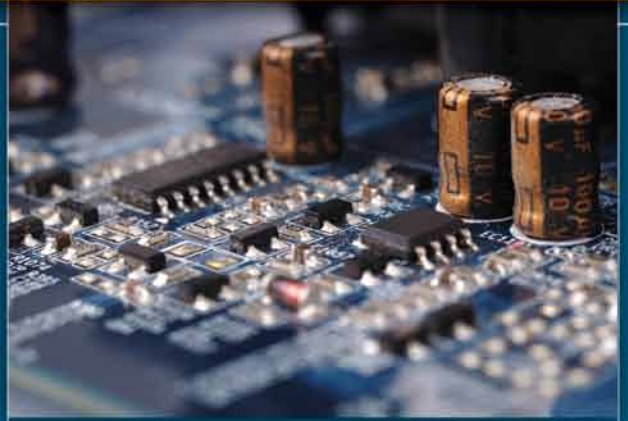


*Fig. 8.5*

**Technological progress**  
through accreditation



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# ABET at a Glance

## ABET is . . .

- The global gold standard in professional technical education accreditation.
- The recognized accreditor for applied science, computing, engineering, and technology programs.
- A federation of 31 professional and technical societies that represent the professions served by graduates of ABET-accredited programs.
- A 501(c) 3 nonprofit staffed by 34 full- and part-time employees and more than 2,000 volunteers.

## ABET's Vision:

ABET will provide world leadership in assuring quality and in stimulating innovation in applied science, computing, engineering, and technology education.

## ABET's Mission:

ABET serves the public through the promotion and advancement of education in applied science, computing, engineering, and technology. ABET will:

- Accredit educational programs.
- Promote quality and innovation in education.
- Consult and assist in the development and advancement of education worldwide in a financially self-sustaining manner.
- Communicate with our constituencies and the public regarding activities and accomplishments.
- Anticipate and prepare for the changing environment and the future needs of constituencies.
- Manage the operations and resources to be effective and fiscally responsible.

## ABET's Impact:

85,000 students graduate from ABET-accredited programs each year.

## ABET's Scope of Services:

- Accredits programs — not institutions, departments, degrees, or individuals — to ensure they are relevant, sufficient, and technically strong.
- Accredits associate-, bachelor-, and master-level programs.
- Is a peer-review accreditor, meaning that all accreditation visits, decisions, and actions are accomplished by members of the profession working for one of the four ABET Commissions: applied science, computing, engineering, and technology.
- Offers workshops, conferences, and educational programming to institutions to help them understand the accreditation process and how to improve the quality of their programs.



# ABET at a Glance, continued

## ABET's Member Societies

ABET is a federation of 31 professional and technical societies. Some societies are designated by the ABET Board as Lead Societies and have primary responsibility for a particular curricular area (listed below). Other societies assist Lead Societies in their curricular responsibilities and are referred to as Cooperating Societies.

### American Academy of Environmental Engineers

(AAEE) — [www.aaee.net](http://www.aaee.net)  
■ Environmental

### American Ceramic Society's National Institute of Ceramic Engineers

(ACerS/NICE) — [www.ceramics.org](http://www.ceramics.org)  
■ Ceramic

### American Congress on Surveying and Mapping

(ACSM) — [www.acsm.net](http://www.acsm.net)  
■ Geomatics  
■ Surveying

### American Institute of Aeronautics and Astronautics

(AIAA) — [www.aiaa.org](http://www.aiaa.org)  
■ Aeronautical  
■ Aerospace

### American Institute of Chemical Engineers

(AIChE) — [www.aiche.org](http://www.aiche.org)  
■ Chemical

### American Industrial Hygiene Association

(AIHA) — [www.aiha.org](http://www.aiha.org)  
■ Environmental, Health, and Safety  
■ Industrial Hygiene

### American Nuclear Society

(ANS) — [www.new.ans.org](http://www.new.ans.org)  
■ Nuclear  
■ Radiological

### American Society of Agricultural and Biological Engineers

(ASABE) — [www.asabe.org](http://www.asabe.org)  
■ Agricultural  
■ Biological

### American Society of Civil Engineers

(ASCE) — [www.asce.org](http://www.asce.org)  
■ Architectural  
■ Civil  
■ Construction

### American Society for Engineering Education

(ASEE) — [www.asee.org](http://www.asee.org)  
■ Engineering  
■ Engineering Physics  
■ Engineering Science

### American Society of Heating, Refrigerating, and Air-Conditioning Engineers

(ASHRAE) — [www.ashrae.org](http://www.ashrae.org)  
■ Air Conditioning

### ASME

— [www.asme.org](http://www.asme.org)  
■ Drafting and Design (Mechanical)  
■ Engineering Mechanics  
■ Mechanical  
■ Systems

### American Society of Safety Engineers

(ASSE) — [www.asse.org](http://www.asse.org)  
■ Environmental, Health, and Safety  
■ Safety

### Biomedical Engineering Society

(BMES) — [www.bmes.org](http://www.bmes.org)  
■ Bioengineering/  
Biomedical

### CSAB

— [www.csab.org](http://www.csab.org)  
■ Computer Science  
■ Information Systems  
■ Information Technology  
■ Software

### Health Physics Society

(HPS) — [www.hps.org](http://www.hps.org)  
■ Health Physics

### IEEE

— [www.ieee.org](http://www.ieee.org)  
■ Computer  
■ Electrical/Electronics  
■ Electromechanical  
■ Information Engineering Technology  
■ Optics and Photonics  
■ Systems  
■ Telecommunications

### Institute of Industrial Engineers

(IIE) — [www.iienet2.org](http://www.iienet2.org)  
■ Engineering Management  
■ Industrial  
■ Industrial Management  
■ Quality Management  
■ Systems

### International Council on Systems Engineering

(INCOSE) — [www.incose.org](http://www.incose.org)  
■ Systems

### International Society of Automation

(ISA) — [www.isa.org](http://www.isa.org)  
■ Instrumentation and Control Systems  
■ Systems

### International Society for Optics and Photonics

(SPIE) — [www.spie.org](http://www.spie.org)  
■ Optics and Photonics

### National Council of Examiners for Engineering and Surveying

(NCEES) — [www.ncees.org](http://www.ncees.org)  
■ Engineering and Surveying Licensure

### National Society of Professional Engineers

(NSPE) — [www.nspe.org](http://www.nspe.org)  
■ Licensed Engineers

### SAE International

(SAE) — [www.sae.org](http://www.sae.org)  
■ Automotive  
■ Systems

### Society of Fire Protection Engineers

(SFPE) — [www.sfpe.org](http://www.sfpe.org)  
■ Fire Protection

### Society of Manufacturing Engineers

(SME) — [www.sme.org](http://www.sme.org)  
■ Manufacturing

### Society for Mining, Metallurgy, and Exploration

(SME-AIME) — [www.smenet.org](http://www.smenet.org)  
■ Geological  
■ Mining

### Society of Naval Architects and Marine Engineers

(SNAME) — [www.sname.org](http://www.sname.org)  
■ Marine  
■ Naval Architecture  
■ Ocean

### Society of Petroleum Engineers

(SPE) — [www.spe.org](http://www.spe.org)  
■ Petroleum

### The Minerals, Metals, and Materials Society

(TMS) — [www.tms.org](http://www.tms.org)  
■ Materials  
■ Metallurgical  
■ Welding

### Associate Member Society

#### Materials Research Society

(MRS) — [www.mrs.org](http://www.mrs.org)

■ Materials Research



# Joint Letter from the President and Executive Director



Throughout human history, societies have enjoyed enhanced quality of life as a direct benefit of technological progress. The foundation of that progress is the men and women who drive technological innovation, the quality of their thinking, their creative capacity, and their ability to imagine a desired outcome and apply their knowledge and skill to achieve it. Continuously improving education is essential to preparing the individuals who will lead us to ever more impressive and important technological progress. We understand the positive impact we can have on society – the graduates of ABET-accredited programs will become tomorrow's leaders and will be asked to address the increasingly complex and multi-dimensional challenges that confront us.

As committed as we are to ensuring academic programs continuously improve, we also require it of ourselves. During this past year, ABET focused on improving quality in four main areas: becoming more constituent-centered, improving consistency of evaluations, promoting innovation, and refining our international engagement.

## Becoming More Constituent-Centered

To strengthen our relationship with the academic community, ABET established an advisory council to focus on academe's needs and concerns. The ABET Academic Advisory Council's primary purpose is to advise the ABET Board of Directors and leadership on policy and process issues from the perspective of the academic institutions we serve. Many in the academic community view this initiative as a sign of ABET's firm commitment to further engage a key constituency. In addition, we reached out to a multitude of academic stakeholders – deans, department heads, faculty, and staff – over the past year. We listened to their feedback, their perspectives on ABET accreditation, and their ideas for improvement. Their comments and suggestions will help guide us and provide a framework for decisions and actions we take to continuously improve our services.

## Improving Consistency of Evaluations

Another crucial step that ABET took this past year was final approval of newly harmonized criteria, which will go into effect for the next review cycle in 2011. Harmonization has aligned general accreditation criteria across the four commissions, using common wording where the intent is the same. The result is more consistent presentation and understanding of the criteria, as well as much-needed efficiencies, such as reducing the necessity for commission-specific training and duplicate forms. ABET is also continuing efforts to improve volunteer and leadership recruitment, training, performance evaluation, and professional development. Our goal is to improve our program evaluators' professional skill set, helping to ensure a more effective, valuable, and consistent evaluation experience for academic programs.

## Promoting Innovation

An important ingredient of continuous improvement is commitment to innovation. This is really about fostering a culture that promotes and rewards innovation. Although ABET encourages innovation, it is ironic that many in the academic community feel they can't be innovative with their programs because they fear losing ABET accreditation. We've worked diligently to correct this misperception by addressing the issue head-on. To emphasize our commitment to stimulating innovation in professional technical education, ABET will be engaging a significant cross section of our constituency at two very important events. We will be leading an innovation summit at the 2011 ASEE Annual Conference and Exposition in Vancouver, and we have chosen "innovation" as the theme for the 2011 ABET Annual Conference.

Continued on next page

### Refining International Engagement

Over the past few years, ABET has made great progress in becoming more engaged around the world. We've actively supported the development of national accrediting systems through memoranda of understanding, direct assistance, mentoring, and observer visits. In addition, we've directly accredited more than 180 programs outside of the United States. Our leadership in the formation and growth of four international mutual recognition agreements – Washington, Sydney, Dublin, and Seoul Accords – has been a key element of our international engagement.

This past year, we further extended our reach by refining our processes for non-U.S. accreditation by the commissions, redefining the ABET International Activities Council's role, and continuing to develop a more structured approach to global activities. The international community's growing demand for training, professional services, conference support, assistance in developing national accrediting systems, and program accreditation affirms that ABET is truly recognized as the "gold standard" for accreditation throughout the world.

ABET is committed to maintaining its core mission while expanding its reach and relevancy. We reaffirm our vision to provide world leadership in assuring quality and stimulating innovation in education for the technical professions. We are committed to improving and enhancing our policies, processes, and strategies to deliver the highest-quality, most cost-effective accreditation of professional technical education programs.

Thank you for your commitment to professional technical education and ABET accreditation.



David K. Holger, Ph.D.  
President



Michael K.J. Milligan, Ph.D., P. E.  
Executive Director

# Highlights of the Year

## ABET Holds First Annual Conference

In December 2009, ABET leadership discussed what information audiences should take away from the annual meeting that ABET hosts in October. In the past, participants experienced a series of lectures and occasionally some workshops, but they often were passive recipients of information. After considering their feedback, ABET leadership decided that the organization needed to further engage its stakeholders.

The 2010 ABET Annual Conference did retain many popular elements, such as the Faculty Workshop on Sustainable Assessment Processes, the annual banquet and awards presentation, the President's breakfast, and half-hour networking breaks. However, the meeting's new format incorporated even more events, such as committee meetings, and encouraged a great deal of interaction among participants with panels, breakout sessions, and town hall meetings. It also introduced a series of tracks for specific commissions, representatives from ABET member societies, and those who are new to the accreditation process.

The 2010 ABET Annual Conference – “Partnering for Progress: Advancing Constituent-Centered and Quality-Driven Accreditation” – took place October 27-29, 2010, in Baltimore, MD. The conference attracted 306 registrants, which is more than twice the attendance that many recent annual meetings have had.

## SPIE Becomes a Member Society



At its fall 2009 meeting, the ABET Board of Directors approved an application for membership from SPIE, the international society for optics and photonics. Two-thirds of ABET's current societies must ratify a new member's admission for it to take effect, and ABET

headquarters received notice of the last vote needed for SPIE to become a Member Society on Friday, February 19, 2010. SPIE will be the co-lead society with IEEE for optics and photonics programs.

SPIE was established as the Society of Photographic Instrumentation Engineers in 1955 to advance light-based technologies. Known simply as SPIE today, this organization aims to advance emerging technologies through information exchanges, continuing education, publications, patent precedent, and career and professional growth opportunities for individuals working in the optics, photonics, optoelectronics, and imaging fields. Currently, SPIE has 17,000 members specializing in 10 different technical interest areas, 147 student chapters, and approximately 435 corporate members. The society's website can be found at [www.spie.org](http://www.spie.org).



Continued on next page

# Highlights of the Year, continued

## Best Assessment Processes Symposium Gets a Makeover

After 11 years as the “Best Assessment Processes Symposium,” the event was revamped to be even more comprehensive and useful for participants. The newly re-named ABET Symposium continued to offer more than 60 concurrent, peer-reviewed sessions focusing on assessment, but accreditation topics, such as preparing the self-study and getting ready for the campus visit, were added to the schedule as well. This allowed for participants to follow session tracks that best met their needs. New features that proved popular included a series of seven, three-hour pre-symposium workshops, as well as a symposium resource room that housed sample self-studies for participants to review, ABET publications, and information about becoming an ABET volunteer.



The ABET Symposium was held April 15-17, 2010, in Las Vegas, NV, and drew a record-breaking 339 registrants.

## IDEAL Continues to Attract Future Assessment Leaders

The Institute for the Development of Excellence in Assessment Leadership (IDEAL) is a professional development opportunity for those who lead the assessment process for their programs or on their campus. Over 4½ days, participants learn the fundamentals about assessment, continuous program improvement, change management, and group facilitation so they can become effective leaders in program and institutional improvement. The January session, which was held in Phoenix, AZ, hosted 26 participants, while the August session in Baltimore, MD, attracted 42 participants.



This year, IDEAL was recognized again by the Center for the Advancement of Scholarship on Engineering Education (CASEE), an operating center of the National Academy of Engineering, as a Dissemination Channel. CASEE Dissemination Channels are trusted information resources that adhere to high quality standards in identifying, selecting, preparing, and transmitting knowledge. IDEAL was originally designated a CASEE Dissemination Channel in 2008, and this current recognition was extended another two years through September 2012.

## More than 300 Benefit from Day-Long Faculty Workshops

ABET hosted five Faculty Workshops on Sustainable Assessment Processes in 2010. This year's schedule included events in Orlando, FL, and Las Vegas, NV; a spring workshop in Baltimore, MD; a workshop preceding the ASEE Annual Conference & Exposition in Louisville, KY; and a workshop in conjunction with the 2010 ABET Annual Conference in Baltimore. Approximately 310 participants broadened their understanding about assessment processes, developed measurable learning outcomes, and found out about new data collection methods during these interactive, day-long workshops.

## Participants Earn Professional Development Hours for ABET Activities

ABET has started to offer professional development hours (PDHs), defined as work-related training that leads to professional license, certification, or credential renewal. Individuals who attend program evaluator or team chair training, a Faculty Workshop on Sustainable Assessment Processes, the ABET Symposium and pre-symposium workshops, the Institute for the Development of Excellence in Assessment Leadership (IDEAL), or the ABET Annual Conference may request a certificate noting their participation in these professional development offerings. PDHs are an added incentive for members of academe to participate in ABET activities and could help ABET attract more industry and government professionals to its volunteer pool.

## ABET Establishes New Academic Advisory Group

ABET representatives visit hundreds of campuses each year and have sought input from deans and other academic representatives through such organizations as ASEE's Engineering Dean's Council and Engineering Technology Council. However, ABET has never had its own committee to provide direct access to a wide variety of academic viewpoints related to accreditation issues, professional technical education, and matters affecting the graduates of accredited programs. The new Academic Advisory Board (AAC) was established to provide ABET with input about proposed initiatives, procedures, and policies as they relate to the academic community. Modeled on the ABET Industry Advisory Council, the AAC is composed of approximately 20 academic leaders – such as deans, associate deans, and department chairs – who are associated with applied science, computing, engineering, and technology programs throughout the United States. The AAC convened for its initial meeting as part of the 2010 ABET Annual Conference.

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# Highlights of the Year, continued



## Faculty Learn More About Accreditation and Assessment with Not One – But Two – Webinar Series

For the first time, ABET offered its popular webinar series in the fall as well as in the spring. Each 90-minute session included a live presentation and allowed time for audience questions. Most of the webinars focused on accreditation, including organizing the self-study document, completing the institutional appendix, preparing for the site visit, understanding policies and procedures, and evaluating a program's readiness for the ABET accreditation process. However, assessment topics such as defining learning outcomes, creating rubrics, and developing surveys were also presented. In total, ABET presented 31 webinars – including seven complimentary sessions – to the benefit of a countless number of faculty and administrators.

## Harmonization Project Standardizes ABET Criteria, Forms

The ABET Accreditation Council continued to harmonize ABET's terminology, documents, and processes across the four accreditation commissions whenever possible. This year, the alignment project led to further harmonization of the accreditation criteria, including common definitions for terms used in continuous improvement processes and identical wording for five of the general criteria across all four commissions. The harmonized criteria will go into effect for the 2011-2012 accreditation cycle.

In addition, the self-study questionnaire templates have been revised to reflect the new criteria's wording and to ask common questions for all eight of the general criteria, even when the

disciplines require differences in the criteria themselves. The new templates also feature uniform formats for faculty vitae and course syllabi, a common institutional appendix, and simplified instructions for programs undergoing evaluations from more than one commission, such as computer science and engineering.

Harmonization should lead to less confusion when more than one commission has accredited programs on the same campus. Additionally, these efforts will streamline the processes for ABET evaluation teams when the institution has requested more than one commission to conduct evaluations at the same time.

## Newsletters for Academic and Volunteer Communities Debut

In August, ABET launched a new e-newsletter called *The ABET Volunteer Quarterly*, which is designed to address the specific needs of ABET Board members, team chairs, program evaluators, and other volunteers. Published in March, June, August, and December, the *Volunteer Quarterly* increases awareness about ABET activities among current and potential volunteers, provides updates about criteria and processes, alerts readers to professional development opportunities, and recognizes volunteers for outstanding contributions to ABET and/or their discipline.

In September, ABET introduced *The ABET Academic Newsletter* for deans, representatives, and others involved in ABET-accredited programs. This e-newsletter, with issues published in February, April, September, and November, addresses all matters related to accreditation, announces upcoming ABET meetings and events, inspires innovation in curricula and programs, and discusses larger issues related to higher education and accreditation.



Continued on next page

# Highlights of the Year, continued

## ABET Champions Value of Accreditation in the Media

ABET Executive Director Michael Milligan was quoted regarding specialized and professional accreditation in *Military Times EDGE* magazine in December, and he was interviewed for *Safe & Sound*, a weekly American Industrial Hygiene Association (AIHA) podcast. ABET contributed articles to *US Campus Guide* and *i-SECT* (science, engineering, computing, and technology), both of which are guidebooks for non-U.S. high school students who are interested in pursuing degrees in the United States. In addition, *Newsweek* approached ABET about including an article in a special “Excellence in Engineering & Technology” educational section. “Thinking About a Technical Degree?” by ABET Communications Specialist Keryl Cryer was published in an edition that reaches the top 20 metropolitan areas in the United States, and later in 11 regional *Newsweek* editions along with advertisements from institutions that house ABET-accredited programs in those respective geographic areas.



## ABET Increases Visibility at Member Society Events

ABET is doing more to help its Member Societies with outreach, whether they want to encourage more programs to pursue accreditation, promote accreditation's value to industries that hire graduates, or recruit potential Program Evaluators. This year, ABET had outreach booths at the American Society of Safety Engineers' SAFETY 2010 Conference and Exposition in Baltimore, MD, and the International Society of Automation's Automation Week in Houston, TX. Additional booths are planned for next year.



## ABET Improves Customer Service by Introducing New Technology

This year, ABET launched several new web-based tools to perfect its accreditation processes, including an online form that allows institutional representatives to complete performance evaluations of the ABET volunteers who visited their campus. ABET is also improving how it trains Team Chairs and Program Evaluators with the introduction of new online training modules and the revision of existing training sequences. Furthermore, ABET is now making it easier for students and parents to find accredited programs on the public website with an enhanced accreditation programs search tool that allows users to download Excel® spreadsheets with their search results.

# ABET Accreditation Council

The ABET Accreditation Council exists to improve the accreditation process, with emphasis on sharing best practices and achieving appropriate consistency across the four ABET Commissions. The work encompasses policies, processes, procedures, and criteria.

The council's membership includes the Accreditation Council Chair; the Chair, Chair-Elect, and Past Chair from each of the four ABET Commissions; and the Chair of the International Activities Council.

## Accreditation Council

**Chair**  
Stuart H. Zweben  
The Ohio State University

## Applied Science Accreditation Commission

**Chair**  
Charles W. McGlothlin, Jr.  
Oakland University

**Chair-Elect**  
John J. Segna  
American Society of Civil Engineers (ASCE)

**Past Chair**  
J. Turner Hughey  
Chromcraft Corporation

## Computing Accreditation Commission

**Chair**  
David P. Kelly  
Battelle

**Chair-Elect**  
Allen Parrish  
University of Alabama at Tuscaloosa

**Past Chair**  
Gayle J. Yaverbaum  
Pennsylvania State University (Retired)

## Engineering Accreditation Commission

**Chair**  
Douglas R. Bowman  
Lockheed Martin

**Chair-Elect**  
Peter J. Carrato  
Bechtel Corporation

**Past Chair**  
John W. Rutherford  
The Boeing Company

## Technology Accreditation Commission

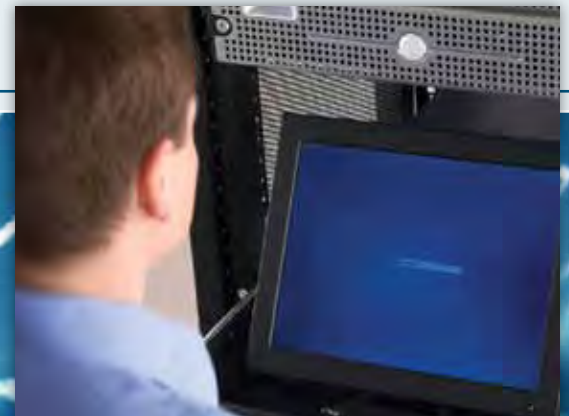
**Chair**  
Kevin D. Taylor  
Purdue University

**Chair-Elect**  
Warren R. Hill  
Weber State University

**Past Chair**  
Mohammad A. Zahraee  
Purdue University Calumet

## International Activities Council

**Chair**  
John E. LaGraff  
Syracuse University (Retired)





# ABET Accreditation Council: Year in Review

## Harmonization Efforts

### ■ Criteria

The Accreditation Council completed its multi-year criteria harmonization project in 2010. This effort revised the criteria language so that the four commissions now use common wording where the intended meaning is the same. Harmonization was not about forcing commonality where differences are necessary and intentional.

The result was common wording across the four commissions in five of the eight general criteria. The new “harmonized criteria” will go to the ABET Board of Directors at its fall 2010 meeting. The approved criteria will go into effect during the 2011-2012 cycle.

### ■ Self-Study

The Accreditation Council completed work on harmonized versions of the self-study questionnaire, which programs complete before their pending accreditation visits. The new questionnaires contain common formats for course syllabi and faculty curriculum vitae for all four commissions and simplify the workload for programs engaged in evaluations by multiple commissions. Also, much of the other requested information uses common wording for the four commissions and is consistent with the harmonized criteria.

The new versions of the self-study questionnaires were posted on the ABET public website in 2010 so that programs preparing for 2011-2012 evaluations can begin using them.

### ■ Forms

Some of the forms that evaluation teams use were revised, both to create more uniformity across the four commissions and to create consistency with the new harmonized criteria. Teams will begin using the revised forms during the 2011-2012 evaluation cycle. Forms harmonization activities will continue into 2011.

## Accreditation Policy and Procedures Manual

This year, the Accreditation Council completed the first major upgrade of the *Accreditation Policy and Procedures Manual* since its inception more than a decade ago. The new version brings the document in line with current procedures, is better organized, and is more sensitive to the reality that ABET accredits programs

outside of the United States as well as programs delivered using non-traditional methods. It also allows certain deficiencies observed during program re-evaluations to be addressed via a report rather than through an on-site evaluation. The council presented the new manual to the ABET Board of Directors for approval during the fall 2010 meeting.

## Training

The Accreditation Council’s training committee continued its fine work in providing high-quality, common training for potential Program Evaluators. In addition, the committee created a *Training Policies and Procedures Manual*, which describes the essential expectations and responsibilities involving training of our evaluation teams. The Accreditation Council approved this new document. The training committee also created online modules for “Just-in-Time Training” and for “Refresher Training” to ensure that experienced team members are up-to-date on ABET criteria and evaluation practices prior to performing subsequent evaluations.

## Program Naming

Sometimes, a program’s name does not clearly indicate which program criteria have been used to evaluate it. This is even more common now that ABET is accrediting programs outside of the United States. The Accreditation Council had this information added to the program search tool on ABET’s public website so that it is clear which criteria were used for a program’s evaluation.

The new version of the *Accreditation Policy and Procedures Manual* also clarified how, when an evaluation is requested, the program’s name is used in determining the Program Evaluator chosen.

## Evaluations

When a program at an institution without ABET-accredited programs desires accreditation, it especially needs assistance in properly preparing for an ABET evaluation. This becomes particularly important when the program is located in a country with which ABET has no evaluation experience. The Accreditation Council is discussing this issue with the International Accreditation Council (INTAC) and the ABET Foundation to determine how best to advise such programs.



# Applied Science Accreditation Commission (ASAC)

The Applied Science Accreditation Commission (ASAC) is responsible for conducting accreditation evaluations and making decisions on applied science programs based on the policies and criteria that have been approved by the ABET Board. ASAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. ASAC also recommends policies and rules of procedure to the Board.

## Officers

### Chair

Charles W. McGlothlin, Jr.  
Oakland University

### Chair-Elect

John J. Segna  
American Society of Civil Engineers (ASCE)

### Past Chair

J. Turner Hughey  
Chromcraft Corporation

### Vice Chair-Operations

Bret M. Clausen  
CH2M Hill Constructors

## Members-at-Large

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Idaho State University

Christopher A. Janicak  
Indiana University of Pennsylvania

Venkitaswamy Raju  
State University of New York at Farmingdale

### Board Liaison Representative

Beverly W. Withiam  
University of Pittsburgh at Johnstown

## Commission Members

### Public Commissioner

Linda Biemer  
State University of New York  
at Binghamton (Retired)

### ACSM

Steven M. Frank  
New Mexico State University

Khagendra Thapa  
Ferris State University

### AIHA

George R. Osborne  
McCart Group

### ANS

James S. Tulenko  
University of Florida

### ASCE

Douglas M. Mace  
Mace Consulting Engineers, Inc.

### ASSE

Hamid Foononi  
East Carolina University

Robert D. Soule  
Indiana University of  
Pennsylvania (Retired)

### HPS

Mark Rudin  
Boise State University

### IIE

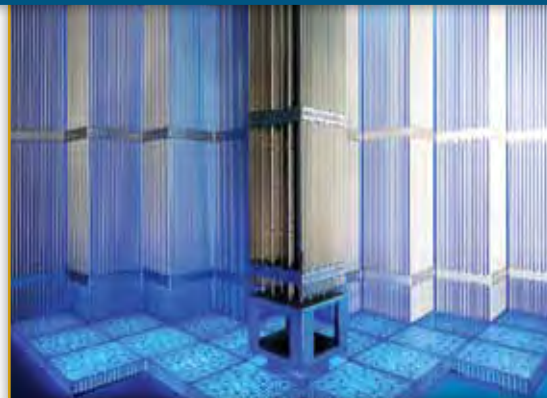
Dennis B. Webster  
Louisiana State University (Retired)

### NCEES

Rita Marie Lumos  
City of Las Vegas

### SME

Andy Drake  
Weber State University



# ASAC: Year in Review

## Supporting the Harmonization Process

Throughout the 2009-2010 accreditation cycle, ASAC made considerable efforts to support the harmonization of the general criteria, self-studies, and forms across the four accreditation commissions. Harmonization efforts were essentially finalized at the 2010 Summer Commission Meeting, and ASAC only needed to add some commission-specific language to these documents to tailor them to the commission's processes.

## Improving Processes

ABET headquarters provided weekly tracking statements that helped the commission keep reports moving through the editorial process. This resulted in the draft statements being completed earlier than they have been in recent years. During the 2010 Summer Commission Meeting, ASAC used a "consent agenda," which allowed for agreement about programs that received next general reviews and the time necessary to evaluate programs and reports that required more detailed consideration. The use of a consent agenda was particularly valuable this year, as unusual circumstances required extensive review and additional discussions ensured the actions' consistency.

## Promoting Accreditation's Value

This year, ASAC and the ABET staff promoted the value of accreditation by participating in the annual conferences for the American Industrial Hygiene Association (AIHA), the American Society of Safety Engineers (ASSE), and the Health Physics Society (HPS). Activities included creating table-top displays about ABET, handing out materials and answering participants' questions when they visited ABET's exhibition booths, and meeting with institutional representatives and key professional society staff members to promote the value of accreditation.

## Identifying New Disciplines

ASAC and the ABET staff continue to identify new disciplines that could be evaluated using the ASAC general criteria and potential professional societies to expand the commission. In addition, staff worked with the identified societies to bring programs into ASAC.





# Computing Accreditation Commission (CAC)

The Computing Accreditation Commission (CAC) is responsible for conducting accreditation evaluations and making decisions on computing programs based on the policies and criteria that have been approved by the ABET Board. CAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. CAC also recommends policies and rules of procedure to the Board.

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# CAC: Year in Review

## Accreditation Criteria, Process, and Actions

The transition to CAC's new criteria, which introduces separate general criteria and program criteria, was completed during the 2009-2010 accreditation cycle. However, programs with Interim Reports (IRs) or Interim Visits (IVs) continued to be evaluated against the criteria that were in effect during their previous evaluations.

During this accreditation cycle, CAC evaluated 113 programs, including 21 new programs, at 91 institutions. Fifty-two programs that received NGR actions after their visits remained on the meeting's consent agenda, and their actions were approved by a single vote. Panels of approximately 16 commissioners reviewed another 52 programs, and seven of those programs were presented to the full commission for discussion. Two programs at two institutions had accreditation terminated this cycle.

## Alternative Delivery Pilot Visit

Gayle Yaverbaum led a pilot visit to a national university seeking to accredit an information technology (IT) program at multiple physical sites across the United States, as well as their online program offering, as a single program. This visit was related to the Ad Hoc Task Force on Alternative Delivery Accreditation, which was charged with evaluating accreditation criteria and evaluation procedures and completed its work last fall.

Sampling was used to select physical sites to visit and faculty to interview. The program withdrew from the accreditation process prior to the Summer Commission Meeting, but the team had completed its site visits, draft statement generation, due process response analysis, and final statement creation before this occurred. Since virtually the entire accreditation cycle was accomplished, CAC can conclude that the processes and procedures used proved effective for programs at multiple sites and with alternative delivery systems.

## Other Achievements

- Members of the CAC Documents Committee participated on the Accreditation Council Task Force that is producing a harmonized self-study.
- Harold Grossman, with support from the CAC Executive Committee members, participated in a roundtable session on accreditation at the ABET Symposium in April 2010.
- Gayle Yaverbaum and David Kelly represented CAC on the Accreditation Council Philosophy Task Force, which is harmonizing the manner in which commissions interpret and analyze criteria.





# Engineering Accreditation Commission (EAC)

The Engineering Accreditation Commission (EAC) is responsible for conducting accreditation evaluations and making decisions on engineering programs based on the policies and criteria that have been approved by the ABET Board. EAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. EAC also recommends policies and rules of procedure to the Board.

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& Technology

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Auburn University

## Basis for Accreditation Action

The Engineering Accreditation Commission (EAC) bases its actions on the degree of a program's compliance with the *Criteria for Accrediting Engineering Programs*. Furthermore, EAC utilizes processes and procedures for evaluating engineering programs as detailed in the *Accreditation Policy and Procedure Manual*. The final decision on program accreditation resides within EAC.

## Accreditation Actions and Trends Analysis

Criterion 2 (Program Educational Objectives) and Criterion 3 (Program Outcomes) continue to be the areas in which there are the most shortcomings (deficiencies, weaknesses, and concerns). Common shortcomings related to these two criteria included the following:

- Inadequate evidence that the process in which the objectives are determined and periodically evaluated is based on the needs of constituencies (Criterion 2).
- Confusion between the definition of program educational objectives (Criterion 2) and program outcomes (Criterion 3).
- Inadequate evidence of using the results of evaluation of objectives (Criterion 2) and/or assessment of outcomes (Criterion 3) for improvement.
- Inadequate evidence demonstrating achievement of objectives (Criterion 2) or outcomes (Criterion 3).

It should be noted, however, that even the criterion that has the most shortcomings still occurs in fewer than a third of the programs reviewed.

During the 2009-2010 accreditation cycle, there was a marked increase in shortcomings against Criterion 6 (Faculty) and Criterion 8 (Support). The current economic climate appears to be driving this trend, with institutions scaling back on financial expenditures, deferring faculty replacement, and (in the case of public institutions) dealing with legislatively mandated cuts. Most of these issues did not jeopardize program accreditation; however, EAC is concerned about potential impacts.

This cycle also saw a continuation in the increasing trend of non-U.S. institutions requesting EAC evaluations. Approximately 20 percent of the visits that EAC conducted this year took place outside of the United States. This is the partially a result of the programs at many non-U.S. institutions coming to the end of their substantial equivalency periods.

While no distinctions are made between U.S. and non-U.S. programs regarding the criteria or basis for accreditation, this trend is having an impact on EAC. These institutions require more planning and longer travel to conduct a visit and may be on different academic calendars than U.S. programs. EAC leadership will continue to monitor this trend closely to insure that the quality of our accreditation activities is not compromised.

## Process Improvement

This year, the EAC Executive Committee adopted best practices that the Ad Hoc Consistency Task Force identified over the prior three years. These included doubling the number of consistency committee members to six and chartering the larger group to review consistency of shortcoming descriptions across all final statements prior to the Summer Commission Meeting. The committee provided panel leaders with information so that the panels could discuss potential inconsistencies. After the Summer Commission Meeting, the consistency committee reported that no major issues were identified.

In addition, EAC used commission feedback to make minor modifications to its use of panels. These included improving the meet environment to reduce noise issues, having the consistency committee discuss areas of concern within specific statements beforehand, and having the Editor 1's who reviewed certain statements lead the panels reviewing those statements. Feedback about panels continues to be positive, and panels are now a standard process at the commission meeting.

Continuing team chair training was refined to focus on areas that appear to be most often misunderstood. This allowed for more dialogue and time for small group/one-on-one discussion with EAC leadership.

New commissioners receive two teleconference training sessions with the EAC Chair-Elect prior to the Summer Commission Meeting, which allows time to clarify specific issues once they arrive for their training. Feedback indicated that this still does not provide sufficient time for new commissioners, given they don't know which questions to ask until they get into the Summer Commission Meeting training session. The Executive Committee will look at how to address this in preparation for the next commission meeting.

# Technology Accreditation Commission (TAC)

The Technology Accreditation Commission (TAC) is responsible for conducting accreditation evaluations and making decisions on technology programs based on the policies and criteria that have been approved by the ABET Board. TAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. TAC also recommends policies and rules of procedure to the Board.

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Prince George's Community  
College





## Accreditation Actions and Trends Analysis

During the 2009-2010 accreditation cycle, TAC performed 41 General Reviews, 19 Interim Reports, and three Interim Visits. With extensions and terminations, TAC evaluated 171 programs at 69 institutions.

This year, Interim Report actions slightly exceeded the number of next general reviews, but all programs that TAC reviewed did receive positive accreditation actions. A contributing factor may be the fact that this is the sixth cycle in which all general reviews were conducted using outcomes-based criteria. Most of the shortcomings continue to be related to continuous improvement plans and objectives and outcomes assessment. Another contributing factor is the institutions' responsiveness, which resulted in many findings being resolved or reduced during due process. The number of Interim Report actions continues to substantially outpace the number of Interim Visit actions, as has been the case since introducing outcomes-based criteria.

This was TAC's third year evaluating non-U.S. programs. During the 2009-2010 accreditation cycle, TAC visited 17 programs at four institutions located in Kuwait, Peru, and Saudi Arabia.

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# TAC: Year in Review, continued

## Programs for Faculty and Institutions

- During the Commission Summit in San Antonio, TX, the morning sessions included presentations about issues common to all commissions. TAC's commission-specific afternoon session provided an opportunity for attendees to learn how to prepare for their visits and to give feedback about recent and proposed changes in accreditation processes and criteria.
- As part of the first ABET Symposium in Las Vegas, NV, the TAC Executive Committee took questions from the participants about accreditation.
- TAC invited deans, department chairs, and other administrators to attend an institutional representative's orientation session, held in conjunction with the Summer Commission Meeting. In response to previous feedback, this session was fully interactive, with many opportunities for small-group breakouts. TAC Executive Committee members served on a panel about the accreditation process, and commission members sat with the institutional representatives to answer questions and provide personal insights.

## TAC Committee Activities

- Over the course of the year, the TAC Executive Committee considered policy issues, internal procedures, relationships with other ABET commissions, criteria interpretations, volunteer training, communications with educational institutions, accreditation visits in other countries, and accreditation process improvement. The Executive Committee members also served as Team Chairs for accreditation visits and as editors for accreditation statements.
- The Operations Committee coordinated and monitored the year's workload of evaluation visits and report actions. Major tasks included assigning and reassigning Team Chairs, editors/panelists, and reviewers for the current cycle; drafting such assignments for the next cycle; ensuring that visiting teams were appropriate for the programs being evaluated; and monitoring each accreditation visit's progress.
- The Criteria Committee continued to develop harmonized criteria with the other three commissions, and TAC approved the harmonized criteria sections at the Summer Commission Meeting. The Criteria Committee also worked with the Society of Fire Protection Engineers to develop program criteria and

finalized the distinct outcomes for associate's and baccalaureate programs to bring them more in line with outcomes in the Sydney and Dublin Accords. In addition, Warren Hill chaired the Cross-Commission Harmonized Self-Study Group, in which the Criteria Committee was highly active.

- The Documents Committee reviewed all TAC forms and modified several documents, style guides, and templates to conform to the new harmonized criteria.
- The Training Committee continued to revise TAC-specific materials to reflect criteria changes and to incorporate trainee and facilitator comments. Also, the committee modified training for new commissioners to better serve their needs and introduced a presentation addressing many issues seen during the editing of draft and final statements.
- The Quality Committee oversaw the continued improvement of the accreditation process and tracked TAC's progress in this regard.
- The Mentoring Committee added the Team Chair Competency Model to the *TAC Mentoring Guide* and revised the Editor 1 checklist, which highlights editor mentoring activities.



# Industry Advisory Council (IAC)

The Industry Advisory Council provides the ABET Board of Directors with valuable perspectives from a variety of industries and professions on ABET's accreditation programs and procedures. The IAC develops methods to stimulate the involvement of industry in ABET through board participation, membership on the accreditation commissions, and other volunteer positions. For 2010, the IAC was comprised of 14 at-large industry members, the ABET President, the ABET President-Elect, and the ABET Executive Director.

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# IAC: Year in Review

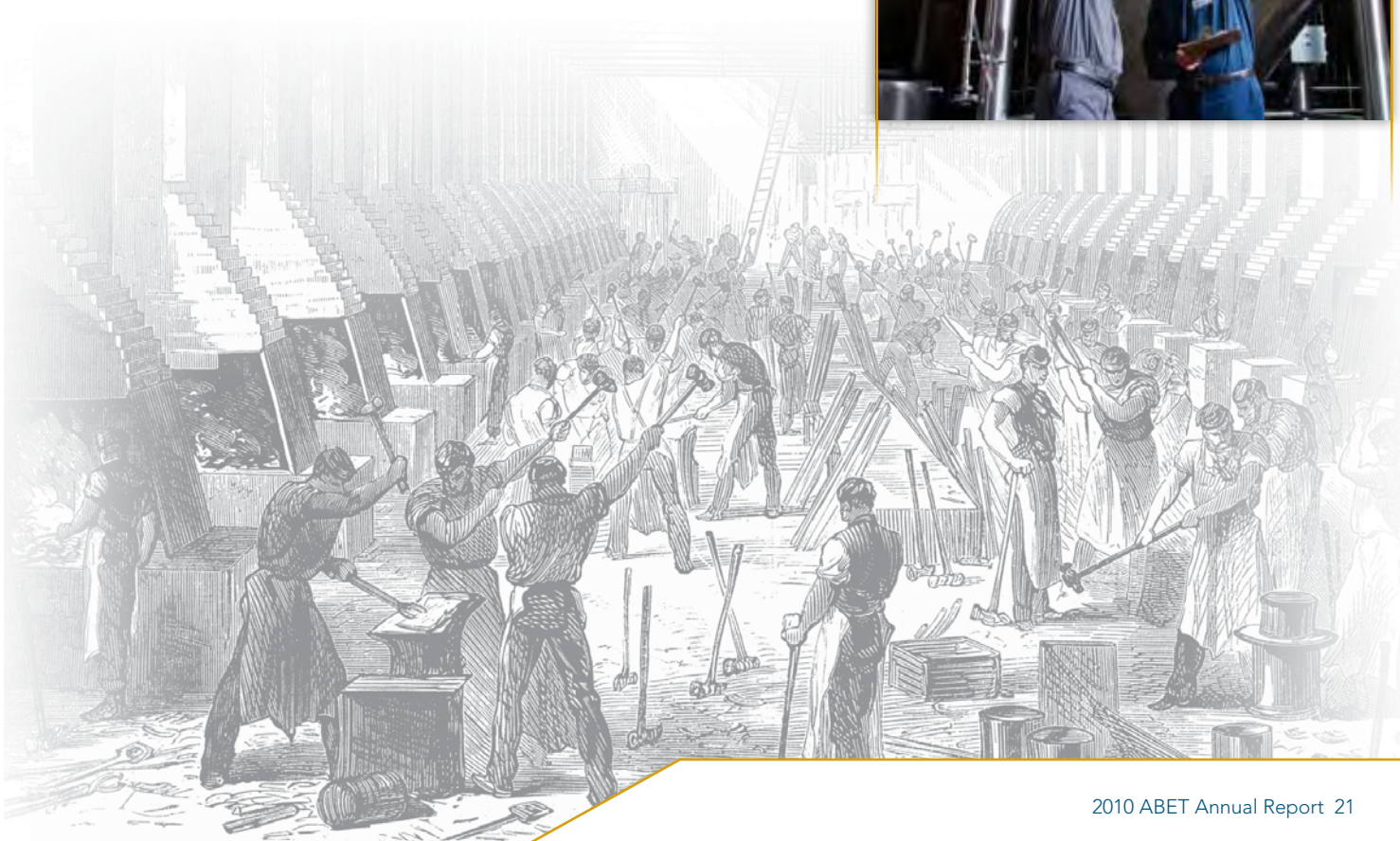
## International Accreditation

The IAC recommends continuing ABET's commitment to international accreditation, maintaining the current momentum in this area. The IAC recognizes and is encouraged by the growth in number of accredited programs, as well as the number of countries outside the U.S. with ABET-accredited programs. The IAC supports further development of the Global Strategic and Operations Plan, and establishment of a Global Council to replace the International Activities Council. The IAC is also encouraged to observe ABET's strengthened commitment to international Mutual Recognition Agreements, especially the approval of ABET as a full signatory to the Sydney Accord (four-year technology programs). The IAC is reviewing program evaluator qualifications and training requirements for Program Evaluators (PEVs) outside the U.S., so a potential recommendation can be made on how to best identify and recruit PEVs not living in the U.S. The IAC encourages ABET leadership to continue to develop plans for the future state when a regional deployment capability might be needed.

## Community College Articulation

The IAC recommends that ABET continue coordinating with relevant entities to improve articulation from community colleges into four-year programs in applied science, computing, engineering, and technology. This is an important element in addressing the shortfall of qualified students in technical education and, therefore, a shortage of the technical expertise that will be needed by industry.

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## Program Evaluator Recruiting

The IAC recognizes it has a unique role and ability to help recruit new program evaluators from industry. Currently, the IAC has no coordinated effort to recruit program evaluators, but recommends that the IAC establish a program to assist with recruitment from industry. The IAC also observed that offering Professional Development Hours (PDHs) to professionals who volunteer for ABET is a positive motivator. In addition, public recognition of ABET volunteers is welcome, especially those Program Evaluators with extensive service (25 or more visits), as was done during the ABET Annual Conference. Targeting specific companies and those professionals who are now retired may prove to provide good sources for evaluators.

## ABET Foundation

The IAC supports the continued evolution of the ABET Foundation, including several key steps that have been completed during this past year. These include submission of exempt status application to the IRS, establishing Conflict of Interest policies, and developing a consultant certification process. The IAC recommends that the ABET Foundation assure they resolve all conflicts for use of Foundation funds, and that ABET and the ABET Foundation be cautious of branding dilution.

## Diversity

The members of the IAC understand that diversity across many dimensions is critical to success for industry. Accordingly, the IAC recommends that ABET continue moving forward with diversity initiatives. It also recognizes three initiatives that seem to be working well:

- ABET's Claire Felbinger Diversity Awards program continues to attract nominations and is a strong statement about ABET's commitment to diversity.
- Including diversity as a topic of discussion in the ABET Annual Conference session on "Recruitment" underscores ABET's focus on diversity and allows for open discussion on the topic.
- Continuing to distribute "Diversity Report Cards" to ABET Member Societies encourages them to maintain diversity as an important organizational objective.
- Consider repeating the diversity publication from 2005. The IAC will assist with this if requested.
- Investigate the policies and practices of other organizations and determine if there is an application to ABET.
- Consider including the Society of Women Engineers (SWE) and Advancing Minorities' Interest in Engineering (AMIE) as Associate Members in ABET.

The IAC encourages ABET to assure that diversity is addressed in the program evaluator recruiting process as well.

## ABET's Role in Graduate Quantity (Throughput)

The IAC recommends that ABET continue to help increase the number of graduates in applied science, computing, engineering, and technology fields. Although ABET's current focus is on the value of ABET accreditation, the IAC encourages ABET to put additional emphasis on helping increase the number of students attracted to the technical disciplines.

## Distance Education

The IAC sees no need for ABET to modify its existing accreditation criteria for distance education programs. However, the IAC recognizes the potential need to consider modification of the institutional fee schedule to address any additional costs associated with evaluating these programs. The IAC is interested in how ABET will specifically address this matter to assure that those graduates can meet the needs of industry.

## Promoting the Value of Accreditation

The IAC offers the following comments on the value of accreditation to industry:

- Industry's perceived value of ABET
  - Predictable and repeatable assurance of quality
  - An element of risk mitigation and management
- Promoting value
  - Create a new sense of awareness of ABET's mission and role
- Use member societies' publications and websites
  - Use the IAC to validate the message
- Advertise with a message for the general public
  - *U.S. News and World Report Education Edition*
- Engage HR organizations
  - Society of Human Resources and Management (SHRM)
- Use social media
  - LinkedIn
  - Facebook
  - Twitter

# International Activities Council (INTAC)

The International Activities Council, or INTAC, creates and recommends policies and procedures regarding ABET's international activities for Board approval.

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# International Activities Council (INTAC): Year in Review

## Substantial Equivalency Status

In 2006, the ABET Board voted to phase out substantial equivalency evaluations to allow programs outside of the U.S. to become eligible for accreditation. INTAC reviewed the dates when substantial equivalency recognition will expire and is working with the 67 programs at 16 institutions in nine countries that still hold this designation.

All remaining substantial equivalency recognitions will expire by September 30, 2012. INTAC is encouraging all programs with substantial equivalency recognition to seek ABET accreditation as their terms expire.

## Mutual Recognition Agreements

Mutual recognition agreements (MRAs) recognize the substantial equivalency of accreditation systems and agree that the graduates of accredited programs are prepared for entry-level practice in their professions. ABET views entering into MRAs with appropriate accreditation organizations as a means to further promote the continuous quality improvement of professional technical education.

### *Washington Accord*

The Washington Accord is an MRA among accreditors of engineering programs. In May 2010, ABET conducted a Faculty Workshop on Sustainable Assessment Processes at the Institution of Engineers Singapore, one of the accord's signatories.

The chair of the International Engineering Alliance (IEA) Governing Group stepped down in June 2010, and ABET Past President Winfred Phillips will serve as interim chair until June 2011. Phillips' term as chair of the Washington Accord will end in June 2011.

### *Sydney Accord*

The Sydney Accord is the MRA for four-year engineering technologist programs. ABET became a full signatory in 2009.

### *Seoul Accord*

The Seoul Accord, which is an MRA among accreditation organizations for computing programs, had a workshop in Brisbane, Australia, on September 17-18, 2010.

Joe Turner is chair of the Seoul Accord for computing programs. His terms expires in June 2011, but he is eligible for re-election.

As a member of this accord, ABET is involved in three working groups: Monitoring and Reporting, Jurisdiction of Signatories, and Listing of Accredited Programs. The recommendations from the working groups will be considered at the Seoul Accord's meeting in June 2011.

## Memoranda of Understanding

A memorandum of understanding (MOU) is an agreement that guides ABET's collaboration with a quality assurance organization in another country during its developmental period. In support of MOUs, ABET has engaged in the following activities this year:

- Collaborated with Agencia de Calidad, Acreditación y Prospectiva de las Universidades de Madrid (ACAP), a quality assurance organization in Spain, to organize the International Leadership Organization for Quality Assurance, Accreditation and Assessment. ABET President David K. Holger and ABET staff members presented at this event, which was held in Madrid on June 14-16, 2010.
- Assisted the Council of Higher Education, Israel, with its evaluation visits.
- Arranged for two representatives from the Greater Caribbean Regional Engineering Accreditation System (GCREAS) to observe an ABET evaluation visit.
- Conducted a one-day accreditation seminar at the request of Acredita CI in Chile.
- Hosted a Faculty Workshop on Sustainable Assessment Processes at the National Authority for Quality Assurance and Accreditation in Education of Egypt (NAQAAE).

## INTAC Membership

The term for all current INTAC members expired on September 30, 2010. Phillip E. Borrowman, who stepped down as INTAC chair, will appoint new members when he becomes ABET President. John LaGraff was appointed INTAC chair as of August 15, 2010.



# Financial Highlights

## Independent Auditors' Report

We have audited the accompanying statement of financial position of Accreditation Board for Engineering and Technology, Inc., (ABET) (a nonprofit organization) as of September 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of ABET's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from ABET's 2009 financial statements and, in our report dated February 18, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Accreditation Board for Engineering and Technology, Inc., as of September 30, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The information in the supplementary schedule of expenses without indirect expense allocation is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Councilor, Buchanan & Mitchell, P.C.  
February 14, 2011



# Financial Highlights, continued

See accompanying Notes to Financial Statements.

## Statement of Financial Position

### ASSETS

#### Current Assets

Cash Equivalents	\$ 5,619,821
Certificates of Deposit	840,495
Investments	
Accounts Receivable, Less Allowance for Doubtful Accounts of \$83,712	614,102
Prepaid Expenses and Other Current Assets	<u>767,591</u>
Total Current Assets	<u>7,842,009</u>

#### Property and Equipment

Information Management Systems	705,021
Equipment	365,931
Furniture and Fixtures	191,937
Computer Software	190,476
Equipment Under Capital Lease, Before Accumulated Amortization of \$31,805	<u>104,735</u>
Leasehold Improvements	95,406
Intangible Property	14,915
	1,668,421
Less Accumulated Depreciation and Amortization	<u>(857,279)</u>
Net Property and Equipment	<u>811,142</u>
<b>Total Assets</b>	<b><u>\$ 8,653,151</u></b>

### LIABILITIES AND NET ASSETS

#### Current Liabilities

Accrued Expenses and Other Current Liabilities	\$ 1,044,897
Capital Lease Payable - Current Portion	14,440
Deferred Revenues	<u>3,828,603</u>
Total Current Liabilities	<u>4,887,940</u>

#### Long-Term Liabilities

Capital Lease Payable - Net of Current Portion	66,273
Deferred Rent Payable	<u>176,433</u>
Total Long-Term Liabilities	<u>242,706</u>

#### Net Assets

Unrestricted	3,490,962
Temporarily Restricted	<u>31,543</u>
Total Net Assets	<u>3,522,505</u>

#### Total Liabilities and Net Assets

**\$ 8,653,151**

Because this is the first year of a new auditor, only one year of financial data is presented.

# Financial Highlights, continued

See accompanying Notes to Financial Statements.

## Statement of Activities

### SUPPORT AND REVENUES

<b>Accreditation Fees</b>	\$ 6,270,843
In-Kind Contributions	3,543,113
Assessments - Member Societies	1,393,675
Professional Service Revenues	574,673
Science Screen Report Contributions	84,795
Government Grants	4,026
Investment Income	25,143
Other Revenue	2,233
Executive Meeting Revenues	<u>1,370</u>
Total Support and Revenues	<u>11,899,871</u>

### EXPENSES

<b>Accreditation</b>	\$ 6,374,245
Professional Services	1,091,814
Governance	855,490
Special Projects	8,482
Planning and Operations	<u>1,991,998</u>
Total Expenses	<u>10,322,029</u>
Increase (Decrease) in Net Assets	<u>1,577,842</u>
Net Assets, Beginning of Year as Originally Stated	1,944,663
Adjustment for Correction of Accounting Principle	<u>0</u>
Net Assets, Beginning of Year as Adjusted	<u>1,944,663</u>
Net Assets, End of Year	<u>\$ 3,522,505</u>

Because this is the first year of a new auditor, only one year of financial data is presented.



## Accreditation Board for Engineering and Technology, Inc.

### STATEMENT OF CASH FLOWS FOR THE YEAR ENDED SEPTEMBER 30, 2010

#### Cash Flows from Operating Activities

Increase in Net Assets	\$ 1,577,842
Adjustments to Reconcile Increase in Net Assets to Net Cash Provided by Operating Activities	
Depreciation and Amortization	143,115
Deferred Rent	(26,796)
Allowance For Doubtful Accounts	(86,233)
Loss on Disposal of Property and Equipment	5,640
(Increase) Decrease in Assets	
Accounts Receivable	(42,547)
Prepaid Expenses and Other Current Assets	(406,139)
Increase (Decrease) in Liabilities	
Accrued Expenses and Other Current Liabilities	303,485
Deferred Revenues	<u>859,629</u>
Net Cash Provided by Operating Activities	<u>2,327,996</u>

#### Cash Flows from Investing Activities

Purchases of Property and Equipment	(185,241)
Maturities of Investments	3,419,604
Purchases of Investments	<u>(1,232,362)</u>
Net Cash Used in Investing Activities	<u>2,002,001</u>

#### Cash Flows from Financing Activities

Capital Lease Payments	<u>3,295</u>
Net Increase in Cash Equivalents	4,333,292
Cash Equivalents, Beginning of Year	<u>1,286,529</u>
<b>Cash Equivalents, End of Year</b>	<b><u>\$ 5,619,821</u></b>

#### Supplementary Disclosure of Cash Flow Information

Cash Paid During the Year for Interest	\$ 11,416
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Because this is the first year of a new auditor, only one year of financial data is presented.

# Notes to Financial Statements

## I. ORGANIZATION

Accreditation Board for Engineering and Technology, Inc., (ABET) was organized in 1932 and incorporated in 1963. ABET accredits applied science, computing, engineering, and technology programs at colleges and universities throughout the United States as well as internationally. ABET also conducts faculty improvement workshops. The Organization is supported primarily by accreditation fees, contributed accreditation services, and membership assessments.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

### *Use of Estimates*

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (US GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

### *Cash Equivalents*

ABET considers all highly-liquid investments with an initial maturity of three months or less when purchased to be cash equivalents.

### *Investments*

Investments in certificates of deposit are reported at fair value in the statement of financial position. Investment income for the year ended September 30, 2010, was \$25,143.

### *Accounts Receivable*

Accounts receivable are reported at their outstanding balances reduced by an allowance for doubtful accounts, if necessary.

Management periodically evaluates the adequacy of the allowance for doubtful accounts by considering ABET's past receivables loss experience, known and inherent risks in the accounts receivable population, adverse situations that may affect a client's ability to pay, and current economic conditions.

The allowance for doubtful accounts is increased by charges to bad debts expense and decreased by charge offs of the accounts receivable balances. Accounts receivable are considered past due and charged off based on management's determination that they are uncollectible.

### *Property and Equipment*

Property and equipment are stated at cost. Depreciation is provided over the estimated useful lives of the assets on a straight-line basis. Acquisitions of property and equipment in excess of \$1,000 are capitalized. Amortization of equipment purchased through capital leases has been included in depreciation expense.



Continued on next page

# Notes to Financial Statements, continued

## Temporarily Restricted Net Assets

During the year ended September 30, 2010, ABET received \$84,795 in contributions restricted for the Science Screen Report program. Additionally, net assets of \$74,542 related to the Science Screen Report contributions were released from donor restrictions by satisfying the restrictions specified by the donors. Temporarily restricted net assets at September 30, 2010, were \$31,543 and were restricted to the Science Screen Report Program.

## Revenue, Support, and Expense Recognition

The financial statements of ABET have been prepared on an accrual basis. Revenue from membership assessments is recognized over the period to which the assessments relate, and revenue from fees is recognized when the related services are performed. Accreditation visit revenue is recognized when ABET releases its final reports.

Unless specifically restricted by the donor or the grantor, all contributions and grants are considered to be available for unrestricted use. Unrestricted contributions received for ABET's programs are recognized as support when received.

## Income Taxes

ABET is a tax-exempt organization operated for educational purposes under the provisions of Section 501(c)(3) of the Internal Revenue Code. ABET's tax returns for the years ended September 30, 2009, 2008, and 2007 remain open to examination by the Internal Revenue Service.

## Summarized Comparative Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting US GAAP. Accordingly, such information should be read in conjunction with ABET's financial statements for the year ended September 30, 2009, from which the summarized information was derived.

## 3. CONCENTRATION OF CREDIT RISK

ABET regularly maintains cash deposits at its bank. At September 30, 2010, all of ABET's bank account deposits were fully insured. Additionally, approximately \$5,228,000 was invested in money market funds which were not covered by insurance. The money market funds are invested in government securities or short-term securities which are considered low risk.

## 4. FAIR VALUE MEASUREMENTS

ABET'S cash equivalents and investments constitute its only assets or liabilities measured at fair value on a recurring basis as of September 30, 2010. These cash equivalents and investments and their fair value measurements are summarized below.

	Fair Value Measurements at Reporting Date Using		
	Fair Value	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)
Money Market Funds	\$5,227,945	\$5,227,945	\$ -
Certificates of Deposit	840,495	-	840,495

Financial assets measured using Level 1 inputs are based on unadjusted quoted market prices in active markets for identical assets.

Level 2 inputs include quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, inputs other than quoted prices that are observable, and inputs derived from observable market data.

Level 3 inputs are obtained from the entity's own assumptions.

None of ABET's assets were valued at Level 3 inputs as of September 30, 2010.

## 5. CAPITAL LEASE OBLIGATION

ABET is obligated under capital lease arrangements for office equipment.

The following is a summary of the minimum rental commitments of long-term leases over the remaining years:

For the Year Ending September 30,	
2011	\$ 26,556
2012	26,556
2013	26,556
2014	26,730
2015	<u>1,975</u>
Total Minimum Lease Payments	108,373
Less Amount Representing Interest	<u>(27,660)</u>
Present Value of Minimum Lease Payments	\$ <u>80,713</u>

Interest expense for the year ended September 30, 2010, was \$11,416.

Continued on next page



# Notes to Financial Statements, continued

## 6. CONTRIBUTED SERVICES

ABET records in-kind contributions for accreditation services rendered by the volunteer commissioners and Program Evaluators. Contributed services are recognized at fair value if the services received (a) create or enhance long-lived assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. During the year ended September 30, 2010, ABET recorded \$3,543,113 in in-kind contributions support and accreditation expense in the statement of activities. All contributed services received were recognized as support during the year ended September 30, 2010.

## 7. RETIREMENT PLAN

ABET has a retirement plan open to all employees. Under the plan, ABET makes contributions to TIAA/CREF. Contributions to the Plan are at the discretion of management each year and amounted to \$127,159 for the year ended September 30, 2010.

## 8. OPERATING LEASE OBLIGATION

ABET leases its office space under a noncancellable operating lease that expires in September 2014. The lease includes an escalation clause for rental increases every 12 months.

Future minimum rentals are as follows:

<u>For the Year Ending September 30,</u>	
2011	\$ 322,570
2012	329,641
2013	336,872
2014	<u>344,267</u>
	\$ <u>1,333,350</u>

Rental expense, which includes maintenance and utilities, amounted to \$355,904 for the year ended September 30, 2010.

## 9. FUNCTIONAL CLASSIFICATION OF EXPENSES

The following is the breakdown of expenses by functional classification:

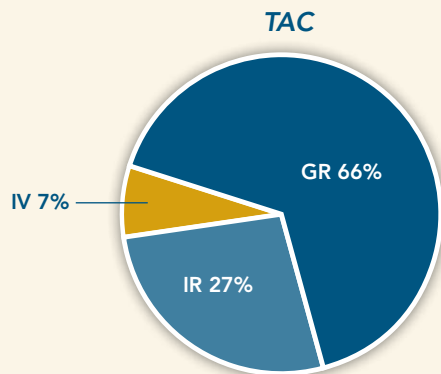
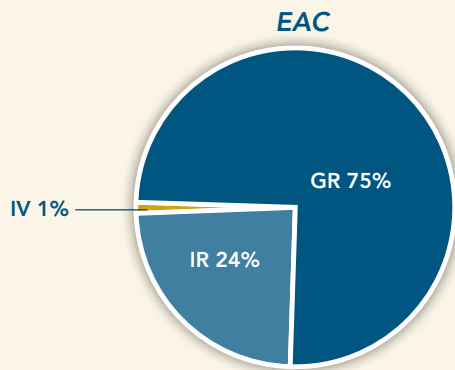
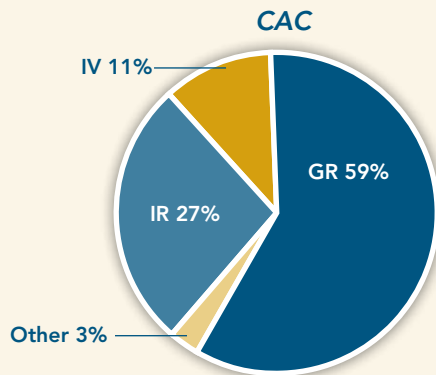
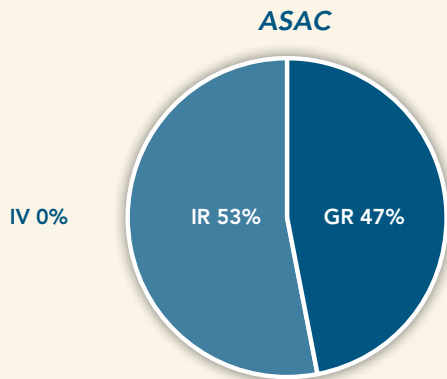
Program Services		
Accreditation	\$ 8,218,197	
Professional Services	574,673	
Governance	1,413,280	
Special Projects	<u>13,908</u>	
Total Program Services		\$ 10,220,058
Supporting Services		
Planning and Operations—Unallocable		<u>109,938</u>
Total Expenses		\$ <u>10,329,996</u>

Professional Services and Planning and Operations expenses in excess of associated revenues are allocated to accreditation, governance, and special projects expenses in proportion to their shares of total direct expenses for those programs.

## 10. SUBSEQUENT EVENTS

ABET has evaluated subsequent events through February 14, 2011, the date on which the financial statements were available to be issued.

### Results of Evaluations Conducted by Commission



### Evaluations Conducted (Number of Programs)

	ASAC	CAC	EAC	TAC	Total
General Review	7	65	357	97	526
Interim Report	8	30	115	40	193
Interim Visit	-	12	7	10	29
Other	-	3	-	-	3
	15	110	479	147	751

### Acronym Key

- GR . . . . . General Review
- IR . . . . . Interim Review
- IV . . . . . Interim Visit
- NA . . . . . Not to Accredite
- NGR . . . . . Next General Review
- SC . . . . . Show Cause



### Programs Visited by Curricular Area\*

	ASAC			CAC	EAC		TAC		TOTAL
	Associate	Bachelor	Master		Bachelor	Master	Associate	Bachelor	
Aerospace	-	-	-	-	11	2	-	1	13
Agricultural	-	-	-	-	6	-	-	-	6
Architectural	-	-	-	-	5	-	2	1	8
Automotive	-	-	-	-	-	-	-	1	1
Bioengineering and Biomedical	-	-	-	-	11	-	-	3	14
Biological	-	-	-	-	4	-	-	-	4
Chemical	-	-	-	-	32	-	1	1	34
Civil	-	-	-	-	42	-	6	8	56
Computer	-	-	-	-	40	1	1	4	46
Computer Science	-	-	-	59	-	-	-	-	59
Construction	-	-	-	-	3	2	1	5	11
Drafting and Design (General)	-	-	-	-	-	-	-	1	1
Drafting and Design (Mechanical)	-	-	-	-	-	-	1	-	1
Electrical	-	-	-	-	65	1	11	22	99
Engineering Management	-	-	-	-	2	1	-	-	3
Engineering, Engineering Physics, and Engineering Science	-	-	-	-	12	-	1	2	15
Environmental	-	-	-	-	8	1	1	-	10
General Criteria Only	-	-	-	4	6	-	-	2	12
Geological	-	-	-	-	3	-	-	-	3
Industrial	-	-	-	-	24	1	-	2	27
Industrial Hygiene	-	2	2	-	-	-	-	-	4
Information Systems	-	-	-	12	-	-	-	-	12
Information Technology	-	-	-	2	-	-	-	-	2
Instrumental and Control Systems	-	-	-	-	-	-	1	-	1
Manufacturing	-	-	-	-	2	-	2	2	6
Materials	-	-	-	-	3	-	-	-	3
Mechanical	-	-	-	-	56	-	10	15	81
Metallurgical	-	-	-	-	2	-	-	-	2
Mining	-	-	-	-	4	-	-	-	4
Nuclear and Radiological	-	-	-	-	-	1	1	1	3
Ocean	-	-	-	-	1	1	-	-	2
Optics	-	-	-	-	1	-	-	-	1
Petroleum	-	-	-	-	8	-	-	-	8
Safety	-	1	1	-	-	-	-	-	2
Software	-	-	-	-	5	-	-	-	5
Surveying and Geomatics	-	1	-	-	-	-	1	-	2
Systems	-	-	-	-	2	1	-	-	3
Telecommunications	-	-	-	-	-	1	-	-	1
<b>TOTAL</b>	<b>-</b>	<b>4</b>	<b>3</b>	<b>77</b>	<b>358</b>	<b>13</b>	<b>40</b>	<b>70</b>	<b>565</b>

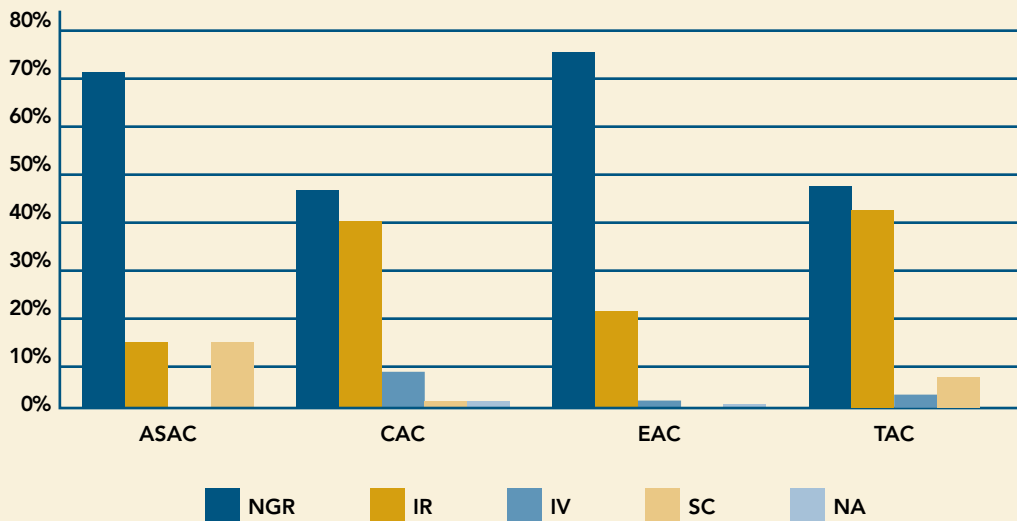
\*Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table.



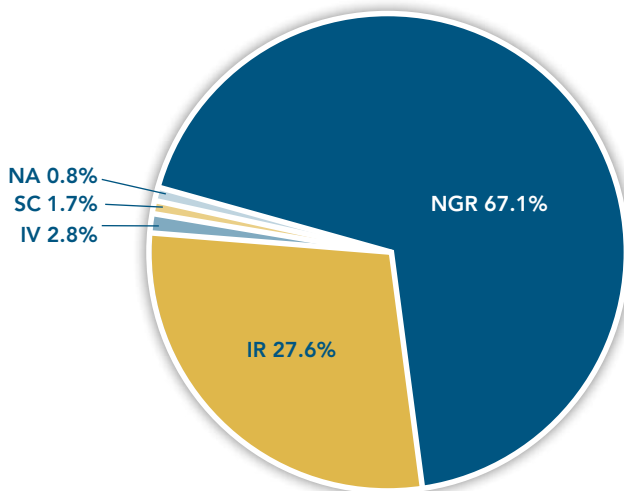
**Actions for General Reviews**

	ASAC		CAC		EAC		TAC		All	
	#	%	#	%	#	%	#	%	#	%
NGR	5	71.4%	31	47.7%	271	75.9%	46	47.4%	353	67.1%
IR	1	14.3%	26	40.0%	77	21.6%	41	42.3%	145	27.6%
IV	-	0.0%	6	9.2%	6	1.7%	3	3.1%	15	2.8%
SC	1	14.3%	1	1.5%	-	0.0%	7	7.2%	9	1.7%
NA	-	0.0%	1	1.5%	3	0.8%	0	0.0%	4	0.8%

**Actions for General Reviews, 2009-2010**



**Actions for General Reviews Across All Commissions, 2009-2010**



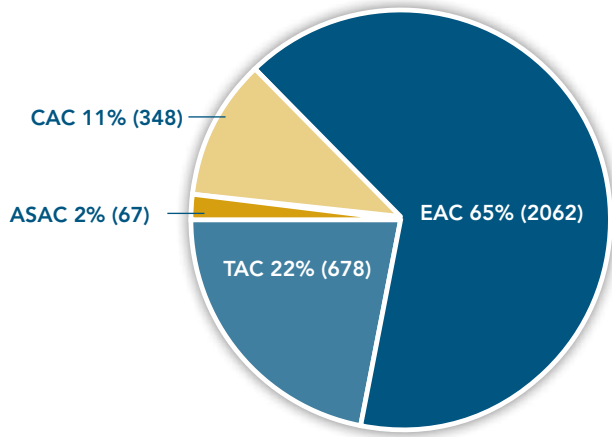
**Acronym Key**

- GR . . . . . General Review
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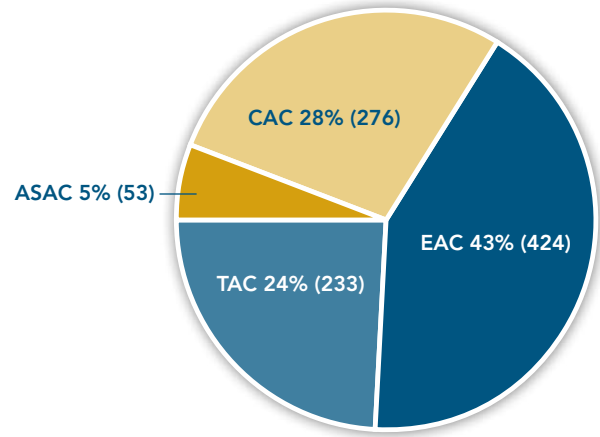
Programs Accredited by Curricular Area*	ASAC			CAC Bachelor	EAC		TAC		TOTAL
	Associate	Bachelor	Master		Bachelor	Master	Associate 1	Bachelor 2	
Aeronautical	-	-	-	-	-	-	1	-	3
Aerospace	-	-	-	-	71	3	-	-	74
Agricultural	-	-	-	-	39	-	-	-	39
Air Conditioning	-	-	-	-	-	-	2	1	3
Architectural	-	-	-	-	19	1	18	7	45
Automotive	-	-	-	-	-	-	-	2	2
Bioengineering and Biomedical	-	-	-	-	73	1	3	12	89
Biological	-	-	-	-	15	-	-	-	15
Ceramic	-	-	-	-	4	-	-	-	4
Chemical	-	-	-	-	181	1	2	2	186
Civil	-	-	-	-	247	1	39	27	314
Computer	-	-	-	-	235	3	23	50	311
Computer Science	-	-	-	280	-	-	-	-	280
Construction	-	-	-	-	12	2	8	25	47
Drafting and Design (General)	-	-	-	-	-	-	2	1	3
Drafting and Design (Mechanical)	-	-	-	-	-	-	4	1	5
Electrical	-	-	-	-	339	4	99	116	558
Electromechanical	-	-	-	-	-	-	4	8	12
Engineering Management	-	-	-	-	11	1	-	-	12
Engineering Mechanics	-	-	-	-	6	-	-	-	6
Engineering, Engineering Physics & Engineering Science	-	-	-	-	73	-	5	20	98
Environmental	-	-	-	-	60	8	4	-	72
Environmental, Health, and Safety	-	2	-	-	-	-	-	-	2
Fire Protection	-	-	-	-	1	-	-	2	3
General Criteria Only	-	1	-	6	25	1	10	13	56
Geological	-	-	-	-	17	-	-	-	17
Health Physics	-	3	4	-	-	-	-	-	7
Industrial	-	-	-	-	113	2	5	9	129
Industrial Hygiene	-	7	28	-	-	-	-	-	35
Information Systems	-	-	-	47	-	-	-	-	47
Information Technology	-	-	-	17	-	-	-	-	17
Instrumentation and Control Systems	-	-	-	-	-	-	3	2	5
Manufacturing	-	-	-	-	22	1	9	27	59
Materials	-	-	-	-	61	-	-	-	61
Mechanical	-	-	-	-	316	2	61	69	448
Metallurgical	-	-	-	-	9	-	-	-	9
Mining	-	-	-	-	16	-	-	-	16
Naval Architecture and Marine	-	-	-	-	11	-	-	3	14
Nuclear and Radiological	-	-	-	-	22	1	2	2	27
Ocean	-	-	-	-	7	1	-	-	8
Optics	-	-	-	-	5	-	1	-	6
Petroleum	-	-	-	-	23	-	-	-	23
Safety	1	9	2	-	-	-	-	-	12
Software	-	-	-	-	23	-	-	-	23
Surveying and Geomatics	-	10	-	-	6	-	7	5	28
Systems	-	-	-	-	13	1	-	-	14
Telecommunications	-	-	-	-	2	1	2	5	10
Welding	-	-	-	-	1	-	-	1	2
<b>TOTAL</b>	<b>1</b>	<b>32</b>	<b>34</b>	<b>350</b>	<b>2078</b>	<b>35</b>	<b>314</b>	<b>412</b>	<b>3256</b>

\*Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table.

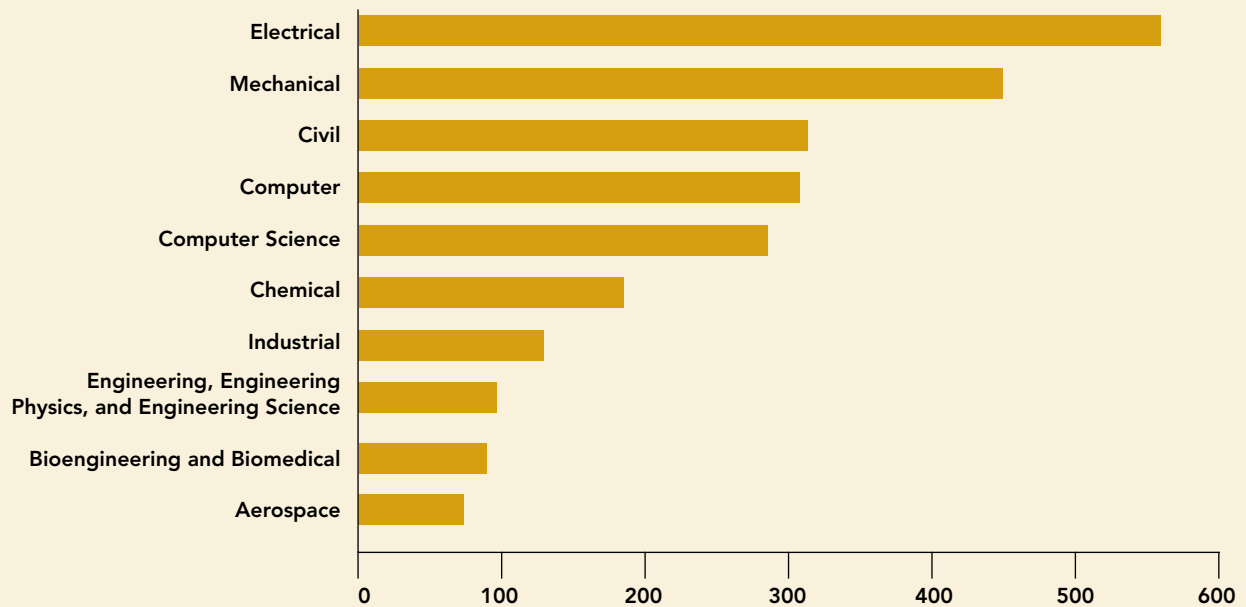
### Accredited Programs by Commission



### Institutions by Commission



### 10 Largest Curricular Areas by Number of Accredited Programs Across All Commissions





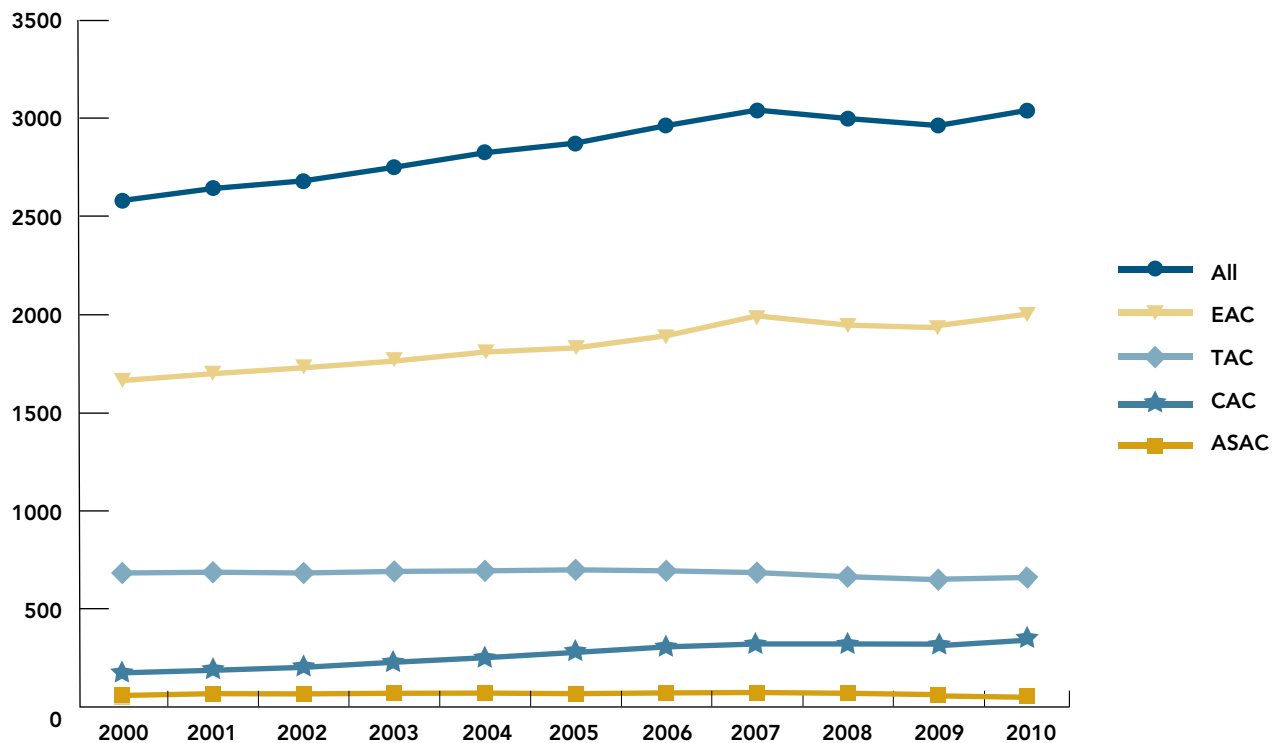
### Number of Accredited Programs and Institutions Having Accredited Programs, 2000-2010\*\*

	ASAC		CAC		EAC		TAC		All	
	Pgms	Insts	Pgms	Insts	Pgms	Insts	Pgms	Insts	Pgms	Insts
2000	62	48	177	169	1665	343	684	238	2580	566
2001	71	53	190	179	1700	348	688	236	2641	569
2002	70	52	205	187	1730	351	684	230	2680	568
2003	73	54	231	199	1764	359	693	229	2750	579
2004	74	56	254	218	1810	368	696	232	2824	590
2005	71	54	281	235	1831	372	703	235	2875	596
2006	75	57	309	253	1893	383	698	237	2964	614
2007	77	58	326	263	1979	398	689	239	3060	629
2008	74	57	345	273	2071	424	692	239	3170	655
2009	67	53	348	276	2062	424	678	233	3141	649
2010	63	50	336	270	2055	424	658	226	3099	641

\* Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table.

\*\* Data above may differ from that reported in previous versions of this publication as a result of retroactive accreditation. Retroactive accreditation occurs when a commission extends accreditation to encompass the academic year prior to the one in which a program's on-site review was conducted. Retroactive accreditation may be applied to cover a new program's early graduates, whose work is usually evaluated during the initial accreditation visit.

### Number of Accredited Programs, 2000-2010\*\*



### Actions for General Reviews, 2000-2010\* (percentages)

	ASAC				
	NGR	IR	IV	SC	NA
2000	17%	83%	0%	0%	0%
2001	43%	57%	0%	0%	0%
2002	86%	14%	0%	0%	0%
2003	80%	0%	20%	0%	0%
2004	50%	43%	7%	0%	0%
2005	46%	31%	23%	0%	0%
2006	10%	90%	0%	0%	0%
2007	33%	56%	0%	11%	0%
2008	62%	38%	0%	0%	0%
2009	69%	31%	0%	0%	0%
2010	71%	14%	0%	14%	9%

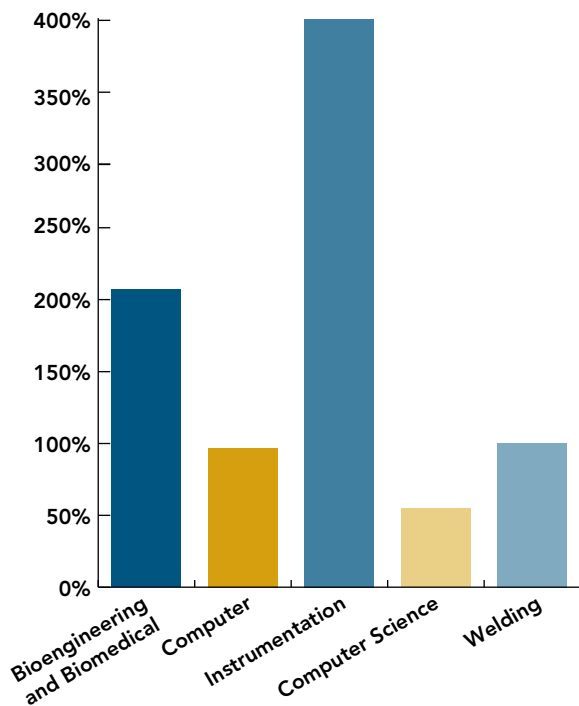
	CAC*				
	NGR	IR	IV	SC	NA
2000	46%	29%	11%	7%	7%
2001	41%	27%	24%	2%	5%
2002	49%	27%	16%	5%	3%
2003	62%	10%	14%	10%	3%
2004	40%	40%	8%	8%	4%
2005	40%	46%	10%	2%	2%
2006	56%	32%	12%	0%	0%
2007	48%	39%	11%	2%	0%
2008	47%	37%	15%	1%	0%
2009	43%	50%	7%	0%	0%
2010	48%	40%	9%	2%	2%

	EAC				
	NGR	IR	IV	SC	NA
2000	66%	22%	11%	1%	1%
2001	72%	13%	14%	1%	1%
2002	68%	21%	11%	1%	0%
2003	77%	17%	5%	1%	0%
2004	71%	20%	7%	1%	1%
2005	72%	22%	5%	1%	0.40%
2006	65%	26%	9%	0%	0%
2007	65%	30%	5%	0%	0%
2008	67%	32%	1%	0%	0%
2009	76%	23%	1%	0%	0%
2010	76%	22%	0%	0%	1%

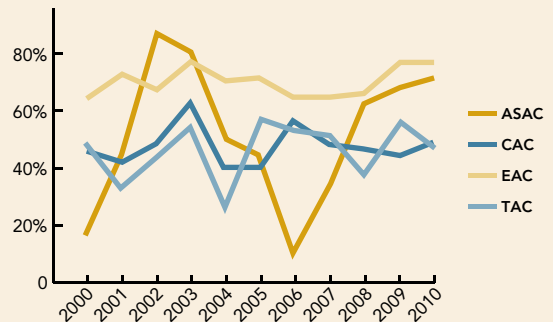
	TAC				
	NGR	IR	IV	SC	NA
2000	49%	38%	12%	1%	0%
2001	31%	38%	5%	0%	0%
2002	42%	52%	7%	0%	0%
2003	52%	47%	0%	1%	0%
2004	26%	65%	9%	0%	0%
2005	57%	32%	10%	0%	1%
2006	52%	42%	6%	0%	0%
2007	51%	43%	3%	1%	1%
2008	37%	49%	0%	14%	0%
2009	57%	39%	2%	2%	0%
2010	47%	42%	3%	7%	0%

\*CSAC/CSAB actions are shown as the ABET equivalents for 2000-2001: NGR (6V), IR (6VR), IV (3V), SC, and NA.

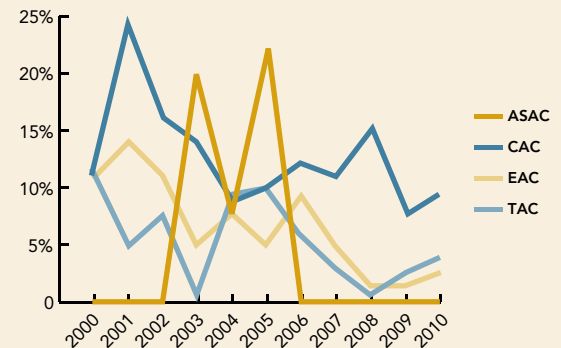
### 5 Largest Curricular Increases in Number of Accredited Programs by Curricular Area, 2000-2010



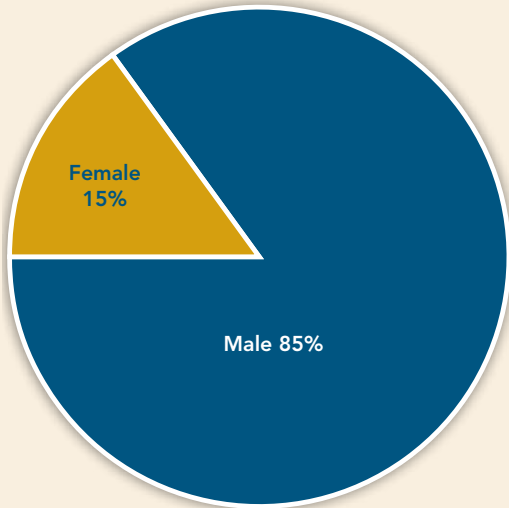
### NGR Actions for General Reviews



### IV Actions for General Reviews

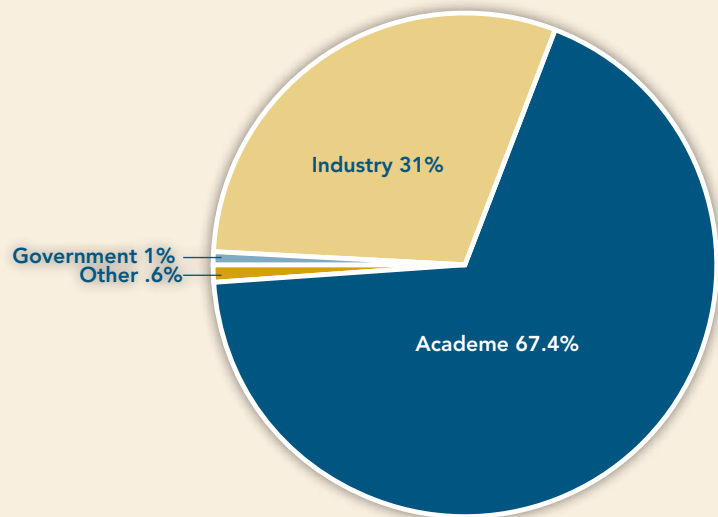


### Gender Diversity of ABET Volunteers



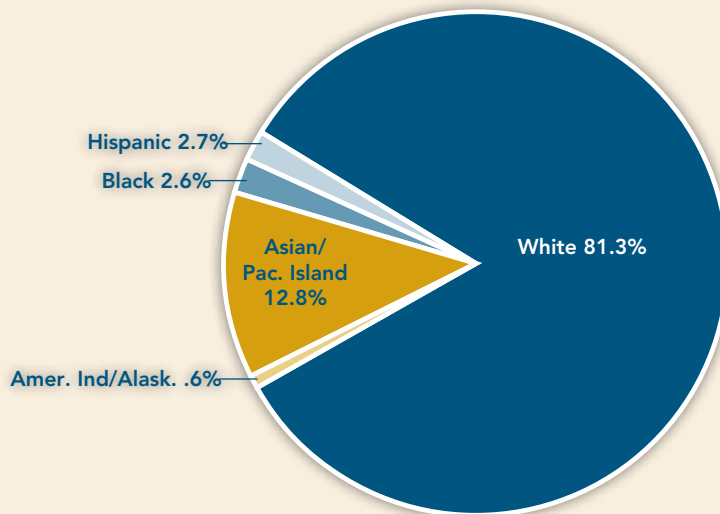
In the U.S., ABET's volunteer group's gender diversity reflects that of the technical professions as a whole. According to The National Council for Research on Women, roughly 20 percent of careers in the technical professions are held by women.

### Professional Diversity of ABET Volunteers



Nearly two out of every three ABET volunteers come from an academic background; however, ABET is working closely with its Societies to attract more industry and government volunteers.

### Ethnic Diversity of ABET Volunteers



In the U.S., ethnic groups are underrepresented in the technical professions. ABET is reaching out to associations representing such groups to increase their presence in its volunteer pool and the professions.

\*Data are self-reported and are current as of the time of publication.



# Board of Directors

ABET is a federation of 31 professional and technical societies, and the Board of Directors is its governing body. The Board consists of officers, representatives of the Member Societies, and representatives unaffiliated with the disciplines that ABET accredits, who are called Public Directors. The primary responsibilities of the Board of Directors are to set policies and procedures, establish the annual budget, and approve accreditation criteria.

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# 2009-2010 Team Chairs

Team Chairs have demonstrated the technical competency and applied knowledge of accreditation criteria, policies, and procedures. They are experienced Program Evaluators who lead campus visits and interact with the institutional representatives. We owe a debt of gratitude for their dedication and service to ABET and their professions.

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Nancy Kinnersley  
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Bowling Green State University

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and Development Center

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William J. Wepfer  
Georgia Institute of Technology

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Indiana University–Purdue  
University Indianapolis

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Virginia Tech

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Mohammad A. Zahraee  
Purdue University Calumet

Timothy W. Zeigler  
Southern Polytechnic State  
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# 2009-2010 Program Evaluators

Program Evaluators are the backbone of the ABET accreditation process. They visit college and university campuses and evaluate the programs seeking accreditation. To become a program evaluator, an individual must meet certain qualifications, such as possession of a degree appropriate to the field, demonstrated interest in improving education, and membership in at least one of the ABET Societies, to name but a few. Once accepted as a volunteer, these individuals must undergo an extensive online and in-person training process before they are assigned to visit campuses worldwide. We owe our Program Evaluators a debt of gratitude for their dedication and service to their profession.

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Kumar Ganesan  
Montana Tech of the University  
of Montana

Stephen P. Graef  
Stephen P. Graef, LLC

Jeffrey H. Greenfield  
South Florida Water Management  
District

Neil Hutzler  
Michigan Technological University

Jason Lynch  
U.S. Military Academy

Prahlad N. Murthy  
Wilkes University

Debra R. Reinhart  
University of Central Florida

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Georgia Institute of Technology

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Richard P. Watson  
Delaware Solid Waste Authority

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Ralph W. Goodson  
Bearlodge Ltd., Inc.

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University of Alaska Anchorage

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U.S. Air Force Academy

Aaron R. Byerley  
U.S. Air Force Academy

Merlin Dorfman  
Cisco Systems

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University of Colorado

Wallace T. Fowler  
The University of Texas at Austin

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Syracuse University

Walter E. Haisler  
Texas A&M University

Dolores S. Krausche  
Florida Center for Engineering  
Education

Carl W. Peterson  
Sandia National Laboratories

Thomas J. Rudolphi  
Iowa State University

John Sullivan  
Purdue University at West Lafayette

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Western Michigan University

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Arizona State University

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Bayer/LANXESS/INEOS-ABS

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Eli Lilly & Company

Janet M. Callahan  
Boise State University

David T. Camp

Ramesh C. Chawla  
Howard University

Ronald P. Danner  
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David DiBiasio  
Worcester Polytechnic Institute

John G. Ekerdt  
The University of Texas at Austin

Wilson T. Gautreaux  
Rayonier Performance Fibers

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Roland H. Heck  
University of Delaware

Myung S. Jhon  
Carnegie Mellon University

Claire F. Komives  
San José State University

Steven LeBlanc  
University of Toledo

Randy S. Lewis  
Brigham Young University

Douglas K. Ludlow  
Missouri University of Science  
and Technology

Alon V. McCormick  
University of Minnesota

Stephen S. Melsheimer  
Clemson University (Retired)

Marina Miletic

Lueny Morell  
Hewlett Packard Laboratories

Michael E. Mullins  
Michigan Technological University

Gary K. Patterson  
Missouri University of Science  
and Technology

Bruce E. Poling  
The University of Toledo (Retired)

Michael E. Prudich  
Ohio University

John M. Radovich  
Medtronic

Tony E. Saliba  
University of Dayton

Kendree J. Sampson  
Ohio University

Francis J. Schork  
Georgia Institute of Technology  
(Retired)

Mayis Seapan  
DuPont Central Research  
& Development

W.L. Short  
Alternative Environmental  
Strategies, LLC

Todd G. Smith  
BIS FRUCON Engineering

Thomas O. Spicer

Javad Tavakoli  
Lafayette College

Robert C. Weaver  
International Matex Tank Terminals

Eileen Webb  
Streamline Consulting

G.P. Willhite  
University of Kansas

## AIHA

Bret M. Clausen  
CH2M Hill Constructors

Alice Greife  
University of Central Missouri

Randal J. Keller  
Murray State University

J.T. Nalbone  
The University of Texas at Tyler

Hernando R. Perez  
Drexel University

Robert D. Soule  
Indiana University  
of Pennsylvania (Retired)

Neil J. Zimmerman  
Purdue University

## ANS

Greg Halnon  
FirstEnergy Corp.

Michael A. Robinson  
Bettis Atomic Power Laboratory

Matthew W. Sunseri  
Wolf Creek Nuclear Operating Corp.

## ASABE

Michael F. Brugger  
North Point Engineering

Continued on next page



# 2009-2010 Program Evaluators, continued

Larry D. Gaultney  
E.I. DuPont de Nemours & Co.

Scott A. Hale  
North Carolina State University  
at Raleigh

Michael C. Hirschi  
University of Illinois

Sonia M. Jacobsen  
USDA Natural Resources  
Conservation Service

David D. Jones  
University of Nebraska–Lincoln

Van C. Kelley  
South Dakota State University

Peter A. Livingston  
Bosque Engineering

Sue E. Nokes

John F. Ourada

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Clemson University

Muluneh Yitayew

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Robert E. Adamski  
Gannett Fleming A&E

Daryl R. Armentrout  
Tennessee Valley Authority

Anthony L. Brizendine  
University North Carolina  
at Charlotte

Michael S. Bronzini  
George Mason University

Ciro Capano  
State University of New York  
College of Technology  
at Farmingdale

Lizette Chevalier  
Southern Illinois University  
at Carbondale

David A. Chin  
University of Miami

Ricky C. Clift  
Arkansas State University

Elliot Colchamiro  
NY City College of Technology  
of the City University  
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Marvin E. Criswell  
Colorado State University

Thomas R. Currin  
Southern Polytechnic  
State University

Norman D. Dennis  
University of Arkansas

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Commonwealth Engineers

Roger O. Dickey  
Southern Methodist University

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K.S. Dunbar & Associates, Inc.

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Jacobs Associates

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University of Colorado at Denver

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Tennessee Technological University

E.S. Huff  
Portland Community College

Prasad Inmula  
DHS/FEMA Region IV

Thomas K. Jewell  
Union College

David W. Johnston  
North Carolina State University  
at Raleigh

Edward H. Kalajian  
Florida Institute of Technology

Sylvester A. Kalevela  
Colorado State University–Pueblo

Nathan M. Kathir  
U.S. Army Corps of Engineers

Mike G. Katona

Reed N. Knowles  
Owens Community College

B.K. Lall  
Portland State University

Debra Larson  
Northern Arizona University

Martin E. Lipinski  
The University of Memphis

Richard W. Lyles  
Michigan State University

Paul F. Mlakar  
U.S. Army Engineer Research  
and Development Center

W.G. Mullen, Jr.  
Virginia Military Institute

John W. Nicklow  
Southern Illinois University  
at Carbondale

Carlos A. Ortiz  
Southern Polytechnic State  
University

Daniel Pradel  
University of California  
at Los Angeles

Frank E. Przybycien  
Mohawk Valley Community College

Mohamad A. Saadehvaziri  
New Jersey Institute of Technology

Ronald L. Sack  
Washington State University

Joseph E. Saliba  
University of Dayton

James R. Schaaf  
Schaaf & Wheeler

John J. Segna  
American Society of Civil Engineers

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Northeastern University

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Dowbiggin Partners LLC

J. Phillip Smith

Roger E. Smith  
Texas A&M University

Roger E. Snyder  
NNSA / Los Alamos Site Office

Ellen W. Stevens  
Oklahoma State University

Brian J. Swenty  
University of Evansville

Kamal S. Tawfiq  
Florida A&M University/Florida State  
University (FAMU-FSU)

Richard L. Taylor  
Purdue University North Central

Christian O. Unanwa  
California Department  
of Transportation

C. Wayne Unsell  
Bowling Green State University

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University of Nebraska–Lincoln

Joel D. Welch  
Greenville Technical College

John A. Wiggins  
New Jersey Institute of Technology

Timothy W. Zeigler  
Southern Polytechnic State  
University

## ASEE

Walter Boles  
Middle Tennessee State University

Walter W. Buchanan  
Texas A&M University

Hector R. Carrasco  
Colorado State University–Pueblo

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Murray State University

Frank M. Croft  
The Ohio State University

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Calvin College

Joel Falk  
University of Pittsburgh

Cary A. Fisher  
U.S. Air Force

Jane Fraser  
Colorado State University–Pueblo

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Matthew J. Goeckner  
Varian Associates

Ray M. Haynes  
DaVinci Charter High School

Sharon A. Jones  
Lafayette College

Ahmed S. Khan  
DeVry University–DuPage

Laura W. Lackey  
Mercer University

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GE Energy

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Matthew W. Ohland  
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Frederick L. Orthlieb  
Swarthmore College (Retired)

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Southeast Missouri State University

Teri Reed-Rhoads  
Purdue University

Paulo F. Ribeiro  
Calvin College

Albert J. Rosa  
Thomas-Rosa Partnership

James R. Rowland  
University of Kansas

## ASME

Mahesh C. Aggarwal  
Gannon University

Nagamangala K. Anand  
Texas A&M University

Albert A. Arthur  
University of Cincinnati

Sally Bahowick  
Lawrence Livermore National  
Laboratory

Kenneth S. Ball  
Virginia Tech

Oscar Barton, Jr.  
U.S. Naval Academy

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Abhijit Bhattacharyya  
University of Arkansas at Little Rock

David I. Bigio  
University of Maryland–College Park

Cynthia Bracht  
Marivin Windows & Doors

Tim L. Brower  
University of Colorado at Boulder

Lawrence M. Butkus  
U.S. Air Force Research Laboratory–  
Wright-Patterson AFB

Scott A. Clary  
Florida Institute of Technology

Jonathan S. Colton  
Georgia Institute of Technology

Robert J. Comparin  
Emerson Climate Technologies

Melvin R. Corley  
Louisiana Tech University

William J. Craft  
North Carolina A&T State University

Raju S. Dandu  
Kansas State University at Salina

Scott Danielson  
Arizona State University Polytechnic

Janak Dave  
University of Cincinnati

Mohammad M. Dehghani  
The Johns Hopkins University

Charles G. Drake  
Ferris State University

Ashley Emery  
University of Washington

Bakhtier Farouk  
Drexel University

Bob Faust  
Colorado Quality Consultants, Inc.

Cary A. Fisher  
U.S. Air Force

David P. Fleming  
NASA Glenn Research Center

Linda Franzoni  
Duke University

Joseph Fuehne  
Purdue University at Columbus/SE  
Indiana

Karen Fujikawa  
Westinghouse Electric, LLC

Philip M. Gerhart  
University of Evansville

Adiel Guinzburg  
The Boeing Company

Hakan Gurocak  
Washington State University

Christine E. Hailey  
Utah State University

Edwin A. Harvego  
Idaho National Laboratory

Richard B. Hayter  
Kansas State University

William E. Howard  
East Carolina University

Diane M. Jakobs  
Rheem Manufacturing Co.

Amir Karimi  
The University of Texas  
at San Antonio

Mary Kasarda  
Virginia Tech

Timothy W. Lancey  
California State University–Fullerton

Pierre M. Larochele  
Florida Institute of Technology

Stephen L. Long  
Chevron Corporation

Thomas F. Lukach  
The University of Akron

Annette M. Lynch  
Woodward Governor Company

Stacy T. Malecki  
UTC Pratt & Whitney

Joseph L. Meick  
Mark Rite Lines Equipment  
Company

Robert A. Merrill  
Rochester Institute of Technology

Swaminadham Midturi  
Arkansas State University  
at Little Rock

Michele Miller  
Michigan Technological University

Shane A. Moeykens  
ANSYS, Inc.

Kenneth D. Moore  
GE Energy

V. Dakshina Murty  
University of Portland

Arnoldo Muyschondt  
Sandia National Laboratories

David A. Nelson  
University of South Alabama

Bipin Pai  
Purdue University Calumet

Spyridon G. Papadopoulos

David A. Pape  
Central Michigan University

Johne M. Parker  
University of Kentucky

Mark Petrie  
TriAxis Engineering, Inc.

Katherine Prestridge  
Los Alamos National Laboratory

Jay Raja  
University of North Carolina  
at Charlotte

Joseph J. Rencis  
University of Arkansas

Akhtar Safder  
Bluefield State College

Chittaranjan Sahay  
University of Hartford

Anil Saigal  
Tufts University

Jerry Samples  
University of Pittsburgh at Johnstown

Deborah S. Schenberger  
Nerac, Inc.

Paavo Sepri  
Florida Institute of Technology

Cecil J. Shorte  
Booz Allen Hamilton

Rickey J. Shyne  
NASA Glenn Research Center

Richard N. Smith  
Rensselaer Polytechnic Institute

Craig W. Somerton  
Michigan State University

Krishnaswamy Srinivasan  
The Ohio State University

Lynn M. Stohlgren

Siva Thangam  
Stevens Institute of Technology

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# 2009-2010 Program Evaluators, continued

Tim Thomas  
Pittsburg State University

Raymond P. Vito  
Georgia Institute of Technology

David E. Wagner  
Trine University

Jyhwen Wang  
Texas A&M University

Richard C. Warder, Jr.  
The University of Memphis

Christa M. Weisbrook  
University of Missouri System

Mansour Zenouzi  
Wentworth Institute of Technology

## ASSE

Hamid Fonooni  
East Carolina University

Darryl Hill  
ABB

Elbert Sorrell  
University of Wisconsin–Stout

## BMES

William Barnes  
New Jersey Institute of Technology

Gail Dawn Baura  
Keck Graduate Institute of Applied  
Life Sciences–Claremont Colleges

Paul J. Benkeser  
Georgia Institute of Technology

Edward J. Berbari  
Indiana University–Purdue University  
Indianapolis

Wm. Hugh Blanton  
East Tennessee State University

Krishnan B. Chandran  
Tulane University

Richard C. Fries  
Marquette University

John D. Gassert  
Milwaukee School of Engineering

Michele J. Grimm  
Wayne State University

Myron Hartman  
Pennsylvania State University–  
New Kensington Campus  
Commonwealth College

Albert Lozano-Nieto  
Pennsylvania State University–  
Wilkes-Barre Campus

Linda C. Lucas  
University of Alabama  
at Birmingham

Jon Moon  
MEI Research, Ltd.

Steven Schreiner  
The College of New Jersey

Scott Segalewitz  
University of Dayton

James D. Sweeney  
Florida Gulf Coast University

Daniel Walsh

## CSAB

Ashraf M. Abdelbar  
The American University in Cairo

Shakil Akhtar  
Clayton State University

Wasim A. Al-Hamdani  
Kentucky State University

Tom Altman  
University of Colorado at Denver

Rita M. Anderson  
University of South Carolina

Catherine Bareiss  
Olivet Nazarene University

Magdy Bayoumi  
University of Louisiana at Lafayette

Robert E. Beck  
Villanova University

David Bover  
Western Washington University

Pearl W. Brazier  
The University of Texas  
Pan American

Duncan A. Buell  
University of South Carolina

Lillian Cassel  
Villanova University

James A. Cercone  
West Virginia University Institute  
of Technology

Chia-Chu Chiang  
ASG Company

James Collofello  
Arizona State University

Stewart Crawford  
BioGraphix, LLC & Visible  
Productions, LLC

Meledath Damodaran  
University of Houston–Victoria

Brahma Dathan  
Metropolitan State University

Geoffrey Dick  
North Georgia College  
and State University

Charles Dierbach  
Towson University

Alexa N. Doboli  
State University of New York  
at Stony Brook

Larry A. Dunning  
Bowling Green State University

Richard Enbody  
Michigan State University

Dick Fairley  
Colorado Technical University

David L. Feinstein  
University of South Alabama

Michael B. Feldman  
The George Washington University  
(Retired)

Leonard W. Fisk  
Parental Options, Inc.

Dennis J. Frailey  
Raytheon

Janos T. Fustos  
Metropolitan State College  
of Denver

Linda R. Garceau  
East Tennessee State University

Dick Gayler  
Kennesaw State University

Mary J. Granger  
George Washington University

Chia Y. Han  
University of Cincinnati

George C. Harrison  
Norfolk State University

Susan Haynes  
Eastern Michigan University

Thomas B. Hilburn  
Embry-Riddle Aeronautical University  
(Retired)

Iraj Hirmanpour  
Consort Systems

Chenglie Hu  
Carroll College

Chenyi Hu  
University of Central Arkansas

Gurdeep Hura  
University of Maryland–  
Eastern Shore

Stephen Y. Itoga  
University of Hawaii at Manoa

Stephen M. Jodis  
St. Vincent College

David J. John  
Wake Forest University

Vladan Jovanovic  
Georgia Southern University

George M. Kasper  
Virginia Commonwealth University

Aaron D. Klappholz  
Stevens Institute of Technology

Donald H. Kraft  
U.S. Air Force Academy

Ojung Kwon  
California State University–Fresno

Kadathur B. Lakshmanan  
Concordia University–Montreal

Cary Laxer  
Rose-Hulman Institute of Technology

Ronald J. Leach  
Howard University

Noel LeJeune  
Metropolitan State College  
of Denver

Jacqueline J. LeMoigne  
NASA Goddard Space Flight Center

Roy B. Levov  
Florida Atlantic University

Blaise W. Liffick  
Millersville University of Pennsylvania

Yashwant K. Malaiya  
Colorado State University

Quitaibah Malluhi  
Qatar University

Kenneth E. Martin  
University of North Florida

Richard G. Mathieu  
James Madison University

Boleslaw Mikolajczak  
University of Massachusetts  
Dartmouth

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# 2009-2010 Program Evaluators, continued

Kenneth L. Modesitt  
Indiana University–Purdue University  
Fort Wayne

Loretta Moore  
Jackson State University

Michael G. Murphy  
Concordia University–Texas

Lakshmi Narasimhan  
East Carolina University

J. Fernando Naveda  
Rochester Institute of Technology

Lorraine Parker  
Virginia Commonwealth University

Leah R. Pietron  
University of Nebraska at Omaha

James Pinkelman  
Microsoft Corporation

Shari Plantz-Masters  
Regis University

David J. Powell  
Elon University

Jon A. Preston  
Southern Polytechnic State  
University

Rhys Price Jones  
The George Washington University

Rajendra K. Raj  
Rochester Institute of Technology

Richard T. Redmond  
Virginia Commonwealth University

Steve Roach  
The University of Texas at El Paso

Mary Ann Robbert  
Bentley College

Anthony S. Ruocco  
Roger Williams University

Rebecca H. Rutherford  
Southern Polytechnic State  
University

Roberta E. Sabin  
Loyola University in Maryland

Mohammed Samaka  
Qatar University

Mark J. Sebern  
Milwaukee School of Engineering

Stephen B. Seidman  
Texas State University–San Marcos

Sung Y. Shin  
South Dakota State University

Sajjan Shiva  
The University of Memphis

William D. Shoaff  
Florida Institute of Technology

Robert H. Sloan  
University of Illinois at Chicago

Doug Smith  
University of the Pacific

Stephanie Smullen  
University of Tennessee  
at Chattanooga

Milan E. Soklic  
Florida State University

Neelam Soundarajan  
The Ohio State University

George Stockman  
Michigan State University

Massood Towhidnejad  
Embry-Riddle Aeronautical University

Kim W. Tracy  
Northeastern Illinois University

Deborah A. Trytten  
University of Oklahoma

Thomas R. Turner  
University of Central Oklahoma

Paul T. Tymann  
Rochester Institute of Technology

John J. Uhran, Jr.  
University of Notre Dame

Joseph E. Urban  
Texas Tech University

Yaakov Varol  
University of Nevada–Reno

Paul Wagner  
University of Wisconsin–Eau Claire

Pearl Y. Wang  
George Mason University

Christopher Ward  
IBM T.J. Watson Research

Bob Weems  
The University of Texas at Arlington

Bruce A. White  
Quinnipiac University

Mary Jane Willshire  
Capella University

Mudasser F. Wyne  
National University

Jenq-Foung J. Yao  
Georgia College & State University

## IEEE

Mostafa I. Abd-El-Barr  
Kuwait University

Imad Abouzahr  
Oklahoma State University

Reza Adhami  
University of Alabama at Huntsville

Mohammad S. Alam  
University of Alabama

Nasser Alaraje  
Michigan Technological University

Rocio Alba-Flores  
Georgia Southern University

Lisa A. Anneberg  
Lawrence Technological University

Sohail Anwar  
Pennsylvania State University–  
Altoona Campus

Thomas J. Aprille, Jr.  
Bell Labs

John O. Attia  
Prairie View A&M University

Orlando R. Baiocchi  
University of Washington Tacoma

W. David Baker  
Rochester Institute of Technology

Eleanor Baum  
The Cooper Union

Stephen B. Bayne  
Texas Tech University

Theodore A. Bickart  
Colorado School of Mines

Leonard J. Bohmann  
Michigan Technological University

William R. Boley  
Little G&CS

Tamal Bose  
Virginia Tech

Susan O. Brauer  
DeVry University–Chicago

John A. Brogan  
CPS Energy

Lewis Brown  
South Dakota State University

J.W. Bruce  
Mississippi State University

Gerald Burnham  
The University of Texas at Dallas

Walter O. Burns  
Unisys Corp.

Richard P. Case

Arvind K. Chaudhary  
CG Power

April Cheung  
IMMI

David S. Cochran  
Cochran Technology Consulting

Edward R. Collins, Jr.  
Clemson University

Kenneth F. Cooper  
Westinghouse Savannah River Co.

Paul B. Crilly  
Hewlett Packard

Jose B. Cruz, Jr.  
The Ohio State University

Patricia D. Daniels  
Seattle University

Nathaniel J. Davis, IV  
Air Force Institute of Technology

Joanne E. DeGroat  
The Ohio State University

Ronald R. DeLyser  
University of Denver

Fred W. DePiero  
California Polytechnic State  
University–San Luis Obispo

Satinderpaul S. Devgan  
Tennessee State University

Sandeep Dilwali  
Wentworth Institute of Technology

John P. Donohoe  
Mississippi State University

Gustave Duclos  
DeVry College of New York

Kurt V. Eckroth  
Waukesha County Technical College

Clyde T. Eisenbeis  
Emerson Process

Joel Falk  
University of Pittsburgh

Xavier N. Fernando  
Ryerson University

Daniel M. Fleetwood  
Vanderbilt University

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# 2009-2010 Program Evaluators, continued

Stephen E. Frempong  
State University of New York  
at Canton

Jeffrey E. Froyd  
Texas A&M University

Venancio L. Fuentes  
County College of Morris

Ramesh S. Gaonkar  
Penram International

James A. Gatlin  
NASA (Retired)

John Golzy  
DeVry University

Mario J. Gonzalez  
The University of Texas at Austin

Robert Gray  
Pennsylvania State University

Ilya Grinberg  
State University of New York  
College at Buffalo

Thomas M. Hall, Jr.  
Northwestern State University  
of Louisiana (Retired)

James H. Hammond  
L-3 Communications Ocean Systems

Frances Harackiewicz  
Southern Illinois University  
at Carbondale

Lorraine M. Herger  
IBM

William T. Hicks  
Purdue University at New Albany

John Impagliazzo  
Qatar University

Douglas W. Jacobson  
Iowa State University

Edwin C. Jones, Jr.  
Iowa State University

Ismail Jouny  
Lafayette College

Ahmed E. Kamal  
Iowa State University

Richard J. Kenefic  
Raytheon

Saeed M. Khan  
Kansas State University at Salina  
College of Technology & Aviation

Alan R. Klayton  
U.S. Air Force Academy

Tammy A. Kolarik  
The Johns Hopkins University  
Applied Physics Laboratory

James J. Komiak  
BAE Systems

Cass D. Kuhl  
NASA Glenn Research Center

K.S.P. "Pat" Kumar  
University of Minnesota—Minneapolis  
(Retired)

Mark E. Law  
University of Florida

Pamela Leigh-Mack  
Virginia State University

David M. LeVine  
NASA Goddard Space Flight Center

Richard D. Lilley  
Harris Corp.

Paul I. Lin  
Indiana University—Purdue University  
Fort Wayne

C. Steven Lingafelt  
IBM

Luis A. Lopez  
Hewlett Packard

Michael J. Loudis  
State University of New York  
at Morrisville

Phanindra K. Mannava  
Intel Corp.

Mahmoud A. Manzoul  
Jackson State University

Mary Marchegiano  
Delaware Technical  
& Community College

Terry Martin  
University of Arkansas

W. Vance McCollough  
Raytheon Company

Claire McCullough  
University of Tennessee  
at Chattanooga

James McDonald  
Monmouth University

Michael R. McQuade  
DuPont Company

James Mikkelson  
Vitesse Semiconductor

Tony L. Mitchell  
North Carolina State University  
at Raleigh

Daniel J. Moore  
Rose-Hulman Institute of Technology

J.D. Morgan  
J. Derald Morgan & Associates

Todd Morton  
Western Washington University

S. Hossein Mousavinezhad  
Idaho State University

Gary Mullett  
Springfield Technical Community  
College

J. Keith Nelson  
Rensselaer Polytechnic Institute

Victor P. Nelson  
Auburn University

Lim Nguyen  
University of Nebraska—Lincoln

Brian Norton  
Oklahoma State University

Aurenice M. Oliveira  
Michigan Technological University

James D. Oliver, Jr.  
Northrop Grumman

Philip D. Olivier  
Lawrence Technological University

Robert G. Olsen  
Washington State University

Efrain O'Neill-Carrillo  
University of Puerto Rico—Mayaguez

Reinaldo J. Perez  
Jet Propulsion Laboratory (JPL),  
California Institute of Technology

Owe G. Petersen  
Milwaukee School of Engineering

Mark C. Petzold  
St. Cloud State University

Robert F. Phelps  
The Boeing Company

Stephen M. Phillips  
Arizona State University

Jay Porter  
Texas A&M University

Richard P. Pozzi  
Metropolitan State College  
of Denver

Suresh Rai  
Louisiana State University  
and A&M College

Richard A. Rikoski  
Technical Analysis Corp.

H. Bryan Riley  
Ohio University

Albert J. Rosa  
Thomas-Rosa Partnership

Kenneth Rose  
Rensselaer Polytechnic Institute

William J. Sanitate  
Pragmatics Technology

Andreas E. Savakis  
Rochester Institute of Technology

Saleh M. Sbenaty  
Middle Tennessee State University

George Schanzenbach  
Pennsylvania State University

Cheryl B. Schrader  
Boise State University

Noel N. Schulz  
Kansas State University

Tomy Sebastian  
Nexteer Automotive

Raymond R. Shoultz  
The University of Texas at Arlington  
(Retired)

Dennis A. Silage  
Temple University

Gordon Silverman  
Manhattan College

Larry A. Simonson  
South Dakota School of Mines  
and Technology

Darshan Singh

Mark J.T. Smith  
Purdue University at West Lafayette

S. Diane Smith  
DeVry University—Phoenix

Mani Soma  
University of Washington

Arun K. Somani  
Iowa State University

Gregory D. Stanton  
Smiths Detection

Joseph A. Tamashasky  
Lucent Technologies

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# 2009-2010 Program Evaluators, continued

Gerald H. Thomas  
Milwaukee School of Engineering

Raul E. Torres Muñoz  
University of Puerto Rico

Cherrice Traver  
Union College

Nick Tredennick  
Gilder Publishing

Tai-Ching Tuan  
Department of Defense

Richard Warren  
Vermont Technical College

Samuel G. White, Jr.  
Indiana University–Purdue University  
Indianapolis

Douglas B. Williams  
Georgia Institute of Technology

Raphael W.H. Wong  
Booz Allen Hamilton

Keith D. Wright  
DeVry University–Decatur

Chai Wah Wu  
IBM

Ece Yaprak  
Wayne State University

## IIE

Jane C. Ammons  
Georgia Institute of Technology

Rajan Batta  
State University of New York  
at Buffalo

Leslie F. Benmark  
DuPont Company

Bopaya Bidanda  
University of Pittsburgh

F.F. Choobineh  
University of Nebraska–Lincoln

Larry G. David  
University of Missouri–Columbia

Catherine C. Dunn  
Port of New Orleans

Ted Eschenbach  
TGE Consulting

Prasad Gavankar  
PepsiCo

Omar Ghayeb  
Northern Illinois University

Anand K. Gramopadhye  
Clemson University

Sunderesh S. Heragu  
University of Louisville

Denise F. Jackson  
University of Tennessee  
Space Institute

Swatantra K. Kachhal  
University of Michigan–Dearborn

C.P. Koelling  
Virginia Tech

Mira Lalovic-Hand  
Rowan University

Jerome P. Lavelle  
North Carolina State University

Abu S. Masud  
Wichita State University

K.J. Min  
Iowa State University

Richard M. Morris  
Georgia State University

Jacqueline R. Mozrall  
Rochester Institute of Technology

Sundaram Narayanan  
Wright State University

Hamid R. Parsaei  
Texas A&M University at Qatar

Patrick Patterson  
Texas Tech University

Juan R. Perez  
UPS

Edward Pines  
New Mexico State University

Michael W. Riley  
University of Nebraska–Lincoln

Sanjiv Sarin  
North Carolina A&T State University

Carol E. Schulte  
McNeese State University

LuAnn Sims  
Auburn University

Bonnie J. Thiede  
Deere & Company/John Deere Parts  
Distribution Center

William W. Willoughby  
NHBW Consulting Services, Inc.

Harvey Wolfe  
University of Pittsburgh (Retired)

David A. Wyrick  
Texas Tech University

Victor L. Zaloom  
Lamar University

## ISA

G. Thomas Bellarmine  
Florida A&M University

## SAE

Charles L. Proctor  
Proctor Engineering Research  
& Consulting, Inc.

## SME

Jeffrey Abell  
General Motors Corporation

Danny J. Bee  
University of Wisconsin–Stout

S. Hossein Cheraghi  
Western New England College

Niaz Latif  
Purdue University at West Lafayette

V. Jorge Leon  
Texas A&M University

Ramesh V. Narang  
Indiana University–Purdue University  
Fort Wayne

Carl R. Williams  
The University of Memphis

## SME-AIME

Dan Alexander  
NIOSH

Kathleen A. Altman  
Samuel Engineering, Inc.

David R. Hammond  
Hammond International Group

H.P. Knudsen, Jr.  
Montana Tech of the University  
of Montana

Joel S. Kuszmaul  
University of Mississippi

David G. McMahill  
DuPont Company

Terril E. “Ted” Wilson  
University of Arizona

Diane Wolfgram  
Montana Tech of the University  
of Montana

## SNAME

Stewart A. Glegg  
Florida Atlantic University

Edwin G. Wiggins  
Webb Institute

## SPE

Kashy Aminian  
West Virginia University

Godwin A. Chukwu  
University of Alaska Fairbanks  
(Retired)

Ali Ghalambor  
University of Louisiana at Lafayette

Tom Hooper  
Devon Energy Corporation

Shirish L. Patil  
University of Alaska Fairbanks

Philip A. Schenewerk  
Apache Corporation

## TMS

Thomas R. Bieler  
Michigan State University

Rudolph G. Buchheit  
The Ohio State University

Ronald Gibala  
University of Michigan (Retired)

Chester J. Van Tyne  
Colorado School of Mines

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Recipients of the Linton E. Grinter Distinguished Service Award, ABET's highest honor, are those ABET volunteers who follow in the namesake's footsteps and who surpass even the highest service expectations of the organization. They are acknowledged for outstanding contributions to the technical disciplines through their work in ABET-related activities.

## **Allen I. Ormsbee, Ph.D.**

*Professor Emeritus of Aeronautical and Astronautical Engineering at the University of Illinois at Urbana-Champaign*

*“For dedication to the principles of ABET that went above and beyond normal call of duty and for shepherding the fiscal policies and procedures of ABET as Treasurer and member of the Finance Committee through the governance changes of that period; his assured and responsible control of ABET’s finances created and maintained an aura of trust between ABET and its members.”*

*Left to right: 2009-10 ABET President David K. Holger, Ph.D., and Allen I. Ormsbee, Ph.D.*



# 2010 Fellows of ABET

The Fellow of ABET Award is presented annually to recognize those individuals who have given sustained quality service to the ABET-related professions, in general, and to education within the ABET disciplines, in particular, through the activities of ABET.

## **Daniel J. Bradley, Ph.D.**

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*“For exemplary leadership and stewardship of ABET’s finances spanning over a decade, and for more than two decades of dedicated commitment to ABET accreditation and quality assurance as a program evaluator, team chair, ABET Board member, and ABET officer.”*

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*“For his leadership in the orderly transition of computing accreditation into ABET operations; and for his commitment to diversity through the development of ABET’s Policy Statement on Diversity.”*

## **William E. Kelly, Ph.D., P.E.**

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*“For his contributions to the adoption of outcomes-based criteria beginning with his service on the Engineering Accreditation Commission’s Criteria Committee that wrote the draft for what was to become Engineering Criteria 2000; shepherding the criteria through the process of approval; and serving on ABET’s National Advisory Board for the Engineering Change: A Study of the Impact of EC2000.”*



*Left to right: Daniel J. Bradley, Ph.D., and 2009-10 ABET President David K. Holger, Ph.D.*



*Left to right: Robert L. Cannon, Ph.D., and 2009-10 ABET President David K. Holger, Ph.D.*



*Left to right: William E. Kelly, Ph.D., P.E., and 2009-10 ABET President David K. Holger, Ph.D.*



# Distinguished Volunteers

These volunteers have participated in 25 or more evaluation visits, either as a Program Evaluator or as a Team Chair, during their service with ABET and its predecessor organizations. We owe a special debt of gratitude to each one for his or her dedicated service to ABET, the professions we serve, and the many students who have benefitted from ABET accreditation.

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The Claire L. Felbinger Awards for Diversity recognize U.S.-based educational units, individuals, associations, and firms for extraordinary success in achieving diversity and inclusiveness, or for facilitating diversity and inclusiveness in the technological segments of our society.

### **The Center for the Enhancement of Engineering Diversity in the College of Engineering (CEED) at Virginia Tech**

*“For the successful development and operation of pre-college and undergraduate diversity programs effective in recruiting and retention of engineering students leading to significant increase in the graduation rate of underrepresented minorities.”*

Accepting on the program’s behalf: Bevlee A. Watford, Ph.D., P.E., Director, Center for the Enhancement of Engineering Diversity (CEED) in the College of Engineering at Virginia Tech.

### **The Michigan College/University Partnership (MICUP) Program at Michigan Technological University**

*“For establishing a strong, collaborative relationship between the university and each of four community colleges to successfully transfer, support, and retain underrepresented and economically disadvantaged students from associate’s programs into baccalaureate science, technology, engineering, and mathematics programs.”*

Accepting on the program’s behalf: Leonard J. Bohmann, Ph.D., P.E., Associate Dean, College of Engineering at Michigan Technological University.

*Left to right: 2009-10 ABET President David K. Holger, Ph.D.; Leonard J. Bohmann, Ph.D., P.E.; Bevlee A. Watford, Ph.D., P.E.; and ABET Executive Director Michael K.J. Milligan, Ph.D., P.E.*





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Executive Director

Kathryn B. Aberle  
Deputy Executive Director

Rachelle R. Daucher  
Executive Assistant

Daniela Iacona  
International Relations Coordinator

## Accreditation

Robert S. Fredell  
Managing Director for Accreditation

Maryanne Weiss  
Accreditation Director

Ellen L. Stokes  
Accreditation Manager

Sherri Hersh  
International Accreditation  
Specialist

Beth Mundy  
Assistant to the Accreditation Director

## Applied Science

Amanda Reid  
Adjunct Accreditation Director,  
Applied Science

Bryna Ashley  
Accreditation Assistant, Applied Science  
Accreditation Commission

## Computing

Arthur L. Price  
Adjunct Accreditation Director, Computing

Norma A. Belton  
Accreditation Assistant, Computing  
Accreditation Commission

## Engineering

M. Dayne Aldridge  
Adjunct Accreditation Director, Engineering

Stephanie Jackson  
Accreditation Assistant, Engineering  
Accreditation Commission

## Technology

David E. Hornbeck  
Adjunct Accreditation Director, Technology

Dorothea Lindsey-Brockington  
Accreditation Assistant, Technology  
Accreditation Commission

## Planning and Operations

Lance K. Hoboy  
Managing Director for Planning and  
Operations and Chief Financial Officer

Jennifer Knode  
Office Manager

## Finance and Accounting

Jessica Silwick  
Accounting Director

Kimberly Turner  
Staff Accountant

LaTasha McKinney  
Accounts Payable Specialist

## Information Systems and Technology

Frank Sarlo  
Information Systems and Technology  
Director

Hwan-Kyung Chung  
Lead Software Engineer

Venugopal Tati  
Software Applications Developer

Marty Flanigan  
Network Administrator

## Strategic Development and Marketing

Kathryn B. Aberle  
Managing Director for Strategic  
Development and Marketing

Donna Clark  
Meetings and Events Manager

Kate Bronislawski  
Web Content Manager

Keryl Cryer  
Communications Specialist

Elayna Lambert  
Member Relations Coordinator

Hope Joseph-Nelson  
Assistant to the Managing Director for  
Strategic Development and Marketing

## Professional Services

Gloria M. Rogers  
Managing Director for Professional Services

Regina L. Crites  
Assistant to the Managing Director  
for Professional Services

Susan O. Schall  
Adjunct Director for Training

