Council of Elders

Mary Kahn (Navajo)
Phil Lane, Jr. (Yankton Dakota and Chickasaw)
Henrietta Mann, Ph.D. (Southern Cheyenne)
Faith Spotted Eagle (Ihanktonwan Band of the Dakota/Nakota/Lakota Nation of South Dakota)
Stan & Cecelia Lucero (Laguna and Acoma Pueblo)
Bret Benally Thompson (White Earth Band of Ojibwe)
Antoinelle Benally Thompson (Navajo)

Andrea Axtell (Nez Perce), Emeriti
Horace Axtell (Nez Perce), In Memoriam
Eddie Box Sr. (Red Ute), In Memoriam
Franklin Kahn (Navajo), In Memoriam
Phil Lane, Sr. (Yankton Sioux), In Memoriam
Bow Lane (Chickasaw), In Memoriam
Lee Piper, Ph.D. (Cherokee), In Memoriam

2015 Board of Directors

Rick Stephens, Chair (Pala Band of Mission Indians)
Dr. Twyla Baker-Demaray, Vice-Chair (Three Affiliated Tribes MHA)
Dr. Jim May, Treasurer (United Keetowah Band)
Marlene Watson, Secretary (Navajo)
Dr. Mark Bellcourt (White Earth Ojibwe)
Dr. Iona Black (Cherokee)

Paul Kabotie (Hopi)
Lisa Lone Fight (Mandan, Hidatsa, Sahnish)
Sheila Lopez (Navajo)
Crystal Tulley-Cordova, Senior National Student Representative (Navajo)
Sheridan Evans, Junior National Student Representative (Cherokee)

2014 Board of Directors

Dr. Melinda McClanahan, Chair (Choctaw)
Dr. Twyla Baker-Demaray, Vice-Chair (Three Affiliated Tribes MHA)
Dr. Jim May, Treasurer (United Keetowah Band)
Rick Stephens, Secretary (Pala Band of Mission Indians)
Dr. Mark Bellcourt (White Earth Ojibwe)
Ki Tecumseh (Winnebago)
Barbara Tenorio-Grimes (San Felipe Pueblo)

Marlene Watson (Navajo)
Dr. Iona Black (Cherokee)
Paul Kabotie (Hopi)
Lisa Lone Fight (Mandan, Hidatsa, Sahnish)
Sheila Lopez (Navajo)
Ciarra Greene, Senior National Student Representative (Nez Perce)
Jeffery Ross, Junior National Student Representative (Ojibway)

2014 – 2015 Advisory Council Chairs

Corporate Advisory Council

Chuck Ross (Choctaw), Raytheon

Laurence Brown (Navajo), Sandia National Labs

Government Relations Council

Marcellus Proctor (Piscataway-Conoy), National Aeronautics and Space Administration (NASA)
Noller Herbert (Navajo), USDA Natural Resources Conservation Service (USDA-NRCS)

James Daugomah (Kiowa), National Oceanic and Atmospheric Administration (NOAA)
Amanda James (Pyramid Lake Paiute Tribe), Bureau of Land Management (BLM)

Academic Advisory Committee

Dr. Mary Jo Ondrechen (Mohawk), Northeastern University

Professional Chapter Council

Jonathan Clark (Apache), Casino Arizona
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LETTER FROM THE CHAIRMAN

Miyaxwa -

When the American Indian Science and Engineering Society (AISES) was founded 39 years ago by American Indian scientists: Manhattan Project scientist and Mohawk, Arnold Anderson, Al Qöyawayma (Hopi), Carol Gardipe (Penobscot), George Thomas (Cherokee), Jerry Elliott (Cherokee/Osage), Alex Labadie (Osage) and Jim Shorty (Navajo), their intent, passion and commitment was clear...substantially increase representation of indigenous peoples of North America in science, technology, engineering and math (STEM) studies and careers. Over 25,000 individuals have been benefited as members of AISES. Today, AISES is now over 4,000 strong, with 189 college chapters, 15 professional chapters and 158 affiliated schools that enroll more than 55,000 K-12 Native students.

On behalf of the AISES Board of Directors, I am honored to thank you for your commitment of time, energy and resources toward fulfilling not only the vision of our founders, but that same commitment of encouragement, support, and mentorship we each share with Native Americans on their STEM journey.

As you read the AISES annual report, I hope you are as excited as I am about not only accomplishments this past year, but also about the future of AISES. In just 24 short months, Sarah Echohawk and the AISES staff, with support and guidance from the AISES Board and Council of Elders has increased membership by over 30%, established a solid financial footing, and helped AISES regain its rightful leadership role when it comes to supporting Native Americans in STEM.

We are also forever grateful of the individuals, organizations, tribes, universities, companies and government entities that demonstrate their commitment everyday by donating their time, and providing vital resources that enable the programs AISES offers and employment opportunities that so many of our students are able to pursue.

As Mulu’wetam (first people) we have a core belief that we are on a journey in this world that enables us to help and guide others as we have been guided by our Mukat and those before us.

While the vision remains strong, and the commitments solid, we have much work to do and we invite you to be engaged even more. One of our key objectives over this next year is to strengthen the services and support we provide to our professional members. Whether you pursue an AISES board position, volunteer as a member of an AISES board committee, or as part of the important advisory committees, get engaged. With the new effort to focus on professionals, as a Sequoyah Fellow, as a mentor, or with financial support, please know that your engagement is so appreciated.

Traditional Knowledge – New Ideas – A Better World – AISES

Rick Stephens (Pala Band of Mission Indians)
Chairman of the Board
Why STEM for Native Americans?

Many individual Native Americans as well as tribal communities are not provided resources for, or access to, STEM (Science, Technology, Engineering, and Math) education. Too often when we address workforce development and economic development for Native Americans, STEM is left out of the conversation and yet 80% of the fastest growing occupations in the United States depend on some mastery of mathematics and scientific knowledge and skills. Native American mastery of STEM is fundamental to proactive management of tribal land and resources and overall economic success and yet all too often the educational pipeline used does not ensure Native American students are academically prepared to successfully undertake STEM studies when they enter college. The AISES mission is focused on closing these gaps.
### VISION
The vision of the American Indian Science and Engineering Society (AISES) is for the next seven generations of Native people to be successful, respected, influential, and contributing members of our vast and ever-changing global community.

### MISSION
Founded in 1977, The American Indian Science and Engineering Society (AISES) is a national, nonprofit organization focused on substantially increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations and other indigenous peoples of North America in science, technology, engineering, and math (STEM) studies and careers.

### VALUES
- **Knowledge**
  - We are committed to the pursuit of knowledge and continuous growth in learning and teaching.
- **Innovation**
  - We anticipate and embrace change and strive to learn and improve by trying new approaches and forward thinking solutions.
- **Relationships**
  - We actively build and continually steward transparent, honest, and ethical relationships with our partners, members, and all who are part of our AISES family.
- **Commitment**
  - We do what we say we are going to do and conduct our business with the highest standards of professional behavior and ethics.
- **Empowerment**
  - We embrace the power of our people by encouraging them to take initiative, lead, and make decisions.
- **Culture**
  - We honor our ancestors by carrying forward our cultural traditions and values in all that we do.

### STRATEGIES
- **Advancing Educational and Career Knowledge While Embracing Native Culture and Tradition**
- **Empowering Native People through Relationships and Innovative Resources**
- **Creating and Sustaining the AISES Family through a Full Circle of Support Services**

### GOALS
- **Build Awareness**
  - Increase awareness among Native people about STEM educational and career opportunities
- **Foster Partnerships**
  - Develop and strengthen diverse partnerships with key STEM stakeholders
- **Provide Support Services**
  - Design and deliver comprehensive and effective programmatic and financial STEM support services
- **Maintain Effective Organizational Structure**
  - Support the staff, board, mission and membership through effective infrastructure and systems.

### FOUR PROGRAMMATIC FOCUS AREAS
- **Pre-College: Awareness & Retention**
  - AISES creates and administers programs and events to provide Native K-12 students and educators exposure to quality curriculum and opportunities to interest and engage them in STEM.
- **College: Access & Success**
  - AISES provides opportunities and financial support to Native college students to increase access to and boost success in STEM studies in higher education.
- **Professional: Leadership & Change**
  - AISES supports a network of Native STEM professionals through professional chapters, awards, career development resources; and research and mentoring opportunities.
- **Strategic Partnerships & Research**
  - AISES identifies and engages in strategic partnerships and conducts research to further our mission of substantially increasing the representation of Natives in STEM studies and careers.
The Structure of AISES
Organization, Chapters, and Programming
AISES by the Numbers

Today

• Over 4,000 Members
• $10.3 Million in Academic Scholarships to Over 5,000 Students Since Inception
• 15 Professional Chapters

• 189 Chartered College and University Chapters
• 158 Affiliated Schools That Enroll More Than 55,000 K-12 Native Students

2015

• Membership: 3,727
• Academic and Travel Scholarships and Support: $589,962
• Annual Revenue: $3,189,215
• Total Program Support Provided: $2,465,831

How we spent our funding in 2015:
Administration and Development = 25%
Programmatic Support = 75%

2014

• Membership: 3,289
• Academic and Travel Scholarships and Support: $391,901
• Annual Revenue: $2,740,432
• Total Program Support Provided: $2,072,690

How we spent our funding in 2014:
Administration and Development = 27%
Programmatic Support = 73%

2013

• Membership: 2,819
• Academic and Travel Scholarships and Support: $349,947
• Annual Revenue: $2,581,298
• Total Program Support Provided: $1,948,056

How we spent our funding in 2013:
Administration and Development = 31%
Programmatic Support = 69%
Strategic Partnerships, Projects and Research

In addition to programming for students and professionals, AISES also engages in strategic partnerships, projects and research that support our mission. Here is a small snapshot of just some of those partnerships and programs from 2014 and 2015:

Comcast/NBC Universal Public Service Announcements (PSAs): In 2015, the Comcast Foundation awarded AISES support to produce two PSAs to educate the public about the importance of its mission. The Foundation also committed to providing $1.5 million in airtime in 2016 to air the PSAs. The PSAs are designed to convey how, through our work at AISES, intergenerational traditional Native American cultural knowledge is woven together with new ideas to generate innovative technology, ideas and people that create a better world for everyone. The PSAs will run in multiple markets on multiple channels in early and late 2016 and can also be viewed on the AISES website.

National Science Foundation (NSF) ASSIST Project: Funded by the National Science Foundation (NSF) and in partnership with Great Minds in STEM (GMiS), Latinos in Science and Engineering (MAES), National Society of Black Engineers (NSBE), Advancing Chicano/Hispanics & Native Americans in Science (SACNAS), Society of Hispanic Professional Engineers (SHPE), and Society of Women Engineers (SWE), AISES is working to support Native Americans who are early-career faculty, graduate students, and post-doctoral professionals in any field of engineering. The overall focus of the project is to support those who are traditionally underrepresented in engineering fields.

Department of Energy, Minorities in Energy Initiative: The Minorities in Energy Initiative addresses the needs of underrepresented communities in the energy sector and is focused on engaging more Americans in energy and science, technology, engineering, and math fields. The Initiative, guided by the U.S. Department of Energy’s Office of Economic Impact and Diversity, seeks to create a substantive, sustainable model that connects diverse stakeholders together to address challenges and opportunities for minority engagement in energy economic participation, STEM education, and climate change. The Ambassadors of the Initiative are key leaders in industry, government, academia, and nonprofits who are committed to lending their voices and vision to inform and inspire Americans about the critical need for greater diversity in STEM professions, energy entrepreneurship, and climate change adaptation and mitigation. AISES CEO, Sarah EchoHawk, serves as an Ambassador for the initiative.
50k Coalition – 50,000 Diverse Engineers by 2025: AISES, in partnership with the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE) and the Society of Women Engineers (SWE), the preeminent engineering professional societies focused on diversity and inclusion, and who collectively serve more than 75,000 pre-collegiate, collegiate and professional members, formed the 50K Coalition. The Coalition is working toward a singular goal: to increase the annual number of engineering bachelor’s degrees awarded to underrepresented minorities and women from 30,000 to 50,000 by 2025 – a 66 percent increase. The Coalition intends to achieve this goal by collecting and monitoring plans generated by Coalition partners to achieve this strategic goal and by measuring, monitoring and reporting on key indicators, including the number of women and underrepresented minorities qualified to enter the engineering pipeline and the number earning engineering degrees. The 50K Coalition was created in 2015 and will continue its work to 2025.

National Science Foundation (NSF) REESE Project: This project is an empirical research study using a resiliency-based framework to investigate the factors that contribute to American Indian and Alaska Native (AI-AN) success and achievement in STEM education and careers. The focus is on what makes people successful rather than what makes them fail. It was developed through a partnership between the American Indian Science and Engineering Society (AISES), the Office for Community Health (OCH) at the University of New Mexico (UNM), and Northwestern University. The aim of this research is to identify the role of culture, individual identity, epistemology and bi-cultural efficacy in this process. This information is particularly salient in the face of the continuing stagnation of AI-AN STEM graduation rates and the ongoing need for expansion and equity in the STEM pipeline that has been identified as a national priority. The project utilizes AISES historical American Indian STEM data collected over its almost 40 year existence and will be completed in 2016 at which time AISES will begin the process of creating a database to house the data and make it available to key stakeholders.
The Annual AISES National Conference is a one-of-a-kind, three-day event focusing on educational, professional and workforce development. Attendees include American Indian high school and college students, educators, professionals; tribal nations, tribal enterprises, universities, corporations, and government agencies. The AISES National conference has become the premier event for American Indian Science, Technology, Engineering and Math (STEM) students and professionals attracting over 1,800 attendees from across the country.

Highlights Include:

- Amazing Keynote Speakers – Speakers in 2014 and 2015: PGA Golfer, Notah Begay Ill (Navajo and San Felipe Pueblo), NASA Astronaut, John Herrington (Chickasaw), and Olympic Gold Medal Winner, Billy Mills (Lakota)
- The Largest American Indian Career & Education Expo with over 180 Exhibitors
- Sessions Designed for Students and Professionals Covering Topics and Providing Resources and Information Pertaining to Educational and Career Access and Development in STEM Fields
- Student Research Competitions for High School, College and Graduate Students
- STEM Activity Day with Interactive, Hands-On Sessions, Events and Activities for Middle School, High School and College Students
- Professional Opportunities Expo for AISES Professional Members
- Grand Awards Banquet on the Closing Night with over 1,500 Attendees
- Native American Pow Wow and American Indian Products Marketplace

The 2014 National Conference was held in Orlando, Florida, and the 2015 National Conference was held in Phoenix, Arizona. In 2016, the National Conference will take place in Minneapolis, Minnesota, where we anticipate 2,000 participants! The 2015 National Conference had a 51% increase in professional participation, a 15% increase in college students, a 93% percent increase in high school participation and a 30% increase in overall participation compared to 2014.

**2015 National Conference Registration Numbers:**
Professionals 278  
College Students 587  
High School Students & Chaperones 267  
Educators & Judges 76  
Exhibitors/Sponsors 562  
Speakers 41  
Other 4  
**Total 1,815**

**2014 National Conference Registration Numbers:**
Professionals 184  
College Students 509  
High School Students & Chaperones 138  
Educators & Judges 61  
Exhibitors/Sponsors 438  
Speakers 58  
Other 3  
**Total 1,391**
REGIONAL CONFERENCES

AISES’ Regional Conferences take place every spring and provide an opportunity for AISES College and Professional Chapters to gather and share information, form partnerships, and to network with each other and with selected presenters and partners. Each regional conference has a number of informative sessions and activities for both college and high school students. Among the activities provided are mini career fairs, poster presentations, and engineering competitions. Generally, each Regional Conference host develops a theme or focus area for the Regional Conference (environmental, bridging native cultures with science, etc.). Local and national professionals within a variety of fields provide workshops, seminars, and discussion groups about a wide variety of topics.

AISES’ student representatives and the host chapters for the following year are selected during the regional conferences. Chapters interested in hosting the regional conference indicate their interest in hosting and make a presentation regarding their resources, planning, and ability to host the conference. Each college chapter in “Good Standing” is allowed one vote; the majority of votes determines the location of the regional conference.

2015 Regional Conferences
- Region 1- University of Utah, Salt Lake City, UT (shared region 1 & 3)
- Region 2- Stanford University, Palo Alto, CA
- Region 3- University of Utah, Salt Lake City, UT
- Region 4- Northeastern State University, Talequah, OK
- Region 5- South Dakota School of Mines, Rapid City, SD
- Region 6- Cornell University, Ithaca, NY

2014 Regional Conferences
- Region 1- Montana Tech University, Butte, MT
- Region 2- University of Hawaii at Manoa, Honolulu, HI
- Region 3- Ft. Lewis College, Durango, CO
- Region 4- University of Oklahoma, Norman, OK
- Region 5- University of Minnesota-Twin Cities, Minneapolis, MN
- Region 7- North Carolina State University, Raleigh, NC
ANNUAL LEADERSHIP SUMMIT

2014 & 2015 Location: Santa Ana Pueblo in New Mexico
(2016 Location: IBM and the Mayo Clinic in Rochester, MN)

Number of Participants in Each Summit: 200

The major focus of the annual Leadership Summit is to improve the skills and aptitude levels of AISES members in leadership and career development in order to better prepare them to attain careers in STEM fields. The summit provides Native American college and graduate students as well as professional members with in-depth leadership and professional development workshops and networking opportunities. Multiple sessions engage participants in topics like Maintaining Your Cultural Identity in STEM, Change Management: Managing Personal Change, and Bridging Native Tradition within STEM. The Leadership Summit also offers networking opportunities for early to mid-career level professionals and Native American students in STEM and fosters the matching of professionals with students for mentoring. We know that building peer support networks and providing positive role models, mentors, and career development programs have profound positive effects on Native American college students and professionals in the workforce.

PRE-COLLEGE PROGRAMMING – AWARENESS & RETENTION

Number of K-12 Native American Students Directly Served in 2014 - 2015: 2,404
Number of High School Affiliate Chapters: 155

AISES engages in a multitude of programs and events to ensure students are given exposure to quality science, technology, engineering, and math (STEM) programming. These experiences and opportunities support students in discovering, pursuing, and sustaining their interest in STEM as they prepare for their college careers and beyond.

Specific Programming in 2014 – 2015:
Virtual Science Fair Competition • Energy Challenge Competition • Power-Up Workshops for Students, Parents and Educators • Science Bowl Competitions • Robotics Programming for Schools • Research and Poster Presentations and Competitions • College Fair

COLLEGE PROGRAMMING – ACCESS & SUCCESS

Number of College and Graduate Native American Students Directly Served in 2014 - 2015: 3,114
Number of College Chapters: 180

AISES administers many programs, services and events for college and graduate students that are designed to increase their access to college and support their success during their college and graduate STEM studies to prepare them for career opportunities in STEM fields.

Specific Programming in 2014 – 2015:
Scholarship Funding for STEM Majors • Internships in STEM Fields with Corporations and Government Agencies • Fellowships (NSF Lighting the Pathways Program) • Research and Poster Presentations Competitions • Professional Mentorship • College Chapters • Regional Conferences • College and Career Fair
PROFESSIONAL PROGRAMMING – LEADERSHIP & CHANGE

Number of Native American Professionals Directly Served in 2014 - 2015: 2,437
Number of Professional Chapters: 15

AISES is dedicated to supporting its professional members in STEM, supporting early, mid and executive professionals in STEM fields through professional development, career opportunities, networking and opportunities to mentor and support students in STEM.

Specific Programming in 2014 – 2015:
• Mentoring of Students • Scholarship Reviewing and Scoring • Research and Science Fair Judging • Serving as Speakers and Trainers at AISES Events • Corporate Advisory Council • Government Relations Council • Professional Chapter Council • Academic Advisory Council • Professional Development Programming • Career Fair • Professional of Year Awards

WINDS OF CHANGE MAGAZINE

AISES’ Winds of Change is the premier nationally distributed magazine published with a single-minded focus on career and educational advancement for American Indians/Alaska Natives/Native Hawaiians/First Nations, with an emphasis on STEM. Published five times a year by AISES, four print issues and one digital-only issue, Winds of Change print issues are now also available as digital editions. The digital editions offer readers the option of accessing each issue of the magazine online at any time throughout the year.

In 2016, Winds of Change is introducing a new monthly newsletter, Pathways. The Pathways newsletter will provide timely information for continued growth and success in STEM education and careers for Native Americans. Every issue includes in-depth coverage of a career development topic for members, from pre-college to mature professional. Pathways also provides current information from the AISES family on timely topics and upcoming events.

Highlights include:

• A special College Issue that features the Top 200 Colleges for Native Americans which has come to be viewed as a crucial resource for students, counselors, and college recruiters alike.

• The spring issue each year that includes The Top 50 Workplaces for Native STEM Professionals. This list provides Native students and young professionals who are planning their STEM careers a snapshot of the companies and agencies who make the list.
Advertising in Winds of Change!

With a print distribution of more than 6,000, and an email distribution that exceeds 12,500 to students, professionals, supporters, universities, and commercial and government businesses, Winds of Change remains unsurpassed in its commitment and ability to reach a broad spectrum of rural and urban American Indians/Alaska Natives/Native Hawaiians/First Nations. Readers anticipate arrival of the magazine for career and educational opportunities, for inspiration and motivation, and for information about and for Native people and their careers.

Winds of Change is also a valuable recruitment tool for corporations, government agencies, tribal and non-tribal businesses, and colleges and universities across the U.S. The editorial focus of this dynamically redesigned magazine honors tradition while exploring topics in STEM fields as well as health, education, business, and culture.

To submit a story or story idea to Winds of Change, please contact Winds of Change Editor, Karen English at kenglish@pohlyco.com / (617) 872-3395. To advertise, contact Candace McDonough at cmcdonough@pohlyco.com / (617) 969-2137. For advertising materials, contact Gina White at windsofchange@pohlyco.com / (781) 479-2346.

AISES STUDENT REPRESENTATIVES

2015-2016

Senior National Rep- Crystal Tulley-Cordova (Navajo)
Junior National Rep- Sheridan Evans (Cherokee)
Region 1- Jason Slats (Chevak Native Village)
Region 2- Raquel Kamalu (Native Hawaiian)
Region 3- Nikki Tulley (Navajo)

Region 4- Ashleigh McIntosh (Caddo)
Region 5- Hannah Balderas (Three Affiliated Tribes)
Region 6- Ben Oster (Mohawk)
Region 7- Joi Owle (Eastern Band of Cherokee)

2014 - 2015

Senior National Rep- Jeffrey Ross (First Nations)
Junior National Rep- Crystal Tulley-Cordova (Navajo)
Region 1- Jennifer Brazeau (Timiskaming)
Region 2- Isaiah Sato (Native Hawaiian)
Region 3- Crystal Tulley-Cordova (Navajo)
Region 4- Sheridan Evans (Cherokee)
Region 5- Domingo Tamayo (Rosebud Sioux)
Region 6- Michael Charles (Navajo)
Region 7- Jeremy Evans (Haliwa-Saponi)

2013 - 2014

Senior National Rep- Ciarra Greene (Nez Perce)
Junior National Rep- Jeffrey Ross (First Nations)
Region 1- Jennifer Brazeau (Timiskaming)
Region 2- Isaiah Sato (Native Hawaiian)
Region 3- Althea Walker (Gila River, Hopi, Nez Perce)
Region 4- Sheridan Evans (Cherokee)
Region 5- Pearl Walker (Standing Rock Sioux)
Region 6- Michael Charles (Navajo)
Region 7- Jeremy Evans (Haliwa-Saponi)
PROFESSIONAL OF THE YEAR AWARDS

In recognition of the significant contributions American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations and other indigenous peoples of North America, have made to the STEM disciplines, AISES conducts the Professional Awards Program. Each year, AISES produces a short video highlighting the accomplishments of each category winner. The videos are shown during the awards banquet at the AISES National Conference where each winner receives an engraved Nambé Silver Eagle award.

2015 Award Winners
Overall Professional of the Year Award
Pat Gwin (Cherokee) Cherokee Nation of Oklahoma

Executive Excellent Award
Melvin L.Yawakie (Pueblo of Zuni), Turtle Island Communications, Inc.

Technical Excellence Award
Sarah Lauff (Shawnee) SPAWAR Systems Center Pacific

Most Promising Engineer or Scientist Award
Franklin Dollar (Dry Creek Band of Pomo Indians) University of California Irvine

2014 Award Winners
Overall Professional of the Year Award
Dr. Andre Dominic Cropper (Kalinago Carib), Raytheon

Executive Excellent Award
Mike Laverdure (Turtle Mountain Band of Chippewa), DSGW Architects / First American Design Studio

Technical Excellence Award
Joseph W. Connolly (Onondaga - Six Nations Reserve of the Grand River), NASA Glenn Research Center

Most Promising Engineer or Scientist Award
Mitchell Martin (Cherokee), Raytheon Corporation

2013 – 2015 FELLOWS - LIGHTING THE PATHWAY TO FACULTY CAREERS FOR NATIVES IN STEM

Supported by the National Science Foundation (NSF), the “Pathways” program focus is to increase the representation of Native Americans in STEM faculty positions in higher education through the creation and support of an intergenerational community of undergraduate and graduate students, postdoctoral scholars, and junior and senior faculty members.

Cohort One
Angelita Bearquiver
Rene Begay
Rebecca Buckman
Katherine Crocker
Joshua Danny
Megan Dunn

Devin Etcitty
Bradley Ganoe
Jennifer Graham
Ariel Helms
Kelsea Hosoda

Carrie Joseph
Nicole Kenote
Sandra Kjono
Janie Locklear
Jacinda Mainord
Jack Martin

Alexander McGirt
Na’ta’ne Miles
Jocelyn Painter
Keith Parker
Anthony Parson
Mackenzie Pearson

Jesse Peltier
Darryl Reano
Biidaaban Reinhardt
Joshua Thomas
Ranalda Tsosie
Crystal Tulley-Cordova

Cohort Two
Chad Auginash
Shanadeen Begay
Johnny Buck
Katrina Claw

Jesse Gibson
Ciara Greene
Candice Guy
Megan Kiedrowski

Naomi Lee
Rebekah Lester
Kristen Lycett
Phillip Medina IV

Jordan Oshiro
Ualali Phillip
Canek Phillips
Dylan Suvlu

Nizhonne Talker
Scott Tan
Henrietta Tsosie
Delbert Willie

2015 ENGINEERING TRAVEL FELLOWS

Supported by: National Science Foundation (NSF) ASSIST Project

Karletta Chief
Grace Bulltail

Ronson Chee
Nizhoni Chow-Garcia

Joshua Gosney
Thomas Jung

Melanie Quiver
Drew Williams
ELY S. PARKER AWARD WINNERS

The Ely S. Parker Award is the highest honor bestowed by AISES, given in honor of the first recognized American Indian scientist/engineer. Parker made many civil engineering contributions and was a Chief of the Seneca and a Union Army General. The purpose of the award is to recognize those leaders who most clearly embody AISES’ mission and goals through their achievements and contributions to science, technology, engineering, and math.

1983  **A T (Andy) Anderson**, Chemical Engineering (Seneca) - Awarded Posthumously
1984  **Phil Stevens**, Engineering (Oglala Sioux)
1985  **Mary Ross**, Mathematics & Aerospace Engineering (Cherokee)
1986  **Al Qøyawayma**, Mechanical Engineering (Hopi)
1987  **Phil Lane Sr.**, Civil Engineering (Yankton Sioux)
1988  **Tom Dawson**, Electrical Engineering (Cherokee)
1988  **Don Ridley**, Aerospace Engineering (Shoshone)
1989  **Dr. Lois Steele**, Medicine (Assiniboine)
1990  **Dr. George Blue Spruce**, Dentist (Pueblo)
1992  **Fred Begay, Ph.D.**, Physics (Navajo)
1993  **Dr. Taylor MacKenzie**, Medicine (Navajo)
1994  **Dwight Gourneau**, Electrical Engineering & Physics (Chippewa)
1995  **Cliff Pooldry**, Ph.D., Biology (Seneca)
1996  **Fred Cooper**, Ph.D., Civil Engineering (Shoalwater Bay)
1997  **Jane Mt. Pleasant**, Ph.D., Agronomy & Soil Science (Tuscarora)
1998  **Dick French**, Forestry (Yakama) - Awarded Posthumously
1999  **Robert Megginson**, Ph.D., Mathematics (Lakota)
2000  **Jim May, Ph.D.**, Engineering/Business/ Library Science (Cherokee)
2001  **Carolyn Elgin**, Ed.D., Educator (Choctaw)
2002  **Dr. Judith Kaur**, Medicine (Choctaw/ Cherokee)
2003  **Carole Gardipe**, Geology, (Penobscot)
2004  **Jerry Elliott**, Physics, (Osage/Cherokee)
2005  **George Thomas**, Engineering, (Cherokee)
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2009  **Sandra Begay-Campbell** (Navajo)
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