using Data Science to Prevent Your Next Cyberattack?

step ahead of cybercriminals, we also need data science professionals to research and interpret data to provide insights into potential security risks. Cybersecurity professionals then use those insights to create security systems.

Developing the Workforce Post-Pandemic

The frequency of cyberattacks increased during the COVID-19 pandemic. According to the Cybersecurity and Infrastructure Security Agency (CISA), cybercriminals often take advantage of challenging times, such as pandemics, to strike. For example, they might send phishing emails about unemployment or medical information to try to trick users into providing personal information.

Even though the worst of the pandemic appears to be fading in most parts of the world, its impact on our technology and

internet use is here to stay. Many organizations are still opting for virtual gatherings or work-from-home models, whether hybrid or full time.

Working from home enables more cybersecurity risks than working from the office because of several factors, such as less secure wi-fi networks and unsecured video meetings. Data science and cybersecurity professionals can work together to ensure security systems stay up to date to combat cybercrimes.

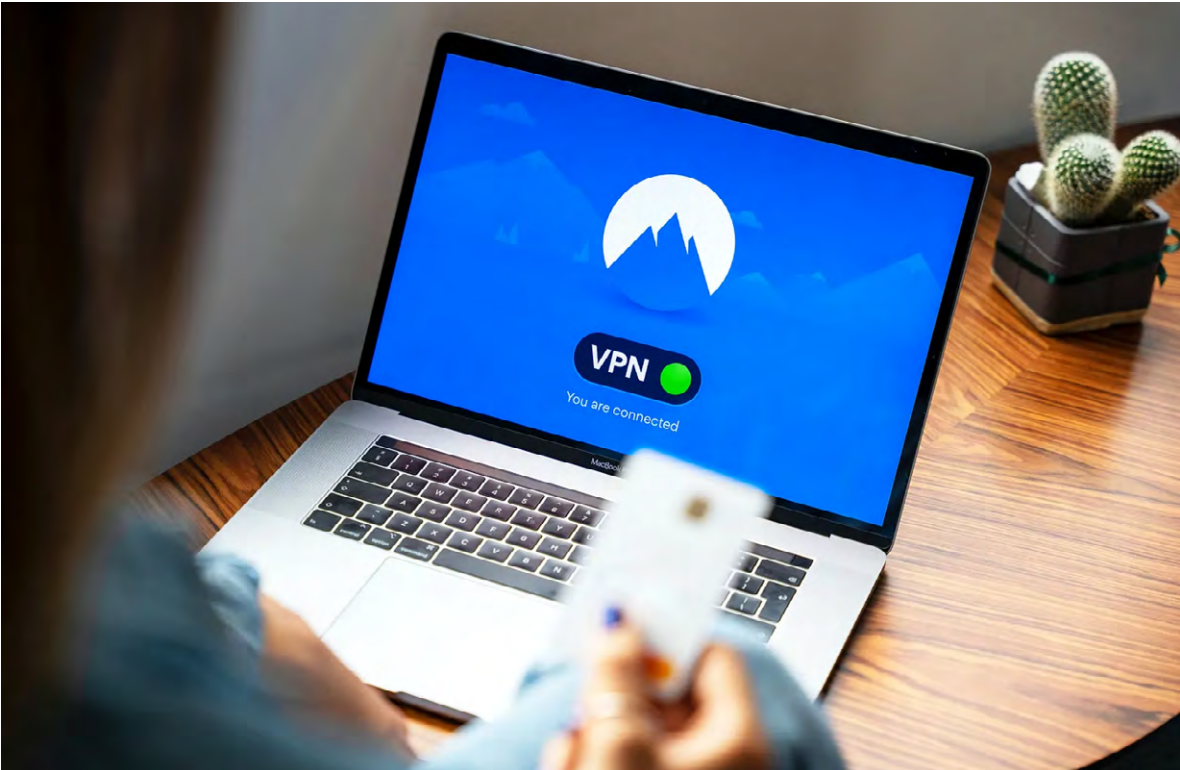
Cybersecurity and Data Science Education

According to Cyberseek, a project that provides detailed information about the cybersecurity job market, there are over 700,000 cybersecurity job openings, but only enough professionals to fill 68% of those positions. Data science has a similar outlook with an expected 36% increase

in employment by the year 2031, but not enough qualified data science professionals to meet the demand. To fill these positions, and keep up with increasing demand, we need to create more opportunities for professionals to become qualified in the cybersecurity and data science fields.

ABET currently accredits cybersecurity programs at the bachelor's and associate levels in addition to data science programs at the bachelor's level. The addition of cybersecurity associate degrees makes accredited program opportunities accessible to more students since they can be completed in as little as two years, allowing more students to become qualified faster for many jobs (but generally for a different set of career opportunities). Associate programs also often follow a state framework which is commonly tied directly to the needs of the local workforce. →

Data science and cybersecurity professionals can work together to ensure security systems stay up to date to combat cybercrimes.



ARTICLE

Are You Using Data Science to Prevent Your Next Cyberattack?

Raising Awareness
& Providing Resources

The [CISA](#) and the [National Cybersecurity Alliance \(NCA\)](#) often work together to raise awareness of potential cyberthreats by providing essential resources for implementing cybersecurity at home and in the office.

Together, CISA and NCA sponsor [Cybersecurity Awareness Month](#) each October to help individuals and businesses protect themselves while online. This year’s theme is “See Yourself in Cyber,” which encourages individuals and organizations to take basic steps to protect themselves and others from cyberattacks.

We need to ensure there are enough qualified workers to keep ourselves, our economy and our nation safe.

They also encourage professionals to discover the cybersecurity field in hopes of filling the gaps with skilled workers.

Societies like [INFORMS](#) provide [resources for organizations](#) to better understand the importance of data analytics for their company. ABET is exhibiting at the [2022 INFORMS Annual Meeting](#) in Indianapolis this October to support and contribute to learning opportunities for data science professionals, students and industry experts.

Cybersecurity and data science work together to combat data breaches like the recent Uber attack. We need to ensure there are enough qualified workers to keep ourselves, our economy and our nation safe. We need to raise awareness of the importance of cybersecurity and data science education in developing professionals in those fields, as our dependence on technology and the internet continues to grow and evolve. ○

Volunteer Spotlight



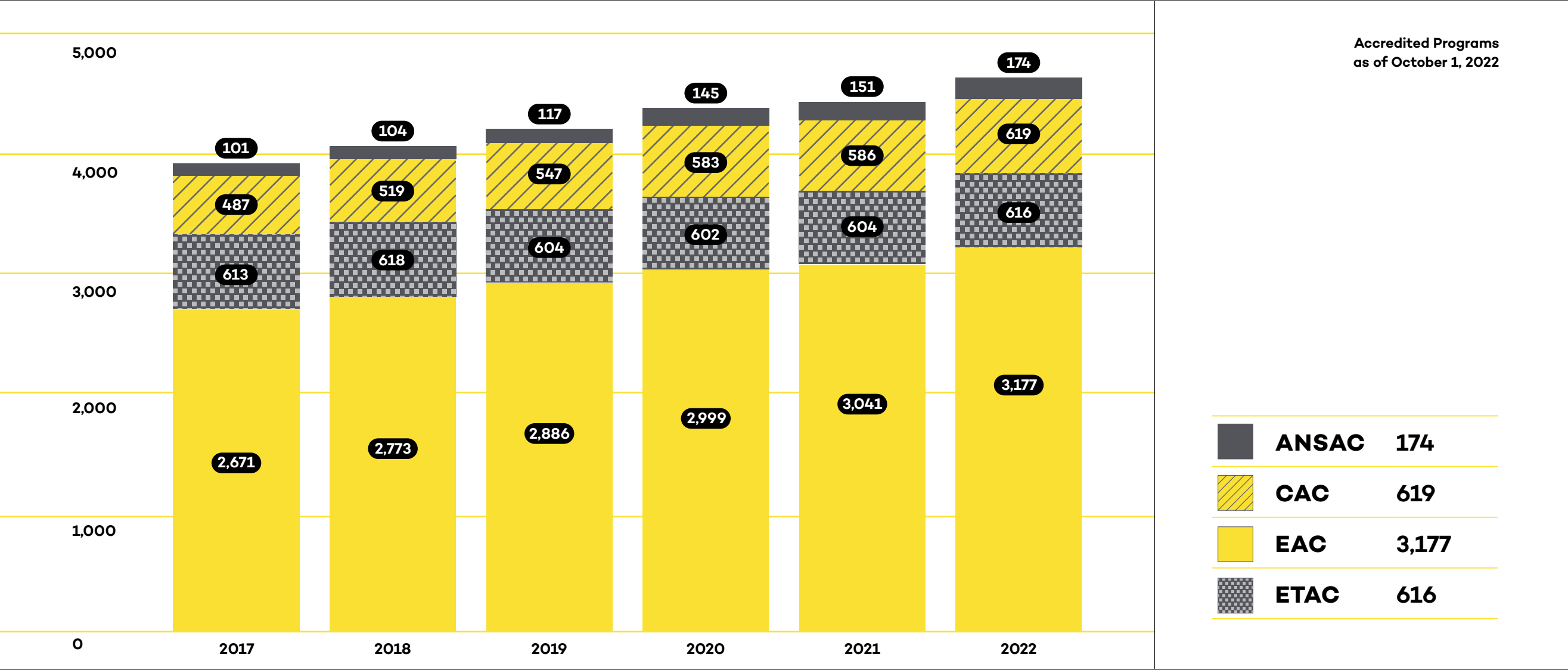
Oscar Barton

Dean, Mitchell School
of Engineering, Morgan
State University

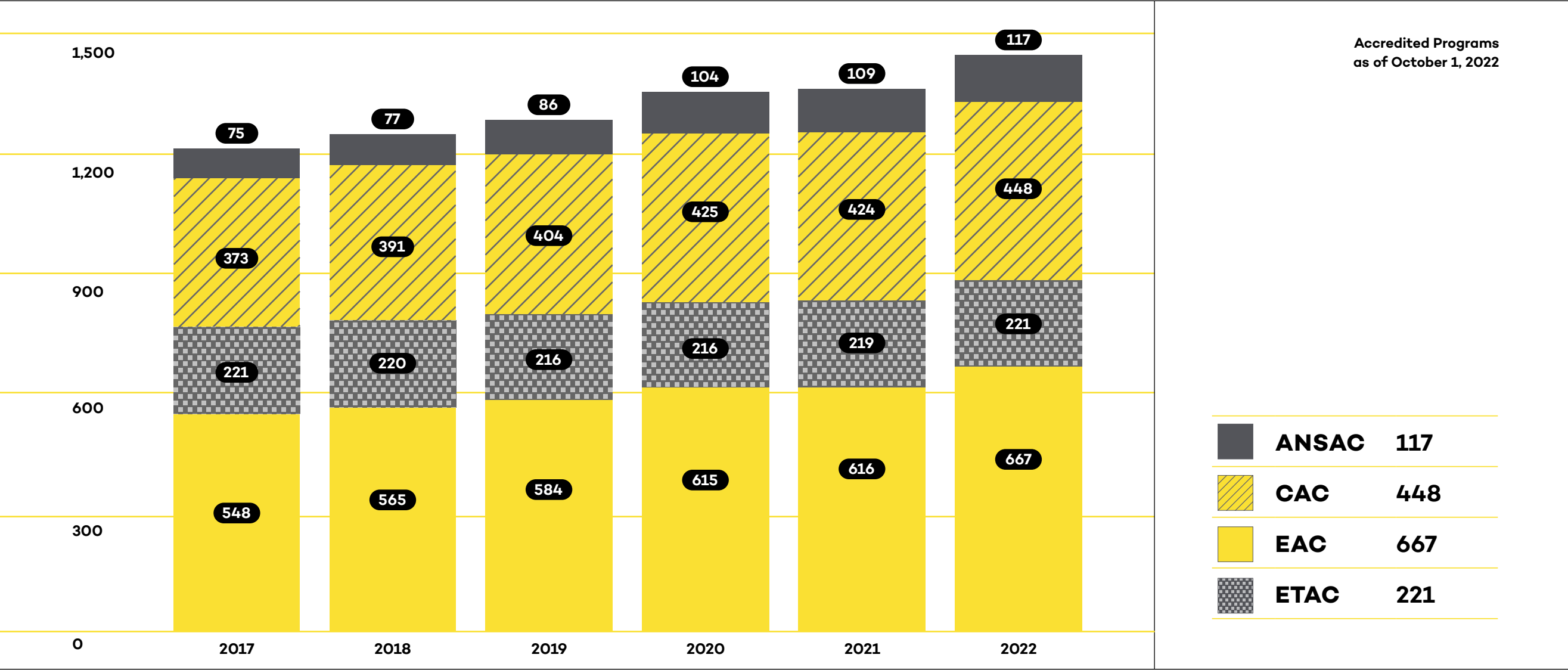
- Q: What do you feel is most important about the work you do for ABET?**
A: I think the most important component of my work with ABET is being an ambassador to my professional and academic communities for ABET, and in this role, promoting the importance of accreditation. And not solely for the recognition of having an accredited program but rather for impact on STEM education in achieving this recognition. Recognizing that we are a global community, embracing diversity, equity, inclusion and accessibility, building a culture knowing how and why, and sharing best practices are just a few.
- Q: What makes volunteering for ABET enjoyable and/or rewarding?**
A: What makes volunteering a joy is relationship building. I have developed life-long friendships and professional partnerships, both of which I rely upon in my role as Dean at the Mitchell School of Engineering, Morgan State University, to mentor faculty and to guide students.
- Q: What are your hopes for the future of STEM education?**
A: I truly believe that disciplinary silos will no longer exist giving way to more multidisciplinary programs. And these programs will include non-stem majors as well.
- Q: What will the future of work look like for graduates of ABET programs?**
A: The future of work will encompass digital engineering consisting of technologies currently defined by Industry 4.0 – cloud computing, artificial intelligence, machine learning, robotics, digital twins, cybersecurity, quantum computing, virtual and augmented realities to name a few.

Accredited Programs By Commission

2017–2022



Institutions With Accredited Programs By Commission 2017–2022



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.

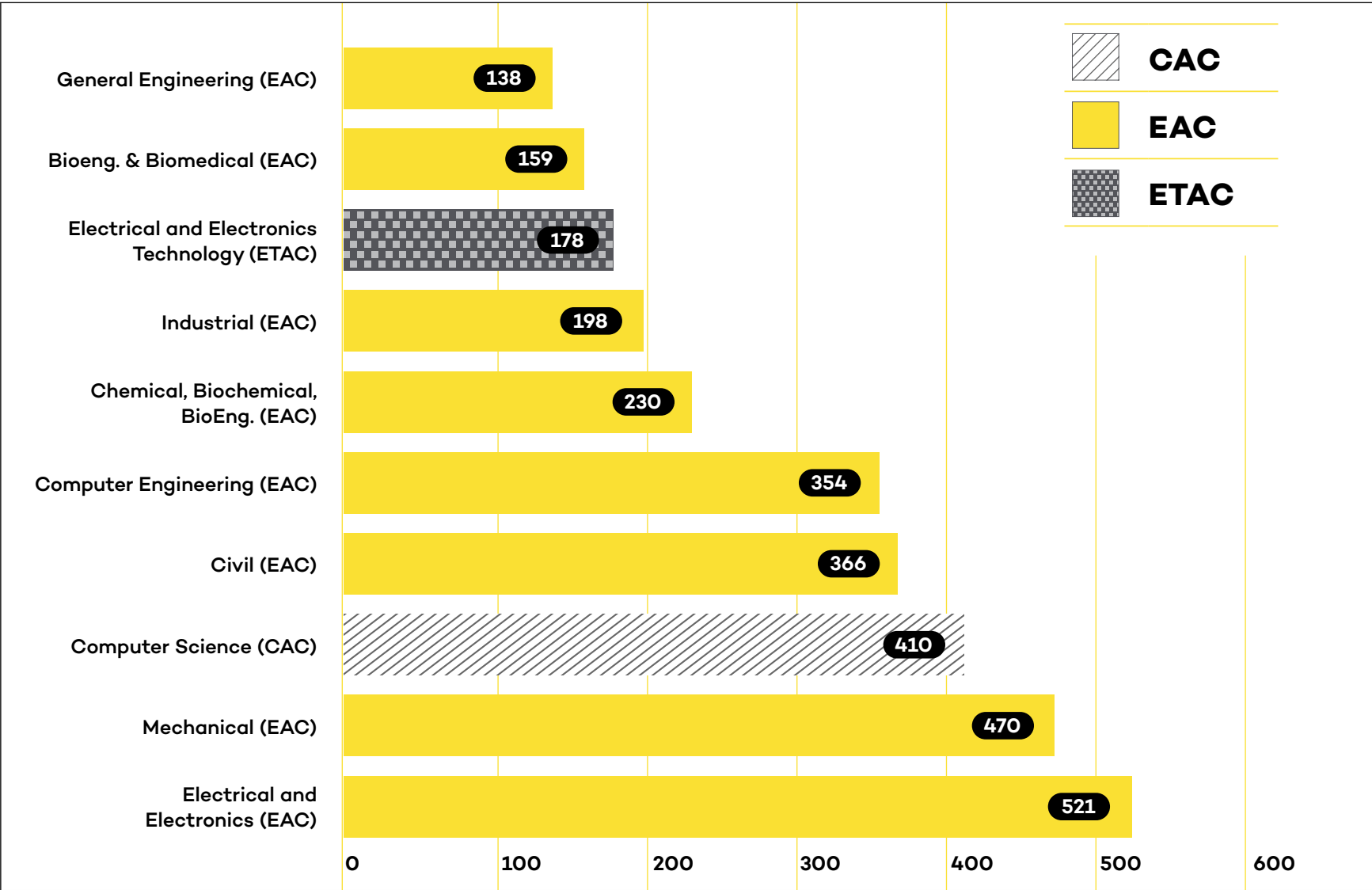
Our member professional and technical societies and their individual members collaborate through ABET to develop standards of quality, known as ABET Criteria, on which our review teams base their evaluations of programs under consideration for accreditation.

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



ARTICLE

Educating a New Workforce

Michael K. J. Milligan
ABET Chief Executive Officer
June 28, 2022

[Link to Article](#)

As new generations of STEM graduates enter the workforce each year, the priorities of industry and young professionals continually change. Academia and industry must work together on a continuing basis to ensure future tech workers have the knowledge, skills and experiences necessary for success. With a shortage in the STEM workforce growing each year, it's important — now more than ever — for academia and industry to build and maintain strong, collaborative relationships.

In the Washington, D.C. area alone, we have a critical need to fill 60,000 technology jobs before 2025, a number that will only grow as more high-tech firms move into the Mid-Atlantic region. As [Engineering Change Lab USA](#) President Mike McMeekin wrote in last month's [guest column](#),

we need to make some serious changes in recruiting workers in order to keep up with demand nationwide. Getting more children interested in STEM before they enter high school is the first step, and our best hope to addressing this long-term challenge.

McMeekin also points out that the priorities of the STEM workforce have changed in two significant ways: the increasing importance of individual purpose and STEM's impact on the environment and society. Today's graduates want jobs where they can help make the world a better place.

In addition, the STEM fields, in general, continue to lack diversity in race, ethnicity, gender and socioeconomic status. However, this challenge also provides an opportunity to solve the workforce shortage. McMeekin wrote that today's young professionals expect there to be diversity in

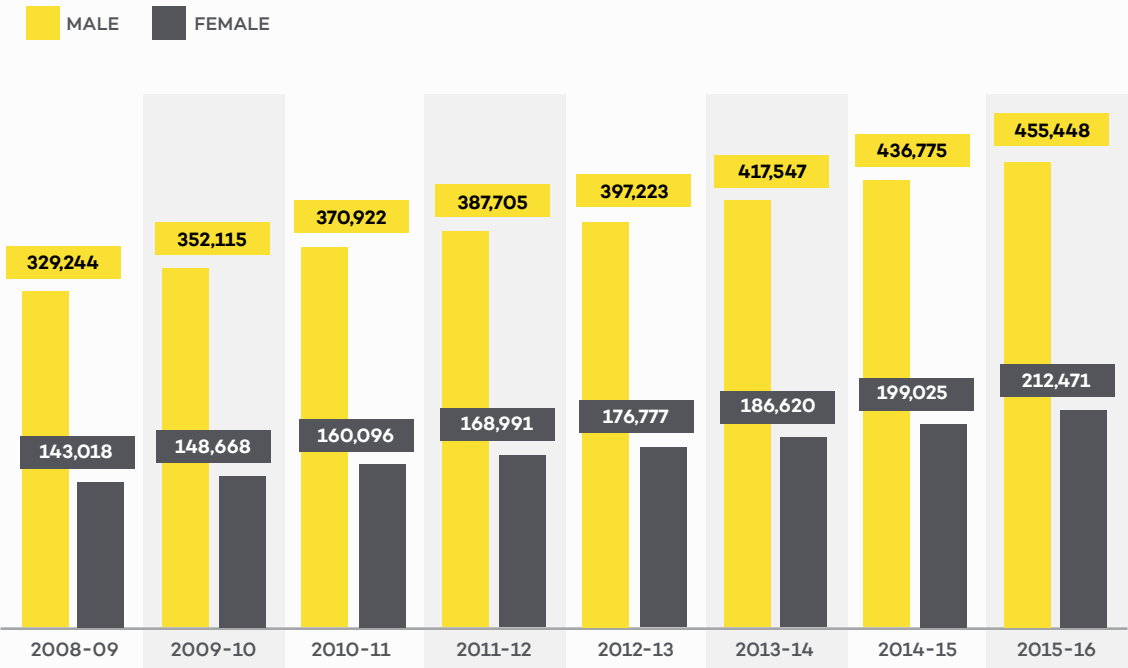
the workplace. We can focus our efforts in attracting the next generation of workers — one that is more diverse.

Black and Hispanic STEM workers are severely underrepresented, more so than in all other fields. It's the same with women and those living in poverty. Encouraging girls' interest in STEM programs at an earlier age could help them keep their interest into adulthood. According to a [study by researchers at the University of Houston and the University of Washington](#), children believe boys are more interested than girls in engineering by age six or first grade. By third grade, the children studied believed that boys are more interested in computer science than girls are. The study also found that these beliefs did have a negative impact on girls' continued interest in STEM. Based on this study, the best time to engage girls with STEM programs is preschool or earlier at home. Unfortunately, this is not always possible because of a lack of funding for



Steady Rise for Women in STEM but Gender Gap Remains

Number of STEM degrees and certificates awarded in the U.S. by gender*



CC BY ND
@StatistaCharts

*Between academic years 2008-09 to 2015-16
Source: NCES



According to [Statista](#), a gender gap still remains among STEM graduates.

ARTICLE

Educating a New Workforce

preschools or the lack of resources for some families.

We need to end this cycle now. According to a [study](#) by the Education Development Center and SRI Education, parents are critical to developing a child’s interest in STEM topics. The EDC/SRI study found that kindergarten students living in poverty display less knowledge about basic STEM topics than do students from more affluent families. The study also found that educational media was essential to children and that “parents want ideas and resources to build their knowledge and confidence for helping their children learn science.” Television shows and movies that teach science could teach parents and children together. Parents showing an interest in STEM through these programs could encourage the children to keep their interest through adulthood.

A Change in Curriculum

As McMeekin pointed out in last month’s article, as the values of the new engineering professionals change, we need to adapt to

Academia and industry must collaborate on a continuing basis to successfully prepare students to enter an evolving workforce.

their needs too. With options to explore a class (or even a minor) in other subject areas, students will be more well-rounded and better prepared to understand their world, and how they can make a difference. Certainly, a more well-rounded graduate will also be better able to communicate their ideas and potential solutions related to environmental protection, social justice and workplace diversity.

Increasing enrollments in community colleges is another great way to increase the STEM workforce. Community colleges are often more accessible than four-year institutions. According to the [American Association of Community Colleges](#), the average tuition and fees for a community college is less than one third than that of a public four-year institution. They are also more convenient, as [90% of the U.S. population lives within 25 miles of a campus](#).

In many cases, students can attend community college before graduating high school or while working full time, widening the net of potential STEM students. Successful transfer to a four-year institution dramatically increases the number, and quality, of graduates with bachelor’s degrees.

Regardless of the approach, academia and industry must collaborate on a continuing basis to successfully prepare students to enter an evolving workforce. Feedback from industry professionals is essential in creating an educational experience that prepares them for success.

If you want to be part of this exciting challenge of shaping the future of STEM education, please [visit our website](#) and learn how you can make a difference! ○

Volunteer Spotlight



Niaz Latif

Dean, College of Technology
Executive Director, Commercialization
and Manufacturing Excellence Center
Purdue University Northwest

Q: What do you feel is most important about the work you do for ABET?

A: Quality assurance through consistent program evaluation of academic programs.

Q: What makes volunteering for ABET enjoyable and/or rewarding?

A: Volunteering for ABET gives me the satisfaction that, in a small way, I am making a difference in STEM education for its quality and its relevance to industry, business and government.

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

A: My hope is that STEM education will continue to pursue instructional development and innovative delivery that will accommodate Gen Z learners.

Q: What will the future of work look like for graduates of ABET programs?

A: Graduates of ABET programs will have greater opportunities, however, continuous upskilling will be required of them to adapt to new and emerging technologies in their respective fields.

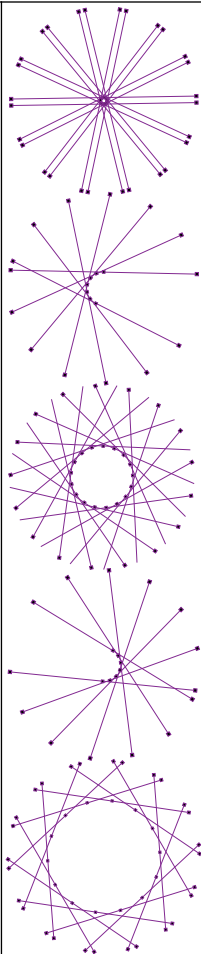


**“STEM programs are
important for the broader
world, and it’s important
that we do our job
well to ensure college
students are prepared
to enter the workforce.”**

William J. Wepfer, Ph.D.
2021–2022 ABET PRESIDENT

The ABET Awards

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. On October 28, 2022, six individuals were honored at the 2022 ABET Awards Celebration in Baltimore, Maryland.



ABET Bridge served as the sponsor of the Claire L. Felbinger Award for Diversity and Inclusion. The recipient of this award received \$10,000 in recognition of her important work. To learn more about our distinguished honorees and to see videos from the 2022 ABET Awards Celebration, visit www.abet.org/awards.

LEARN MORE 



Jeffrey L. Ray, Ph.D.
Dean of the College of Engineering and
Technology at Western Carolina University

Special Recognition Award

For sustained contributions in fostering ABET’s core values, improving accreditation processes and enhancing educational experiences for students while maintaining a sense of balance and inclusion in all interactions, we honor Jeffrey L. Ray’s legacy with this Special Recognition Award.

JEFFREY L. RAY

Jeffrey L. Ray, Ph.D., was the Dean of the College of Engineering and Technology at Western Carolina University. A long-time member of the ABET community, he was an original member of ABET’s Academic Advisory Council (AAC) and most recently served as the AAC Chair. Throughout his time with ABET, Ray championed diversity and inclusion, and was passionate about harmonizing and simplifying processes employed by the four ABET accreditation commissions when conducting

program reviews. Ray grew up outside of Nashville, Tennessee, where he earned a Journeyman Industrial Electrician license while working at R.R. Donnelley & Sons. He then earned bachelor’s and master’s degrees in Mechanical Engineering at Tennessee Technological University and completed his Ph.D. in Mechanical Engineering at Vanderbilt University. We were deeply saddened to learn of the passing of Jeffrey L. Ray, Ph.D., on July 26, 2021.

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.

2022 WINNERS

Scott Danielson
Alice Greife
Kathleen A. Kramer
Rajendra K. Raj



SCOTT
DANIELSON

Faculty member at the Polytechnic School of the Ira A. Fulton Schools of Engineering at Arizona State University

“For outstanding sustained leadership and service to ABET, its experts and accredited programs to advance the quality of engineering education both domestically and globally, especially in South East Asia.”

Scott Danielson, Ph.D., F.ASME, is a faculty member in the engineering programs within the Polytechnic School of the Ira A. Fulton Schools of Engineering at Arizona State University (ASU). Before returning to the faculty, Danielson was an Associate Dean for four years and a department chair for over 13 years.

At ABET, he has served in all officer positions within the Engineering Technology

Accreditation Commission (ETAC) and is currently the past chair of ETAC. Since 2003, Danielson has conducted 12 evaluations as a program evaluator (PEV) and 17 as a team chair through several societies, primarily for ETAC but also with the Engineering Accreditation Commission.

Within ABET governance, he served on the Board of Directors for two short periods, the latest serving as the Engineering Technology Area Delegation Director. He has extensive experience in SE Asia, particularly Vietnam, doing USAID-supported engineering educational capacity building.



ALICE
GREIFE

Dean Emerita of the College of Health, Science and Technology at University of Central Missouri

“For significant contributions to ANSAC’s transformation to applied and natural science accreditation, chairing the first natural science program visit and working to develop ANSAC’s Data Science program criteria.”

Alice Greife, Ph.D. is a board-certified industrial hygienist and occupational toxicologist with a B.S. in Biology and Chemistry, an M.S. in Industrial Hygiene and a Ph.D. in Occupational Toxicology. She is Dean Emerita of the College of Health, Science and Technology at University of Central Missouri, where she taught graduate courses in toxicology and epidemiology.

An ABET expert since 2004, Greife served as a program observer and program evaluator (PEV) for the Applied and Natural Science Commission (ANSAC) before becoming a commissioner in 2012. Greife served on the executive committee and as a commission chair and led the ANSAC Criteria Committee through major revisions.

Outside of ABET, Greife is a Fellow and Society Liaison of the American Industrial Hygiene Association. She has been director of the Division of Standards Development and Technology Transfer as well as the Education and Information Division, Cincinnati Field Laboratories, NIOSH.

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.

2022 WINNERS

- Scott Danielson
- Alice Greife
- Kathleen A. Kramer
- Rajendra K. Raj



KATHLEEN A. KRAMER

Professor of Electrical Engineering at the University of San Diego

“For significant leadership in revision of engineering accreditation criteria, including the integration of diversity, equity and inclusion, development of criteria for mechatronics and robotics, and revisions to MS/Graduate Level Criteria.”

Kathleen A. Kramer Ph.D. is a Professor of Electrical Engineering at the University of San Diego. She received a B.S. degree in electrical engineering magna cum laude with a second major in physics from Loyola Marymount University, and her M.S. and Ph.D. degrees in electrical engineering from the California Institute of Technology. She is past chair of electrical engineering, and served as Director of Engi-

neering (2004-2013), providing academic leadership for all of the university’s engineering programs. Based in academia, she has also been a Member of Technical Staff at companies including ViaSat, HP and Bell Communications Research.

She has been a leader in engineering accreditation criteria activities for both IEEE and ABET, first as an IEEE program evaluator. Since joining the Engineering Accreditation Commission in 2015, Kramer has contributed to several significant advancements in the criteria, including ones to address diversity and inclusion, and new program criteria in mechatronics and cybersecurity.



RAJENDRA K. RAJ

Professor of Computer Science at Rochester Institute of Technology

“For substantial contributions in advancing computing accreditation and improving relevance to industry needs, including leading efforts to establish accreditation criteria for new computing disciplines and new degree levels.”

Rajendra K. Raj Ph.D. is a professor of computer science at Rochester Institute of Technology (RIT). His disciplinary research is in the application of data science and cybersecurity to critical infrastructure protection. Raj focuses on program development and quality across all of computing, especially the preparation of graduates for successful professional practice. In addition to volunteering with CSAB and ABET in different leadership roles, he

co-chairs the international task force of the ACM/IEEE-Computer Society/AAAI that is developing the 2020s revision of the computer science curricular guidelines.

Raj was previously a vice president at a multinational financial services company, where he led several software development projects, including high-performance private-cloud infrastructures for global financial applications. He has a bachelor’s in electrical engineering (electronics) from the Indian Institute of Technology, Madras; a master’s in computer science from The University of Tennessee, Knoxville; and a doctorate in computer science from the University of Washington, Seattle.



Gilda A. Barabino
President of Olin College of Engineering

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.

2022 WINNER GILDA A. BARABINO

“For outstanding action-oriented contributions advancing diversity and inclusion in technical education and healthcare through bioengineering solutions, as well as public policy leadership to transform the engineering profession.”

Gilda A. Barabino is the second president of Olin College of Engineering. She is leading the college into its next chapter as it continues its mission to transform engineering education around the world.

A chemical engineer by training, with broad interests in global health and interdisciplinary research and education, Barabino has pioneered new engineering approaches to problems in

medicine. She is a passionate advocate for health equity and leads national efforts to engage engineers in the development of solutions to health disparities.

In recognition of her outstanding professional achievement, Barabino has received many of the highest honors in academia. In 2021, she was elected to the American Academy of Arts and Sciences. She is also an elected member of the National Academy of Engineering and the National Academy of Medicine. She is also the president of the American Association for the Advancement of Science (AAAS), the world’s largest interdisciplinary scientific society.

ABET Awards Celebration



ABET Awards Celebration



ABET Awards Celebration



Volunteer Spotlight



Jennifer Brock
Associate Dean for Academics and
Professor of Mechanical Engineering,
University of Alaska Anchorage

Q: What do you feel is most important about the work you do for ABET?
A: I like to point out that ABET is actually comprised of a number of professional and technical societies, and that accreditation standards are written and vetted by technical professionals working in the appropriate areas. ABET accreditation isn't a box check, it's a set of standards set by the profession itself. I also appreciate that the ABET criteria require programs to be responsive to their local constituencies. Our profession will continue to be strong as long as we educators are responsive to the needs of our constituencies (I'm an academic myself). I see my work with ABET as serving that goal.

Q: What makes volunteering for ABET enjoyable and/or rewarding?
A: Every year, I get to meet and/or catch up with absolutely wonderful people. This includes my fellow ABETers and the people on the campuses I visit. I like to visit campuses, meet dedicated people, see how they're engaging students, and eat their delicious local cuisine.

Q: What are your hopes for the future of STEM education?
A: In a lot of STEM fields, we're still doing a very uneven job of graduating students who are female, nonwhite, 1st generation or Pell eligible. In order to fill the needs of the STEM workforce, we are going to have to do better, and we are

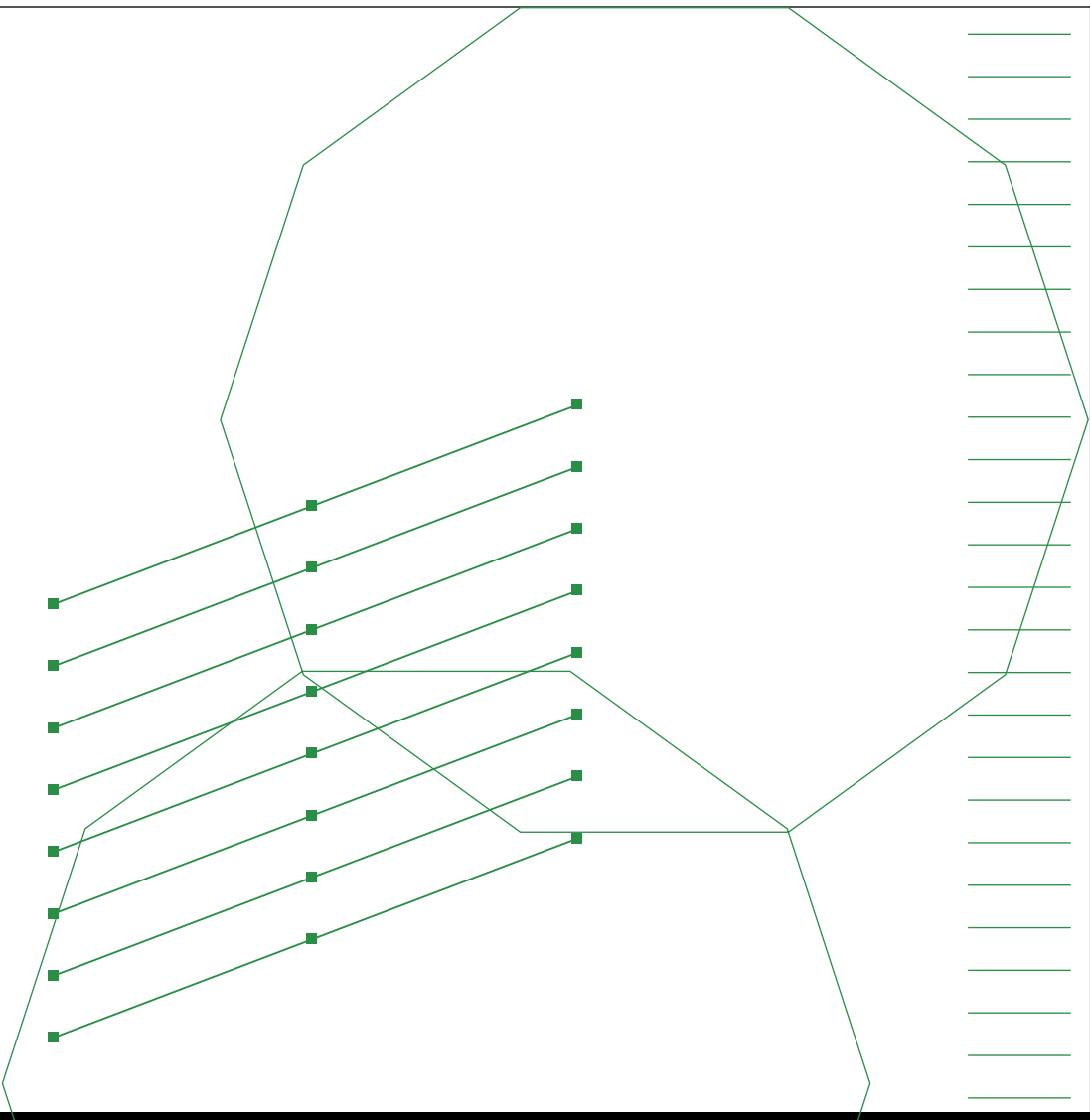
starting to in a lot of ways. I hope and trust that this trend will continue.

Q: What will the future of work look like for graduates of ABET programs?
A: The future of work is changing for us all, with remote and hybrid work and collaboration becoming more common and work becoming ever more interdisciplinary. Also, the professions depend on the trust of society in general, and we live in a time when trust in experts and institutions is declining. I think that the recent changes in the EAC Student Outcomes begin to address these issues. In particular, the teamwork outcome (Outcome 5) went from simply requiring that grads be able to function on

interdisciplinary teams to defining the professional skills that constitute good teamwork. Likewise, the communication outcome (Outcome 3) went from simply requiring effective communication to requiring effective communication with a range of audiences. The future of our profession depends on our ability to communicate with non-technical people as much as it does on our ability to communicate with each other.

As long as our mission is one of responsiveness to constituent needs, and as long as we continue to adapt to change and promote resiliency, I believe that the future for grads of ABET programs is bright.

Financials



ABET’s future continues to look bright thanks to our steady, measured approach to financial growth. In 2022, ABET strengthened our already strong position by increasing global programming while maintaining lower operating costs. As a result, our community is well prepared to support STEM students and emerging leaders for years to come.



Jessica Silwick,
CPA, MBA, CAE
ABET Chief Financial Officer/Chief Operations Officer
Jessica Silwick

CFO/COO Statement

I am pleased to present ABET, Inc.'s financial results for the fiscal year 2022 (October 2021–September 2022). 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, 2022, in accordance with the accounting principles generally accepted by the United States of America.

During 2022, ABET maintained a healthy, balanced financial position. Our net assets grew by \$1.1 million. A significant portion of this growth is attributed to a continued reduction in travel expenditures resulting from the COVID-19 pandemic. During the fiscal year, ABET did not conduct in-person program accreditation evaluations, and did not incur any travel or hosted meeting expenses until the spring of 2022.

Due to continued COVID outbreaks, ABET continued to host meetings in a virtual format for most of the year with the first in-person meeting hosted in July. We were able to continue to host in-person meetings through the remainder of the year.

Our continued resiliency enabled us to ensure quality and confidence through our program services of accreditation and assessment of adult learning. We grew our total number of programs accredited globally and continued to research and develop new services to answer the needs of adult learners and society at large.

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

Statement of Financial Position

September 30, 2022

ASSETS

Cash & Cash Equivalents	\$ 11,561,850
Investments (CDs) - at fair value	1,977,954
Receivables less bad debt allowance	692,060
Prepays & Other Current Assets	1,195,623
Fixed Assets -	3,670,060
less accumulated depreciation	
Long Term Assets	5,601,097
TOTAL ASSETS	\$ 24,698,644

LIABILITIES & EQUITY

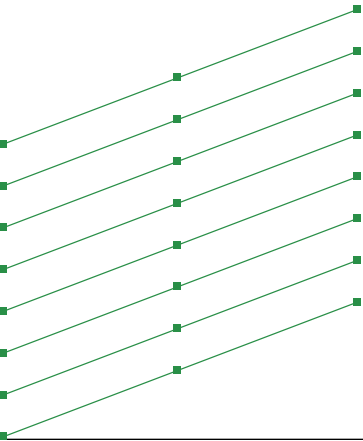
Liabilities	
Accounts Payable	\$ 295,914
Accrued Expenses	2,204,979
Deferred Revenues	4,661,006
457B Deferred Compensation	513,456
TOTAL LIABILITIES	\$ 7,675,354

NET ASSETS

Unrestricted Net Assets	\$ 17,023,290
TOTAL LIABILITIES & NET ASSETS	\$ 24,698,644

Statement of Financial Activities

For the Twelve Month Period
Ending September 30, 2022



SUPPORT AND REVENUES

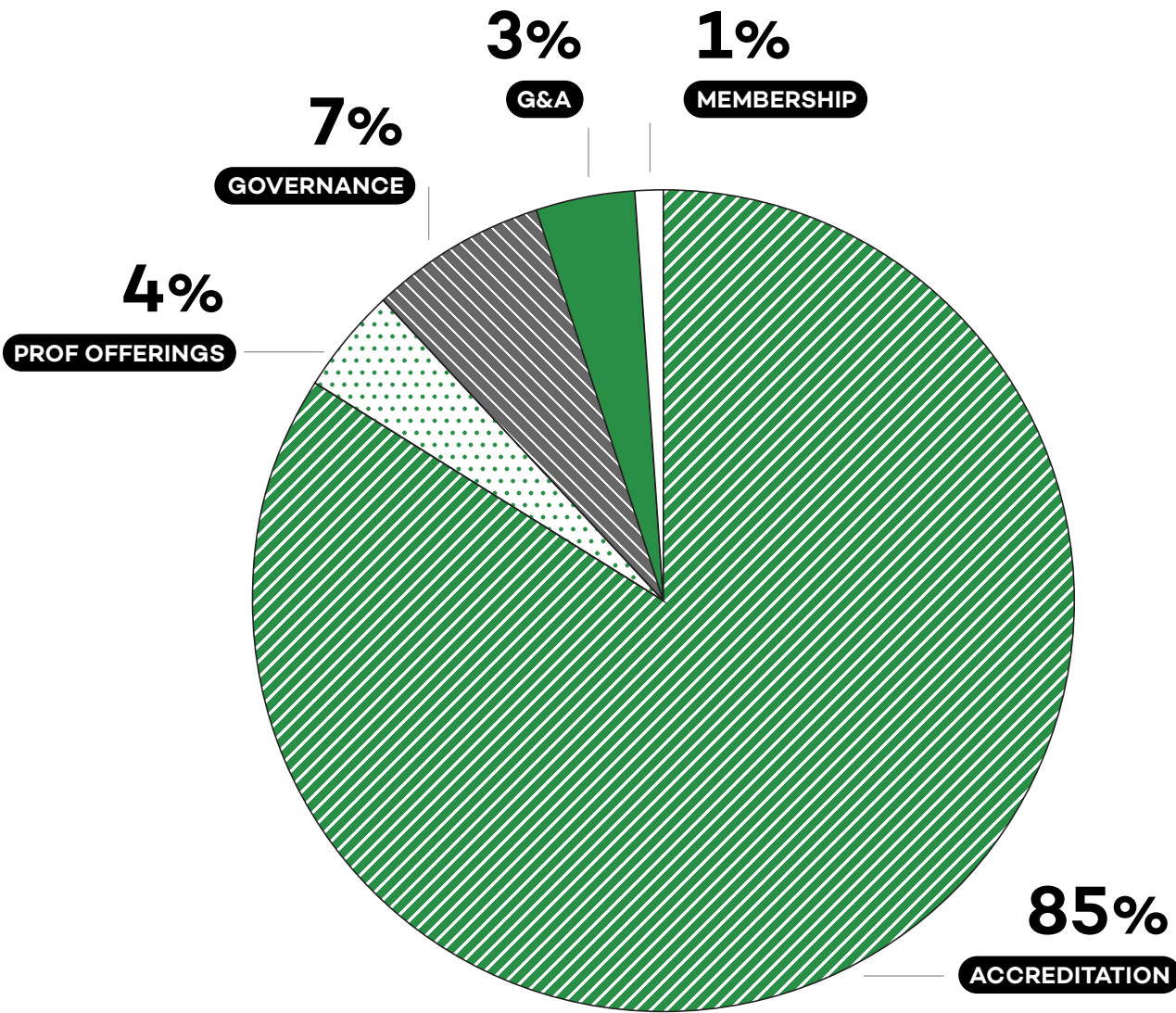
Accreditation Services	\$ 11,809,365
Donated Services	14,189,044
Professional Services Offerings	390,363
Membership Revenues	1,579,630
Interest & Dividend,	
Including Unrealized Losses	(918,275)
Other Income	839
Total Support and Revenues	\$ 27,050,966

EXPENSES

Program Services	
Accreditation Services	\$ 7,783,664
Accreditation - Donated Services	14,189,044
Total Accreditation	21,972,708
Professional Offerings	1,142,834
Governance	1,777,272
Total Program Services	\$ 24,892,814
Supporting Services	
General and Administrative	\$ 921,898
Membership	166,860
Total Supporting Services	1,088,758
Total Expenses	\$ 25,981,572
Change in Net Assets	\$ 1,069,394
Net Assets, Beginning of Year	15,953,895
Net Assets, Beginning of Year	\$ 17,023,289

ABET Functional Expenses

Fiscal Year 2022



Volunteer Spotlight



Andy Phillips

Academic Dean and Provost,
United States Naval Academy

Q: What do you feel is most important about the work you do for ABET?

A: Working on behalf of ABET is one of the best examples of “servant leadership” that I can imagine. Essentially nothing that I do, or that any ABET volunteer does, is for myself or for my own institution. Everything I do, everything ABET volunteers do, is on behalf of our profession and on behalf of others. From students to faculty to programs to employers, everything we do within the ABET world is to help others be more successful.

Q: What makes volunteering for ABET enjoyable and/or rewarding?

A: The people associated with the many programs as well as the ABET volunteers and paid staff all make the work enjoyable! The work itself is rewarding, too, in the sense

that I always feel that I learn something new, or at least that I’ve helped someone else in the work they are doing. But the real truth is that the most rewarding part is working with wonderful people who care about what they do, and that passion can’t help but rub off on you. Everyone I know in this business would say that very same thing. It’s no secret.

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

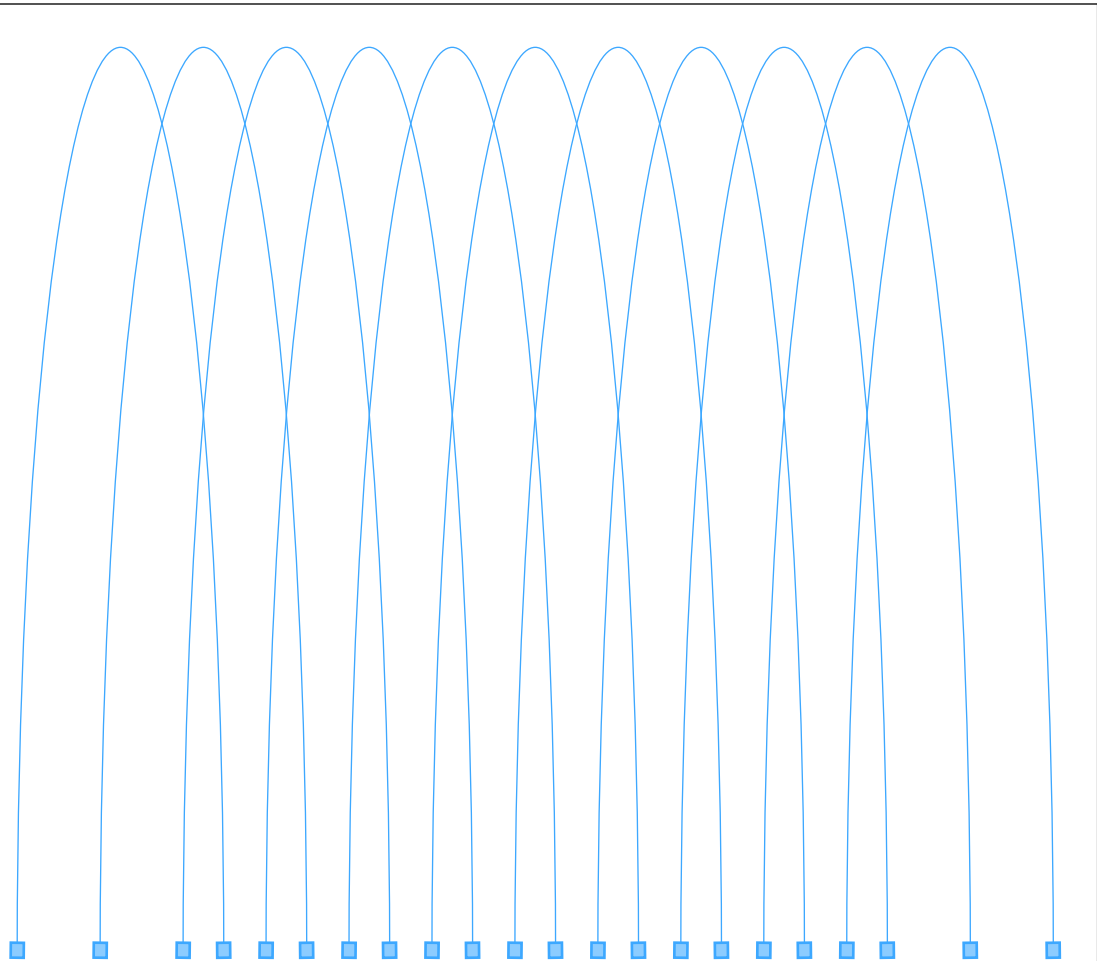
A: Too many Americans lack a basic understanding of STEM, including its basic facts and methods. Moreover women, African Americans, Hispanic Americans and Native Americans remain significantly underrepresented in nearly every STEM field. All learners, and especially those at a young age, must have equitable opportu-

nities to acquire foundational STEM knowledge. To ensure that our nation remains competitive globally, we must provide that equitable access and opportunity to all Americans in all STEM disciplines.

Q: What will the future of work look like for graduates of ABET programs?

A: Graduates of all programs, whether ABET accredited or not, will be entering a workforce that becomes ever more global with every advance in science, technology and engineering. The advantage that graduates of ABET programs might have is that they will be specifically prepared for that global workforce with the skills and knowledge to immediately contribute technically in their professional careers, and with educational experiences that foster professional growth long into the future.

Acknowledgements



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.

2021–2022 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.

OFFICERS

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William J. Wepfer, Ph.D.
Professor Emeritus,
Georgia Institute of
Technology

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Dianne Chong, Ph.D.
The Boeing
Company (Retired)

President-Elect
S. K. Ramesh, Ph.D.
California State
University,
Northridge

Secretary
Barbara Price, Ph.D.
Georgia Southern
University

Treasurer
David L. Whitman,
Ph.D., P.E.
Professor Emeritus,
University of
Wyoming

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Natural Science
Area Director**
Hamid Fonooni, Ph.D.
University of
California, Davis

**Computing
Area Director**
Andrew T. Phillips,
Ph.D.
United States
Naval Academy

**Engineering
Area Director**
Stephen Phillips,
Ph.D., P.E.
Arizona State
University

**Engineering
Technology
Area Director**
Lorraine A. Kapka,
M.S., P.E.
Professor Emeritus,
Sinclair Community
College

At-Large Director
Sarah Rajala, Ph.D.
Dean and Professor
Emerita, Iowa State
University
Professor Emerita,
North Carolina State
University

At-Large Director
Charles Menke
Caterpillar Inc.

Public Director
Ellayne S. Ganzfried,
M.S.

**Chief Executive
Officer**
Michael K. J. Milligan,
Ph.D., P.E., CAE
ABET

2021–2022 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.

Chair

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

AAEES

*American Academy of
Environmental Engineers
and Scientists*
Debra Reinhart, Ph.D., P.E.

AAMI

*Association for the
Advancement of Medical
Instrumentation*
Gregory Herr, MBA

ACerS

*The American
Ceramic Society*
Alexis Clare, Ph.D.
New York State
College of Ceramics
at Alfred University

AIAA

*American Institute
of Aeronautics and
Astronautics*
Brett Anderson, MBA, P.E.
The Boeing Company

AIChE

*American Institute
of Chemical Engineers*
Said Abubakr, Ph.D.
Western Michigan
University

Laura Dietsche, Ph.D., P.E.
Dow Chemical Company

AIHA

*American Industrial
Hygiene Association*
Robert Soule,
Ed.D., CIH. CSP, P.E.

ANS

American Nuclear Society
Gilbert Brown, Ph.D.
Elysium Industries

ASABE

*American Society
of Agricultural and
Biological Engineers*
Van C. Kelley, Ph.D., P.E.
South Dakota State
University

ASCE

*American Society
of Civil Engineers*
Allen C. Estes,
Ph.D., MBA, P.E.
California Polytechnic
State University

Maury Fortney, M.E., P.E.
MEFI Engineering

Paul Mlakar,
Ph.D., P.E., F.ASCE
U.S. Army Engineer
Research and
Development Center

ASEE

*American Society for
Engineering Education*
Thomas F. Conry, Ph.D.,
P.E. (Secretary)
Professor Emeritus
University of Illinois

Scott Dunning,
Ph.D., P.E. Ph.D., J.D., P.E.
Virginia Polytechnic
Institute

ASHRAE

*American Society of
Heating, Refrigerating,
and Air-Conditioning
Engineers*
Dennis O’Neal, Ph.D.
Baylor University

ASME

*American Society of
Mechanical Engineers*
Mohammad Dehghani,
Ph.D., P.E.
Missouri University of
Science and Technology

Lance Hoboy,
MBA, CAE, CNAP

Thomas Singer, M.A.
Sinclair Community
College

ASSP

*American Society of
Safety Professionals*
Magdy Akladios,
Ph.D., P.E, CSP, CPE, CSHM
University of Houston

AWS

American Welding Society
Jeff Hufsey

BMES

*Biomedical
Engineering Society*
Gail Baura, Ph.D.
Loyola University Chicago

Michele J. Grimm, Ph.D.
Michigan State University

CMAA

*Construction Management
Association of America*
Andrea Rutledge, MFA

CSAB

Paul Leidig, Ph.D.
Grand Valley State
University

2021–2022 Board of Delegates

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

Donna Reese, Ph.D.
Professor Emeritus
Mississippi State
University

IEEE
*Institute of Electrical and
Electronics Engineers*
John Sammarco, Ph.D.
NIOSH

John L. Vian, Ph.D., P.E.
The Boeing Company

Ece Yaprak, Ph.D.
Wayne State University

IFMA
*International Facility
Management Association*
Case Runolfson, CFM
American Institutes for
Research

IISE
*Institute of Industrial
& Systems Engineers*
Bopaya Bidanda, Ph.D.
University of Pittsburgh

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

INCOSE
*International Council
on Systems Engineering*
John E. MacCarthy

ISA
*International Society
of Automation*
Robert Kosar
Grand Isle Group

NCEES
*National Council of
Examiners for Engineering
and Surveying*
Michelle Rambo-
Roddenberry,
Ph.D., P.E., F.ASCE
FAMU - FSU College
of Engineering

NSPE
*National Society of
Professional Engineers*
Dan J. Wittliff,
P.E., DEE, F.NSPE

NSPS
*National Society of
Professional Surveyors*
Robert Schmidt, M.S.

SAE International
Daniel Skurski, M.S.

SFPE
*Society of Fire Protection
Engineers*
Virginia Charter, Ph.D., P.E.
Oklahoma State University

SME
Ron Bennett, Ph.D., MBA
University of St. Thomas,
Saint Paul

SME-AIME
*Society for Mining,
Metallurgy, and
Exploration*
Richard Sweigard, Ph.D.
University of Memphis

SNAME
*Society of Naval Architects
and Marine Engineers*
Carolyn Judge, Ph.D.
United States Naval
Academy

SPE
*Society of Petroleum
Engineers*
Lloyd Heinze,
Ph.D., MBA, P.E.
Texas Tech University

SPIE
*The International Society
for Optics and Photonics*
Scott W. Teare, Ph.D.
New Mexico Institute of
Mining and Technology

SWE
*Society of Women
Engineers*
Janet Brelin-Fornari,
Ph.D, P.E.
Grand Canyon University

TMS
*The Minerals, Metals,
and Materials Society*
Thomas R. Bieler, Ph.D.
Michigan State University

WEPAN
*Women in Engineering
ProActive Network*
Deborah Trytten, Ph.D.
University of Oklahoma

2021–2022 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.

Applied and Natural Sciences Area Delegation

Chair

Hamid Fonooni,
Ph.D.

Members

Debra Reinhart,
Ph.D., P.E.
AAEES

Robert Soule, Ed.D.,
CIH, CSP, P.E.
AIHA

Gilbert Brown,
Ph.D.
ANS

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

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

Colin Biddle,
M.A., PMP
CMAA

Paul Leidig, Ph.D.
CSAB

Case Runolfson,
CFM
IFMA

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

Tom Roberts, P.E.
(Secretary)
NSPE

Jack A. Walker,
PLS
NSPS

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

Computing Area Delegation

Chair

Andrew T. Phillips,
Ph.D.

Members

Paul Leidig, Ph.D.
CSAB

Kenneth E. Martin,
Ph.D.
CSAB

Donna Reese,
Ph.D. (Secretary)
CSAB

Engineering Area Delegation

Chair

Stephen Phillips,
Ph.D., P.E.

Members

Debra Reinhart,
Ph.D., P.E.
AAEES

Alexis Clare,
Ph.D.
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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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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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*denotes partial term

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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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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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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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IUPUI

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Team Chairs have demonstrated technical competency and applied knowledge of accreditation criteria, policies and procedures. They are experienced Program Evaluators who lead reviews and interact with the institutional representatives. We owe a debt of gratitude for their dedication and service to ABET and their professions. The following individuals served as Team Chairs for at least one evaluation visit during the 2021-2022 accreditation cycle.

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Sigurd Meldal, Sc.D. Mostly Sunny LLC	Arnoldo Muyshondt, Ph.D., P.E. Sandia National Laboratories	David H. Olwell, Ph.D. Saint Martin's University	Michael E. Prudich, Ph.D. Ohio University	Michael E. Prudich, Ph.D. Ohio University	Harry L. Reif, Ph.D. James Madison University
Walid A. Metwally, Ph.D., MBA Oak Ridge National Laboratory	Kristine S. Nagel, Ph.D. Georgia Institute of Technology	John A. Orr, Ph.D. Worcester Polytechnic Institute	Safwan Qasem, Ph.D. King Saud University	Jason G. Racette, M.S., L.S. Boundary Consulting Experts, LLC	Brian J. Reithel, Ph.D. University of Mississippi
Marina Miletic, Ph.D. Miletic Consulting	J. Torey Nalbone, Ph.D., CIH The University of Texas at Tyler	Michael Oudshoorn, Ph.D. High Point University	Edward Pines, Ph.D. New Mexico State University–Main Campus	Sridhar Radhakrishnan, Ph.D. University of Oklahoma, Norman Campus	Dan Resler, Ph.D. Virginia Commonwealth University
James H. Miller, Sc.D. University of Rhode Island	George E. Nasr, Ph.D. Lebanese American University	Bipin Pai, Ph.D. Purdue University Northwest	Shari Plantz-Masters, Ph.D. Regis University	Rajendra K. Raj, Ph.D. Rochester Institute of Technology	Peyton C. Richmond, Ph.D., P.E. Lamar University
Martha C. Mitchell, Ph.D. New Mexico State University	Murray G. Norton, Ph.D. Washington State University	Raymond Papp, Ph.D. The University of Tampa	James R. Plasker, M.S., P.E. American Society for Photogrammetry and Remote Sensing	Jay Raja, Ph.D. University of North Carolina at Charlotte	Chell Roberts, Ph.D. University of San Diego
Jon Moon, BME, Ph.D. MEI Research, Ltd		Hamid R. Parsaei, Ph.D., P.E Texas A&M University			Risa J. Robinson, Ph.D. Rochester Institute of Technology

2021–2022 Team Chairs

Team Chairs have demonstrated technical competency and applied knowledge of accreditation criteria, policies and procedures. They are experienced Program Evaluators who lead reviews and interact with the institutional representatives. We owe a debt of gratitude for their dedication and service to ABET and their professions. The following individuals served as Team Chairs for at least one evaluation visit during the 2021-2022 accreditation cycle.

Virginia W. Ross, Ph.D. Air Force Institute of Technology-Graduate School of Engineering & Management	Ghassan A. Salim, P.E. Youngstown State University	Iqbal Shareef, Ph.D., P.E., CMfgE Bradley University	Kevin Smith, Ph.D. Al Akhawayn University	Berrin Tansel, Ph.D., P.E. Florida International University	Albert J. Turner, Ph.D. Clemson University
Diane T. Rover, Ph.D. Iowa State University	Mohammed Samaka, Ph.D.	Youssef Shatilla, D.Sc. Masdar Institute of Science and Technology	Andrew N. Smith, Ph.D. United States Naval Academy	Chris Taylor, Ph.D. Milwaukee School of Engineering	Thomas R. Turner, Ph.D. University of Central Oklahoma
James E. Rowings, Ph.D., P.E. Peter Kiewit Sons' Inc.	Marco E. Sanjuan, Ph.D., P.E. PROMIGAS S.A. E.S.P.	Thomas C. Sheahan, Sc.D., P.E. Northeastern University	Stephanie Smullen, Ph.D. Retired	Katherine Terwilliger, M.S. Naval Surface Warfare Center, Carderock Division	Paul T. Tymann, M.S. Rochester Institute of Technology
Anthony S. Ruocco, Ph.D., P.E. Roger Williams University	Sanjiv Sarin, Ph.D., P.E. North Carolina A&T State University	David L. Shroads, D.Sc. Apollo Education Group (AEG)	Edward Sobiesk, Ph.D., CISSP United States Military Academy	Gerald H. Thomas, Ph.D. Self Employed	Raman M. Unnikrishnan, BSEE California State University, Fullerton
Richard L. Rye, M.S., CCM RICHARD L RYE, Consulting, LLC	Camilla M. Saviz, Ph.D., P.E. University of the Pacific	Mohsin K. Siddiqui, Ph.D., P.E. University of Delaware	Judith L. Solano, Ph.D. University of North Florida	Gary W. Thompson, PLS North Carolina Geodetic Survey	Joseph E. Urban, Ph.D. Arizona State University, Tempe
Lisa C. Sachs, B.Arch., CCM Cumming	Philip A. Schenewerk, Ph.D., P.E., P.G. The Lacombe Group, LLC	David Lawrence Silverstein, Ph.D., P.E. University of Kentucky	Scott W. Sommer, M.Eng., P.E. DPS Group Global	Ernest W. Tollner, Ph.D., P.E. University of Georgia	David A. Vaccari, Ph.D., P.E., BCEE, FASCE Stevens Institute of Technology
Morteza Sadat-Hossieny, Ph.D. Northern Kentucky University	Kolleen L. Schneider, M.S. Andersen Corproation	VLN Simhan, Ph.D., P.E. RGM College of Engineering and Technology	Neelam Soundarajan, Ph.D. Ohio State University	Heikki Topi, Ph.D. Bentley University	Srinivas R. Vadali, Ph.D. Texas A&M University, College Station
Yasser Salem, Ph.D., S.E. California State Polytechnic University, Pomona	Francis J. Schork, Ph.D., P.E. Georgia Institute of Technology	Ronald Smelser, Ph.D., P.E. University of North Carolina at Charlotte	Amanda Stent, Ph.D. Colby College	Houssam A. Toutanji, Ph.D., P.E. California State University - Northridge	Chester J. Van Tyne, Ph.D., P.E. Virginia Polytechnic Institute and State University
Joseph E. Saliba, Ph.D., P.E. University of Dayton	Steven Schreiner, Ph.D., P.E. Manhattan College	Randy K. Smith, Ph.D. The University of Alabama	Ellen W. Stevens, Ph.D., P.E. Consulting Civil Engineer	Kim W. Tracy, M.S. Rose-Hulman Institute of Technology	Yaakov Varol, Ph.D. University of Nevada, Reno
	Carol Ellen Schulte, M.S., D.E., M.E.M. McNeese State University	Richard N. Smith, Ph.D. Rensselaer Polytechnic Institute	Harrie J. Stevens Alfred University	Hy D. Tran, Ph.D., P.E. Sandia National Laboratories	
	Sanaa Sharafeddine, Ph.D. American University of Beirut		Lesley Strawderman, Ph.D., P.E. Mississippi State University	Raymond E. Trygstad Illinois Institute of Technology	
			Sriram Sundararajan, Ph.D. Iowa State University		

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Devarajan Venugopalan, Ph.D. University of Wisconsin, Milwaukee	Christa M. Weisbrook, Ph.D., P.E. University of Missouri	Mohamed Y. Zarrugh, Ph.D. James Madison University
Robert J. Voigt, Ph.D. Northrop Grumman Corporation Mission Systems	Valana L. Wells, Ph.D. Arizona State University, Tempe	Mansour Zenouzi, Ph.D., P.E, F.ASME Wentworth Institute of Technology
Marlee A. Walton, P.E., PLS Iowa State University	Patrick Widener, Ph.D. Oak Ridge National Laboratory	Sen Zhang, Ph.D. SUNY College at Oneonta
Andy Ju An Wang, Ph.D. Northern Arizona University	Douglas B. Williams, Ph.D., P.E. Georgia Institute of Technology	Aixi Zhou, Ph.D., P.E., FSFPE North Carolina A&T State University
Pearl Y. Wang, Ph.D. George Mason University	Mary Jane Willshire, Ph.D. Capella University	Lisa A. Zidek, M.S. Florida Gulf Coast University
Christopher Ward, Ph.D. UBS	Sally L. Wood, Ph.D. Santa Clara University	
Charles Ward, Ph.D. Air Force Research Laboratory	Chai Wah Wu, Ph.D. International Business Machines	
Rich Warren, ABD	Ahmet S. Yigit, Ph.D. Kuwait University	
Jennifer S. Wayne, Ph.D. Virginia Polytechnic Institute and State University	Garry G. Young, MBA, P.E. Retired	
Daniel J. Weinacht, Ph.D., P.E. Sargent & Lundy	Lu Yuan, Sc.D., CSP Southeastern Louisiana University	

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AAEES

American Academy of Environmental Engineers and Scientists

Joseph Brown, Ph.D., BCES
United States Coast Guard Academy

Michael A. Butkus, Ph.D., P.E.
United States Military Academy

Kumar Ganesan, Ph.D., P.E.
Montana Tech of the University of Montana

Mark N. Goltz, Ph.D., P.E.
Air Force Institute of Technology

Jeffrey H. Greenfield, Ph.D., LEED AP, P.E.
Florida International University

Veera Gnanaswar Gude, Ph.D., P.E.
Mississippi State University

Charles N. Haas, Ph.D.
Drexel University

Adrian T. Hanson, Ph.D., P.E.
University of Minnesota, Duluth

Mark H. Houck, Ph.D., P.E.
MHH Engineering, LLC

Neil Hutzler, Ph.D., P.E.
Michigan Technological University

Sarath Chandra K. Jagupilla, Ph.D., P.E.
Stevens Institute of Technology

M. A. Karim, Ph.D., BCEE, P.E.
Kennesaw State University

John H. Koon, Ph.D., BCEE, P.E.
Georgia Institute of Technology, Main Campus

Laura W. Lackey, Ph.D., P.E.
Mercer University

Yanna Liang, Ph.D., P.E.
University at Albany, SUNY

Audra N. Morse, Ph.D., BCEE, P.E.
Michigan Technological University

Prahlad N. Murthy, Ph.D., BCEE, P.E.
Wilkes University

Kurt Pennell, Ph.D., BCEE, P.E.
Brown University

LeeAnn Racz, Ph.D., BCEE, CIH, P.E.
ClearView Environmental Engineering and Consulting, LLC

Glenn W. Rehberger, M.S., BCEE, P.E.
Retired

Debra R. Reinhart, Ph.D., P.E.
University of Central Florida

Kelly A. Rusch, Ph.D., BCEE, P.E.
North Dakota State University

John J. Segna, MBA, BCEE, FASCE, P.E.
American Society of Civil Engineers

David A. Vaccari, Ph.D., P.E., BCEE, FASCE
Stevens Institute of Technology

Mark J. Vanarelli, Ph.D., P.E., PG, BCEE, DWRE, FASCE
United States Department of Energy

AIAA

American Institute of Aeronautics and Astronautics

Kurt S. Anderson, Ph.D.
Rensselaer Polytechnic Institute

Douglas Neal Barlow, Ph.D.
M&N Remodeling LLC

Edward L. Burnett, M.S.
US Air Force Test Pilot School

Sanjay Garg, Ph.D.
Garg R&D Solutions

William Garrard, Ph.D.
University of Minnesota, Twin Cities

Demoz Gebre Egziabher, Ph.D., P.E.
University of Minnesota, Twin Cities

Kristen Gerzina, M.S.
Northrop Grumman

Ronald A. Madler, Ph.D.
Embry-Riddle Aeronautical University-Prescott

Eric A. Mehiel, Ph.D.
California Polytechnic State University, San Luis Obispo

Richard Melnyk, Ph.D., P.E.
United States Military Academy

Donald A. Rabern, Ph.D., P.E.
University of Colorado, Colorado Springs

Farooq Saeed, Ph.D.
Imam Abdulrahman Bin Faisal University

Robert A. Stuever, Ph.D.
Textron Aviation Inc

Chelakara S. Subramanian, Ph.D., P.E.
Florida Institute of Technology

Valana L. Wells, Ph.D.
Arizona State University, Tempe

AICHE

American Institute of Chemical Engineers

Nader M. Al-Bastaki, Ph.D.
The Kingdom University

Bassam M. Alhamad, Ph.D.
University of Bahrain

Daina M. Briedis, Ph.D.
Michigan State University

Robert B. Coulter, M.S., P.E.
Chattanooga State Community College

Laura Dietsche, Ch.E., Ph.D., P.E.
Dow Chemical Company

Gary L. Foutch, Ph.D., P.E.
University of Missouri, Kansas City

John H. Frey, Ph.D.
Independent Technical Advisor

Ricardo Gomez-Gonzalez, Ph.D.
Autonomous University of Nuevo León

Joanna Hambrick, ARLANXEO

Thomas R. Hanley, MBA, P.E.
Auburn University

Walter D. Harding, M.S., P.E.
University of New Haven

Clifford L. Henderson, Ph.D.
University of South Florida

Douglass S. Kalika, Ph.D.
University of Kentucky

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Claire F. Komives, Ch.E., Ph.D. San Jose State University	Srinivas Palanki, Ph.D. West Virginia University	Reginald P. Tomkins, Ph.D. New Jersey Institute of Technology	Ephraim A. Massawe, M.S., CIH Southeastern Louisiana University	Timothy L. Foutz, Ph.D., P.E. University of Georgia	Ajay Kumar, Ph.D., P.E. Oklahoma State University–Main Campus
Daniel J. Lacks, Ph.D., P.E. Case Western Reserve University	Thatcher W. Root, Ph.D. University of Wisconsin–Madison	Vassilios Tzouanas, Ph.D. University of Houston, Downtown	Lawrence W. Whitehead, Ph.D., CIH The University of Texas Health Science Center at Houston	Garey A. Fox, Ph.D., P.E. North Carolina State University at Raleigh	Karl L. Linck, MSEM, P.E. Karl Linck
Steven LeBlanc, Ph.D., P.E. University of Toledo	John R. Schlup, Ph.D. Kansas State University	Donald P. Visco, Jr., Ph.D. University of Akron		Robert S. Freeland, Ph.D., L.S., P.E. GroundScan, LLC	Peter A. Livingston, Ph.D., P.E. Bosque Engineering
Corey Leclerc, Ph.D., P.E. New Mexico Institute of Mining and Technology	Gary M. Scott, Ph.D. SUNY College of Environmental Science and Forestry	Troy J. Vogel, Ph.D. University of Notre Dame	ANS <i>American Nuclear Society</i> Richard P. Coe, Ph.D. Thomas Edison State University	Scott A. Hale, Ph.D. North Carolina State University at Raleigh	Joel R. Peterson, Ph.D., P.E. University of Wisconsin, River Falls
Daniel Lepek, Ph.D. Cooper Union for the Advancement of Science and Art	Khavin Sinha, M.Sc., P.E. Western Digital Corporation	Miriam R. Wattenbarger, Ph.D. University of Pennsylvania		Bingjun B. He, Ph.D., P.E. University of Idaho	Scott Pryor, Ph.D. North Dakota State University
Douglas K. Ludlow, Ph.D. Missouri University of Science and Technology	Joseph D. Smith, Ph.D. Missouri University of Science and Technology	Ronald J. Willey, Ph.D., P.E. Northeastern University	ASABE <i>American Society of Agricultural and Biological Engineers</i> Douglas R. Bowman, Ph.D., P.E. Self-Employed	Michael C. Hirschi, Ph.D., P.E. University of Illinois at Urbana–Champaign	Maher Sabbah, Ph.D., OAE Rafik Hariri University
Sean F. Maloney, Ph.D. Avantor, Inc.	Thomas O. Spicer, Ph.D., P.E. University of Arkansas	Andrew J. Wilson, Ph.D., P.E. Tulsa Heaters Inc.		Sonia Maassel Jacobsen, MSCE, P.E. University of Minnesota, Twin Cities	Richard V. Scholtz, Ph.D. University of Florida
David C. Miller, Ph.D. National Energy Technology Laboratory, U.S. Department of Energy	James R. Springstead, Ph.D. Western Michigan University	Richard L. Zollars, Ph.D., P.E. Retired	AIHA <i>American Industrial Hygiene Association</i> Jason T. Harris, Ph.D. Purdue University	Van C. Kelley, Ph.D., P.E. South Dakota State University	Donald C. Slack, Ph.D., P.E. University of Arizona
Michael E. Mullins, Ph.D. Michigan Technological University	David Suleiman, Ph.D., P.E. University of Puerto Rico, Mayaguez			Ann L. Kenimer, Ph.D., P.E. Texas A&M University, College Station	Mark R. Wilkins, Ph.D., P.E. Kansas State University
Sohail Murad, Ph.D. Illinois Institute of Technology	Jean W. Tom, Ph.D. Bristol-Myers Squibb	Cheryl L. Marcham, Ph.D., CIH, CSP Embry-Riddle Aeronautical University, Daytona Beach	Thomas J. Brumm, Ph.D. Makerere University	Paul H. King, Ph.D., P.E. Vanderbilt University	Ronald Yoder, Ph.D., P.E. University of Nebraska–Lincoln
	David L. Tomasko, Ph.D. Ohio State University		Richard A. Cavaletto, Ph.D., P.E. Rancho CREAM Inc.		Stephen C. Zahos, MBA SpectroClick, Inc.
			Satyanarayan Dev, Ph.D. Florida State University		
			Oladiran Fasina, Ph.D. Auburn University		

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ASCE

American Society of Civil Engineers

Jamal A. Abdalla, Ph.D., P.E.
American University
of Sharjah

Caesar Abi Shdid,
Ph.D., P.E., S.E., FASCE
Lebanese American
University

Abi Aghayere, Ph.D.
Drexel University

Ali S. Al Harthy, Ph.D.
Sultan Qaboos University

Sreenivas Alampalli,
Ph.D., P.E., MBA, FASCE,
FSEI
Prospect Solutions, LLC

Daryl R. Armentrout,
Ph.D., P.E.
Professional Practice

Joseph O. Arumala,
Ph.D., P.E.
University of Maryland
Eastern Shore

David B. Ashley, Ph.D.
University of Dayton

Hossein Ataei, Ph.D., P.E.
University of Illinois
at Chicago

Kleio Avrithi, Ph.D., P.E.
Mercer University

Ashraf Badir, Ph.D., P.E.
Florida Gulf Coast
University

Carmine C. Balascio,
Ph.D., P.E., SITES AP
University of Delaware

Robert W. Barnes,
Ph.D., P.E.
Auburn University

Shannon Bartelt-Hunt,
Ph.D., P.E.
University of Nebraska,
Lincoln

Robert Lawrence Bertini,
Ph.D., P.E.
Oregon State University

Deborah Besser, Ph.D., P.E.
University of St Thomas,
Saint Paul

Frederick Bloetscher, Ph.D.
Florida Atlantic University

Phillip E. Borrowman, M.S.
Retired

Elizabeth Catherine
Bristow, Ph.D., P.E.
United States Military
Academy

James K. Brumbelow,
Ph.D., ENV SP, P.E.
Texas A&M University

Leonard W. Casson,
Ph.D., P.E.
University of Pittsburgh

Muhammad T. Chaudhary,
Ph.D., LEED AP, P.E.
Kuwait University

David A. Chin, Ph.D., P.E.
University of Miami

Manoj Chopra, Ph.D., P.E.
University of Central
Florida

William L. Coulbourne,
M.E., P.E.
Self-Employed

Cerasela M. Cristei,
Ph.D., P.E.
George Mason University

John L. Daniels, D.Eng., P.E.
University of North
Carolina at Charlotte

Anirban De, Ph.D., P.E.
Manhattan College

Norbert Delatte, Ph.D., P.E.
Oklahoma State
University–Main Campus

Norman D. Dennis,
Ph.D., P.E. D.GE
University of Arkansas

Manuel A. Diaz, Ph.D., P.E.
STAR Engineering Group,
Inc.

Utpal Dutta, Ph.D., P.E.
University of Detroit Mercy

William W. Edgerton,
MBA, P.E.
McMillen Jacobs
Associates

Ahmed F. Elaksher,
Ph.D., L.S., P.E.
New Mexico State
University

Heather Mackey Ford, M.S.
Global Training & Events
Group LLC

Daba Gedafa, Ph.D., P.E.
University of North Dakota

Bruce Gehrig, Ph.D., P.E.
Western Carolina
University

Malay Ghose Hajra,
Ph.D., P.E.
University of New Orleans

Charles N. Haas,
Ph.D., BCEE
Drexel University

Ahmad Hadavi, Ph.D., P.E.
Northwestern University

Susan Bogus Halter,
Ph.D., P.E.
University of New Mexico

Scott R. Hamilton,
Ph.D., P.E.
York College Pennsylvania

Mohamed Hegab, Ph.D.,
CCM, P.E.
California State
vUniversity, Northridge

Yufeng Hu, Ph.D., P.E.
Western Michigan
University

E. Scott Huff, M.S., P.E.
Self-Employed

Suresh Immanuel, Ph.D., P.E.
University of Evansville

Md R. Islam, Ph.D., P.E.
Colorado State University,
Pueblo

Camille Issa, Ph.D., P.E.
Lebanese American
University

Honar K. Issa, Ph.D.
Epsilon House of Engineers

John N. Ivan, Ph.D., P.E.
University of Connecticut

David W. Jensen, Ph.D., P.E.
Jensen Technologies LLC

Allen L. Jones, Ph.D., P.E.
Jones Earth Technologies,
LLC

Sylvester A. Kalevela,
Ph.D., P.E.
Colorado State University,
Pueblo

Ramanitharan Kandiah,
Ph.D., P.E.
Central State University

M. A. Karim, Ph.D., P.E.
Kennesaw State University

William A. Kitch, P.E.
Angelo State University

Muthusamy
Krishnamurthy,
Ph.D., P.E., CFM.
Hydro Modeling Inc.

Katie Kuder, Ph.D., P.E.
Seattle University

Sanjeev Kumar, Ph.D., P.E.
South Dakota State
University

Tanya Kunberger, Ph.D., P.E.
Florida Gulf Coast
University

Anthony J. Lamanna,
Ph.D., P.E., F.ACI, F.ASCE
Lamanna Engineering
Consultants, LLC

Jay Lee, Ph.D., P.E.
California Baptist
University

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Kenneth Lee, Ph.D., P.E. Montana Tech of the University of Montana	Ahmed Mohamed, Ph.D. Indiana State University	Mohammad A. Qureshi, Ph.D., P.E. LIN Consulting, Inc.	Camilo Torres, Ph.D., P.E. Pontifical Xavierian University	Sara L. Arena, Ph.D. Virginia Polytechnic Institute and State University	Scott Danielson, Ph.D. Arizona State University, Tempe
Richard G. Lewis, Ph.D., P.E. Lewis Solutions	Osama A. Mohamed, Ph.D., P.E. Abu Dhabi University	Herbert M. Raybourn, M.S., P.E., F.ASCE RESPEC	John N. Veenstra, Ph.D., BCEE, P.E. Oklahoma State University	Sara Atwood, Ph.D. Elizabethtown College	Joel M. Esposito, Ph.D. United States Naval Academy
Douglas M. Mace, MSCE, P.E., L.S. Retired	Svitlana V. Mooney, M.S., CCP, P.Eng., P.E., PMP Civil Line Engineering, LLC	H. Ronald Riggs, Ph.D., P.E. University of Hawaii at Manoa	Marlon W. Vogt, P.E. Ulteig Engineers	Nael Barakat, Ph.D., P.E., P.Eng., F.ASME The University of Texas at Tyler	Joel Falk, Ph.D. University of Pittsburgh
Thomas J. Madigan, MBA, P.E. University of New Mexico	Krishna H.V. Murthy, Ph.D., P.E. West Virginia University Institute of Technology	Carlos Rodriguez, Ph.D. Escuela Superior Politécnica del Litoral	Sherif Yehia, Ph.D., P.E. American University of Sharjah	Cynthia Wise Barnicki, Ph.D. Milwaukee School of Engineering	Matthew Franchetti, Ph.D., P.E. University of Toledo
Dintie S. Mahamah, Ph.D., P.E. Saint Martin's University	Robert J. O'Neill, Ph.D., P.E. Florida Gulf Coast University	Mary J.S. Roth, Ph.D., P.E. Lafayette College	Scott A. Yost, Ph.D., P.E. University of Kentucky	Rebecca Bates, Ph.D. Minnesota State University, Mankato	Wilhelm A. Friess, Ph.D. University of Maine
Taha F. Marhaba, Ph.D., P.E. New Jersey Institute of Technology	Joseph O. Owino, Ph.D., P.E. The University of Tennessee, Chattanooga	Ezzeldin Y. Sayed-Ahmed Elbawab, Ph.D. The American University in Cairo	Tamara Zagumenna, M.S., CCP, P.E., PMP BC Hydro Power & Authority	David B. Beasley, Ph.D., P.E. Retired	Osama M. Jadaan, Ph.D. University of North Florida
Eyad Masad, Ph.D., P.E. Texas A&M University at Qatar	Monica Palomo, Ph.D., BCEE, P.E. California State Polytechnic University, Pomona	William P. Schonberg, Ph.D., P.E. Missouri University of Science and Technology	Michael D. Zavislak, CHMM, CIH, P.E. Greenville Technical College	Deborah Besser, Ph.D., P.E. University of St Thomas, Saint Paul	Michael G. Jenkins, Ph.D., P.E. California State University, Fresno
Nancy M. Melby, MAE, P.E. LEO A DALY	Jay A. Puckett, Ph.D., P.E. University of Nebraska, Lincoln	Kevin G. Sutterer, Ph.D., P.E. Rose-Hulman Institute of Technology	Timothy Zeigler, M.S., P.E. Kennesaw State University	Stephen H. Cobb, Ph.D., P.E. Murray State University	Daniel Lepek, Ph.D. Cooper Union for the Advancement of Science and Art
Karl F. Meyer, Ph.D., P.E., F.ACII, M.ASCE Georgia Institute of Technology	Thomas B. Quimby, Ph.D., P.E. Quimby & Associates	Ramzi Taha, Ph.D. Schreiner University	Manoochehr Zoghi, Ph.D., MBA, P.E. Western Illinois University	Thomas F. Conry, Ph.D., P.E. University of Illinois Urbana-Champaign	William P. Lovegrove, Ph.D. Bob Jones University
Levon Minnetyan, Ph.D., P.E. Clarkson University		Jorge A. Tito, Ph.D., P.E. Richard Design Services - RDS	<div>ASEE</div> <div>American Society for Engineering Education</div> <div>Jafar Al-Sharab, Ph.D. Northwestern State University of Louisiana</div>	Garth V. Crosby, Ph.D. Southern Illinois University Carbondale	Sundar V. Madihally, Ph.D. Oklahoma State University
					Denise Martinez, Ph.D. Tarleton State University

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Barbara Masi, Ph.D. University of Rochester	Matthew W. Ohland, Ph.D. Purdue University	Terrence E. Russell, MBA, P.E. Self-Employed	David A. Wyrick, Ph.D., P.E. West Virginia University	Nael Barakat, Ph.D., P.E., P.Eng., F.ASME The University of Texas at Tyler	Lawrence M. Butkus, Ph.D., P.E. Miami University - Oxford
Quamrul H. Mazumder, Ph.D., P.E. University of Michigan - Flint	Kenneth S. Olree, Ph.D., P.E. NSpired Engineering, PLLC	Anca L. Sala, Ph.D. Kettering University	ASME <i>American Society of Mechanical Engineers</i> Ted Achorn, P.E. Self-Employed	Charles E. Baukal Jr., Ph.D., P.E. John Zink Co. LLC	Robert J. Camp, Ph.D., P.E. Providence College
Thomas McDonald, Ph.D. University of Southern Indiana	Stephen A. Parke, Ph.D., P.E. Northwest Nazarene University	Joseph A. Shaeiwitz, Ph.D. Auburn University	Mahesh C. Aggarwal, Ph.D. Gannon University	Abhijit Bhattacharyya, Ph.D. Arkansas State University	Antonio Cardenas, Ph.D. Universidad Autonoma de San Luis Potosi
Michael Momot, Ph.D., P.E. University of Virginia-Main Campus	Paul D. Plotkowski, Ph.D. Grand Valley State University	Ying Shang, Ph.D. Indiana Institute of Technology	Mahbub Ahmed, Ph.D., P.E. Southern Arkansas University	David I. Bigio, Ph.D. University of Maryland- College Park	Beth A. Carle, Ph.D. Rochester Institute of Technology
Daniel J. Moore, Ph.D. Rose-Hulman Institue of Technology	David K. Probst, Ph.D., P.E. Greenville College	Catherine King Skokan, Ph.D. Colorado School of Mines	Ruhul Amin, Ph.D., P.E. Montana State University	Joseph E. Bishop, Ph.D. Sandia National Laboratories	Peng Cheng, Ph.D. Virginia State University
Kevin L. Moore, Ph.D., P.E. Colorado School of Mines	Muhammad H. Rashid, Ph.D. Florida Polytechnic University	Bradley A. Striebig, Ph.D. James Madison University	Nagamangala K. Anand, Ph.D., P.E. Texas A&M University, College Station	Luis M. Bocanegra, Ph.D., MBA, P.E. Arizona State University, Tempe	Scott A. Clary, Ph.D. Lockheed Martin
Kenneth D. Moore, M.S. GE Power	Kenneth Rennels, M.S., P.E. IUPUI	Binod Tiwari, Ph.D., P.E. California State University, Fullerton	Bahaa I. K. Ansaf, Ph.D., P.E. Colorado State University, Pueblo	Jill Blecke, Ph.D. Sandia National Laboratories	Kevin R. Cook, M.S., P.E. Montana State University
Carol A. Mullenax, Ph.D., P.E., PMP NASA	Michael Reynolds, Ph.D. The University of West Florida	John Louis Vadnal, Ph.D. Liberty University	Abul Fazal M. Arif, Ph.D. McMaster University	L. (Toby) A. M. Boulet, Ph.D. The University of Tennessee-Knoxville	Kristine Csavina, Ph.D. Colorado School of Mines
Mark L. Nowack, Ph.D., P.E. College of the Ozarks	Chell Roberts, Ph.D. University of San Diego	James Vassil, M.S., P.E. Fairmont State University	Albert A. Arthur, M.S. University of Cincinnati, College of Engineering and Applied Science	Jennifer McFerran Brock, Ph.D. University of Alaska Anchorage	Scott Danielson, Ph.D., P.E. Arizona State University, Tempe
Abdul R. Ofoli, M.Eng., Ph.D., P.E. The University of Tennessee- Chattanooga	Matthew Roberts, Ph.D., P.E. Southern Utah University	Isaac Wait, Ph.D., P.E. Marshall University	Orlando M. Ayala, Ph.D. Old Dominion University	Tim L. Brower, Ph.D. Self-Employed	Warren R. DeVries, Ph.D. University of Maryland, Baltimore County
	James R. Rowland, Ph.D., P.E. University of Kansas	Xingwu Wang, Ph.D. Alfred University	Cecelia M. Wigal, Ph.D., P.E. The University of Tennessee- Chattanooga	Nadim A. Diab, Ph.D. Rafik Hariri University	Scott A. Dilling, MSME, M.S., P.E. University of Akron

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Charles G. Drake, MSME, P.E. Ferris State University	Edwin A. Harvego, M.S., P.E. Retired	Imin Kao, Ph.D. Stony Brook University	Stephen L. Long, MIE, P.E. Retired	Neriman Ozada, Ph.D. Near East University	Lotfi Romdhane, Ph.D. American University of Sharjah
Nandika D'Souza, Ph.D., P.E. University of North Texas	Mohamed Samir Hefzy, Ph.D., P.E. University of Toledo	Amir Karimi, Ph.D., P.E. The University of Texas at San Antonio	Annette M. Lynch, M.S., P.E. Woodward, Inc.	Matt A. Panhans, Ph.D., P.E. Milwaukee School of Engineering	Anil Saigal, Ph.D. Tufts University
Stephen Ekwaro-Osire, Ph.D., P.E. Texas Tech University	Hisham Hegab, Ph.D., P.E. Louisiana Tech University	Mansour Karkoub, HDR, P.E. Lamar University	Stacy Thompson Malecki, MBA UTC Pratt & Whitney	Darrell W. Pepper, Ph.D. University of Nevada, Las Vegas	Jerry Samples, Ph.D., P.E. Retired
Michel Elkhoury, Ph.D. Lebanese American University	John Hoke, Ph.D. Innovative Scientific Solutions Inc.	Swami Karunamoorthy, D.Sc. Washington University St. Louis	Georg F. Mauer, Ph.D. University of Nevada, Las Vegas	Eduardo G. Perez, Ph.D. Inter American University of Puerto Rico-Bayamon	Muthukrishnan Sathyamoorthy, Ph.D. The University of Texas at Tyler
Aldo A. Ferri, Ph.D. Georgia Institute of Technology	Karlene A. Hoo, Ph.D. Gonzaga University	Sanjeev K. Khanna, Ph.D. University of Missouri, Columbia	Brad A. Miller, Ph.D. Harding University	Shivakumar I. Ranganathan, Ph.D. Virginia Polytechnic Institute and State University	SA Sherif, Ph.D. University of Florida
Emine Foust, Ph.D. United States Military Academy	Karl I. Jacob, Ph.D., P.E. Georgia Institute of Technology	K. Krishnamurthy, Ph.D. Missouri University of Science and Technology	Michele Miller, Ph.D. Campbell University	Devesh Ranjan, Ph.D. Georgia Institute of Technology	James R. Sherrard, M.S., P.E. Marine/Ocean Engineering Consulting
Lynnane E. George, Ph.D. University of Colorado Colorado Springs	Timothy J. Jacobs, Ph.D. Texas A&M University	John L. Krohn, Ph.D., P.E. Arkansas Tech University	Ala Moradian, MLA Applied Materials Inc.	T. S. Ravigururajan, Ph.D., P.E. Wichita State University	Malayappan Shridhar, Ph.D. University of Michigan, Dearborn
Humberto A. Gomez, Ph.D. Universidad del Norte	Diane Jakobs, Ph.D., P.E. Rheem Manufacturing Company	Stephen Kuchnicki, Ph.D. York College Pennsylvania	Andrew J. Moskalik, Ph.D., P.E. Environmental Protection Agency	John R. Reisel, Ph.D., P.E. University of Wisconsin, Milwaukee	Natasha L. Smith, Ph.D., P.E. University of Virginia
Matt Gordon, Ph.D., P.E. University of Denver	Michael G. Jenkins, Ph.D., P.E. California State University, Fresno	Cesar Levy, Ph.D. Florida International University	Jeffrey R. Mountain, Ph.D., P.E. University of Houston, Clear Lake	Dustyn Roberts, Ph.D., P.E. University of Pennsylvania	Sendilvelan Subramanian, M.TECH Dr. M.G.R. Educational and Research Institute
Michael P. Gordon, P.E. Piper Aircraft, Inc.	Jared W. Jensen, Ed.D., P.E. Chevron Corporation	Jianyu Liang, Ph.D. Worcester Polytechnic Institute	Ahad S. Nasab, Ph.D., P.E. The University of Tennessee-Chattanooga	Hector M. Rodriguez, MBA, P.E. Hudson Valley Community College	Joshua D. Summers, Ph.D. The University of Texas at Dallas
Christine E. Hailey, Ph.D., P.E. Texas State University	Vukica Jovanovic, Ph.D. Old Dominion University	Thomas Litzinger, Ph.D. Pennsylvania State University	Karim J. Nasr, Ph.D. University of Balamand		

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Sriram Sundararajan, Ph.D.
Iowa State University

Gunnar Tamm, Ph.D.
United States
Military Academy

Curtis Taylor, Ph.D.
University of Florida

Siva Thangam, Ph.D.
Stevens Institute
of Technology

Timothy E. Thomas, M.S.
Pittsburg State University

Mauricio Torres, Ph.D.
Indiana Institute
of Technology

Hy D. Tran, Ph.D., P.E.
Sandia National
Laboratories

Jerry I. Tustaniwskyj, Ph.D.
University of California,
San Diego

Alok K. Verma,
Ph.D., P.E., CMfgE
Texas A&M University,
San Antonio

Jyhwen Wang, Ph.D.
Texas A&M University,
College Station

Richard C. Warder Jr.,
Ph.D., P.E.
University of Memphis

John W. Weidner, Ph.D.
University of Cincinnati

Steven E. Wendel, MSME
Sinclair Community
College

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

Chulho Yang, Ph.D., P.E.
Oklahoma State
University–Main Campus

Mohammad A. Zahraee,
Ph.D., P.E.
Purdue University

Paul H. Zang, Ph.D., P.E.
Kettering University

Mohamed Y. Zarrugh, Ph.D.
James Madison University

Rebecca Avrin Zifchock,
Ph.D.
United States Military
Academy

ASSP
*American Society of
Safety Professionals*

Karim M. A. Hardy, Ph.D.,
CSP, CMIOH, CSHM
Fire and Rescue
Department, France

Mehdi Khalighi,
MPH, CIH, CSP
Millersville University
of Pennsylvania

Adam W. Pickens,
Ph.D., ASP
Texas A&M
Ergonomics Center

Sathyanarayanan
Rajendran,
Ph.D., CSP, LEED AP
Central Washington
University

Katherine E. Schofield,
Ph.D., CSP
University of Minnesota,
Duluth

BMES
*Biomedical Engineering
Society*
Asem F. Aboelzhab, Ph.D.
Purdue University

Dana M. Abouelnasr, MPH
Georgia Institute
of Technology

Ziad O. Abu-Faraj, Ph.D.
Mebex Consultants

Robert H. Allen, Ph.D., P.E.
Albert Einstein College
of Medicine

Kimberly Anderson, Ph.D.
University of Kentucky

Christopher Arena, Ph.D.
Virginia Polytechnic
Institute and State
University

Shelton D. Caruthers, Ph.D.
Canon Medical Research

Michael S. Detamore, Ph.D.
University of Oklahoma,
Norman Campus

Zachary A. Dooley, M.S.
SeaSpine Inc.

Greg T. Gdowski, Ph.D.
University of Rochester

Robert T. T. Gettens, Ph.D.
Western New England
University

Sleiman R. Ghorayeb, Ph.D.
Feinstein Institute
for Medical Research
at Northwell Health

Connie L. Hall, Ph.D.
The College of New Jersey

Sara J. Hanrahan, Ph.D.
The University
of Tennessee–Knoxville

Ashutosh Khandha, Ph.D.
University of Delaware

David M. Kwartowitz, Ph.D.
Grand Canyon University

Derek J. Lura, Ph.D.
Florida Gulf Coast
University

Anthony J. McGoron, Ph.D.
Florida International
University

Brian Mundo, MSE
Wayne State University

Raj R. Rao, Ph.D.
University of Arkansas

John W. Steadman,
Ph.D., P.E.
University of South
Alabama

Binh Tran, Ph.D.
Marian University,
Indianapolis

Charles S. Tritt, Ph.D.
Milwaukee School of
Engineering

Hans van Oostrom, Ph.D.
University of Florida

Hu Yang, Ph.D.
Missouri University
of Science and Technology

CMAA
*Construction Management
Association of America*

Jody Booth,
MBA, P.E., CCM
Dominion Realty
Partners, LLC

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Expert Construction
Managers, Inc.

Derrek B. Dunn, M.S.
University of Maryland
Eastern Shore

Chi Kwan Fong, CCM
Cumming Management
Group

Eric Jones, MPA, CCM
New York City Transit

Christine S. Kam,
MBA, P.E.
AECOM

Audrey L. Schultz, Ph.D.
Pratt Institute

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

CSAB
Noureddine Abbadeni,
Ph.D.
King Saud University

Mary K. Abkemeier, Ph.D.
Fontbonne University

Emad H. Aboelela, Ph.D.
Northeastern University

Ali M. Abuelhumos, Ph.D.
Jackson State University

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Ademola Adejokun, P.E., ESEP, PMP Lockheed Martin Aeronautics Company	Kemal Aydin, Ph.D. Franklin University	James Blanchard, Ph.D. Retired	Aran V. Clauson, Ph.D. Western Washington University	Travis E. Doom, Ph.D. Wright State University, Main Campus	Ruben Gamboa, Ph.D. University of Wyoming
Ankur Agrawal, Ph.D. Manhattan College	Moussa Ayyash, Ph.D. Chicago State University	Peter Brink, BSEE kVA by UL	Maxine S. Cohen, Ph.D. Nova Southeastern Univeristy	Armin Eberlein, Ph.D. German University of Technology in Oman (GUtech)	Anchal Garg, Ph.D. The University of Bolton
Ishfaq Ahmad, Ph.D. The University of Texas at Arlington	Jeffry Babb, Ph.D. West Texas A&M University	Katie Brodhead, M.S. Florida State University	Nicholas A. Coleman, Ph.D. Austin Peay State University	April Edwards, Ph.D. United States Naval Academy	Deepak Garg, Ph.D. Bennett University, Greater Noida, Uttar Pradesh, India
Ali Ahmadinia, Ph.D., FHEA California State University, San Marcos	Chunyan Y. Bai, Ph.D. Roger Williams University	Juanita Brooks, Ph.D. Middle Tennessee State University	Gina M. Cooper, Ph.D. DeVry University-Illinois	James A. Gast, Ph.D. ITT Technical Institute	Markus Geissler, Ph.D. Cosumnes River College
Shakil Akhtar, Ph.D. Clayton State University	Cynthia Baker, MBA American University of Sharjah	Mitchell Buchman ManTech International	Charles H. Dana, Ph.D. California Polytechnic State University, San Luis Obispo	Stuart A. Eisenstadt, M.S. Thomas Edison State University	Michael A. Gennert, EECS, Sc.D. Worcester Polytechnic Institute
Muthanna H. Al-Dahhan, D.Sc. Missouri University of Science and Technology	Trevor J. Bakker, M.S., CISSP The University of Texas at Arlington	William Butler, Ph.D. Capitol Technology University	Subhasish Dasgupta, Ph.D. George Washington University	Mohamed El-Attar, Ph.D. Zayed University	Tanya Goette, Ph.D., MIS Georgia College and State University
Riyadh Abdul Kadir Mehdi Al-Khalidi, Ph.D. Ajman University of Science and Technology	Aziz M. Barbar, Ph.D. The Knowledge Hub Universities (TKH), Coventry University, Egypt Branch	Yu Cai, Ph.D. Michigan Technological University	James Cain, Ph.D., CISS Ozarks Technical Community College	Mahmoud Elish, Ph.D. Gulf University for Science and Technology	Christos Graikos, Ph.D. Arkansas State University
Mansour Almatarneh, Ph.D. Memorial University of Newfoundland	Robert E. Beck, Ph.D. Villanova University	Lillian Cassel, Ph.D. Villanova University	Charles Dierbach, Ph.D. Towson University	Mark F. Ellson, B.S. Lockheed Martin Space	Mary J. Granger, Ph.D. George Washington University
Vijay Anand, Ph.D. University of Missouri, St Louis	Nahla A. Belal, Ph.D. Arab Academy for Science, Technology and Maritime Transport	Albert Chan, M.S. Fayetteville State University	Laura K. Dillon, Ph.D. Michigan State University	Mostafa El-Said, Ph.D. Grand Valley State University	George H. Hamer, Ph.D. South Dakota State University
Senthil Athithan, Ph.D. KL University	Michael W. Berry, Ph.D. The University of Tennessee-Knoxville	Lily Chang, Ph.D. Rutgers University New Brunswick	Alexa N. Doboli, Ph.D. Stony Brook University	Jean H. French, Ph.D. Coastal Carolina University	George H. Hamer, Ph.D. South Dakota State University
	Elodie Billionniere, Ph.D. Miami Dade College	Kai H. Chang, Ph.D. Auburn University	David Donahoo, M.S. Liberty University	Janos T. Fustos, Ph.D. Metropolitan State University of Denver	Ramzi A. Haraty, Ph.D. Lebanese American University

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Jasun H. Hawkins, Ph.D., CFCE Ferris State University	Jaber Jemai, Ph.D. Higher Colleges of Technology	Grace A. Lewis, Ph.D. Software Engineering Institute, Carnegie Mellon University	Nancy L. Martin, Ph.D. Southern Illinois University Carbondale	Andy Perkins, Ph.D. Mississippi State University	Mohan Sellappa Gounder, Ph.D. Nitte Meenakshi Institute of Technology, VTU, India
Elizabeth K. Hawthorne, Ph.D. Rider University	Julie L. Johnson, Ph.D. Vanderbilt University	Tracy L. Lewis-Williams, Ph.D., PMP Radford University	Md Mehedi Masud, Ph.D. Taif University	Lynn M. Peterson, Ph.D. The University of Texas at Arlington	Narasimha K. Shashidhar, Ph.D. Sam Houston State University
Jim E. Helm, Ph.D. Arizona State University, Polytechnic	Elva J. Jones, Ph.D. Winston-Salem State University	Peng Li, Ph.D., CISSP East Carolina University	Manton Matthews, M.S. University of South Carolina	Ahmad A. Rabaa'i, Ph.D. New Jersey City University	Rama Shastri, MBA Microsoft Corporation
C. Richard G. Helps, Ph.D. Brigham Young University, Provo	Mani Joseph, Ph.D., CISA, CISM Modern College of Business and Science	Akhtar Lodgher, Ph.D. Texas A&M Univesrity, San Antonio	Natarajan Meghanathan, Ph.D. Jackson State University	Aaron R. Rababaah, Ph.D. American University of Kuwait	Sung Y. Shin, Ph.D. South Dakota State University
Jeffrey Hemmes, Ph.D. Regis University	Seifedine Kadry, Sc.D. Yeshi Group	Mohamed Abdalla M. Lotfy, Ph.D., ACE Utah Valley University	Fortune S. Mhlanga, Ph.D. Meharry Medical College	Hridesh Rajan, Ph.D. Iowa State University	William D. Shoaff, M.S. Florida Institute of Technology
Jayantha Herath, Ph.D. Saint Cloud State University	David Kerven, JD Georgia Gwinnett College	Wilfredo E. Lugo, Ph.D., P.E. University of Puerto Rico, Mayaguez	Osama A. Morad, M.A. University of Maryland, University College	Penny Rheingans, Ph.D. University of Maine	Khaled Shuaib, Ph.D. United Arab Emirates University
Craig Holcomb Retired	Haklin A. Kimm, Ph.D. East Stroudsburg University of Pennsylvania	Xun Luo, Ph.D. Tianjin University of Technology	Patricia Morreale, Ph.D. Kean University	William Rials, Ph.D. Center for Digital Government	Rose Shumba, Ph.D. Bowie State University
Mark A. Holliday, Ph.D. Western Carolina University	Kadathur B. Lakshmanan, Ph.D. SUNY College at Brockport	Pruthikrai Mahatanankoon, M.Ed. Illinois State University	Franc E. Noel, CpE., Ph.D., P.E. IBM	Derek Riley, Ph.D. Milwaukee School of Engineering	Robert H. Sloan, Ph.D. University of Illinois at Chicago
Thomas B. Horton, Ph.D. University of Virginia	Lesley Pek Wee Land, Ph.D. University of New South Wales	Qusay H. Mahmoud, Ph.D., P.Eng. University of Ontario Institute of Technology	Juan A. Nolasco-Flores, Ph.D. Monterrey Institute of Technology	Carol J. Romanowski, Ph.D. Rochester Institute of Technology	Nigamanth Sridhar, Ph.D. Cleveland State University
Daqing Hou, Ph.D. Clarkson University	Ted Lehr, Ph.D. Texas State University	Qutaibah Malluhi, Ph.D. University of Qatar	Daniel B. Oerther, P.E. Missouri University of Science and Technology	John P. Russo, M.S. Fitchburg State University	Ramalingam Sridhar, Ph.D. University at Buffalo
Gurdeep Hura, Ph.D. University of Maryland Eastern Shore			Mohammed Ouali, Ph.D. Thales Canada Inc.	Salamah Salamah, Ph.D. The University of Texas at El Paso	Ramaswamy Srinivasan, Ph.D. iWorks Corporation
Alireza Hurson, Ph.D. Missouri University of Science and Technology					

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Jon Sticklen, Ph.D. Michigan Technological University	William H. Turkett, Ph.D. Wake Forest University	Mudasser F. Wyne, Ph.D. National University	Mohammad S. Alam, Ph.D. Texas A&M University, Kingsville	G. Thomas Bellarmine, Ph.D., P.E. Florida Agricultural and Mechanical University	Randall Britto, M.S. US Combat Capabilities Development Command
George C. Stockman, Ph.D. Michigan State University	Akhilesh Tyagi, Ph.D. Iowa State University	Adnan H. Yahya, Ph.D. Birzeit University, Palestine	Abdullah H. Al-Badi, Ph.D. Sultan Qaboos University	Mitchell Belser, Ph.D., P.E. Raytheon Technologies	Cameron K. Bruce, MBA, P.E. Cameron Bruce PE Consulting
Mark Stockman, MBA University of Cincinnati	Suleyman Uludag, Ph.D. University of Michigan, Flint	Yonggao Yang, Ph.D. Prairie View A&M University	Rocio Alba-Flores, Ph.D. Georgia Southern University	Luigi Benedicenti, Ph.D., P.Eng. University of New Brunswick	J. W. Bruce, Ph.D. Tennessee Technological University
Cheryl Swanier, Ph.D. University of Massachusetts, Amherst	Timur F. Umarov, Ph.D. British Management University	Fenghui Yao, Ph.D. Tennessee State University	Trevor M. Allen, Ph.D. General Dynamics	John J. Besse, M.S. ACSYeS Incorporated	Mark M. Budnik, Ph.D. Carnegie Mellon University
Daniel Tappan, Ph.D. Eastern Washington University	Joseph P. Van Metre, M.S. The MITRE Corporation	Peter ChunYu Yau, LLM The University of Glasgow	Khalid S. Al-Olimat, Ph.D., P.E. Ohio Northern University	Linda N. Betz, Ph.D., CIPP KnowledgeConnect	Karen Latrise Butler-Purry, Ph.D., P.E. Texas A&M University, College Station
Chris Taylor, Ph.D. Milwaukee School of Engineering	Vani Vasudevan, Ph.D. Nitte Meenakshi Institute of Technology	Xiaodong Yue, Ph.D., GPEN, GWAPT University of Central Missouri	Glen E. Archer, Ph.D. Michigan Technological University	Wayne Blanding, Ph.D. York College of Pennsylvania	Raymond H. Byrne, M.S. Sandia National Laboratories
Chia-Chi Teng, Ph.D., CSSP, CEH, CISSP Google	Ping Wang, Ph.D. Robert Morris University	Chi Zhang, M.S., CHDA, CPHIMS Kennesaw State University	Rafic A. Bachnak, Ph.D., P.E. Pennsylvania State University, Harrisburg	Karen M. Bloch, Ph.D. DuPont Company	Carlos Cabrera, Ph.D., P.E. Florida State College at Jacksonville
Massood Towhidnejad, Ph.D. Embry-Riddle Aeronautical University, Daytona Beach	Ye D. Wang, Ph.D. George Mason University	Justin Zuopeng Zhang, Ph.D. University of North Florida	Ganesh Balakrishnan, Ph.D. University of New Mexico	Leonard J. Bohmann, Ph.D., P.E. Michigan Technological University	Maria G. Calle, Ph.D. Universidad del Norte
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Helmuth Trefftz, Ph.D. Universidad EAFIT	Robin Williams, Ph.D. Self-Employed	Mohamad Abdul-Hak, Dr.Eng. Mercedes-Benz Research and Development N.A.	Joseph A. Bannister, Ph.D. Aerospace Corp.	Stephen F. Bonk, Ph.D., P.E. SFB PM Consulting	Robert H. Caverly, Ph.D. Villanova University
	Mary Jane Willshire, Ph.D. Capella University	Imad Abouzahr, Ph.D., P.E. Oklahoma State University	Rajeev Bansal, Ph.D. University of Connecticut	Edit J. Bourgeois, Ph.D. University of New Orleans	

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Bharat S. Chaudhari, Ph.D. MIT World Peace University, India	Ronald R. DeLyser, Ph.D. University of Denver	Eric Durant, MBA, P.E. Starkey Hearing Technologies	Sam K. Formby, Ph.D. Retired	Virgilio Gonzalez, Ph.D. The University of Texas at El Paso	Gerald T. Heydt, Ph.D., P.E. Arizona State University, Tempe
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Paul B. Crilly, Ph.D. United States Coast Guard Academy	Walter Downing, MBA, P.E. Southwest Research Institute, San Antonio, TX	Prasad N. Enjeti, Ph.D. Texas A&M University, College Station	Mohammed Ghazal, Ph.D. Abu Dhabi University	Christine Grunbaum, MBA, P.E. Ameren Missouri	Mousa I. Hussein, Ph.D. United Arab Emirates University
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Baha Jassemnejad, Ph.D. ASRC Federal System Solutions, Federal Aviation Administration (FAA), Oklahoma Communication Engineering Team and Telecommunications Engineering Team	Thomas H. Kuckertz, Ph.D., P.E. Retired	Denise Martinez, Ph.D. Tarleton State University	Daniel J. Moore, Ph.D. Rose-Hulman Institutue of Technology	Kundan Nepal, Ph.D. University of St Thomas, Saint Paul	Cameron Patterson, Ph.D. Virginia Polytechnic Institute and State University
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Jeffrey S. Ransbottom, Ph.D. Virginia Polytechnic Institute and State University	Sumam D. Sarah, Ph.D. National Institute of Technology Karnataka, Surathkal	Vincent P. Socci, M.A. SUNY at Binghamton	Ron S. Waters, Ph.D., P.E. Consulting	Raef R. Yassin, Ph.D., P.E. Miami Dade College	Evelyn C. Brown, Ph.D. North Carolina State University at Raleigh
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Mark A. Richard, Ph.D. Fujifilm Healthcare Americas	Walter W. Schilling, Ph.D. Milwaukee School of Engineering	Scott K. Springer, M.S. Retired	Dong Wei, MBA ARM	Gengsheng L. Zeng, Ph.D. University of Utah	Kenneth Currie, Ph.D., P.E. Middle Tennessee State University
Anton Riedl, Dr.Ing. Christopher Newport University	David P. Shattuck, Ph.D. University of Houston	Gary D. Steffen, M.S. Purdue University Fort Wayne	Mark H. Weichold, Ph.D., P.E. Texas A&M University, College Station	Wei Zhan, Sc.D., P.E. Texas A&M University, College Station	Johann Demmel, Ph.D.
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Perry J. Robertson, Ph.D. Sandia National Laboratories	Lisa A. Shay, Ph.D., P.E. Cooper Union for the Advancement of Science and Art	Nikunja K. Swain, Ph.D., P.E. South Carolina State University	Paul J. Wilder, Ph.D. Valencia College	IISE <i>Institute of Industrial and Systems Engineers</i> Casmir I. Agbaraji, Ph.D. Navajo Technical University	Anael Espinal, MBA Universidad Tecnológica Centroamericana UNITEC Honduras
Mohit Sahni Palo Alto Networks	Mukul V. Shirvaikar, Ph.D. The University of Texas at Tyler	Kevin D. Taylor, M.S. Purdue University Kokomo	Stephen M. Williams, Ph.D., P.E. Milwaukee School of Engineering	Neslihan Alp, Ph.D., P.E. Pennsylvania College of Technology	Paul F. Evangelista, Ph.D., P.E. United States Military Academy
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Shahrokh N. Sani, Ph.D., P.E. The State University of New York	Christopher J. Smith, M.S., MSSC Purdue University, North Central	Uranchimeg Tungalag Mongolian University of Science and Technology	Sally L. Wood, Ph.D. Santa Clara University	Amarnath Banerjee, Ph.D. Texas A&M University, College Station	Ann T. Green-Terrell, M.S. United Parcel Service (UPS)
		Akhilesh Tyagi, Ph.D. Iowa State University	R. Clive Woods, D.Sc. University of South Alabama		
		John L. Vian, Ph.D., P.E. The Boeing Company	Ece Yaprak, Ph.D. Wayne State University		

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Kenneth L. Head, Ph.D.
University of Arizona

Denise F. Jackson,
Ph.D., P.E.
University of Tennessee,
Space Institute

Keith A. Johnson, MBA, P.E.
Dominion Energy Utah

Swatantra K. Kachhal, Ph.D.
University of Michigan,
Dearborn

Paul J. Kauffmann,
Ph.D., P.E.
East Carolina University

Thomas Keyser, Ph.D.
Oregon Institute
of Technology

Ashkan C. Kiassat,
Ph.D., P.E
Quinnipiac University

Justin W. Kile, Ph.D.
Quinnipiac University

Gül E. Kremer, Ph.D.
University of Dayton

Krishna Kumar Krishnan,
Ph.D.
Wichita State University

Mary Beth Kurz
Clemson University

Jerome Philip Lavelle, Ph.D.
North Carolina State
University at Raleigh

Kirk Lindstrom, MBA, P.E.
Questar

Matthew Marshall, Ph.D.
Rochester Institute
of Technology

Kenneth W. McDonald,
M.A., P.E.
United States
Military Academy

K. Jo Min, Ph.D.
Iowa State University

Richard M. Morris, Ph.D.
Georgia State University

Jessica A. Oswalt, Ph.D.,
P.E.
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University

Hamid R. Parsaei, Ph.D., P.E.
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Edward Pines, Ph.D.
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University

Jayant Rajgopal, Ph.D., P.E.
University of Pittsburgh

Stephen A. Raper, Ph.D.
Missouri University of
Science and Technology

Michael W. Riley, Ph.D., P.E.
University of Nebraska,
Lincoln

MD Sarder, Ph.D.
Bowling Green
State University

Susan O. Schall, Ph.D.
SOS Consulting, LLC

Terry Schmidt, P.E., PMP
Self-Employed

James H. Schreiner, Ph.D.
United States Military
Academy

Carlos Alberto Solorio
Magana, Ph.D., P.E.
CETYS University

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Central Pennsylvania
Food bank

Lesley Strawderman,
Ph.D., P.E.
Mississippi State
University

Alejandro Teran, Ph.D.
Autonomous Technological
Institute of Mexico

Geb Thomas, Ph.D.
University of Iowa

Douglas H. Timmer, Ph.D.
The University of Texas
Rio Grande Valley

Mark J. Vanarelli, Ph.D., P.E.,
BCEE, D.WRE, F.ASCE
United States
Department of Energy

Joseph Wilck, Ph.D., P.E.
Bucknell University

David A. Wyrick, Ph.D., P.E.
West Virginia University

Mehmet B. Yildirim, Ph.D.
Wichita State University

Chen Zhou, Ph.D.
Georgia Institute
of Technology,
Main Campus

INCOS
*International Council
on Systems Engineering*

John M. Colombi, Ph.D.
Air Force Institute of
Technology, Graduate
School of Engineering
& Management

Dick Fairley, Ph.D.
Systems and Software
Engineering Associates
(S2EA)

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George Washington
University

Keith D. Willett,
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Department of Defense

Shikui (Tony) Yan,
Ph.D., CSEP
Siemens Healthineers
Molecular Imaging

ISA
*International Society
of Automation*
Fahd A. Banakhr, Ph.D.
Yanbu Industrial College

Roydan C. Conley, M.Sc., P.E.
TOTAL Petrochemicals
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NSPS
*National Society of
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Dimitrios Bolkas, Ph.D., P.E.
Pennsylvania State
University, Wilkes-Barre

Ahmed F. Elaksher,
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Anthony M. Gregory,
M.S., LS
Abonmarche Consultants

Jinseok Hong, Ph.D.
East Tennessee
State University

Jerry W. Nave, Ed.D., LS
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Michael D. Pniewski,
MBA, LS, P.E., PMP
Lucas County
Engineer's Office

SAE International
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Bimal P. Nepal, Ph.D. Texas A&M University	David R. Hammond, Ph.D. Hammond International Group	Gary L. Skaggs, MBA, P.E. Agapito Associates, Inc. (retired)	Abhijit Y. Dandekar, Ph.D. University of Alaska Fairbanks	Patricia F. Mead, Ph.D. Norfolk State University
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Iqbal Shareef, Ph.D., P.E., CMfgE Bradley University	Kurt W. Katzenstein, Ph.D., P.E. South Dakota School of Mines and Technology	SNAME <i>Society of Naval Architects and Marine Engineers</i> Richard Burke, Ph.D. SUNY Maritime College	Shirish L. Patil, Ph.D. King Fahd University of Petroleum and Minerals	Stephen H. Carr, Ph.D., P.E. Northwestern University
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Coordinator, Helpdesk
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James N. Warnock*, Ph.D.

*Independent contractor



ABET

415 N. Charles St.
Baltimore, MD 21201 USA
Phone: +1 410 347 7700
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