



**NSBE**  
NATIONAL SOCIETY OF BLACK ENGINEERS

# Game **Change** 2025

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**2020–2025  
Strategic Plan**

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**Transformation.** The Year 2020 may well go down in American and world history as a societal inflection point: a moment of dramatic social change. When you add up the life-changing events—a worldwide pandemic; incalculable human losses; multi-city and worldwide protests; an inescapable awareness of persistent racial and economic inequality; and unprecedented financial shock waves—the clear totality is disruption.



# Catapulting Black Engineers to Transform STEM & Society

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## Game Change 2025: For a New World Being Born

Plain and simple: for the National Society of Black Engineers (NSBE) and the world, it is time to make a change, a GAME-CHANGE! By utilizing a series of facilitated sessions with NSBE's Strategic Planning Task Force (SPTF), our empirical investigations and powerful conversations with NSBE's stakeholders, NSBE members are asking the Society a fundamentally new and different set of questions.

## What Got Us Here: Legacy and Excellence

NSBE has long been committed to realizing its purpose through its vision and mission.

**NSBE Vision**—We envision a world in which engineering is a mainstream word in homes and communities of color, and all Black students can envision themselves as engineers. In this world, Blacks exceed parity in entering engineering fields, earning degrees, and succeeding professionally.

**NSBE Mission**—The mission of the National Society of Black Engineers is “to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community.”

At this critical time, with a shifting landscape and a well-equipped and seasoned leadership corps, NSBE faces the challenge of asking a fundamental question: Will what got us *here* take us *there*?

## Be More, and Do Differently

In the face of all these profound changes, how can NSBE BE MORE of who it is at its deepest core—a safe haven, a launching pad, a profound, life-changing, academic professional community that unlocks potential, cultivates confidence and changes lives? In addition, as NSBE members confront profound needs for learning agility, grit, and spaces for renewal to succeed as engineers, NSBE will have to build and embrace more inclusive ways to document members' needs to help them thrive in the evolving engineering and STEM workplaces. NSBE is also being asked how it can DO DIFFERENTLY: how can it innovate, experiment and refine new ways to bring its distinctive value and support to its members and stakeholders.

## New Callings: Solution-Finders, Change Agents and Community Builders

Finally and perhaps ultimately, we believe NSBE is being called to be and do more than create technically proficient, Black Engineers and diverse STEM talent. We see NSBE positioned to build generations of solution-finders, change agents and community builders able to cycle back into the waiting worlds of the beautiful (but sometimes beleaguered) Black communities from which its talented members are drawn, and also into the broader World stage where their gifts of imagination, diversity and unique leadership presence will enliven the broader industry. The following Strategic Plan—Strategic Articulation Map—is a down payment and point of entry into all the game-changing realities of a New World being born.

# Introduction

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Game Change 2025 is the result of eight months of focused effort, through a global pandemic, civil unrest resulting from America's racial reckoning, a hard pivot to the first-ever virtual Annual Convention, leadership transition and a U.S. presidential election cycle like no other. NSBE has chosen not just to respect these and other existential challenges but to relentlessly pursue opportunities yet to be seen. Game Change 2025 builds on NSBE's stellar, 45-year legacy of producing diverse technical talent and serving as a haven for thousands of Black students and technical professionals across the globe.







**T**his plan lights the way to fulfilling NSBE’s aspiration to lead the U.S. to graduate 10,000 new Black Engineers per a year by 2025: our 10K by 2025 initiative. It is the hope for the aspiring third-grader dreaming about ways to change the world, and the vehicle for the C-suite executive to lift as she climbs.

NSBE chooses not just to be a source of diverse technical talent but to more strategically drive industry and academia to create more inclusive and equitable workplaces and campuses.

## Plan Overview

Game Change 2025 provides a roadmap that leverages the new normal, while continuing to Unlock Potential, Cultivate Confidence, and Change Lives. The Game Change 2025 Articulation Map lays out a plan that comprises the following key elements:

- ✱ **Strategic Directions** – The mix of critical initiatives and strategic actions (i.e., both programmatic and organizational) that can appreciably advance NSBE’s Strategic Vision.
- ✱ **Challenges to Solve** – Key areas that have the potential to inhibit improvement and reflect areas NSBE has room to grow.
- ✱ **Headline Indicators** – Metrics to determine how progress and impact are to be measured for NSBE’s success.

The leadership of the National Society of Black Engineers recognizes that despite the uncertainty, disruption, and chaos happening around us, a focus on defining a clear strategic direction is even more critical in such times if we hope to see NSBE’s mission achieved. Against this rapidly shifting backdrop of novel global challenges and dramatic social change, the NSBE Strategic Planning Task Force (SPTF) undertook the challenge of developing a strategic plan.



## Challenges and Assumptions

From this strategic planning exercise's start to finish, the environment around NSBE—as a member-serving, professional society—has changed rapidly. Timely research by McKinley Advisors<sup>1</sup> and the Association Lab<sup>2</sup> provided some clear clues on the future environment and anticipated impacts on events, members, and sponsors. Many of the top insights resonated with the exploration with NSBE members through the NetPromoter survey and the qualitative Listening Post inquiry. NSBE must find creative ways to address a number of competing demands:

- \* Sharpen its value proposition and, where possible, its investment in members.
- \* Preserve its operational core, strengthening the quality and timeliness of information and financial resilience and revenue diversity.
- \* Rapidly evolve virtual engagement and distant learning platforms and experiment with new and different member engagement tactics, especially for student members who may confront face-to-face school closures, which can lead to greater isolation.

Given these shifts, the strategic planning effort took on several important future assumptions:

- \* Member engagement may reflect strikingly different engage opportunities in the near term and reflect less or different kinds of face-to-face interactions (i.e., Annual Convention).
- \* A budget-zero assumption may be required to creatively “build on” existing resources or clarify the places existing strategies or interventions might be strengthened/augmented.
- \* Leverage NSBE members’ talent and connections across national, regional, and local leadership, Special Interest Groups, the Board of Corporate Affiliates, and other partners.
- \* The plan may be reviewed annual by incoming leadership to review and/or adjust priorities, critical actions, timelines and indicators to fuel NSBE’s effort to achieve its vision and mission.



<sup>1</sup> McKinley Advisors, *Prosperity and Adversity: A Decade of Data and Insights*, May 14, 2020, Washington, DC

<sup>2</sup> Association Laboratory, Inc., *The Strategic and Economic Impact of COVID-19 on Associations*, March 2020, Chicago, Illinois







## Solutions: Pathways and Areas of Focus

The NSBE SPTF has charted a path that will start small, scale smart, and lead toward a vision, a path that embodies “think big.” The plan is developed around five lanes, three core programmatic pathways, and two core business areas.

The pathways align with our core demographic segments:

- ✳ **READY!** (the Pre-Collegiate Engagement pathway)
- ✳ **SET!** (the Collegiate Scholastic Achievement pathway)
- ✳ **GO!** (the Professional Advancement pathway)

In addition to creating these pathways that call us to BE MORE, the SPTF also explored the opportunities for NSBE to DO DIFFERENTLY: to deliver new ways to offer value and increase its impact on its members, stakeholders, and broader community to realize the promise of its mission and vision. Many of these novel approaches are reflected in the three pathways but also in two other pillars of work that cut across them. We called these two areas:

- ✳ **BRAND!** (Growing NSBE’s brand reputation and caliber among internal and external audiences), and
- ✳ **GROW!** (strategic investments in NSBE’s future sustainability).

Through these combined pathways and focus areas, NSBE will continue making solid headway toward its aspirational goal of 10K by 2025 and progress in its mission to *increase the number of culturally responsible Black Engineers who excel academically, succeed professionally, and positively impact the community.*



READY SET GO BRAND GROW

CRITICAL INITIATIVES				
Awareness of STEM (Grades K– 2)	NSBE Retention Program	Technical Development	New Marketing and Promotion	Revenue Lift
Engagement in STEM (Grades 3–5)	Professional and Leadership Development	Professional Development	Public and Social Policy Issues	Professional and Technical Education
Development into STEM (Grades 6–8, NSBE Jr.)	Community Service and Impact (CSI)	Leadership Development	Uplift and Activate NSBE Members	
Applications of STEM, College Readiness (Grades 9–12, NSBE Jr.)	Multicultural Engineering/STEM Program and Faculty Engagement	Community Service		
	Mentorship	Philanthropic Development		
		Mentorship		

VISION SNAPSHOTS | WHAT IMAGES DO WE ASPIRE TO SEE IN THE FUTURE?

# Think Big 2025

We envision a world in which “engineering” is a mainstream word in homes and communities of color and all Black students can envision themselves as engineers.



NSBE contributes to a healthy, vibrant education system, in grades K–16.



NSBE and its members influence policy that broadens participation in STEM and removes structural barriers for aspiring Black Engineers.



NSBE members lead in senior and executive levels of industry, academia, and government.



Graduating NSBE students pursue advanced degrees and/or become experts in their profession.



NSBE leaders serve as role models, speak to and teach collegiate and professional audiences to engage with them and advance NSBE’s mission.



Every sector is able to identify NSBE members sitting on boards and serving in CEO, professorial, and administration positions.



NSBE creates a positive cultural influence and positive connotations around being Black Engineers, entrepreneurs, etc.



NSBE members being named CEOs.



Every private and public company wants to sponsor or contribute a board member to NSBE.

HEADLINE INDICATORS | HOW WE WILL MEASURE OUR PROGRESS AND IMPACT

# Game Change 2025: *Powering 10K*

Game Change 2025 is a strategic plan, but it is also an integrated framework of carefully selected goals, targeted critical initiatives and aggregated metrics across an ecology of efforts singularly focused on helping NSBE as an organization —like a well-oiled machine —appreciably advance its ultimate goal of leading the U.S. to graduate 10K Black Engineers annually by 2025.

However, as in any engine, there are many key components (i.e., gears, cylinders, valves) across NSBE’s Community-Career-Community Continuum that need different things —some specific improvements and other innovations —across the five areas of Strategic Focus (i.e., Ready, Set, Go, Brand and Grow), so they are better primed to work synergistically. Some NSBE chapters and groups may need different supports to more

fully come online, whereas other strategically well-positioned areas will form a vanguard capturing new opportunities for easy progress on behalf of the whole.

The following sections lay out Game Change as a body of work with implementation and measurement details. These clear elements will enable each area of NSBE to prioritize the elements of Game Change 2025 most resonant with and relevant to meeting its members’ needs.

At the same time, this broad view will help each key area of NSBE fashion an annual execution response that helps their component powerfully contribute to Game Change’s core Strategic Directions and Priorities.

INFLUENCE AND IMPACT | METRICS WE WILL FOLLOW AND PERIODICALLY REPORT

READY	SET	GO
<b>ENROLLMENT</b> <ul style="list-style-type: none"><li>African American Engineering Enrollment</li><li>African American College Enrollment</li><li>Percentage of Black Freshmen in Engineering (currently 2%)</li></ul>	<b>GRADUATION</b> <p>Engineering Degrees Earned by African Americans (Goal: 10K Bachelor’s degrees per year) Black Engineering Degrees Conferred currently</p> <ul style="list-style-type: none"><li>Bachelor’s –5,654</li><li>Master’s–1,432</li><li>Doctoral –187</li><li>Percentage of Engineering Degrees Awarded to Blacks</li><li>Average African American Engineering Retention Rate (First-Second Year)</li><li>Average African American Engineering Graduation Rate</li><li>Bachelor’s Degrees Awarded to African Americans in<ul style="list-style-type: none"><li>- Engineering</li><li>- Computer Science</li></ul></li></ul>	<b>ENGINEERING EMPLOYMENT</b> <p>Employed Black Scientists and Engineers, as a Percentage of Selected Occupations</p> <ul style="list-style-type: none"><li>All Occupations – 6.8%</li><li>S&amp;E Occupations – 4.8%</li><li>Social and Related Scientists –7.4%</li><li>Computer and Math Scientists –5.1%</li><li>Computer Systems Analysts –7.8%</li><li>Engineers –4.3%</li><li>Physical and Related Scientists –3.9%</li><li>Life Scientists –2.5%</li></ul> <b>PLACEMENT AFTER GRADUATION</b> <ul style="list-style-type: none"><li>Black Engineers in Full-Time Jobs within Six Months of Graduation (Benchmark –46% Compared with 71% for White and 52% for Asian)</li></ul>





# Timeline







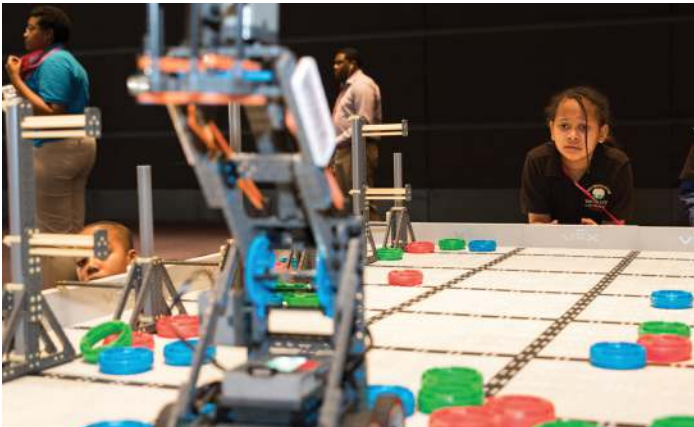
# Ready! Pre-Collegiate Engagement:

## Helping NSBE Pre-Collegiate Be Ready & Rise!

Pre-Collegiate students from kindergarten through grade 12 represent NSBE's future promise and supply of potential collegiate students. However, systematically exposing, engaging, and preparing these students across the early developmental and academic life span takes a variety of distinct engagement, academic/learning, and enrichment strategies and tactics. These activities are best delivered by prepared, well-trained, and energetic NSBE student and professional member-volunteers, community members, and academic partners to support pre-collegiate students' engineering identity formation.

The Pre-Collegiate Strategic Direction work group especially acknowledged the importance of segmenting this broad age range into a continuum of four core age/grade-oriented groups: K–Grade 2; Grades 3–5 (SEEK and NSBE Jr.); Grades 6–8 (NSBE Jr.); and a high school grouping, Grades 9–12 (NSBE Jr., college-ready). Each group would receive different exposures, engagements, levels of mentorship/tutoring, or other supports. To better facilitate these activities, the communications chair or relevant leader will develop and implement a companion SAP communication strategy for each grade grouping and will provide more “In the Know” awareness of NSBE's variety of K–12 programs and supports. The end-game is to use this period to create deep academic readiness and career interest in engineering academic programs and/or STEM careers.

Programs goals and metrics will be developed and continuously assessed to empower the PCI ecosystem stakeholders to make data-informed decisions and program modifications to best support PCI students, especially as they transition/progress through the PCI pipeline aspect of the broader NSBE Continuum all the way to successful college entry.



<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Awareness of STEM (Kindergarten–Grade 2) Program</b>	<p>The K–2 demographic is currently engaged through Informal Science and Engineering via Technical OutReach and Community Help (TORCH) programming. On the Regional and National level, TORCH Festivals are held at Fall Regional Conferences (FRCs) and the Annual Convention; the goal of these festivals is to capture audiences. Chapters typically host STEAM fairs. Both events expose student to science and engineering with various hands-on activities and demonstrations.</p> <p>In addition, students participate in FIRST LEGO League Explore and FIRST Boomtown Build at FRCs and Convention. The former serves as preparation for the FIRST LEGO League Challenge competition for 4th–8th graders, whereas the latter is a competition that requires students to design a building that meets the needs and challenges of people in a hypothetical community.</p>	<p>The new STEM AwarenessProgram (SAP) is an introductory program designed to formalize the Informal Science and Engineering introduced through TORCH. SAP will encompass a number of key elements: a curriculum that includes a toolkit with hands-onactivities for K–2 students, clear support roles, and responsibilities for keyplayers (i.e.,parents,teachers), and a stakeholder engagement plan for Chapter, Regional, and National PCI Chairs and NSBE World Headquarters.</p>

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<b>Engagement in STEM (Grades 3-5, SEEK, NSBE Jr.)</b>	<p>Similar to the previous demographic, 3rd–5th graders are introduced to STEM via TORCH’s Informal Science and Engineering events and through competitions. In 2020, 3rd–5th grades became a part of the NSBE Jr. demographic. Members of this demographic are eligible to participate in the FIRST LEGO League Explore (K–4th grade), FIRST LEGO League Challenge (4th–8th grade), and VEX IQ competitions.</p> <p>They are also the targeted age group for NSBE’s signature Summer Engineering Experience for Kids (SEEK) Program. SEEK is a free three-week engagement program that exposes students to the world of STEM. As a result of the COVID-19 pandemic, the program was offered virtually for the first time in July 2020. The establishment of SEEK in a virtual environment exponentially increased the accessibility of the program allowing it to reach more 3rd–5th grade students than ever before.</p>	<p>The new STEM Engagement Program (SEP) component will focus on successfully converting non-NSBE Jr. members to NSBE Jr. students by capturing them during SEEK. It is imperative that SEEK students are converted to NSBE Jr. students to populate the newest NSBE Jr. demographic as a part of the 10K pipeline. SEP should keep these students immersed in STEM throughout the year. The curriculum should help students begin to develop their engineering identity and will lay the foundation for STEM principles that will be used throughout their matriculation through preparatory school. It is critical that collegiate chapters participate in the SEP as mentors and curriculum administrators.</p>



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<b>Development in STEM (Grades 6-8, NSBE Jr.)</b>	<p>Middle school students participate in mentorship, learning activities, tours, and other developmental activities in NSBE Jr. chapters. In addition, the following competitions occur at FRCs and Annual Convention:</p> <ul style="list-style-type: none"> <li>▪ VEX IQ Challenge</li> <li>▪ FIRST LEGO League Challenge</li> <li>▪ Future City</li> <li>▪ MATHCOUNTS</li> <li>▪ Math Video Challenge</li> <li>▪ NSBE Jr. Explorer Technical Innovations Competition</li> <li>▪ Ten80 Student Racing Challenge</li> </ul> <p>Students are more engaged and motivated than ever before.</p>	<p>The purpose of the STEM Development Program (SDP) is to begin developing the professional skills of 6th–8th grade NSBE Jr. students. Competitions will continue to focus on STEM proficiency while the SDP builds the foundation for the professional component of their engineering identities. New programming should be introduced at FRCs and Convention that reaffirms the skills learned through the SDP. NSBE Professionals should serve as curriculum administrators and engage in the program as often as possible.</p>

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<b>Applications of STEM (Grades 9–12, NSBE Jr.)</b>	<ul style="list-style-type: none"> <li>High school students participate in college tours, mentorship, and standardized test preparation in NSBE Jr. chapters. Collegiate NSBE members often engage with these students as they prepare to enter university STEM programs. In 2020, the Freshman Connection Program was established to assist former NSBE Jr. 12th grade students adjust during their freshman year of college. This is the first National mentorship program for NSBE Jr. students.</li> <li>At Convention and FRC, the NSBE Jr. students compete in the following competitions:               <ul style="list-style-type: none"> <li>NSBE Jr. Explorer Technical Innovations Competition</li> <li>Ten80 Student Racing Challenge</li> <li>KidWind Challenge</li> <li>Try-Math-A-Lon</li> <li>VEX Robotics Challenge</li> </ul> </li> </ul>	<p>The STEM Applications program aims to help students in the 9th–12th grade pathway tap into the excitement of engineering and the underlying values of excellence, leadership, technical development, and teamwork that underlie its professional practice.</p> <p>The STEM Awareness curricula, tool kits, and communications will be differentiated for high school students in this pathway. The communication messages will shift and begin to prepare these students for a professional world that now lacks racial and gender diversity by building upon the relationship with Collegiate and multicultural engineering programs. The SAP will also engage NSBE Professionals and industry partners.</p>





# Set! Scholastic Achievement:

## Helping NSBE Collegiate Graduate with 3.2 GPA or Better

NSBE was founded on Purdue University's campus when six students from Chicago's South Side ("the Chicago Six") invited deans of accredited engineering colleges and universities to identify Black student leaders to support a national Black engineering student recruitment and retention effort. On April 10–12, 1975, 48 students representing 32 schools attended the first national meeting and voted to establish the National Society of Black Engineers.

In the same pioneering spirit of its founders, NSBE has since expanded to include pre-collegiate and professional members. Still, NSBE's collegiate members remain the organization's heartbeat, comprising nearly 60 percent of the membership. Today, NSBE is one of the largest United States-based, student-governed professional associations.

However, resting on laurels is not the NSBE way. Despite some presence and progress, Black Engineers comprise only 4% of recipients of all bachelor's degrees awarded in engineering, and their representation at the master's and doctoral levels is even less.

This section's bold initiatives reflect a realization that significantly increasing the number and success of Black engineering and computer science students will require a similar game-changing courage. Exceeding parity will require several bold moves: lifting expectations, intensifying structural and programmatic supports and challenging our norms.



<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>NSBE Retention Program</b>	<ul style="list-style-type: none"> <li>• The purpose of the NSBE Retention Program is to improve the four- and five-year graduation rates of Black students in engineering. The program targets underclassmen, upperclassmen, and graduate students by setting objectives based on classification.</li> <li>• The components of the Retention Program are Professional Skills Workshops, Mentorship, Study Halls, and Mental Health Awareness (introduced in 2020). Collegiate chapters register for the program each year and are asked to report their GPA verifications and attendance at workshops and events.</li> <li>• To read more about the NSBE Retention Program visit <a href="https://www.nsbe.org/Programs/NSBE-Programs/Retention-Program.aspx#.X7xGbc1KjD4">https://www.nsbe.org/Programs/NSBE-Programs/Retention-Program.aspx#.X7xGbc1KjD4</a></li> </ul>	<p>In addition to having study halls, chapters should also begin to host Facilitated Study Sessions. The implementation of Facilitated Study Sessions in addition to study halls will allow students to increase understanding of course material and challenging concepts. This is especially important for underclassmen engineering students as they adjust to engineering curricula. The sessions should complement the lecture and recitation with supplemental instruction and problem-solving, and will be facilitated by graduate students or upperclassmen with demonstrated proficiency in the subject area.</p> <p>Mentorship is not always formalized in the retention program and is instead observed through improved peer-to-peer relationships among upperclassmen and lowerclassmen. Mentorship and the experience of both the mentor and mentee should be formally tracked to encourage Society-wide participation and quantify the value of these relationships.</p> <p>As the newest addition to the Retention Program, Mental Health Awareness should encourage students to practice help-seeking behaviors. Chapters should circulate resources from their institutions and should invite any associated staff to Retention Program events such as Semester Check-Ins. On a National level, the Academic Excellence Chair and World Headquarters will work together to identify a partner and establish a memorandum of understanding to further these efforts.</p>



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<b>Professional and Leadership Development</b>	<p>Engineering Diversity (ED) was established to further the career pathways and multi-industry penetration of NSBE membership. However, members only formally experience Engineering Diversity through the Entrepreneurship Pitch Competition and NSBE Debaters at FRCs and Annual Convention. On a chapter level, most of ED is associated with company-sponsored events.</p> <p>The Leadership Institute serves as a vessel for professional and leadership development through the NSBE Fellows Shadow Initiative and Engineering Career Academy.</p> <p>The Engineering Career Academy will be launched across the Society to help members prepare to enter industry and academia. Currently, individuals and chapters are able to complete the curriculum in a series of modules such as resume writing and interview preparation. The program was piloted with two chapters in 2020 and will soon be available to the Society.</p>	<p><b>Engineering Diversity</b></p> <p>A program will be established under Engineering Diversity to introduce collegiate students to various career pathways. The career pathways should include traditional and non-traditional careers in industry and academia. It is critical that this program expose students to careers in academia and to graduate school, as students typically do not fully realize the value of academic research until the end of their undergraduate experience.</p> <p><b>Leadership Institute</b></p> <p>The NSBE Fellows Shadow Initiative should be expanded to provide guidance and opportunity for members by developing leadership skills applicable both within NSBE and in other leadership roles. A Leadership Toolkit will be created and shared Society-wide to be utilized by chapters and individuals. A method of recognizing internal and external leadership will be determined to encourage toolkit utilization and Shadow Initiative participation.</p> <p>The Engineering Career Academy will be expanded to help students understand professional licensure and credentialing as well as the Fundamentals of Engineering Exam. There will also be a graduate component to help students improve upon writing and analyzing scientific papers, maintain relationships in academia, and prepare for the thesis statements. The expansion will boost the professional leadership and confidence of both undergraduate and graduate membership. Special Interest Groups should help develop and administer curricula that are relevant to members who wish to enter similar fields.</p> <p>MOUs providing low- to no-cost technical and professional development resources and opportunities for members will also be established and/or renegotiated.</p>

<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Community Service and Impact (CSI)</b>	<p><b>Community Service</b></p> <p>There are four areas of TORCH: STEM Community Training, Informal Engineering and Science Education, Technical Expertise Services, and Traditional Community Service.</p> <p>Chapter, Regional, and National community service events typically fall into the category of Traditional Community Service. Many chapters host the signature TORCH event, A Walk for Education, annually. On the National and Regional levels, members participate in donation drives. Chapters typically visit local nonprofits in their area to fulfill community service.</p> <p><b>Impact</b></p> <p>In response to a Call for Social Justice, the R.I.S.E program, which stands for Research and development, Innovative thinking, Social emergence, and Excel before the pressure, was piloted through TORCH. The goal of R.I.S.E is to educate members on social issues by providing knowledge in the legislative and judicial areas. This knowledge will then be used to create or reform inventions that address social issues.</p>	<p>STEM Community Training will be increased via the establishment of a Technical Literacy Program. The program will be geared towards non-NSBE members of all ages. Chapters should implement the Literacy Program by hosting an event(s) that coincides with or succeeds A Walk for Education.</p> <p>To drive more community service geared toward civic duty and leadership, R.I.S.E. will be institutionalized as a NSBE initiative. The National TORCH Chair will continue to work closely with the Public Policy Special Interest Group (SIG) while formalizing the initiative.</p> <p>The NSBE Special Interest Groups (SIGs) collective five year strategic plan introduces investments in the focus areas of Research, Outreach, Advocacy, and Development (ROAD). To enhance the outcomes for the TORCH program Chapter, Regional and National leadership should position themselves to leverage the industry expertise of the SIGs.</p>



<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Multicultural Engineering/STEM Program and Faculty Engagement</b>	<p>During Annual Convention, NSBE hosts the Dean &amp; Minority Engineering Program (MEP) Strategic Roundtable. The purpose of the Roundtable is to facilitate communication between Deans and MEP representatives about the most important and latest ideas for retention of African-American engineering students in the U.S., to demonstrate NSBE’s continued focus and engagement in retention of these students, to provide a yearly forum for NSBE to present its programs and activities in retention, and to provide a forum for outside speakers to address the audience on retention.</p> <p>On a chapter level, NSBE chapters typically engage with faculty and administration about who serves as advisors to their chapters or has become familiar with NSBE as a result of being faculty at the institution.</p>	<p>Although the Dean and MEP Strategic Roundtable has been highly impactful, its annual format leaves institutions lacking the guidance of NSBE throughout the year. A quarterly forum will be established to maintain the conversation that begins during the Roundtable. In addition, a LISTSERV composed of deans at engineering institutions with NSBE chapters will be established to provide updates regarding NSBE Programs and the progress of Collegiate members. The Retention Toolkit will also be evolved to include best practices for institutions to retain Black engineering students and to help chapters establish formal relationships with pertinent MEP faculty.</p>



<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Mentorship</b>	<p>The NSBE Collegiate Mentorship Program is not formalized. Most students are not aware of the MyNSBE Bulletin Board feature that can be used to identify mentors. Consequently, Collegiate members are not utilizing this feature as a way to identify NSBE Professionals mentors. Informal mentorship experiences have been formed through the NSBE Retention Program within chapters, but these relationships leave members lacking the guidance of a non-Collegiate NSBE member (NSBE Professionals member).</p>	<p>A formal mentorship program will be established to establish long-lasting relationships between Collegiate and Professionals members. Mentors and mentees shall be paired based on mutual professional goals, technical skills, and life experience. Formal evaluation methods of the program and checkpoints for mentors/mentees shall be established to improve the structure as the program progresses.</p>





# Go! Professional Advancement:

## Helping NSBE Professionals Succeed & Soar!

The NSBE Professionals' vision is to inspire the next generation of technical experts; and its mission is to serve as a catalyst for transforming the culture of engineering.

NSBE will achieve these aspirations by creating a platform for Black STEM professionals to form valuable personal and professional connections through collaboration and knowledge-sharing strategies. These connections focus on transforming individuals from early technical stages to technical mastery. NSBE also provides opportunities to cultivate leaders in career, technology, and nonprofit spaces and to support members as they transition from early stage, individual contributor to middle and later stage enterprise manager.

With this Strategic Direction, NSBE seizes a unique opportunity to help its Professional members soar in their careers and their experience of work. By supporting NSBE Professionals to better access NSBE's network of accomplished Black Engineers and STEM mentors, these members can aspire differently in their career journey. They can both have a positive view of their abilities and positively impact society. These members can experience their career journey as a unique opportunity to continue to achieve high performance, develop and tackle meaningful career goals, and positively impact society, especially by "giving back" to the NSBE community. Central to realizing this ambition is to better link Professionals members' emergent and changing

career development needs with the broad array of professional talent and strong business and corporate partners already in the organization.

To realize this new strategic approach, the Professional Strategic Direction workgroup proposes the creation of a Learning Interest Inventory (LII) to establish a baseline and better customize member experiences. Designed and experimented within stages for refinement, the LII will provide strategic intelligence on the professional members' perceptions of their career, development, and advancement needs. The annual Professionals' programming impact and change will be evaluated with an assessment instrument at the strategy period's end. Over time, after the LII is launched, piloted, and refined, the Professionals foresee the entrepreneurial value of this unique data set and intend to monetize its sales and distribution to key external stakeholders.

Finally, new information from the Learning Interest Inventory will provide the NSBE Professionals leadership with insights into how to better bridge key development and competency gaps important to better support NSBE Professionals' career performance and satisfaction. These insights will help address key gaps in the research literature about what it takes to drive, promote, and support Black Engineers and STEM talent's persistence, resilience, and well-being in professional spaces.

<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Technical Development</b>	<p>The NSBE Professionals provide industry-specific technical content through programming at National, Regional, and Chapter levels. Programming at the National level is coordinated by the Talent Development Chair as well as the Technical Excellence Chair (i.e., SIGs). Content is provided by Partners and delivered at conference events or virtually through webinars. Regional technical content is less common but occasionally occurs.</p>	<p>Refocus the technical development membership experience to promote:</p> <ul style="list-style-type: none"> <li>◆ Increased networking opportunities for technical collaborations between members;</li> <li>◆ Establishment of “NSBE Grand Challenges” to inspire members to solve technical problems identified by the organization, utilizing its Partners, the 14 Grand Challenges established by the National Academy of Engineering, and/or the 17 Sustainable Development Goals established by the United Nations;</li> <li>◆ Formalization of an organizational publication that focuses on the technical community impact work performed by members; and</li> <li>◆ Increase/renew MOUs that specifically provide low- or no-cost technical development resources and opportunities for members.</li> </ul>



<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Professional Development</b>	<p>The NSBE Professionals have established a niche in the area of professional development. Most of its activities are centered on providing members a platform to meet other professionals</p> <p>at various levels in their careers. Members engage in networking to develop meaningful relationships that translate into professional growth. These experiences occur at the National (led by Talent Development Chair), Regional and Chapter levels and are delivered through conferences (e.g., PDC, TPC), webinars and at regular chapter meetings/events.</p>	<p>Refine our professional development activities and increase offerings where needed by identifying and aligning key content in key places and moments throughout the pipeline, where it can add value and better advance or target development interests.</p>

Critical Initiative: What type of experience will provide value to the member?	Current Program/Activity: How is this experience currently inspiring and transforming?	Suggested Changes Necessary: What will we change about the current experience, or what should we add to provide additional value to the member?
Leadership Development	<p>The NSBE Professionals has served as a leadership incubator for more than 30</p> <p>years. Members are given the opportunity to serve at various levels in numerous functions within the organization.</p> <p>In addition to experiential training, members are able to increase their content knowledge in the area of nonprofit leadership.</p>	<p>Raise member awareness of nonprofit board service and its application in career development and other nonprofit board service opportunities.</p> <p>Formalize the structure for leadership training that includes tracking of topics and hours (transcript) to foster validated recognition of leadership skills by external organizations/stakeholders.</p> <p>.</p>





<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Community Service</b>	<p>The NSBE Professionals have a strong history of positively impacting the community through the promotion of STEM Careers to Black students. Many of the member experiences are centered on working with the NSBE Jr. and Collegiate demographics to support activities, programs, and initiatives. In addition, less formal but laborious activities occur within the SIGs but are limited because of financial and personnel bandwidth.</p>	<ul style="list-style-type: none"> <li>◆ Refine Special Interest Group structure to support community problem solving and involvement.</li> <li>◆ Improve/align community service activities at the National, Regional and Chapter levels.</li> <li>◆ Explore with Special Interest Groups (SIG) leadership new, different, and more dynamic roles in NSBE Professionals members' career, professional, and leadership skills development.</li> <li>◆ Explore/evaluate how the organization supports the SIGs (financially and with manpower) based on their community service workload.</li> <li>◆ Explore the feasibility of and perhaps design new pathways for greater participation of NSBE Jr. and Collegiate members in the SIG model community-wide, with focused access to highly requested SIG areas (i.e., simple opportunities of NSBE Jr. and Collegiate member to join already occurring SIG programming —live and virtually —to other new possibilities).</li> <li>◆ Improve/align community service activities at the National, Regional, and Chapter levels.</li> </ul>

<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Philanthropic Development</b>  Private Donor Development Strategy	<p>Currently, the NSBE Professionals have a strong dependency on corporations to provide financial support for member programming. One recent accomplishment is the establishment of an endowed scholarship that supports all NSBE members in their educational endeavors. To support this effort and its future financial stability, it is essential for the Professionals to consider implementing a private donor strategy that creates unrestricted support for its organizational programming.</p> <p>Engineering careers in thriving STEM fields have a higher possibility of producing professionals with the discretionary cash to become early donors. Therefore, connecting with students, early, as they rise in potential, is key to educating and establishing donors within the NSBE ranks.</p>	<p>To establish an effective private donor strategy and philanthropic educational program, we suggest the following:</p> <ul style="list-style-type: none"> <li>◆ Networking opportunities with philanthropists</li> <li>◆ Partner-provided educational resources for members that cover topics such as: Giving 101, Charitable Contributions and Taxes, Employee Match Programs, etc.</li> </ul> <p>Establishment of a Donor Pyramid that provides opportunities for members to give throughout their Professionals Journey.</p> <ul style="list-style-type: none"> <li>◆ This approach will provide a recognition element that acknowledges members for consecutive giving years.</li> <li>◆ Ultimately, a donor tier structure will be established to recognize large, one-time charitable.</li> </ul>



<b>Critical Initiative:</b> What type of experience will provide value to the member?	<b>Current Program/Activity:</b> How is this experience currently inspiring and transforming?	<b>Suggested Changes Necessary:</b> What will we change about the current experience, or what should we add to provide additional value to the member?
<b>Mentorship</b>	<p>The NSBE Professionals Mentorship Program is not formalized. Although there exists a mechanism to connect through the MyNSBE Bulletin Board, Professional members are not utilizing this feature as a way to find/become mentors. Informal mentorship experiences have been formed through the Special Interest Groups (SIGs) and Chapter-specific initiatives.</p>	<p>Redefine Professionals Mentorship to include:</p> <ul style="list-style-type: none"> <li>◆ Strategic matching based on expressed interests;</li> <li>◆ Recommended engagement schedule;</li> <li>◆ Mentorship training and resources;</li> <li>◆ Exploration of functional mentorship that segments interactions based on technical interests, leadership development, career-level, and/or lifestages; and</li> <li>◆ Establish a new, reinforcing NSBE Mentorship feedback/learning loop between the Professional and Collegiate strategic directions that better connect NSBE Professionals with NSBE Jr. and Collegiate mentees.</li> </ul>

# Measure and Manage

## Metrics We Will Use To Indicate Our Pace Of Progress And Performance

READY	SET	GO
<p><b>HEADLINE INDICATORS</b></p> <ul style="list-style-type: none"> <li>◆ Number of students in READY pipeline segment to meet 10K goal</li> <li>◆ Number of students lost by Reason</li> </ul> <p><b>AWARENESS</b></p> <ul style="list-style-type: none"> <li>◆ Number of unique students reached</li> <li>◆ Program evaluation scores</li> </ul> <p><b>ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Number of students engaged</li> <li>◆ Program evaluation scores (teacher, program leader and parent evaluations)</li> </ul> <p><b>PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>◆ Average student performance metric</li> <li>◆ Program evaluation scores</li> </ul> <p><b>RETENTION</b></p> <ul style="list-style-type: none"> <li>◆ Percentage of students passed forward</li> <li>◆ Program to program for each grade group               <ul style="list-style-type: none"> <li>K–2</li> <li>3–5</li> <li>6–8</li> <li>9–12</li> </ul> </li> </ul>	<p><b>HEADLINE INDICATORS</b></p> <ul style="list-style-type: none"> <li>◆ Number of students in SET pipeline segment to meet 10K goal</li> </ul> <p><b>ACADEMIC ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Average GPA (engineering and overall)</li> </ul> <p><b>Six-Year Graduation Rate for Black Engineering Students in the U.S.</b></p> <ul style="list-style-type: none"> <li>◆ Average time to degree (B.S.)</li> <li>◆ Bachelor's, master's, doctoral engineering degrees awarded (by race, gender, major, institution type, region)</li> <li>◆ Internships, co-ops, and permanent job offers</li> </ul> <p><b>PROGRAM DEPLOYMENT SUCCESS</b></p> <p><b>Roll Up Scorecard Chapter • Regional • National</b></p> <p>By program (Facilitated Study Groups, Self-Organized Study Groups, Study Skills Workshops, Faculty Engagement, Special Interest Groups)</p> <ul style="list-style-type: none"> <li>◆ Number of chapters with program launched</li> <li>◆ Percentage of chapter members engaged</li> <li>◆ Number of students engaged</li> </ul>	<p><b>HEADLINE INDICATORS</b></p> <p><b>PROGRAM DEPLOYMENT SUCCESS</b></p> <p><b>Roll Up Scorecard   Chapter • Regional • National</b></p> <p>By program (Mentorship, Professional Development, Leadership Development, Community Service, Philanthropic)</p> <ul style="list-style-type: none"> <li>◆ Number of chapters with program launched</li> <li>◆ Percentage of chapter members engaged</li> <li>◆ Number of NSBE Professionals members engaged in Pre-Collegiate activities and/or with children in NSBE Jr. programs</li> <li>◆ Number of Professionals engaged</li> </ul> <p><b>MENTORSHIP, COMMUNITY SERVICE &amp; ENTREPRENEURSHIP</b></p> <ul style="list-style-type: none"> <li>◆ Number of Successful Mentors and Mentee matches for a set period of time that would represent success (i.e., capturing that the matches happened and persisted)</li> <li>◆ Number of NSBE SIG Members/Leaders providing mentorship or advisory roles for Collegiate and NSBE Jr. members across the CCC Continuum</li> <li>◆ Number of NSBE members connected to Corporate Search or Talent Acquisition opportunities in a given year (establish a baseline first)</li> <li>◆ Number of NSBE members connected with or completing Executive Development and placement program experiences.</li> <li>◆ Number of NSBE members explicitly expressing entrepreneurial interests or working in a entrepreneurial space (i.e., own enterprise, tech-start-ups, tech incubator)</li> </ul>



READY	SET	GO
<p><b>READY-STEM/ENGINEERING AWARENESS MEASURES</b></p> <ul style="list-style-type: none"> <li>◆ Number of targeted campaigns via social media to schools, parents, and</li> <li>◆ Number of live virtual webinar formatted offerings</li> <li>◆ Number of do-it-yourself, at-home, skill development activities downloads or check-ins</li> <li>◆ Number of new linkages to existing STEM/STEAM education resources, tools</li> <li>◆ Number of young people, teachers or families accessing virtual learning tours</li> </ul> <p><b>READY-STEM/ENGINEERING ENGAGEMENT MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>◆ GOALS: <ul style="list-style-type: none"> <li>▪ 50% of students from each region in the STEM/Engineering Awareness Program enrolled in SEEK programs</li> <li>▪ 25% increase in NSBE Jr. program participants in the same regions</li> </ul> </li> </ul> <p><b>READY-STEM/ENGINEERING ENGAGEMENT DEVELOPMENT (DRAFT)</b></p> <ul style="list-style-type: none"> <li>◆ 75% NSBE Jr. students from grades 3–5 into the grades 6–8 program</li> </ul>	<p><b>NSBE RETENTION PROGRAM</b></p> <ul style="list-style-type: none"> <li>◆ Number of Facilitated Study Groups for challenging course materials led by upperclassmen, graduate students, or post-docs</li> <li>◆ Number of chapters enrolled in Retention Program</li> </ul> <p><b>PROFESSIONAL AND LEADERSHIP DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>◆ NSBE Career Fair Pipeline</li> </ul> <p><b>COMMUNITY SERVICE AND IMPACT (CSI)</b></p> <ul style="list-style-type: none"> <li>◆ Number of community service hours per chapter</li> <li>◆ 75% satisfaction rate with external community participants</li> </ul> <p><b>MULTICULTURAL ENGINEERING PROGRAM (MEP) AND FACULTY ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Number of attendees at quarterly forums</li> <li>◆ Percentage of members with access to MEP resources</li> </ul> <p><b>MENTORSHIP</b></p> <ul style="list-style-type: none"> <li>◆ Number of mentor/mentee pairings</li> <li>◆ 75% satisfaction rate of mentors and mentees</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monitor how NSBE WHQ provides differentiated levels of support (i.e., financial and manpower) to respective Special Interest Groups (SIGs) based on their level of community service</li> </ul> <p><b>TECHNICAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>◆ Number of NSBE members participating in NSBE Grand Challenges</li> <li>◆ Number of NSBE-supported or collaborative networking opportunities between technical content providers and members</li> <li>◆ Number of memoranda of understanding (MOUs) providing NSBE members low/discounted to no-cost technical development resources and/or opportunities</li> </ul> <p><b>PHILANTHROPIC DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>◆ Number of NSBE members providing board service on nonprofit (especially private foundation) boards</li> <li>◆ Number of and amount of annual donations from NSBE members</li> <li>◆ Number of new networking opportunities with various members and organized philanthropic organizations (i.e., Association of Black Foundation Executives, Council on Foundations, etc.)</li> <li>◆ Number of partnerships formed between wealth management organizations to provide NSBE members education on charitable giving, wealth management, employee match programs</li> <li>◆ Careful annual/semi-annual tracking of NSBE members</li> </ul>



# Strategic Priority: BRAND!

Critical Initiative	Action	Description
<b>NEW MARKETING AND PROMOTIONS</b>	<b>NSBE Speakers Bureau</b>	<ul style="list-style-type: none"> <li>◆ Launch NSBE Speakers' Bureau market strategy and plan.</li> <li>◆ Launch and execute professional speakers bureau.</li> </ul>
	<b>Tell Your Story</b>	<ul style="list-style-type: none"> <li>◆ Develop NSBE branding and storytelling program that enables and pushes NSBE leader and member brand individually and collectively.</li> </ul>
	<b>Lights, Camera, NSBE!</b>	<ul style="list-style-type: none"> <li>◆ Develop PR/media plan to get NSBE exposure in targeted high-profile events, publications, and other placements</li> </ul>
	<b>Member Branding</b>	<ul style="list-style-type: none"> <li>◆ Develop member-level strategy for NSBE branding.</li> </ul>
	<b>Create Digital Content</b>	<ul style="list-style-type: none"> <li>◆ Develop digital content media strategy that pushes strategic objectives through content channels. Enable and encourage members to submit content (perhaps in a competition) with a curator team to determine what platforms to deploy content and digital assets.</li> </ul>
<b>PUBLIC AND SOCIAL POLICY ISSUES</b>	<b>STEM Policy and Influence</b>	<ul style="list-style-type: none"> <li>◆ Develop policy and strategy agenda for NSBE and implement.</li> </ul>
	<b>Seat at The Table</b>	<ul style="list-style-type: none"> <li>◆ Develop and launch "Seat at the Table" initiative to strategically target, arrange, and engage organizations NSBE should be involved with.</li> </ul>



# Strategic Priority: GROW!

Critical Initiative	Action	Description
REVENUE LIFT	Develop business plan, valuation, and work plans to prioritize and launch revenue and growth initiatives planned, including sponsorship-funded investment initiatives by BCA and other affiliates.	<b>Re-imagine Career Fair</b> <ul style="list-style-type: none"> <li>◆ Engage sponsor and attendee stakeholders to better understand value proposition and pricing drivers.</li> </ul>
		<b>Build professional services offerings</b> <ul style="list-style-type: none"> <li>◆ Specialized “boutique” consulting</li> <li>◆ Key executive placements (contingent and interim)</li> <li>◆ Diversity consulting services explore additional touchpoints in organizations to deepen relationships and foster inclusion.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Continue to develop and expand fund development strategy individual philanthropy sources and individual gifts (starting with NSBE Professionals).</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Incubate new startups with equity opportunities</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Develop and produce NSBE Research and Technology Journal and develop Diversity and Inclusion Journal.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Develop/grow business model for webinar offerings.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Assess market, plan, launch, and execute professional speakers bureau.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Review membership dues pricing strategy.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Implement financial management best practices.</li> <li>◆ Prioritize investment and new pursuits.</li> <li>◆ Manage costs annually to end the year in the black.</li> </ul>

Critical Initiative	Action	Description
PROFESSIONAL AND TECHNICAL EDUCATION	Develop NSBE engineering and Professional Education	<ul style="list-style-type: none"><li>◆ Develop a position paper, “Beyond the Traditional College,” to explore new ways to access advanced STEM content that can be learned and leveraged to give Black students greater access to STEM careers.</li><li>◆ Develop strategy, approach, and implementation plan to explore strategies for engaging technical, trade schools, etc.</li><li>◆ Establish relationships with target profile schools.</li><li>◆ Have NSBE leaders target engagement.</li></ul>



# Timeline

This timeline represents the recommended implementation of the critical initiatives over the next five years. It is recommended that NSBE use this as an input to their annual project planning process, which should include each critical initiative to be considered for the coming year. This annual planning process would include development of project briefs to outline variables

to drive go/no-go decisions such as investment required, targeted value delivered, projected return on investment, organizational readiness and resources required. Annually, all projects up for implementation in the coming year would go through this process. Projects to take on would be chosen based on that brief.

CRITICAL INITIATIVE	2021	2022	2023	2024	2025	2026
<b>STRATEGIC PRIORITY: READY!</b>						
Awareness of STEM (Kindergarten–Grade 2)						
Engagement in STEM (Grades 3–5)						
Development into STEM (Grades 6–8–NSBE Jr.)						
Applications of STEM-College Readiness (Grades 9–12–NSBE Jr.)						
<b>STRATEGIC PRIORITY: SET!</b>						
Facilitated Study Groups (Study Halls)						
Self-Organized Study Groups (Replace with Mental Health Awareness Activities)						
Semester Check-Ins/Study Skills Workshops						
Foster Multicultural Engineering/STEM Program and Faculty Engagement						
Mentoring Program						
<b>STRATEGIC PRIORITY: GO!</b>						
Mentorship						
Technical Development						
Professional Development						
Leadership Development						
Community Service						
Philanthropic Development						

CRITICAL INITIATIVE	2021	2022	2023	2024	2025	2026
<b>STRATEGIC PRIORITY: BRAND!</b>						
STEM Policy and Influence						
Black Professor Engagement						
NSBE Speakers Bureau						
Member Engagement and Action						
Seat at the Table						
NSBE Member Executives						
Tell Your Story						
STEM Policy and Influence						
Member Branding						
Create Digital Content						
High Profile NSBE Members						
Lights Camera! NSBE!						
NSBE Campus Roadshow						
<b>STRATEGIC PRIORITY: GROW!</b>						
Revenue Lift– Build Professional Services Offerings						
Revenue Lift– Fund Development around Individual Giving						
Revenue Lift– Incubate New Startups and Equity Opportunities						
Revenue Lift– Research, Technology and Diversity and Inclusion Journal						
Revenue Lift– New Business Model for Webinar Offerings						
Revenue Lift– Professional Speakers Bureau						
Revenue Lift– Review Membership Dues Pricing Strategy						
Revenue Lift– Financial Management Best Practices						
Professional and Technical Education						





# A Sankofa Moment:

## Transforming Community and the World!

With this 2020 Strategic Plan, NSBE consolidates and refines its uniquely positioned Community to Career to Community Continuum. The Plan highlights its strategic vision visually and articulates a complete map of the strategic direction with sharp focus on the three, core developmental pathways during the pre-collegiate incubation time, the collegiate actualization phase and onto the professional manifestation phase. Yes, the dual pandemics of COVID-19 and systemic racism will continue to rage, but NSBE will stay the course and continue undistracted toward its 2025 goals of stewarding the movement of talented Black students from their entry point in community through to successful careers.

This plan allows NSBE a unique opportunity to give new energy and needed attention to renewing each of its core developmental pathways. From a young person's earliest moments of pre-collegiate interest in engineering and STEM to the more mature, mid-career engineer's gaining strides at work, this plan doubles down on the dual tasks of spurring needed progress (in the places needed) but also preserving the core.

Without unnecessary prognostication, several realities have become self-evident. Engineering and, by extension, STEM careers will continue to drive the economy, and with this Strategic Plan, NSBE puts forward a powerful Strategic Vision and Direction where Black Engineers are critical features of every aspect of the new world being born.

NSBE members will be meaningfully represented in the academy as students and teachers. NSBE members will join the ranks of new history makers innovating real-time solutions right where they are needed most. NSBE members will populate the ranks of new media formats yet imagined, as content creators and platform designers. Finally, NSBE members will take their place as the new space icons, C-suite occupants and a burgeoning class of future philanthropists making transformative social and community impacts.

Taken altogether, every place where innovation and real-world solutions are needed, NSBE members will be right there.



The Sankofa is the Ghanaian mythical bird that flies forward with its head turned backwards while its feet face forward carrying a precious egg in its mouth (symbolic future generations). Sankofa is a word in the Twi language of Ghana that means “Go back and get it, fetch what you forgot.”



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