

"No one says it'll be easy, but it's worth it!" -Brian A. Burt, Ph.D.

Success Story



Tips for Students, Advisors, And Mentors

Despite the many potential storms (deterrents) to Science, Technology, Engineering, and Math (STEM) progress, many Black males persist through STEM pathways toward degree completion, graduate studies, and entrance into the STEM workforce.

- Identify and utilize support beyond the institution (e.g., family, faith-based community, former mentors)
- Build sources of encouragement, purpose, and perseverance
- Encourage community and collaborations with supportive peers
- Be self-reflective: help define and gauge your own progress
- Gain clarity in your "Why." Consider these prompts: Why did you want to enter STEM? What problems do you want to solve? What questions do you want to answer? What communities do you want to support?
- As an advisor or mentor, help leverage your Black male student's motivations and aspirations to reach their definition of STEM success

Of the **790,752**

STEM degrees (associate, bachelors, masters, and doctoral) awarded by institutions in 2021,

only **4.5%**

were earned by Black males

Reflection Questions For Students

- What does success in STEM look like for you? When will you know once it has been achieved?
- What pressures do you place on yourself to academically and professionally succeed? In what ways do those pressures motivate you or hinder you?
- What internal pressures motivate you or hinder you from making progress?
- What was your motivation(s) for pursuing your degree in STEM? How can remembering your motivation(s) strengthen your desire to make forward progress?
- Do you aspire to earn your STEM degree for yourself, for family, for your community, or others? How do your aspirations relate to your decision to persevere toward degree completion?
- How might sharing your goals, challenges, and successes with your advisor, mentors, faculty/staff, peers, family, and others (i.e. your village) assist with your STEM progress?









