Leroy L. Long III  
*Embry-Riddle Aeronautical University, longl2@erau.edu*

William Wanyagah  
*Embry-Riddle Aeronautical University*

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Black Male "Buoyant Believers" in Engineering and Engineering-Related Fields*

- To help produce more Black engineering and engineering-related undergraduates who are both confident and resilient (i.e., buoyant believers), we offer several recommendations to faculty and staff.

"Buoyant Believers": Confident and Resilient
Samrawi, a Black mechanical engineering major, says, "Although I am a minority I think I have confidence in myself. If you show the professor and the other people that you're actually a good student that you know what you're doing, they'll just get past [the fact that you're a minority]. I feel like this day and age it's not like before, I feel like things are changing."

Samrawi proceeds to describe how he handles difficult situations, "Well, this happened last semester [I was in a difficult class and wasn't doing as well as I'd like]. I never like regret it, but I kinda feel like there's something wrong with me and I think I should try harder. I always blame myself, I don't blame other people for it...I just try."

Recommendation
- Attentive support and constructive feedback to ensure that students stay on track to earning a college degree in engineering or related STEM fields.

"Blamers": Confident but not Resilient
Abraham, a Black chemical and biomolecular engineering student, describes how he handles tough courses, "If I did not do well I actually start studying more or maybe seeking help by going to office hours. If it's out of my hands...I'll probably drop the class."

Recommendation
- Establishing relationships through well-designed STEM mentoring programs, learning communities, involvement in fraternities or sororities, and faculty student research collaborations.

"Ballers": Resilient but not Confident
Tony, an African-American science major, displays how although he lacks confidence, he is still persistent, "I thought about leaving my major a couple times, but not to the point where I was really contemplating it, because the thing is I'm really hard headed so once I start something I really like to finish it off."

Recommendation
- Providing constructive feedback to Black STEM undergraduates with actionable strategies for incorporating that feedback into building competencies and confidence in one's cognitive abilities.

"Avoidant Give-Up'ers": Neither Confident nor Resilient
Emmanuel, an African-American science major, says, "I have thought about leaving my major because I wasn't passionate my first year in college. I decided not to leave because...it's UCLA. I mean, people that pass through UCLA do it why should my situation be different. So, I decided to stay in my major and I'll probably be in it until I graduate...I'm going to keep going...I struggled barely passing some of my classes, I just had to keep going through."

Recommendation
- Work with Black STEM students to help them set realistic proximal goals, with a series of attainable intermediate goals to give them a sense of accomplishment and progress.

NOTE: *This study is part of a larger, longitudinal study titled: Investigating the Critical Junctures: Strategies that Broaden Minority Participation in STEM Fields, funded by the National Science Foundation.**The terms African American and Black are used interchangeably.