MINUTES OF THE PARTICIPATING ORGANIZATIONS LIAISON COUNCIL

March 2026

NCEES

Participating Organizations Liaison Council

Elizabeth Beckett Johnston, P.E.

The annual meeting of the Participating Organizations Liaison Council (POLC) was held Saturday, March 14, 2026, in San Antonio, Texas. Elizabeth Beckett Johnston, P.E., president of the National Council of Examiners for Engineering and Surveying (NCEES), presided.

NCEES Representatives

- Elizabeth Beckett Johnston, P.E., NCEES president
- Samual Wilson, DBA, P.E., NCEES president-elect
- Andrew Zoutewelle, P.L.S., NCEES immediate past president
- Karl Tonander, P.G., P.E., NCEES treasurer
- Laura Sievers, P.E., NCEES past president
- Davy McDowell, P.E., NCEES chief executive officer (CEO)
- Jason Gamble, P.E., NCEES chief operating officer (COO)
- Lance Kinney, Ph.D., P.E., NCEES Committee on Licensure chair
- Patricia Sheppard, NCEES executive assistant

Society Representatives

- Stanley Levinson, Ph.D., P.E.—American Nuclear Society (ANS)
- Marty Gordon, P.E., D.F.E., F.NSPE—American Society for Engineering Education (ASEE)
- Frank Taylor, C.P., P.P.S.—American Society for Photogrammetry and Remote Sensing (ASPRS)
- Dana Porter, Ph.D., P.E.—American Society of Agricultural and Biological Engineers (ASABE)
- Dennis Wessel, P.E.—American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
- Thomas Costabile, P.E. - American Society of Mechanical Engineers (ASME)
- David Soukup, P.E.—American Society of Mechanical Engineers (ASME)
- David Dexter, P.E.—American Society of Plumbing Engineers (ASPE)
- Trent Keenan, P.L.S., WRS, CFedS—California Land Surveyors Association (CLSA)
- Ademola Adejokun, P.E.—Institute of Electrical and Electronics Engineers-USA (IEEE)
- Peter Brust, Ph.D., P.E.—Institute of Industrial and Systems Engineers (IISE)
- Jim Hollandsworth, P.E., P.S.—Michigan Society of Professional Surveyors (MSPS)
- Julia Harrod, P.E.—National Society of Professional Engineers (NSPE)
- Breck Washam, P.E.—National Society of Professional Engineers (NSPE)
- Timothy Burch, P.L.S.—National Society of Professional Surveyors (NSPS)
- Andrew Schissler, Ph.D., P.E.—Society for Mining, Metallurgy and Exploration (SME)
- Jennifer Goupil, P.E..—Structural Engineering Institute of ASCE (SEI)
- Chun Lau, P.E., S.E.—Structural Engineering Institute of ASCE (SEI) and Structural Engineering Licensure Coalition (SELC)
- Marlee Walton, P.E., P.L.S.—Utility Engineering and Surveying Institute of ASCE (UESI)

The following societies could not attend:

- American Academy of Environmental Engineers and Scientists
- American Council of Engineering Companies
- American Institute of Chemical Engineers
- American Society of Civil Engineers
- Architectural Engineering Institute of ASCE
- Council of Engineering and Scientific Specialty Boards
- International Society of Automation
- Society of Fire Protection Engineers
- Society of Naval Architects and Marine Engineers
- The Minerals, Metals and Materials Society

President Beckett Johnston called the meeting to order and welcomed all attendees, presented the agenda to the group, and asked attendees to introduce themselves.

NCEES Activity Update

President's Report

President Beckett Johnston provided an update on NCEES undertakings and highlighted committee and task force activities.

- The Committee on Education is providing support to NCEES staff as needed in the development of an educator summit scheduled for summer 2026.
- The Committee on Examinations for Professional Engineers is reviewing the Pearson white paper on the use of alternative item types and will propose E*xam Development Procedures Manual* revisions, as necessary.
- The Committee on Finances is collaborating with staff to research alternative revenue sources.
- Chair Lance Kinney, Ph.D., P.E., provided an update on the Committee on Licensure. He noted that the committee is continuing the review of the NCEES engineering licensure model and NCEES Record.
- The Mission Initiatives Task Force is working to identify new opportunities for collaboration with like organizations and reviewing current outreach efforts.
- The Structural Practice Task Force is developing a definition of significant structures for incorporation into the NCEES *Model Law* and *Model Rules*.

NCEES Exam Updates

COO Jason Gamble, P.E., reviewed current exam trends and volumes.

A second version of the Fundamentals of Engineering (FE) interactive practice exam (IPE) was launched along with a Fundaments of Surveying (FS) IPE. This initiative has been highly successful, and data shows an increase in pass rates for those who purchase and take the IPEs.

Gamble provided an update on the development of the Public Land Survey System exam and the Principles and Practice of Engineering (PE) Mechanical: Plumbing exam. Additionally, he noted that eight exams are in some stage of the Professional Activities and Knowledge Study process.

Gamble reviewed the timeline of the PE Structural breadth and depth exams. He noted that the latest issue of *Squared* with data from the 2024–25 year is available on the NCEES website.

NCEES Foundation

President Beckett Johnston provided an overview of the NCEES Foundation, including the current members of the board of directors. She then asked CEO McDowell to share additional information regarding the Foundation. McDowell noted the Foundation's funding timeline and provided links to resources for additional information.

U.K. MRA

CEO McDowell provided an overview of the mutual recognition agreement (MRA) with the United Kingdom. The objective of this agreement is to optimize mobility for chartered engineers in the United Kingdom and professional engineers in the United States. McDowell explained the role of both countries as members of the International Engineering Alliance. He provided a snapshot of the number of NCEES member boards who have adopted the MRA along with the number of applicants between the two countries.

Other Initiatives

McDowell noted the establishment of a Fraudulent Seals Working Group. He also touched on the FE Ambassador program and the FE and FS graduation cord initiative. Additional information was shared regarding the educator summit to be held as part of the ASEE annual meeting in June 2026. The Interorganizational Council on Regulation Practice Overlap document was also discussed.

Advocacy

COO Gamble led a discussion of NCEES advocacy efforts.

<u>ARPL</u>

NCEES is one of the founding members of the Alliance for Responsible Professional Licensing (ARPL), which launched in July 2019. ARPL is a coalition of national associations that represent highly complex, technical professions and their national licensing boards. ARPL was created to ensure that a unified voice for the advanced professions is heard around the appropriate level of licensure for professions and occupations. Lawmakers around the country are taking steps to weaken or even eliminate occupational licensing laws. While these laws may not intentionally target engineering and surveying, these professions are at risk of being swept

up in overly broad legislation. ARPL members include NCEES, NSPE, ASCE, and counterpart organizations in the architecture, accountancy, and landscape architecture professions.

ARPL's goal is to educate policymakers and the public on the importance of—and the need to maintain—clear, responsible licensing standards within the professions. Benefits of ARPL membership include

- Bringing together ARPL professions at the state level to share resources and provide a unified voice
- Providing national, state, and local media opportunities
- Creating coordinated resources and opportunities for member organizations
- Commissioning necessary research to support licensure

Gamble reviewed legislative and reform trends to watch in the 2026 session and highlighted the *Mills v. Arizona Board of Technical Registration* case.

NCEES President-Elect's Report

President-Elect Wilson provided an overview of his vision for 2026–27 and noted areas of focus for standing committees as well as ideas for potential task forces.

Topic of Interest Discussion

President Beckett Johnston led the group through a workshop designed to help NCEES and the POLC organizations explore collaboration opportunities aligned with the new NCEES strategic plan.

Future Meetings

President Beckett Johnston notified the group of the next meeting of POLC:

- July 29, 2026—webinar on motions to be presented at the 2026 annual business meeting

POLC Reports

Reports submitted by POLC member organizations are included at the end of these minutes.

Conclusion

With no new business to be brought before the group, President Beckett Johnston thanked all attendees for their participation and adjourned the meeting.

Report to the NCEES Participating Organizations Liaison Council (POLC)

From

The American Academy of Environmental Engineers and Scientists (AAEES)

February 2026

Introduction

The American Academy of Environmental Engineers and Scientists (AAEES) is pleased to engage with the National Council of Engineering Examiners for Engineering and Surveying (NCEES) through participation in the Participating Organizations Liaison Council and appreciates the opportunity to interact with NCEES and other engineering societies with a stake in engineering licensure.

AAEES has provided post licensure certification for environmental engineers for more than fifty years, certifying duly qualified engineers through the current title of Board Certified Environmental Engineer, or BCEE. The qualifications required for post-licensure board certification and the application process are rigorous, requiring documentation of education, experience, licensure, continuing professional development, absence of licensing board discipline and successful completion of an advanced written and/or oral certification examination.

Post-Licensure Board Certification of Engineers – Comparison to the Medical Profession

The BCEE certification of environmental engineers provides a longstanding example of a licensure/post-licensure specialty certification system that is similar to the medical profession, in which licensure of all medical doctors is required. All who practice medicine are licensed as MD's, subject to rigorous scrutiny of qualifications at that level, and are held by licensure boards to appropriate standards of practice, ethics and continuing professional development. In medicine, most MD's are also certified in advanced specialties requiring demonstration of the appropriate education, training and experience for that specialty. This is a system that has worked for many decades to protect public health, safety and welfare, as the complexity of the practice of medicine has evolved and accelerated.

The practice of engineering is no different. Licensure as a professional engineer is a rigorous first step, requiring successful completion of an academically challenging baccalaureate program, successful completion of the FE and PE examinations, and applicable and progressive engineering experience. Roughly 2/3 of applicants who are graduates of US engineering programs are successful in that process. With that rigorous process, the public is assured of a basic level of competence of licensed professional engineers, a level often termed "minimal competence". In engineering, there will always be a requirement on the part of the public for professional engineers practicing at a basic level.

In medicine, the competent and ethical practice of primary care physicians is of the utmost importance in protecting and enhancing public health and safety. Primary care physicians require a different skillset than, for example, neurosurgeons, in order to practice, and it is beyond the scope of state regulations and medical boards in individual jurisdictions to provide oversight of the technical qualifications in a proliferating number of complex advanced specialty practice areas.

The rate of change in the complexity of engineering practice has increased for decades, resulting in required qualifications in many engineering practice areas that are both deeper and broader, and more

interdisciplinary. That rate of change is not expected to slow, but rather to keep increasing. Like the medical profession, this will require in time appropriate recognition in engineering of advanced qualifications and skillsets beyond the basic level of licensure. The AAEES recognition of Board Certified Environmental Engineers provides an example and framework of how this might be accomplished in other practice areas within the engineering profession.

AAEES Support of Engineering Licensure

The American Academy of Environmental Engineers and Scientists supports NCEES and the engineering licensing boards in individual jurisdictions in maintaining and enhancing appropriate and rigorous qualification requirements for licensure as a professional engineer, for facilitating the practice of engineering in multiple jurisdictions through expedited comity and uniform continuing professional development requirements and for the continuation of licensure systems that regulate licensure as a professional engineer, with advanced qualifications recognized post-licensure through independent and rigorous processes.

Submitted by: Jeffrey H. Greenfield, PhD, P.E., BCEE

ACEC
American Council of Engineering Companies

Founded in 1906, the American Council of Engineering Companies (ACEC) is a national federation of 51 state and regional organizations representing more than 5,500 engineering firms and nearly 600,000 engineers, surveyors, architects, and other specialists nationwide. ACEC member firms drive the design of America's infrastructure and built environment.

Professional licensure is central to public trust in the work of ACEC members. ACEC values its partnership with NCEES and our mutual efforts to defend licensure for professional engineers. ACEC is actively engaged in work that supports the NCEES strategic pillars: Champion Licensure, Safeguard Public Protection, Encourage Mobility, and Foster Agility.

Championing Licensure

ACEC provides resources and support for our state member organizations (M.O.) when they contend with challenges to professional licensure in their state legislatures. Our newest resource is a video we created for our M.O.s to share with their state legislators and use as they advocate for strong licensure protections.

Several states have enacted universal licensure legislation that threatens to undermine the authority of licensure boards to review applicants and ensure that all licensed engineers in the state are fully qualified to protect public health, safety and welfare. ACEC continues to support M.O.s that are pushing back against universal licensure legislation.

The Florida House Speaker introduced a bill to phase out licensing boards. ACEC-Florida engaged and was able to push back the elimination of the Florida Board of Professional Engineers to 2033. ACEC does not expect this legislation to be enacted due to opposition from the Governor and the Senate.

The Governor of Indiana is considering merging licensing boards and ACEC and NCEES provided information to ACEC-Indiana for its advocacy on this issue.

ACEC also engaged on two court cases with implications for professional licensure. ACEC-CA filed amicus briefs in the *Crownholm* and *Chiles v. Salazar* cases. ACEC-AZ connected with NCEES on the *Mills* case.

As part of its focus on challenges to engineering licensure, ACEC has joined the American Legislative Exchange Council (ALEC) to be a voice in the room as ALEC considers policies on licensure and other key issues. ALEC is updating its model policy on universal licensure, and a key goal for ACEC is to ensure that this and related policies do not impact engineering licensure.

Safeguarding Public Protection Through Infrastructure
ACEC continually advocates for robust investment in infrastructure at the federal and state levels, including funding for safety programs, resilience improvements, and other projects that protect public health and welfare. A top priority in 2026 is the reauthorization of expiring federal surface transportation and water infrastructure programs. ACEC is seeking to sustain and grow federal funding levels, improve project permitting rules, and facilitate contracting frameworks for effective partnering between engineering firms and public agencies on transportation and water projects.

Encouraging Mobility Through Comity Licensure
ACEC supports smooth and streamlined consideration of reciprocal licenses by state licensure boards. As referenced above, several states are considering or have implemented universal licensure laws in which the essential role of the licensure board is limited. ACEC believes the engineering industry can demonstrate that universal licensure is not needed if all state boards are able to process reciprocal licenses in a timely manner. It could be helpful to identify states with best practices on comity licensure and disseminate that information.

Representatives from ACEC met with the British Embassy in November to discuss the US-UK mutual recognition agreement. ACEC state M.O.s have a variety of views on the agreement, depending in part on whether their state has adopted it. There are questions about what kind of roles British engineers would fill in the U.S. and the impacts of the different licensing processes in the two countries. This is an important conversation that ACEC National will continue to have with its state M.O.s.

Fostering Agility in Educational and Licensure Requirements
Along with the American Society of Civil Engineers and the American Public Works Association, ACEC is a founding member of the Engineering Workforce Consortium (EWC). The Consortium brings together a diverse collection of voices from government, industry, and academia to pool resources and amplify the need to expand the STEM workforce. The EWC is working with its partners to assess where it can most effectively engage with ABET regarding educational requirements and ensuring alignment with the workforce needs of engineering firms today.

AIChE POLC Report - March 2026

Center for Hydrogen Safety

- CHS continues to lead globally in hydrogen safety, expanding education, guidance, and collaborative forums across industry, academia, and government.
- Engagement remains strong, with **11,000+ webinar registrations**, **25,000+ eLearning attendees**, **250+ credentials**, **10+ global conferences**, and **5,000+ LinkedIn followers** to date.
- Hosted the **2026 CHS Europe Conference in Athens**, featuring expert training in risk assessment, infrastructure, and emerging hydrogen technologies; future events will further strengthen academic partnerships.
- Advanced public education through the **Hydrogen Safety Considerations for California** report, created with the California Hydrogen Business Council to make hydrogen safety accessible to decision makers and the public.
- Continued building workforce readiness with free educational resources, including a **$400-value lab safety course** and a robust 2026 webinar schedule (e.g., Hydrogen–Natural Gas Blending on March 31).
- Strengthened safety culture through the **Hydrogen Safety Challenge** and expanded recognition via the **Robert Zalosh Hydrogen Safety Excellence Awards**, highlighting academic and industry excellence.
- 2027 Awards: CHS has already opened nominations for the 2027 Robert Zalosh Hydrogen Safety Excellence Awards to continue highlighting excellence in safety innovation. Access the award nomination page here!

AIChE Academy

- Updated flagship Process Safety Boot Camp course
    - In 2026 we will be expanding our Boot Camp public offerings to Louisiana and Chicago
- Launched Pilot Plant Design, Construction & Operation Instructor-Led course
- Issued over 17,000 SACHE course certificates to undergraduate students through our Undergraduate Process Safety Learning Initiative
- Issued over 100 CCPSf certificates covering the fundamentals of process safety for early career professionals

RAPID

- Completed development, piloted and launched the NIST sponsored Virtual Technical and Operator Training program which resulted in the creation of five (5) on line courses targeting individuals interested in becoming chemical process operators or technicians. Four chemical companies participated in piloting the courses and more than 200 learners took the courses in 2025.
- Hosted the 5th annual ChemE Cube Competition™ at the 2025 Annual Student Conference in Boston. 54 teams competed in the virtual qualifying rounds in April 2025. A record number 23 teams designed, built, and demonstrated a mini-plant in a 1-ft cube that incorporates direct air capture technologies during the in person final competition at the Annual Student Conference
- Conducted the 2025 RAPID summer intern with 7 students.
- Formally closed out the first iteration of RAPID projects with a closure report completed in June 2025.

Report of the American Nuclear Society to the Participating Organizations Liaison Council of the National Council of Examiners for Engineering and Surveying

March 14, 2026 | San Antonio, TX

The American Nuclear Society (ANS) Professional Engineering Examination Committee (PEEC) is responsible for encouraging professional licensure of nuclear engineers. The PEEC has maintained consistent and reasonable standards for the content of the Principles and Practice of Engineering (PE) examination in nuclear engineering since 1973. To ensure adequate turnover and effective leadership, the chair of the PEEC is designated as a three-year commitment. Ms. Alexandra Siwy is the current chair; the vice-chair is Dr. Tracy Stover, who will assume the chair appointment in mid-June 2026.

This report is organized into sections that describe how ANS supports the National Council of Examiners for Engineering and Surveying's (NCEES's) proposed strategic pillars: Safeguard Public Protection, Champion Licensure, Encourage Mobility, and Foster Agility.

Safeguard Public Protection

ANS believes that professional engineering licensure is essential for the nuclear industry to maintain the highest standards of safety, reliability, and expertise. Through outreach and education, as described under the "Champion Licensure" section of this report, ANS demonstrates the unique value of licensed nuclear engineers.

While ANS has not specifically targeted policymakers in its outreach or addressed legislative threats to licensure, the PEEC is willing to support NCEES in these areas. One suggestion is to send letters signed jointly with other societies to policymakers to highlight the importance of licensure, preferably with real-life examples of where licensure made or would have made a difference to public health and safety. Examples may make the message hit closer to home.

Champion Licensure

ANS actively encourages professional licensure of nuclear engineers through several avenues. The PEEC leverages ANS-wide print and electronic media to (a) promote the value

of licensure, (b) provide an overview of the licensure process, and (c) advertise upcoming PE examination dates. Examples include the ANS monthly magazine, *Nuclear News*; broadcast email; the *Nuclear Newswire* blog; online collaboration tools; the ANS Webinar program; and the ANS Nuclear PE website (**https://www.ans.org/pe/**).

Members of the PEEC also regularly attend ANS Student Conferences and Young Professionals Congress meetings to enhance the awareness of the Fundamentals of Engineering (FE) and PE examinations, and licensure in general. At these meetings, PEEC members interact with students and young professionals at informational booths, present at Lunch-and-Learn Sessions, and distribute promotional flyers. The PEEC introduced a new outreach strategy at the ANS Student Conference at the University of New Mexico in April 2025: the PEEC sponsored a raffle of FE Exam study materials in exchange for students' email addresses. This provided a direct connection for periodic, targeted outreach to an important audience for the FE and PE exams. The PEEC plans to carry this successful initiative forward, including at this year's ANS Student Conference at Texas A&M University to be held April 16-18, 2026.

In addition, some PEEC members take the initiative to distribute information about the PE examination and licensure at their respective places of employment. Recent examples include annual panel discussions featuring Professional Engineers (P.E.s) at the U.S. Nuclear Regulatory Commission (NRC) where the NRC staff and summer interns are informed about what it means to be licensed, reasons to pursue licensure, the licensure process, examination preparation, and available resources; promotional seminars at the Department of Energy's Savannah River Site; and courses offered by a PEEC member at North Carolina State University.

Much of the information the PEEC presents draws upon the resources in the NCEES Speaker's Kit, which has been a valuable and much-appreciated resource.

The PEEC has also played a pivotal role in providing study material for industry candidates desiring to take the PE nuclear engineering examination. ANS offers an online Nuclear PE Examination Preparation Module Program with over 130 tutorials aligned to NCEES specifications as well as a study guide. PEEC volunteers are also instrumental in developing the NCEES PE Nuclear Practice Examination.

In summary, ANS strongly supports the "Champion Licensure" strategic pillar and would be happy to further collaborate with NCEES in this area.

Encourage Mobility

ANS supports initiatives that reduce friction in the licensing process and promote portability; in ANS's view, portability increases the value of licensure for engineers. During webinars and presentations at colleges and PEEC members' workplaces, ANS informs attendees about comity at a high level and encourages attendees to use the NCEES continuing professional competency tracker.

ANS is willing to support NCEES in other ways to help encourage mobility, as appropriate.

Foster Agility

The PEEC is committed to ensuring examination content reflects the current state of practice. To that end, the PEEC secured broad industry representation -- crucially, in formerly underrepresented areas of the industry -- for the January 2026 PE Nuclear Survey Creation Meeting to kick off an accelerated Professional Activities and Knowledge Study (PAKS) process. The PEEC also strives to provide examination development volunteers from a representative cross-section of the industry.

ANS encourages professional growth by offering professional development hours to individuals who attend sessions at ANS conferences; participate in ANS courses or webinars; or who author papers, articles, or books that are published by ANS.

In addition, ANS launched two initiatives beginning in 2024 to help bridge workforce gaps in the nuclear industry and address the growing demand for qualified professionals in the field. First, ANS has developed three 16- to 32-hour certificate courses that focus on specific areas of interest within the nuclear sector and plans to build additional courses in the future, guided by the needs of the nuclear industry.

ANS also developed the Certified Nuclear Professional (CNP) certification. The CNP is intended for individuals who have at least two years of professional experience in the nuclear industry and are seeking to validate their knowledge and commitment to excellence in this critical field. The certification is well-suited for early to mid-career professionals working in areas such as nuclear operations, regulatory compliance, quality assurance, safety, or project management. Depending on one's career path, the CNP could also be viewed as an intermediate step between a four-year engineering degree and a P.E. license. For example, a nuclear engineering graduate may choose to pursue the CNP as a career booster while working toward a P.E. license, or a non-nuclear engineering graduate

may pursue the CNP to help them enter the nuclear field, and after obtaining the requisite experience, take the nuclear engineering PE examination.

The PEEC is working with the ANS Certification and Workforce Development Committee (CWDC) to capitalize on the advertisement for the certificate courses and CNP by ensuring the P.E. is highlighted alongside the new programs. The ANS CWDC's work appears to dovetail with NCEES's goals of supporting lifelong professional growth and supporting diverse career growth. ANS would gladly support related efforts on the licensure pathway and licensure requirement front with direction from NCEES.

Conclusion

ANS thanks NCEES for its support and interest, especially in the matter of ensuring examination quality. We appreciate the NCEES-sponsored opportunities over the last several years for Group II examination committee meetings. We look forward to continuing examination development activities and improving nuclear safety standards across the industry.

Respectfully submitted,

Alexandra Siwy, P.E., ANS PEEC Chair

Stanley H. Levinson, Ph.D., P.E., co-ANS POLC Representative

Zhegang Ma, Ph.D., P.E., co-ANS POLC Representative

ASABE POLC Report on 2025 Activities
February 2026

ASABE Membership Profile
ASABE has 7,336 total members (as of December 2025), with 5,080 full members and 2,256 student members. Approximately 27 percent of nonstudent members hold PE registration in one or more states.

Venues for Licensure Discussion
ASABE Engineering Licensure Committee (ASABE EOPD-414) met for our regular business meeting (virtual) July 22, 2025.
ASABE Engineering Licensure Committee (ASABE EOPD-414) met virtually for a working session (item writing, reference manual and practice exam updates), August 11-12, 2025.
ASABE EOPD-414 Winter Item Writing Workshop was hosted by NCEES, February 16-17, 2026.

Committee Assignments
The chair of the ASABE Professional Engineering Institute 2024-2025 was Quenton Schneider, PE; PEI chair 2025-2026 is Brady Lewis, PE; Thomas Dodd, PhD, PE, chairs the ASABE EOPD-414 Professional Licensure committee; and Mark Wilkens, PhD, PE, chairs the ASABE EOPD-204 ABET accreditation committee. EOPD-414 past chair Anthony Doss, PE, is the ASABE representative to NCEES EPE, and ASABE Past President Dana Porter, PhD, PE, represents ASABE on NCEES-POLC. ASABE member (and past member of our Board of Trustees) David Jones, PhD, serves on the ABET Board of Delegates; ASABE member Thomas Brumm, PhD, serves on the ABET Engineering Technology Area Delegation.

Examinations
Most students and graduates from ABET-accredited Agricultural and Biological Engineering programs sit for the Other Disciplines (OD) module of the NCEES FE examination. Historically, the FE OD exam has had pass rates ranging from 77 percent to 85 percent for first-time takers. Of the 433 examinees in the July-December 2024 period, 40 individuals self-reported to be from Biological (non-Biomedical) programs. Pass rates for examinees was 67% for the Other Disciplines exam; pass rate was 70% for Biological Engineering examinees.

The Principles and Practice Exam for Agricultural and Biological Engineering was administered in October 2025. Pass rate for 33 first-time examinees was 91%; one (of one) repeat examinee also passed (100% pass rate).

ASABE EOPD-414 Engineering Licensure committee is responsible for maintaining and enhancing professionalism of the members of ASABE by providing services related to the Principles and Practice of Engineering (PE) Exam for Agricultural and Biological Engineering.

Licensure Promotion and Encouragement
ASABE promotes professional licensure in a variety of ways, including helpful resources and links on the ASABE Career page on their website, https://www.asabe.org/Careers; active volunteer support on the ASABE Engineering Licensure Committee, Young Professionals Community, Professional Engineers Institute (PEI), Professional Ethics Committee; and continuing education opportunities.

- ASABE EOPD-414 Engineering Licensure Committee promotes engineering licensure by preparing the PE exam and providing preparation materials for examinees, and it protects the licensure process for future Professional Engineers.
- Webinars and other examinee preparation resources are made available by the ASABE Professional Engineers Institute and Young Professionals Community. These resources are promoted through the ASABE website, as well as in ASABE member communications and president's updates at section meetings, student rallies and other activities (examples are listed above).

- Sessions encouraging engineering licensure (encouraging students to take the FE exam and providing guidance on steps to engineering licensure) are held at ASABE Annual International Meetings. PEI, the Dale Wm. Zimmerman PE Fund of the ASABE Foundation, and the ASABE Board of Trustees have partnered to provide incentives for first-time examinees: 1) reimbursing Agricultural and Biological Engineering PE Exam registration fees up to $300; and 2) giving $150 to examinees to be used in any way they see fit. Repeat candidates can receive the $150 incentive payment. ASABE also has a mentoring program to match individuals who plan to take the PE exam with engineers who have relatively recently passed the exam.

The Professional Engineering Institute of ASABE (PEI, with 110 members), a not-for-profit professional and technical institution within ASABE, strives to foster the ideals of the professional engineer and to help the public understand the diverse and unique knowledge base of agricultural and biological engineers. PEI annually recognizes a licensed engineer who has made outstanding contributions to the engineering profession, the public welfare, and/or humankind with the PEI Professional Engineer of the Year Award. Some EOPD-414 members active in PEI also are active in ASABE's Engineering Ethics committee; promotion of licensure and ethics are integral to promotion of professionalism.

Examples of licensure promotion and support include the following:
The 2025 ASABE Annual International Meeting was held in Toronto, Ontario, Canada July 13-16, 2025. Licensure support activities at this meeting included:

- Professional Development Hours available through technical sessions, workshops, and tours.
- Engineering Ethics subject matter was addressed in the following technical sessions:
    - Engineering Ethics across Cultures (PDH certificates and documentation were provided)
    - Order of the Engineer Ceremony with keynote speaker

ASABE Section Meetings (State and Regional Sections of ASABE) offered Professional Development Hours for technical content and ethics content. These are great opportunities for members who do not attend the Annual International Meetings.

Continuing Education

In addition to free services (including subject matter review webinars) to assist examinees in preparing for the Principles and Practices Examination (PE Exam) for Agricultural and Biological Engineering, ASABE offers a variety of continuing education opportunities. Virtual offerings include periodic "Member Hour" webinars and podcasts, as well as virtual conferences. In-person training includes Continuing Professional Development workshops and technical sessions at ASABE Annual International Meetings, specialty conferences and section meetings (some of which are listed above). Student poster and oral presentation competitions in technical sessions and student ethics essay and video competitions encourage engagement of students with professionals/mentors.

Standards

ASABE's Standards program thrives due to dedicated efforts of ASABE staff and committee members and support of industry partners. The committee work is driven by approximately 1,800 volunteer positions. The 2025-2026 ASABE Standards CD includes 288 published standards, with 31 active projects. In comparison, the 2004 Standards collection comprised 217 standards. Additionally, ASABE has adopted 62 ISO Standards as American National Standards; in 2004 there were four such national adoptions. In the U.S., the right to nationally adopt ISO Standards is granted to the organization who administers the U.S. position for a specific ISO Technical Committee or Subcommittee. ASABE currently has responsibility for 15 ISO/US Technical Advisory Groups (TAGs); in 2004, ASABE administered two TAGs. ASABE is accredited by the Standards Council of Canada and is able to develop National Standards of Canada in much the same fashion as are the currently develop American National Standards under ASABE accreditation by the American National Standards Institute.

Publications

ASABE published 4 peer reviewed journals: *Journal of the ASABE; Applied Engineering in Agriculture; Journal of Agricultural Safety and Health*; and our new open access online only *Journal of Natural Resources and Agricultural Ecosystems.* Special collections within these journals highlight emerging issues and specialty conferences. *Resource* magazine features trends, technologies, issues, and applications, and member newsletters (including *Inside ASABE*) feature a variety of updates and opportunities.

K through 12 STEM Programs

ASABE reaches students and educators throughout the year through staff- and member-led activities. The Society produces printed and digital career-related materials that include flyers, brochures, and special issues of *Resource* magazine that focus on careers in agricultural and biological engineering and technology. We support DiscoverE and the National FFA organization and participate in their events and programs. ASABE members serve as judges in local/regional Future City events and in the Future City Finals competition.

Diversity Efforts

ASABE supports community engagement and a welcoming environment. Our BIPOC community (Black, Indigenous and People of Color) focuses on networking, mentoring, and professional development opportunities. The IDEA (Inclusion, Diversity, Equity, and Access) major award promotes on Inclusion, Diversity, Equity, and Access. ASABE membership demographics survey reflects approximately 32% Asian; 32% White; 20% Black/African/African-American; 7% Hispanic; 4% Middle Eastern/North African; and 1% American Indian or Pacific Islander. Seventy-nine percent of members are from the US and Canada; 21% are international.

Engaging Membership

The ASABE Board of Trustees and Membership Department prioritize engaging students and have increased student memberships. ASABE sponsors 11 competitions for undergraduate students and seven competitions for graduate students; two scholarship programs for undergraduates and one fellowship for graduate students; and three major awards for students. Graduate students and early career professionals (under the age of 35 years) are encouraged to participate in the Young Professionals Community, as well as committees and other activities. Fifty percent of members are under the age of 34 years, and over 45% of participants in recent Annual International Meetings are under the age of 34.

Strategic initiatives, including the Circular Bioeconomy Systems Institute and the Alliance for Modernizing African Agrifood Systems, extend opportunities and engagement with global, cross-disciplinary and cross-community stakeholders to address issues of critical, global importance. The Agricultural Technologies and Systems Management Engagement Task Force (established in 2024) is working to address broader workforce needs and expansion of engagement with applied engineering and technology students and professionals.

Respectfully submitted by Dana Porter, PhD, PE, ASABE Representative to NCEES-POLC


ASABE
ANNUAL
REPORT
2024
2025

FROM THE PRESIDENT

It is my privilege to present the 2024–2025 Annual Report of the American Society of Agricultural and Biological Engineers. This report reflects a year defined by vision, transformation, and action—guided by our campaign theme, *Leading the Future.*

Our Society has taken bold steps to shape a future-focused culture, one where innovation, inclusivity, and long-term impact guide our decisions.

This year, we further defined the Strategic Initiatives Council to champion cross-community collaboration and create space for new member-driven initiatives. The Council recently approved a process for submitting initiatives and will activate the first request for proposals at the 2025 annual meeting.

We have continued to expand the influence and effectiveness of both AMAA and CBSI—two critical initiatives for our growth and relevance.

I had the privilege to host both the Foundation Board and Society Board of Trustees in New Holland, Pennsylvania, for our fall meetings.

We dedicated a full day for a workshop, guided by an outside consultant, in which we challenged our current orthodoxy, defined the most significant issues facing the Society, and evaluated outcomes to establish our current vision of success over next five to ten years. As you would expect, the discussion was very dynamic, but we established a process that can live well beyond this initial workshop.

A defining highlight of the year was our emphasis on innovation. From celebrating cutting-edge advancements through the AE50 and Davidson Prize awards to elevating student engagement at events like AETC, local section meetings, and regional student rallies, we demonstrated that ASABE continues to be a platform where great ideas take root and flourish. We also proudly maintained our commitment to offering free membership to students, ensuring that the next generation of leaders has every opportunity to thrive within our Society.

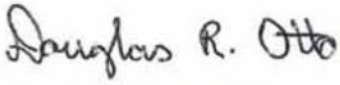
Following the 2024 Annual Meeting, in Anaheim, I had the privilege to participate in several local section and student rally meetings. These events have given me a chance to tour your facilities, experience your work firsthand, and meet your full collaboration teams.

The opportunity to support your local effort and to build relationships with your teams has been the most rewarding experiences of my term as your president.

Leadership transitions have also shaped our year. We bid farewell to Darrin Drollinger with sincere gratitude for more than 14 years of dedicated service, and we welcomed Cedric Calhoun as our new executive director. Cedric, who came on board in May 2025, brings deep experience in association leadership and stakeholder engagement, and we are confident in his ability to guide ASABE through the exciting opportunities ahead.

I remain deeply inspired by the energy, creativity, and dedication of our members. Your contributions—whether through research, mentorship, advocacy, or service—continue to elevate our profession and deepen the value of our Society.

Thank you for your commitment to ASABE. Together, we are leading the future of agricultural and biological engineering and technology.



DOUGLAS R. OTTO

ASABE President 2024–2025

The American Society of Agricultural and Biological Engineers continues to lead the profession in developing standards, fostering innovation, and building the next generation of engineering leaders dedicated to advancing food, water, energy, fiber, and environmental systems. This year saw growth in activities and initiatives that position ASABE at the forefront of creating sustainable solutions for agricultural technology, directly contributing to our vision of ensuring all people have access to the essential resources needed to thrive.

Through our commitment to engineering excellence in these critical areas, we are building pathways toward a world where food security, clean water, renewable energy, sustainable fiber production, and environmental protection are accessible to everyone.

In May 2025, we welcomed Cedric Calhoun as our new executive director, succeeding Darrin Drollinger, whose retirement brought to a close nearly 15 remarkable years of service to the Society.

Calhoun brings extensive association management experience to guide ASABE into its next chapter of growth and innovation.

Officers and Trustees 2024–2025

Douglas R. Otto, PE, President
Dana O. Porter, PE, Past President
Sherry L. Hunt, President-Elect
Gary E. Seibel, Treasurer
Darrin J. Drollinger, Executive Director (to April 2025)
Cedric Calhoun, Executive Director (May 2025)

Trustees

Gayle C. Baker, PE
Bethany A. Bertsch, PE
Mari S. Chinn
Travis J. Esau
Oladiran O. Fasina
Carol L. Jones, PE
Kyle R. Mankin
Bradley P. Marks, PE
Travis S. Tsunemori
Mark R. Wilkins

Publications Excellence

Journal Performance and Impact
Our publications continue to demonstrate strong performance in the academic community:

- *Journal of the ASABE* (formerly *Transactions of the ASABE):* Impact Factor 1.2*
- *Applied Engineering in Agriculture:* Impact Factor 0.8*
- *Journal of Agricultural Safety and Health:* Impact Factor 0.9* (second year with impact factor)
- *Journal of Natural Resources and Agricultural Ecosystems:* Our newest open-access publication enters its third volume

Special Collections and Recognition
We are currently highlighting four special collections that address critical industry challenges:

- Regenerative Agriculture
- Water Quality Monitoring: Technologies and Data Stewardship
- Sustainable Groundwater in Agriculture
- Ecosystem Evapotranspiration: Advances, Challenges, and Future Needs

We continue to recognize excellence through various awards, including ITSC Paper Awards, Outstanding Reviewers Recognition, Outstanding Associate Editors Recognition, and Superior Paper Awards.

Professional Development
Journal editors conducted continuing professional development (CPD) classes at the 2024 Annual International Meeting, certifying attendees as ASABE journal reviewers. These well-attended sessions, based on positive feedback from previous years, strengthen our peer review community.

Career Showcase
The September/October issue of *Resource* magazine celebrated career opportunities in agricultural and biological engineering. The issue featured stories about graduates from numerous academic programs, technical specializations, and employers. The 2025 career issue will focus on capstone projects, the culminating achievements in agricultural and biological engineering education.

**2023 publication year, the most recent data available.*

ASABE Standards 2024–2025
284 standards published, 32 projects, 15 ISO committees

ISO Activities
456 published, 50 under development as approved projects

Thank you to our supporters

Standards and Technical

ASABE continues to lead the profession in developing standards, fostering innovation, and building the next generation of engineering leaders. This year marked significant transitions and groundbreaking initiatives that position ASABE at the forefront of agricultural technology advancement.

Biocarbon Standards: Leading Carbon Sequestration Innovation
In partnership with the US Biochar Initiative, ASABE is developing comprehensive standards that define biochar properties and establish testing methodologies. Through Technical Committee ES-238, we serve as the US Technical Advisory Group to ISO Technical Committee 238, providing American leadership in global pyrogenic biocarbon standards development. This work directly supports climate change mitigation efforts through carbon sequestration technologies.

Specialty Crop Harvest Equipment: Ensuring Food Safety Excellence
Responding to FDA concerns regarding specialty crop equipment, ASABE is collaborating with the Association of Equipment Manufacturers to establish hygienic design standards for direct-to-consumer specialty crop production equipment. These standards provide manufacturers with clear guidelines while ensuring the highest food safety standards from farm to consumer.

Targeted Spray Application Systems: Advancing Precision Agriculture
We are defining performance standards for targeted spray application systems designed for row-crop, boom-type sprayer configurations. These standards support sustainable farming practices through reduced chemical usage and improved environmental protection while providing essential guidelines for EPA evaluation of advanced spray technologies.

Agrivoltaics Terminology: Standardizing Dual-Use Solar Technology
In collaboration with the Solar Energy Industries Association, ASABE is establishing uniform terminology and definitions for agrivoltaics—the innovative integration of solar energy generation with agricultural production. As this technology expands globally, our standards provide the foundation for clear communication among farmers, solar developers, researchers, and policymakers.

Community Engagement

Student Rallies
ASABE regional rallies give our student members opportunity to roadtrip with a purpose. Attendees gather at a host campus for a weekend filled with professional and social activities, learning, fun, and community building.

2024 Rallies and Hosts
Midwest Rally • University of Wisconsin – Madison
Southeast Rally • Texas A & M University
California/Nevada • Cal Poly San Luis Obispo and the California/Nevada section of ASABE

2024 Meetings & Conferences

Annual International Meeting
Anaheim, California • July 28-31 • 1,596 attendees

Agricultural Equipment Technology Conference
Louisville, Kentucky • February 11-14 • 159 attendees

AETC Celebrates 30 Years
The Agricultural Equipment Technology Conference (AETC) reached a milestone in 2025, marking three decades of excellence in advancing agricultural innovation. The annual gathering unites leading professionals from industry and academia, fostering dynamic exchanges of technical information that have positioned AETC as a cornerstone of agricultural equipment innovation—and made it the ideal setting for presenting our prestigious AE50 awards.

In recent years, thanks to support from Industry and the ASABE Foundation, many undergraduate and graduate students have been able to attend AETC.

Student Rally Leadership Networking Program

Now entering its fourth year, the Student Rally Leadership Networking Program (SRLNP) continues to cultivate future leaders.

Participation and support tell the success of the program. This year, 14 students participated in the program, bringing the total to date to more than 30. In addition, every member of the 2024–2025 International Student Branch executive board is a former SRLNP participant. Initially launched with ASABE Initiative funding, SRLNP now benefits from increasing university support.

The program facilitates networking opportunities at our annual meeting while empowering students to broaden their professional understanding, recognize the value of professional development, and generate innovative ideas for local branch engagement.

Yes, I Can!

Our booth at the annual FFA Expo, staffed by ASABE volunteers, helps youngsters see themselves in STEM careers, leading the transformation in robotics, artificial intelligence, and other exciting innovations. As interest grows in those spaces, ASABE leans into its own leadership role not only in engineering education but also allied programming in agricultural systems and technology management.

Member Retention

77%

4-year average – 81%

Member Age

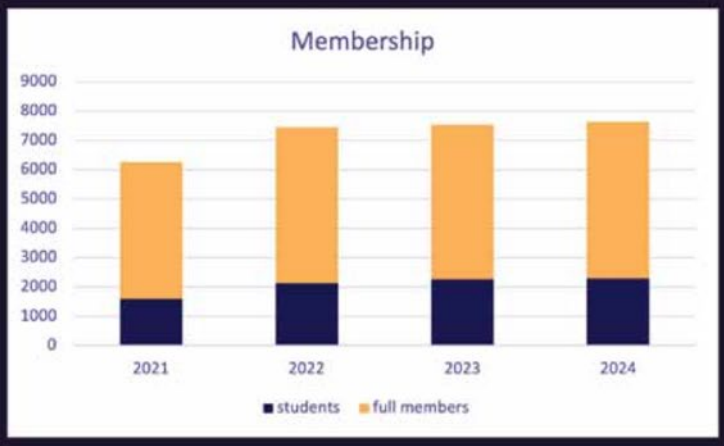
61.5 years

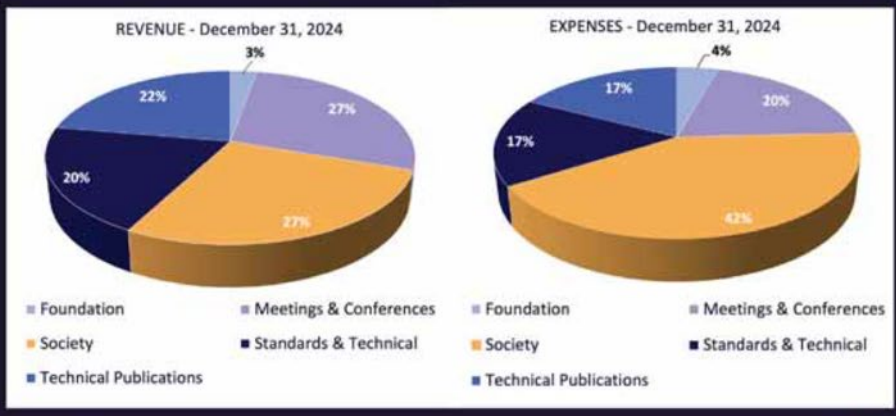
Mean, excluding undergraduate students

Gender

Male 74% • Female 21% • Undeclared 5%

Membership Trends





STATEMENT OF FINANCIAL POSITION

December 31, 2024 and 2023

	2024	2023
ASSETS		
Cash	$1,612,586	$2,150,939
Accounts Receivable	5,218	15,160
Book Inventory	59,380	56,801
Prepaid expenses	97,337	3,648
Due from (to) inter-fund (other)	118,271	(259,655)
Property & Equipment	166,657	180,959
At cost, less $1,319,162 accumulated depreciation		
Total Assets	**$2,059,449**	**$2,147,852**
LIABILITIES AND FUND BALANCE		
Accounts Payable & Accrued Expenses	642,176	623,172
Unearned Revenue: Dues & Sales	660,893	768,300
Fund Balance	756,380	756,380
Total Liabilities and Fund Balance	**$2,059,449**	**$2,147,852**
RESTRICTED RESERVE BALANCE	**$2,572,428**	**$2,533,733**
REVENUE	4,414,365	4,162,845
EXPENSES	4,532,636	3,903,190
SURPLUS (LOSS)	**($118,271)**	**$259,655**

The ASABE Foundation is a steadfast source of support for the Society and the profession, facilitating recognition programs like Fellows (2025 class pictured above), as well as student competitions that encourage future leaders of the profession. Scan the QR code at right to learn how you can join this enthusiastic community.

ASABE Foundation

So valuable is our 1/4 Scale Tractor Student Design Competition that many alumni are now on the steering committee and return each year to help judge the contest—and recruit new talent for their employers.

Ayden Kemp, shown here at his internship with NASA's Johnson Space Center, was the 2024 winner of the KK Barnes Paper Award, one of 60 awards supported by the ASABE Foundation.


LOOKING FORWARD
ASABE's activities over the past year reflect our commitment to anticipating industry needs and emerging technologies. Through strategic partnerships with organizations like the US Biochar Initiative, AEM, SEIA, and EPA, we continue to build bridges between cutting-edge research and practical implementation.
Our standards development work in biocarbon, food safety, precision agriculture, and renewable energy positions ASABE not just to keep pace with innovation, but to enable it.
As we move forward under new executive leadership, we remain dedicated to advancing agricultural and biological engineering excellence while fostering the next generation of industry leaders.
ASABE
American Society of Agricultural and Biological Engineers

ASCE 2026 Report to the
NCEES PARTICIPATING ORGANIZATIONS LIAISON COUNCIL (POLC)

Supporting professional licensure is integral to the American Society of Civil Engineers' (ASCE's) mission to advance civil engineering and protect the public health, safety, and welfare. Of the many committees supporting the mission of this Society, ASCE has a standing committee that reviews and proposes policy related specifically to the profession. Other committees deal routinely with the aspects of licensure, i.e., accredited education, the body of knowledge required for practice, certification, and experience.

An abridged summary of select ASCE's programs dedicated to furthering our mission of supporting licensure are summarized below:

I. Safeguarding Public Protection

ASCE strongly supports professional licensure and actively encourages all civil engineers to become licensed. ASCE has numerous programs to support licensure and the protection of the public's health, safety, and welfare. Some of these include:

a. Policy Statements – ASCE has ten (10) policy statements that address various aspects of licensure and help it to promote licensure. In 2025, ASCE updated three (3) policies: PS 432 Licensure Examinations, PS 524 Advanced Credentialing within the Civil Engineering Profession, and PS 559 Licensure of Civil Engineering Faculty.

   In 2026, ASCE is in the process of reviewing and updating the following three (3) policies: PS 130 Licensure of Professional Engineers, PS 464 Professional Licensure Mobility, and PS 547 Engineering Experience for Professional Licensure.

   All of ASCE's policy statements can be viewed on our website at https://www.asce.org/advocacy/policy-statements.

b. ASCE's Committee on Licensure Innovation (CLI) promotes the licensure of civil engineers, collaborates with key stakeholders such as the Alliance for Responsible Professional Licensing (ARPL), and actively monitors, supports, and encourages licensure activities and policies. Through this work, the committee advances all four

pillars by upholding public protection, strengthening and championing licensure, reducing friction in mobility, and fostering an agile, future-ready licensure system.

c. Published Resources – including:

- "Guidance on Licensing and Ethical Responsibilities for Civil Engineers" provides guidance on the licensing process, the importance of licensure, and technical and ethical responsibilities of licensed civil engineers. https://www.asce.org/-/media/asce-images-and-files/career-and-growth/ethics/documents/licensing-ethics-guidance.pdf

- "Guide to Professional Engineering Licensure for the Construction Engineer" is intended to assist the engineer working in construction in the process of pursuing licensure as a Professional Engineers. https://www.asce.org/-/media/asce-images-and-files/communities/institutes-and-technical-groups/construction/documents/construction-engineering-pe-guide.pdf

d. A Question of Ethics – The Society maintains a column offering authoritative examination of ethical conduct cases related to the profession and practice. Published 6 times per year, these articles are available in *Civil Engineering* magazine and on our website. https://www.asce.org/career-growth/ethics/question-of-ethics

e. FE and PE Examination Preparation – ASCE offers guidance on taking and passing the Fundamental of Engineering (FE) Exam. https://www.asce.org/education-and-events/explore-education/fe-exam. The Society also supports online review courses to help those taking the Principle and Practice of Engineering (PE) Civil Examinations. https://www.asce.org/education-and-events/explore-education/pe-exam-reviews

f. Accreditation – Through its membership in ABET, Inc., ASCE supports accreditation of engineering degree programs, a vital cornerstone of licensure requirements in most jurisdictions. ASCE is the lead society supporting the Engineering Accreditation Commission for all civil engineering, architectural engineering, construction engineering and co-lead society for ecological engineering. ASCE also supports the Engineering Technology Accreditation Commission as the lead organization for civil engineering technology, architectural engineering technology, and construction engineering technology programs accredited through ABET. Not only does ASCE help ABET develop and establish program criteria in those areas, but it actively recruits,

trains, and coordinates volunteer program evaluators assignments for program accreditation assessment annually.

g. Recognition – ASCE's Walter LeFevre Award is made annually to a program at an academic institution that offers an ABET accredited civil or related undergraduate engineering program. Recipients are recognized for their actions in promoting licensure, ethics, and professionalism, and ASCE membership is not a consideration for this award. In addition, many of ASCE's awards require the individuals who are recipients to be licensed. https://www.asce.org/awards/

In 2025, it was awarded to The **Department of Civil & Systems Engineering at Johns Hopkins University** for undertaking a curriculum redesign in 2020 that has enhanced its focus on licensure, professionalism, and ethics. The program instituted a requirement that all students take the Fundamentals of Engineering (FE) exam prior to graduation. Junior year students take a career-oriented course that culminates with students submitting entries to the annual Daniel Mead Prize by answering an essay prompt on ethics. JHU students have won the technical paper competition in the Mid-Atlantic East Symposium for the past three years. By weaving certain fundamentals into traditional courses and integrating others together, they freed up curriculum space for topics related to engineering licensure, ethical decision-making, and professionalism in the workplace.

II. Vision for the future of the civil engineering profession

a. Civil Engineering Body of Knowledge

The 3rd edition of ASCE's *Civil Engineering Body of Knowledge for the 21st Century* (CEBOK) was published in 2019. The CEBOK defines the knowledge, skills, and attitudes necessary for the practice of civil engineering in responsible charge. It is comprised of outcomes accomplished through formal education, mentored experience, and self-development.

ASCE continues work on the development of the 4th edition of the Civil Engineering Body of Knowledge, which outlines the knowledge, skills, and attitudes necessary for the practice of civil engineering. The third edition included outcomes related to professional attitudes, professional responsibilities, ethical responsibilities, and lifelong learning. The development of the 4th edition has focused on how to more

effectively relate and apply these and other outcomes to the practice of civil engineering.

https://www.asce.org/career-growth/cebok

b. Engineer Tomorrow

ASCE's Engineer Tomorrow initiative is focused on ensuring that today's civil engineers gain the necessary knowledge, skills, attitudes, and experience to sustain the profession in the future. For decades, ASCE has been central to examining and shaping civil engineering education. Through its forward-thinking *Civil Engineering Body of Knowledge: Preparing the Future Civil Engineer,* ASCE has defined the knowledge, skills, and attitudes that civil engineers need for exercising responsible charge in the practice of civil engineering.

Complex challenges facing 21st-century society require professional civil engineers to advance their technical excellence and leadership to continue to protect the public. Future civil engineers will need to master new fields; such as sustainability, computer applications, advanced materials, nanotechnology.

While the knowledge, skills and attitudes needed to practice civil engineering have increased steadily, the educational standards for our profession have remained virtually unchanged for decades. The current engineering education will not be sufficient to prepare civil engineers to address the civil engineering challenges of the future. https://www.asce.org/initiatives/engineer-tomorrow

c. Civil Engineering Technologist Body of Knowledge

ASCE developed the *Civil Engineering Technologist Body of* Knowledge (CET-BoK) to describe functional areas in which a civil engineering technologist might work, and the skills required to perform in those areas at a professional level. The CET-BoK was published in 2019 and may be downloaded for free from the ASCE Library at https://ascelibrary.org/doi/book/10.1061/9780784415382. In addition, ASCE is the lead society within ABET for accreditation of programs in civil engineering technology, architectural engineering technology, and construction management technology.

While there is a well-developed civil engineering body of knowledge that defines the knowledge, skills, and attitudes needed for professional civil engineering practice, there is no equivalent description of the body of knowledge that a Civil Engineering Technologist should have to be considered competent in that role. There are formal international agreements that provide information about engineering technologists, but that information was developed for accreditation – not as a foundation for a body of knowledge. In addition, the international agreements have not been found to align well with United States practice and are not sufficiently specific to inform at a body of knowledge level.

III. Champion Licensure

a. Civil Engineering Certification

Civil Engineering Certification, Inc. (CEC), a separately incorporated and wholly owned subsidiary of ASCE, was established in August 2004 to support professional certification for civil engineering specialties. The American Academy of Water Resources Engineers (AAWRE), the Academy of Geo-Professionals (AGP), the Academy of Coastal, Ocean, Port & Navigation Engineers (ACOPNE), the Utility Engineering and Surveying Certification Board (UESCB) and the newest administrative unit established in 2026 to oversee the new CE-C, Civil Engineer, Certified early-career, cross-specialty certification were created and are led by CEC.

Board certified engineer credentials are awarded by these administrative units to professional engineers who demonstrate fulfillment of the specialized bodies of knowledge in their respective areas of civil engineering. Requirements include licensure as a professional engineer, advanced education, ten years' experience beyond the undergraduate engineering degree, and a commitment to professional development and ethics.

Engineers who earn the CE-C (Civil Engineer, Certified) credential have demonstrated mastery of the foundational concepts outlined in the Civil Engineering Body of Knowledge (CEBOK)—competencies that apply across all civil engineering specialty areas. Eligibility requires holding a P.E. license, completing an undergraduate engineering degree, demonstrating a commitment to ethical practice

and ongoing professional development, fulfilling an experiential activity checklist, and passing the CE-C online examination.

Information on all CEC certifications and their requirements can be found at: https://www.asce.org/certification

b. Certificate Programs

ASCE continues to develop and offer course series in specific technical and professional skills areas of civil engineering, in the form of certificate programs. In January, a new certificate program series on leadership fundamentals for early career engineers was launched. Currently available programs can be found here: https://www.asce.org/education-and-events/explore-education/certificate-programs.

V. Other ASCE Initiatives

a. Communications and Legislative Activities

ASCE government relations staff monitors legislative and regulatory trends at the federal, state, and local level and watches for new developments in efforts to erode all occupational and professional licensure. ASCE staff works with local ASCE groups and members to oppose new state legislative proposals that could weaken or otherwise threaten the contribution of P.E. licensing to the health, safety, and welfare of the public.

Additionally, ASCE is a member of the Alliance for Responsible Professional Licensing (ARPL). The Alliance promotes a balanced approach to professional licensing and aims to educate policymakers and the public on the importance of high standards, rigorous education, and extensive experience within highly complex, technical professions that are relied on to protect public safety and enhance public trust.

In March 2025, ASCE released its latest version of the Report Card for America's Infrastructure. In it, ASCE assessed and assign national grades to 18 infrastructure categories and provide recommendations on how to improve the state of America's infrastructure networks.

The report card awarded an overall grade of "C" grade to nation's infrastructure, highest overall score in the history of the publication. For the second consecutive

report, Report Card grades show that U.S. infrastructure is trending in the right direction thanks to comprehensive support, innovative solutions, and bold leadership. Continued action will further improve these networks, unlocking the full potential of our nation's economy and creating opportunities for all Americans. The full report can be found here: http://www.infrastructurereportcard.org

b. ASCE's Cities of the Future

In February 2024, ASCE and MacGillivray Freeman Films released a new film inspired by ASCE's Future World Vision initiative: *Cities of the Future*. The movie explores the key trends featured in ASCE's Future World Vision initiative – climate change, renewable energy, high-tech construction materials and methods, renewable energy, smart cities, and public policy – and how the intersection of those trends and the decisions we make today will reshape cities far into the future.

Featuring five young ASCE members working to solve the world's most pressing challenges with inspiring solutions, the film also follows a team of middle school students as they compete in the Future City Competition and uses jaw-dropping CGI and the immersive size and sound of the IMAX experience to allow audiences to "step into the future."

Cities of the Future is currently playing in select museum and science center theatres across the United States and numerous international markets. It is being used by regional ASCE groups as an opportunity to organize screenings and related outreach events to showcase the vital role and exciting career opportunities offered for systems engineering of civil infrastructure.

https://citiesofthefuturefilm.com/#about

c. ASCE's Future World Vision

ASCE has undertaken a rigorous examination of future macrotrends that will impact the infrastructure 10, 25, and 50 years down the line. ASCE's Future World Vision is an interactive, immersive experience exploring the built environment of 2070. https://www.futureworldvision.org Identified trends for the project include alternative energy, autonomous vehicles, climate change, smart cities, high-tech advanced materials, and policy and funding. The website provides an interactive experience and highlights six (6) key trends that will impact us and the systems we build: alternative energy, autonomous vehicles, climate change, smart cities, high-

tech construction, and policies and funding. It also provides an interactive, desktop application so a person can visit and interact in the city of the future.

The goal of the project is to thoroughly understand the implications of these trends on the profession and help civil engineers prepare themselves, and the build environment, for what lies ahead.

d. Civil Engineering Technology

Noted previously, ASCE is active in helping establish criteria for CET education standards. This effort has expanded into a Society-wide evaluation of how to embrace more fully those with degrees in civil engineering technology as part of the profession of civil engineering. These efforts are expanding beyond just an ABET/ETAC degree. They will serve to pull all of those impacting civil engineering projects into the "family" making them professionally accountable per ASCE's recently revised Code of Ethics. https://www.asce.org/career-growth/ethics/code-of-ethics

e. Surveying

ASCE's institute, the Utilities Engineering and Surveying Institute (UESI), is increasingly engaged in establishing standards for surveying practice and members are working with NCEES on the development of the surveying exams. They are working on developing programs to modernize the profession of surveying while engaging other stakeholders in the effort. They are also working within ASCE to establish engineering surveying standards in civil engineering programs. Earlier this year, they worked with CEC to develop a new written-exam-based certification program, Board Certified Pipeline Engineer Water (BC.PLW) and in May 2026, they will launch the Board Certified Project Utility Engineer (BC.PUE).

https://www.asce.org/career-growth/civil-engineering-certification/utility-engineering-surveying

IV. ASCE Participation with NCEES

ASCE maintains formal relationships with NCEES through several ASCE Member liaisons and ASCE Staff Contacts, listed in the Appendix. In addition to those listed, a significant number of ASCE members serve on standing committees, examination preparation

committees, and task forces to support the NCEES mission to advance licensure for engineers and surveyors to safeguard the health, safety, and welfare of the public.

NCEES was also the 2025 ASCE National Education Sponsor.

V. ASCE Annual Convention

In 2026, ASCE will host annual Institute Congresses and prepare for a new era of collaboration in 2027

a. ASCE2027: The Infrastructure and Engineering Experience

For the first time, ASCE, its institutes, and the Center for Technical Advancement's divisions will come together to tackle the challenges shaping our world. Together, they'll address megatrends, extreme weather, resilience, provocative leadership topics, and the future of the built environment. ASCE2027 is more than a conference—it's a transformative experience where innovation meets action. http://experience.asce.org/

APPENDIX

ASCE Contacts to NCEES

Marsha Anderson-Bomar, Ph.D., AICP,ENV SP, F.ITE, F.ASCE
2025-2026 President

Carol Haddock, P.E., MPA, F.ASCE
2025-2026 President-Elect

Feniosky Pena-Mora, Sc.D., P.E., NAS, CCM, F.CIOB, NAC, Dist.M.ASCE
2025-2026 Past-President

Maria Lehman, P.E, F.ASCE, ENV SP,
Interim Executive Director

Sarah Matin, P.E., M.ASCE
ASCE Liaison to NCEES Participating Organizations Liaison Council (POLC)

Carlos Condarco, Aff.M.ASCE
ASCE Director, Government Relations

- *Staff Contact for ASCE's Committee on Licensure Innovation*

Leslie Nolen, Aff.M.ASCE
ASCE Director, Educational Activities

For more information, contact us at professional@asce.org.

American Society for Engineering Education Updates

Submitted by: Drs. Christi Patton Luks and Brian Novoselich

Professional Engineering Licensure

ASEE supports the position that baccalaureate graduates from ETAC/ABET accredited Engineering Technology programs are capable of protecting the health, safety, and welfare of the public and should be eligible to become Licensed Professional Engineers without additional requirements (ASEE Position Statement on Professional Licensure of Engineering Technology Program Graduates, February 2, 2020).

ASEE welcomes the newly created official licensure pathway for ETAC/ABET accredited baccalaureate graduates in the 2025 NCEES Model Law and Rules. However, ASEE believes that the requirement of two additional years of experience in the field is illogical for ETAC/ABET graduates since the ETAC/ABET programs are necessarily more application and practice focused than traditional EAC/ABET engineering programs. ASEE hopes that the steps made at the 2025 NCEES Annual Meeting are part of a pathway towards true equity in licensure and that the two-year additional requirement can be soon removed.

Board of Directors

Christi Patton Luks, Ph.D., FAICHE, ASEE President

The American Society for Engineering Education (ASEE) continues to make steady progress toward long-term financial sustainability. ASEE will return to on-time routine financial audits this fiscal year. Our FY24 audit was completed with no findings and our FY25 Audit will be completed as required.

In June 2025 ASEE hired our new Chief Executive Officer/Executive Director, Dr. Brian Novoselich, Ph.D., P.E. Brian began the role on January 1st, 2026 upon retirement from the Army as a Colonel with a distinguished 30-year career and as a Professor of Engineering Education at the United States Military Academy (West Point). Brian holds Bachelor and Masters Degrees in Mechanical Engineering and a Ph.D. in Engineering Education. He is a licensed professional engineer in the Commonwealth of Virginia and has held multiple leadership roles within ASEE during his over fifteen years of membership. Under Brian's leadership, ASEE is well positioned to thrive in the years to come.

The Board of Directors maintains its gratitude to members and partners for their support through recent challenges. We are emerging as a leaner, focused, and agile organization postured for modernization to support engineering educators as they develop the future

engineering workforce and lead the change necessary to meet the needs of a increasingly complex and challenging world.

ASEE leaders remain thankful for the dedicated staff that have worked tirelessly to improve operational efficiency and audit readiness.

President Activities

- Led ASEE Chief Executive Officer/Executive Director search committee, Feb-Apr 2025
- Attended the NCEES Annual Conference in August 2025
- Board and Executive Committees met quarterly
- Spoke at the Japanese Society for Engineering Education (JSEE) in Kyoto, Japan, September 2025
- Spoke at the Korean Society for Engineering Education (KSEE), Global Engineering Deans Council (GEDC), and World Engineering Education Forum (WEEF) annual conferences in Daegu, Korea, September 2025
- Spoke at the International Conference on Interactive Collaborative Learning (ICL)-IGIP International Conference on Engineering Pedagogy in Budapest, Hungary, October 2025
- Spoke at ASEE's Engineering Technology Leadership Institute (ETLI) and Conference for Industry and Education Collaboration (CIEC) in New Orleans, LA, February 2026

Membership and Conferences

ASEE membership provides access to research publications, networking opportunities, conferences, career resources, funding opportunities, and recognition programs supporting engineering education professionals.

In 2025, nearly 8,000 members, including faculty, researchers, administrators, and professionals, contributed to shaping the future of engineering training and workforce development. The organization's academic presence is strong, with around 360 institutional members including community colleges, undergraduate and graduate schools, offering engineering and engineering technology programs across North America and beyond.

ASEE's corporate segment comprises 28 active institutional members across sectors such as technology, aerospace, manufacturing, standards development, and professional certification. Though smaller in number, this group demonstrates ongoing and strategic collaboration with companies focused on educational innovation, curriculum development, and workforce preparedness.

The organization's institutional members include 60% of ABET/EAC-accredited engineering programs, and 38% of baccalaureate ABET/ETAC-accredited engineering technology programs - these institutional members' programs include both dual pathways that lead to becoming an engineer. Additionally, 30% of ABET/ETAC-accredited two-year programs are

institutional members—a connection that provides access to practice-focused programs supporting technician workforces.

With a stable and influential academic membership, increasing individual participation, and evident opportunities for closer collaboration across engineering and industry sectors, ASEE fosters connections within the engineering education community to support workforce development and promote educational excellence.

The ASEE Annual Conference brings together over 4,000 educators, researchers, and professionals worldwide to share research, teaching practices, and innovations in engineering education. Record abstract submissions and strong exhibition participation were reported for the 2025 conference. Throughout the winter and spring of each year, ASEE continues to host the following convenings orchestrated by our member councils:

- Engineering Technology Leaders Institute (ETLI)
- Public Policy Colloquium (PPC)
- Conference for Industry and Education Collaboration (CIEC)
- Research Leadership Institute (RLI)
- Engineering Deans Institute (EDI)

Editorial

ASEE continues to produce its high-quality publications: daily, biweekly, and monthly newsletters; headquarters and division journals, and its flagship magazine, *Prism*. In 2025, *Prism* continued its annual award-winning streak with four Communicator Awards—two each for writing and design—from the Academy of Interactive & Visual Arts. Members come from such publications and organizations as *National Geographic*, Discovery Communications, *Wired*, and Fast Company Inc. Over the past year, *Prism* has covered engineering researchers developing solutions to AI's soaring energy needs and the world's addiction to plastic; interviewed the first Alaskan Native with an engineering education PhD and the president of the National Academy of Engineering; and wove in lighter topics such as the use of puzzles in teaching and virtual reality goggles for mice.

Data and Technology

ASEE maintains the nation's largest private collection of engineering college statistics, including degree production, faculty demographics, research expenditures, and enrollment data. Collaboration with the National Science Foundation continues through the MIDFIELD database initiative, supporting longitudinal student pathway analysis and evidence-based research on engineering education outcomes, including persistence, completion, and post-graduation trajectories.

Technology initiatives included comprehensive conference technology support, modernization of data infrastructure, and the implementation of artificial intelligence tools to enhance repository development, improve data accessibility, and streamline internal workflows. These efforts strengthen ASEE's capacity to support data-informed decision-making across the engineering education community.

ASEE continues in its important foundational role in ABET. This includes appointing commissioners to the Engineering Accreditation Commission (EAC), selecting and supporting program evaluators (PEVs), and engaging ASEE delegates in ABET governance processes. Through these appointments, ASEE contributes directly to maintaining accreditation standards that underpin educational quality and professional preparation. This continued engagement supports NCEES interests by reinforcing the connection between accredited engineering and engineering technology programs, the development of professional competencies, and the strength and integrity of the licensure pathway.

Governance

ASEE continues to strengthen its shared governance model by leveraging collaborative virtual software to increase knowledge management, improving collaboration between volunteer leadership and headquarters staff and enabling more coordinated decision-making and strategic alignment. ASEE is on track to add both a Workforce Development Council and a Transfer Pathways Council to our organizational structure by June 2026.

Professional Services and Programs

ASEE supports federal agencies, foundations, and the engineering community through studies, workshops, convenings, and educational initiatives.

Externally funded initiatives advance workforce preparation, faculty development, and interdisciplinary collaboration through communities of practice, mentoring initiatives, and national convenings that support federal agency programs and engineering education researchers.

ASEE Learning provides fee-based professional development opportunities for engineering educators on key topics like leadership development, manuscript and proposal preparation, and effective teaching. Offerings include live and on-demand virtual courses and webinars.

The ASEE DELTA (Δ) Institutes were designed to prepare engineering and engineering technology educators and leaders as change agents in higher education, equipping them with leading practices to advance innovation in engineering education, research, and community engagement. ASEE Learning offers DELTA (Δ) Institutes for new faculty, junior faculty, and department chairs.

Student and Fellowship Programs

ASEE manages the following programs which are funded by federal agencies and industry partners to support undergraduate, graduate, and postdoctoral engineering students.

EcoCAR: The EcoCAR Challenge is a multi-year Advanced Vehicle Technology Competition sponsored by the Department of Energy, General Motors, and MathWorks, and managed by Argonne National Laboratory. The competition engages universities across North America and globally to design next-generation vehicles that integrate automation and vehicle-to-everything (V2X) connectivity, advancing cutting-edge automotive technologies aligned with industry needs.

eFellows: The eFellows program places early career PhDs in engineering fields in university research postdoctoral fellowships. In addition to hands-on academic research with a faculty advisor, each fellowship cohort will participate in professional development and mentoring activities designed to prepare them for future research careers. Research being proposed as part of the program's most recent and fourth cohort is being conducted at U.S. academic institutions in EPSCoR jurisdictions.

Innovative Postdoctoral Entrepreneurial Research Fellowship Program (I-PERF): Supported by NSF, I-PERF creates a new career pathway for entrepreneurial Ph.D. graduates in science and engineering. Aligned with shared priorities of the NSF and the SBA, the program accelerates innovation in small businesses serving federal research needs, expands participation in high-technology entrepreneurship, promotes non-academic application of advanced expertise, and increases the number of high-tech ventures launched by doctoral graduates from historically underrepresented communities.

NRL Postdoctoral Fellowship Program: The NRL Postdoctoral Fellowship Program sponsors Postdocs at various Naval Research and Development centers and laboratories. The program is designed to significantly increase the involvement of creative and highly trained scientists and engineers from academia and industry to scientific and technical areas of interest and relevance to the Navy.

Participation and Workforce Development

ASEE supports expanded participation in engineering education and careers, including engagement with community colleges and initiatives encouraging broader participation in engineering education. This year, ASEE is converting two membership task forces into councils, who will provide representatives to the ASEE Board. These emerging councils will address Workforce Development and Transfer Pathway barriers that may prevent full access to engineering careers.

ASHRAE 2026 Report to NCEES POLC

March 2026

Mission: To serve humanity by advancing the arts and sciences of heating, ventilation, air conditioning, refrigeration and their allied fields.

Vision: A healthy and sustainable built environment for all.

ASHRAE Report

ASHRAE's success is driven by the exceptional contributions of our over 54,000 members worldwide, who collectively advance our mission and uphold our vision. Leading our Society for the 2025-26 term is President Bill McQuade, P.E., CDP, Fellow ASHRAE, LEED AP, whose presidential theme, *"Healthy Buildings: Designing for Life,"* highlights the vital connection between indoor environmental quality (IEQ) and human well-being.

2026 ASHRAE Winter Conference & AHR Expo

- In January of this year, ASHRAE held its 2026 Winter Conference in Las Vegas at Caesars Palace.
- The Winter Conference technical program consisted of 400 committee meetings, more than 100 technical sessions, 21 ASHRAE Learning Institute courses, updates from Society leaders, tours, social events and livestreamed sessions for virtual attendees.
- The Winter Conference was attended by 3,825 registrants.
- The AHR Expo was held in conjunction with the ASHRAE Winter Conference at the Las Vegas Convention Center.
- The Expo hosted 1,954 exhibitors including 601 international companies and 186 first-time exhibitors, across 565,000 net square feet of exhibit space. An estimated 50,000+ people attended the Expo over the course of three days.

ASHRAE Membership

- 201 Chapters; 16 Regions; 400+ Student Branches with our newest regions in The Far East, India and Europe.

ASHRAE 2025-2028 Strategic Plan

- The 2025–2028 Strategic Plan defines ASHRAE's goals, objectives and initiatives over the next three years. This plan outlines the Society's commitment to advancing indoor environmental quality, supporting key stakeholders and the industry workforce and enhancing the accessibility of its resources. The formal implementation of the 2025–2028 Strategic Plan began in July 2025.

Sustainability Assessment Tools for Refrigeration and Air-Conditioning Plants

- ASHRAE and the United Nations Environment Programme (UNEP) OzonAction released the *Assessing RAC Plant Sustainability* checklists and guidance sheets to help refrigerating and air-conditioning (RAC) plants improve performance, reduce emissions and promote energy-efficient, sustainable operations.

2025 ASHRAE Building Decarbonization Conference

- The 2025 ASHRAE Building Decarbonization Conference, took place October 22-24, 2025, in Chicago.
- The conference featured 21 seminars, 14 panels, five technical tours and three keynotes across four tracks: Scaling Decarbonization, Innovator's Showcase, Blueprints for Change, and Beyond Decarbonization.

IEQ 2025 Conference

- ASHRAE partnered with the Air Infiltration and Ventilation Centre (AIVC) to host the IEQ 2025 Conference in Montreal, Quebec Canada. The conference welcomed 312 participants from 28 countries, spanning government, industry, academia, and building ownership, to share real-world applications and lessons learned. The pre-conference event saw 55 participants and focused on solutions for specific applications like schools and eldercare centers and emerging issues such as wildfire smoke and source water quality.

Third International Conference on Energy and Indoor Environment for Hot Climates

- ASHRAE hosted the Third International Conference on Energy and Indoor Environment for Hot Climates, April 23-24, 2025, in Doha, Qatar.
- The conference provides a forum for discussion of the latest research and development in the field of Indoor Environmental Quality in high ambient temperature climates.

2025 ASHRAE Buildings XVI Conference

- The Buildings XVI Conference was held December 8-11, 2025, in Clearwater, Florida.

- The conference offered an in-depth exploration of how building envelope design and performance directly influence energy efficiency, durability, indoor environmental quality and occupant comfort.

ASHRAE Offered Expertise and Assistance Following Legionnaires' Disease Outbreak in New York City

- On August 11, 2025, ASHRAE President Bill McQuade sent a letter to the New York City Acting Health Commissioner offering technical expertise and assistance as the city responded to a recent major outbreak of Legionnaires' Disease.
- ASHRAE Standard 188, *Legionellosis: Risk Management for Building Water Systems*, was created to help building owners mitigate the risk of this bacterial growth.

ASHRAE Participated in Health in Buildings Roundtable at the National Academies

- On September 17, 2025, ASHRAE participated in the National Academies of Sciences, Engineering and Medicine's Health in Buildings Roundtable on "Improving Ventilation for Health and Productivity."
- Bill Bahnfleth, ASHRAE Presidential Member and Chair of ASHRAE Standard 241, *Control of Infectious Aerosols*, presented on a panel with other national thought leaders to discuss ASHRAE's ongoing efforts and identify aspirational goals.

ASHRAE Participates in Congressional Data Centers Briefing

- On December 8, 2025, ASHRAE Standard 90.4, *Energy Standards for Data Centers* Project Committee Chair Marcus Hassen, presented at a Congressional briefing exploring the rapid growth of U.S. data centers, along with the economic opportunities, infrastructure challenges, and sustainability considerations shaping this critical sector.

ASHRAE Research Promotion

- The 2024-25 campaign raised a total of $4.825 million.
- $1.9 million was raised for research.
- $1.95 million was raised for endowments.
- College of Fellow raised a total of $5,000.
- Life Members Club raised $46,000.

ASHRAE Scholarships

- ASHRAE awarded 40 Endowed Chapter Scholarships and 39 Society Student Scholarships totaling $257,081 awarded through 36 scholarships for the 2025-26 academic year.

Government Affairs

- Hot topics in Government Affairs included: AI/Data Centers. IAQ/IEQ/Thermal Comfort, Refrigerant Transition, Energy Codes and Resiliency EPCA Modernization and Workforce Development.

- Government Affairs Update bi-weekly newsletter provides updates on government activities. Subscribe online or by emailing GovAffairs@ashrae.org.

Recent ASHRAE Publications

- *Guide to Strategic Decarbonization Planning*
- *Whole Life Carbon Guide for Building Systems*
- *Psychrometric Analysis, Version 9.0 (download)*
- *Managed BACnet Guidance, Volume 1: Manufacturer's Guide (Version 1)*
- *ANSI/ASHRAE Standard 52.2-2025, Method of Testing General Ventilation Air-Cleaning Devices for Removal Efficiency by Particle Size*
- *ANSI/ASHRAE Standard 62.1-2025, Ventilation and Acceptable Indoor Air Quality*
- *ANSI/ASHRAE Standard 62.2-2025, Ventilation and Acceptable Indoor Air Quality in Residential Buildings*
- *ANSI/ASHRAE Standard 90.4-2025, Energy Standard for Data Centers*

ASHRAE Partnerships and Collaborations

- ASHRAE collaborates with like-minded organizations throughout the global built environment. memoranda of understanding were renewed with 17 organizations across engineering, architecture, public health, energy and standards development.
    - AFE, Association for Facilities Engineering
    - AIA, American Institute of Architects
    - AMCA, Air Movement and Control Association
    - ASHE, American Society of Healthcare Engineers
    - ASPE, American Society of Plumbing Engineers
    - DKV, Deutscher Kälte-und Klimatechnischer Verein
    - IAPMO, International Association of Plumbing and Mechanical Officials, Inc.
    - IDEA, International District Energy Association
    - IUVA, International Ultraviolet Association
    - JSRAE, Japan Society of Refrigerating and Air Conditioning Engineers
    - NAFA, National Air Filtration Association
    - NASEO, National Association of State Energy Officials
    - NSF, National Sanitation Foundation International
    - PHVACRS, Pakistan HVACR Society
    - SAREK, Society of Air-conditioning and Refrigerating Engineers of Korea
    - VISRAE, Vietnam Society of Refrigeration & Air-Conditioning Engineers
    - BCxA, Building Commissioning Association *(New)*

ASME/NCEES POLC Meeting Report
February 2026

ASME Membership Profile

- ASME currently has 72,000 members, including 19,000 student members and 8,000 early career members including graduate students.
- Approximately 43% of non-student members in the United States hold P.E. registration in one or more states. An additional 13% have passed the F.E. exam.
- An analysis of membership data shows that members with a P.E. license or who had passed the F.E. exam renew their ASME membership at a higher rate (94%) than non-P.E. s and F.E.s (80%).
- The average tenure of membership for those with a P.E. license or who have passed the F.E. is 12 years longer than the average ASME member.

Conferences That Are Venues for Licensure Discussions

- Mechanical Engineering Education Summit, March 29-31, 2026, Arlington, VA
- ASME Student Conference "EFest Tech" Virtual March 28, 2026
- ASME Student Conferences "EFx' In-Person

  March 19-20, 2026, Quito Ecuador

  April 10-11, 2026, Dallas, TX

  April 11-12, 2026, Islamabad, Pakistan

  April 18-19, 2026, Lahore, Pakistan

  April 25-26, 2026, Orlando, Florida

  May 8, 2026, Baranquilla, Colombia
- International Mechanical Engineering Congress and Exposition – India, November 3-5, 2026, Chennai, India
- International Mechanical Engineering Congress & Exposition (IMECE), November 8-12, 2026, Vancouver, British Columbia

Vision 2030 Project Survey

- As ASME revisits its Vision 2030 work to ensure it remains responsive to future trends, evolving workforce demands, and shifts in the global engineering landscape, insights from the original project remain a critical foundation. The original survey of more than 2,500 practitioners highlighted three core insights:
  - Most respondents were Licensed Professional Engineers
  - A strong majority did not favor increasing licensure education requirements
  - Clear gaps existed in the perceptions of how well entry-level engineers were prepared for industry practice.

  These findings continue to guide ASME's forward-looking updates.
- The following five high-level recommendations have officially become part of the ASME Engineering Education advocacy strategy:

- Richer and more extensive practice-based engineering experience for students
- New balance of faculty research/practice skills in mechanical engineering programs
- Greater cultivation of collaborative inclusion, diversity, creativity and innovation among students and faculty
- Development of students' professional and communication skills to a higher standard
- Increased flexibility in mechanical engineering programs

Licensing That Works (LTW) Coalition

The Licensing That Works Coalition reported at POLC meetings annually since 2008. ASME and several other professional societies were unconvinced that a master's degree or equivalent (MOE) as the minimum education requirement for a P.E. license was a remedy to any current or projected public safety concern or is in the best interests of either the public or the profession.

The Coalition was pleased that NCEES is no longer considering the concept of mandating MOE for all engineering disciplines.

The societies in the Coalition were:

- American Institute of Chemical Engineers (AIChE)
- American Society of Agricultural and Biological Engineers (ASABE)
- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
- American Society of Plumbing Engineers (ASPE)
- Illuminating Engineering Society (IES)
- Institute of Industrial and Systems Engineers (IISE)
- International Society of Automation (ISA)
- Society for Mining, Metallurgy and Exploration Inc. (SME)
- Society of Naval Architects & Marine Engineers (SNAME)
- The Minerals, Metals and Materials Society (TMS).

In addition,

- ASEE Engineering Deans Council's Executive Board endorsed the Position Statement
- IEEE-USA and the American Council of Engineering Companies have taken similar positions against MOE.

The Coalition has been sunset.

Codes and Standards

In keeping with the results of the ASME Vision 2030 survey calling for richer practice-based engineering experience for students, teaching modules have been developed relating to the value and use of codes and standards. The survey found 46.9% of industry supervisors state a weakness of standards among bachelor's degree recipients in mechanical engineering and 48.3% of early career engineers state their own weakness of standards understanding.

Continuing Education

ASME training complies with International Association for Continuing Education and Training (IACET) standards. Through IACET, ASME can offer CEUs that qualify under

ANSI/IACET standards. There are over 125 different courses. Over 12,000 individuals are trained annually.

Examinations

The NCEES Mechanical Engineering FE exam development committee has consistently prepared exams with high psychometric measures. Historically, the FE exam has had pass rates ranging from 68%-85% for first-time takers. The last full-year data in NCEES Squared showed a total of 12,337 individuals took the exam.

The last full-year data in NCEES Squared showed a total of 3,625 individuals took one of the three mechanical PE exams. The pass rates for the exams for first-time takers ranged from 67% to 75% and for repeat takers, 45% to 52%.

We have been working with our standards and certification staff to allow more excerpts from ASME standards to be included in the reference documents for both the FE and PE exams, including the Metallurgical and Materials PE exam.

ASME is evaluating the possibility of offering low-cost study groups for individuals preparing to take the FE and PE exams in mechanical engineering as an alternative to the expensive review courses offered by profit-making firms.

A podcast featuring ASME Executive Director/CEO Tom Costabile and Managing Director, Governance Dave Soukup on licensing for mechanical engineers is available at https://podcasts.apple.com/us/podcast/episode-27-education-experience-examination-importance/id1455242683?i=1000491239895

ASME stands ready to support the new Mechanical/Plumbing PE Exam.

Committee Assignments

Dave Soukup is ASME's representative to the Engineering Change Lab.

University and Community College Initiatives

In alignment with its goal of empowering and growing a more diverse, equitable, and inclusive technical workforce, ASME launched Community College Engineering Pathways (CCEP), a program engaging 56 community colleges from across the U.S. with a goal to engage with 80+ colleges by 2027. Research indicates the 2.5 million technical positions in STEM-related fields went vacant in 2025 in the U.S. and these roles are projected to increase by 10% through 2033. ASME's CCEP initiative is designed to increase access to rewarding engineering and technical careers for those with relevant two-year degrees, as well as other certifications.

ASME gave 157 scholarships in Academic Year 2025-2026 totaling $457,900 to 139 students, at the graduate, undergraduate, and high school levels.

As part of a commitment to ensure that engineering remains an open and welcoming field, ASME awarded nearly 45% of scholarships to students of color and 40% to female students based on income level.

K through 12 STEM Programs

ASME programs have provided curricula and STEM-aligned content via Engineering Dreams digital content to over 42,000 students, 67% of which attended Title 1 qualified schools in 41 states and the District of Columbia.

ASME provided 33 scholarships totaling $69,000 to graduating high school students via the ASME INSPIRE scholarship program.

ASME engaged more than 5,400 students during 94 K-12 school visits with the DropMEIn program where working engineers visit with students to introduce them to engineering.

Government Relations

ASME's Government Relations (GR) program advances engineering-informed public policy by identifying priority issues, informing policymakers, engaging ASME members in advocacy, and influencing government action on engineering-relevant matters. Its work is informed by the ASME Committee on Government Relations (CGR), which oversees strategy, engagement, and policy development for the Society.

ASME's Government Relations program serves as the Society's central platform for:

- Ensuring engineering expertise informs federal decision-making
- Advocating robust science, engineering, workforce, and technology policies
- Supporting U.S. standards leadership and sustainability initiatives
- Cultivating engineering advocates at all career stages

ASME's GR program publishes a monthly Policy Impact newsletter which focuses on legislative and regulatory news of interest to the engineering community. Key issues include energy, research and development, education, environmental and regulatory affairs, and global standards development activities.

ASME is following key policy areas in the 119th Congress that align with its mission to advance engineering for the benefit of humanity. Some of the issues are:

- Action from the Administration on science and engineering policy development, including artificial intelligence, workforce development, and critical and emerging technology development and regulatory affairs issues.
- Congressional and Administration priorities for budget reform and reconciliation impacting federal science and engineering program outlays.
- How permitting and regulatory reform initiatives may impact engineering technology regulation, manufacturing, and deployment.

ASME Federal Fellows Program

ASME has two Federal Fellows for 2025-26 who contribute their engineering expertise across the federal government in roles at the Department of State and in the United States Senate. Since 1973, ASME has supported over 150 fellows in their career journeys as they have provided technical expertise to policymakers.

Artificial Intelligence

ASME is working to revamp its policies on the use of Artificial Intelligence by stakeholders on the contribution of content for external consumption, including its standards. The core elements of the new policy will focus on enabling the use of tools for readability and research while holding authors accountable for the accuracy of the results. Authors will also be required

to disclose the use of AI tools. Submitted content will still need to be substantially authored and validated by a human and the use of fully AI generated content or images will continue to be prohibited. The new policy will also prohibit the uploading of confidential, proprietary, sensitive, or personally identifiable information into AI tools.

Alignment with NCEES Strategic Pillars

Following up on NCEES President Beckett Johnston's request, here are ways ASME is supporting NCEES's four strategic pillars:

Safeguard Public Protection

There are several sections of ASME Codes that support the safeguarding of the public which stipulate the use of a Licensed Professional Engineer. In addition, some jurisdictions specify the benefits of professional regulation and licensure protection through laws that require a Licensed Professional Engineer to sign off on designs if the relevant ASME Code does not mandate it.

ASME does not have a specific initiative dealing with threats to licensure. However, ASME's local sections stand ready to assist if legislation is proposed in this area.

Champion Licensure

A task force in ASME's Student and Early Career Development Sector is developing ways to support individuals seeking an engineering license. In addition to the low-cost study groups mentioned above, other possibilities include providing mentors and assisting with writing content to document engineering experience for the licensing application.

A proposal has been submitted to the NCEES Foundation to address the attrition of individuals who passed the FE exam in mechanical engineering who do not go on to take one of the PE exams in mechanical engineering. We hope that the proposal will lead to innovations other engineering disciplines can use to reduce the attrition among their examinees.

ASME is monitoring the federal government's proposal to cap the amount of loans that can be borrowed in order to obtain a graduate degree in engineering. This is being tied to the Department of Education's definition of professions. If the proposal is accepted, because engineering is not on the list of professions, students would have a lifetime limit of $100,000 of loans, as opposed to a $200,000 limit allowed for professions defined on the list.

ASME has a Society Policy https://www.asme.org/wwwasmeorg/media/resourcefiles/aboutasme/who%20we%20are/governance/societypolicies_15-2_engineerslicensing.pdf that encourages individuals to earn a license.

The designation of one's status as a P.E. on ASME name badges, certificates, and stationery is encouraged.

Encourage Mobility

ASME has agreements of cooperation with a number of international engineering societies. We stand ready to assist NCEES in developing contacts with these societies so mutual recognition agreements can be developed.

Foster Agility

ASME supports the use of alternative pathways to licensure, including the means for those with engineering technology degrees accredited by ABET to earn a license.

ASME offers approved pdhs so licensed engineers can satisfy the continuing education requirements for license renewal. Members are entitled to receive free self-study courses that offer pdhs as part of their membership.

As noted above, ASME is actively involved with advances in the application of Artificial Intelligence in engineering.

ASPE 2026 Report to the NCEES POLC

Submitted by David D. Dexter, PE, FNSPE, FASPE, CPD, CPI, LEED BD+C and Billy Smith, FASPE – Executive Director/CEO

The American Society of Plumbing Engineers (ASPE) is an international organization dedicated to the advancement of professional engineers and designers skilled in the practice of the design and development of plumbing systems. The skill set the discipline requires in its practice includes engineering, design, specifications, installation, and inspection of systems in support of the plumbing and piping infrastructure necessary to the advancement of the vertical build market while protecting the public health, safety, and welfare above all other concerns. ASPE is dedicated to the advancement of engineering in support through the appropriate application of science and engineering principles to advance the professional growth and advancement of its members and the public benefit in general.

ASPE continues to actively work with NCEES (National Council of Examiners for Engineering and Surveying) as a participating member of the POLC (Participating Organizations Liaison Council) to advance the professional recognition of licensure in the interest of public health, safety, and welfare. ASPE actively participates with the members of the POLC as well as other engineering societies to advance professional engineering licensure and raise the public's awareness of such licensure, its necessity, and its impact on public health, safety and welfare.

ASPE appreciates its opportunity to work with the dedicated staff at NCEES in our joint interest to advance professional licensure through the continued development of professional registration in support of the profession of engineering in support of the various State and Territorial Boards. Over the previous year, ASPE has provided the following activities designed to promote licensure, the engineering profession, and professional registration:

ASPE Supports Plumbing Engineering's Roles to our Membership & Industry

The Society disseminates technical data and information on a continuous basis, sponsors activities that facilitate interaction with fellow professionals, and, through research and education, expands the base of knowledge of the plumbing engineering profession. ASPE members are leaders in innovative plumbing engineering design, effective utilization of materials and energy, and the application of advanced plumbing engineering techniques throughout the world. ASPE actively assists the profession in addressing the ever-changing complexity of the plumbing and piping profession.

Worldwide Membership – ASPE, founded in 1964, currently has over 7870 members. Internationally, ASPE members are in the United States, Canada, Asia, Mexico, South and Central America, the South Pacific, Australia, Europe, Africa, Caribbean and the Middle East. They represent an extensive network of experienced

engineers, designers, contractors, code officials, manufacturers, and manufacturers' representatives interested in advancing the industry, the discipline, the profession, and their careers. ASPE is at the forefront of technology. In addition, ASPE represents members and promotes the profession among all segments of the construction industry.

ASPE provides to approximately 18,800 industry contacts the ASPE Pipeline which maintains consistent and updated communications to the membership and the industry at large with monthly columns such as "Professional Engineer's Perspective" along with a quarterly column titled "Engineer's Notebook." This is augmented by the information disseminated to the membership through monthly Chapter meetings and newsletters.

ASPE operates a web-based platform, ASPE Connect, that allows members to seek information from their peers on design and engineering questions or issues that are having on projects or career advancement. This platform is for a free exchange of information, allowing the person posting to get input and advice from their more experienced peers and mentors to offer advice and guidance on the issues. It also brings in the perspective of the members from across the globe and the various supporting codes. This sharing of ideas is valuable tool to promote membership growth and the expansion of shared knowledge.

Continuing Education Participation

ASPE provides educational opportunities for the membership and industry via technical sessions as part of our annual events such as our even year Convention & Expo and off year Technical Symposium as well as an extensive library of technical webinars housed on ASPE's Education Learning Management System, which is part of the Society website, providing the needed continuing education to maintain professional development of our members.

ASPE continuously develops and updates the volumes that make-up the "Plumbing Engineering Design Handbooks" relative to all areas of commercial and healthcare facilities that are provided for purchase to assist our members and industry professionals with the latest criteria. ASPE also develops, maintains applicability via updating on a continuing basis technical and design books and manuals applicable and beneficial to those practicing in the plumbing/piping discipline. ASPE has developed and maintains the latest in credentialing and study materials as part of ASPE's certification programs for its members.

ASPE provides online and in-person educational sessions to our members and industry via 65 ASPE Chapters & 1 Satellite Chapter monthly technical meetings to obtain continuing education credits. ASPE feels it is important to advance educational processes to the industry through its resources.

ASPE continues to offer an educational opportunity through its quarterly in-person Medical Gas Workshops in locations around the country. The Workshop contains 32 hours of extensive training over 4-days, gaining a

certificate of participation which confirms the opportunity for any of the participants intending to sit for a Medical Gas credential.

Additionally, ASPE's Educational group now offers an online version of its Medical Gas Workshops. The online Workshop also contains 32-hours of extensive training which can now be done at the registrants' timeframe. A certificate of participation to confirm the opportunity of participants to plan to sit for a Medical Gas credential.

ASPE Annual Events

ASPE will hold its biennial Convention & Expo, which is its largest annual event in Oklahoma City, OK, October 8 – 14, 2026. The Convention & Expo will feature a two-day Product Engineering Show as well as multiple Technical Sessions, both of which offer attendees the opportunity to enhance their knowledge and continuing education credits.
ASPE will hold its next Technical Symposium in Minneapolis, MN, September 22-26, 2027. The Technical Symposium features multiple Technical Sessions which offer attendees the opportunity to enhance their knowledge and continuing education credits.

Industry Advocacy Efforts

ASPE is extensively involved in the Codes & Standards development process as an ANSI-accredited SDO (Standards Development Organization) which is most supportive relative to some of the challenging and significant issues today such as Legionella and biofilms in potable water systems along with the processes required in reopening commercial buildings or offices after long periods of closure. Accordingly, ASPE is involved as a participating organization on multiple "Pandemic or Epidemic Task Forces" that have been established recently to help analyze all aspects of the built environment and assist in finding solutions to reduce the risks posed by pandemics to support public health guidance. ASPE has completed and issued a "Legionella Design Guide" to assist our membership and the industry relative to our mission statement of protecting the health, safety, and welfare of the public.

To confirm ASPE's extensive advocacy efforts, the following are industry partner associations that ASPE participates with: ARCSA, ASME, ASHRAE, ASSE, ASTM, AWWA, CIPH, CSA, IAPMO (UPC & We-Stand), ICC (IPC), NFPA, NIBS, NSF International, PDI, PMI, PPI, WPC, WQA, NSPE.

ASPE serves as a Co-Convener of the Emerging Water Technology Symposium (EWTS) and the Plumbing Industry Leadership Council (PILC). As a Co-Convener, ASPE feels both these initiatives are important to our membership and industry to ensure the industry has a voice in the most important issues facing the plumbing engineering profession; therefore, the needed educational opportunities are relevant.

Promoting P.E. Licensure

ASPE strives to represent our members and to promote the engineering discipline and profession among all segments of the industry. ASPE wholeheartedly understands and supports the protection and advancement of licensures of the Professional Engineer while supporting and encouraging the PE registration and applicable processes, promoting ethics**,** continuing education, and the advancement of the role of the professional engineer as well as enhancing the image of the profession. ASPE, through its PEWG (Professional Engineering Working Group), continues to work with NCEES to develop a Plumbing/Piping Exam module under the Mechanical Engineering suites of exams.

ASPE continues to provide support to NCEES by providing Subject Matter Experts (SME) to assist in the development of exam materials, validation of those materials, and establish a cut score for the Minimally Competent Candidate (MCC).

Based on input from NCEES, it is anticipated that this effort should result in the inaugural exam being offered in October 2028. Once NCEES confirms the date sometime in late 2026 or early 2027, ASPE will promote the exam through its various publications and social media offerings.

Report to the NCEES Participating Organizations Liaison Council

From: American Society for Photogrammetry and Remote Sensing (ASPRS)
Frank Taylor, CP, RPS; POLC Representative
Karen Schuckman, PLS, CP, CMS-Lidar, GISP, Executive Director

Date: 02/06/2026

Established in 1934, the American Society for Photogrammetry and Remote Sensing (ASPRS) is a scientific association serving over 2,000 professional members around the world, providing its members professional development through education and networking experiences, professional certification, publications, scholarships, and other services. ASPRS advances the knowledge and improves understanding of mapping sciences to promote the responsible applications of photogrammetry, remote sensing, geographic information systems (GIS) and supporting technologies.

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The following report is broken out into the topics listed by NCEES for this year's POLC meeting.

Safeguard Public Protection

- *Develop and execute advocacy initiatives that demonstrate the unique value and impact of licensed engineers and surveyors to key audiences.*
- *Implement targeted campaigns to educate policymakers and stakeholders about the benefits of professional regulation and licensure protections for the public.*
- *Support member boards in responding to legislative threats to licensure and protect licensing laws from being weakened or eliminated.*

ASPRS has eight total certifications covering four main specialty areas: Photogrammetry, Remote Sensing, Lidar and UAS. Each specialty area has two levels of certification – Scientist or Technologist.

The "Scientist" level of certification (includes Certified Photogrammetrist) is appropriate for applicants whose work involves the exercise of professional judgment frequently based on knowledge acquired through higher leaning, generally of a non-routine character. The term implies one who has a broad

knowledge of the geospatial sciences to a degree which supports the review and analysis of work being done, as well as a thorough understanding of the underlying theories, principles and systems supporting the work being performed. Additionally, said individual has the knowledge and ability to both plan and perform and/or direct all such operations in the category; this person is responsible for work performed by those under him/her.

In the field of Land Surveying this level of certification would be similar to a Professional Surveyor (PS).

The "Technologist" level of certification would be similar to a Land Surveyor in Training (LSIT).

Both levels of certification require a peer review by ASPRS Certified professionals and an exam specific to that certification. Applicants must pass the peer review in order to be eligible to take the exam.

Through the efforts of ASPRS and organizations like MAPPS (Management Association for Private Photogrammetric Surveyors) most if not all Federal and most state contracts requiring aerial surveys, topographic map production, Lidar acquisition/classification state that this type of work must be done under the direct supervision of an ASPRS Certified Photogrammetrist/ASPRS Certified Mapping Scientist.

ASPRS has demonstrated that through these certifications and their development of and adherence to the ASPRS Positional Accuracy Standards for Digital Geospatial Data as well as the ASPRS Lidar Density Guidelines that work performed by an ASPRS certified mapping scientist/technologist safeguards the health, safety and welfare of the public.

Over the years several states have approached ASPRS to help them develop a path to licensure for Photogrammetrists. We have been instrumental in helping, to date, five states that made the decision to move forward with this type of surveying license. We have also, when requested, helped numerous states craft responses to various threats to licensure.

Champion Licensure

- *Develop and execute comprehensive outreach initiatives to increase the number of licensed engineers and surveyors.*
- *Expand reach through the NCEES foundation by investing in outside programs that align with the NCEES mission and vision.*

ASPRS is very active in developing new mapping professionals. We offer our ASPRS certification workshop and other training classes at Geo Week as well as regional meetings. We also offer these courses online through the ASPRS website.

We are very active with our student membership. We now have 32 ASPRS student chapters across the country. Nationally, we offer thirteen different scholarships on a yearly basis. We offer discounted student rates for the main Geo Week conference and our regional conferences. We also provide the opportunity and highly encourage students to submit and present papers at these conferences. We have a Student Advisory Council and a Mentoring Program to connect students with ASPRS mentors.

ASPRS is also on record as supporting the potential new non-boundary PS Geospatial license (see letter from ASPRS dated December 18, 2023). In this letter, ASPRS suggested a pathway to licensure for ASPRS certified mapping scientists. The society developed the National Mapping Sciences exam used by the Colonial States Board of Surveyor Registration for use by these states as their photogrammetry license exam.

ASPRS has been an advocate for licensure for many years and would sincerely like to have a direct role in NCEES's development of the PS Geospatial license. Through our group of highly respected and experienced scientists, many of whom contributed to writing the Positional Accuracy Standards in use by many states and the Federal government, have the knowledge and expertise to help move this license forward.

Encourage Mobility

- *Encourage member boards to utilize NCEES Member Services more consistently to reduce friction in the licensing process.*
- *Build trust among member boards to adopt more consistent practices and align with model law standards.*
- *Expand mutual recognition agreements and increase international licensure portability.*
- *Support member boards in streamlining internal processes to expedite comity applications.*

Many ASPRS members who are licensed utilize the NCEES Member Services site. We encourage this resource for our licensed professionals.

ASPRS promotes and encourages states to adopt and use the ASPRS Positional Accuracy Standards for Digital Geospatial Data and the ASPRS Lidar Density Guidelines as their mapping standards. As stated earlier, the Federal government and similar agencies such as TVA (Tennessee Valley Authority) use these as their mapping standards.

If the PS Geospatial license moves forward or if just a couple of states desire to move forward with the licensure of mapping scientists, ASPRS supports the comity process for those who are already licensed in any of the five states which currently require licensure of photogrammetrists to make this pathway available for those individuals.

Foster Agility

- *Monitor and rapidly integrate advances in practice into exam content development and the exam development process.*
- *Assess and evolve licensure requirements and incentives to support lifelong professional growth.*
- *Regularly review and modernize pathways to support diverse career growth and professional upskilling.*

ASPRS has been very proactive in keeping its certification program relevant to technological advances related to the mapping industry.

From the "**ASPRS Certification and Recertification Guidelines**":

The Articles of Incorporation of the American Society for Photogrammetry and Remote Sensing state that it will exert its influence towards the betterment of standards and ethics.

To this end, the Society's Professional Activities Committee, after several years of careful study, developed a program for certification of photogrammetrists. This program was approved by the American Society of Photogrammetry (ASP) Board of Direction at its meeting in Washington, D.C. on March 13, 1975. On March 28, 1991, the ASPRS Board of Directors approved a proposal made by the National Photogrammetrist Recognition Committee of the Professional Practice Division to modify the original program to include two new categories of certification: Mapping Scientist, Remote Sensing; and Mapping Scientist, GIS/LIS. The Board approved a recertification program that assures that certified persons keep up with the technology that is rapidly changing. On October 28, 1997, The Board approved a modification to the program adding a requirement of a written examination effective January 1, 1998.

On January 1, 2013, the ASPRS professional and technologist certification programs each received accreditation from the Council of Engineering and Scientific Specialty Boards (CESB). CESB voted to approve accreditation for the professional Certified Photogrammetrist (CP), Certified Mapping Scientist/Remote Sensing (CMS/RS) and Certified Mapping Scientist/GIS-LIS (CMS/GISLIS) programs, along with three related technologist certification categories – Photogrammetric Technologist, Remote Sensing Technologist and GIS/LIS Technologist. During the review process leading to accreditation, CESB required ASPRS to make a few minor changes to the Programs, including: shifting the continuing education requirement from the previous proprietary points-based system to Professional Development Hours (PDH); increasing the PDH requirement from 75 hours to 100 hours for the professionals and 50 hours to 60 hours for the technologists; re- designating the "provisional" certifications, designed to assist students during their transition to professional status, in order to avoid using the term "certified;" and isolating any training related to the Program.

In 2015, ASPRS added the Lidar certification and in 2017, added the UAS (unmanned aerial system) certification.

We continue to follow the technological advances in the industry to keep both our certification program and our exams current. We are in the process of updating our certification exams and are holding an exam writing session at the Geo Week conference this February to address the changes in mapping technology over the last few years.

ASPRS is proud of our heritage and our history. We encourage students to become mapping professionals with the goal of earning one of our certifications and along with our current certified professionals, adhere to the ASPRS Code of Ethics listed in our certification guidelines.

COUNCIL OF ENGINEERING AND SCIENTIFIC SPECIALTY BOARDS

2026 CESB Report to POLC

CESB Status

CESB membership includes 13 member boards and 4 associate member organizations. These boards operate a total of 54 accredited programs.

Accreditation activities

The primary mission of CESB is to accredit certification programs operated by organizations serving the engineering profession and allied specialties. Accreditation assures the public and employers that certification programs are administered consistent with recognized credentialing practices. Accreditation of certification programs by CESB is a separate action from membership and is available to only member boards.

CESB accredits certification programs in four categories: licensed engineers, graduate engineers, scientific specialties related to engineering, and engineering technicians. Accreditation is granted for periods of two to five years maximum. The 54 accredited certification programs, according to their categories, consist of:

Licensed engineers 8
Graduate engineers 1
Engineering-related specialties 23
Engineering technicians 22

Certification programs and the accreditation thereof are totally separate from the licensure of professional engineers. Certification of professional engineers under a program accredited by the CESB is attestation to specialty qualifications of the engineers in addition to professional licensure or registration. However, all CESB accredited certification programs for licensed engineers require professional licensure.

CESB remains the only organization offering certification program accreditation specifically tailored to the unique needs of engineering and engineering-related certification programs. Additionally, its operating philosophy—include and improve—continues to increase the quality of the certification programs of its member boards and certification in the professions.

The CESB has a policy requiring annual reporting on all accredited programs. These reports are reviewed by the Accreditations Committee and help ensure that all programs remain in compliance with CESB's accreditation guidelines during the period that accreditation applies.

Member Services

CESB updates CESB Members on organization activities and the credentialing industry through quarterly newsletters sent via email.

Over the past year, we also starting having quarterly meetings for our members to discuss current trends in accreditation and certification and also discuss CESB matters.

At the 2026 CESB Annual Meeting, we will be hosting a Strategic Planning session with the Seacrest Consulting team to steer the future strategic direction of CESB and explore opportunities for growth.

Future members

Accreditation is voluntary. Therefore, not every organization is willing to subject its certification activities to independent evaluation. However, those that do find the process improves the quality of its operations and the value of their certification program(s). Once accreditation is achieved, it provides a valuable mark of distinction that separates accredited programs from their competitors in the marketplace.

February 17, 2026

President Elizabeth Beckett Johnston, P.E.
National Council of Examiners for Engineering and Surveying
200 Verdae Boulevard
Greenville, SC 29607

Re: **IEEE-USA 2026 Report to the NCEES Participating Organizations Liaison Council ("POLC")**

Dear President Johnston:

IEEE-USA, created in 1973, advances the public good and promotes the careers and public policy interests of the over 150,000 engineering, computing and allied professionals who are U.S. members of the IEEE. IEEE-USA continued its strong support for NCEES in 2026 by providing item writers and subject matter experts for the Fundamentals of Engineering (FE) and Principles and Practices of Engineering (PE) examination programs and volunteer leaders for related NCEES policy committees. Key events and developments of special interest to IEEE's U.S. members include the following:

NCEES Annual Meeting
At this time, I as IEEE-USA President am not certain I will be able to attend the 2026 NCEES Annual Meeting. However, several volunteers from the IEEE-USA Licensure and Registration Committee should be there to represent IEEE-USA.

Participating Organizations Liaison Council (POLC)
One member of the IEEE-USA Licensure and Registration Committee ("LRC") continues to attend the annual POLC meetings. Ademola (Peter) Adejokun, P.E. will substitute for David Vickers, P.E. our POLC Representative and represent IEEE-USA at the March 2026 POLC meeting.

Professional Activities and Knowledge (PAKS) Survey Completed
Every five to seven years NCEES conducts a survey to update the examination specifications for each of the examinations. In 2024 a PAKS survey was completed, and new specifications were developed for all 3 disciplines for the PE Electrical and Computer Engineering exam. During 2025, there was an in-person standard setting meeting March 28-29 to update the specifications for the 3 exams**.** The IEEE-USA and particularly the Licensure and Registration Committee was instrumental in assisting NCEES and Pearson Vue in updating the standards for the three exams. The new specifications developed by the Exam Development committee were approved by the EPE committee. Significant and commendable efforts were made by volunteers in each subcommittee to updates their corresponding Supplied Reference Handbook and their Practice Exams. This is a high stakes process because it determines the content of the Electrical PE exams for years and IEEE-USA plays a critical role in each part of the PAKS process.

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Examinations for Professional Engineers ("EPE") Committee

Due to weather situation at the NCEES headquarters the January EPE meeting was held virtually on January 30-31, 2026 to review seven proposed EPE charges. Technical organizations were not invited to this year's meeting, however, IEEE-USA Licensing & Registration Committee member Ademola Adejokun attended in his capacity as a member of the NCEES EPE Committee.

This was the first EPE gathering of the year and a follow-up to the virtual session conducted in November 2025. In addition, each EPE working-group team held separate virtual meetings to examine the specific charges assigned to them.

During the joint session, the EPE Committee evaluated all seven charges collectively, incorporating input from each of the seven working groups. The most consequential charge for the IEEE-USA L&R Committee was EPE Charge 5: "Evaluate current exam-development procedures to identify opportunities to expedite the process for launching new examinations and recommend revisions as necessary." Recommendations derived from this charge were forwarded to NCEES leadership.

Electrical and Computer Engineering (ECE) Exam Committee:

The ECE Exam Committee oversees three PE exams that all run in a computer-based testing mode at Pearson Vue testing centers. The ECE Power Exam is available for testing year-round at Pearson Vue testing centers. The ECE Computer Engineering Exam is available one day a year, in October. The ECE Electronics, Controls, and Communications Exam is now offered once a year in April. The ECE Exam Committee met in person in January and July of 2025 and will meet in February in 2026.

Chair (2025-2028): Kai T. Chen, P. E.
Vice Chair (2025-2028): Gregg Vaughn, P.E.

- Power Exam Committee Chair & Vice Chair: Sherisse Jackson, P.E. & David Ziskind, P.E.
- Electronics, Communications and Controls Chair & Vice Chair: Gregg Vaughn, Ph.D., P.E. & Julie Hurtig, Ph.D., P.E.
- Computer Exam Co-Chairs: Jeff Greenberg, P.E. & Mike McNee, Ph.D., P.E.

The primary activity of the ECE Exam Committee in the past year has been:

- All three exam committees finalized the new exam specifications, and those specifications were approved by the EPE.
- Work is ongoing to develop and update practice exams and Supplied Reference Handbooks to cover the new specifications to support candidates as they prepare to sit for the future license exams.
- Each committee has been working to write new exam items to meet the new exam specification areas.

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At each meeting of the PE ECE Exam Committee, members receive an update on the results of the most recent offering of each of the three exams, including pass rate and items that have been flagged for committee review.

Fundamentals of Engineering ("FE") Committee:

The FE Fundamentals of Engineering (FE) Exam Committee is responsible for preparing the FE exams for all disciplines of engineering. IEEE-USA continued to provide volunteers to develop items for the Electrical & Computer Engineering (ECE) module of the FE Exam. The exam is available for testing year-round at Pearson Vue testing centers. The committee held in-person meetings in January, August, and November of 2025 at the NCEES Greenville office, along with a virtual meeting in May to support item writing and review. The committee will meet quarterly in 2026, with in-person meetings scheduled for February, May, August and November in Greenville.

IEEE-USA members Mike Behnke and Clyde Lettsome will continue in their leadership roles as FE Committee Vice Chair and ECE Module Chair, respectively, in 2026.

Activities associated with the next cycle of the Professional Activities and Knowledge Study (PAKS) for the FE Exam began in 2025, with a survey creation meeting held in October in Greenville. The PAKS survey is currently live and will remain so until mid-April of this year. The IEEE-USA Licensing and Registration Committee is assisting NCEES in identifying survey participants as well as test specification panelists, who will meet virtually in July to finalize the updates to the exam specifications in anticipation of a July 2028 launch date.

Education and Outreach Initiatives

The IEEE-USA Licensing and Registration Committee continues to write and publish articles informing IEEE members and other interested professionals on current issues concerning licensure on an approximately quarterly basis in this online publication:
https://insight.ieeeusa.org/articles/category/careers/licensure-registration

In 2025 IEEE-USA published three articles in IEEE-USA Insight:

- Fundamentals of Engineering (FE) Exam Participation Continue to Grow Since Pandemic – May 12, 2025
- Interactive FE Practice Exams Data Shows Positive Trend – April 14, 2025
- NCEES Signs a Mutual Recognition Agreement with the UK – April 14, 2025

IEEE-USA Position Statement – The use of the title "ENGINEER"

On 21st November 2025, IEEE-USA Board of directors adopted and issued the position statement on The Use of the title "Engineer". The position statement is still waiting for approval from the IEEE Global Policy Caucus (GPC). The position statement can be found using the following link:
https://ieeeusa.org/assets/public-policy/positions/workforce/EngineerTitle1122.pdf

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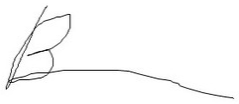
Next IEEE-USA L&R Committee meeting:
IEEE-USA L&R committee meets in person annually supplemented by meeting virtually at times based on the availability of members.

Sincerely,



Barry C. Tilton
2026 IEEE-USA President

cc:
B. Davy McDowell, P.E., Chief Executive Officer, NCEES
Simay Akar Koehler, IEEE-USA Vice President, Career and Member Services
Howard Wolfman, P.E., Co-Chair, IEEE-USA Licensure & Registration Committee
Colleen Bailey, Co-Chair, IEEE-USA Licensure & Registration Committee
David Vickers, P.E., IEEE-USA POLC Representative

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INSTITUTE OF INDUSTRIAL AND SYSTEMS ENGINEERS

The Institute of Industrial and Systems Engineers is the world's largest professional society dedicated solely to the support of the industrial and systems engineering profession and individuals involved with improving quality and productivity. IISE was founded in Columbus, Ohio in 1948, and today there are 51 professional chapters of IISE, 256 student chapters in addition to chapters in Africa, Arabian Peninsula, ASIA, Canada, Central/South America, Middle East and North America. IISE is an international, nonprofit association that provides leadership for the application, education, training, research, and development of industrial engineering. ISEs figure out a better way to do things and work in a wide array of professional areas, including management, manufacturing, logistics, health systems, financial services, retail, service and ergonomics. They influence policy and implementation issues regarding topics such as sustainability, innovation and Six Sigma. And like the profession, ISEs are rooted in the sciences of engineering, the analysis of systems, and the management of people. The Institute has over 20,000 members comprising students, practicing professionals, academics as well as retired members. Institute members and customers come from over 124 countries throughout the world.

COMMITTEE LEADERSHIP

The Professional Engineering (PE) Examination development committee is chaired by Peter C. Brust Ph.D., P.E., Dr. Brust has served on the committee for 10 years and was the previous vice co-chair. Dr. Brust is an Industrial / Manufacturing Engineering Consultant working in private practice. The current vice chair, Chris Masek, P.E., has taken a medical leave of absence and will resume duties when he recovers. The previous committee chair, Dr. Joe Michels has kindly agreed to take on the vice chair duties in the interim.

COMMITTEE MEETINGS

The PE examination development committee met twice in 2025. Virtual meetings were held in February and September. The committee will have its next meeting in-residence at NCEES HQ in Greenville, South Carolina in February 2026. There were approximately 15 members attending and participating in each meeting. Committee members made a strong, concerted effort to enhance and enrich committee membership of diverse individuals of color, gender and national origin. Although some progress was accomplished in this regard, the committee is still not as diverse ethnically as we would desire. Part of the challenge in achieving this goal is that the pool of diverse Industrial and Systems Engineers fail to possess professional engineering licensure. Committee members continue to work on outreach in this area, however, we have not yet achieved our goal of a totally diverse licensing committee. The committee continued to refine, enrich and enhance the computer based Professional Engineers Reference handbook for the Industrial/Systems PE examination. There were no reported issues with the Handbook for the October 2025 Exam. As with all other licensing committees, the task of maintaining the Reference Handbook and the Practice Examination is ongoing.

COMPUTER BASED TESTING (CBT)

The Industrial and Systems Engineering Professional Engineering examination was administered for the sixth time in the computer-based format in the October 2025 examination. Approximately 111 licensing candidates signed up for the October 2025 exam. The first-time passing rate for the ISE examination was 67%, which is right in-line with historical averages. Of the 15 pre-test items on this exam 13 (87%) were of sufficient quality to become active test items. This a marked improvement over past years and is the result of the team implementing a double review (pre-testing the pre-test items) to increase the number of new questions that become available for upcoming exams. This improved process will remain part of the committees' operations going forward. The committee is working hard, with NCEES direction, to develop more Alternative Item (AIT) test items, which require a test candidate to possess a more robust degree of analysis and principle understanding in order to solve the test question.

UPCOMING PAKS (PROFESSIONAL ACTIVITIES AND KNOWLEDGE STUDY) SURVEY

In November, the committee started the process of creating a survey to determine what currently practicing, licensed PEs think about the tasks and knowledge required of a licensed Industrial/Systems engineer with four to six years of experience to practice in a manner that safeguards the health, safety, and welfare of the public. The survey was completed and released to the public in January and will remain open until June 2026. In order to get a statistically valid sample, at least 200 current PEs must complete the survey. As of now, approximately 100 people have started the survey with only 53 completing it. As with past PAKS surveys, getting the required 200 takers to complete the survey has been a struggle. IISE has agreed to award .5 PDH certificates for those who complete the surveys as an inducement to garner more participation. The survey rearranged the current examination's domains by adding a new domain made up of knowledge areas previously spread among them as well as adding new knowledge areas for Data Analytics and AI Models. As always, survey takers are given the opportunity to write in any knowledge areas they feel are missing from the survey. The new exam specifications are expected to be presented to the EPE group in the Fall of 2026.

EXAMINATION COMMITTEE PARTICIPATION IN LICENSING ADVOCACY

The committee is actively advocating for an increase in the number of ISE engineers becoming licensed. NCEES reported that the number of candidates taking the ISE Fundamentals of Engineering (FE) examination has grown about 11 % last year. Following on the previous year's 16% increase, the total number of examinees is now to 679! The examination committee uses this data as a "marker" for the future ISE professional engineering candidates. The committee's expectation is that more candidates will attempt and successfully complete the PE examination. The training division of the Institute of Industrial and Systems Engineers hosts both a live in-person and an online on demand review course for the PE examination each year. This course is part of the extensive training suite that IISE provides to engineers worldwide. ISE committee members will participate in a panel discussion on professional engineering licensure at this year's upcoming IISE annual conference as well as staff a booth sponsored by NCEES at the event. The ISE magazine, a monthly publication of the Institute of Industrial and Systems engineers, continues addressing the benefits of becoming a licensed industrial engineer by publishing occasional articles written by an examination development committee member and featuring professional engineers who have become licensed. These featured individuals cite the benefits to possessing a professional engineering license, the benefits that each licensee has achieved and why a non-licensed candidate should strongly consider professional engineering licensure. Examination committee

members are active in advocacy of professional engineering licensure. Committee members serve on NSPE national committees, Future Cities National Finals Judge, MITRE scout engineers, DISCOVER E day participants, MATHCOUNTS volunteers as well as holding office in the Puget Sound Chapter of IISE.

International Society of Automation
Setting the Standard for Automation™

ISA 2026 Report to the NCEES PARTICIPATING ORGANIZATIONS LIAISON COUNCIL (POLC)

By Gerald Wilbanks, P.E.
Jay R Jeffreys, P.E.

The **International Society of Automation (ISA)** is the primary technical association for professionals involved with the automation, instrumentation and control fields of work. ISA currently has more than 17,000 professional members in over 80 countries of the world, a growth rate of 18% over the prior year (42% since 2021). ISA's five primary core competencies are in **certification, training, standards, publishing and technical conferences**. ISA was established in 1945 as the Instrument Society of America and changed its official name in October of 2008. ISA develops and publishes several of the key international standards on which the Control Systems PE examination is based. In 2024 ISA launched a **large-language model AI** called Mimo. Mimo's knowledge domain spans all ISA content and delivers useful insights into all of ISA's cumulative contributions to the automation industry. **Current ISA President for 2026 is Ashley Weckwerth, PE, of Burns and McDonnell.**

ISA promotes and encourages professional engineer registration and licensing, by participating in the activities of the National Council of Examiners for Engineers and Surveyors (NCEES) and supporting the Control Systems Professional Engineer examination process. The volunteer leadership and professional staff provide funding, people, and efforts to enhance the value and need for the licensure of engineers working in process control and automation. To this end, ISA is active with the Participating Organizations Liaison Council (POLC), jurisdiction registration boards, and other professional societies.

One of ISA's primary areas of interest is the maintenance and improvement of the Control Systems PE exam. ISA works with NCEES as necessary for representatives related to exam development to improve and review the testing procedure and results. The content of each exam is audited for quality purposes and has shown steady improvement over the past four years. The Control Systems exam moved to computer-based testing in 2023. The Control Systems professional engineer exam is one of the Group II exams offered by NCEES. According to NCEES' most recent July 2025 statistics, there were 232 first time test takers with a 62% pass rate, and 65 repeat test takers with a 32% pass rate. This is an improvement of several percentage points in both categories over the previous year.

A new **Professional Activities & Knowledge Survey (PAKS)** for the Control Systems exam was conducted in 2025, from January through May. A new specification for the exam will be publicly available after the administration in April 2026. After that time ISA will work to update our support materials and collateral based on the new specification.

The **Control Systems PE Exam Committee** works with the NCEES Exam Engineer to conduct an item writing session, in preparation for the next administration of the test. The April 15, 2026 administration will be the fourth computer-based test (CBT) for the control systems professional engineer exam. And going forward the Control Systems exam will be offered once a year in April.

ISA has developed and operates a number of certification programs for engineers and technicians in the automation field. These include the Certified Automation Professional (CAP), which has been accepted as a means to display the qualifications for someone in this area of work. The testing is available at any time during the year using computer-based testing techniques. ISA develops the exams, establishes the qualifications, evaluates the applications, provides training sessions, and awards the certificates, as well as digital badges. Additionally, another certification is offered to practicing technicians in the automation field and it is called the Certified Control Systems Technician (CCST). This is also a computer-based test that is administered at various test centers located throughout the world as well as online.

ISA offers a broad range of continuing education courses to those in the automation and controls field. These classes are offered at the ISA headquarters in Durham, NC, in regional locations around the country, and at company sites for private, on-site training. These training classes are complemented with a wealth of hands-on exercises, published books, reference materials and technical information exchanges. The pandemic experienced in 2020 and 2021 has accelerated the growth in ISA's virtual, instructor-led training offerings. In addition, there has been an increase in the self-paced, modular training classes offered by the society, and this is expected to continue to increase in the future. Additional information concerning training opportunities may be found online at isa.org/training.

The Control Systems PE Exam is supported through various training and educational endeavors at ISA. A Study Guide has been developed, published, and was updated to its 7th edition for use in preparing for the CBT exam. This study guide provides information and practice problems for those preparing for the exam. The revised Study Guide was developed by the Exam Committee of ISA to reflect the conversion to a computer-based test. The Publications Department of ISA also has several reference books that are designed to help prospective registrants and are promoted during the Exam Review courses.

And finally, the International Society of Automation (ISA) offers its Control Systems Engineering (CSE) PE Exam Review Course (EN00) in three formats:

- **EN00,** a three-day in-person, instructor-led review course that is offered at ISA headquarters in North Carolina and at customer sites upon request;
- **EN00V,** the same three-day instructor-led live content delivered in a virtual, online environment; and
- **EN00E,** a twelve-week instructor-guided, online class with 21 pre-recorded presentations, class assignments and five teleconference Q&A sessions with a live instructor.

In calendar year 2025, those three formats were offered for a total of five times, serving a total of 78 students.

The practical work experience gained by an engineer during the first four years of involvement in the control systems field is more valuable than additional educational hours for successful completion of the exam and competent practice for the professional engineer candidate. **For that reason, ISA does not favor or encourage individuals to take the professional engineer exam until the four years of experience have been completed.**

For information on international automation standards, training, conferences, reference books, publications and technical conferences please visit us at

isa.org

MI-SPS 2026 NCEES POLC REPORT

Annual Conference

MI-SPS Convention Highlights and Upcoming Plans

The MI-SPS marked **86 years of service** during the **2025 Annual Convention**, held at **Grand Traverse Resort in Traverse City, Michigan**, from **February 17–20, 2026**.

-  

This year's event welcomed **approximately 540 attendees** and offered **more than 16 CEUs**, including credits from the pre-conference session. The strong turnout and expanded educational offerings reflect the continued growth and engagement of the MI-SPS community.

NCEES & Northwestern Michigan College

- Northwestern Michigan College (NMC) has been awarded the inaugural NCEES 2-Year Program Scholarship in the amount of $25,000. This marks the first year that NCEES has offered a scholarship specifically for 2-year programs. The award was presented to NMC during its Student Presentation at the 2026 MI-SPS Convention by MI-PS NCEES Member Board Member Tim Platz. Congratulations to NMC on this outstanding achievement.

Membership

Michigan continues to maintain a strong community of licensed Professional Surveyors. According to the Michigan Society of Professional Surveyors, the state has approximately 800 licensed Professional Surveyors. The 2025 licensing data provides a more detailed breakdown, showing a total of 793 licensed Professional Surveyors, with 669 licensed in-state and 124 licensed out-of-state.

In 2025, Michigan added 30 newly licensed Professional Surveyors, an increase of 11 compared to the previous year. Of these new licensees, 19 are in-state and 11 are out-of-state, reflecting continued growth and interest in the profession both within Michigan and among surveyors seeking reciprocal licensure.

Comparison

	2026	2025	2024
Professional Membership (-8)	400	408 (-7)	415
Affiliate Membership (E)	37	37 (-14)	51
Life membership (+7)	136	129 (+4)	125
Student membership (+1)	68	67 (+7)	60

MI-SPS Goals for 2026

MI-SPS launched a new strategic plan in 2024 that will guide the organization through 2026, focusing on strengthening the surveying profession, supporting members, and advancing legislative and workforce priorities. The plan outlines five core goals.

1. Develop and implement a workforce development plan

MI-SPS is committed to creating and executing a comprehensive workforce development strategy aimed at attracting, training, and retaining skilled individuals. This initiative is designed to ensure the long-term vitality and sustainability of the surveying profession by building a strong pipeline of future surveyors and technicians.

2. Adopt a proactive approach to legislation

The organization is taking a forward-leaning stance on legislative matters that impact the profession. By engaging directly with policymakers and advocating for policies that support professional standards and public protection, MI-SPS seeks to shape laws and regulations that uphold the integrity of surveying and advance the interests of both members and the public.

3. Pursue legislation addressing unlicensed activity

MI-SPS is dedicated to strengthening enforcement against unauthorized surveying practices. The organization is pursuing legislation that enhances penalties and enforcement mechanisms for unlicensed activity. These efforts aim to protect property owners, uphold professional standards, and reinforce the credibility of licensed surveyors.

4. Continue to grow and develop education for surveyors and technicians

Expanding and improving educational opportunities remains a central priority. MI-SPS will continue to deliver high-quality training, resources, and professional development programs that empower surveyors and technicians to excel in their roles and meet the evolving demands of the profession.

5. Leverage educational offerings to grow technician membership

Recognizing the essential role of technicians in the surveying workforce, MI-SPS is focusing on targeted educational initiatives designed specifically for technician needs. By strengthening these offerings and promoting technician engagement, the organization aims to cultivate a more diverse, skilled, and innovative professional community.

Unlicensed Activity

Enforcement Action Against Unlicensed Practice

MI-SPS recently achieved a significant enforcement success by prosecuting two unlicensed individuals who were advertising land surveying services in Michigan. These individuals continued to promote and offer surveying services despite multiple direct requests from MI-SPS to cease their unlicensed activity. Their actions created real-world consequences for a property owner, who later assisted in the case.

The matter progressed slowly through the legal system. Both individuals were deposed, as was the affected property owner. To support the proceedings, three MI-SPS members served as expert witnesses, providing professional testimony that clarified the nature of the work performed and why it constituted unlicensed surveying under Michigan law. Despite clear evidence of unlicensed practice, the defendants' attorney attempted to argue that the individuals were merely locating metal objects.

In January 2026, the judge ruled in favor of MI-SPS. The ruling included several key outcomes:

- The landowner was awarded restitution for the harm caused.
- The individuals were formally prohibited from performing or advertising any surveying services without proper licensure.
- They were ordered to pay approximately $18,000 in attorney fees.

This ruling reinforces the importance of licensure in protecting the public, maintaining professional standards, and ensuring that surveying work is performed by qualified individuals. It also demonstrates MI-SPS's willingness to take decisive action when education and warnings are ignored.

Workforce Development

MI-SPS members participated in seven career fairs and the Michigan School Counselors Conference in 2025.

The objectives of the Workforce Development Committee are as follows:

- Identify the shortcomings regarding recruitment tactics attempted in the past.
- Identify the ideal target age and audience to target with recruitment efforts.
- Develop new and appropriate recruitment material to introduce people to surveying as a possible career choice.

Vision for Committee work and outcome(s) desired:

- Utilize help from our student members to help create recruitment materials.
- Involve the Young Surveyors Network members to help create recruitment materials.
- Create recruitment materials that would be of interest to other state societies throughout the country.

Summary of accomplishments for 2025:

- Produced and posted several recruitment videos to social media with the assistance of our student members.
- Attended the Michigan High School Counselors annual meeting in November held in Kalamazoo.

- Organized for 52 students from the Traverse City ISD, Northwest Education Services to attend the 2026 MSPS Annual Meeting to tour the exhibit hall and interact with surveyors.

Education

MI-SPs hosted:

- a two-day construction staking seminar in April and a Survey Technician Bootcamp in September at the central office facility in Okemos,
- three lunch-and-learn sessions were also held throughout 2025, that provided CEUs for its members,
- MI-SPS will continue to offer similar programs in 2026.

Young Surveyors Network (YSN)

MI-SPS YSN continues to be active throughout the year. There are 67 members.

The Michigan Society of Professional Surveyors (MI-SPS) continued its strong support of the Young Surveyors Network (YSN) by sponsoring attendance at both the spring and fall NSPS national meetings,

- giving young surveyors valuable exposure to national and statewide initiatives.
- Stacey Pollock and Rami Tamimi represented the Michigan YSN at these events, with Pollock also receiving a nomination for NSPS YSN Secretary. Tamimi further contributed to the profession by presenting *Personal Branding* at the FIG YSN Americas Regional Conference. In the summer of 2025,
- the Michigan YSN hosted its annual canoe and kayak trip on the AuSable River, strengthening camaraderie among members.
- The group also organized a euchre networking event at the 2026 MSPS Convention, creating a relaxed environment for seasoned professional surveyors and young

Architects, Engineers, & Surveyors Legislation Committee (AESLC)

The Architects, Engineers, and Surveyors Legislative Committee (AESLC) is composed of four organizations representing Michigan's licensed design professionals: AIA Michigan, MSPE, ACEC Michigan, and MSPS. Leadership rotates annually among the member groups, and this year MSPS served as chair of the committee.

The 2025 Legislative Day, held on April 15, brought together 124 participants who met with their Representatives, Senators, and legislative staff to discuss four priority issues.

- Conversations centered on supporting Qualifications-Based Selection (QBS), advocating for increased investment in Michigan's infrastructure,
- opposing new interior design regulation,
- and promoting modernization of the Michigan State Plane Coordinate System Act (Act 9).

Twelve MI-SPS members participated in the event, contributing to a strong professional presence. Legislative Day played a pivotal role in securing sponsorship for a bill to amend Act 9, and MSPS is now reviewing a draft of the proposed legislation prepared by the Legislative Services Bureau.

MI-SPS Foundation & Scholarships

- At the 2025 Annual Conference MI-SPS Foundation awarded $12,500 in scholarships ranging from $500 - $2,000 to 9 students from Michigan Technological University, Ferris State University as well as Northwestern Michigan College.
- MI-SPS Foundation has over $200,000 in its scholarship fund. The scholarship fund was able to grant these scholarships using the interest revenues and without the need to use any principal funds.
- For 2026, the Foundation allocated a total of $12,500 toward scholarships, continuing its commitment to supporting students in pursuit of excellence.

Respectfully Submitted,
James D. Hollandsworth, PS, PE
MSPS Representative to NCEES-POLC

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Annual Report of the National Academy of Forensic Engineers (NAFE) to the NCEES Participating Organizations Liaison Council

February 2026

The National Academy of Forensic Engineers (NAFE) identifies and brings together professional engineers having qualifications and expertise as practicing forensic engineers to further their continuing education and promote high standards of professional ethics and excellence of practice. It seeks to improve the practice, elevate the standards, and advance the cause of forensic engineering. Full membership in the Academy is limited to Registered Professional Engineers and Canadian PEng who are also members of the National Society of Professional Engineers (NSPE) and meet certain forensic engineering practice criteria. They must also be members in an acceptable grade of a recognized major technical engineering society. Full membership includes the Diplomate Forensic Engineer (DFE) certification. NAFE also offers Associate Member and Affiliate grades of membership to those who do not yet qualify for Member grade. NAFE is a Chartered Affinity Group of NSPE, but is an independent organization.

The National Academy of Forensic Engineers and its members are committed to:

- Serving the public by advancing the ethical and professional practice of forensic engineering;
- Serving the jurisprudential system by certifying individuals having achieved expertise in forensic engineering;
- Serving Academy members and furthering the development of forensic engineers through education and the publication of peer-reviewed technical literature.

Among the programs and activities of NAFE include the following:

- Twice each year, NAFE members meet in different locations around the United States for two full days of Forensic Engineering seminars. Typically sixteen hours of technical and professional continuing education credits are available, along with the opportunity to network with others in the field of forensic engineering.

    - ***The 2025 NAFE Winter Conference was held at the Drury Plaza Hotel, Santa Fe, New Mexico, on January 17-19, 2025.***

    - ***The 2025 NAFE Summer Conference was held at the Ottawa Marriott, Ottawa, Ontario, Canada, on July 11-13, 2022.***

    - ***The 2026 NAFE Winter Conference was held at the Kimpton Hotel Fontenot, New Orleans, Louisiana, on January 16-18, 2026.***

- ***The 2026 NAFE Summer Conference will be held at the Double Tree by Hilton Hotel in Portland, Maine, on July 17-19, 2026. Program location, dates and focus will be announced soon.***

- ***The 2027 NAFE Winter Conference will be held in January of 2027. Program location, dates and focus will be announced soon.***

- NAFE is a member of the Council of Engineering and Scientific Specialty Boards (CESB). NAFE's Diplomate Forensic Engineer (DFE) certification program is accredited by the CESB in the Professional Engineering Program category.

- Since its establishment in 1982, NAFE has published the NAFE Journal, a compilation of papers presented by NAFE members of technical as well as professional issues relating forensic engineering practice. The NAFE Journal is available online by visiting www.nafe.org.

- Most NAFE members are licensed as professional engineers in multiple jurisdictions in addition to their state of residence or employment. On occasion, some NAFE members are offered opportunities to conduct forensic investigations and testify in courts in jurisdictions in which they may not be currently licensed. Because of the unique role forensic engineers play within the nation's judicial system, NAFE advocates for enhanced comity/reciprocity flexibility for forensic engineers performing these functions.

- NAFE currently has the following Position Statement:

  - ***It is the position of the National Academy of Forensic Engineers (NAFE) that (1) the practice of forensic engineering constitutes the "practice of engineering" under state laws and regulations, and that (2) professional engineers performing forensic engineering services should fully comply with state engineering licensing laws and board rules and regulations.***

- For more information about NAFE membership, conferences, publications, or other information, please visit www.nafe.org.

Please contact me with any questions.

Joseph Leane, P.E., D.F.E.
NAFE Representative to NCEES.
National Academy of Forensic Engineers
president@nafe.org

NCSEA: National Council of Structural Engineers Associations

Mission

NCSEA advances the practice of structural engineering by representing and strengthening its member organizations.

Vision

The National Council of Structural Engineers Associations will be recognized as the leading advocate for the practice of structural engineering.

NCSEA is the parent organization and coordinating council for 44 state structural engineering associations. The activities of these member organizations are coordinated and represented by NCSEA in activities such as building code development and simplification, continuing education, licensure, participation in the structural engineering emergency response program, and promotion of the structural engineering profession to students as well as the public-at-large.

NCSEA continues to actively:

- Provide practicing engineers access to the development and revision process for codes and standards. **SPP**
- Advocate positive changes in the building code development process. **FA**
- Convey accurate information to the public relative to structural engineering-related events. **SPP**
- Educate elected official about the importance of structural engineers in order to gain their support of legislation for SE Licensure, Good Samaritan Acts, mandatory peer review and QBS. **SPP**
- Educate the media to encourage them to seek structural engineers for commentary on issues that pertain to structural engineering. **SPP**
- Educate other design professionals about the role, value, and importance of structural engineers. **CL**
- Develop publications to assist engineers with difficult or poorly understood areas of practice. **FA**
- Advocate for structural engineering degree programs. **EM**
- Provide meaningful, practical, and convenient continuing education opportunities at reasonable prices. **FA**
- Provide national support for pursuing structural engineer licensure on a state-by-state basis. **EM**
- Pursue improvement in the level of competence and standard of practice of the structural engineering profession throughout the United States. **EM**
- Work toward establishing a national Structural Engineering Emergency Response (SEER) network. **SPP**
- Publish STRUCTURE, the leading monthly publication for, by and about structural engineers and their practice. **CL**
- Participate in ASCE's Professional Activities Committee to develop common goals for structural engineers. **CL**
- Participate in the development of revisions to the International Building Code (IBC), International Residential Code (IRC) and International Existing Building Code (IEBC). **FA**

- Provide online review/refresher courses, specifically designed for the NCEES Structural Engineering (SE) examination. **FA**

NCSEA Licensure Committee

The committee remains committed to tracking the latest licensure activities, setting meaningful goals, and empowering states to adopt consistent licensure laws that improve mobility. Currently there are 25 states with some form of structural licensure distinction and several others that have an active SE licensure effort. The committee aims to understand the unique conditions and stakeholders in each state and to help others recognize the collective importance of holding structural engineers to a higher standard of practice.

NCSEA held a national Summit in New York City in October 2025. At this conference the SE Committee convened to provide updates and exchange ideas about the current state of SE licensure. The committee session fostered many meaningful discussions about current licensure activities. As a continual source of major concern, the primary issue discussed was the transition to Computer Based Testing and its effect on Structural Engineering firms. Several members of NCSEA are directly involved with NCEES and are knowledgeable about the transition which helps the committee stay updated with the latest developments. A few Member Organizations have had direct communication with NCEES in which their concerns were expressed.

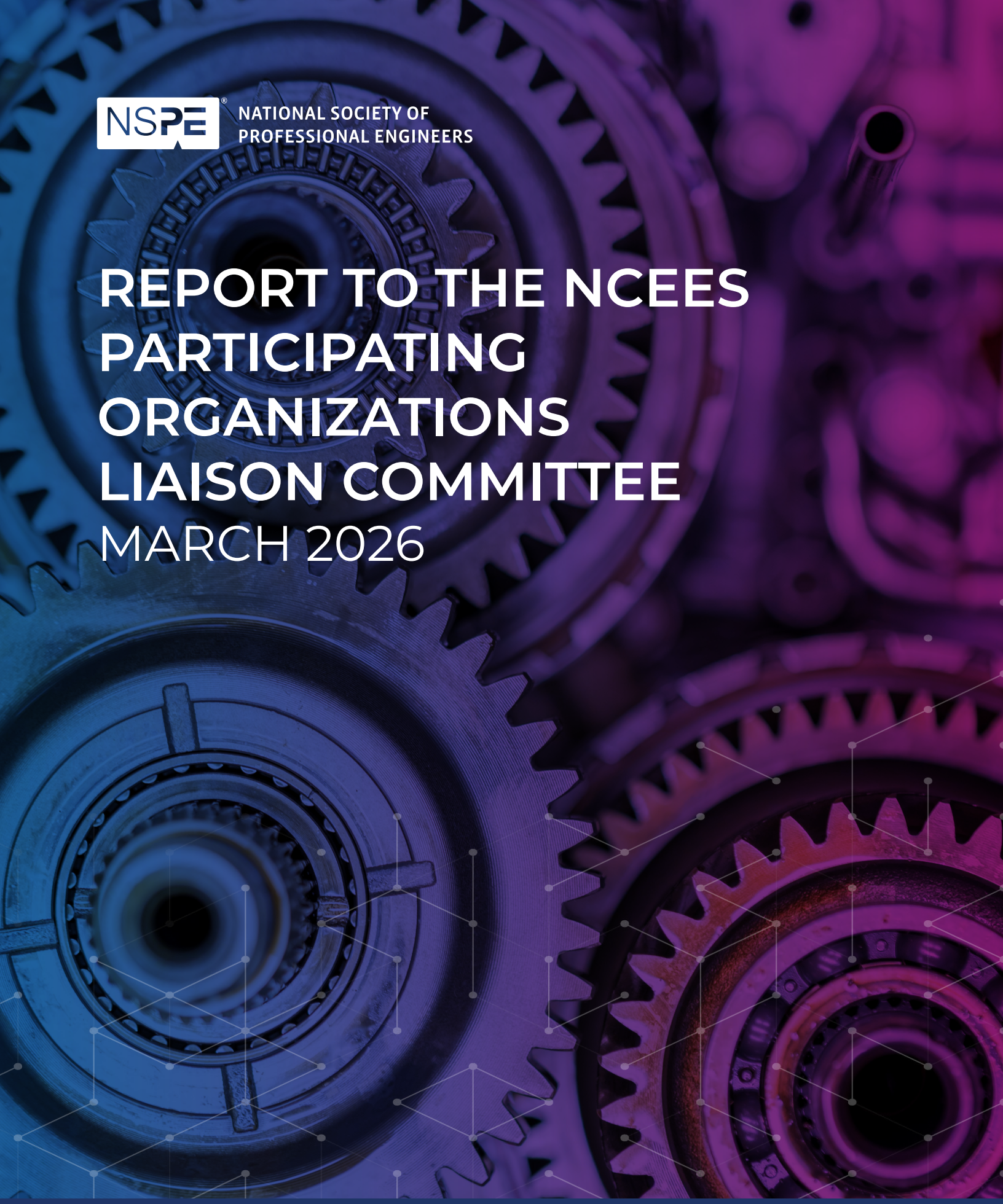
Other issues discussed at The Summit included:

- Committee successes in 2025.
- Structural Licensure trends in various states.
- Licensure presentations that could benefit diverse audiences.

The Summit helps to shape our priorities for the coming year. Since the committee continues to have deep knowledge in issues that relate to structural licensure, we endeavor to share the objectives of structural licensure with all stakeholders, including outside organizations. Although our primary goal is to continue helping states who are pursuing Structural Licensure, the committee has several other standing goals. These goals include:

- Working with Member Organizations who want to pursue structural licensure.
- Promoting structural licensure through education.
- Encouraging consistent licensing laws and regulations among all jurisdictions.
- Assisting with advancement of the NCEES Structural Engineering Exam.
- Supporting engineers who want to become licensed as an SE.

The next Summit will be in San Francisco. The committee continues to work on meaningful articles that provide insightful points for anyone who wants to become a persuasive voice in their community. We will visit Member Organizations that are not pursuing SE Licensure to discuss efforts moving forward and hope to pick up some new members along the way.



NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS

REPORT TO THE NCEES PARTICIPATING ORGANIZATIONS LIAISON COMMITTEE

MARCH 2026

REPORT TO THE NCEES PARTICIPATING ORGANIZATIONS LIAISON COMMITTEE

March 2026

In 2025, engineering continued to operate in a dynamic and often uncertain policy environment marked by heightened legislative and regulatory activity. The National Society of Professional Engineers (NSPE) and its members navigated evolving state and federal priorities, increased scrutiny of licensure and professional practice, and the continued integration of emerging and transformative technologies. Through it all, NSPE's vision remained steadfast:

"A world where the public can be confident that engineering decisions affecting their lives are made by qualified and ethically accountable professionals."

In 2025, NSPE remained focused on four core pillars: safeguard public protection, champion licensure, encourage mobility and foster agility. These guiding principles formed the foundation of NSPE's efforts, steering both immediate actions and long-term initiatives.

Safeguard Public Protection

Protecting professional licensure remains a central priority as policymakers continue to revisit regulatory and workforce frameworks at both the state and federal levels. In 2025, proposals affecting professional and occupational licensing have taken varied forms, including efforts to streamline regulation, modify board authority, or reconsider long-standing licensure frameworks. These efforts have included consolidation proposals that alter board independence as well as exemptions that narrow the scope of licensed practice. While often framed around workforce access and efficiency, such approaches raise important questions about maintaining the standards that safeguard public health, safety, and welfare.

NSPE continues to advance advocacy initiatives that reinforce the public protection role of licensure and the unique responsibility held by licensed

professionals. Through targeted engagement with policymakers and stakeholders, NSPE works to elevate understanding of how professional regulation supports accountability, competence, and trust. At the same time, NSPE supports state licensure boards as they navigate legislative activity that could weaken licensure laws, helping ensure that changes to regulatory structures preserve the protections the public relies on.

Champion Licensure

Championing licensure remained a core focus of NSPE's advocacy work as policymakers continued to reassess regulatory structures and workforce pathways in 2025. Licensure increasingly surfaced in broader policy discussions tied to workforce access, economic development, and regulatory reform, underscoring the need to reinforce licensure as both a public protection mechanism and a pathway into professional practice.

In Nevada, NSPE engaged on legislation revisiting board structure and regulatory authority, recognizing that changes to governance and oversight can directly influence the strength, credibility, and accessibility of licensure. Through targeted policy engagement, NSPE emphasized the importance of maintaining licensure standards that protect the public while supporting a regulatory environment that encourages qualified individuals to pursue and maintain professional licensure. This work reinforced licensure as a cornerstone of both public safety and a sustainable professional pipeline amid broader reform efforts.

Encourage Mobility

Encouraging professional mobility remains a priority as states continue to modernize licensure pathways and support increasingly mobile and globally connected practice. In 2025, several initiatives focused on improving consistency and clarity in licensure processes, including pathways for internationally qualified applicants and efforts to align practices across jurisdictions.

In Virginia, the Department of Professional and Occupational Regulation (DPOR) circulated draft legislation proposing a more uniform approach to

licensing internationally qualified applicants across multiple professions, including engineering. NSPE engaged on the proposal to emphasize the importance of maintaining standards while supporting efforts to streamline licensure processes and reduce unnecessary friction. This engagement focused on expanding access to qualified professionals while maintaining alignment with model law principles and preserving the flexibility boards need to apply appropriate standards.

Foster Agility

Fostering agility supports a licensure system that remains current as professional practice, education pathways, and workforce expectations continue to evolve. As legislatures and regulators increasingly revisit licensure frameworks in the context of workforce development and modernization, maintaining alignment between exam content, licensure requirements, and continuing professional development remains essential. NSPE supports ongoing review of licensure pathways and professional incentives to ensure they reflect contemporary practice, encourage lifelong learning, and accommodate diverse career trajectories, while preserving the rigor and public protection that underpin licensure.

National Society of Professional Surveyors

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International Collaboration

NSPS attended the FIG Working Week 2025, held in Brisbane, Australia. The FIG annual conference was held at the Brisbane Convention & Exhibition Centre (BCEC) with over 1,100 participants representing 85 countries. During the working week, over 500 presentations covering all areas of the surveying and geospatial profession were given. It should be noted the local organizing group, the Geospatial Council Australia (GCA) entered into administration (i.e. bankruptcy) shortly after the event. Past financial concerns prior to the Working Week were withheld from FIG and came to light after the conclusion of the conference. Several organizations in Australia are working to provide representation for the individual surveyor at this time.

Education Issues

NSPS continues its annual Student Competition for surveying-related programs. For 2025, 25 teams from 16 states competed in activities that consisted of a monument scavenger hunt throughout the District of Columbia and field exercises in the National Mall under the Washington Monument using antique field equipment.

NSPS maintains a listing of schools throughout that country that provide degree programs in Land Surveying and Geomatics. We are also constantly monitoring these programs to provide support, where needed, to encourage the continuation of the program where threaten by budget cost.

Our Certified Survey Technician (CST) program continues to be one of the most successful certification programs we offer. This is a four-level testing program NSPS offers to Technicians, with either on field path or an office path. NSPS continues to see CST growth with the profession having more emphasis on the need for trained technicians.

Our Education Committee, under new leadership and chairperson, has taken on several tasks to improve establishment, creation, and review of critical educational curriculum that is not typically covered by ABET. The committee has established a new procedure for technical sessions to be reviewed by a qualified panel of surveying experts to evaluation content for educational value. This process is intended to lift the truly educational sessions from simply the typical marketing presentation on specific hardware and software applications. The committee has also started the process of updating the "Surveying Body of Knowledge" (last revised in 2011). This critical document update is necessary to assist educational programs with guidance in creating the required curriculum for today's surveying student. We hope to have this crucial update completed in 2026.

Licensing and Legislative Issues

TAP Pilot for 2026 NDAA – NSPS is urging Congress to include a provision to the 2026 National Defense Authorization Act (NDAA) that would authorize a pilot program in DOD's Transition Assistance Program (TAP) to target members of the Armed Services, with relevant skillsets, training and military surveying, mapping, and geospatial experience to transition into applicable career opportunities available in civilian sector surveying.

Deregulation – NSPS continues to monitor and evaluate threats to the licensed professional surveyor by states across the nation. Arguments for deregulation include barrier to entry of the profession, funding of state licensing boards, and low numbers of licensed surveyors to provide service to the public. Most efforts to eliminate are rooted in cost-cutting measures, so NSPS is providing assistance to state surveying affiliates in promoting the duty of the professional surveyor as a protector of public interests. NSPS respectfully urges members of Congress to sponsor a "sense of the Congress" resolution highlighting the important role licensing of surveyors, architects, and engineers play in protecting the public health, safety, and welfare.

The surveying profession is not immune to tick borne diseases. NSPS has a legislative initiative underway to help educate the profession, the public, and the U.S. Congress on the dangers and ramifications of tick borne diseases. Alpha-gal syndrome (AGS) is a serious, sometimes life-threatening allergy to a sugar found in most mammals and products made from mammals – including meat (like beef, pork, and lamb), milk and dairy products, gelatin and many other items. According to a CDC study, 75% of people with AGS experience life-threatening anaphylactic reactions. In areas of high AGS prevalence, reactions to the alpha-gal sugar can be the number one cause of anaphylaxis in adults and adolescents, accounting for a third of all cases, more than all other food allergies combined. In November 2025, the first death linked to AGS was reported in New Jersey. NSPS will continue to promote awareness of all tick borne diseases as our practitioners are highly susceptible to being exposed to these lifechanging arachnids.

Promotions

ASCA Conference - NSPS attended the American School Counselors Association conference, our 10th year, held in Long Beach, CA. This year's event again featured a collborative effort with NCEES and their new "Be a Surveyor.com" materials and handouts. We received many compliments on out booth space and the quality of the material we were handing out, which included "Getting Kids into Surveying" posters, information on Trig-Star and CST programs, as well as related stickers, coloring sheets and associated bling for the conference attendees.

Outreach

Based upon statistics in the NCEES "Squared" publication and the NSPS membership counts, over 60% of the licensed survey professionals in the US are not a member of their state association. For 2026, NSPS has launched a nationwide membership drive on behalf of the state and territory associations within the US. Unveiled at the recent GeoWeek 2026 in Denver, this drive featured individual cards with state association information, a fun fact

about surveying in the state, and a new "Get Kids into Survey" character that represents the state animal, bird, or important figure. The initial reception at GeoWeek was overwhelming so we anticipate attracting more members to our state associations at both the professional and technical levels.

NSPS urges Congress to include provisions in the 2026 Highway Bill to establish the National HD Map, emphasizing its role in enhancing transportation safety, economic growth, and the future of geodesy and GPS capabilities. The USDOT aims to leverage surveying and geodesy for creating Roadway Electronic Navigational Charts (Road-ENCs) and a National HD Map, vital for road safety and supporting autonomous vehicles. The proposed legislation, supported by the NSPS, would authorize the Bureau of Transportation Statistics to develop and maintain this map, fostering safer roads, economic benefits, and strengthening GPS infrastructure through interagency coordination and research investment. The legislation aims to secure federal support, funding, and interagency collaboration to sustain and expand geodesy expertise and infrastructure.

Geodesy Crisis - NSPS continues its quarterly meetings with the National Geodetic Survey (NGS) for discussions on collaboration and information on common interests, such as the 2022 datum change and how state legislation will need to be revised in some states to indicate compliance with the 2022 datum.

Structural Engineering Institute (SEI)

SEI Annual Report to the
NCEES PARTICIPATING ORGANIZATIONS
LIAISON COUNCIL (POLC) MEETING
Saturday, March 14, 2026
San Antonio, Texas

Presented by Chun C Lau, P.E., S.E., F.SEI, F. ASCE
Chair – SEI SE Licensure Committee
February 23, 2026

The mission of the Structural Engineering Institute (SEI) is to improve every aspect of the structural engineering profession. We are 30,000 members strong, and our broad mission is fulfilled through the activities and projects developed by the SEI committees and chapters. More than 100 SEI committees and 50 local SEI Chapters and Grad Student Chapters support the SEI mission.

The mission of an SEI committee is to identify and accomplish projects and activities consistent with its stated purpose to improve the quality of structural engineering services, improve the quality of structural engineering practice, and advance the standing of structural engineers in society. Integral with these efforts, SEI committees are critical in identifying new developments or needs within the profession that should be considered or addressed by SEI.

Four focus initiatives have been identified and approved by the SEI Board of Governors, to receive priority support and promotion. These four initiatives are listed below in no particular order.

- Young Professionals
- SE2050
- Education and Leadership
- Performance Based Design

SEI SE Licensure committee

The SEI Licensure Committee advances SEI's mission by addressing licensing, regulatory matters, and professional development for structural engineers.

In 2025, the Committee continued its support of the Structural Engineering Caucus at the NCEES Annual Meeting, held at the Sheraton New Orleans Hotel in New Orleans, Louisiana. Organized and hosted by SELC, the Caucus provides a forum for dialogue between SELC and NCEES member board members on issues related to structural engineering licensure. A primary focuses this year was the low pass rate of the PE Structural CBT exam and its implications for sustaining the profession. Concerns regarding the reference materials, applicable codes and standards, exam length, number of pre-test items, and overall testing environment have been communicated to NCEES through multiple channels. Because state licensing boards are NCEES member boards and rely on the PE Structural exam for licensure decisions, SEI members were encouraged to direct their feedback to their respective state boards. The Committee is encouraged that revisions to the exam are anticipated for the April and October 2026 administrations.

The Committee also continues to engage with SELC in discussions regarding SE comity across varying state licensure frameworks and the potential for greater consistency in SE licensure requirements nationwide.

The SEI Structures Congress will be held April 30–May 1 in Boston, Massachusetts. The conference will feature technical programs and keynote presentations addressing key areas of structural engineering, including AI, buildings and bridges, codes and standards, sustainability and resilience, business practices, and research. Expanded networking events and celebrations are planned to further promote engagement and professional collaboration within the structural engineering community.

SELC: Structural Engineering Licensure Coalition

Mission

SELC serves as a united voice for the structural engineering profession for the promotion of structural engineering licensure .

Vision

SELC envisions a future with SE licensure in every jurisdiction, thereby improving the health, safety, and welfare of the public. SELC envisions common standards in all jurisdictions for structural engineering education, experience, and licensure.

Goals

SELC is a partnership between the major professional organizations that represent structural engineers. These organizations are the National Council of Structural Engineers Associations (NCSEA), the Structural Engineering Institute (SEI) of the American Society of Civil Engineers (ASCE), and the Coalition of American Structural Engineers (CASE) which is a specialized coalition within the American Council of Engineering Companies (ACEC). SELC works to share information and build consensus for the unique advancement of structural engineering licensure.

SELC has bi-monthly meetings and meets in-person at least once per year. This year, the in-person meetings will occur at the SEI Structures Congress in Boston and the NCSEA Summit in San Francisco. Currently SELC is working on several initiatives. The following are examples:

1. The Governing Rules for SELC are being reviewed to make sure SELC is as effective and efficient as possible. As a united voice for three professional organizations, it's important to leverage common views of the profession and act nimbly.
2. A document titled "Vision for the Future of Structural Engineering Licensure" is being reviewed and updated. Since the original document was issued in 2020, many recent challenges and opportunities need to be taken into consideration in the document. Struggles with transitioning to Computer Based Testing and continual deregulation are among these issues.
3. SELC has guided and continues to lead the effort to identify Significant Structures. The Significant Structure Document identifies the types of structures that pose the most risk to the public so that licensing boards can better regulate the registered engineers who design these structures.
4. Communication with partner organizations, such as the National Society of Professional Engineers (NSPE) and the National Council or Examiners for Engineers and Surveyors, is important and remains a central focus.
5. SELC leads the Structural Caucus at the NCEES Annual Meeting each year. The purpose of this meeting is to engage directly with state boards who have an interest in structural

engineering licensure. During the meeting, issues that are critical to the success of a healthy profession are presented by key stakeholders.

SECL takes seriously the well-being of structural engineering licensure. The primary reason so much effort is put into combining the collective knowledge of the three major professional organizations is to protect the health, safety and welfare of the public. An example of this is the Significant Structures document. SELC champions licensure by serving as the unique vision for structural engineering licensure. SELC strives to create ease of mobility for professional structural engineers and reduce barriers to employment by advocating for common structural engineering licensure in all jurisdictions. Finally, SELC aims to foster agility in the profession by actively participating with NCEES in determining the exam content that truly identifies candidates who are competent to practice structural engineering.

Society for Mining, Metallurgy and Exploration Inc.

2024 Report to the Participating Organization Liaison Council; National Council for Examining Engineers and Surveyors

Introduction

This report is given to the Participating Liaison Council (POLC) and the National Council for Examining Engineers and Surveyors (NCEES) for 2025 Professional Engineering activities of the Society for Mining, Metallurgy and Exploration Inc. (SME).

SME is the premier worldwide engineering society representing earth science professionals with membership over 14,000. Our core disciplines include geology, mining engineering, mineral process engineering, environmental engineering, and underground civil construction are the foundation of the Mining Mineral Processing Professional Engineers Exam (MMP). SME has members in most countries of the world.

Attendance at the SME Annual Meeting at Salt Lake City, February 2026 reached 7,000 attendees with 1,200 licensed Professional Engineers.

Mission

SME serves the mining, resources, and underground construction communities for a sustainable future. This mission embraces the engineering design, construction, and operations activities of the Professionals of SME at mines, plants, and support functions for the mineral industries.

Vision

SME's vision is building a better world through mining, metallurgy, and underground construction. SME has 2,500+ members who are licensed PE's. SME regards the PE as the gold standard for the holder's ability to design and build.

- Industry Innovation: SME is the venue of first choice for disseminating research leading to innovation and encouraging its applications in mining and underground construction.
- Industry Workforce: Mining, metallurgy, exploration, and underground construction are careers of choice.
- Responsible Mining & Underground Construction: The worldwide mineral industry recognizes SME as the premier resource for information on responsible mining and underground construction.
- Association Growth: SME Leads in amalgamating the community to build a better world.

As requested by NCEES, the activities of the SME PE Committee will be reported under certain license advocacy areas.

Safeguard Public Protection

The safeguarding of public protection is derived from maintaining high standards of becoming a PE. To that end, the SME PE Committee finished and published the SME PE Study Guide Edition 9 with an updated practice exam. Note: only PE's who have not performed MMP Exam development compile the

Study Guide. SME has published the Study Guide every 7 years beginning in 1980 to help PE candidates prepare for the MMP exam.

As per the January 2020 memorandum of understanding between SME and NCEES, SME provides the single reference allowed in PE testing. The publication is the Mining Reference Handbook (MRH). Updates in 2025 included information in environmental monitoring, process sampling, and site selection chapters. An anchor exam was administered in 2025 to finish the Standards Setting and the PAKS cycle.

SME sponsors a yearly 5-day PE Review Course given by university Professors. The course occurred September 2025 with 30 attendees. Short Course attendees for 2025 constituted 53% of 2025 1st time and repeat PE test-takers. For 16 years, 55% of test-takers have attended the Review Course.

NCEES administered the MMP exam on October 2025. This was the fifth computerized MMP PE exam. Fifty-seven engineers took the 2025 exam, 47 for the first time and 10 repeat test takers. The overall passing rate was 56%. The 5-year average passing rate including 2025 is 61%. The average passing rate since 1990 is 57%.

Champion Licensure

The SME PE Committee developed a presentation that is used to promote the value of licensure. SME PE Committee members gave the presentation to various groups in 2025 including to the Young Leaders of SME.

The SME Foundation submitted a letter of interest for possible funding to the NCEES Foundation. The project entails PE's and 9th grade math teachers collaborating in writing a lesson plan for a component of Algebra I that combines a required learning goal combined with a practical engineering design. The calculations for much of engineering are Algebra I based. These lessons will plant seeds of interest for students to become Professional Engineers.

Three of the top 10 universities (Missouri University of Science and Technology, Penn State University, and Colorado School of Mines) for FE volume in 2025 contained mining engineering departments. There are 13 accredited mining schools in the US.

Foster Agility

An idea was brought forth from the SME membership and submitted through the POLC for consideration by the License & Rules Committee of NCEES. The idea being adding "mentoring" in the PE Model Rules as a satisfactory relationship for the required 4-years of engineering experience to obtain licensure. The idea was approved by majority vote at the annual meeting of NCEES, August 2025. SME thanks NCEES and the member Boards for approving the issue. Mentoring, if individual states accept the experience, will greatly aid engineers-in-training obtain licensure, as many mines don't have PE's available onsite.

Future Activities

1. A PE from the SME PE Committee at the February 2026 SME Annual Meeting will be giving a presentation to the mining schools Department Heads on the value of licensure and emphasizing students take the FE exam.
2. Ribbons to wear below their badge will be handed out to students at the SME Annual Meeting saying, “FE Bound.”
3. In April 2025, a PE will give a presentation at a Graduate Student Seminar on the value of licensure and stressing taking the FE exam while in school.
4. 4. The SME PE Committee will focus on compiling ideas for license advocacy at their annual business meeting February 22, 2026.

History

The SME Professional Engineer Committee genesis was in 1978. The first charge was to bring the Mining / Mineral Processing PE Exam (MMP) from a state level to a national level. SME carried out this charge by engaging NCEES for exam administration and by having the MMP exam recognized by 25 states through reciprocity. Milestones and major changes in the past 46 years have been:

1978	SME PE Committee formed.
1980	First MMP exam administered by NCEES, exam graded by SME PE’s, Questions written by SME PE’s.
1980-2001	Pad and pencil exam consists of both multiple-choice questions and essay questions, written and graded by SME PE Committee. Open-book exam.
2002-2019	Pad and pencil exam consists of 80 multiple-choice questions; questions written by SME PE Committee; exam graded by NCEES. Open-book exam.
2020-present	Computerized exam consisting of multiple choice and alternative-form questions.

26 February 2026

SNAME 2026 Report to NCEES POLC

Mission:

The mission of the Society of Naval Architects and Marine Engineers is to advance the art, science and practice of naval architecture, marine engineering, ocean engineering and other marine-related professions through:

- The global exchange of knowledge and ideas
- Being a provider of and catalyst for professional education across the maritime industry
- Encouraging and sponsoring research and development

Organized in 1893, SNAME is an internationally recognized non-profit, professional society of individual members serving the maritime and offshore industries and their suppliers. For many, SNAME has been essential to career development and success in the industry. With more than 4,000 members around the world in 95 countries, SNAME is THE International Community for Maritime and Ocean Professionals. SNAME publications are used as textbooks and reference materials at major universities.

Leadership:

Executive Director	Elizabeth Bouchard
President	Richard Mueller
Treasurer	Gil Romano
Functional Vice Presidents:	
Education	Christopher McKesson
Finance	Edward Stokes
Knowledge Management	Craig Tulk
Membership	Glenn Walters
Planning	William Cowardin
Technical & Research	Alberto Morandi
Regional Vice Presidents:	
Atlantic North	George Williams
Atlantic South	David Hansch
Central & Gulf	Matt Unger
International	Rodrigo Perez Fernandez
Pacific	Zachary Schramm
Student Steering Committee	Evan Michael Sirianni
Young Professionals Committee	Jack Bonoli

Organization:

SNAME is a global organization made up of 20 Sections:

Arctic	Canadian Atlantic	Canadian Pacific
Chesapeake	Eastern Canadian	Great Lakes / Great Rivers
Greek	Gulf	Hampton Roads
Italian	New England	New York Metropolitan
Northern California	Pacific Northwest	Philadelphia
Southeast	Southwest	Texas
United Arab Emirates	Western Europe	

Included in each Section are Student Sections representing colleges, universities and apprentice programs:

School	City
Alexandria University	Alexandria, Egypt
Arab Academy of Science and Technology & Maritime Transport	Cairo, Egypt
Argentinean National Technological University	Buenos Aires, Argentina
California Maritime Academy	Vallejo, CA
Delft University of Technology	Delft, Netherlands
Escuela Politécnica Del Litoral (ESPOL)	Guayaquil, Ecuador
Florida Atlantic University	Tallahassee, FL
Florida Institute of Technology	Melbourne, FL
Great Lakes Maritime Academy	Traverse City, MI
Istanbul Technical University (ITU)	Istanbul, TR
Karadeniz Technical University (KTU)	Trabzon, TR
Maine Maritime Academy	Castine, ME
Massachusetts Institute of Technology	Cambridge, MA
Massachusetts Maritime Academy	Buzzards Bay, MA
Memorial University of Newfoundland	St. John's, Newfoundland & Labrador, CA
NAMEI Polytechnic Institute	Mandaluyong City, PH
National Technical University of Athens	Athens, GR
Piri Reis University	Tuzla, Istanbul, TR
Port Said University	Port Fouad, Port Said, Egypt
Stevens Institute of Technology	Hoboken, NJ
SUNY Maritime College - Student Section	Throggs Neck, Bronx, NY, NY
TEI of Athens	Aegaleo, Athens, GR
Texas A&M University, College Station	College Station, TX
Texas A&M University, Galveston	Galveston, TX
The Apprentice School (Newport News, VA)	Newport News, VA
United States Coast Guard Academy	New London, CT
United States Merchant Marine Academy	Kings Point, NY
United States Naval Academy	Annapolis, MD
Universidad Veracruzana	Xalapa, Veracruz, Mexico

University College London	London, UK
University of British Columbia	Vancouver, British Columbia, CA
University of California, Berkeley	Berkeley, CA
University of Maine	Orono, ME
University of Michigan	Ann Arbor, MI
University of New Orleans	New Orleans, LA
University of Newcastle	Newcastle upon Tyne, UK
University of Strathclyde	Glasgow, Scotland, UK
University of Trieste	Trieste, IT
Virginia Tech	Blacksburg, VA
Webb Institute	Glen Cove, NY

Professional Development for Members:

1) **Webinars:** 35 webinars were presented in 2025 throughout the world by SNAME Sections, on topics ranging from large yacht stability to the potential use of civilian nuclear power in the maritime.

2) **In-Person Meetings:** Evening events sponsored by the local Sections are held around the world. These meetings offer a myriad of technical topics related to naval architecture and marine engineering.

3) **Publications:** SNAME offers a wide range of publications written by its members, such as:
   a. MT (Marine Technology) Magazine (quarterly)
   b. Journals (Ship Research, Sailing Technology and Ship Production)
   c. Technical & Research Bulletins
   d. Technical & Research White Papers
   e. Reference Books
   f. Textbooks
   g. Technical Paper Collections
   h. Annual Transactions

4) **Involvement in the Technical and Research (T&R) Committee:** The T&R program is composed of 9 committees with nearly 50 related panels. Examples of these committees are Marine Operations, Ship Design and Ships Machinery. Panels are more focused in their topics, such as Seakeeping Characteristics, Hull Loadings, Propulsion Shafting, Electrical Propulsion and Floating Production Systems.

5) **Conferences (not an all-inclusive list)**
   a. **(April 2025) Great Lakes / Great Rivers Annual Winter Meeting:** Presented by the SNAME Great Lakes/Great River Section, presentations included topics such as the health of the Laker Fleet, a discussion of the expansion plans for the National Museum of the Great Lakes, Great Lakes passenger vessel history, and an overview of the evolution of power solutions for hybrid and all-electric vessels.
   b. **(October 2025) 15th Annual SNAME Western Europe Section (WES) Symposium on Shipping Efficiency**: Presentations included topics such as energy saving devices and energy

efficient solutions, wind energy, and electrification of inland waterway transportation in Lagos State.

c. **(October 2025) SNAME Maritime Conference (SMC):** Held in Norfolk, VA, this conference offered over 30 technical papers, several panel sessions, a trade floor with dozens of industry vendors, a maritime art auction, and banquet. Courses included ORCA 3D modeling sessions and a one-day session on weight engineering (held jointly with SAWE, the Society of Allied Weight Engineers). Included was a STEM event for 5 high schools to introduce them to representatives of the industry from marine design, shipbuilding, inspection and operations, and a tour of a tugboat and crane barge.
d. **(November 2025) Great Lakes / Great Rivers Annual Fall Meeting:** Presentations included computational fluid dynamics (FCD), icebreaker technology and high-speed craft design.

6) **Courses:** In addition to those held at the annual SMC, other stand-alone in-person courses are offered. For example, through a joint agreement with the Maritime Battery Forum (MBF), a Battery Workshop was held in Ottawa, Canada. This in-person workshop was co-hosted by the SNAME Eastern Canadian Section in September 2025. The event was held for 35 attendees.

7) **Scholarships, Awards and Fellowships:** SNAME provides several annual undergraduate and graduate scholarships, as well as annual awards for exceptional technical papers and research. Approximately 10-12 Fellows are selected each year to honor career achievement and contributions to the maritime industry.

Support to the Mission of NCEES:

SNAME continues to support NCEES and our members holding PE licenses as a participating member of the POLC (Participating Organizations Liaison Council) to advance the professional recognition of licensure for Naval Architecture and Marine Engineering (NAME). Over the previous year, SNAME has provided the following activities designed to promote licensure, the engineering profession, and professional registration:

1) **Opportunities for Professional Development Hours (PDH):** SNAME offers PDH credit for many of its webinars, courses and technical presentations in accordance with the requirements of the applicable states and Canadian provinces of its members. For example, the 2025 SMC event in Norfolk resulted in over 150 attendance certificates being issued for technical session attendance, most of which will result in PDH hours being credited. SNAME also maintains Certifiers in compliance with the New York State requirements under the guidelines of The Practicing Institute of Engineering, Inc. Additional PDH opportunities are available for authors of technical content as allowed by their applicable locations.
2) **PERC:** SNAME offers a Professional Engineering Review Course (PERC). PERC is a specialized distance-learning program designed to help naval architects and marine engineers prepare for the Principles and Practice of Engineering (PE) exam in Naval Architecture and Marine Engineering (NAME). The target audience is naval architects, marine engineers, and ocean engineers pursuing professional licensure. The format is distance learning that typically runs from July through September to allow several weeks of self-study before the autumn examination period.

Respectfully Submitted,

Richard Delpizzo
SNAME Education Director

Utility Engineering and Surveying Institute (UESI) of ASCE

SEI Annual Report to the
NCEES Participating Organizations Liaison Council (POLC) Meeting
Saturday, March 14, 2026
San Antonio, Texas

Presented by Marlee Walton, PE, PLS
ASCE UESI Surveying and Geomatics Division Executive Committee Chair

The vision of the Utility Engineering & Surveying Institute (UESI) is to be the worldwide leader in advancing excellence in engineering, planning, design, construction, operations, and asset management for utility infrastructure and engineering surveying.

UESI activities are organized in four active divisions and one council:

- **Pipeline** - Advance pipeline engineering, relative to the transmission of liquids, gases, or solids by pipelines.
- **Surveying & Geomatics** - Provide leadership for the acquisition and management of spatial data, encourage the advancement of geomatics, and provide professional development.
- **Utility Asset Management** - Advance and disseminate knowledge related to the holistic life-cycle asset management of utility infrastructure.
- **Utility Risk Management** - Provide leadership related to utility investigations, coordination, design, data management, and security.
- **Standards and Publications Council** – Provide oversight to the Journal of Pipeline Systems Engineering and Practice and the Journal of Surveying Engineering, as well as numerous standards, manuals of practice, and reports.

The following addresses the topics listed by NCEES for this year's POLC meeting:

Safeguard Public Protection:

- *Develop and execute advocacy initiatives that demonstrate the unique value and impact of licensed engineers and surveyors to key audiences.*
- *Implement targeted campaigns to educate policymakers and stakeholders about the benefits of professional regulation and licensure protections for the public.*
- *Support member boards in responding to legislative threats to licensure and protect licensing laws from being weakened or eliminated*

UESI has been developing professional certifications to safeguard the public's health, safety, and welfare. While professional licensing is a crucial aspect of safeguarding public protection, it is also necessary to demonstrate expertise in specific areas of practice. UESI recently had the official rollout of the Pipeline Engineering-Water Board Certification (BC.PLW). BC.PLW recognizes leaders in pipeline-water engineering who are widely respected by clients, employers, peers, and the public. The BC.PLW certified engineers demonstrate expertise in pipeline engineering-water; commit to staying up to date with new technology; and reflect a strong dedication to professionalism, ethics, and continuous learning.

Efforts are underway to develop two new certifications: Certified Project Utility Engineer and Certified Professional Engineering Surveyor. The certification for the Professional Engineering Surveyor is intended for engineers to show competence in performing construction and engineering surveying activities - not boundary surveying. Some licensing jurisdictions allow engineers to perform these functions; however, several civil and construction engineering curricula no longer include surveying courses to teach these aspects of the profession.

Some other essential elements for safeguarding public protection are information dissemination and continuous learning in the profession. UESI provides informational and educational opportunities through standards, publications, conferences, presentations, and webinars. This is apparent in the goals of UESI, which include:

- Provide a national and international forum for the exchange of technical and professional ideas.
- Identify and disseminate developing technologies and research.
- Develop and promote best practices for asset management.
- Enhance collaboration with ASCE's technical, professional, and educational groups.
- Develop partnerships with national and international organizations that are similar in nature to the Institute.
- Identify, reduce, and manage uncertainty in surveying and utility infrastructure.
- Assist in the development of associated public policy.

Champion Licensure:

- *Develop and execute comprehensive outreach initiatives to increase the number of licensed engineers and surveyors*.
- *Expand reach through the NCEES foundation by investing in outside programs that align with the NCEES mission and vision*.

UESI understands the importance of outreach activities and the importance of licensure. There are several outreach activities at the two conferences offered by the Institute:

- <u>UESI Surveying & Geomatics Conferences</u>
  This biennial conference for professional surveyors, engineers, and academics, practicing and researching in professional surveying and geomatics, discusses the latest industry knowledge regarding Utility Surveying and Revitalization Projects; Remote Sensing Applications; Geodetic Control and Unmanned Aircraft Systems; Utility and Subsurface Surveying; and Infrastructure, Utility, and Subsurface Surveying.

- <u>UESI Pipelines Conferences</u>
  This conference provides a forum for pipeline engineers and practitioners from all around the world to share their experiences in meeting the challenges of today's pipeline infrastructure. This premier

industry event has become the conference of choice for utility and pipeline owners, design and consulting engineers, contractors, manufacturers, suppliers, students, educators, researchers, and pipeline professionals. The conference also includes surveying as it relates to pipeline and utility projects.

At these conferences, students are encouraged to participate, and scholarships are awarded to help cover the conference costs. While at the conference, students are paired with mentors to enhance networking opportunities and increase their enthusiasm for the profession.

In addition, younger members are encouraged to participate in the 37 UESI committees. One of those committees is the Younger Member Engagement Committee, which was formed to reach out to and promote young members' participation in UESI and committee activities, and to be a voice for their interests. Beyond the national committees, 19 local chapters also recruit and retain younger members and students.

UESI recently added a new award for the Younger Member of the Year Award. This was established to recognize the contributions of younger members and to hopefully retain them in the profession.

Several volunteers in UESI have been instrumental in the success of the ASCE National Student Surveying Competitions. The ASCE UESI Surveying Competition's educational and professional goals include recognizing the importance of basic surveying principles to all civil engineering projects. Students are required to use standard field and office equipment and procedures to solve common problems encountered in industry. A clear understanding of and ability to apply basic surveying principles assist the future civil engineer in communicating and working with the surveying professionals on the job site and during the design process. Several ASCE students from universities worldwide compete in regional symposia to qualify for the championships. Winners of the regional contests earn invitations to showcase their skills and hard work on a national stage, competing against each other before expert judges and the entire ASCE community. This competition has been instrumental in keeping engineering students interested in the profession and has occasionally persuaded some participants to pursue career opportunities in surveying.

Encourage Mobility:

- *Encourage member boards to utilize NCEES Member Services more consistently to reduce friction in the licensing process*.
- *Build trust among member boards to adopt more consistent practices and align with model law standards*.
- *Expand mutual recognition agreements and increase international licensure portability*.
- *Support member boards in streamlining internal processes to expedite comity applications*.

UESI supports mobility for those representing utility engineering, pipelines, surveying, geomatics, utility risk management, and utility asset management. This is evident from the development of numerous standards, manuals of practice, and reports. These publications intend to promote national standards rather than individual jurisdictional practices.

UESI has been instrumental in developing partnerships with national and international organizations that are similar in nature to the Institute. Some examples of this include a recently expanded partnership with the ASCE Construction Institute, the Construction Summit and Research Council, and the entry into the International Federation of Surveyors (FIG) as an affiliate member.

Foster Agility:

- *Monitor and rapidly integrate advances in practice into exam content development and the exam development process.*
- *Assess and evolve licensure requirements and incentives to support lifelong professional growth.*
- *Regularly review and modernize pathways to support diverse career growth and professional upskilling.*

UESI supports lifelong professional growth with the new release of the Pipeline Engineering-Water Board Certification (BC.PLW) and the development of the Certified Project Utility Engineer and the Certified Professional Engineering Surveyor. Those engineers seeking certification are committed to staying up to date with new technology and to continuous learning.

UESI provides professional growth opportunities through standards, publications, conferences, presentations, and webinars. Volunteers in UESI put forth a lot of effort to provide a national and international forum for the exchange of technical and professional ideas, identify and disseminate emerging technologies and research, develop and promote best practices in asset management, and inform and provide educational opportunities to all members. The information is shared at the two sponsored conferences (Surveying and Geomatics and Pipelines), numerous other conferences, webinars, and the 19 local chapters.

UESI has been involved in efforts to educate surveyors and engineers on the upcoming modernized National Spatial Reference System (NSRS). The new NSRS represents one of the most significant geodetic transitions in the United States in more than 4 decades, and surveyors and engineers must understand the NSRS as the basis for their projects. Volunteers within UESI have been instrumental in promoting the NSRS and educating others about its fundamentals.

The Institute has also implemented a new UESI Fellow Designation to support career growth and professional upskilling. The criteria for achieving the designation include being recognized by peers as a leader in pipelines, surveying, and/or utility engineering. These individuals must demonstrate accomplishments that have significantly advanced the UESI fields of practice and have more than 10 years of leadership experience in utility engineering or surveying.

Closing Remarks:

UESI's focus is to advance the utility engineering and surveying professions, technically and professionally. Through the Institute, members have opportunities to network with peers and shape the future of the industry by participating in technical activities, conferences, and the development of internationally recognized standards.

We fully support NCEES efforts to safeguard public protection, champion licensure, encourage mobility, and foster agility. UESI has been promoting these initiatives through numerous activities. In addition, as noted in a previous letter of endorsement, we support the PS Geospatial Exam.

We truly appreciate being a member of the POLC and look forward to a productive meeting in March.