

## **Department of Mechanical Engineering Diversity, Equity and Inclusion Plan**

### ***Diversity and Inclusion Statement***

The SDSU Mechanical Engineering Department is committed to creating a safe, equitable, inclusive working and learning environment. The Department endeavors to promote mutual respect for all members, thereby facilitating each member to thrive to their optimal potential. Diversity of thought is crucial to the advancement of all institutions and the SDSU Mechanical Engineering Department will serve as a pillar for equity and inclusion efforts of the College of Engineering. Success of the Department is greatly enhanced by cultural, ethnic, gender, and racial diversity because it creates synergy and cultivates role models and transformative ideas for positive impacts on society. In-line with College objectives, the Mechanical Engineering Department strives to promote and sustain a healthy climate by providing the platform for necessary dialogue among students, faculty and staff so that each individual feel welcomed, supported, valued and respected. The recruitment and retention of faculty, staff and students will be inclusive on all criteria such that ability, age, color, educational background, ethnicity, family structure, experiences, gender, gender identities, language, national origin, political preferences, race, religion, sexual orientation, socioeconomic status and veteran status are valued. The SDSU Mechanical Engineering Department will nurture a respectful space for everyone to thrive and contribute to society by uplifting the merit, potential, talent and creativity of each of its members.

***Assessment of Student Success*** - The Mechanical Engineering (ME) Department at SDSU serves a diverse student body including ethnic, gender, and life experience diversity. Differences in gender outcomes is especially important for engineering majors because males are an over-represented group among the engineering student body and faculty. Groups considered to be underrepresented minorities in the current analysis are Latinx, African American and Native American designations. The following is a simple assessment of available data that can be used as a basis for continuing efforts to foster inclusiveness and maximize success of all students.

Students who identify as females are not represented in the ME Department in the proportions that exist in the general population and the entire SDSU student body. For reference, the National Science Foundation Center for Science and Engineering Statistics reports that 14.3% of BS degrees in ME were awarded to female students in 2017 [1]. The percentage of female students enrolled in the ME Department has increased from 11.7 in Fall 2015 to 17.1 in Fall 2020. Recent graduation rate records for the ME Department indicate a progression in BSME degrees awarded to females from 12% in 2017 to 15% in 2019. While the enrollment is at par or above the national average, there are several Mechanical Engineering Departments in the United States that far exceed this average. The Georgia Tech ME Department had 27.4% female undergraduate enrollment in 2015, Caltech ME had 34.8% in 2017 and MIT ME had 49.5% in 2016 [2].

Groups designated as Latinx, African American and Native American are underrepresented in the ME undergraduate student body. The proportion of these groups relative to non-underrepresented (non-URM) groups has stayed roughly the same from 2012 to 2018. Latinx students are about 30%, African Americans are less than 5% and Native American students register at less than a 1

student per year on average. This data is evidence that additional measures are necessary to increase participation of African American and Native American students so that representation can approach that of the general population. Further quantifying differences in student outcomes is not practical with such a small sample of African American and Native American students.

***Planned Strategies and Interventions*** - The Department Diversity and Inclusion Plan adopts two of the goals from the College Diversity and Inclusion Plan, and adds a third one as a follow-up to the assessment above.

### **GOAL #1**

**Improve gender and ethnic diversity in faculty to improve diversity.**

**Goal Area:** Equity-minded hiring

**Objective:** Increase the percentage of female faculty from the current 13.3% level to 18% of the Department's total tenure track faculty pool by 2025.

#### **Rationale behind the goal number of 18%:**

It is worth noting that the NSF national data shows 23.6% of Engineering doctoral degrees were awarded to women in 2018-2019 [1] and that in Fall 2018, the country had 17.4% female tenured and tenure-track faculty members in mechanical engineering [2]. Moreover, the goal number of 18% was also set keeping in mind the current female faculty representation in the Mechanical Engineering Department along with the new faculty lines that the Department hopes to secure in the next 5 years. In fall 2020, 17.1% of Mechanical Engineering undergraduate students were female students. By attaining the 18% women faculty mark by 2026, we will approximately be at par with our undergraduate female student population.

**General Strategies that can be adopted to increase female faculty hiring:** The Department plans to adopt the following strategies recommended by the College DEI Committee to increase the recruitment of female faculty:

- Use the [Building on Inclusive Excellence criteria](#) for all faculty searches
- Require all search committees to complete [training](#) on implicit bias and microaggression
- Certification of applicant pools based on representation proportional to available representation of female graduates among doctoral graduates in ME.
- Submit all job advertisements for review for inclusive language to the Division of Diversity and Innovation
- Have all search committee members complete the Inclusion Ambassador Training
- Build networks with faculty and staff from minority-serving institutions
- Require a diversity statement from applicants
- Advertise jobs in outlets that are readily accessible to diverse audiences to ensure applicant pool proportionality
- Ask candidates about their demonstrated commitment to diversity
- Attend conferences within the discipline that have a focus on diversity
- Identify and network with post-doctoral students from other institutions

- Direct outreach to fellowships (e.g., Ford Foundation, CSU Chancellor's Office Incentive Program, UC Postdoctoral fellowship program)

Three of the above strategies are outlined in detail below.

**Strategy 1: Use Building on Inclusive Excellence (BIE) Criteria** *(This criterion is now enforced by the University Senate)*

The Department will employ the University's BIE committee to certify that finalists meet at least two of the eight BIE criteria. This should occur prior to finalists being approved for a campus visit. This committee also wants to emphasize that **the (BIE) criteria do not require the candidate to identify as part of an underrepresented population. Instead the criteria are designed to assess the candidate's demonstrated or desired commitment to serving and/or addressing issues related to underrepresented populations.**

- **Resources needed:** The BIE committee is organized by the Associate Chief Diversity Officer. The Department will be using resources that are already established and implemented by the University.
- **Responsibility:** The Department Chair will ensure that the BIE criteria are included in the job advertisement and is also be responsible for submitting candidate materials to the Dean's Office and the Associate Chief Diversity Officer (ACDO) for review by the BIE committee as soon as finalists are selected. After the determination is made by the BIE committee, the College and Department will be notified by the ACDO.
- **Assessment:** The Department DEI Committee will submit an annual report to the Faculty, the College DEI Committee, and the University's DDI Council, detailing implementation of this strategy for each faculty search that was conducted in the Department.

**Strategy 2: Implicit Bias Training**

The Department will only approve search committee members who have participated in one of the University's Equity-Minded Hiring seminars within the last five years.

- **Resources needed:** This program is funded by the Chief Diversity Officer. Committee members will need to invest two-three hours to complete the basic training.
- **Responsibility:** The search sub-committee chair is responsible for confirming that all members have participated in the training prior to beginning review of applications.
- **Assessment:** The Department DEI Committee will submit an annual report to the ME Faculty, the College DEI Committee, and the University DDI Council detailing the implementation of this strategy.

**Strategy 3: Improve Pool Proportionality**

In cases where pool proportionality is not reflective of terminal degree holders within the field, the search sub-committee will specify actions that have been taken to ensure a representative pool. Documentation of these actions will be provided to the ACDO. [The Hiring Guide already

requires departments to submit a pool proportionality form to the Office of Employee Relations and Compliance (OERC)]

- **Resources needed:** Committee chairs may need training to interpret the data and understand appropriate actions to increase pool proportionality.
- **Responsibility:** The search sub-committee chair is responsible for submitting the pool proportionality form, and any required documentation, to OERC, ACDO and the College DEI Committee.
- **Assessment:** The Department DEI Committee will submit an annual report to the ME Faculty, the College DEI Committee, and the University DDI Council detailing the implementation of this strategy.

## **GOAL #2**

**Create pathways for females and students from URM backgrounds to enter engineering programs**

**Goal Area:** Equity-minded Programs and Inclusive Representation

**Objective:** Leverage the Hispanic Serving Institute (HSI) status of SDSU to further increase numbers of Under Represented Minority (URM) students in our graduate and undergraduate engineering programs. ASEE classifies women, Latinx, African American and Native American groups as URM in engineering. The SDSU Mechanical Engineering Department strives for a proportional representation in our graduate student body primarily in terms of gender and ethnicity. This also implies that a pool of highly qualified and competent URM applicants can be developed. Our second diversity goal aims to cater to that need. The ambitious yet realistic goal of the ME Department is to achieve Master's student cohort of 15% women, 25% LatinX and consistent levels of 1.5% African American and 0.5% Native American students by 2025. Additional measures will be taken to increase URM and female students in our growing doctoral programs.

### **Rationale behind the target numbers:**

The current level of degrees awarded to ME Department graduate programs by each of the URM groups will shed light on necessary improvements in representation. The MS programs in the ME Department had 29 total degrees in 2019-2020. Of this cohort, 6 were LatinX (21%), 1 was African American (3.5%) and 3 were female students (10%). Mechanical Engineering faculty advise doctoral students through the Joint Doctoral Program in Engineering Sciences. From 2016 to 2020, about 3 students per year on average were awarded doctorates and all of these were international students. In Spring 2017, the ratio of women to men awarded a Doctorate in Engineering Sciences was 1:3. The ratio of women to men doctoral students was 1:1 in 2018, 2:2 in 2020 and 1:1 in 2021.

### **General Strategies that the Mechanical Engineering Department can adopt to increase URM graduate students:**

- Build networks with minority serving institutions
- Develop a recruitment video featuring diverse alumni

- Clearly identify commitment to diversity and inclusion on website (e.g., course, research opportunities, service learning)
- Develop plans to directly recruit SDSU undergraduates into graduate programs
- Develop an ambassador program for diverse graduate students and advanced undergraduates
- Departmental representation at events celebrating diversity and inclusion, such as the Martin Luther King Luncheon and Caesar Chavez Luncheon
- Attend a graduation ceremony honoring diverse student populations, such as the Black Baccalaureate Celebration, Lavender Graduation Ceremony, Raices Unidas Family Graduation Ceremony, Andres Bonifacio Samahan Filipino Graduation Ceremony, or American Indian Graduation Celebration
- Serve as a faculty advisor to a student club serving URM
- Recognize and incentivize faculty who adopt inclusive teaching strategies into their courses
- Develop service-learning opportunities based in diverse communities

Aligned with the College DEI Committee's plans, the Department DEI Committee outline five strategies to implement from 2020-2025 to increase graduate student representation in the four URM groups.

### **Strategy 1: Create the pipeline**

The ME Department will create a pipeline of local high schools with a high attendance from URM groups, community colleges and our own undergraduate students, by creating awareness and knowledge about our graduate programs. We specifically want to undertake several or all of the following actions:

(i) disseminate information to students on:

- a. what graduate studies entail and what a graduate program is all about
- b. the financial, academic and career-long benefits of a graduate degree
- c. specific scholarships/resources available to attend graduate school
- d. University Seminar courses for Freshman and Transfer students – use this already existing platform to disseminate information about graduate programs. Graduate students and Professors speak at this forum which can be a powerful means of exposing and motivating students to consider the mechanical engineering and bioengineering graduate programs.

(ii) build self-efficacy in pursuing a graduate degree in engineering by:

- a. exposing students to research through summer research programs,
- b. providing role models through women and URM faculty and graduate student guest speakers

● **Resources Needed:** Motivation and education of the Department faculty is required to build a culture of K-12 and undergraduate research in their research labs especially over the summer months. Information sessions will be organized to educate faculty in several grant opportunities for undergraduate summer research especially with URM groups. The University and the College already has organizations dedicated to serve each of the URM groups. The ME Department DEI committee will work with existing programs to enhance our objectives. The groups/programs include: (i) Women in Engineering (WE), (ii) Pre College Institute, (iii) MESA Program (College Prep and/or University), (iv) Maximizing Access to Research Careers (MARC) and (v) Initiative for Maximizing Student Development (IMSD) (vi) National Society for Black Engineers (NSBE),

(vii) Society of Hispanic Professional Engineers (SHPE), (viii) Native American Tribal Liaison and (ix) Women and Inter-Cultural Relations Centers.

- **Responsibility:** The Leads of each of the seven organizations mentioned above and a designated committee member from the Department DEI Committee will be appointed to work with each organization.

- **Assessment:** An annual report will be presented to the ME Faculty, the College DEI Committee, and to the University DDI Council outlining the year-long outreach activities that will be organized by the DEI Committee.

**Strategy 2: Enhance Women Enrollment and Retention in Graduate Programs** Establish mechanisms to enhance women enrollment and retention in graduate programs. The Women in Engineering (WE) is an organization in the College that actively engages in such activities. WE has established several pro-active efforts to recruit and retain talented female students. For example WE-Chat is a forum offered two times each semester for students to gain exposure to successful woman engineers and scientists. WE student information sessions are also planned for undergraduate, graduate and local high school students (in collaboration with MESA and PCI programs) with invited faculty (female faculty and others too) who can share information about their lab, research, research opportunities and/or funding opportunities to educate students on research and summer research opportunities available. Existing female graduate students and those from URM groups will also be invited to speak at this forum to share their experience in academia and beyond. WE-Chat will also serve as a platform for informal discussions between female engineering students and faculty about surviving and thriving in an engineering career, thereby providing the much needed female role models for our students

- **Resources Needed:** WE would require a nominal fund to host the We-Chat and WE-coffee along with space and organizational overheads in terms of work-hours.

- **Responsibility:** The Director of the WE organization will lead this strategy in collaboration with MESA and PCI programs

- **Assessment:** Director of WE will provide a written report to DEI Committee every semester. WE will also keep an account of the number of under-graduate and local high school students who received and opportunity to participate in summer research programs in SDSU engineering labs and of the students who join engineering undergraduate and graduate programs. The Committee will share this report with the ME Faculty, the College DEI Committee, and the DDI Council.

**Strategy 3: Increase Native American Student Population in Undergraduate and Graduate Programs.** The ME Department will work with the Native American tribal liaison to increase the Native American student population in the ME student body. The College DEI Committee has established this relationship and has formulated the following plan and the Department DEI Committee will work with the College Committee to exploit opportunities for the Department.

- (i) **Building a relationship with local reservations:** arranging trips to the local reservations (at least one/semester) to win their trust and confidence which will enable them to send their children

to SDSU. Through this relationship we can learn from each other to connect the field of engineering to the Native American culture.

(ii) **Advertising the program to indigenous students:** we will implement two methods to accomplish this goal. (a) organized visits to local high school, community colleges and existing undergraduates at SDSU from this ethnicity and (b) Hosting a “College Day” specifically dedicated to Native American high school and undergraduate students which will comprise of both “listening” to what hinders engineering education among the Native American students and “speaking” about labs, research and the opportunities that engineering education can bring to a student.

(iii) **Participate in SDSU Native American Student Alliance:** ME students and faculty will lead workshops and serve on panels to showcase Engineering and motivate the Native American youth to embrace engineering careers in the Annual Youth Empowerment Conference held in SDSU.

- **Resources Needed:** University has already made resources available to the Tribal Liaison to conduct similar programs as suggested above.

- **Responsibility:** Tribal Liaison and the DEI Committee, Faculty and graduate students to volunteer their time during “College Day”

- **Assessment:** The Tribal Liaison will report to the DEI committee of the number of participants in the “College Day” program. The Committee would follow up with interested students during the end of Spring semester to motivate their interest in applying to undergraduate and graduate engineering programs at SDSU. These effort and numbers will be documented and shared with the ME Faculty, the College DEI Committee, and the DDI Council annually.

**Strategy 4: Increase African American Student Population in Undergraduate and Graduate Programs** Collaboration with existing SDSU groups and programs will be accelerated to increase the African American student population in the Mechanical Engineering Department and increase the pipeline of African American graduate students. Existing programs and organizations include the Harambee program, NSBE, MESA and the Center for Inter-cultural Relations promote awareness of engineering education amongst these communities. Active campaigns of visiting high schools in neighborhoods with higher concentration of students from the African American ethnic groups will be conducted. In addition, ME Department DEI Committee will work with the College of Engineering Student Council (CESC) to help promote these activities. Specific activities include:

(i) **Attending NSBE general body meeting** at least once every semester to showcase the engineering program and engaging in a dialogue with the African American students about their concerns, queries, dilemmas and myths about an engineering graduate program

(ii) **NSBE Outreach** goes into the community to expose young students to math, science, and engineering. The Department Committee will participate in these activities to reinforce college and STEM pursuits.

(iii) **MESA Day Competition** invites several hundreds of local middle and high school students to SDSU for STEM project competitions. During the day, students will be exposed to SDSU cultural societies and resources such as the NSBE and SHPE as well as the Pride

Center, Women and Inter-Cultural Relations Centers, etc. MESA Day is also an ideal platform to engage high school students in engineering lab visits and/or interactions with graduate students from diverse backgrounds.

- **Resources Needed:** MESA, NSBE and the CESC are equipped to carry this strategy forward. Additional funding will be sought from the College and University as appropriate.

- **Responsibility:** ME Department DEI Committee faculty members and liaisons from the College DEI Committee

- **Assessment:** The semester long effort will be documented by the MESA Director. The ME Department DEI committee will track African American student enrollment and will report the data to the ME Faculty, the College DEI Committee, and the DDI Council.

### **Strategy 5: Increase Latinx Student Population in Undergraduate and Graduate Programs**

Collaboration with existing SDSU groups and programs will be accelerated to increase the Latinx student population in the Department and increase the pipeline of Latinx graduate students. Existing programs include: MESA, SHPE and the Center for Inter-cultural Relations. Active participation in activities and working with the CESC will help promote awareness of opportunities in mechanical engineering graduate programs. Specific activities include:

(i) **Attending SHPE general body meeting** at least once every semester to showcase the ME engineering program and engage in a dialogue with the Latinx students about their concerns, queries, dilemmas and myths about an engineering graduate program

(ii) **SHPE HS conference:** The ME Department will use this platform to engage with Latinx students. Professors from Latinx ethnic groups will address student queries about SDSU's engineering graduate programs in this conference.

(iii) **MESA Day Competition** invites several hundreds of local middle and high school students to SDSU for STEM project competitions. During the day, students will be exposed to SDSU cultural societies and resources such as the NSBE and SHPE as well as the Pride Center, Women and Inter-Cultural Relations Centers, etc. MESA Day is also an ideal platform to engage high school students in engineering lab visits and/or interactions with graduate students from diverse backgrounds.

- **Resources Needed:** SHPE, MESA and the CESC are equipped to execute these outreach activities. Additional funding will be sought from the College and University as appropriate.

- **Responsibility:** ME Department DIE Committee liaisons with the College DEI Committee

- **Assessment:** The semester long effort will be documented by the MESA Director. The ME Department DEI committee will track Latinx student enrollment and will report the data to the Dean's office and the DDI Council.

### **Strategy 6: Strengthen the identity of URM students as engineers through equity-minded teaching practices and inclusive pedagogies**

Evolving our courses to highlight diversity, equity and inclusion requires educating faculty members with current best practices in engineering education. Once faculty are informed, a group

discussion will determine (1) the process of review for each course, (2) the timeline for review, and (3) need for further faculty training. Specific activities include:

(i) host a workshop on equity-minded teaching practices and inclusive pedagogies in engineering  
**First one was held on August 15, 2022**

(ii) working with our Senior Design Instructor to identify opportunities to promote anti-racism and social justice principles in ME 490A and ME 490B.

(iii) Determine process and timeline for DEI review of 3 ME courses per semester

(iv) Review syllabi for accessible materials

(v) **Add diversity statement to all ME course syllabi and read on the first day of class** In accordance with the University and Senate policies, several statements must be included on all syllabi. Our goal is to create a publicly available document stating all of the policies for ME department courses, adding the recommended statements about diversity, equity and inclusion, and providing the link in all syllabi. Furthermore, we request that all faculty read the statements out loud during the first day of class, including the new statement.

**(iv) Identify cohorts of students being lost from the ME degree pipeline.** As shown in the quantitative data above, we lose potential ME majors at several points during their education. Our goal is to identify the time points and associated obstacles for these cohorts, so that we can design pedagogical interventions to reduce the number of students who leave the major.

- **Resources Needed:** Feedback on review process templates, funding for faculty participation in professional development, instructions on evaluating accessibility

- **Responsibility:** ME Department DEI Committee.

- **Assessment:** The ME faculty will conduct a SWOT analysis of equity-minded teaching annually at the fall department retreat. A list of all schedules, templates and completed reviews of courses will be maintained in the ME Department Office.

### **GOAL #3**

**Increase representation of female undergraduate students by more active recruiting**

**Goal Area:** Undergraduate student demographics

**Objective:** The ME Department is currently on par with the national average for the percentage of BS degrees in Mechanical Engineering awarded to female students. The Department's goal is to increase the proportion from the current level of 15% of BSME degrees awarded to females to 20% by 2025 and 25% by 2030.

**Rationale behind the target numbers:**

Students identified as females are not represented in the ME Department in the proportions that exist in the general population and the entire SDSU student body. For reference, the National Science Foundation Center for Science and Engineering Statistics reports that 14.3% of BS degrees in ME were awarded to female students in 2017 [1]. Recent graduation rate records for

the ME Department indicate a progression in BSME degrees awarded to females from 12% in 2017 to 15% 2019. While the SDSU ME Department currently is on par with the average, there are several Mechanical Engineering Departments in the United States that far exceed this average and approach gender parity in enrollment. The Georgia Tech ME Department had 27.4% female undergraduate enrollment in 2015, Caltech ME had 34.8% in 2017 and MIT ME had 49.5% in 2016 [2]. Measures are introduced below to keep the current upward trajectory of female students awarded a BSME at SDSU.

### **Strategy 1: Create the pipeline**

The ME Department will create a pipeline of female students in local high schools. We specifically want to undertake several or all of the following actions:

- 1) Summer workshops for female students
- 2) Involving student clubs with high proportion of female students to do outreach to female students in middle and high schools.
- 3) Work with existing programs in the College of Engineering and the University to do outreach.
- 4) Organize visits to local high schools by women faculty to give talks and discussion groups with students.
- 5) Developing opportunities for female students in local schools to do summer research in faculty research laboratories
- 6) Involve the Mechanical Engineering Industrial Advisory Board by having women industry leaders give talks to high school students and visit local industry represented on the Board.

● **Resources Needed:** The ME Department DEI committee will work with existing programs to enhance our objectives. The groups/programs include: (i) Women in Engineering (WE), (ii) Pre College Institute, (iii) MESA Program (College Prep and/or University), (iv) Maximizing Access to Research Careers (MARC) and (v) Initiative for Maximizing Student Development (IMSD) (vi) National Society for Black Engineers (NSBE), (vii) Society of Hispanic Professional Engineers (SHPE), (viii) Native American Tribal Liaison and (ix) Women and Inter-Cultural Relations Centers. Resources beyond these may be needed to host summer workshops, and summer research projects for high school female students.

● **Responsibility:** The Leads of each of the seven organizations mentioned above and a designated committee member from the Department DEI Committee will be appointed to work with each organization. The Department Chair and the DEI Committee will work to generate additional resources needed to host workshops and summer research activities.

● **Assessment:** An annual report will be presented to the ME Faculty, the College DEI Committee, and to the University DDI Council outlining the year-long outreach activities that will be organized by the Department DEI Committee.

**Strategy 2 – Create a climate where female students are valued through increased opportunities for participation in the Department. This includes**

- 1) Increased opportunities for female students to participate in engineering clubs and provide leadership. Currently, some of the clubs are represented primarily by male students.

- 2) Supporting organizations which attract female students.
- 3) Involve the Mechanical Engineering Industrial Advisory Board and increase internship opportunities for female students.

**Resources Needed and Responsibility:** The DEI Committee will work with student clubs and organizations to understand barriers to participation and overcome them.

**Assessment:** A report on the yearly enrollment, graduation rate, and participation of female students will be made to the ME Faculty, the College DEI Committee, and the University DDI Council.

**Strategy 3: Strengthen the identity of female students as engineers through equity-minded teaching practices and inclusive pedagogies**

Specific Activities include:

*(i) Collaborate with college-level programs to recruit and retain more female and URM students.* Our department faculty actively involve female and URM students in research, and will expand our efforts by supporting college level programs that focus on recruitment and retention. For example, one of our faculty members led a summer research internship for 16 students, with 78% female and 56% URM, called WE-BELIEVE. Individual faculty serve as research mentors and students of all majors are given professional development to help them succeed in engineering.

(ii) Highlight in coursework existing student clubs and student-led projects with a humanitarian mission or mission to encourage student participation

(iii) Integrate current events into lectures to connect DEI related concerns to engineering applications

**Accountability** - This document outlines specific responsibilities and accountability for each of the goals. In addition, progress will be monitored annually and will be submitted to the ME Faculty, and the College DEI Committee with a copy to the University DDI Council. Progress will be monitored and documented by the Mechanical Engineering Faculty who have ultimate responsibility for the Department's DEI plan. The College DEI Committee will have an active role in the implementation of the departmental plans. At the beginning of each academic year, the departments and the College DEI committees will commit to the task items that each department and College will undertake to achieve the SMART goals. A "checklist" and accountability/commitment form will be handed out to each department DEI Chair at the beginning of each academic year starting Fall 2021. Each department will deliberate over their commitment to moving the College DEI goals and Department DEI goals and document them in the form. The College DEI committee will retain a copy of that form for accountability purposes. These units will be accountable for the tasks they would have committed to for the particular academic year. At the end of the academic year, each department DEI committee will outline their accomplishments for the year. The template of the "checklist" for both the beginning and end of the academic year is provided in the appendix section of this document. After approval by the Department Faculty,

each department DEI committee will report back to the College DEI committee about their annual DEI activities through this form. These will be incorporated in the College's DEI Annual Report that will be due at the end of each academic year to the Dean's office and the University DDI Council.

#### References

- [1] Women, Minorities, and Persons with Disabilities in Science and Engineering, Alexandria, National Center for Science and Engineering Statistics, Directorate for Social, Behavioral and Economic Sciences, National Science Foundation, NSF 21-321, April 29, 2021.
- [2] K. Xu, D. Wendell, A.S. Walsh, Getting to Gender Parity in a Top-Tier Mechanical Engineering Department: A Case Study, ASEE Annu. Conf. Expo. (2017) 19081.