



Colloquy on Minority Males in Science, Technology, Engineering, and Mathematics

Catherine Didion, Norman L. Fortenberry, Elizabeth Cady, National Academy of Engineering

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On August 8-12, 2010 the National Academy of Engineering (NAE), with funding from the National Science Foundation (NSF), convened the Colloquy on Minority Males in Science, Technology, Engineering, and Mathematics (STEM), following the release of several reports highlighting the educational challenges facing minority males. The NSF recognized the need to gather input from research communities that focus on minority males about how to frame investigations of gender-based factors that impact learning and choice in STEM education (both at the precollege and higher education levels) and the workforce for minority males. There was particular interest in framing a research agenda to study how interactions between minority males and societal and educational systems (both formal and informal) encourage or discourage the young men's interest and persistence in STEM. In addition, NSF hoped to gain community input to inform the parameters of a future NSF research program that could effectively address minority male participation in STEM. The Colloquy was held at the Mt. Washington Conference Center in Baltimore, Maryland, with approximately 40 participants, most of them researchers in education, psychology, sociology, mathematics, and physics.

Colloquy on Minority Males in Science, Technology, Engineering, and Mathematics presents a summary of the Colloquy's breakout and plenary discussions, which addressed (a) research questions articulated in the breakout groups together with theories and methodologies to begin to address these questions; and (b) considerations for a potential research solicitation for the NSF, with major areas of inquiry concerning access, participation, and success for minority males in STEM.

This report reflects the views of the individuals who participated in the plenary and breakout groups. It has been reviewed in draft form by persons chosen for their diverse perspectives and expertise in accordance with procedures approved by the National Academies' Report Review Committee. The purpose of this independent review is to provide candid and critical comments that will assist the institution in making its published report as sound as possible and to ensure that the report meets institutional standards for quality and objectivity.

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