Our graduates will be innovation. The principal behaviors we seek to foster in our students are our students will be doing in their engineering careers five years after they have graduated. The ECE program objectives are shown below. They represent our vision for what our students will be doing in their engineering careers five years after they have graduated. The principal behaviors we seek to foster in our students are expertise, innovation and leadership. Our graduates will be:

**Educational Outcomes**

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

**ECE Education Objectives**

The ECE program objectives are shown below. They represent our vision for what our students will be doing in their engineering careers five years after they have graduated. The principal behaviors we seek to foster in our students are expertise, innovation and leadership. Our graduates will be:

- **Experts**
  - They will solve problems by applying ECE fundamentals
  - Their solutions will reflect depth of understanding in their sophistication.
  - Their solutions will reflect breadth of understanding by drawing on multiple disciplines.

- **Innovators**
  - They will demonstrate creativity in their engineering practice.
  - They will consider holistic systems-oriented approaches in their designs.
  - They will think strategically in their planning and execution.

- **Leaders**
  - They will take initiative, and demonstrate resourcefulness.
  - They will collaborate in multidisciplinary teams.
  - They will be leaders in their organizations, their profession and in society.
Curriculum Overview

The B.S. in Electrical and Computer Engineering is a broad and highly flexible ABET-accredited (http://www.abet.org) degree program structured to provide students with the smallest set of constraints consistent with a rich and comprehensive view of the profession. Students are encouraged and stimulated to explore multiple areas of theory and application from across the 5 principal undergraduate areas (https://www.ece.cmu.edu/academics/bs-in-ece/academic-guide.html) of Electrical and Computer Engineering. The sample curriculum (http://coursecatalog.web.cmu.edu/schools-colleges/collegeofengineering/#samplecurriculumtext) highlights the flexibility of our curriculum while meeting the requirements listed below.

Minimum total units required for B.S. in Electrical and Computer Engineering: 379

For detailed information and regulations along with the degree requirements and the most recent version of the ECE curriculum and course descriptions, please refer to the ECE Academic Guide (http://www.ece.cmu.edu/programs-admissions/bachelors/academic-guide/).

University Requirement

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-101 Computing @ Carnegie Mellon</td>
</tr>
<tr>
<td>10-106 Fundamentals of Programming and Computer Science</td>
</tr>
</tbody>
</table>

CIT Requirements (see CIT section of the catalog for specifics (http://coursecatalog.web.cmu.edu/schools-colleges/collegeofengineering/)):

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT General Education</td>
</tr>
<tr>
<td>21-120 Differential and Integral Calculus</td>
</tr>
<tr>
<td>21-122 Integration and Approximation</td>
</tr>
<tr>
<td>One other introductory engineering course (generally taken during the freshman year)</td>
</tr>
<tr>
<td>33-141 Physics I for Engineering Students</td>
</tr>
<tr>
<td>33-142 Physics II for Engineering and Physics Students</td>
</tr>
<tr>
<td>15-112 Fundamentals of Programming and Computer Science</td>
</tr>
</tbody>
</table>

140 Units

GENERAL TECHNICAL REQUIREMENTS:

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Math/Science electives 1</td>
</tr>
<tr>
<td>Probability Requirement</td>
</tr>
<tr>
<td>21-325 Probability</td>
</tr>
<tr>
<td>or 36-219 Probability Theory and Random Processes</td>
</tr>
<tr>
<td>or 36-225 Introduction to Probability Theory</td>
</tr>
<tr>
<td>18-202 Mathematical Foundations of Electrical Engineering 2</td>
</tr>
<tr>
<td>21-127 Concepts of Mathematics 3</td>
</tr>
<tr>
<td>or 21-128 Mathematical Concepts and Proofs</td>
</tr>
<tr>
<td>15-122 Principles of Imperative Computation</td>
</tr>
</tbody>
</table>

61 Units

1The Math/Science Electives may be satisfied by any course in The Mellon College of Science or the Department of Statistics except for: 100-level courses in Mathematics or Statistics, and courses designed for non-science or engineering majors, such as (but not limited to) 09-103, 09-104, 21-240, 21-257, 33-115, 33-120, 33-124, 36-201, 36-202, 36-203, 36-207, 36-208, 36-209, 36-210, 36-247, 36-309, 36-310. Mathematics courses of particular interest to students in ECE are: 21-228 Discrete Mathematics, 21-241 Matrices and Linear Transformations, 21-259 Calculus in Three Dimensions, 21-260 Differential Equations.

2This course can also be substituted by a combination of two of the following courses: 21-254, 21-259, 21-260, 21-241, 21-242, 21-268. Note that the combined total will therefore be 18 units.

3Effective Fall 2022. Prior to Fall 2022, 21-127 was 10 units.

ECE COURSE requirements:

For detailed information and regulations along with the degree requirements and the most recent version of the ECE curriculum and course descriptions, please refer to the ECE Academic Guide (https://www.ece.cmu.edu/academics/bs-in-ece/academic-guide.html).

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE CORE COURSES</td>
</tr>
<tr>
<td>18-100 Introduction to Electrical and Computer Engineering</td>
</tr>
<tr>
<td>18-200 ECE Sophomore Seminar</td>
</tr>
<tr>
<td>18-213 Introduction to Computer Systems</td>
</tr>
<tr>
<td>18-220 Electronic Devices and Analog Circuits</td>
</tr>
<tr>
<td>18-240 Structure and Design of Digital Systems</td>
</tr>
<tr>
<td>18-290 Signals and Systems</td>
</tr>
<tr>
<td>ECE AREA COURSES</td>
</tr>
<tr>
<td>Two Area Courses from 1 of the 5 Areas within ECE</td>
</tr>
<tr>
<td>One additional Area Course from a second Area</td>
</tr>
<tr>
<td>ECE COVERAGE COURSES</td>
</tr>
<tr>
<td>One Coverage Course (any additional ECE course or Approved CS course as listed on the ECE web site)</td>
</tr>
<tr>
<td>ECE CAPSTONE DESIGN</td>
</tr>
<tr>
<td>121 Units</td>
</tr>
</tbody>
</table>

FREE ELECTIVES | 54 units (typ)* |

*For most students, the curriculum above will result in a remainder of 54 units of free electives to achieve the 379 required total units.

A Free Elective is defined as any graded course offered by any academic unit of the university (including research institutes such as the Robotics Institute (http://www.ri.cmu.edu/) and 5 (https://53d.cmu.edu/3D) (https://53d.cmu.edu/)).

Up to 9 units of Student Taught Courses (StuCO) and Physical Education courses, or other courses taken as Pass/Fail, may also be used toward Free Electives.

Transfer of courses from other high-quality universities may be accepted through submission of the Transfer Credit Request form on the CIT web page (https://engineering.cmu.edu/education/academic-policies/undergraduate-policies/transfer-credit/). Please see the CIT website (https://engineering.cmu.edu/education/academic-policies/undergraduate-policies/transfer-credit.html) for further information regarding the process.

The large number of units without categorical constraints provides the student, in consultation with their Advisor or Mentor, with the flexibility to design a rich educational program.

Sample Curriculum

The table below shows a possible roadmap through our broad and flexible curriculum. The ECE Academic Guide (https://www.ece.cmu.edu/academics/bs-in-ece/academic-guide.html) provides further alternatives.

For First-Year requirements, please see CIT section of the catalog for specifics (http://coursecatalog.web.cmu.edu/schools-colleges/collegeofengineering/#firstyearforengineeringstudenttext).

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-100 Introduction to Electrical and Computer Engineering</td>
<td>Introductory Engineering Course</td>
<td>18-200 ECE Sophomore Seminar</td>
<td>18-2xx ECE Core course</td>
</tr>
<tr>
<td>76-101 Interpretation and Argument</td>
<td>General Education course</td>
<td>General Education course</td>
<td>36-219 Probability Theory and Random Processes</td>
</tr>
</tbody>
</table>
### Academic Policies

#### Policy on ECE Coverage Courses with Fewer than 12 Units

The basic curriculum requirements for Area courses, Coverage and Capstone Design are stated in terms of courses rather than units. The nominal total of 60 units for these categories is determined by assuming that each course is 12 units. In the event that courses with fewer than 12 units are used to satisfy some or all of these requirements, additional courses from the ECE coverage lists must be taken until the total units in ECE courses beyond the core meets or exceeds 60 units. Any ECE coverage course is acceptable, and any excess units beyond the required 60 may be counted as free elective credit.

#### Prerequisite Grade Requirements

Many ECE courses require a prerequisite course or courses. In most cases, the minimum grade required in a prerequisite to proceed on to the next course is a C. All prerequisites are listed in the registration system.

#### QPA Requirement and Overload Policy

An overload is defined as any schedule with more than 54 units in one semester.

A student will only be permitted to overload by 12 units if she or he achieved an overall QPA of at least 3.5 out of 4.0. If the student’s overall QPA is below a 3.5, then the QPA of the previous semester for which he or she is registering will instead be utilized. If that QPA is at least a 3.5 then the student will be permitted to Overload.

#### Grade Policy for Math Courses

1. CIT states that all mathematics (21-xxx) courses required for the engineering degree taken at Carnegie Mellon must have a minimum grade of C in order to be counted toward the graduation requirement for the BS engineering degree.

2. A minimum grade of C must be achieved in any required mathematics (21-xxx) course that is a prerequisite for the next higher level required mathematics (21-xxx) course.

3. In addition, ECE requires that 18-202 Mathematical Foundations of Electrical Engineering must be completed with a grade of C or better.

*Elective mathematics courses (like the math/science electives required for ECE) are not included in this policy.

#### Pass/Fail policy

Up to 9 units of StuCo and/or Physical Education courses or other courses taken as Pass/Fail may be used toward Free Electives. ECE core courses may not be taken as pass/fail. ECE project-based courses (including capstone design courses) may not be taken pass/fail. No ECE requirements may be fulfilled using a pass/fail course (except for 99-10x and 18-200).

#### Other Graduation Requirements

To be eligible to graduate, undergraduate students must complete all course requirements for their program with a cumulative Quality Point Average of at least 2.0. For undergraduate students who enrolled at Carnegie Mellon as freshmen and whose freshman grades cause the cumulative QPA to fall below 2.0, this requirement is modified to be a cumulative QPA of at least 2.0 for all courses taken after the freshman year. Note, however, the cumulative QPA that appears on the student's final transcript will be calculated based on all grades in all courses taken, including freshman year. Students are encouraged to confirm all graduation requirements with their academic advisor.

CIT has the following requirement for graduation. “Students must complete the requirements for their specified degrees with a cumulative quality point average of 2.00 or higher for all courses taken after the freshman year [this is the CIT QPA on the Academic Audit]. In addition, a student is expected to achieve a cumulative quality point average of 2.00 in a series of core departmental courses.”

In ECE, this means that the student must complete 18-100 Introduction to Electrical and Computer Engineering, ECE Core, Area Courses, Coverage, and Capstone Design courses with a minimum QPA of 2.0 to graduate. When more than one possibility exists for meeting a specific requirement (e.g., Area Course), the courses used for calculating the ECE QPA will be chosen so as to maximize the QPA. Similarly, when an ECE course is retaken, the better grade will be used in the computation of the minimum QPA for the ECE QPA requirement to graduate.

### Other Opportunities in ECE

#### ECE Cooperative Education Program

Our Cooperative Education Program invites students to gain valuable experience in employment that relates directly to their major and career goals. At the same time, it provides employers with opportunities to evaluate students as potential full-time employees, while having them complete meaningful projects. Participation in this program is voluntary, and obtaining a cooperative education assignment is competitive.

Due to federal restrictions on student work experiences, international students are not eligible for co-ops. Please visit the ECE CPT page (http://www.ecm.cmu.edu/programs-admissions/bachelors/cpt.html) for information regarding international student internships.

The co-op experience

We require a minimum of eight months of co-op experience to identify the work experience as a co-op. Students must have minimally completed their sophomore year to qualify for application to a co-op and should connect with their Academic Advisor for information on how to apply. While on co-op assignment, students are participating in a recognized CIT educational program, retaining their full-time student status, akin to our students who study abroad in established exchange programs (such as EPFL) for one or two semesters. The Cooperative Education Program agreement may be discontinued if the employers do not provide the students with career-related work experience or if the students do not meet the accepted level of performance as defined by the employers.

Upon returning to Carnegie Mellon, the students are required to submit for approval the following two documents to the ECE Undergraduate Office: a three to five page technical report of the Co-Op work, and a one page assessment and evaluation of the Co-Op experience.

Students may obtain more detailed information through the ECE department (http://www.ecm.cmu.edu/programs-admissions/bachelors/cooperative-education-program.html) or the Career and Professional Development Center (http://www.cmu.edu/career/).

#### Teaching Assistantships

Teaching Assistants are a vital part of successful ECE course delivery. All ECE students will receive an email each semester when applications open for the upcoming semester, typically around the date the Schedule of Classes is published. Students are encouraged to communicate with the faculty of any course(s) they are interested in supporting, who can discuss the course expectations and staffing needs. Please see the ECE Teaching Assistantship website (https://www.ecm.cmu.edu/insider/teaching-opportunities.html) for further information regarding these opportunities and how to apply.

#### Integrated M.S./B.S. Degrees Program

The Integrated Master’s/Bachelor’s program (http://www.ecm.cmu.edu/programs-admissions/integrated/) (otherwise known as the IMB program) is an exciting opportunity for students who excel academically to achieve not just a Bachelor’s degree in ECE, but also a Master’s degree – through our Professional MS degree program-without needing to apply separately. This means no application fee, and no need to take the GRE (Graduate Record Exam). In order to be awarded the MS degree in the IMB program, the student must also earn their BS degree, either simultaneously with the MS degree or at least one semester prior to the awarding of the MS degree. If a course is eligible for the MS degree but must be used to complete the BS degree, the BS degree takes priority over the MS degree.

If a student is at least a 2nd semester junior, has completed at least 270 units and has an overall 3.00 QPA, he or she is guaranteed admission into the Professional MS degree in ECE through the IMB program. To be officially admitted, the student must complete the IMB Program form.

If a student does not meet the exact overall 3.00 QPA requirement, he or she is eligible to petition for his or her admission into the IMB program during his or her senior year. Students may obtain the petition forms through a meeting with their assigned academic advisor.

Professional MS Degree Requirements:

Please see the ECE web site for the requirements for the Professional MS degree (http://www.ecm.cmu.edu/programs-admissions/masters/ms-requirements.html). For students in the ECE IMB program, all requirements for the Professional MS degree are in addition to the requirements for the BS in ECE. No requirements for the MS degree may be used in any way toward the BS degree, including minors, additional majors or dual degrees.

<table>
<thead>
<tr>
<th>Third-Year</th>
<th>Fourth-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>18-2xx ECE Core course</td>
<td>18-2xx ECE Core course</td>
</tr>
<tr>
<td>18-3xx/4xx ECE Area 1 course (first course in Area 1 from courses 1-2)</td>
<td>18-3xx/4xx ECE Area course (either 2nd course from Area 1 or the Area 2 course)</td>
</tr>
<tr>
<td>General Education course</td>
<td>Math Science Elective</td>
</tr>
<tr>
<td>Math Science Elective 1</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
<tr>
<td>18-100 Experimental Learning</td>
<td></td>
</tr>
</tbody>
</table>
Residency requirements and financial impacts:

Once a student in the IMB program has completed all of the requirements for the BS degree and it is certified, the student will officially graduate with the BS degree and the student will be in graduate status for the subsequent term of enrollment. Once a student’s undergraduate degree has been certified, no more courses may then be applied toward the BS degree. This includes courses toward minors and additional majors, although students pursuing an undergraduate dual degree with another department may still continue to apply additional coursework toward that second degree. Students should consult with Enrollment Services to understand how entering graduate status will affect financial aid, and with their academic advisor to determine a course schedule.

If a student takes more than 8 semesters to complete both the BS and MS degrees, then he or she must be in graduate status for at least one semester before graduating with the MS degree.

Faculty

GEORGE AMVROSIADIS, Assistant Research Professor of Electrical and Computer Engineering – Ph.D., University of Toronto, Canada; Carnegie Mellon, 2018–

JIM BAIN, Associate Department Head for Academic Affairs and Professor of Electrical and Computer Engineering and Materials Science Engineering; Associate Director, DSSC – Ph.D., Stanford University; Carnegie Mellon, 1993–

LUJO BAUER, Professor of Electrical and Computer Engineering – Ph.D., Princeton University; Carnegie Mellon, 2005–

THEO BENSON, Professor of Electrical and Computer Engineering – Ph.D., University of Wisconsin-Madison; Carnegie Mellon, 2022–

VIJAYAKUMAR BHAGAVATULA, U.A. and Helen Witaker Professor of Electrical and Computer Engineering, Affiliated Faculty, DSSC – Ph.D., Carnegie Mellon University; Carnegie Mellon, 1982–

SHAWN BLANTON, Associate Department Head for Research; Joseph F. and Nancy Keitley Professor of Electrical and Computer Engineering – Ph.D., University of Michigan; Carnegie Mellon, 1995–

DAVID BRUMLEY, Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2008–

MARK BUDNIK, Teaching Professor of Electrical and Computer Engineering – Ph.D., Purdue University; Carnegie Mellon, 2021–

L. RICHARD CARLEY, Professor of Electrical and Computer Engineering; Affiliated Faculty, DSSC – Ph.D., University of California at Berkeley; Carnegie Mellon, 1984–

MAYSAM CHAMANZAR, Dr. William D. and Nancy W. Strecker Career Development Associate Professor, Electrical and Computer Engineering – Ph.D., Georgia Institute of Technology; Carnegie Mellon, 2015–

VANESSA CHEN, Assistant Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2019–

YUEJIE CHI, Professor of Electrical and Computer Engineering – Ph.D., Princeton University, Carnegie Mellon, 2018–

MARC DANDIN, Assistant Professor of Electrical and Computer Engineering – Ph.D., University of Maryland, College Park; Carnegie Mellon, 2019–

HAKAN ERDOGIMUS, Teaching Professor of Electrical and Computer Engineering; Carnegie Mellon University Silicon Valley – Ph.D., Université du Québec; Carnegie Mellon, 2014–

GIULIA FANTI, Assistant Professor of Electrical and Computer Engineering – Ph.D., University of California at Berkeley; Carnegie Mellon, 2017–

GARY FEDDER, Howard M. Wilkoff Professor of Electrical and Computer Engineering; Co-Director MEMS, Affiliated Faculty DSSC – Ph.D., University of California at Berkeley; Carnegie Mellon, 1994–

FRANZ FRANCHETTI, Kav#10 Moura Professor of Electrical and Computer Engineering; Associate Dean for Research, College of Engineering, Director Engineering Research Accelerator – Ph.D., Vienna University of Technology; Carnegie Mellon, 2001–

GREGORY R. GANGER, Jatras Professor of Electrical and Computer Engineering; Director Parallel Data Lab – Ph.D., University of Michigan; Carnegie Mellon, 1997–

PHILLIP GIBBONS, Professor of Electrical and Computer Engineering and Computer Science – Ph.D., University of California at Berkeley; Carnegie Mellon, 2015–

WILLIAM GILLSON, Assistant Professor of Electrical and Computer Engineering; Co-Director CyLab – Ph.D., University of California at Berkeley; Carnegie Mellon, 2008–

PULKIT GROVER, Angel Jordan Professor of Electrical and Computer Engineering – Ph.D., University of California at Berkeley; Carnegie Mellon, 2013–

ASSANE GUEYE, Assistant Teaching Faculty Professor of Electrical and Computer Engineering; Carnegie Mellon University Africa – Ph.D., University of California at Berkeley; Carnegie Mellon, 2020–

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SOUMIYA KAR, Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2011–

GREGORY KESDEN, Teaching Professor of Electrical and Computer Engineering – MCS, Clemson University; Carnegie Mellon, 2017–

HYONG S. KIM, Drew D. Perkins Professor of Electrical and Computer Engineering; Director CMU-Thailand – Ph.D., University of Toronto; Carnegie Mellon, 1990–

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TZE MENG LOW, Associate Research Professor of Electrical and Computer Engineering – Ph.D., University of Texas at Austin; Carnegie Mellon, 2013–

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KEN MAL, Principal Systems Scientist of Electrical and Computer Engineering – Ph.D., Stanford University; Carnegie Mellon, 2005–

CRAIG MILLER, Research Professor of Electrical and Computer Engineering – Ph.D., University of Michigan; Carnegie Mellon, 2020–

M. GRANGER MORGAN, Professor of Electrical and Computer Engineering; Hamerschlag University Professor of Engineering and Public Policy – Ph.D., University of California at San Diego; Carnegie Mellon, 1974–

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RAJKUMAR, George Westinghouse Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 1992–

BARRY RAWN, Associate Teaching Professor of Electrical and Computer Engineering – Ph.D., University of Toronto; Carnegie Mellon, 2018–

ANTHONY ROWE, Siewiorek and Walker Family Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2009–

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ASWIN SANKARANARAYANAN, Professor of Electrical and Computer Engineering – Ph.D., University of Maryland; Carnegie Mellon, 2013–

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YVAS SEKAR, Tan Family Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2013–

JOHN SHEN, Distinguished Service Professor of Electrical and Computer Engineering – Ph.D., University of Southern California; Carnegie Mellon, 2015–

ELAINE SHI, Associate Professor of Electrical and Computer Engineering and Computer Science – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2020–

MICHAEL SKIRPAN, Special Faculty Instructor for Electrical and Computer Engineering; Executive Director, Community Forge – Ph.D., Colorado University at Boulder; Carnegie Mellon, 2019–

ASIM SMALAGIC, Research Professor of Electrical and Computer Engineering – Ph.D., University of Sarajevo, Bosnia and Herzegovina; Carnegie Mellon, 1988–

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SIYANG ZHENG, Professor of Electrical and Computer Engineering and Biomedical Engineering – Ph.D., California Institute of Technology; Carnegie Mellon, 2019–

JIMMY (JIAN-GANG) ZHU, ABB Professor of Electrical and Computer Engineering; Director DSSC; Professor of Materials Science and Engineering – Ph.D., University of California at San Diego; Carnegie Mellon, 1997–

Courtesy

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