SYNERGIES

2008 ANNUAL REPORT

National Action Council for Minorities in Engineering, Inc.

CREATING OPPORTUNITIES, ENSURING SUCCESS

NACME

OUR MISSION

To provide leadership and support for the national effort to increase the representation of successful African American, American Indian, and Latino women and men in engineering and technology, math-, and science-based careers.

OUR VISION

An engineering workforce that looks like America.

OUR GOAL

Working with our partners to produce an engineering graduating class that looks like America.

OUR PURPOSE

Our aim is diversity with equity, our metric is parity in the workforce, and our methodology is the formation of partnerships with those corporations, educational institutions, foundations, nonprofit agencies, and governmental bodies that share a commitment to these aims.

OUR BELIEFS

We believe in the concept of the "learning organization," a community in which each member is encouraged and assisted to grow and develop. We believe that we must work not only to improve our skills and capabilities for performing our individual responsibilities increasingly well, but also to strive to be cooperative and effective team members who are committed collectively to the fulfillment of NACME's mission and purposes.

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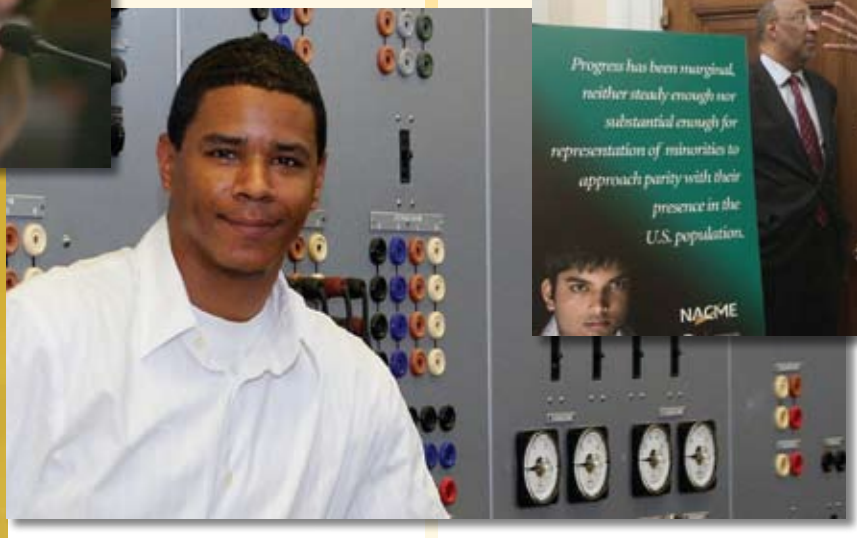

Pictured on this page, from top: Nicholas M. Donofrio, executive vice president, Innovation & Technology, IBM Corporation; Lisa Frehill, executive director, Commission on Professionals in Science and Technology; NACME Scholar Kenie Moses (see profile on page 7); Irving Pressley McPhail, NACME executive vice president and COO, with Carl B. Mack, executive director, National Society of Black Engineers; and Margaret Daniels Tyler, senior program officer, Bill and Melinda Gates Foundation.

Pictured on front cover, top to bottom: Congresswoman Eddie Bernice Johnson (D-Texas) and Irving Pressley McPhail, NACME executive vice president and COO; NACME Scholar Kenie Moses; Kati Haycock, president, The Education Trust; NACME Scholar Natasha Wilson (see profile on page 15); Jerry M. Hultin, president, Polytechnic Institute of New York University; Carlos Diaz, Alliance for Minority Participation, Drexel University; and Craig R. Barrett, chairman, Intel Corporation.

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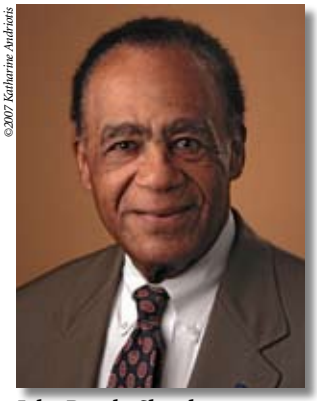
A Joint Message from the Chairman and the President

William P. Dee



John Brooks Slaughter

MORE THAN 60 YEARS AGO, SWEDISH ECONOMIST AND NOBEL LAUREATE GUNNAR MYRDAL POSTULATED A RACIAL AND SOCIAL CRISIS THAT HE CALLED "AN AMERICAN DILEMMA." Today, America is facing a new dilemma. This "New" American Dilemma, as NACME describes it, is our nation's failure to educate and develop a growing proportion of its potential talent base despite the country's escalating need for people with the scientific and engineering skills required to successfully address energy independence, environmental sustainability, infrastructure replacement, and many other pressing issues. NACME is committed to helping America address this predicament.

Since its founding in 1974, NACME has evolved into the largest private provider of scholarships for underrepresented minority students in engineering. But it has become much more than that. NACME is now collaborating with a strong network of partners in creating a national chain of urban high school–level Academies of Engineering that introduce students to the concepts and principles of engineering design and analysis and provide students and their families with information and support to help them prepare for college. We are also supporting community college–based programs designed to facilitate the transition of two-year college graduates to universities with engineering programs in recognition of the fact that most minority students begin their college education in community colleges.

Over the years, NACME has become widely viewed as a primary source of research information and analysis regarding the state of minority participation in engineering education and careers. It is also increasingly recognized as an advocate for policy changes that will improve opportunities for African Americans, American Indians, and Latinos in the science, technology, engineering, and mathematics (STEM) disciplines.

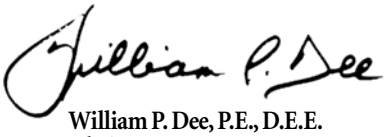
At no time in our recent history has the pace of activity been more intense and promising.

As a result of these developments, NACME has a programmatic presence at key points along the education spectrum—from secondary school to graduate school. We are now able to benefit from the synergies that emerge from our operations across this continuum.

NACME is also a beneficiary of the synergies emanating from its collaborative activities with a wide range of corporations as well as universities, foundations, schools, and other nonprofit organizations. The merging of our individual efforts has been the key to the successes we have experienced during the past year and is the reason for the excitement and promise we feel for the future.

Our programs and activities allow us to fulfill our value proposition of creating opportunities for underrepresented minority youth to receive a strong education in the STEM disciplines, encouraging them to pursue engineering study, providing support for their efforts, and ensuring successful graduates access to a potentially exciting and rewarding career. Our activities also represent the steps we must take as part of the nation's efforts to solve the "New" American Dilemma.

We hope that as you read the pages of this annual report, you too will sense the enthusiasm we have for our mission. Moreover, we hope that you will join with us in our quest to produce an engineering workforce that looks like America.



William P. Dee, P.E., D.E.E.
Chairman, NACME, Inc.
President and CEO, Malcolm Pirnie, Inc.

John Brooks Slaughter, Ph.D., P.E.
President and CEO, NACME, Inc.

A Message from the Executive Vice President and Chief Operating Officer

Irving Pressley McPhail

NACME HAS CONTINUED TO EXPAND ITS LEGACY OF LEADERSHIP AND SUPPORT IN THE EDUCATION OF UNDERREPRESENTED MINORITIES IN ENGINEERING, TECHNOLOGY, MATH, AND SCIENCE. Our scholarship programs, research, and policy advocacy, along with the support of our partner universities and corporations, have helped our organization yield significant results this past year.

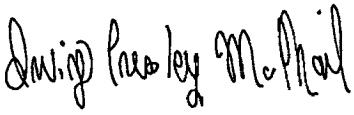
NACME's university programs provided 1,227 students across the nation with more than $4 million in scholarships and support from NACME and its partner universities. In addition, our 50 partner universities produced 31 percent of the total underrepresented minority engineering graduates of 2008.

Our groundbreaking collaboration with the National Academy Foundation and Project Lead The Way will have created a national network of 110 Academies of Engineering for grades 9 to 12 by 2011. In September 2008, we opened 13 academies; we expect to open 18 more in 2009. These small learning communities provide students with the science and math skills required for college engineering program readiness. We have also expanded our middle school initiatives to include engineering and science awareness programs at urban school sites. NACME is working with high schools, community colleges, and universities to develop programs that increase the number of minority students entering four-year institutions from the community college ranks.

With the release of reports on the state of underrepresented minorities in engineering education and professions, we issued national "calls to action" in four key areas—K–12 education, higher education, government, and business—with the goal of galvanizing the leaders in these communities into addressing the "New" American Dilemma.

This past fiscal year, we exceeded fundraising goals and introduced enhancements to our human resource policies and technology infrastructure. NACME raised $8.8 million, representing 118 percent of its initial $7.5 million goal. We welcomed a new research and policy director, Elizabeth Iris Rivera, who brings renewed energy and perspective to our goal of fostering research-based change in policies and practices.

I am confident that by increasing engineering awareness and promoting science, technology, engineering, and mathematics (STEM) education throughout the middle-school-to-workforce-entry continuum, our dedicated staff and extraordinary group of supporters will bring us closer to realizing our vision of an engineering workforce that looks like America.



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

Educational Programs

NACME's educational programs help students, parents, and teachers along the entire middle-school-to-workforce-entry continuum. In our 34-year history, we have refined our approach in order to address specific barriers to student success. Although student scholarship support remains a principal focus, we also address how to fund classroom projects and after-school activities in high school; how to improve students' access to role models and mentors; and how to provide leadership, internships, and practical research experiences for college students.

NACME's colleges and universities produced 31 percent of the underrepresented minority engineering graduates in 2007.

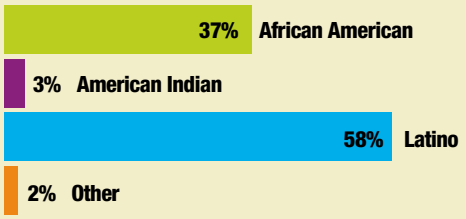
University Programs

NACME works closely with partner universities to increase their capacity to recruit, enroll, educate, and graduate underrepresented minority engineering students. This past year, Illinois Institute of Technology, Rose-Hulman Institute of Technology, and the University of Kentucky joined our national network, which now numbers 50 partner universities (see pages 14–15).

These colleges and universities have demonstrated a commitment to the principles we have placed high in reaching our goal of producing an engineering graduating class that looks like America. As a group, NACME's partner universities graduate nearly one-third of all underrepresented minority engineers nationally.

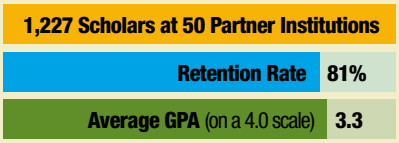
In the 2007–2008 school year, NACME supported 1,227 students with outstanding records of achievement. These NACME Scholars maintained an average GPA of 3.3 on a 4.0 scale and have a retention-to-graduation rate of 81 percent. In addition, more than 200 NACME Scholars earned their baccalaureate degrees in engineering.

2007–2008 NACME Scholars by Ethnicity



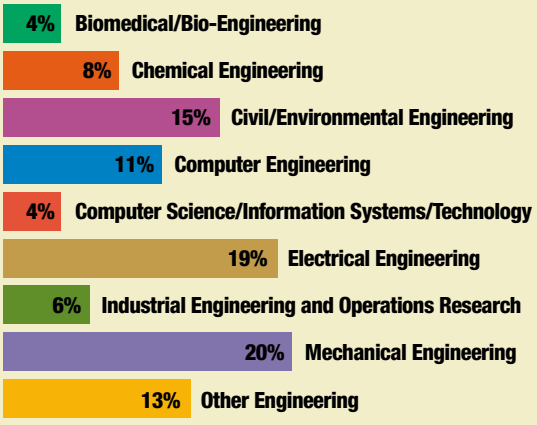
Ethnic makeup of NACME Scholars

2007–2008 NACME Scholars Profile



Throughout the nation, NACME Scholars finish their four-year degree programs with strong GPAs.

2007–2008 NACME Scholars by Academic Discipline



NACME Scholars academically pursue a range of high-demand disciplines within the field of engineering.

When surveyed recently, 73 percent of NACME Scholars rated their NACME scholarships a "very important" source of funding and classified them as being among the largest grants they receive. Graduating students also reported having done internships at 127 different corporations, and more than half the NACME Scholars surveyed indicated an interest in pursuing a doctoral degree.

In May 2008, we convened our annual meeting of partner universities and our board of directors to strengthen NACME's action network and discuss new initiatives. The Fifth Annual Continuum Meeting in Vienna, Virginia, also brought educators and counselors from middle school, high school, and community colleges to the table. Nearly 70 individuals gathered to focus on increasing the numbers of underrepresented minorities in the engineering workforce. "The energy at the board meeting the following morning was very high," said John Eppolito, NACME's acting director of communications and pre-engineering programs. "Board members were appreciative of the opportunity to connect with teachers concerning our strategies."

Pre-Engineering Programs

NACME implemented several groundbreaking pre-engineering initiatives as part of its strategy to increase engineering awareness and readiness for college engineering study in middle and high school students.

Partnering with the National Academy Foundation (NAF) and Project Lead The Way (PLTW), NACME created a national network of Academies of Engineering (AOE). These small learning communities educate and encourage students to pursue postsecondary engineering and engineering technology degree programs. After a successful year of planning, the partnership opened 13 AOE sites across the country in September. Eighteen more sites were selected and are expected to open in the fall of 2009. The partnership's goal is to grow into a national network of 110 academies by 2011.

"Because we have involved parents, community resources, local corporations, and two-year and four-year colleges in the activities of the academies," said Dr. John Brooks Slaughter, NACME president and chief executive officer, "we anticipate a dramatic increase in the number of underrepresented minorities prepared to engage in engineering education."

The AOE partnership combines NAF's 26-year history of success in career-themed academies; PLTW's engineering-, math-, and science-focused curriculum; and our vital connection to engineering via university and corporate partnerships. Representatives from NACME board companies serve as volunteers on AOE advisory boards, providing valuable insights from their real-world engineering experiences.

ACADEMY OF ENGINEERING

2008 NACME Pre-Engineering Scholars

Charles Zachary Christie—University of South Carolina
Columbia High School, Columbia, South Carolina

Amir Troy Potts—Drexel University
University City High School, Philadelphia, Pennsylvania

Eric A. Flores Franco—Purdue University
Puerto Rico Baseball Academy & High School, Caguas, Puerto Rico

Manuel Montano—Texas A&M University
Taylor High School, Houston, Texas

Ashley Lytle—Rutgers University
New Brunswick High School , New Brunswick, New Jersey

Marcelino Yax—The City College of New York
Manhattan Bridges High School , New York, New York

Trevor Brown—Purdue University
Merrillville High School, Merrillville, Indiana

Kayla Johnson—University of Connecticut
Hartford Public High School, Hartford, Connecticut

Jaime E. Hernandez—California Polytechnic State University
Patrick Henry High School, San Diego, California

Jorge Simosa—Massachusetts Institute of Technology
American Senior High School, Hialeah, Florida

Cesar Avalos—University of Minnesota
Patrick Henry High School, Minneapolis, Minnesota

In 2008, as part of the NACME STEM Innovation Grant Program, we awarded 40 teachers grants totaling $40,000. These grants funded hands-on experiences in engineering projects and trips to local universities to allow students and professors to meet in a campus environment.

Lisa Granger, a teacher at San Diego's Madison High School, won an innovation grant to support "How Sophomores Save the World," a cross-curricular project in which students used emerging technologies to devise solutions to pressing global problems. At Lennox Mathematics, Science, and Technology Academy in Lennox, California, physics teacher Jose Rivas used his innovation grant to help students build a scale model roller coaster and perform an analysis of the forces at work in the operation of the real thing.

Minority Graduate Programs

The Alfred P. Sloan Foundation awarded NACME a three-year renewal grant to continue management service for its Minority Ph.D. and American Indian Graduate programs.

The program's goal is to increase the number of African American, American Indian, and Latino women and men pursuing graduate degrees in mathematics, natural sciences, and engineering.

NACME will continue to administer and support the Alfred P. Sloan Minority Ph.D. and American Indian Graduate programs, providing application review, selection and confirmation, award notification, disbursement of payments, and data management for more than 150 departments at nearly 50 institutions.

Since its establishment in 1995, the Minority program has supported more than 1,000 students. The Sloan Foundation has partnered with NACME since 2002 and has disbursed more than $20 million to students and universities.

The Pre-Engineering Scholars program awarded 11 of the nation's highest-achieving underrepresented minority high school seniors $1,500 each toward the cost of their undergraduate tuition (see page 5). Pre-Engineering Scholar Eric A. Flores Franco exemplified the caliber of students selected for the award. Born in Caguas, Puerto Rico, Franco ranked first in his graduating senior class and served as student council president. He began his first year at Purdue University in September 2008 and plans to major in aerospace engineering.

Eleven of the nation's highest-achieving high school seniors have been selected as NACME Pre-Engineering Scholars and will receive $1,500 towards the cost of their undergraduate tuition.

Community College Programs

NACME has continued to influence the national dialogue on the community college pathway to engineering careers for underrepresented minorities by actively engaging with key professional organizations.

Dr. Irving Pressley McPhail delivered the keynote address at the 2008 annual regional conference of the National Council on Black American Affairs (NCBAA), Northeast Region, an affiliate council of the American Association of Community Colleges.

In his remarks, "Toward a Comprehensive Community College Pathway to Engineering Careers for Underrepresented Minority Students," McPhail told the audience, "The evidence is clear. Community college transfer students who complete an associate of science degree in engineering science are as likely to receive a bachelor's degree in engineering as students who attended four-year campuses only.

"For example, 64 percent of American Indian/Alaska Native, 50 percent of African American, and 55 percent of Hispanic science and engineering bachelor's and master's degree recipients in 2004 and 2005 attended community colleges."

To help address the financial barriers many students face, increase awareness of engineering careers and degree requirements at four-year institutions, and help ready high school students for college coursework, NACME has developed model demonstration programs with several community colleges and four-year universities. These demonstration projects are intended eventually to be replicated at additional schools, and on a national level.

NACME's Community College Transfer Program focuses on attracting qualified students from community colleges to four-year educational institutions where they can begin to pursue the engineering profession. NACME provides scholarship support to students and supports universities in identifying outstanding community college students and enrolling them in four-year degree programs.

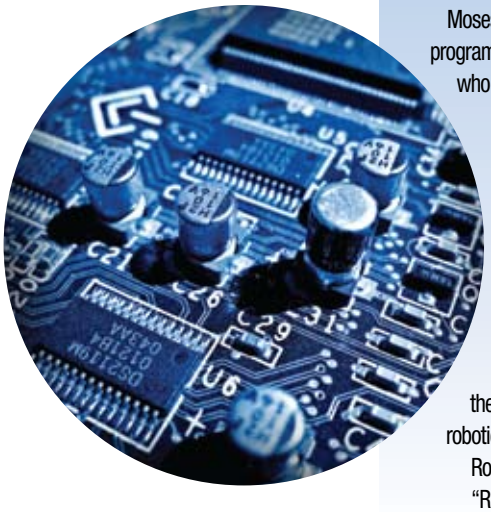
One such initiative is the NACME/Qualcomm Community College Pre-Engineering Student Transfer Scholarship Program, designed specifically for community college transfer students seeking alternatives to the greater cost of a four-year institution. With funding from the Qualcomm Corporation, NACME has forged a partnership with the University of California at San Diego (UCSD) to develop a pilot articulation program to facilitate the transfer of community college students to a bachelor's degree program in engineering.

The scholarship reduces students' need for income from outside employment, allowing them more time to focus on academics. Another program benefit is that students are enabled to better utilize university professional development programs.

Through the recruitment and outreach effort made by UCSD, the NACME/Qualcomm Scholarship Program has helped 16 underrepresented minority students make the transition from community colleges within the San Diego area and achieve their dream of pursuing a four-year engineering degree. Two years into the program, one student has graduated with a degree in engineering, 14 are still pursuing a degree, and only one student has dropped out. By any measure, the program is a success.

In NACME's Community College Bridge Program, high school students take math and introductory engineering courses and carry out other assignments that provide a sound base for their pursuit of an engineering degree through community college and beyond.

In collaboration with Prince George's Community College in Maryland, 14 underrepresented minority students from six high schools embarked on a course of study that included college-level Calculus I and II courses and an introductory engineering course. More than half of these students successfully completed seven college credits, with 79 percent passing Calculus I. Three students have been accepted to four-year institutions; two of them are majoring in engineering and another in math. NACME expanded this program to three additional community college campuses in the fall of 2008.



NACME PROFILE SCHOLAR

Kenie Moses

Elizabeth and Stephen Bechtel, Jr. Foundation Fellow

Before he knew the meaning of the word, Kenie Moses had already launched his career as an engineer.

"I didn't know it was [called] engineering," said Moses. As a young boy growing up in Shreveport, Louisiana, he said, "I would take these radio-controlled cars, tear them down, and use Lego parts to build them back into something else—like a motorcycle or a four-wheeler or a boat."

As a Boy Scout, he built robots out of trash cans, a power motor, and lawnmower wheels.

Moses pursued his passion at Southern University at Shreveport, where he earned an associate's degree in electronic technology. He then transferred to Southern University's sister school in Baton Rouge, where he is currently pursuing a four-year degree in electrical engineering—a move that takes him from the world of hands-on construction of circuits into actual design.

"In electrical engineering, you're basically dealing with theory and design," explained Moses. "And then you have a technician who would take your design and construct it."

As Moses explores other areas of engineering, he has also taken a proactive approach to managing his education, reaching out to professors and key faculty for support.

Assistant Dean Janifer Peters has proved particularly helpful.

"She is just a phenomenal woman," said Moses. "She is adept at learning the strengths of those around her. She sees our character and strengths, checks on our GPA and what we are doing outside of school, and recommends us to various organizations and scholarships. She was instrumental in providing me with information on NACME."

Moses is now a fellow of the Elizabeth and Stephen Bechtel, Jr. Foundation Fellowship program. The fellowship supports select underrepresented minorities in their junior year who have maintained a GPA of 3.0 or higher.

Moses had high praise for the NACME scholarship: "It came at a wonderful time and it's been consistent. I don't really know what I would have done without it."

In addition to scholarships, Moses has pursued every research internship he could find. For the past three summers, he has been involved in electrical and mechanical engineering internships at Tulane University, the University of Michigan, and Rice University. Currently, he is working on two separate projects, one with the U.S. Department of Energy and one with Air Force Research Laboratory.

Moses is also gearing for his next pursuit. After graduation, he plans to attend the Georgia Institute of Technology, where he has applied for graduate study in robotics.

Robotics? Like when he was a kid?

"Right," he said, laughing at the connection.

Research and Policy

Accomplishing our mission depends on more than giving scholarships to engineering students. NACME continues to foster research-based changes in policies and practices to raise awareness and promote the discussion of equity in engineering education.

Throughout the year, NACME has conducted and presented research analyzing trends in enrollment, retention, degree completion, and workforce participation for underrepresented minorities in the engineering field. We have also taken the lead in public forums to advance policies in education, social services, and the setting of national priorities that will help America utilize all its human resources in technology and economic development.

Our up-to-date research, committed leadership, and network of business partners give us the credibility and boardroom influence needed to stimulate opinion and mobilize action for change.

Research and Policy Advisory Council

For the past two years, the Research and Policy Advisory Council has helped us identify and recommend projects that could influence policies in education and social services to positively affect underrepresented minority participation and success in engineering education and careers. NACME is grateful for these council members' continued support:

Dr. Daryl E. Chubin
Director, Center for Advancing Science and Engineering Capacity
American Association for the Advancement of Science

Dr. Lisa M. Frehill
Executive Director
Commission on Professionals in Science and Technology

Dr. Linda S. Hagedorn
Professor and Director, Research Institute for Studies in Education
Iowa State University

Dr. Gary S. May
Professor and Steve W. Chaddick Chair, School of Electrical and Computer Engineering
Georgia Institute of Technology

Dr. Jose Moreno
Assistant Professor, Latino/a education and policy studies
California State University, Long Beach

Dr. Watson Scott Swail
President
Educational Policy Institute

Dr. Bevlee A. Watford
Associate Dean for Academic Affairs and Director, Center for the Enhancement of Engineering Diversity
Virginia Polytechnic Institute and State University

Trends Reports

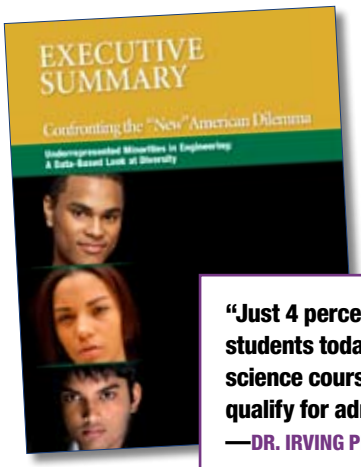
In early May, NACME convened a briefing on Capitol Hill to release a major body of research on the participation of underrepresented minorities in engineering. The research, presented as a set of reports and made possible by a grant from Motorola Foundation, quantified a growing "opportunity gap" in the number of minority students pursuing degrees and careers in science and technology.

These trends reports provide an overview on the status of three underrepresented minority groups in engineering: African Americans, American Indians/Alaska Natives, and Latinos. The series shows their participation rates in science, technology, engineering, and mathematics (STEM) fields have flatlined or, in some cases, declined.

Engineering degrees accounted for 3.3 percent of bachelor's degrees awarded to African Americans in 1995, but only 2.5 percent of such degrees awarded in 2005. The same disappointing trend is occurring among the Latino population. Engineering degrees made up 5.5 percent of degrees awarded to this group in 1995, but only 4.2 percent in 2005. Although the proportion of degrees awarded in engineering to American Indians increased in 2005, it still stood at only 3.7 percent of degrees awarded to American Indians.

The trends reports also show a large disparity between the proportion of minorities in the general undergraduate population and their representation in the population graduating with bachelor's degrees in engineering. Most disturbing are indications that these numbers are not likely to improve in the immediate future.

"Just 4 percent of underrepresented minority students today have taken the math and science courses that are required



"Just 4 percent of underrepresented minority students today have taken the math and science courses that are required to even qualify for admission to engineering study."
—DR. IRVING PRESSLEY MCPHAIL

Eileen Sweeney, director, Motorola Foundation

"Research like the NACME study … helps elevate the public discourse about underrepresented minorities in engineering."
—EILEEN SWEENEY, DIRECTOR, MOTOROLA FOUNDATION

to even qualify for admission to engineering study," said Dr. Irving Pressley McPhail, NACME's executive vice president and chief operating officer.

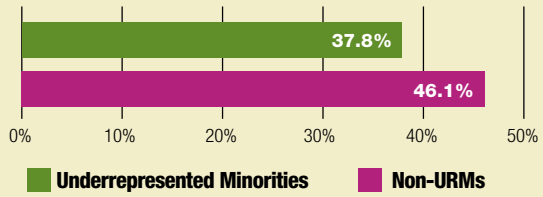
"We refer to this at NACME as 'the 4 Percent Challenge.' When you think about it, that's a pretty devastating number. The failure of high schools to prepare underrepresented minority students for engineering study means that little significant progress can occur soon at the undergraduate level. If, in fact, we're going to increase the involvement and participation of underrepresented minorities in the STEM fields," said McPhail, "clearly, we've got to turn that number around."

Eileen Sweeney, director of Motorola Foundation, said, "America is open to embracing the ideas and perspectives of people from all walks of life. Motorola invests in this strength and diversity of ideas with its support for educational programs that spur children's interest in math and science—and for research like the NACME study that helps elevate the public discourse about underrepresented minorities in engineering."

"We must look out for America's strength in the global economy," said Rep. Eddie Bernice Johnson of Texas, "and to do that, we must encourage untapped resources [to move] into the STEM pipeline. So many of our minority youth are not prepared to take on jobs in critical science and engineering fields, and this is a problem Congress can, and must, address.

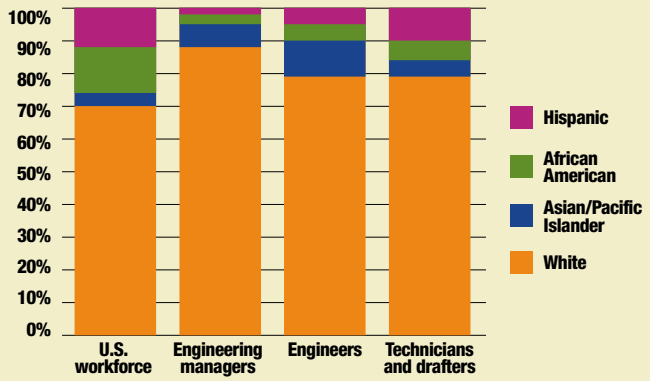
"I commend NACME for working toward a more diverse and competitive engineering workforce, and I support [the organization's] efforts."

Estimated Retention to College Graduation for the Class of 2007



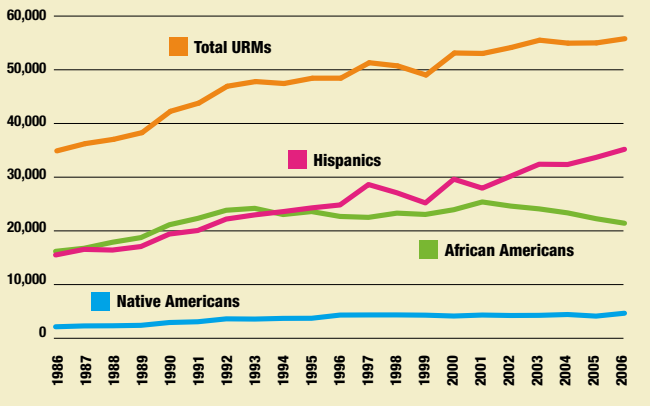
Sources: Commission on Professionals in Science and Technology, computation based on analysis of annual data on enrollments by level available from the Engineering Workforce Commission.

Ethnic Composition of U.S. Workforce, Engineers, Technicians, and Engineering Managers, 2007



Sources: Commission on Professionals in Science and Technology, analysis of Bureau of Labor Statistics, Household Averages data, 2007.

Underrepresented Minorities Enrolled Full-Time in Undergraduate Engineering, 1986 to 2006



Source: Commission on Professionals in Science and Technology, data derived from Engineering Workforce Commission, Engineering and Technology Enrollments, Fall 1984–Fall 2006.

Data Book

At its 2008 National Symposium (see page 12), NACME released *Confronting the "New" American Dilemma: NACME 2008 Data Book*, a publication offering the most authoritative data available on the state of underrepresented minority groups in engineering education and professions and the crisis in STEM education.

This digest compiled data from:

- The National Center for Education Statistics (NCES)
- The U.S. Census Bureau
- The National Science Foundation
- The Engineering Workforce Commission
- The American Society for Engineering Education.

More than 50 tables and charts lay out the contours of diversity and opportunity in America and the potential for education to affect our nation's ability to deliver on its promise. Whether discussing the demographics of engineering education, the composition of the engineering workforce, or a related topic, the *Data Book* (available online at *www.nacme.org/publications*) represents a one-stop source of information on STEM education and opportunity.

"I am a strong believer that we have allowed our pursuit of diversity to cloud what we should really be focusing on, and that is equality of opportunity."—DR. JOHN BROOKS SLAUGHTER

Dr. Irving Pressley McPhail, executive vice president and chief operating officer, NACME

Some key information from the 2008 *Data Book*:

- Out of more than 68,000 bachelor's degrees in engineering awarded to students in the U.S. in 2006, fewer than 8,500 were awarded to underrepresented minorities. That means that although three out of every 10 Americans are African American, Latino, or American Indian, fewer than one in 10 engineers come from these groups.
- Female college students and students of color who pursue engineering have few role models; in 2006, engineering faculty included just 11.3 percent women, 2.4 percent African Americans, and 2.4 percent Latinos.
- In 2005, only 100 U.S. engineering doctoral degrees were awarded to African Americans, only 98 to Latinos, and only nine to American Indians.

Roundtable on Diversity

In mid-January, NACME, the American Association for the Advancement of Science (AAAS), and the Alfred P. Sloan Foundation hosted a roundtable on diversity in Washington, D.C. Discussions focused on the challenges faced by colleges, universities, and science-related industries that have committed themselves to increasing representation of minorities in engineering in the face of the U.S. Supreme Court decision that public school districts may not use race as a factor in assigning students to schools.

Michael A. Olivas, director of the University of Houston's Institute for Higher Education Law and Governance, cited opposition to Texas's policy of guaranteeing entrance to students who finish in the top 10 percent of their class to any public college in the state. Although this program aids all students in Texas regardless of race, conservative organizations, he said,

seek to eliminate any program that aids minority students, at times even when these programs aid white students as well.

The roundtable provided an opportunity for discussion on alternative ways to recruit underrepresented minority students and raised awareness of the continuing challenges facing policymakers who seek solutions.

NACME President and CEO Dr. John Brooks Slaughter told the group the problems raised by these court decisions called for "a sense of urgency" in response. "I am a strong believer that we have allowed our pursuit of diversity to cloud what we should really be focusing on, and that is equality of opportunity," he said.

Slaughter also cited "a lack of will and commitment" to affirmative action among members of the academic leadership in some institutions, as well as "a considerable amount of misunderstanding" about affirmative action issues.

Lisa Frehill, executive director, Commission on Professionals in Science and Technology

Congresswoman Eddie Bernice Johnson

NACME PROFILE SCHOLAR

Anthony Jackson

Anthony "T.J." Jackson began his engineering career at North Carolina A&T State University with a baseball scholarship in one hand and a NACME scholarship in the other.

The Washington, D.C., native admits now that at the time, he didn't necessarily think a great deal about what that all meant.

"As a student, you really don't care where the money comes from, as long as the money's there," said Jackson. "I didn't know how it worked; I just knew I didn't have to pay to go to school."

But that was just the beginning of his almost 30-year relationship with NACME.

By checking a box on a survey NACME uses to track its Scholars' progress, Jackson received information on graduate school. NACME, it turns out, had a relationship with the GEM Fellowship Program—the National Consortium for Graduate Degrees for Minorities in Engineering and Science. Jackson applied for, and won, a GEM Fellowship.

"That's what got me to graduate school," he said.

The chain of opportunity kept going. One of the GEM consortium's founding members was a federally funded nonprofit research center in Maryland. As an undergraduate, Jackson worked three summer internships at the Johns Hopkins University Applied Physics Laboratory (APL), and when he completed his master's degree in electrical engineering at A&T in 1983, a job was waiting for him back at APL.

Jackson eventually became senior reentry systems engineer in APL's guidance and navigation group. APL contracts with the U.S. Navy as an independent evaluator of weapons systems bought from private companies. He now helps test Trident missiles launched from submarines.

Although Jackson periodically uses his electrical engineering expertise on problems involving the missiles' guidance circuitry, his career has proven to be a continuing on-the-job education in branches of engineering outside his academic training.

When he speaks to students today, he says, "I tell them that what my company is paying me for is my ability to solve problems. Defining the issues: that's the kind of expertise that they pay for when you come into the real work world."

Preparing youth for the real work world is tops on his list as he continues to give back, both to NACME and to his community.

He helped identify promising potential engineers in local high schools in NACME's Vanguard Scholarship Program and regularly speaks with area high school students about careers in engineering. He has also established the Anthony "T.J." Jackson Electrical Engineering Scholarship at North Carolina A&T for undergraduate students from the Washington, D.C., area majoring in electrical engineering.

Among his many awards, Jackson received the GEM/NACME Outstanding Alumni Achievement Award in 2003 for his commitment and dedication to helping youth.

"I give back to NACME because I realize that they had an impact on my education," Jackson said. "If you are a company serious about developing talent for your organization, then NACME is a place to put your support. An investment in NACME is an investment in your own future."

2008 National Symposium

The 2008 National Symposium, held in Vienna, Virginia, May 27–29, drew more than 200 leaders from education, government, and business to explore the theme "Confronting the 'New' American Dilemma: Retaining Scientific and Technological Leadership in a 'Flatter' World."

The event's title refers to author Thomas Friedman's notion of a "flat" global economy in which American workers and products compete with workers and products from countries as far away as India and China.

Dr. Irving Pressley McPhail (center) with NACME Scholars Ayesha Johnson (left) and Justin Greene

"The 'New' American Dilemma comes from this nation's failure to educate and develop a growing proportion of its potential talent base—African Americans, Latinos, and American Indians—as its need for people with skills in science and engineering is escalating," explained Slaughter.

Throughout the three-day symposium, speakers noted that our country is facing a shortage of professionals in STEM fields and a shortage of students entering those fields, and that these shortages affect our ability to compete. During this national financial crisis, the issue of America's competitiveness in the global economy has taken on new urgency. Filling the STEM workforce is more important than ever as Americans face an uncertain economic future.

"In our quest to confront the 'New' American Dilemma, the time for doing—for taking action—is now," said McPhail. "At a time when the United States needs more students pursuing careers in STEM in order for the country to be competitive and economically sound, we are not hitting the mark. Minority students could be part of the solution, and yet they are not being prepared properly for work in those fields."

William P. Dee, NACME board chair and president and CEO, Malcolm Pirnie, Inc.

"In our quest to confront the new American dilemma, the time for doing—for taking action—is now."—DR. IRVING PRESSLEY MCPHAIL

The symposium featured expert speakers from across the nation, including William E. Kirwan, chancellor, University System of Maryland; Norman R. Augustine, chairman of the National Academies' *Rising Above the Gathering Storm* Committee; Craig R. Barrett, chairman of the board, Intel Corporation; Nicholas M. Donofrio, executive vice president for innovation and technology, IBM Corporation; and Juan Williams, national political correspondent and author.

William P. Dee, chairman of the board of NACME and president and CEO of Malcolm Pirnie, Inc., concluded the symposium with calls to action formulated by NACME in response to the current crisis. The calls to action include having high expectations for students of color, removing systemic barriers to underrepresented minorities' participation in college, developing a national STEM workforce development policy, and forming business partnerships that promote untapped populations.

NACME's calls to action target leaders of four key national constituencies:

- K–12 educators: "Infuse STEM throughout the curriculum starting in preschool."
- Postsecondary educators: "Remove systemic barriers in college by addressing financial aid and admission policies."
- Government leaders: "Develop a national STEM policy."
- Business leaders: "Form partnerships with schools to promote STEM careers, with a particular focus on underrepresented minority students in grades K–12."

NACME and its partners believe that if the business, government, and education communities heed these basic calls to action, the nation will have built a solid foundation for increased minority participation in technical careers and enhanced U.S. competitiveness in the global economy.

JD Hoye, president, National Academy Foundation

Journalist and author Juan Williams

NACME PROFILE SCHOLAR

Elena Briz

Bechtel Undergraduate Fellow

NACME Scholar Elena Briz is so active in the community, she's giving back before she's even done receiving.

Since her freshman year, the civil engineering student has been an active member of the Society of Hispanic Professional Engineers (SHPE) student chapter at the University of Florida in Gainesville, where she helped organize the "Goals for Tomorrow" charity soccer tournament.

" 'Goals for Tomorrow' provides scholarships to high school seniors entering the University of Florida's College of Engineering," said Briz, who has directed the tournament for the past three years.

"The scholarship is entirely student-created and student-funded. We mentor and guide these students in the first two semesters of college."

Briz also serves as a mentor in math and science for pre-college students in the College of Engineering's GatorTRAX program, and as a mentor supporting Hispanic engineering students through their first year in the college's STEPUP program.

"I would like to believe that I'm setting an example for future students," she said.

Briz has made great strides professionally as well. For three successive summers she worked as a civil engineering intern at Kimley-Horn and Associates in Miami Beach, and at Malcolm Pirnie in Fort Lauderdale in the summer of 2008.

"My most exciting project," said Briz, "was a redevelopment project for the City of Homestead in Florida. I was responsible for assessing the existing utilities and infrastructure for possible environmental impacts [of the redevelopment], as well as assessing currently contaminated sites within the project boundaries."

Her findings, she said, led the City to "close down a junkyard that had been in violation of regulations for at least 20 years for consistently contaminating the surrounding community."

Aside from the joy of doing important work, Briz said her internship experiences also helped her acquire critical hands-on skills, such as using AutoCAD, reading as-builts and water and sewer atlas sheets, assessing contamination sites by reviewing Department of Environmental Resource Management files, and creating profiles. She gained invaluable experience working directly with project managers, attended meetings with clients, and participated in presentations.

Briz thanked NACME for enabling her to work so hard in the community.

"The scholarship has given me the opportunity to focus on my studies and contribute to my community without having to worry about earning a paycheck and paying the bills," she said. "It's helped make me the woman I am today."

Institutional Advancement and Operations

NACME has assisted more than 22,000 underrepresented minority students, who have received more than $114 million in scholarships and program support. Our work would not be possible without the generosity and unwavering support of our corporate, foundation, and individual donors.

In the past fiscal year, we received a 17 percent increase in gifts over the previous year. NACME raised a total of $8.8 million in direct grants and in-kind support. This year, 82 corporations and foundations, along with more than 250 individuals, provided approximately $6 million in direct grants and contributions.

NACME also received $2.7 million in in-kind contributions, including $2.3 million in scholarships from partner universities.

Additional fundraising highlights:

- ExxonMobil contributed a $1 million multiyear grant for pre-engineering programs
- AT&T provided a multiyear $1 million grant for general support and pre-engineering programs

NACME is fortunate to have a growing number of supporters who share its vision of producing a diverse engineering workforce.

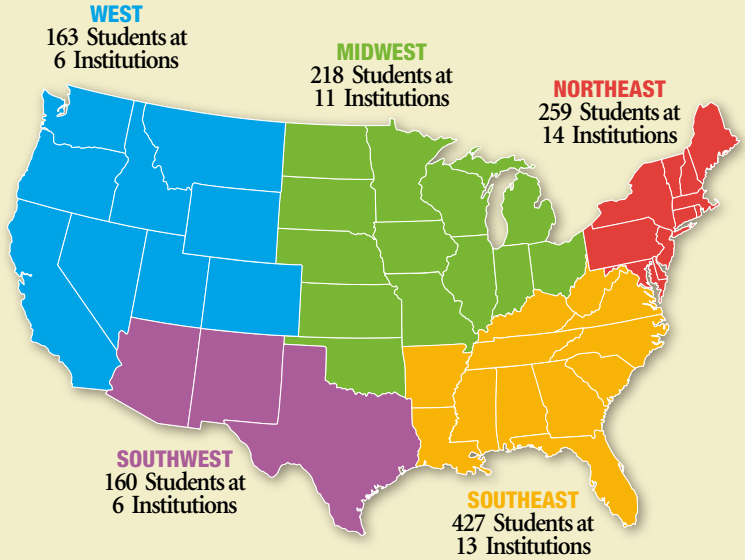
NACME University Partners

- Arizona State University, Tempe
- Bucknell University
- California State University, Los Angeles
- California State University, Sacramento
- City College of The City University of New York
- Clarkson University
- Cornell University
- Drexel University
- Fairfield University
- Florida International University
- Georgia Institute of Technology
- Illinois Institute of Technology*
- Jackson State University
- Kansas State University
- Kettering University
- Louisiana State University
- Marquette University
- Michigan Technological University
- Milwaukee School of Engineering
- Missouri University of Science and Technology
- New Jersey Institute of Technology
- North Carolina A&T State University
- North Carolina State University
- Northern Arizona University
- Polytechnic Institute of New York University
- Polytechnic University of Puerto Rico
- Prairie View A&M University
- Purdue University
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- Rose-Hulman Institute of Technology*
- Stevens Institute of Technology
- Syracuse University
- Temple University
- Tennessee Technological University
- Tuskegee University
- University of Akron
- University of Bridgeport
- University of California, San Diego
- University of Central Florida
- University of Colorado, Boulder
- University of Houston
- University of Illinois, Chicago
- University of Kentucky*
- University of Maryland, Baltimore County
- University of Southern California
- University of Texas, El Paso
- University of Texas, San Antonio
- University of Washington
- Virginia Polytechnic Institute and State University

- The Starr Foundation granted $300,000 over a two-year period for scholarship support at universities and community colleges
- Motorola Foundation donated $263,000 for research reports on the status of underrepresented minorities in engineering.

NACME is fortunate to have a growing number of supporters who share its vision of producing a diverse engineering workforce.

However, while progress has been made, much more remains to be done. An even larger community of supporters is needed to ensure that underrepresented minority students have the resources necessary to pursue pathways to engineering careers, fill the science, technology, engineering, and mathematics (STEM) workforce, and help maintain America's global competitiveness.



America's largest private source of scholarships for African American, American Indian, and Latino engineering students reaches thousands through a national delivery system focused on higher-education partners.

**Became a NACME University Partner in 2008*

NACME PROFILE SCHOLAR

Natasha Wilson

Sidney and Katherine Friend Scholar

Natasha Wilson is using engineering as a springboard for a career with an open future.

Six years after graduating from Polytechnic University in Brooklyn, New York, with a degree in civil engineering, Wilson has worked her way up to contract services supervisor with the Port Authority of New York and New Jersey.

"I came to the Port Authority right out of school," she said.

Wilson began working in the engineering design department with the civil engineering group. There, she was responsible for overseeing maintenance and other service contracts at the airports, bridges, tunnels, bus terminals, and ferry terminals run by the regional transportation authority.

Wilson's new position broadens her responsibilities.

"It was a nice transition for me," Wilson explained, "because I don't feel I left engineering totally. Whereas in engineering I dealt mainly with a particular facility, now it's facility, construction, and procurement. I felt this would be a good opportunity to get more insight into how every piece fits into the puzzle of our day-to-day operations."

While working full time, Wilson earned a master's degree in public administration from Fairleigh Dickinson University in New Jersey. She said it has helped her analyze the bigger picture. "One thing I like about public administration is that there are so many things you can do. You're not just limited to one department, or area, of expertise. It's very open for me to choose my path."

Just as engineering has opened up career opportunities, Wilson said NACME has provided her with numerous life-enriching opportunities.

As an undergraduate, Wilson was a recipient of the Sidney and Katherine Friend Scholarship, established by William Friend, a trustee at Polytechnic and former director. Wilson said Friend "gave me more insight as to what NACME does and the benefits of becoming a member of the NACME family."

Her scholarship, she said, meant more than just money. "The scholarship definitely helped—not just the money, but being able to focus on school." Wilson said NACME also helped her make "priceless" connections and explore the world of engineering.

"NACME gives you an advantage in finding out what engineering is really about. They don't just say 'Here's a scholarship' and then not keep up with you. NACME opened my eyes to a whole new world and helped me to see that everything wasn't so abstract, that the engineering world was really connected" to the rest of the world, said Wilson.

"NACME has definitely played a powerful role in molding and shaping my career, as well as giving me an avenue to give back by helping younger people find their path in life," she added.

Statement of Financial Position

For the year ended August 31, 2008 (with comparative data for 2007), NACME, Inc. (not-for-profit corporation)

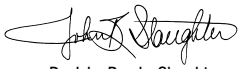
	Total All Funds 2008	2007
Assets:		
Cash and cash equivalents	$ **2,899,558**	$ 2,553,437
Short-term investments	**7,794,009**	8,765,976
Pledges receivable	**1,134,245**	654,630
Prepaid expenses and other assets	**27,419**	120,998
Long-term investments	**1,105,470**	1,086,888
Leasehold improvements, office furniture and equipment	**188,820**	112,594
Security deposit	**48,001**	48,038
Restricted cash	**10,925**	24,682
TOTAL ASSETS	$ **13,208,447**	$ 13,367,243
Liabilities and Net Assets:		
LIABILITIES:		
Sloan Foundation—program fund advance	$ **2,536,625**	$ 3,022,322
Accounts payable and accrued expenses	**29,696**	25,292
Tenant deposits	**10,930**	24,682
Deferrals	**490,253**	438,477
Deferred compensation	**169,905**	166,827
Total Liabilities	$ **3,237,410**	$ 3,677,601
NET ASSETS:		
Unrestricted	$ **6,619,997**	$ 6,043,737
Temporarily restricted	**3,016,223**	3,318,034
Permanently restricted	**334,817**	327,870
Total Net Assets	$ **9,971,037**	$ 9,689,642
TOTAL LIABILITIES AND NET ASSETS	$ **13,208,447**	$ 13,367,243

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, Development and Finance Committees.
- The Executive, Governance, Development and Finance Committees make appropriate use of charters that clearly detail each Committee's responsibilities.
- The Finance Committee retains the independent auditors 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.



Dr. John Brooks Slaughter
President and CEO

Michael T. Pan
Vice President, Administration, and CFO

Statement of Activities

For the year ended August 31, 2008 (with comparative data for 2007), NACME, Inc. (not-for-profit corporation)

	Total All Funds	
	2008	2007
Public Support and Revenue:		
Contributions	$ 5,360,321	$ 5,316,217
Contributions in-kind	2,847,830	3,260,685
Interest and dividends	266,683	368,149
Other income	383,967	124,191
TOTAL PUBLIC SUPPORT AND REVENUE	$ 8,858,801	$ 9,069,241
Expenses:		
PROGRAM SERVICES:		
Scholarship programs	$ 5,091,846	$ 5,766,887
Education programs and training	115,950	72,886
Information dissemination	645,331	362,859
Research and policy	448,366	271,151
Total Program Services	$ 6,301,492	$ 6,473,782
Development	749,089	765,576
Management and general	853,371	617,450
Total expenses	$ 7,903,951	$ 7,856,808
Excess *(deficiency)* **of operating public support and revenue over expenses**	$ 954,850	$ 1,212,433
OTHER INCOME *(EXPENSES)*:		
Gain *(loss)* **On Investments**	$ -673,456	$ 941,711
Total other income *(expenses)*	$ -673,456	$ 941,711
Change in Net Assets	$ 281,394	$ 2,154,145
Net Assets at Beginning of Year	$ 9,689,643	$ 7,535,499
NET ASSETS AT END OF YEAR	$ 9,971,037	$ 9,689,643

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, 2008.

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

You may obtain a copy of the latest annual report filed with the N.Y. 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.

Donors and Partners

For the Year Ended August 31, 2008

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$1,000,000 and up
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$200,000 to $499,999
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$100 to $2,499
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- CFC—Norfolk
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Note: CFC denotes Combined Federal Campaign.

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$200,000 to $499,999

- Drexel University
- Georgia Institute of Technology

$100,000 to $199,999

- The City College of the City University of New York
- Polytechnic Institute of New York University
- Polytechnic University of Puerto Rico
- Purdue University

$50,000 to $99,999

- Clarkson University

$25,000 to $49,999

- Kansas State University
- Louisiana State University
- University of Akron
- University of Maryland, Baltimore County
- University of Washington

$10,000 to $24,999

- Bucknell University
- Fairfield University
- Kettering University
- Michigan Technological University
- Milwaukee School of Engineering
- Missouri University of Science and Technology
- North Carolina A&T State University
- Stevens Institute of Technology
- Syracuse University
- Tennessee Technological University
- University of Bridgeport
- University of Southern California

$5,000 to $9,999

- Cornell University
- Jackson State University
- New Jersey Institute of Technology
- The University of Texas at El Paso
- Virginia Polytechnic University

$2,500 to $4,999

- Temple University

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