Poster: Life After Sports: Black Males Pursuing Engineering and Related STEM Fields

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

Robert A. Bennett III

Morris R. Council III

Mckenna James  
*Embry-Riddle Aeronautical University, jamesm13@my.erau.edu*

Follow this and additional works at: https://commons.erau.edu/publication

Part of the Engineering Education Commons

Scholarly Commons Citation


This Article is brought to you for free and open access by Scholarly Commons. It has been accepted for inclusion in Publications by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu.
LIMITED research, if any, exists on Black male student-athletes in engineering and related science, technology, engineering and math (STEM) fields. Black men are underrepresented in engineering and related STEM fields but overrepresented in sports like track, football and basketball (Hodge, Kozub, Dixon, Moore, & Kambon, 2008; Long III, Henderson, T.S., & Williams, 2018). Inaccurate stereotypes suggest Black men are athletically superior but intellectually inferior to their White and Asian counterparts (Hodge, Harrison, Burden, & Dixon, 2008).

The purpose of this particular study is to critically examine the athletic, educational and professional experiences of current/former Black male student athletes in engineering and related STEM fields. The broader study examines how women and underrepresented racial/ethnic minoritized (URM) student-athletes in STEM perceive their career aspirations, readiness and estimated Findings from this study will help colleges and universities better expose youth and young adults to both sports and STEM.

Participants

Four Black males who majored in engineering or a related STEM field and played a collegiate sport
- Two of the four participants are multi-racial but identify as Black
- Two of the four participants ran track and the other two played football in college
- Two of the four participants attended Division 2 (D2) predominantly White institutions (PWIs) in the Southeast and the other two attended an historically Black college or university (HBCU) in the Southeast
- Two of the four participants are current engineering students and the other two have engineering degrees
- Four participants’ ages ranged from 21 to 62 years old

Background

Limited research, if any, exists on Black male student-athletes in engineering and related science, technology, engineering and math (STEM) fields. Black men are underrepresented in engineering and related STEM fields but overrepresented in sports like track, football and basketball (Hodge, Kozub, Dixon, Moore, & Kambon, 2008; Long III, Henderson, T.S., & Williams, 2018). Inaccurate stereotypes suggest Black men are athletically superior but intellectually inferior to their White and Asian counterparts (Hodge, Harrison, Burden, & Dixon, 2008)

The broader study examines how women and underrepresented racial/ethnic minoritized (URM) student-athletes in STEM perceive their career aspirations, readiness and estimated Findings from this study will help colleges and universities better expose youth and young adults to both sports and STEM.

Participants

Four Black males who majored in engineering or a related STEM field and played a collegiate sport
- Two of the four participants are multi-racial but identify as Black
- Two of the four participants ran track and the other two played football in college
- Two of the four participants attended Division 2 (D2) predominantly White institutions (PWIs) in the Southeast and the other two attended an historically Black college or university (HBCU) in the Southeast
- Two of the four participants are current engineering students and the other two have engineering degrees
- Four participants’ ages ranged from 21 to 62 years old

FRAMEWORK & METHODS

FRAMEWORK:
- Ladislov-Billings & Tate’s (1995) critical race theoretical (CRT) framework
- Conley’s (2012) college and career readiness framework

METHODS:
- Research Design
  - Narrative inquiry; Constructivist epistemological approach
- Data Collection
  - One-on-one semi-structured interviews lasting approximately 30-60 minutes
- Data Analysis
  - Constant comparison method
  - Credibility (member checking, triangulation of data sources, peer debriefing)

REFERENCES


ACKNOWLEDGEMENTS

Some aspects of this project are funded by an NCAA Innovations in Research and Practice Grant to improve the well-being of the student-athlete. However, this research is not endorsed by the NCAA nor do any conclusions or findings of research stemming from this project represent the views of the NCAA.