

EVALUATION OF THE 1997 JOINT NATIONAL CONFERENCE:

*WOMEN IN ENGINEERING PROGRAM ADVOCATES NETWORK (WEPAN)
&
NATIONAL ASSOCIATION OF MINORITY ENGINEERING PROGRAM ADMINISTRATORS (NAMEPA)*

March 8-11, 1997

VIENNA, VIRGINIA

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We would like to gratefully acknowledge the work of Ms. Jennifer Harold, a junior at the University of Washington and WIE Student Staff Member. Ms. Harold prepared the analysis of the questionnaires and formatted and outlined this report.

**EVALUATION OF THE 1997 JOINT NATIONAL CONFERENCE:
WEPAN AND NAMEPA**

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CONFERENCE OVERVIEW

The primary goal of the 1997 Joint National Conference was to unite NAMEPA and WEPAN in a unique collaborative effort to further the cause of increasing the participation of women and minorities in science and engineering.

The specific objectives were to:

1. Conduct technical and programmatic seminars for institutions desiring to initiate, replicate, or expand women and minorities in engineering programs;
2. Provide assistance in fundraising and grant writing;
3. Profile women in engineering programs of excellence;
4. Sponsor inspiring, knowledgeable and motivational keynote speakers; and,
5. Offer a series of workshops focused on topics such as: establishing partnerships with industry, current research findings, retention strategies, issues affecting special populations, and early intervention techniques.

WEPAN, a non-profit educational organization was founded in 1990 in order to effect a positive change in the engineering infrastructure, in which the academic and social climate becomes conducive to women in engineering and the supporting sciences. To do this, technical assistance and training are offered to community colleges, colleges and universities to initiate or expand women in engineering and science programs focused on recruitment and retention at the pre-college, undergraduate and graduate levels. WEPAN has a membership of over 500 and is lead by a twenty-one person Board of Directors from academia and industry.

NAMEPA is a national network of educators and representatives from industry, government and non-profit organizations who share a common commitment to improving the recruitment and retention of African Americans, Hispanics and Native American Indians earning degrees in engineering. As a recognized authority in minority engineering education, NAMEPA serves as an advocate for those students, promotes

the professional development of members and engages in a wide range of activities which respond to the needs of its membership.

The first ever WEPAN & NAMEPA Joint National Conference entitled, *Impacting Change Through Collaboration*, was held in Vienna, Virginia on March 8-11, 1997 at the Sheraton Premier at Tyson's Corner. The conference brought together representatives from academia, government, and industry and examined current issues and initiatives for women and minorities in technology, science, and education. This conference offered a new variety of speakers and topics.

CORPORATE SPONSORS

The U.S. Department of Energy was the prime sponsor of this year's conference. They have our deep appreciation for their continued and generous support.

The other conference contributors were as follows:

- 3M Corporation
- Alcoa Foundation
- Armstrong World Industries
- Bellcore
- Caterpillar, Inc.
- CH2M Hill
- Champion International
- Corning Incorporated
- DuPont Company, Inc.
- Exxon
- IBM Corporation
- Mobile Corporation
- Northrop Grumman Corporation
- Rohm and Hass

PLENARY AND WORKSHOP TOPICS AND SPEAKERS

As highlights to the conference, outstanding speakers delivered keynote presentations throughout. The speakers included: H. Patrick Swygert, President, Howard University; Martha Krebs, Ph.D., Director, Office of Energy Research, U.S. Department of Energy; Margarita H. Colmenares, Director, Office of Corporate Liaison, U.S. Department of Education; and Amo Houghton, Representative, New York 31st Congressional District.

A MODEL FOR PREPARING THE WORKFORCE OF THE FUTURE

Mr. H. Patrick Swygert, President of Howard University, presented a model for preparing the workforce of the future. Recounting his career transitions and personal goals for education, he challenged everyone to work with students to reach beyond the classroom and into their communities to strengthen their skill set and ability to participate creatively in today's diverse society.

POSTCARDS FROM A ROAD LESS TRAVELED

Dr. Martha Krebs, Director of the Office of Energy research, U.S. Department of Energy, provided insight into surviving in an increasingly political world. She shared her personal experiences, challenges and the survival skills she developed. Achieving a balance between scientific pursuit and policy issues is often difficult in that the constituencies may not always agree on the outcomes.

PREPARING A COMPETITIVE WORKFORCE THROUGH PUBLIC-PRIVATE PARTNERSHIPS

Dr. Margarita Colmenares, Director, Office of Corporate Liaison, U.S. Department of Education, addressed education and industry partnerships in preparing students for the future. She stressed the need to provide young students with role models and increased access to career information as they make early decisions about which classes to take. The programs offered by WEPAN and NAMEPA make a difference in encouraging community development and inclusive participation of

industry in the development and success of women and minorities. It is this continuous effort which will result in a strong and committed workforce.

AMO REPORTS ON THE 105TH CONGRESS

Congressman Amo Houghton reviewed some of the issues in the 105th Congress effecting education reform and spending priorities. He also shared experiences regarding the changing face of Congress and the importance of preparing technology-oriented individuals to participate in the governing body of our nation.

In addition to the keynote speeches, 79 speakers, including workshop leaders and presenters, delivered 28 sessions. The subjects of the sessions were:

Stimulating the Pipeline: Mentoring Pre-College Students for Maximum Impact

Addressing Social, Political, and Economic Change through Curriculum Innovation

Undergraduate Research: An Emerging Strategy for Increasing the Participation of Minorities and Women in SEM

Achieving and Sustaining Diversity in the Workplace

NSF Coalition Initiatives

Women and Minority Faculty: Why so Few?

Industry/School Partnerships

Re-Engineering the Academic Experience to Address Race and Gender Issues

Instructional and Advising Strategies to Retain Women and Minorities

Creating Living and Learning Experiences that Impact Academic Success

Undergraduate Retention Issues for Women in S&E

Maximizing Collaborative Efforts for Success

Douglass Project for Rutgers Women in Math, Science, and Engineering: Findings after Ten Years

Collaborative Efforts Between WIE and MEP Programs to Optimize Resources and Impact

Model Programs to Attract Women to SEM at Various Stages in the Pipeline

The Impact of Gender, Identity, Race, and Ethnicity on Students' Perception of the SEM Experience

The Use of Curriculum Design and Content to Attract and Retain Minorities and Women in SEM

Understanding the Participation of Women in the SEM Workforce: Findings From the Field

Improving K-12 Access to Science Through Community Collaboration

Power, Affinity, and Peer Groups that Enhance Retention and Academic Performance

Curriculum, Development, and Utilization

Affirmative Action Updates, Innovations and New Initiatives

The Past, Present, and Future of E-Mentoring: A Cost Effective Strategy for Retention in SEM Fields

Pre-College Initiatives: Replenishing the Pipeline

Communication and Conflict Resolution in the Workplace: An Awareness and Experiential Workshop

Tracking Undergraduate Engineering Students from Matriculation through Graduation

Corporate Lessons Learned on Issues of College Relations and Diversity

Plenary: Dean's Panel

WEPAN AWARDS PRESENTED FOR OUTSTANDING ACCOMPLISHMENTS

WEPAN recognized outstanding accomplishments of its members who through their individual effort or programs contributed to WEPAN in the areas of service, achievements in research related to women in engineering and science, or programming for women in engineering and science. The awards were presented at the WEPAN National Conference on March 10, 1997 in Vienna, Virginia in conjunction with the National Association of Minority Engineering Program Administrators (NAMEPA).

WEPAN PRESIDENT'S AWARD

The President's Award recognizes and honors an individual who has demonstrated a significant contribution to WEPAN. The President's Award is given to an individual whose efforts have significantly advanced the goals of WEPAN in terms of service, fundraising, outreach and collaboration.

The President's award was presented to Susan Staffin Metz, Director, Women's Programs, Stevens Institute of Technology. The citations follow:

Ms. Susan Staffin Metz co-founded WEPAN in 1990 and has held the office of Vice President since 1990 when WEPAN was established. With her leadership, creativity and collaborative spirit, WEPAN grew from a seedling organization to a national organization that has measurably impacted the participation of women in engineering and the related sciences. As a partner to the first two WEPAN presidents, Susan's accomplishments are integrally interwoven into WEPAN's successes. She has significantly advanced the goals of WEPAN, which include, but are not limited to: significant fundraising, curriculum development, product design and development, and corporate image design.

Ms. Susan Staffin Metz was one of three co-founders of WEPAN. From the very beginning, Susan brought a deep awareness of the issues young women face in their pursuit of engineering careers. Part of her unique creativity was being truly in touch with the market of practicalities of what it would take to encourage women to seek higher goals and how to get funded to do it. She knew how to create a corporate image of WEPAN that would be appealing to students, teachers, faculty, corporate executives

and government officials. She has been a creator of WEPAN's public image and marketing materials. Coupled with her professionalism and her flare for meeting the needs of our customers, Susan has designed all of the correspondence and public relations materials since WEPAN's inception. Further, Susan has been instrumental in the creation of WEPAN's primary products and services and in obtaining the funding to support their development and implementation.

Susan took the lead in developing products that could be used by teachers, students and administrators. WEPAN's reputation as a training organization has truly revolved around the products and services that Susan has created and which are still current. It was her idea to establish the Regional training Seminars, which have now been delivered three times annually for the last five years; they have received national recognition for their excellence in professional development and training. Coupled with the creation of Regional Training Seminars, Susan conceived the idea of developing a cadre of WEPAN experts that could be called upon to deliver training and technical assistance in gender-related issues. This idea was the catalyst for the increased participation of the WEPAN membership in WEPAN activities.

WEPAN WOMEN IN ENGINEERING (WIE) PROGRAM AWARD

The Women in Engineering Program Award is given to a program that is judged to have made significant advances as a start-up program within the first year of existence or made significant improvement to an established program; been an important role model for other WIE programs; established a reputation for professional service to WEPAN; made demonstrated improvements in the conditions under which women in engineering operate; given demonstrated professional guidance to students and/or faculty who seek engineering and science as a career; and offered evidence of merit that has advanced the professional objectives of WEPAN.

The Women in Engineering Program Award was presented to Pennsylvania State University. Barbara Bogue, Director, Women in Engineering, accepted the award. The citation follows:

The Women in Engineering Program at Pennsylvania State University is being recognized for the improvement of the education environment for women in the College of Engineering. This program is also being recognized for the recruitment and retention

of talented women into all levels of the college, for encouraging women to enter engineering and for preparing successful careers in engineering.

The following section presents the results of an evaluation, which was conducted to obtain feedback on the effectiveness of the conference.

CONFERENCE EVALUATION

An overall evaluation was conducted to assess the effectiveness of the conference. A variety of different components were evaluated, including: the quality of plenary sessions, workshops, conference registration, optional evening activities, accommodations, and reception. The folder of materials received by each registered participant included an evaluation questionnaire.

The questionnaire included both structured and unstructured questions: sixteen structured and nine open-ended questions. For the structured questions, respondents selected from a range of five points, poor to excellent. The nine open-ended questions attempted to gather names of speakers and topics for the next year's conference. The evaluation also provided an opportunity for participants to submit comments regarding the quality and effectiveness of the conference.

Three-hundred thirty-eight individuals from academia and industry participated in this conference. 39% of the participants were WEPAN members, 35% NAMEPA members, 8% were members of both organizations, and 19% of the attendees didn't belong to either organization. 75% of the participants were women and the other 25% were men. The participants represented 40 states, the District of Columbia, and 6 countries; 47% were from the East Region, 30% from the Midwestern Region, and 23% from the West Region. Further, 72% came from colleges or universities, 14% from industry, 4% from professional organizations, 4% from government, 4% were students, and 1% came from the press. Of those who attended, 15% responded to the evaluation questionnaire.

SUMMARY OF EVALUATION RESULTS

TABLE I: Quality Ratings of Plenary Sessions

Plenary Sessions	%Poor	%Fair	%Good	%Very Good	%Excellent	# Resp.
<i>A Model for Preparing the Workforce of the Future</i>	6	9	23	40	21	47
<i>Postcards from a Road Less Traveled</i>	25	38	18	10	10	40
<i>Preparing a Competitive Workforce through Public-Private Partnerships</i>	6	9	21	35	29	34
<i>Amo Reports on the 105th Congress</i>	32	27	36	0	5	22

* NOTE: The percentages in each table may not add up to exactly 100% due to rounding in the calculations.

The sessions on *A Model for Preparing the Workforce of the Future* and *Preparing a Competitive Workforce through Public-Private Partnerships* were rated very highly. The majority of each rated them as at least very good.

TABLE II: Quality Ratings of Special Conference Activities

Activities	%Poor	%Fair	%Good	%Very Good	%Excellent	# Resp.
NAMEPA/WEPAN Grand Reception	0	6	14	33	47	36
NAMEPA/WEPAN Awards Banquet	5	10	33	48	5	21
Capital Hill Visit	13	13	25	13	38	8
International Programs Session	0	0	0	40	60	5

* NOTE: The percentages in each table may not add up to exactly 100% due to rounding in the calculations.

Each of the activities was a great success. The plurality of the ratings for every one were very good or excellent. For all of the sessions, the majority of the ratings were at least very good.

TABLE III: Quality Ratings of Conference Site

Conference Site	%Poor	%Fair	%Good	%Very Good	%Excellent	# Resp.
Quality of Accommodations	0	4	13	30	53	47
Quality of Food	7	5	34	25	30	44

* NOTE: The percentages in each table may not add up to exactly 100% due to rounding in the calculations.

Eighty-three percent of those who responded rated the quality of accommodations either very good or excellent, and the majority rated the quality of accommodations at excellent alone. The majority also rated the food quality at very good or excellent.

TABLE IV: Quality Ratings of Conference Registration

Conference Registration	%Poor	%Fair	%Good	%Very Good	%Excellent	# Resp.
Pre-Conference Materials	0	4	16	49	31	45
Registration Materials	0	2	17	41	39	46
Organization	0	2	4	46	48	46
Ease of On-Site Registration/ Locating Rooms	4	4	15	34	43	47
Time of Day	2	0	26	30	41	46

* NOTE: The percentages in each table may not add up to exactly 100% due to rounding in the calculations.

The vast majority of the responses rated each aspect of conference registration as very good or excellent. The plurality of the ratings for each were very good or excellent.

TABLE V: Quality Ratings of Resource Room

Event	%Poor	%Fair	%Good	%Very Good	%Excellent	# Resp.
Resource Room	5	18	35	23	20	40

* NOTE: The percentages in each table may not add up to exactly 100% due to rounding in the calculations. Seventy-eight percent of the responses rated the Resource Room event as good to excellent.

The ratings of each individual workshop also were tabulated and can be found in Appendix B.

Participants agreed that the best sessions were:

Affirmative Action Updates: Innovations and New Initiatives

Undergraduate Retention Issues for Women in S&E

*The Past, Present and Future of E-Mentoring: A Cost Effective Strategy for Retention
in SEM Fields*

*Communication and Conflict Resolution in the Workplace: An Awareness and
Experiential Workshop*

The Participants ranked the following speakers highest when asked who were the best speakers:

Miriam Maslanik, P.E.

Margarita Colmenares

H. Patrick Swygert

AREAS FOR CONFERENCE IMPROVEMENT AND SUGGESTED WORKSHOP TOPICS

The questionnaire also provided an opportunity for the participants to make comments. A summary of the most frequently made suggestions for improving the next conference follow.

GENERAL SUGGESTIONS

The overall conference was tremendous. Well orchestrated.

I think more input from industry would be helpful and papers that address some of the issues facing organizations would be beneficial (diversity, downsizing, re-engineering, etc.).

I feel the quality of the conference was the best I've attended & I strongly support joint NAMEPA/WEPA conference.

I think continuing a poster session (1996) is valuable. Offers another way of communicating program information to exchanging ideas. A resource room does not duplicate this.

We need to have just as many presentations from our peers next year as we had this year.

In addition, participants made many suggestions for future speakers and future workshops for upcoming conferences. The suggestions include:

1. SPEAKERS

Dr. Howard Adams
Dr. Nancy Algert
Dr. Gwendolyn E. Boyd
Dr. Michael Dyson
Dr. Monique Frize
Dr. Shirley Ann Jackson
Dr. Maria Klawe
Dr. Diane Natalicio
Dr. Naomi Oreskes
Dr. Laura Rendon
Dr. Teri Rodrigez
Dr. Pat Woertz

2. SESSIONS

Alliance and Funding of Women and Minority Engineering: Programs from an Institutional Perspective

How Employers Recruit and Seek out Students and How Students can Prepare for their Job Search

Systemic Change & Faculty & Current Development Evaluation

Mentoring

Cooperation & Joint Efforts to Benefit Students

National Policy and Effects on Programs like MEP & WEP

A Legislative Debriefing by ASEE or Department of Education on Pending Bills in Congress.

Undergraduate Women and Minority Retention

Program Advising via E-mail

Gender Equity Classroom Topics.

Solutions to Changes in Affirmative Action and to Court Decisions

Student Participation: Pre-college, University, and Alumnae

Update on Retention and Integrated First Year Curriculum

Workshops for Teachers

CONCLUSION

Coupled with the specific evaluation results summarized above, the overall success of the conference was also demonstrated by the tremendous interest expressed by the membership in the administrations of both WEPAN and NAMEPA. Several individuals volunteered to become involved in the planning regional meetings and assisting with the planning of the next joint national conference.

Both WEPAN and NAMEPA Board of Directors and their members look forward to continued success in their pursuit of increasing the national participation of women in engineering and supporting sciences.

Plans are now being made to hold a joint meeting of the WEPAN and NAMEPA Board of Directors at the 1998 WEPAN Conference to be held in June 1998 in Seattle, WA. With the assistance of an external facilitator the goal of the joint meeting will be to develop an action plan for further collaborative activities between WEPAN and NAMEPA.

APPENDICES

- A. Participant Comments - A Synopsis*
- B. Quality Ratings of the Workshops*
- C. WEPAN Mission, Goals, and Priorities*
- D. WEPAN Officers and Board of Directors*
- E. NAMEPA Mission and Benefits*
- F. NAMEPA Officers, Board of Directors and Regional Chairs*

A. Participant Comments - A Synopsis

Positive Comments

The conference was great!

I enjoyed the conference very much.

Excellent idea -- hope we do it again!

The overall conference was tremendous. Well orchestrated.

Hotel was elegant-staff was very accommodating and pleasant.

I appreciated NAMEPA & WEPAN joining their National Conferences. It was great.

I became very ill at the conference. I missed a lot of things, but the one thing I'm glad I was able to attend was the Affirmative Action panel...the information was timely and helpful.

I had a wonderful time. I made some great contacts, got a chance to see "Stomp" came away with some great ideas and came back fired up to make things happen!

I think this year's conference was well organized.

I feel the quality of the conference was the best I've attended & I strongly support joint NAMEPA/WEPAN conference.

The sessions I did attend were very well done, quite informative.

We need to have just as many presentations from our peers next year as we had this year.

Suggestions

Would have preferred that the meeting rooms not be so spread out.

Would have preferred to have started and ended an hour earlier.

Food was good, but I had trouble getting veggie selection.

Hotel accommodations/food were wonderful but I did feel isolated. It would have been nice if we could have been closer to Wash. D.C., shops, etc.

I think continuing a poster session (1996) is valuable. Offers another way of communicating program information to exchanging ideas. A resource room does not duplicate this.

I think more input from industry would be helpful and papers that address some of the issues facing organizations would be of benefit (diversity, downsizing, re-engineering, etc.)

If meetings are on the weekend, negotiate with the hotel to keep the fitness room open longer.

Pre-conference & mailings: Conference form layout was confusing. Amount of material in resource room not equivalent to prior conferences.

B. Quality Ratings of the Workshops

Workshop	%Poor	%Fair	%Good	%Very Good	%Excellent	# Resp.
<i>Stimulating the Pipeline: Mentoring Pre-College Students for Maximum Impact</i>						
Overall	0	4	48	34	14	71
Speakers	0	13	41	33	13	69
Relevance	0	3	41	36	20	69
Met Expectations	0	16	41	24	19	70
Information	0	29	32	23	16	69
<i>Addressing Social, Political, and Economic Change Through Curriculum Innovation</i>						
Overall	0	9	23	59	9	22
Speakers	0	4	22	61	13	23
Relevance	4	4	13	61	17	23
Met Expectations	4	9	39	35	13	23
Information	0	19	52	29	0	21
<i>Undergraduate Research: An Emerging Strategy for Increasing the Participation of Minorities and Women in SEM</i>						
Overall	0	0	15	39	24	34
Speakers	0	3	9	56	32	34
Relevance	0	3	12	41	44	34
Met Expectations	0	3	18	47	32	34
Information	3	12	29	24	32	34
<i>Workshop: Achieving and Sustaining Diversity in the Workplace</i>						
Overall	0	0	18	23	59	22
Speakers	0	0	14	23	64	22
Relevance	0	0	14	36	50	22
Met Expectations	0	10	5	55	30	20
Information	0	9	32	32	19	22
<i>NSF Coalition Initiatives</i>						
Overall	0	2	15	59	24	66
Speakers	0	2	14	52	32	65
Relevance	0	0	17	45	38	66
Met Expectations	0	5	22	52	22	65
Information	0	6	30	44	19	63

Workshop %Poor %Fair %Good %Very Good %Excellent # Resp.

<i>Understanding the Participation of Women in the SEM Workforce: Findings From the Field</i>						
Overall	0	0	3	26	71	31
Speakers	0	0	3	31	66	32
Relevance	0	0	9	38	53	32
Met Expectations	0	0	0	23	77	31
Information	0	3	16	31	50	32
<i>Improving K-12 Access to Science Through Community Collaboration</i>						
Overall	0	0	19	46	35	26
Speakers	0	4	20	36	40	25
Relevance	0	0	20	36	44	25
Met Expectations	0	8	23	38	31	26
Information	0	12	38	31	19	26
<i>Power, Affinity, and Peer Groups that Enhance Retention and Academic Performance</i>						
Overall	0	4	13	52	26	23
Speakers	0	0	18	64	18	22
Relevance	0	0	19	57	24	21
Met Expectations	0	0	24	62	14	21
Information	0	5	27	45	23	22
<i>Curriculum Development and Utilization</i>						
Overall	0	0	13	29	58	24
Speakers	0	0	13	42	46	24
Relevance	0	0	13	29	58	24
Met Expectations	0	0	20	20	60	25
Information	0	0	30	26	43	23
<i>The Past, Present and Future of E-Mentoring: A Cost Effective Strategy for Retention in SEM Fields</i>						
Overall	0	0	13	37	50	30
Speakers	0	3	13	37	47	30
Relevance	0	3	10	27	60	30
Met Expectations	0	3	13	30	50	30
Information	0	3	20	27	50	30
<i>Pre-College Initiatives: Replenishing the Pipeline</i>						
Overall	0	0	27	42	31	26
Speakers	4	0	30	44	22	27
Relevance	0	0	19	44	37	27
Met Expectations	0	7	19	41	33	27
Information	4	4	27	46	19	26

C. WEPAN Mission, Goals, and Priorities

MISSION OF WEPAN

To effect a positive change in the engineering infrastructure, in which the academic, social, and professional climate becomes equally conducive to females and males pursuing careers in engineering.

To infuse in the engineering infrastructure the importance of a diverse and multicultural workforce.

GOALS OF WEPAN

To increase enrollments and degrees granted to women in engineering.

To provide training and technical assistance to colleges and universities to initiate or expand Women in Engineering Programs at the pre-college, undergraduate, and graduate levels.

To provide technical assistance to departments of physics, chemistry, and mathematics in colleges and universities with or planning to have programs for women in engineering at the pre-college, undergraduate, or graduate levels.

To develop materials and services that help to increase the participation of women in engineering.

To create partnerships with business, industry, and the government that prepare women in engineering to successfully compete in a technologically advanced and global economy.

To maintain a clearinghouse of information on effective programs and interventions targeted at increasing the numbers of women in engineering.

To conduct research and disseminate information on issues related to women in engineering and the sciences.

WEPAN PRIORITIES

U.S. Commitment to Women in Engineering

Collaboration and Communication

Leadership and Professional Development

Entrepreneurial and Self-Sustaining Organization

Celebration of Diversity

D. 1996-97 WEPAN Officers and Board of Directors

WEPAN OFFICERS

Suzanne G. Brainard, Ph. D., *President*
Director, Women in Engineering
University of Washington

Susan Staffin Metz, *Vice President*
Director, Women's Programs
Stevens Institute of Technology

Karan L. Watson, Ph.D., *Treasurer*
Assistant Dean of Engineering
Texas A&M University

Patricia B. Glassner, *Secretary*
Director, Women in Engineering Program
University of Colorado-Boulder

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*Associate Dept. Head & Assoc. Professor
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*Assistant Vice President
Stone & Webster Management Consultants*

Susan Wood, Ph.D.
*Vice President and Director
Westinghouse Savannah River Company*

E. NAMEPA Mission Statement and Benefits

MISSION STATEMENT

The National Association of Minority Engineering Program Administrators (NAMEPA) is a national network of educators, and representatives from industry, government, and non-profit organizations who share a common commitment to improving the recruitment and retention of African Americans, Hispanics/Latinos, and Native Americans earning degrees in engineering. As an authority in minority engineering education, NAMEPA serves as an advocate for those students, promotes the professional development of members, and generally engages in a wide range of activities which respond to the needs of its membership.

Through NAMEPA members have access to a wide range of important benefits, including:

NATIONAL CONFERENCE

The NAMEPA National Conference is an annual meeting providing participants with the opportunity to draw on the expertise and experience of prominent national figures and NAMEPA members. Sessions focus on developing strategies to impact the success of developing minority engineers.

MEP SYMPOSIUM

The NAMEPA Symposium, held in conjunction with the National Conference, provides professional development for university administrators with varying levels of experience. This seminar is designed to equip participants with a blueprint for directing a successful program. A broad range of topics are presented such as recruiting, counseling, tutoring, budgeting, fundraising, tracking and minority students, and managing diversity.

REGIONAL CONFERENCES

NAMEPA regional conferences provide members with the opportunity to network and exchange ideas, disseminate information, and plan and develop other regional activities. Regional conferences also provide members with the opportunity to establish contacts at the local level.

DATA BOOK

The NAMEPA Data Book (available exclusively to members) offers both a qualitative and statistical look at the minority engineering programs represented by NAMEPA nationwide, including figures on recruitment, retention and graduation. The Data Book is a valuable promotion tool for university members and a well-regarded reference source for industry representatives.

DIRECTORY

The NAMEPA Directory (available exclusively to members) is the fundamental networking tool of the association, linking individual, institutional and corporate members. Through the NAMEPA Directory, members have access to the national minority engineering education network.

NEWSLETTER

The NAMEPA Newsletter is a quarterly publication that updates members on issues of national and regional interest. Through the Newsletter members stay in touch with the programs and activities of other institutions and companies.

AWARDS

Each year NAMEPA recognizes individuals, institutions and corporations that have made a substantial contribution to the development of professional minority engineers. These awards provide recognition and visibility for the work of NAMEPA members.

AND PERHAPS MOST IMPORTANTLY...

NAMEPA offers its members the opportunity to make a lasting personal contribution to both engineering and minority education.

F. 1996-97 NAMEPA Officers, Board of Directors and Regional Chairs

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