

Video: Native American Students' Supports and Barriers toward becoming Engineering Faculty

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Abstract:

“Native Americans: An Exploratory Study Pinpointing the Factors that Influence Their Interests and Aspirations for Engineering Faculty Positions” is a collaborative study by University of Minnesota and Oklahoma State University. In this study we develop a deeper understanding of the factors influencing Native Americans or Alaskan Natives (hereafter referred to as Native Americans) to pursue engineering and to enter and persist as engineering faculty. Only 0.4% of engineers are Native American (NACME, 2014), and even fewer engineering faculty (0.2%) are Native American (Yoder, 2012, 2014). Engineering faculty are important in order to attract and retain students in engineering because they provide positive socio-cultural experiences, role modeling, mentorship, and inclusive learning environments that reduce isolation. However, very little is known to this point about the factors that promote Native Americans' entry into engineering, the engineering professorate or their persistence as engineering faculty members.

Our study involved in-depth ethnographic interviews, either individual interviews, or small group focus groups, and an online survey. All participants identified as Native American and were enrolled in or had graduated from an undergraduate or graduate engineering program, or were engineering faculty members.

In this video we describe findings from our study, including the barriers and supports to individuals who identify as Native American and who are engineering students or engineering faculty. The study was funded by the National Science Foundation (NSF EAGER EEC1743329/1443572).

Reference:

Turner, S. L., Mason-Chagil, G., Bellcourt, M., Jacobs, S. C., Colston, N., & Johnson, S. (2019). *Native American students' supports and barriers to becoming engineers and engineering faculty*. To be presented in the STEM for All: 2019 Video Showcase: Innovations in STEM Education. Funded by the National Science Foundation.