

June 17, 2016

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1818 N Street, NW
Suite 600
Washington, DC 20036
Main (202) 331-3500
Fax (202) 265-8504

Engineering is empowering society in unprecedented ways. It is at the core of all innovation, resulting in tremendous societal and economic benefits; it is the most important discipline to address current and emerging challenges in the US and on a global scale; and it provides new, imaginative ways to enrich life. A fundamental requirement for growth of this enabling power, however, is for the engineering community to attract and engage people from all segments of our society. The evolving demographic landscape of the US, the need for constant economic competitiveness and the upholding of our core values to ensure equal opportunity and access to all who seek it, all point to the importance of actively embracing diversity and inclusiveness in all our endeavors. Diversity and inclusiveness are essential for the development of creative solutions to the world's challenges and to enrich life.

While gains have been made in the participation of women, African-Americans, Hispanics, and Native Americans in engineering in recent decades, significant progress is still needed to reach a level where the engineering community fully embraces all segments of our increasingly diverse and vibrant society. In particular, we must further promote the pursuit of engineering education to all those who have been historically under-represented within our discipline; provide an educational experience that is demonstrably equitable and inclusive; and actively work to improve the broader engineering culture to fully engage the diverse generations to come.

The year 2014-2015 was declared by ASEE as the Year of Action in Diversity. The undersigned deans of engineering schools across the United States commit through specific action to provide increased opportunity to pursue meaningful engineering careers to women and other underrepresented demographic groups. We further commit to ensuring that our institutions provide educational experiences that are inclusive and prevent marginalization of any groups of people because of visible or invisible differences. We affirm the importance of such aims as a reflection of our core values, as a source of inspiration for drawing a generation to the call of improving the human condition. Recognizing the urgency to act, the undersigned colleges/universities commit to establishing at each of our institutions programs that include the following:

1. Develop a Diversity Plan for our engineering programs with the help and input of national organizations such as NSBE, SHPE, NACME, GEM, SWE, AISES, WEPAN and the ASEE that would: articulate the definition and the vision of diversity and inclusiveness for the institution; assess its need or justification; provide a statement of priorities and goals; commit to equity, implicit bias and inclusion training across the school; define accountability; and the means of assessing the plan through various means including surveys.
2. Commit to at least one K-12 or community college pipeline activity with explicit targeted goals and measures of accountability aimed at increasing the diversity and inclusiveness of the engineering student body in our institution.
3. Commit to developing strong partnerships between research-intensive engineering schools and non-PhD granting engineering schools serving populations underrepresented in engineering.

4. Commit to the development and implementation of proactive strategies to increase the representation of women and underrepresented minorities in our faculty.

A measure of success will be the notable increase in diversity in enrollments, retention and graduation rates of engineering students, and increased diversity in our faculty and in the engineering workforce, over the next decade. Combined with changes in engineering education, for example as envisioned in the Grand Challenges Scholars Program, we envision the evolution of our engineering schools as the places which will prepare the graduates with the diversity, inclusiveness and engineering educational preparation to help make the world a better place.

Signed:

Chance M. Glenn

Chance M. Glenn, Ph.D.
Professor and Dean, College of Engineering,
Technology & Physical Sciences

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Vice Dean and Interim Dean
Ira A. Fulton Schools of Engineering

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Samuel Ginn College of Engineering

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Dean, College of Engineering

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Founding Dean, Caterpillar College of
Engineering & Technology

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Dean and Professor
College of Engineering

CAL POLY POMONA



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Dean, College of Engineering

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Dean, College of Engineering

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Dean College of Engineering, Computer
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Dean, College of Engineering & Computer
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Dean, College of Engineering

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Dean, College of Engineering & Science

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Dean and Professor
Washkewicz College of Engineering

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Professor and Chair, paper and Bioprocess
Engineering
Director, Division of Engineering

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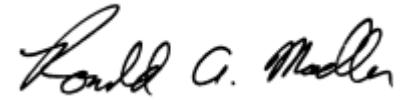
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Richard A. Behr, Ph.D., P.E.
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Ranu Jung, Ph.D. Fellow AIMBE
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Scholars Chair in Biomedical Engineering,
College of Engineering and Computing

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Gary S. May
Dean and Southern Company Chair
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Dean, School of Engineering & Technology

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Achille Messac

Achille Messac, Ph.D., Dean, College of
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Dean, College of Engineering
James & Katherine Melsa Professor in
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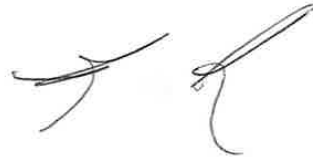
Hisham Hegab, Ph.D., P.E.
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Tim J. Ward, Ph.D., P.E., F. ASCE, F. EWRI, M.
NSPE
Dean and Professor, School of Engineering

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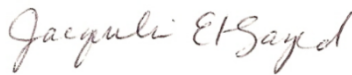
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Dean and Professor, College of Information
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Jacqueline El-Sayed, Ph.D.
Vice President for Academic Affairs
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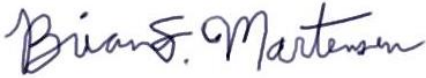
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Nada Marie Anid, Ph.D.
Dean, School of Engineering & Computing
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Louis A. Martin-Vega, Ph.D., P.E.
Professor and Dean College of Engineering

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Technology

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Dean, McCormick School of Engineering

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Dennis Irwin, Ph.D., P.E.
Dean and Moss Professor of Engineering &
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Professor of Structural Engineering

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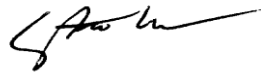
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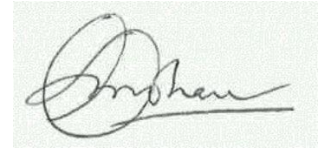
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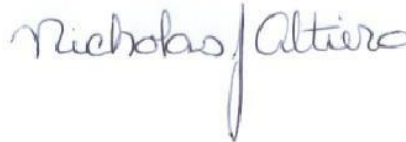
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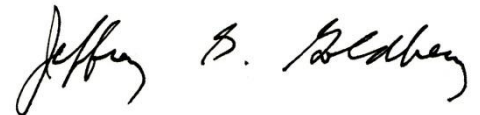
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Dean and M.E. Van Valkenburg Professor
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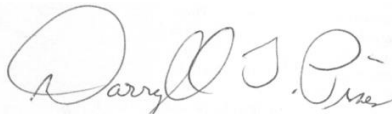
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JB Speed School of Engineering

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Dean, College of Engineering and Information
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Dean, College of Engineering

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Dean and Professor
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David C. Munson
Dean, College of Engineering

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A. W. (Tony) England, Dean
College of Engineering & Computer Science

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Alexander Cheng
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Elizabeth G. Lobo, Ph.D.
Dean, College of Engineering

UNIVERSITY OF MISSOURI

Samuel B. Mukasa

Samuel B. Mukasa
Dean and Eric J. Essene Professor of
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College of Engineering & Physical Sciences

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R. S. Harchandran

Ronald S. Harchandran, Ph.D., P.E., F.ASCE
Dean, Tagliatela College of Engineering

UNIVERSITY OF NEW HAVEN

Emir José Macari

Emir José Macari, Ph.D.
Professor and Dean of Engineering
Interim Director for Research

UNIVERSITY OF NEW ORLEANS

Hesham El-Rewini

Hesham El-Rewini
Dean and Professor
College of Engineering & Mines

UNIVERSITY OF NORTH DAKOTA

Costas Tsatsoulis

Costas Tsatsoulis
Dean and Professor, College of Engineering

UNIVERSITY OF NORTH TEXAS

Peter Kilpatrick

Peter Kilpatrick
McCloskey Dean of Engineering

UNIVERSITY OF NOTRE DAME

Steven Howell

Steven Howell, Ph.D.
Dean and Professor
School of Engineering & Computer Science

UNIVERSITY OF THE PACIFIC



Vijay Kumar
Nemirovsky Family Dean
Penn Engineering

UNIVERSITY OF PENNSYLVANIA



Gerald D. Holder
U.S. Steel Dean of Engineering

UNIVERSITY OF PITTSBURGH



Sharon A. Jones, Ph.D., P.E., BCEE
Dean, Donald P. Shiley School of Engineering

UNIVERSITY OF PORTLAND




Robert L. Clark, Ph.D.
Professor and Dean of Hajim School of
Engineering and Applied Sciences

UNIVERSITY OF ROCHESTER

Hossein Haj-Hariri

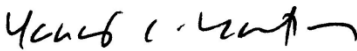
Hossein Haj-Hariri
Dean, College of Engineering and Computing

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Dean, College of Engineering

UNIVERSITY OF SOUTH FLORIDA



Yannis C. Yortsos Ph.D.
Dean, Viterbi School of Engineering

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Dean, College of Engineering
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Dean, Erik Jonsson School of Engineering &
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Devdas Shetty, Ph.D., P.E.
Dean, School of Engineering and Applied
Science Professor of Mechanical
Engineering

UNIVERSITY OF THE DISTRICT OF COLUMBIA



Cristina Amon
Dean, Faculty of Applied Science &
Engineering, Alumni Chair Professor of
Bioengineering, Department of Mechanical &
Industrial Engineering

UNIVERSITY OF TORONTO



Craig H. Benson, Ph.D., P.E., NAE
Dean, School of Engineering & Applied
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UNIVERSITY OF VIRGINIA

Michael B. Bragg

Michael B. Bragg
Frank & Julie Jungers Dean of Engineering

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Ian M. Robertson

Ian M. Robertson
Dean, College of Engineering

UNIVERSITY OF WISCONSIN MADISON

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Brett A. Peters, Ph.D.
Dean and Professor of IME

UNIVERSITY OF WISCONSIN MILWAUKEE

Molly M. Gribb

Molly M. Gribb, Ph.D., P.E.
Dean, College of Engineering, Mathematics &
Science

UNIVERSITY OF WISCONSIN PLATTEVILLE

Eric W. Johnson

Eric W. Johnson
Dean, College of Engineering

VALPARAISO UNIVERSITY

Philippe M. Fauchet

Philippe M. Fauchet, Ph.D.
Dean, College of Engineering
Professor of Electrical Engineering

VANDERBILT UNIVERSITY

Richard C. Benson

Richard Benson
Dean, College of Engineering

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Candis Claiborn

Candis Claiborn
Dean and Professor of College of Engineering
& Architecture

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Aaron F. Bobick

Aaron F. Bobick
Dean and James M. McKelvey Professor
School of Engineering & Applied Science

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David L. Ferrro

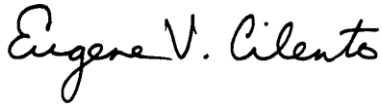
David L. Ferrro
Dean, College Applied Science and Technology

WEBER STATE UNIVERSITY

Zeljko Torbica

Zeljko Torbica, Ph.D.
Dean, L.C. Nelson College of Engineering &
Sciences

WEST VIRGINIA INSTITUTE OF TECHNOLOGY

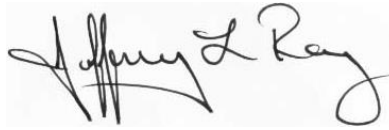


Eugene V. Cilento

Glen H. Hiner Dean and Professor

Benjamin M. Statler College of Engineering &
Mineral Resources

WEST VIRGINIA UNIVERSITY



Jeffery L. Ray, Ph.D., F.ASEE

Dean of Construction Management &
Technology

WESTERN CAROLINA UNIVERSITY

Houssam Toutanji

Houssam Toutanji, Ph.D., P.E., F.ASCE
Dean, College of Engineering & Applied
Sciences

WESTERN MICHIGAN UNIVERSITY



S. Hossein Cheraghi, Ph.D., GDTP
Dean, College of Engineering

WESTERN NEW ENGLAND UNIVERSITY



David Cyhanski
Bernard M. Gordon Dean of Engineering,
Ad Interim

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