

1. STEVENS INSTITUTE OF TECHNOLOGY [Approved on 20 May 2014]

1.1 History and Mission of the Institute

The official history of the Trustees of the Stevens Institute of Technology, commonly known as the Stevens Institute of Technology began on April 15, 1867, when Edwin Augustus Stevens bequeathed a block of land adjoining the family estate at Castle Point in Hoboken, New Jersey: \$150,000 for the erection of a building and \$500,000 as an endowment for an "institution of learning." He died in 1868, and in his will, provided for the founding of an institution within three years of his death. Although not explicitly stated in his last will and testament, it was known that Stevens had planned for this institution to be devoted to the advancement of the "mechanic arts." The executors decided that the new institution should be a school of technology, and an act incorporating the Trustees of the Stevens Institute of Technology was approved by the state legislature on February 15, 1870.

During the summer of 1870, Professor Henry Morton, the Chairman of the Department of Chemistry at the University of Pennsylvania and the secretary and editor of the "Journal of the Franklin Institute," was appointed the first President of The Stevens Institute of Technology. The first class, consisting of 21 students, entered Stevens shortly thereafter. The original course of study was a single, rigorous curriculum based upon the European model of science, with the Institute's first catalog stating that the Institute would provide "general and not merely industrial training." Coursework was offered in mathematics, physics, mechanical engineering, mechanical drawing, chemistry and metallurgy, French, German, and *Belles-Lettres*.

Over the subsequent decades, the Institute has grown significantly, evolving from a relatively small four-year undergraduate college of engineering into a multifaceted institution of significant cross-disciplinary research activity, and a variety of graduate and undergraduate programs stressing not only engineering but also science, management, and the humanities. Today, Stevens Institute of Technology flourishes at the intersection of industry, academics and research. Students and faculty collaborate in an academic culture of innovation, research and entrepreneurship to develop, implement and leverage technology to confront global challenges.

Although the breadth of academic programs has expanded since 1870, the rigorous technical preparation and a focus on addressing critical, contemporary challenges, remain the hallmarks of a Stevens education. These standards are reflected in the Stevens Institute of Technology mission: To inspire, nurture and educate leaders in tomorrow's technology-centric environment while contributing to the solution of the most challenging problems of our time.

1.2 Statement of Non-Discrimination

Stevens Institute of Technology stands committed to the principle of equality of opportunity in employment and in education. It is the policy of Stevens Institute of Technology not to discriminate on the basis of any legally impermissible factor(s) including, but not necessarily limited to, race, color, religion, creed, sex, national origin, nationality, citizenship status, age, ancestry, marital or domestic partnership or civil union status, familial status, affectional or sexual orientation, gender identity or expression, atypical cellular or blood trait, genetic information, pregnancy or pregnancy-related medical conditions, disability, or any protected military or veteran status. The full Statement of Non-Discrimination is available in the Stevens Catalog, published annually at the beginning of the Academic Year at <http://www.stevens.edu/catalog/>.