NACME

NATIONAL ACTION COUNCIL FOR MINORITIES IN ENGINEERING

40 YEARS 1974|2014 INSPIRING EXCELLENCE

Investing In America's STEM Workforce:

Driving Innovation Through Diversity

2013 Annual Report

A Special Note from the Chairman

This is the 40th anniversary year for the National Action Council for Minorities in Engineering, Inc. (NACME) organization, marking four remarkable decades of successful efforts to increase the number of African American, American Indian, and Latino young women and men in science, technology, engineering, and mathematics (STEM) education and careers. The hopes, dreams, and aspirational goals that imbued the organization's charter in 1974 still resonate loudly today, and our mission, of ensuring American competitiveness in a flat world by leading and supporting the national effort to expand U.S. capability through increasing the number of successful underrepresented minorities (URMs) in STEM education and careers, is more essential than ever.

For the last 40 years, NACME has provided financial support for 23,000 URMs who wanted to pursue a STEM education. Significant progress has been achieved, but we are a long way from achieving parity and equality of access.

NACME's core mission remains firmly at the center of everything that we do. While nothing has altered this essential building block, over time we have recognized the need to broaden our scope to encompass complementary levers that will enable us to achieve the core mission. The NACME Strategic Plan: *Connectivity 2015* discusses the NACME Business Model and its key components: Scholarships, Pre-Engineering, Research, and Engineering Public Policy. Each element of the strategic plan is like a link in a chain: when the links are connected, the chain is strong and very difficult to break. Likewise, when the elements of the strategic plan are supported and aligned, the NACME mission will be achievable.

Lately, much has been discussed about U.S. competitiveness in the 21st Century. In the past, our backbone and our edge have been our technical and scientific leadership. But over the last couple of decades, our primacy in these areas has eroded, while competition has become fierce, and the U.S. is no longer the clearly dominant player it once was. This has been framed as the "quiet crisis" and threatens the future of American success. "Investing in America's STEM Workforce: Driving Innovation through Diversity" is core for each one of our organizations and critical for maintaining our way of life.

I believe the best is yet to come. NACME is going to make profound contributions to shaping a STEM workforce that looks like America.

Coming in as your chair, my operating platform was simple: financial independence and organizational sustainability. Needless to say, we have not achieved complete financial independence. We have recouped the loss associated with the financial meltdown of the 2000s and we have re-established a solid financial base from which to grow. I think organizational sustainability and financial independence go hand in hand, and I want to challenge the NACME organization to continue to search out and explore new revenue streams that will support the organization's growth and mission-critical objectives. If the recent past is a predictor of the future, identifying like-minded organizations and individuals like yourselves to assist with our mission will not be a problem.

Looking forward, I believe the best is yet to come. NACME is going to make profound contributions to shaping a STEM workforce that looks like America. Building this workforce is within our grasp and will create an ethnically diverse talent pool that will only be available in the U.S. Today's students are amazing. The tools at their disposal for developing technical and business acumen significantly surpass what was available in years past. I have hope for our future. I believe it is bright, but it will require the engagement and commitment of individuals like yourselves and your respective organizations, while working with the government, to restore the excellence in our K-12 educational system. We must strive to ensure that the obstacles to pursuing an education in STEM are removed, and to restore the respect, the "cool factor" for STEM professionals.

As your outgoing chair, I want to thank each and every Board Director, Board Liaison, Team NACME member, and friend of NACME for your continued support and energy for the NACME mission. Without your commitment, personal contributions, and the support of your companies, what we have achieved would not have been possible.

I believe NACME's impact will exceed the expectation of the organization's founders.

Thank you for an awesome two-year term.

Arthur P. Burson
Chairman of the Board, NACME, Inc.
Vice President, Global Engineering Services
Merck & Co., Inc.

Message from the President and Chief Executive Officer

NACME is rapidly approaching its 40th anniversary. Over that span of time, the organization has experienced an exponential rate of growth. It has evolved from a group of leading corporations deciding to pool their resources in order to achieve parity in the representation of minorities in engineering, to an organization that is now actively engaged in the national conversation on U.S. competitiveness in STEM on Capitol Hill, and is supported by some of the largest and most prestigious corporations in the world. We have remained steadfast in our belief that diversity drives innovation. We have been driven to achieve high levels of impact in the effort to shape an American STEM workforce where diversity drives global competitiveness.

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Looking back over this past year, I can't help but feel an overwhelming sense of pride in our accomplishments. This year, NACME underwent a complete rebranding process with the assistance of StrategyNYC, Ludlow6 LLC, and the Hewlett-Packard Company. This effort included the selection of our new primary colors, a new logo, and the most exciting piece of the rebranding process, a new website. The new NACME.org combines two previous sites (NACME.org and NACMEBacksMe.org) into one elegant and user-friendly site that provides information about NACME and its portfolio of programs and activities in a very appealing manner. The website was launched on September 26, but was really put to the test during the 2013 NACME National Symposium. For the first time ever, NACME was able to live stream the event from the new website to stakeholders who were unable to attend the Symposium.

Despite the government shutdown on the eve of the Symposium, attendees at the opening dinner were greeted by a video message from U.S. Secretary of Energy, Ernest Moniz. Secretary Moniz, who would have served as the opening keynote speaker, recorded his message shortly before the mandated work-stoppage deadline, in order to show his support for NACME and our mission. The special STEM Sessions that were originally slated to take place on Capitol Hill took place in a new venue, but were as impactful as anticipated. NACME convened these sessions to examine and recommend federal policy advancing minority participation in STEM education and careers. Participants and attendees were given the opportunity to submit written testimony to those members of Congress who planned the special joint NACME Congressional Session, and who are leading the legislative efforts to advance minority participation in STEM. Written testimony was submitted by individuals and organizations from across the country that share a desire to increase the numbers of URMs in STEM.

The Symposium also served as the venue for the release of the *2013 NACME Data Book*. The new edition features the most authoritative data available on the state of underrepresented minorities in engineering education and the workforce. In honor of NACME's 40th anniversary, a special data deck on *40 Year Trends, 1974-2014*, has been added.

This year the position of Chairman of the NACME Board of Directors was passed from Merck & Co., Inc.'s Arthur P. Burson to Raytheon Company's Mark E. Russell. I have truly been blessed to work with outstanding leaders in engineering and technology as board chairmen. I look forward to the partnership with Mark Russell as we advance NACME to the next level of accomplishment.

As always, I offer my sincere thank you for your continued dedication and commitment to fully executing the NACME Strategy. Today, in the many calls for immediate, strong, and broad action to address the challenges to U.S. competitiveness in STEM, too little attention has been given to a solution near at hand. The answer to the problem lives next door, around the block, or across town. Increasing the presence of underrepresented minority Americans in the study of STEM disciplines—especially engineering—must be a primary part of the ultimate solution to the problem of the United States' endangered competitiveness.

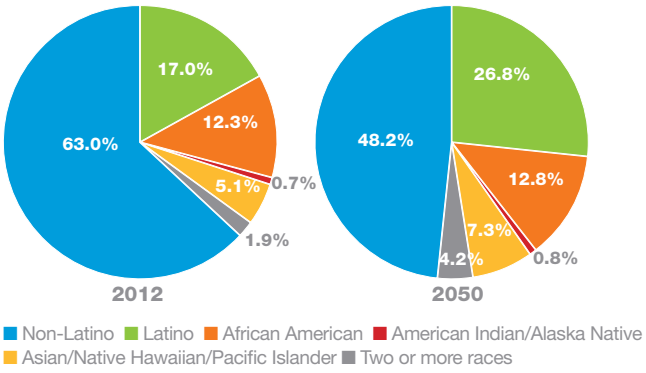
Irving Pressley McPhail, Ed.D.
President and Chief Executive Officer
NACME, Inc.

NACME Alumni: Power of Diversity

Since its inception in 1974, NACME has provided scholarship support to thousands of students seeking degrees in engineering. Using concrete data to back up its work, the organization has been able to grow and expand its influence across a range of areas, particularly in the policy arena with NACME's 2013 National Symposium in Washington, D.C.

The core of NACME's work, however, remains its scholars and making sure they can realize their dreams of an engineering career. This is why this year's annual report profiles are of NACME Alumni and how they are driving innovation.

By 2050, there will be no majority race in the U.S.



Sources: NACME analysis of National Population Projections from U.S. Bureau of the Census, 2013.

Six of the top 10 colleges and universities that awarded the most engineering bachelor's degrees to URMs in 2011 were NACME Partner Universities.

1 University of PR Mayaguez Campus
2 Universidad Politecnica de Puerto Rico
3 Florida International University
4 University of Florida
5 Georgia Institute of Technology
6 University of Texas at El Paso
7 Texas A&M University
8 University of Central Florida
9 University of Texas at Austin
10 North Carolina A&T State University

Source: NACME analysis of Integrated Postsecondary Education Data System (IPEDS) accessed via National Science Foundation's WebCASPAR database system, June 2013.

Calculated across all years of the Block Grant 2003-04 to summer 2012, the retention to graduation rate for NACME Scholars in this time period is

84.1%

Source: NACME Research

Since 2007-08, NACME Scholars have reported on

568

internship and co-op experiences at well over

100

different companies.

Source: NACME Research (no data from the 2009-10 year)

For this annual report, we decided to highlight NACME Alumni, who we feel represent how NACME has been driving innovation through diversity. Featured are: **Erick Jones, Ph.D.**, Associate Professor at the University of Texas at Arlington; **Sandra Begay-Campbell**, Principal Member of the Technical Staff at Sandia National Laboratories; **Griselda Bonilla, Ph.D.**, Manager, Materials and Reliability Sciences Group, IBM T.J. Watson Research Center; and **Raymond C. Dempsey, Jr.**, Vice President External Affairs, BP America, Inc. These dynamic individuals were selected because they are also shining examples of what is to come for all of our NACME Scholars.

There was a 286 percent increase in engineering doctorate degrees earned by African American men from 1977 to 2011.

Source: NACME analysis of Integrated Postsecondary Education Data System (IPEDS) data accessed via National Science Foundation's WebCASPAR database system, July 2013.

"RFID is maturing quickly. Now, there is a real opportunity to use the technology in innovative ways and do research that may lead to breakthroughs that will benefit not only companies, but societies as a whole."

Erick Jones, Ph.D.

Title: Associate Professor, Industrial & Manufacturing Systems Engineering, Director RAID (Radio Frequency & Auto-ID Deployment), Program Director, Alfred P. Sloan Legacy MPHD Program, University of Texas at Arlington.

Education: B.S., Industrial Engineering, Texas A&M University, 1993; M.S., Industrial Engineering, University of Houston, 1996; Ph.D., Industrial Engineering, University of Houston, 2003.

Dr. Jones is uncovering fresh uses for and advancing existing applications for radio frequency identification (RFID) technology. Some of the research focuses on improving manufacturing processes and improving traffic congestion; other investigations could easily have walked off the pages of the science fiction books that Dr. Jones loves to read. "I'm working with NASA to see if we can monitor brain wave patterns to determine if a person has adequate focus for important tasks such as driving a train or car. If not, we can then send messages to their phone to say, 'pay attention,' or 'wake up.'" Taking an ingestible pill may one day help doctors monitor drug adherence and intake, while an RFID-based patch could help reduce the spread of TB and monitor active cases.

Industrial engineering appealed to him for many reasons. Chief among them is the fact that it requires you to do better each day and to improve upon what was built before.

With NACME's support, Jones was able to focus on his studies and to pay for the calculators and computer "that allowed me to be competitive in my classes." His appreciation and affection for NACME is palpable. "Whenever NACME calls, I'm there," he says.

Education Programs

NACME STEM Integration Model (NSIM) Linkage Strategy

NACME successfully launched a second NSIM in the Texas region thanks to a grant made possible by the ExxonMobil Foundation. The natural cluster of NACME Partner Universities, NACME Board Companies, and Academies of Engineering (AOEs), the National Academy Foundation network of career-themed academies, made Texas the ideal location to follow last year's launch in the New York and New Jersey pilot region. Since the Texas regional kick-off meeting on February 8, 2013 in Dallas, NACME has signed a Memorandum of Understanding with the list of partners that follow:

Academies of Engineering

A.J. Moore Academy, Waco
Cesar Chavez Senior High School, Houston
Emmett Conrad High School, Dallas
H. Grady Spruce High School, Dallas
Hillcrest High School, Dallas
Justin F. Kimball High School, Dallas
Lincoln High School, Dallas
North Dallas High School, Dallas
Sam Houston High School, San Antonio
West Orange-Stark High School, Orange
Woodrow Wilson High School, Dallas
W. T. White High School, Dallas

Partner Universities

Prairie View A&M University
University of Houston
University of Texas at Dallas
University of Texas at El Paso
University of Texas at San Antonio

In implementing the regional model, each partner plays a key role in ensuring a successful transition for the AOE high school graduating seniors. The NACME Partner Universities offer summer programs to the AOE high school students that raise their awareness of engineering as a career choice, as well as the rigors of college in this field of study. University partners also participate in college fairs and consider extending NACME's one-time $2,500 scholarship award beyond the student's first year in an engineering program, provided the eligibility requirements are met. NACME Board Companies have committed top talent to serve on the AOE Advisory Boards. The Hewlett-Packard Company has become the model corporation with nearly 30 executives giving their time and resources to participating high schools. Other companies have stepped in to provide shadowing experiences and mentoring programs, similar to the one that AT&T has implemented at the John E. Dwyer Technology Academy in Elizabeth, NJ.

Now in its second year of implementation for the NY and NJ regional NSIM, NACME has received support from the New York Community Trust as the sponsor for scholarship awards to eligible New York City based AOE high school graduates, like those from The High School for Construction, Trades, Engineering and Architecture (CTEA) in Ozone Park, NY. The high school graduates are enrolled this fall at The City College of New York, Polytechnic Institute of New York University, and Rensselaer Polytechnic Institute. The multi-year grant also provides scholarships to community college transfer students and continuing NACME Scholars enrolled at New York City based NACME Partner Universities through the 2014-2015 academic year.

Pre-Engineering Programs

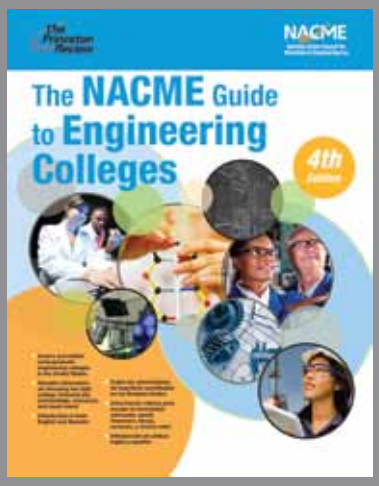
The AT&T Foundation continued its support of STEM innovation grants and scholarships to graduating high school seniors at 10 AOEs.

A.J. Moore High School, Waco, TX
Bayview High School, Milwaukee, WI
Galt High School, Galt, CA
Hialeah Gardens Senior High School, Hialeah Gardens, FL
High School for Construction, Trades, Engineering and Architecture, Ozone Park, NY
Maynard Holbrook Jackson High School, Atlanta, GA
Northeast Academy for Health Sciences and Engineering Enterprises, Oklahoma City, OK
Ruskin Senior High School, Kansas City, MO
Scotlandville Magnet High School, Baton Rouge, LA
Zebulon B. Vance High School, Charlotte, NC

NACME's west coast pre-engineering activity has expanded to include McClymonds High School in Oakland, CA, thanks to continued support from the Chevron Corporation. The NACME Board Company has adopted a district-wide approach to supporting the implementation of Project Lead The Way (PLTW) curriculum for a cohort of high schools based in northern California. Chevron provides scholarships, STEM Innovation grants for the classroom, and the distribution of NACME engineering awareness materials to the following schools:

Antioch High School, Antioch (AOE and PLTW)
McClymonds High School, Oakland (PLTW)
Mt. Diablo High School, Concord (PLTW)
Oakland High School, Oakland (PLTW)
Pinole Valley High School, Pinole (PLTW)
Richmond High School, Richmond (AOE and PLTW)

Middle School and High School STEM Outreach



This year NACME partnered with *The Princeton Review* to publish the 4th edition of the *NACME Guide to Engineering Colleges*. The Guide is published in English, as well as in Spanish. The publication features undergraduate engineering colleges with at least one curriculum accredited by the Accreditation Board for Engineering and Technology (ABET), relevant information on choosing a college, a short list of engineering disciplines, steps to take in applying for college as high school first year, sophomores, juniors, and seniors, financial aid opportunities, a list of professional engineering societies, FAQ's, and other resources. The publication was widely distributed and is available for download at **nacme.org/research-publications**. The publication received support from the Northrop Grumman Foundation, Exxon Mobil Corporation, Bristol-Myers Squibb, and L-3 Communications.

There were 99 engineering degrees* earned by American Indian/Alaskan Native females in 2011, compared to only nine degrees earned in 1977.

*Bachelor's, Master's, and Doctorate
Source: NACME analysis of Integrated Postsecondary Education Data System (IPEDS) data accessed via National Science Foundation's WebCASPAR database system, July 2013.

"The engineering curriculum can be difficult. Seek out mentors, tutors, and role models who can help and support you as I did. Don't be afraid to ask for help in achieving your dreams."

Sandra Begay-Campbell

Title: Principal Member of the Technical Staff, Sandia National Laboratories, Albuqueque, NM.

Education: B.S., Civil Engineering, University of New Mexico 1987; M.S., Structural Engineering, Stanford University, 1991.

Sandra Begay-Campbell, a member of the Navajo Nation, leads Sandia's Tribal Energy program providing technical assistance to Native American tribes pursuing renewable energy developments. "My role is to work with and help native people think through their sustainable energy options and find the best solution for their needs," she says. Her natural problem-solving skills, love of math, and drive to use those talents to improve lives led Begay-Campbell to engineering. And with NACME's financial support, she was able to focus on her undergraduate studies.

Begay-Campbell is proud of the many prestigious awards she's received, including the American Indian Science and Engineering Society's (AISES) Lifetime Achievement Award. She's equally proud of the Department of Energy (DOE)-supported summer internship program that she founded in 2002. The program offers Native American college and graduate students the chance to participate in technical projects that support the Tribal Energy Program. "For minority engineering students, role models, mentors, and programs like NACME and The National GEM Consortium are absolutely necessary," she says emphatically. She echoed those words at the DOE Congressional Forum on Minorities in Energy held in Washington, D.C., on November, 19, 2013, telling the audience that to succeed and excel in engineering, minority students still need the financial and academic support that NACME and organizations like it provide.

Scholarships and University Relations

In the effort to expand the engineering pathway to increase the representation of URMs, NACME has partnered with 51 academic institutions with the goal of increasing the number of students who earn their B.S. degrees in engineering. NACME Partner Universities have significantly contributed to the production of URMs in engineering. In 2011, these institutions produced 30 percent of all URMs who earned B.S. degrees in engineering.

Current NACME Scholars

During the 2012-13 academic year, NACME, through the generous support of our corporate partners, provided scholarships toward the cost of education for more than 1,200 African American, American Indian, and Latino young women and men enrolled in engineering programs at our partner institutions. Eighty-four percent of the NACME Scholars are continuing their studies in engineering or have earned bachelor's degrees. They continue to demonstrate stellar academic performance.

Third Annual Continuum Meeting

NACME also conducts an annual Continuum Meeting to share in the best practices for college recruitment, admissions, enrollment, and retention to graduation in engineering. Successful practices are disseminated among our partners in the corporate world, academia, and pre-college programs focused on increasing graduation rates of URMs in engineering,

Minority Ph.D. Programs

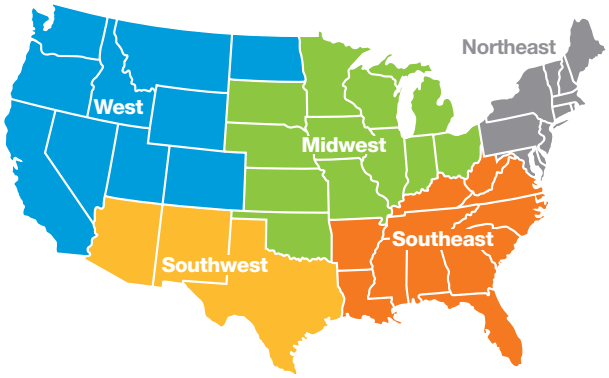
NACME administers the Alfred P. Sloan Foundation Minority Ph.D. (MPHD) and the Sloan Indigenous Graduate Partnership (SIGP) programs. These programs have produced 960 Ph.D. graduates in the MPHD program, and 66 M.S. and 18 Ph.D. graduates in the SIGP program. The Foundation has announced that it is partnering with Cornell University, Georgia Institute of Technology, and The Pennsylvania State University to create three University Centers of Exemplary Mentoring to expand, strengthen, and institutionalize efforts aimed at minority recruitment, mentoring, educational support, and professional development. These institutions received a total grant of $3 million over three years. Most of the funds will be awarded to students for stipend support and professional development funds.

Community College Transfer Scholarships

Through the NACME Scholars Program, our partner universities provided scholarship support to 101 students who transferred from community colleges. These students received a total of $220,227 in scholarship funding, to enable them to complete a bachelor's degree in engineering. Thirty-five transfer students completed their B.S. degrees in engineering at the end of the 2012-13 academic year.

UNIVERSITY PARTNERS

In addition to its Board of Directors, NACME is guided and supported by 51 of the nation's top educational institutions, as of August 2013.



Midwest
- Kansas State University
- Kettering University
- Milwaukee School of Engineering
- Missouri University of Science and Technology
- Purdue University
- Rose-Hulman Institute of Technology
- University of Akron
- University of Illinois at Urbana-Champaign
- University of Michigan, Ann Arbor
- University of Missouri, Columbia
- University of Missouri, Kansas City

Northeast
- Bucknell University
- Cornell University
- Drexel University
- Fairfield University
- New Jersey Institute of Technology
- Polytechnic Institute of New York University
- Rochester Institute of Technology
- Rutgers, The State University of New Jersey
- State University of New York at Oswego
- Stevens Institute of Technology
- Syracuse University
- The City College of NY
- University of Bridgeport
- University of Maryland, Baltimore County

Southeast
- Florida A&M University
- Florida International University
- Georgia Institute of Technology
- Jackson State University
- Louisiana State University
- North Carolina A&T State University
- Polytechnic University of Puerto Rico
- Tennessee Technological University
- Tuskegee University
- University of Arkansas
- University of Central Florida
- University of Kentucky
- Virginia Polytechnic Institution and State University
- West Virginia University

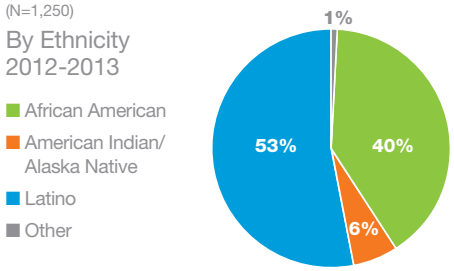
Southwest
- Northern Arizona University
- Prairie View A&M University
- University of Houston
- University of Texas at El Paso
- University of Texas at San Antonio

West
- California State University, Los Angeles
- California State University, Sacramento
- University of Alaska, Anchorage
- University of California, San Diego
- University of Colorado Boulder
- University of Idaho
- University of Washington

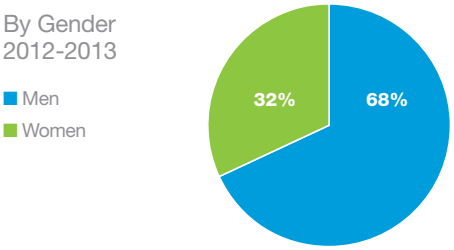
NACME SCHOLARS

(N=1,250)

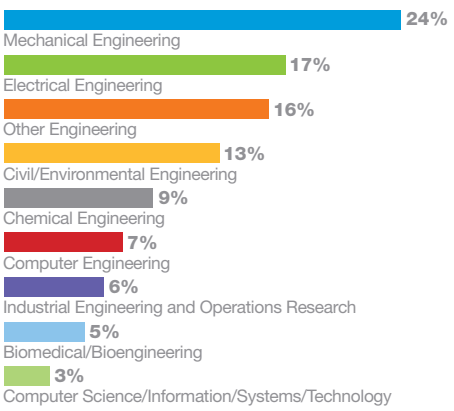
By Ethnicity 2012-2013



By Gender 2012-2013



By Academic Discipline 2012-2013



There were 1,885 engineering degrees* earned by Latinas in 2011, compared to only 71 degrees earned in 1977.

*Bachelor's, Master's, and Doctorate
Source: NACME analysis of Integrated Postsecondary Education Data System (IPEDS) data accessed via National Science Foundation's WebCASPAR database system, July 2013.

"Engineering is a profession where you're truly judged on your skills and technical abilities and not where you came from. As long as you work hard there are no limits."

Griselda Bonilla, Ph.D.

Title: Manager, Materials and Reliability Sciences Group, IBM T. J. Watson Research Center, Yorktown Heights, NY.

Education: B.S., Chemical Engineering, University of Puerto Rico at Mayaguez, 1996; M.S., Chemical Engineering, Purdue University, 1998; Ph.D., Chemical Engineering, University of Massachusetts Amherst, 2004.

Until she went to college, Griselda Bonilla couldn't afford a computer of her own. Now, she heads up a team whose primary focus is researching and evaluating the potential, durability, and reliability of novel materials for the next generation of computer chips. Since joining IBM 10 years ago, Bonilla and her colleagues have facilitated solutions for three generations of computer chips and additional technologies built into IBM's high-end, high volume servers used by banking and other industries, as well as game processors. "We're breaking the frontiers of science and tech, building devices, wires, and chips with billions of transistors and working at scales that are very small," she says.

For Bonilla, breaking barriers is familiar terrain. She was the first in her family to graduate from college, an achievement that she says she "could not have accomplished without the support of NACME and other scholarships." In 2006, her Ph.D. dissertation was awarded "Best Ph.D. in Particle Technology" by the American Institute of Chemical Engineers. Working at IBM in a field she loves "inspires and challenges me every day," she says. And she's about to welcome another challenge. Her first child, a girl, is due at the end of March. Bonilla wouldn't mind having another engineer in the family.

Research and Program Evaluation

NACME's 'Big Study'

In September of 2013, NACME received an award from the National Science Foundation (NSF) to conduct a major research project entitled, *Success Factors for Minorities in Engineering: A Study of NACME Programs*. As the largest private provider of scholarships for African American, American Indian, and Latino young women and men pursuing bachelor's degrees in engineering, NACME works with 51 partner universities across the country to recruit, enroll, educate, retain, and graduate increasing numbers of underrepresented minority engineering students. Despite the contributions from the minority engineering programs at these institutions, there has never been a comprehensive study that takes an empirical look at how success is achieved, nor one that documents the practices that account for success. The objective of this project is to fill this void by discerning the factors that distinguish the most successful minority engineering programs. The co-principal investigators of the project are Jacqueline Fleming, Ph.D., an internationally known psychologist, scholar, and researcher in the area of minority student retention and achievement, and Irving Pressley McPhail, Ed.D., NACME's President and CEO. The grant amount is $296,482 over three years.

2013 NACME Data Book

The *2013 NACME Data Book* serves as the most authoritative source on the state of underrepresented minority group participation in engineering education and careers, and covers six main topic areas:

1. Increasing Diversity of the U.S. Population
2. Pre-College Educational Challenges
3. Enrollment and Persistence in Engineering
4. Engineering Degrees in the U.S.
5. U.S. Engineering Workforce
6. 40 Year Trends, 1974-2014

2011-2012 NACME Scholars Report

NACME annually surveys scholars in the first and final years of enrollment at NACME Partner Universities to learn about their experiences, opportunities, and future plans. This year was the first in which the results of the NACME Orientation Survey were published. Among the highlights (from the Orientation and Graduating Scholar Surveys):

- Upon enrollment, 94 percent of students reported that they had considered earning advanced degrees. For graduating scholars, more than 25 percent planned to pursue a master's degree within 12 months of graduation, and more than half indicated an interest in pursuing a doctoral degree in engineering over time.
- Eighty-five percent of graduating scholars cited the NACME Scholarship as "very important" to their undergraduate education, which was the highest percentage among all funding sources.

NACME Research Briefs

This past year, NACME published Volume 3 of its Research Brief series. Each brief provides an overview of data on underrepresented minorities in engineering education and careers. The following topics were covered:

1. The College Affordability Crisis
2. Engineering Degrees in the United States
3. Underrepresented Minority Women in Engineering
4. Pre-College Challenges for URMs in Engineering
5. Trends in the U.S. Population and the Engineering Workforce
6. NACME Scholars

NACME publications are available for download at: **nacme.org/research-publications**

Program Evaluation

NACME programs are routinely evaluated to measure their impact and effectiveness. Data is collected for NACME Partner Universities and Academies of Engineering on student and institutional outcomes to help inform programmatic decision-making. Currently, Metis Associates, a national consulting firm with expertise in education research and evaluation, is conducting an evaluation of the NACME STEM Integration Model to learn about the preliminary impact of the model and the challenges and promising practices that have emerged during implementation in the New York, New Jersey and Texas regions.

The NACME Research and Policy Advisory Council

The NACME Research and Policy Advisory Council (RPAC) consists of distinguished scholars with expertise in STEM education, pedagogy, research, and policy. NACME would like to thank the following individuals who have helped to advance our research and evaluation agenda:

Linda Serra Hagedorn, Ph.D.
Associate Dean, Undergraduate Programs
Interim Department Chair, Department of Educational Leadership and Policy Studies
Iowa State University

Shaun Harper, Ph.D.
Associate Professor
Director, Center for the Studies of Race and Equity in Education
University of Pennsylvania

Etta Ruth Hollins, Ph.D.
Professor, Teacher Education
Ewing Marion Kaufman Endowed Chair for Urban Teacher Education
University of Missouri, Kansas City

Gary S. May, Ph.D.
Dean, College of Engineering
Professor, School of Electrical & Computer Engineering
Georgia Institute of Technology

Jose F. Moreno, Ed.D.
Associate Professor, Latino Education and Policy Studies
California State University, Long Beach

Christopher Smith
Director of Research and Program Evaluation
NACME, Inc.

Andria Costello Staniec, Ph.D.
Associate Provost for Academic Programs
Syracuse University

Watson Scott Swail, Ed.D.
President and CEO
The Educational Policy Institute

Bevlee A. Watford, Ph.D., P.E.
Professor, Engineering Education
Associate Dean, Academic Affairs
Director, Center for the Enhancement of Engineering Diversity
Virginia Polytechnic Institute and State University

Since 1974, 1,112 Industrial Engineering majors have been funded by NACME, making it the sixth most popular engineering discipline chosen by NACME Scholars.

Source: NACME analysis of Integrated Postsecondary Education Data System (IPEDS) data accessed via National Science Foundation's WebCASPAR database system, July 2013.

"In our technology-driven, globally competitive battle for talent, math and science skills will matter even more. An engineering degree is a fantastic foundation for building a career in a wide variety of fields."

Raymond C. Dempsey, Jr.

Title: Vice President, External Affairs, BP America Inc., Washington, D.C.

Education: B.S., Industrial Engineering, Kansas State University, 1990; MBA, Kellogg Graduate School of Management, Northwestern University, 2001.

Growing up in a small Kansas town, Ray Dempsey, Jr. didn't know any engineers. It wasn't until his high school math scores attracted the attention of engineering colleges that engineering as a career first appeared on his radar. After researching the profession, Dempsey opted for industrial engineering, swayed by its wide-ranging curriculum. The breadth of his engineering education has served him well since he joined BP (then Amoco) in 1990. For more than 20 years, he's held an array of positions from design engineering and operations, to financial and strategic roles, and earned an MBA along the way. That broad background, along with his knowledge of the company and the industry "contributed to my being tasked with representing my company in three Congressional hearings as we worked through the oil spill in the Gulf Coast," says Dempsey. "While it was a very challenging time for BP—and for me—I'm very proud of the way that we responded, and that we remain committed to meeting our responsibilities to the Gulf Coast."

He's also remains committed to NACME. "Their financial support made a difference in my ability to stay focused on my studies and to complete my education. That was true for me 25 years ago—it must be even more true for the NACME Scholars of today," he says. "As a NACME Scholar and beneficiary, as well as a NACME Board Liaison, I understand the need and the challenge we face to shape an engineering workforce that looks like America."

Institutional Advancement

Board of Directors

In NACME's 39th year, the organization received strong support from our closest corporate and foundation friends, as well as new allies and a growing group of NACME Alumni. We welcomed new board companies, Pentagon Federal Credit Union and Apache Corporation and new non-board corporate donor companies, including Neustar, Fujitsu, Air Liquide, and John Hancock. The Bayer Foundation and New York Community Trust made important and significant contributions to the NACME Scholars Program. Most encouraging are the ways in which our closest and strongest donors have found new ways to support the NACME mission and vision.

Non-Traditional Support

In-kind contributions in the form of an executive on loan, in addition to pro bono agency support from the Hewlett-Packard Company, enabled NACME's brand revitalization and overall communication efforts to coalesce into a modern and refreshed presence; this being most evident on our new website. Also adding impact to NACME's progress over the last year, whether with multi-media support or technical assistance, were Exxon Mobil, the AT&T Foundation, Lockheed Martin, and Cisco.

NACME Alumni

NACME is expanding its network of NACME Alumni. Alumni joining our LinkedIn group will have access to NACME's supporters, which can help build their own professional networks. Consider joining NACME on LinkedIn to help the next generation of NACME Scholars achieve their dream of entering the engineering profession.

Looking to the Future

As NACME approaches its 40th anniversary, we can reflect on the progress NACME has made during that time and the partners who have shared our vision along the way. Our vision of an American engineering workforce that looks like America has yet to be fully realized. Yet, we as a country are well on the way. The number of URMs in engineering disciplines has been growing steadily over the last several decades, from 49,677 in 1977 to 78,099 in 2012. To date, more than 23,000 URMs have received scholarship support from NACME, opening up a world of possibilities in STEM fields.

Engineering Public Policy

NACME has completed the third year of its engagement in Engineering Public Policy in fiscal year 2013 and has found a place at the table where debate and discussion about the role of diversity with equity in STEM education and careers are held. Two bills introduced to Congress were anchored on NACME's research and policy analysis: *H.R. 1358: STEM Opportunities Act of 2013*, introduced by Rep. Eddie Bernice Johnson (D-TX), Ranking Member of the House Committee on Science, Space, and Technology; and *S. 288: Women and Minorities in STEM Booster Act of 2013*, sponsored by Sen. Mary Landrieu (D-LA).

2013 NACME National Symposium

NACME convened its 2013 National Symposium on October 1-3, in Washington, D.C., at the Washington Marriott Wardman Park hotel. The theme for the Symposium was "Take Action: Changing STEM Education for Underrepresented Minorities through Research and Policy." The BP Foundation was the lead sponsor for this event.

The 2013 Symposium continued the discussion around the previous theme of Confronting the "New" American Dilemma, which was introduced at the 2008 NACME National Symposium in Vienna, VA., and revisited at the 2011 NACME National Symposium in St. Paul, MN. We define the "New" American Dilemma as the relative absence of African Americans, American Indians, and Latinos in STEM study and careers, and the need to reverse this situation to better compete globally.

NACME organized six sessions with plenary speakers and panelists from national and local STEM networks, nonprofits, colleges and universities, K-12 education, and business and industry. The sessions centered around the topics of pre-engineering, scholarships and financial aid, mathematics, innovations in STEM teaching and learning, engineering public policy, and the engineering workforce. Speakers submitted a white paper for the *2013 NACME Post-Symposium Report*, which furthers the discussion on changes in policies and practices required to increase the representation of successful URM young women and men into STEM education and careers, with a focus on engineering.

2013 Research & Policy Forum

NACME successfully executed the April 2013 Research & Policy Forum on Capitol Hill with a focus on the College Affordability Crisis. An outstanding group of panelists addressed the theme and eight members of Congress joined us and made remarks. We also released a NACME Research & Policy Brief on the topic of College Affordability at the briefing.

Educational Policy Institute International Forum on Education & the Economy

With the intention of involving NACME Board Companies more actively in advancing the NACME Engineering Public Policy agenda, NACME's President and CEO, Dr. Irving Pressley McPhail, moderated a panel at the Educational Policy Institute International Forum on Education & the Economy in Orlando, FL. The panelists included representatives for EMC Corporation, Intel Corporation, Hewlett-Packard Company, and the National Academy of Engineering, all members of the NACME Board of Directors.

NACME Government Affairs Advisory Council

The June 2013 Policy Committee Meeting in Palo Alto, CA, emphasized the need for NACME to frame and position explicit policy statements on critical national issues facing underrepresented minorities in STEM. This will be one of the focus areas for Engineering Public Policy in fiscal year 2014. We are also forming the NACME Government Affairs Advisory Council to help facilitate the engagement of NACME Board Companies in policy initiatives.

2013 NACME National Symposium and Third Annual NACME Continuum Meeting

The theme for the 2013 NACME National Symposium was, "Take Action: Changing STEM Education for URMs Through Research and Policy." The Continuum's theme was, "Connectivity 2013: Mobilizing Systematic Change in the Engineering Continuum Through Partnership—Middle School Through Workforce Entry."

These events engaged an impressive network of thought leaders in STEM education and career development who are focused on the requirement to resolve the "New" American Dilemma and its solution to America's competitiveness problem—activating the hidden workforce of young women and men who have traditionally been underrepresented in STEM careers—African Americans, American Indians, and Latinos.

NACME also convened special STEM sessions to examine and recommend federal policy advancing minority participation in STEM education and careers. The joint Congressional STEM sessions were held as a special addition to the 2013 NACME National Symposium. The first panel examined "The 'New' American Dilemma Defined: A Data-Based Look at Diversity in Engineering," while the second panel focused on "Regional Public/Private Partnerships in STEM Education: Best and Promising Practices."

Sharon L. Davies, J.D.
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Willard Daggett, Ed.D.
International Center for Leadership in Education, Inc.

Truman Bell
Exxon Mobil Corporation

Beatrice Arvie
Scotlandville Magnet High School, Baton Rouge, LA

George Fair, Ph.D.
University of Texas at Dallas

Catalyzing the Engineering Pathway for URM Students
From left to right: **Kenneth Hill, Vince Bertram, Ed.D., James Bryant,** and **Bill Taylor**

The College Affordability Crisis
From left to right: **Michele Lezama, Tina Farrenkopf, J.D., M.B.A., Justin Draeger, Watson Scott Swail, Ed.D.,** and **Chad Womack, Ph.D.**

The Mathematics Conundrum
From left to right: **Nathan Klingbeil, Ph.D., Vanessa Hill, Gregg Fleisher, Robert Moses,** and **Gina Hutchins**

Innovations in STEM Teaching and Learning
From left to right: **Etta Hollins, Ph.D., Jamie Bracey, Ph.D., Jacqueline Fleming, Ph.D.,** and **Kelly Mack, Ph.D.**

Shaping Engineering Public Policy
From left to right: **Theodore M. Shaw, J.D., Marilyn Berry Thompson, Irving Pressley McPhail, Ed.D.,** and **Raymond C. Dempsey, Jr.**

Ensuring a Diverse Engineering Workforce
From left to right: **Sue Barsamian, Mary Wright, Stephen Barkanic, Anthony Carnevale, Ph.D.,** and **Susan M. Lewis**

Statement of Financial Position

At August 31, 2013 (with comparative totals for 2012) NACME, Inc. (a not-for-profit corporation)

	Total of All Funds	
	2013	2012
ASSETS:		
Cash and cash equivalents	$ 9,168,183	$ 7,067,259
Short-term investments	8,124,263	7,106,398
Promises to give	203,800	78,750
Long-term investments	885,517	894,983
Leasehold improvements, office furniture and equipment	109,831	151,043
TOTAL ASSETS	**$ 18,491,594**	$ 15,298,433
LIABILITIES AND NET ASSETS:		
LIABILITIES:		
Sloan Foundation – program fund advance	$ 6,049,194	$ 4,162,644
Accounts payable and accrued expenses	14,208	63,760
Deferrals	503,128	1,000,309
Total Liabilities	**$ 6,566,530**	$ 5,226,713
NET ASSETS:		
Unrestricted	$ 9,325,488	$ 8,091,123
Temporarily restricted	2,242,749	1,628,304
Permanently restricted	356,827	352,293
Total Net Assets	**$ 11,925,064**	$ 10,071,720
TOTAL LIABILITIES AND NET ASSETS	**$ 18,491,594**	$ 15,298,433

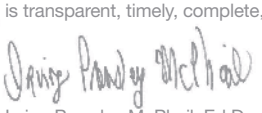
Management's Statement of Financial Responsibility

The management takes full responsibility for the integrity and accuracy of the NACME financial statements presented in accordance with generally accepted accounting principles.

Our corporate governance policies and practices include the following:

- A majority of our Board is comprised of independent directors.
- Only independent directors are members of the Executive, Governance, Policy, Development, and Finance Committees.
- The Executive, Governance, Policy, Development, and Finance Committees make appropriate use of charters that clearly detail each Committee's responsibilities.
- The Finance Committee retains the independent auditor and regularly reviews the financial condition of the company. The independent auditor has free access to the Finance Committee.

We are committed to providing financial information that is transparent, timely, complete, relevant, and accurate.



Irving Pressley McPhail, Ed.D.
President and Chief Executive Officer

Michael T. Pan
Vice President, Finance/Administration,
and Chief Financial Officer

Statement of Activities

For the year ended August 31, 2013 (with comparative totals for 2012) NACME, Inc. (a not-for-profit corporation)

	Total of All Funds	
	2013	2012
PUBLIC SUPPORT AND REVENUE:		
Contributions	$ 4,034,734	$ 3,735,282
Contributions in-kind	3,868,422	4,401,405
Interest and dividends	200,046	176,170
Other income/events	1,380,420	688,777
TOTAL PUBLIC SUPPORT AND REVENUE	$ 9,483,622	$ 9,001,634
EXPENSES:		
PROGRAM SERVICES:		
Scholarship programs	$ 5,825,708	$ 6,249,553
Pre-engineering education programs	448,167	401,925
Information dissemination	462,484	448,922
Research and policy	377,326	318,493
Total Program Services	$ 7,113,685	$ 7,418,893
Development	609,644	623,433
Management and general	926,506	843,671
TOTAL EXPENSES	$ 8,649,835	$ 8,885,997
Excess public support and revenue over expenses	$ 833,787	$ 115,637
OTHER INCOME:		
Net gains on investments	$ 1,019,557	$ 479,751
Change in net assets	$ 1,853,344	$ 595,388
Net assets at beginning of year	$ 10,071,720	$ 9,476,332
NET ASSETS AT END OF YEAR	$ 11,925,064	$ 10,071,720

These financial statements are a condensed version of the audited statements of the National Action Council for Minorities in Engineering, Inc., for the year ending August 31, 2013. For comparative purposes the prior year figures in the statement of activities have been restated to conform to the current year presentation.

NACME will be pleased to provide complete copies along with all footnotes and the unqualified report of our independent auditor upon request.

You may obtain a copy of the latest annual report filed with the NY State Board of Social Welfare by writing to the Secretary, State of New York, 162 Washington Avenue, Albany, New York 12231, Attention: Charitable Registration Division.

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NATIONAL ACTION COUNCIL FOR MINORITIES IN ENGINEERING

Our Promise

We engineer opportunity for minorities in STEM.

Our Mission

To ensure American competitiveness in a flat world by leading and supporting the national effort to expand U.S. capability through increasing the number of successful African American, American Indian, and Latino young women and men in science, technology, engineering, and mathematics (STEM) education and careers.

Our Vision

An engineering workforce that looks like America.

Our Belief

Diversity drives innovation.

Our Purpose

Through partnerships with like-minded entities, we serve as a catalyst to increase the proportion of African American, American Indian, and Latino young women and men in STEM careers. We inspire and encourage excellence in engineering education and career development toward achieving a diverse and dynamic American workforce.

Shaping an American STEM workforce where diversity drives innovation and global competitiveness

National Action Council for Minorities in Engineering, Inc.

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A PDF version of the 2013 Annual Report can be found online at **nacme.org/annual-reports**.