Yesterday, Today & Tomorrow

2019 Annual Report

American Indian Science and Engineering Society
AISES would not be here if not for our members and constituents – STEM students and professionals who are changing the world. They broaden our perspectives and inspire us to do more every day.

We are immensely grateful to our staff, partners, advisory councils, Council of Elders, and Board of Directors, all of whom are essential to our continued growth and success. Because of their commitment and dedication to our mission, we will continue to grow our AISES family.

As we look to the future, we are preparing for the new decade when AISES will be celebrating our 50th anniversary and continuing to fulfill our visionary founders’ dreams of a limitless future for Indigenous people in STEM.

We thank all of those who have been a part of our journey thus far and look forward to welcoming new members into our AISES family as we move into the future.

**LETTER FROM AISES LEADERSHIP**

On behalf of the AISES Board of Directors, Council of Elders, staff, advisory councils, partners, members, and all those who are a part of the AISES family, we are happy to report that 2019 was another successful year. As leaders of the American Indian Science and Engineering Society (AISES), looking back at 2019, we have spent considerable time assessing our work to date while also planning for the future. In 2019, we continued to provide critically needed STEM programming and services to students and professionals, enabling them to enhance their knowledge and skills to problem solve, innovate, and build careers in academia, industry, government agencies, and tribal communities.

Here is a sampling of just some of what we accomplished together at AISES during 2019:

- Provided Indigenous STEM students over $1 million in academic and travel scholarships.
- Completed a five-year strategic plan with the board, staff, and input from partners and members.
- Hosted the 2019 National Conference, themed “Indigenizing the Future of STEM,” in Milwaukee. After three busy days of learning, networking, and career building, the more than 1,900 participants enjoyed a traditional closing banquet with awards, recognitions, and popular entertainer SupaMan.
- Recognized five impressive STEM leaders as winners of the AISES Professional Awards.
- Supported the 31st annual National American Indian Science and Engineering Fair (NAISEF) in Stillwater, Okla., as both an in-person and virtual event.
- Welcomed three “first ever” Tribal Chapters, whose participation will increase STEM educational and professional opportunities for their communities.
- Provided support for Indigenous farmers and ranchers through the Advancing Agricultural Science Opportunities for Native Americans project.
- Convened the second meeting focused on computer science; attracting a diverse group of stakeholders from across the nation who are committed to increasing access to computer science education for Native students.
- Welcomed an impressive group of Indigenous STEM professionals from the U.S. and Canada as new board members.
- Celebrated AISES CEO Sarah EchoHawk’s recognition as a Comcast Newsmaker, where she was featured for her leadership and influence in Native STEM education.
- Honored Dr. Roger Dube (Mohawk Turtle Clan) as the 2019 winner of the Ely S. Parker Award for his 43 years of leadership, research, teaching, and contributions to STEM.
- Distributed scheduled issues of Winds of Change magazine, with timely articles, news of AISES members and chapters, and opportunities for readers – from pre-college through mature professionals – to gain knowledge and experience in their chosen fields.

This is just a small snapshot of some of what we accomplished in 2019. In reading this report, you will discover so much more about the increasing breadth and scale of our work. Together we have grown and expanded our reach bringing more STEM education, career resources, and support to Indigenous people.

**AISES MISSION**

Founded in 1977, the American Indian Science and Engineering Society (AISES) is focused on substantially increasing the representation of North America’s Indigenous people - American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations, Metis, Inuit – in STEM (science, technology, engineering, and math) studies and careers. This vibrant nonprofit currently supports individual student and professional members across the U.S. and Canada in critically needed STEM disciplines. Through chartered college and university chapters, professional chapters, tribal chapters, and affiliated K-12 schools, members benefit from diverse STEM-focused programming that supports careers and promotes student success and workforce development in multiple areas. To learn more visit aises.org.
OUR 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 seeking new approaches and forward thinking solutions.

Relationships - We actively build and continually steward transparent, honest, and ethical relationships with our partners, members and all others who are part of our extended 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 collective power of Native people by encouraging initiative, leadership, and decision-making.

Culture - We honor our ancestors by carrying forward our cultural traditions and values in all that we do.

OUR 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 Community through a Full Circle of Support Services

OUR PRIORITIES

Build Awareness and Retention for Native K-12 Students, Partners, and Educators
Start the pathway by providing Native K-12 students, parents, and educators exposure to quality curriculum programs, and opportunities to interest and engage these audiences in STEM.

Increase Access to and Success in STEM Higher Education
Continue the pathway through higher education by providing financial and academic support and opportunities to Native college students to increase the number of successful Native STEM majors.

Provide Leadership and Promote Change to Improve Professional Opportunities in STEM
Support the pathway to keep Natives in STEM careers through support of professional Native STEM network and career development resources.

Identify and Leverage Strategic Partnerships and Conduct Research in STEM
Illuminate the path by identifying the challenges and successes in Native STEM Workforce Development through research, data collection, and partnerships with other key STEM stakeholders.
**WHY STEM MATTERS**

**Why STEM Matters**
- STEM is the future of the workforce. Distance working and distance learning are increasing considerably over the next decade. (Bureau of Labor Statistics, 2017)
- The national median wage for STEM occupations is $86,980, whereas non-STEM occupations sit at below half - $38,860. (Bureau of Labor Statistics, 2019)
- Employment in STEM occupations from 2016-2028 is projected to rise by over 8% (3.7 million to 10.6 million) compared to a 5% rise in non-STEM occupations. (Bureau of Labor Statistics, 2019)
- The long-term strength of our workforce requires that the full range of STEM and non-STEM career pathways be available to all Americans. (National Science Board, Revisiting the STEM Workforce, 2015)
- STEM, Healthcare Professions, Healthcare Support, and Community Services will be the fastest growing occupations, but also will require high levels of post-secondary education. (Center on Education and the Workforce, 2013)
- 4 million U.S. computing-related job openings are expected by 2028. (NCWIT)

**STEM Provides Equity and Opportunity**
- Bachelor’s degrees are more likely to interrupt intergenerational cycles of poverty and close race-based, income-based equity gaps than any other pathway, making them especially important as an option for low-income students and students of color. (Washington STEM White Paper, 2019)
- In 2016 and 2017, median earnings for early career bachelor’s degree recipients ranged from $32,100 a year for early childhood education majors to $62,000 for computer science majors. For those mid-career, median earnings ranged from $41,000 to $95,000. (College Board Report, 2019)
- The earnings path of individuals with advanced degrees. Between 2013 and 2017, the gap in median earnings between those with professional degrees and those with bachelor’s degrees was 30% for 25- to 29-year-olds and 88% for 60- to 64-year-olds. (College Board Report, 2019)

**STEM Improves Opportunities for Women and Girls**
- Women’s participation in the job market in the U.S. has doubled from 50 years ago. (OECD. The Future of Families to 2030, 2011)
- In 1977, female students accounted for 49% of all college students. By 2017, this percentage had grown to 57%. (NCES, Digest of Education Statistics, 2018)
- Overall, women account for a minority of the world’s researchers. (UNESCO Institute for Statistics, 2019)
- AI/AN women have earned about 1,800 science and engineering bachelor’s degrees each year from 2005-2014. In 2017, there were 165.92 million women in the U.S. compared to 159.41 million men. By 2024, it is projected that there will be 173.9 million women and 167.08 million men in the U.S. (Statista, 2017)
- As the demand for workers grows, women who are entering the workplace are slowly changing the wage gap with male counterparts. (OECD. The Future of Families to 2030, 2011)
- 50% of 2019 Intel Science and Engineering (ISEF) finalists were girls. (NCWIT)

**The Business Case for Diversity**
- While STEM industries are booming, there is still a significant lack of diversity in these fields. (Women Love Tech)
- Improving ethnic and gender diversity in the U.S. technology workforce represents a massive economic opportunity, one that could generate $470 to $570 billion in new value for the tech industry, and could add 1.2-1.6% to national GDP. (Intel, Decoding Diversity, 2016)
- U.S. companies need to make a dedicated effort to achieve diversity of leadership that reflects the demographic composition of the country’s labor force and population. (McKinsey & Company, Diversity Matters, 2015)
- A study of 1,500 employee found that nearly half said their companies could improve diversity, gender, race and ethnicity. (Built In)
- Our nation’s human capital substantially grows as more women, racial and ethnic minorities, and gay and transgender individuals enter the workforce. (Center for American Progress)

**Most Native American students are not educationally prepared to undertake a STEM degree in college**
- Fewer than half of students taking the SAT meet the benchmarks, with results for several races and ethnicities falling even shorter. (College Board, Delivering Opportunities SAT Suite of Assessments Results 2016-17)
- Only 8% of ACT-Tested American Indian and Alaska Native (AI/AN) high school graduates meet college readiness and STEM benchmarks. (ACT.org)
- Few than half of American Indian high school students have a full range of math and science courses available at their schools. (Department of Education)
- According to AP Program Participation and Performance data, AI/AN students consistently scored lower than the national mean in biology, calculus, chemistry, computer science, physics and statistic subjects (College Board, AP Program 2019)
- Only 3 out of 10 AI/AN students took any such Advanced Placement science course in U.S. Public Schools. (College Board, Report to the Nation, 2014)
AISES BY THE NUMBERS

Today
- 5,900+ Individual Members
- 19 Professional Chapters
- 195 College/University Chapters
- 3 Tribal Chapters
- 222 K-12 Affiliated Schools enrolling more than 55,000 Native Students
- $12+ Million in Academic Scholarships

5,900+ Individual Members

19 Professional Chapters

3 Tribal Chapters

195 Chartered College and University Chapters Throughout the United States and Canada

222 Affiliated Schools that Enroll More than 55,000 K-12 Native American Students

$12M+ Academic Scholarships

---

2019
- Membership: 4,800+
- Annual Revenue: $7,694,515
- How we spent our funding 2019:
  - Administration and Development = 13%
  - Programs = 87%

2018
- Membership: 4,707
- Annual Revenue: $7,107,185
- How we spent our funding 2018:
  - Administration and Development = 13%
  - Programs = 87%

2017
- Membership: 4,460
- Annual Revenue: $6,162,987
- How we spent our funding 2017:
  - Administration and Development = 18%
  - Programs = 82%

2016
- Membership: 3,984
- Annual Revenue: $5,435,512
- How we spent our funding 2016:
  - Administration and Development = 15%
  - Programs = 85%

2015
- Membership: 3,727
- Annual Revenue: $3,131,024
- How we spent our funding 2015:
  - Administration and Development = 24%
  - Programs = 76%

---

WHERE WE WORK

**Legend**
- Pre-College
- College
- Professional
- Tribal
- Community-based Program

---

1 Audited financial statements and IRS 990 forms are available at www.aises.org
2 Revenue and Program funding reported in 2019 audited financial statements.
3 Revenue and Program funding reported in 2018 audited financial statements.
4 Revenue and Program funding reported in 2017 audited financial statements.
5 Revenue and Program funding reported in 2016 audited financial statements.
6 Revenue and Program funding reported in 2015 audited financial statements.
Overview
AISES currently has seven Advisory Councils: the Corporate Advisory Council (CAC), Government Relations Council (GRC), Academic Advisory Council (AAC), Professional Chapter Council (PCC), Canadian Indigenous Advisory Council (CIAC), Tribal Nations Advisory Council (TNAC), and the Council of Elders. Each of these Councils play an important role in advising AISES in its work for their respective sectors; with the Council of Elders advising the board and the organization on traditional and cultural matters.

Academic Advisory Council
The Academic Advisory Council (AAC) provides guidance to AISES regarding academic matters such as grant proposal writing, educational and research project design, faculty careers, college admissions and financial aid, postgraduate study and fellowship opportunities, research opportunities, and other higher education opportunities. Chair: Dr. Mary Jo Ondrechen (Mohawk) Northeastern University.

Canadian Indigenous Advisory Council
The Canadian Indigenous Advisory Council (CIAC) consists of representatives from the Canadian Indigenous STEM community. The primary role of the CIAC is to advise AISES on issues of relevance and importance to its Canadian Indigenous (Status and Non-Status First Nation, Métis and Inuit) members. In addition, the CIAC works to assist AISES in creating opportunities to Canadian Indigenous members, and to support the AISES mission in increasing the representation of Canadian Indigenous people in STEM fields. Co-Chairs: Melanie Howard (Mohawk, Kanehsatake), Queen’s University and Dennis Michælson, Ph.D. (Métis-Cree, Métis Nation of Ontario), Western University.

Corporate Advisory Council
The Corporate Advisory Council (CAC) is comprised of corporate representatives who support AISES Leadership and Board of Directors by providing industry advice and counsel to the AISES’ Chief Executive Officer and the Board of Directors. Co-Chairs: Laurence Brown (Navajo), Sandia National Labs, and Christopher J. Payne (Cherokee), The Boeing Company.

ADVISORY COUNCILS

Council of Elders
The Council of Elders share their wisdom and guidance with AISES students and the organization. The Council of Elders represent an integral aspect of the AISES philosophy of passing on knowledge to the next generation. Information can be found in the annual report front cover of the committed and passionate Council of Elders who have a vital role of sharing their knowledge with the entire AISES family.

Government Relations Council
The Government Relations Council (GRC) is comprised of U.S. Government Employees. The GRC establishes and supports working relationships between federal government agencies and AISES, and identifies government resources, develops strategies, and promotes government careers in support of the AISES mission. Chairs: James Daugomah (Kiowa), National Oceanic and Atmospheric Administration, Nolan Herbert (Navajo), USDA Natural Resources Conservation Service, Marcellus Proctor (Piscataway-Conoy), National Aeronautics and Space Administration.

Professional Chapter Council
The Professional Chapter (PCC) consists of representatives who provide guidance and representation for professional chapters, to advise AISES on issues of importance to professional chapters and their members, to increase opportunities for AISES professionals, and support the AISES mission. Chair: Dr. Joe Connolly (Haudenosaunee of the Onondaga Nation), National Aeronautics and Space Administration.

Tribal Nations Advisory Council
The Tribal Nations Advisory Council (TNAC) consists of representatives from Tribal Nations in the U.S. and Canada. The TNAC advises AISES on issues of relevance and importance to Tribal Nations. Additionally, the TNAC works to assist AISES in creating opportunities for Tribal Nation’s citizens, and to support the AISES mission. Chair: John Lewis (Gila River Indian Community), Avante Energy.
K-12 PROGRAMMING

AISES Computing and Engineering Summer (ACES) Camp in Partnership with Intel

AISES will host a summer camp focused on computer science and college and career readiness in CS. The summer camp is for high school students going into their junior and senior years and will highlight careers with Intel and the educational goals necessary to become a CS professional and work for technology companies like Intel. AISES will host the camp on the Arizona State University campus, highlighting opportunities at ASU and the exciting research and technology found at institutions like ASU. The focus of the summer camp will focus on a week-long, introductory coding curriculum using Sphero robots and block coding to get students interested in coding while providing a foundation to learn more. The summer camp will also feature a field trip to the Intel campus in Chandler, AZ. Additionally, students will have the opportunity to network with ASU AISES students and ASU faculty, and college mentors will help guide the camp, giving students plenty of opportunities to ask questions and learn about preparing for and succeeding as a CS major in college.

Energy Challenge Competition

The AISES Energy Challenge is an energy-specific science and engineering fair designed to engage and inspire high school and middle school students to participate in science, technology, engineering, and math (STEM) education through a creative, hands-on, problem-solving, and engineering process in an environment similar to a science fair. Middle and high school students may compete as individuals, or as teams consisting of up to four students. The students/teams ensure a rigorous scoring system and compete against a multitude of other teams. All students/teams must have an adult sponsor. The sponsor can be either a parent, teacher, or mentor. The top two teams are awarded a trip to Washington, D.C. to receive their awards, present their projects at the U.S. Department of Interior, and participate in educational activities during their stay in our nation's capital.

hackAISES

hackAISES is a crash course in coding basics, team building, APIs, and other relevant information designed to introduce students to concepts in computer science. Mentors are available to help students troubleshoot issues and answer questions. At the end of the hackathon, a wrap-up session gives each team a chance to present and demonstrate their accomplishments. hackAISES is a popular event at the annual AISES National Conference.

Intel Next Generation of Native Coders Initiative

Intel’s Next Generation of Native American Coders Initiative developed the Applied CS Principles and Career Readiness course in 2018, implementing the course at two schools on the Navajo Nation during the 2018-2019 academic year. The course is a Computer Science Career and Technical Education curriculum that engages students and prepares them for computer science degrees and careers through hands on independent projects, technical education integrating Native culture, interactive CS skill-building activities, professional and peer mentorship, and college, career, and leadership development. This AISES-developed course will be implemented at four new high schools with a majority Native population during the 2020-2021 academic year. Students will develop a practical, project-based understanding of computer science and its applications, a more in-depth awareness of the educational and career opportunities in computer science and related fields, and cultivate critical skills necessary to be successful in CS higher education and workforce.

National American Indian Science and Engineering Fair

The National American Indian Science and Engineering Fair (NAISEF) is a Society for Science and the Public (SSP) affiliated science fair and as such is part of the larger SSP fair network. The NAISEF differs from other SSP-affiliated fairs in that it is an in-person and virtual science fair which allows access for students who might not otherwise be able to participate. Unlike live fairs, virtual fairs do not require travel as the fair and judging are conducted online and via phone or videoconference. Participants submit their projects as videos and slideshows online. Students from grades 5-12 can participate in the NAISEF. There are two categories for entrants, Senior Division (grades 9-12) and Junior Division (grades 5-8). AISES awards cash prizes to the winners of each division and winners are provided support to travel to and compete in the Regeneron International Science and Engineering Fair that is the world’s largest international pre-college science competition held in a major U.S. city.

National Conference STEM Day

Supported by the Boeing Company, this fun, interactive day of activities includes hands on STEM activities for pre-college students and educators. STEM Activity Day features a Marketplace where pre-college students can visit a variety of booths to learn more about AISES pre-college opportunities and gain valuable professional development skills such as resume building, college application tips, AISES opportunities, and more.

Paths to Opportunities Newsletter – Student Edition

Paths to Opportunities is distributed monthly to more than 14,000 AISES members, subscribers, and supporters. This must-read digital newsletter is for pre-college, college, and graduate students. It contains news of student opportunities along with editorial content targeted to the unique student demographic of Indigenous North Americans in STEM disciplines. Each issue has news from the AISES family on timely topics and upcoming events. The student edition includes news of scholarships, fellowships, and internships as well as articles that will help them succeed academically and stay on a path leading to a satisfying career in a STEM-related field.

Research and Poster Presentations and Competitions

Middle and high school, undergraduate, and graduate students and professionals showcase their STEM research through oral and poster presentation sessions during the AISES National Conference. AISES research poster presentations and competitions are the highlight and representation of months of hard work where individuals present their findings to an audience of STEM students and professionals. These presentations give students and professionals the opportunity to share their research and receive valuable feedback on their work. Awards are given for exceptional research presentations.
SPRK-ing Interest in Computer Science

This AISES program combines robotics and computer programming to increase awareness and interest in STEM and Computer Science (STEM+C) among Native American students. The program engages students in hands on STEM+C activities powered by Sphero technology, created by AISES and tailored to Native students. AISES has partnered with the toy company Sphero to bring their educational spherical robot to Native American serving K-12 schools across the country. Sphero is easily integrated into STEM curricula, allowing even the youngest students to learn programming, engage in hands on STEM+C activities, bridge technology and the arts, and enjoy creative discovery with their classmates. The goal of this STEM+C program is to inspire young Native minds to pursue and excel in their STEM and CS education. Additionally, AISES hopes to build the capacity of educators and schools to provide cutting-edge technological STEM+C experiences for its students by providing teacher trainings, lesson plans, and all the equipment necessary to incorporate Sphero technology in the classroom.

STEM College and Career Readiness Programs

AISES is developing a College and Career Readiness (CCR) Guidebook specifically addressing STEM education and careers and the unique needs, values, and workforces of Native students and tribal communities. The CCR guidebook and programming aims to better prepare Native students to attend college and major in STEM, thereby helping address the significant underrepresentation of Native people in STEM studies and careers. The CCR resources will provide students and educators with STEM college and career assessments, an overview of STEM careers, STEM careers pertinent to tribal communities, a college assessment tool, college application guide, scholarships for Native students, resume and interview training, and basic financial literacy. AISES will also develop tools for implementing the CCR Guidebook both in and out of the classroom. AISES’ STEM CCR programs are funded by the Northwest Area Foundation, Meyer Memorial Trust with development specifically focused on Oregon tribal communities, and 3M.

COLLEGE PROGRAMMING

Advancing Agricultural Science Opportunities for Native Americans (AASONA)

With funding from the Native American Agriculture Fast Track Fund (NAAFFF), AISES developed the AASONA program to support agricultural science scholarships and education for Native Americans in farming and ranching professions. Through this project, AISES will provide comprehensive support to current and potential Native American farmers and ranchers. Thirty college students will participate in a cohort and receive scholarships and research awards as well as travel support to attend AISES national events. The cohort also includes ten professionals in agricultural fields to mentor cohort college students.

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 Chicanos/Hispanics and Native Americans in Science (SACNAS), Society of Hispanic Professional Engineers (SHPE), and the Society of Women Engineers (SWE), AISES is working to support Native Americans who are early-career faculty, graduate students, and postdoctoral professionals in any field of engineering. The overall focus of the project is to target and support those who are traditionally underrepresented in engineering fields.

College and Career Fair

An important part of every National Conference, the College and Career Fair is the largest event of its kind in Indian Country. A wide variety of organizations, agencies, nonprofits, and colleges and universities participate to share information about the many opportunities available for students and professionals.

College/University Tours

AISES National Conference participants can take part in events like college/university tours and industry tours. Students receive presentations on admissions, financial aid, and curriculum as well as campus tours with current students who talk about student life, classroom resources, and technology. The behind the scenes look at leading colleges/universities generates wonder and inspiration to students who are transitioning from high school in preparation for college.

Intel Growing the Legacy Scholarship Program

In 2015, AISES received a $1.32 million four-year commitment from the Intel Corporation to support undergraduate and graduate scholarships for Native Americans in computer science fields. The scholarship program supports Native American students annually by providing them with financial support, Intel mentors, paid internships, and Intel jobs upon successful graduation.

SPRK-ing Interest in Computer Science

This AISES program combines robotics and computer programming to increase awareness and interest in STEM and Computer Science (STEM+C) among Native American students. The program engages students in hands on STEM+C activities powered by Sphero technology, created by AISES and tailored to Native students. AISES has partnered with the toy company Sphero to bring their educational spherical robot to Native American serving K-12 schools across the country. Sphero is easily integrated into STEM curricula, allowing even the youngest students to learn programming, engage in hands on STEM+C activities, bridge technology and the arts, and enjoy creative discovery with their classmates. The goal of this STEM+C program is to inspire young Native minds to pursue and excel in their STEM and CS education. Additionally, AISES hopes to build the capacity of educators and schools to provide cutting-edge technological STEM+C experiences for its students by providing teacher trainings, lesson plans, and all the equipment necessary to incorporate Sphero technology in the classroom.

STEM College and Career Readiness Programs

AISES is developing a College and Career Readiness (CCR) Guidebook specifically addressing STEM education and careers and the unique needs, values, and workforces of Native students and tribal communities. The CCR guidebook and programming aims to better prepare Native students to attend college and major in STEM, thereby helping address the significant underrepresentation of Native people in STEM studies and careers. The CCR resources will provide students and educators with STEM college and career assessments, an overview of STEM careers, STEM careers pertinent to tribal communities, a college assessment tool, college application guide, scholarships for Native students, resume and interview training, and basic financial literacy. AISES will also develop tools for implementing the CCR Guidebook both in and out of the classroom. AISES’ STEM CCR programs are funded by the Northwest Area Foundation, Meyer Memorial Trust with development specifically focused on Oregon tribal communities, and 3M.

COLLEGE PROGRAMMING

Advancing Agricultural Science Opportunities for Native Americans (AASONA)

With funding from the Native American Agriculture Fast Track Fund (NAAFFF), AISES developed the AASONA program to support agricultural science scholarships and education for Native Americans in farming and ranching professions. Through this project, AISES will provide comprehensive support to current and potential Native American farmers and ranchers. Thirty college students will participate in a cohort and receive scholarships and research awards as well as travel support to attend AISES national events. The cohort also includes ten professionals in agricultural fields to mentor cohort college students.

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 Chicanos/Hispanics and Native Americans in Science (SACNAS), Society of Hispanic Professional Engineers (SHPE), and the Society of Women Engineers (SWE), AISES is working to support Native Americans who are early-career faculty, graduate students, and postdoctoral professionals in any field of engineering. The overall focus of the project is to target and support those who are traditionally underrepresented in engineering fields.

College and Career Fair

An important part of every National Conference, the College and Career Fair is the largest event of its kind in Indian Country. A wide variety of organizations, agencies, nonprofits, and colleges and universities participate to share information about the many opportunities available for students and professionals.

College/University Tours

AISES National Conference participants can take part in events like college/university tours and industry tours. Students receive presentations on admissions, financial aid, and curriculum as well as campus tours with current students who talk about student life, classroom resources, and technology. The behind the scenes look at leading colleges/universities generates wonder and inspiration to students who are transitioning from high school in preparation for college.

Intel Growing the Legacy Scholarship Program

In 2015, AISES received a $1.32 million four-year commitment from the Intel Corporation to support undergraduate and graduate scholarships for Native Americans in computer science fields. The scholarship program supports Native American students annually by providing them with financial support, Intel mentors, paid internships, and Intel jobs upon successful graduation.
PROFESSIONAL PROGRAMMING

AISES is dedicated to supporting its professional members in STEM. We support early, mid, and executive professionals in STEM fields through professional development, career opportunities, networking, research support, and opportunities to mentor and support Native students in STEM. AISES support does not end once a student graduates from college and enters a STEM career but rather provides ongoing career and professional development programming to help Native STEM professionals grow and succeed in their chosen career fields. Additionally, AISES offers a multitude of opportunities for professionals to “give back” through mentoring and supporting Native STEM students. Programming for professionals includes mentoring of students, scholarship review, research and science fair judging, serving as speakers and trainers at AISES events, advisory council service, professional development programming, career fair, professional awards, or engage in a growing professional chapter network across the U.S. and Canada.

Career Hub

The AISES Career Hub is the premier way to connect with organizations hiring Native STEM professionals. Visitors can search opportunities in academia, government, nonprofit, and other STEM industries. Employers can post their job openings to attract qualified Native STEM professionals through multiple channels and access to a resume database to find the right candidate for the job.

Paths to Opportunities Newsletter – Professional Edition

The Paths to Opportunities newsletter is for active STEM professionals and educators. It includes news of career development, internships, and employment opportunities with outstanding organizations, agencies, universities, and corporations in multiple STEM fields, as well as articles and tips on building a flourishing career.

Professional Chapters/Mentorship

The focus of the AISES Professional program is “leadership and change.” AISES is dedicated to supporting its professional members in STEM by providing a network of professional chapters, and an annual professional awards program to celebrate excellence in the field.

Internships

The AISES Summer Internship program provides students with a 10-week applied summer work experience at a business or government agency and an opportunity to explore career options and to develop professional-level skills. Interns gain resume-building skills and develop professional networks. In some cases, students create their own professional internship program within their discipline of study and within the parameters of the host agency.

Native Financial Cents

With funding from the Wells Fargo Foundation, AISES created the “Native Financial Cents: Supporting Financial Capability for Native Americans” program, culturally contextualizing the Wells Fargo Hands on Banking curriculum to build the financial capability of Native youth. AISES developed the Native Financial Cents curriculum for elementary and middle school students and young adults (high school and above) and corresponding training. The curriculum will be deployed by a cohort of AISES college students and professionals—ambassadors—who provide train-the-trainer trainings or direct trainings in their communities and at the colleges/universities they represent.

Scholarships

AISES helps students move forward in their educational journeys by providing a broad range of scholarship opportunities. Scholarships help students acquire skills and training that will help them meet the unique STEM needs of our communities. Our scholarship process is enhanced by our partnership with Indigenous Education Inc. (Cobell Scholarship Fund). This partnership provides a one-stop shop for students to complete information that aligns their goals with scholarships from other potential organizations that streamlines scholarship access.
OTHER INITIATIVES

Capacity Building for AISES
In 2018, AISES received a two-year $250,000 grant from the Wells Fargo Foundation to help ensure AISES has the capacity to continue to grow and support long-term sustainability. AISES is using the funding to: 1) address immediate staffing needs, 2) develop a five-year Strategic Plan/Business Plan, 3) create a succession plan, and 4) provide critical business training to support its chief executive officer, management team, staff, and the board of directors.

Planned Giving Services
In 2018, AISES embarked on a board approved direct mail campaign to increase its operating budget now at over $7 million annually. In its 40+ year history, AISES has relied on individual donations from the public and it has developed an individual giving program, in addition to implementation in 2021 of major donor and planned giving programs. AISES currently sustains itself through individual giving, grants (corporate, foundation, and federal), and its oldest program – the Sequoyah Fellows Lifetime Members Program.

To learn more about the range of initiatives administered by AISES, visit aises.org.

PLANNED GIVING
Our Promise to MAKE a difference
Our Promise to MAKE a difference

“...we want to make a difference for generations to come.”
— Dr. Grace Bulltail
(Crow and Three Affiliated Tribes)
SCHOLARS

AISES INTERNS

BMM Testlabs Interns
Jonah Sandvodov (Oglala Owayinge)
Sam Eaton (Navajo Nation)

Oracle Corporation Interns
Casey Key (Oglala Sioux Tribe)
Lee Johnson, Jr. (Navajo Nation)

BPA Interns
Savannah Hensley (Confederated Tribes of the Umatilla Reservation)

Forest Products Lab Interns
Dillon George (Confederated Tribes of the Umatilla Reservation)

Aristocrat/VGT Intern

Koelahi Sabate (Native Hawaiian)
Lauren Hogner (Cherokee Nation)
Layla Wilbur Westendorf (Swinomish Indian Tribal Community)
McKeanie Cummings (State Recognized Tribe)
Miliba Winter (Prairie Band Potawatomi Nation)
Miranda Felix (Cherokee Nation)
Owen Gustafson (Mandan, Hidatsa and Arikara Nation)
Roy Stovall (Seneca Cayuga Tribe)
Samathan Hillborn (Laguna Pueblo)
Spring BrayBoy (State Recognized Tribe)
Tyrone Montgomery (Chickasaw Nation)
Ty Veterit (Sioux Nation Watphentay Oyate)
Xavier Haxley (Fort Belknap Indian Community)

ARISTOCRAT/VGT SCHOLARS

Alexis Roel (Navajo Nation)
Anna Crosby-Trumbly (Chippewa Nation)
Austrie Bently (Navajo Nation)
Beau Forest (Kanu Indian Community)
Ccarlos Charles (Navajo Nation)
Jonathan Sandvodov (Oglala Owayinge)
Jonathan Knowles (Chickasaw Nation)
Kalen Sixkiller (Cherokee Nation)
Keleyssa Castillo-Murillo (Native Hawaiian)
Kordell Schrock (Sac and Fox Nation)
Olivia Watson-Bonthu (Chippewa Nation)
Rael McAnis (Chickasaw Nation)
Rachel Wilson (Chickasaw Nation)
Randa Show (Chickasaw Nation)
Seridan Rolovic (Chippewa Nation)
Trinity Smith (Cherokee Nation)
Trinity Manuelito (Navajo Nation)
Tsaad Smith (Descendants of Native Hawaiians)

A.T. ANDERSON MEMORIAL FUND SCHOLARS

Asiyah Pitts (Native Hawaiian)
Austin Dunagan (Choctaw Nation)
Chloe Fowler (Navajo Nation)
Christian Miller (Navajo Nation)
Christina Di Bernardi (Catalani Potawatomi Nation)
Danielle Nosovad (Manitoba Metis Federation)
Donavon Bow (Navajo Nation)
Funch Bonasa (Navajo Nation)
Donna Lee Kast (Native Hawaiian)
Donovan David (Navajo Nation)
Elyana Luckiew (State Recognized Tribe)
Erika Pox (Cherokee Nation)
Ethan Darwin (Navajo Nation)
Fontana Stewart (Cree Nation)
Gavin Parisiens (Turtle Mountain Band of Chippewa)
Halley James (Fort Belknap Indian Community)
Joe De Kase Jeremis (Native Hawaiian)
Jeremy Harley (State Recognized Tribe)
Jordan Jimmis (Navajo Nation)
Jillian Taylor (Cherokee Nation)
Joel Grant (Navajo Nation)
Leah Shamboll (Cherokee Nation)
Marshard Vasquez (Confederated Tribe of the Colville Indian Reservation)
McKeanie Cummings (State Recognized Tribe)
Nadria Mitchell (Navajo Nation)
Natalie Miller (Native Hawaiians)
Nathan Bulk King (Rosbud Sioux Tribe)
Olivia Watson-Bonthu (Chippewa Nation)
Owen Gustafson (Mandan, Hidatsa and Arikara Nation)
Paije Smith (Navajo Nation)
Paige Sheets (Navajo Nation)
Royal Roon Eagle (Oglala Sioux Tribe)
Sally Thurman (Muscogee (Creek) Nation)
Sebastian Diaz (Pascua Yaya Tribe)
Seth Ehke (Cherokee Nation)
Sierra Kaufman (Shinnecock Indian Nation)

Toynee Brandon (Turtle Mountain Band of Chippewa Indians)
William Driemeier (Chickasaw Nation)
Xavier Haxley (Fort Belknap Indian Community)
Zahntini Hernandez (Navajo Nation)
Kai John (Confederated Tribes of the Umatilla Indian Reservation)
Jeffrey Omisorvar (Otaa Pueblo)
Jessica Lambert (Choctaw Nation)
Taylor DiGiacinto (Cherokee Nation)
Rachel Wilson (Chippewa Nation)
Destiny Pete (Shoshone-Palmet Tribes of the Duck Valley Reservation)
Esme Rolly (Sault Sr. Mata Tribe of Chippewa Indians)
Jolie Beentjes (Sault Sr. Mata Tribe of Chippewa Indians)
Erika McPhetridge (Navajo Nation)

BURLINGTON NORTHERN SANTA FE SCHOLARS (BNSF)

Alexis Newby (Tanoa Tribe)
Clifford Courvisier (Navajo Nation)
Elizabeth Guerinio (Choctaw Nation)
Emily Bayers (Navajo Nation)
Jacob Willis (Choctaw Nation)
Kara Durick (Cherokee Nation)
Keley Chipley (Navajo Nation)
Mickey McDruplu (Chickasaw Nation)
Mayson Sorensen (Red Cliff Band of Lake Superior Chippewa Indians)
Nathan Stewart (Cree Nation)
Olivia Panarella (Native Hawaiian)
Rosie Dyer (Choctaw Nation)
CHEVRON CORPORATION SCHOLARS
Asher Andre (Cherokee Nation)
Carlinn Charles (Navajo Nation)
Carter Johnson (Alaska Native)
Casey Key (Oglala Sioux Tribe)
David Glover (Muskogee Creek Nation)
Daniel Holland (Muskogee Creek Nation)
Evan Tuppence (Upper Meshoppen Tribe)
Haile Camblin (Native Hawaiian)
Jeffrey Osmduru (Navajo Tribe)
John David Lancaster (Muscogee Creek Nation)
Jonah Sandoval (Cherokee Nation)
Jonathan Knowles (Chickasaw Nation)
Kalen Skideller (Cherokee Nation)
Kordell Schrock (Sac and Fox Nation)
Lee Johnson Jr. (Navajo Nation)
Leticia Cervantes (Navajo Tribe)
Matthew Johnson (Little River Band of Ottawa Indians)
Olivia Watson Bontell (Cherokee Nation)
Owen Butler (Muscogee Creek Nation)
Ravi Smith (Makah Indian Tribe)
Ronsha Shurley (Navajo Nation)
Sean Eaton (Navajo Nation)
Serjalan Rollins (Oglala Sioux Tribe)
Shay Allcoves (Navajo Nation)
Trinity Manuelito (Navajo Nation)
Wei Allen (Navajo Nation)
William Drizmeyer (Chickasaw Nation)

EXXONMOBIL SCHOLAR
Tyler Rius (Oglala Sioux Tribe)

INTEL GROWING THE LEGACY UNDERGRADUATE SCHOLARS
Adarius Begay (Colorado River Indian Tribes and Navajo Nation)
Alden Davison (Citizen Potowatomi Nation)
Alesis Roat (Navajo Nation)
Beau Forest (Karuk Tribe)

INTEL GROWING THE LEGACY GRADUATE SCHOLARS
Benjamin Parker (Squaw Creek Indian Tribe)
Brandon Werner (Native Hawaiian)
Dionne Williams (Cree Nation of Aklavik)
George Lemos (Oglala Sioux Tribe)
Kari Nee (Navajo Nation)
Keaysssa Castillo-Martin (Native Hawaiian)
Michael Charles (Navajo Nation)
Paulina Davison (Citizen Potowatomi Nation)

INTEL NATIVE NEXT GENERATION SCHOLARS
Rylan Tinquinnmige (Navajo Nation)
Siena Smith (Navajo Nation)
Trent Begay (Navajo Nation)

NEXTERA SCHOLARS
Devon Smith (Navajo Nation)
Marian Lighthull (Cherokee Nation)
Madison Phelps (Sisseton Wahpeton Oyate)
Maycie McDougal (Chickasaw Nation)
Koely Yazzie (Navajo Nation)

ORACLE ACADEMY SCHOLARS
Brandon Werner (Native Hawaiian)
Kalen Sixkiller (Cherokee Nation)
Matthew Johnson (Little River Band of Ottawa Indians)

LEADERSHIP SUMMIT TRAVEL SCHOLARS
McKalee Steen (Cherokee Nation)
Taylor Russell (Navajo Nation)
Christian Jimmie (Navajo Nation)
Marcie Vanderer (Navajo Nation)
Royal Roan Eagle (Oglala Sioux Tribe)

NATIONAL CONFERENCE TRAVEL SCHOLARS
Amanda Ruiz (Rosebud Sioux Tribe)
Carmen Wong (Canadian First Nations)
Devon Massie (Pribilof Island-Alutiiq Communities of St. Paul & St. George Islands)
Joshua Platero (Navajo Nation)
Melissa Joaquaz (Navajo Nation)
Shawn Ray (Navajo Nation)
Wanda Jimine (Navajo Nation)
William Alvarez (Lummi Nation)
Amber Guerara (Native Hawaiian)
Natunah Yazzie (Navajo Nation)
Rayne Anderson (Navajo Nation)
Susanna Bosappa (Citizen Potowatomi Nation)

ASSIST SCHOLARS
Austin Allard (Turtle Mountain Chippewa)
Ronny Bason Antiquera
Jael Ben Himid
Grace Budhail (Crew Tribe and a descendant of the Mandan, Hidatsa and Arikara Nation)
Alejandro Castillanos
Michael Charles (Navajo Nation)
Cherie DeVore (Navajo Nation)
Mohamed Elwakil
Linda Hoinemehedger
Sarah Jalal
Donna “Sweetie” Kuehu (Native Hawaiian)
Yan Li
Sandra Manosalvas Kjosa (Mohawk Nation)
Ashleigh McIntosh (Casto Tribe)
Daniel Mejia
Hesam Moghadam
Mariya Munir
Alejandro Najera Acosta
Juan Ocampo
Corson Pete (Navajo Nation)
Conek Phillips (Pueypechta)
Ivan Roa
Javier Rubio-Herrero
Deborah Willie (Navajo Nation)
Michelle Yatchmenoff (Agayiheke Tribe of King Cove and Native Village of False Pass)

Kyle Smith (Navajo Nation)
Kristen Woody (Navajo Nation)
Hannah Selwyn (Navajo Nation)
Liyanna Lee (Sisseton Wahpeton Oyate)
Elizabeth Spencer (Pawnee Nation)
Breanna Thompson (Navajo Nation)
Sabrina de Jong (Navajo Nation)
McKaleen Steen (Cherokee Nation)
Taylor Russell (Navajo Nation)
Christan Jimmie (Navajo Nation)
Marcie Vanderer (Navajo Nation)
Royal Roan Eagle (Oglala Sioux Tribe)
LIGHTING THE PATHWAY TO FACULTY CAREERS FOR NATIVES IN STEM PROGRAM

Supported by the National Science Foundation (NSF), the “Lighting the Pathway to Faculty Careers for Natives in STEM” (LTP) program was created to increase the representation of Native Americans in STEM faculty positions at colleges and universities across the country. The program has created an intergenerational community of undergraduate and graduate students, postdoctoral scholars, and junior and senior faculty members. In 2019, AISES received another five-year grant from the NSF to continue the LTP program. This will increase the number of scholars by 72 over five years, leading to 172 LTP Native STEM scholars.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014-2015 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ched Aigninath (Red Lake Band of Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Shunadan Beguy (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Johnny Buck (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Katrina Clay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jesse Gibson (Pauchu Band of Creek Indians)</td>
</tr>
<tr>
<td></td>
<td>Cierra Greene (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Candice Guy (Delaware Tribe)</td>
</tr>
<tr>
<td></td>
<td>Megan Kiedrowski (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Naomi Lee (Seneca Nation of Indians)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-2016 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ched Aigninath (Red Lake Band of Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Shunadan Beguy (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Johnny Buck (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Katrina Clay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jesse Gibson (Pauchu Band of Creek Indians)</td>
</tr>
<tr>
<td></td>
<td>Cierra Greene (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Candice Guy (Delaware Tribe)</td>
</tr>
<tr>
<td></td>
<td>Megan Kiedrowski (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Naomi Lee (Seneca Nation of Indians)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-2017 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sarah Aaron (Wagee of Unadilla)</td>
</tr>
<tr>
<td></td>
<td>Mark Berger (Orenda Nation of New York)</td>
</tr>
<tr>
<td></td>
<td>Edward Chew (Tuscassaw Nation)</td>
</tr>
<tr>
<td></td>
<td>Alexander Cody (Wakapko Tribe of Kansas)</td>
</tr>
<tr>
<td></td>
<td>Lyle Dahlin (Native Hawaiian)</td>
</tr>
<tr>
<td></td>
<td>Tommi Duncan (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Maxwell Goldstein (Seminoe Nation of Oklahoma)</td>
</tr>
<tr>
<td></td>
<td>Danielle Guzman (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Joshua Leflerne Irving (Native Hawaiian)</td>
</tr>
<tr>
<td></td>
<td>Laurel James (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Jordan Kennedy (Buckett Nation)</td>
</tr>
<tr>
<td></td>
<td>Donna Kneau (Native Hawaiian)</td>
</tr>
<tr>
<td></td>
<td>Moses Leavens (Chippewa Cree)</td>
</tr>
<tr>
<td></td>
<td>Lizzie Lighttun (Ponca Nation of Oklahoma)</td>
</tr>
<tr>
<td></td>
<td>Benjamin Litt (Eastern Band of Cherokee Indians)</td>
</tr>
<tr>
<td></td>
<td>Michaela Long (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Kevin McPherson (not available)</td>
</tr>
<tr>
<td></td>
<td>Jenny Noki (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Cheyenne Nation (Yakima River Band of Chumash Mission Indians)</td>
</tr>
<tr>
<td></td>
<td>Tabo Quandaryeo (Yak Tribe)</td>
</tr>
<tr>
<td></td>
<td>Kyle Roessler (Salish Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kenneth Swift Bird (Oglala Lakota)</td>
</tr>
<tr>
<td></td>
<td>Jackie Taylor (Choctaw Nation)</td>
</tr>
<tr>
<td></td>
<td>Sydney Thompson (Saint Regis Mohawk Tribe)</td>
</tr>
<tr>
<td></td>
<td>Kayle Thunstrom (Minnesota Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Lani Tisonjinjine (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Todu Vargas (Cheyenne River Sioux)</td>
</tr>
<tr>
<td></td>
<td>Hodani Villa (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Clayton Wausenka (Navajo Nation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-2018 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Akisha Baker-Ogilbake (Cherokee Nation)</td>
</tr>
<tr>
<td></td>
<td>Maryynne Bonies (Tah Rich River Tribe)</td>
</tr>
<tr>
<td></td>
<td>Joel Bogay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>London Chara (Salish Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kali Cole (Minnesota Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Lauren Dupuis (Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kristina Gonzales (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Daniel Henry (Yakima Mountain (Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Samantha Hilliam (Agua Puente)</td>
</tr>
<tr>
<td></td>
<td>Lydia Jennings (Passau Vaguy)</td>
</tr>
<tr>
<td></td>
<td>Brandi Kamermans (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Sierra Katkum (Shinnecock Indian Nation)</td>
</tr>
<tr>
<td></td>
<td>Melissa Neumis (Muscogee Creek Nation)</td>
</tr>
<tr>
<td></td>
<td>Esme Rody (South St. Mary Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Tyler Rust (Oglala Lakota)</td>
</tr>
<tr>
<td></td>
<td>Corbin Schuster (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Olga Shaines (Village of Kentukla)</td>
</tr>
<tr>
<td></td>
<td>Lauren Smythe (Hubbell Cooperative Association)</td>
</tr>
<tr>
<td></td>
<td>Nathana Tallos (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jacob Walker Swaney (Piqua Shoshonee Tribe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-2019 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Akisha Baker-Ogilbake (Cherokee Nation)</td>
</tr>
<tr>
<td></td>
<td>Maryynne Bonies (Tah Rich River Tribe)</td>
</tr>
<tr>
<td></td>
<td>Joel Bogay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>London Chara (Salish Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kali Cole (Minnesota Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Lauren Dupuis (Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kristina Gonzales (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Daniel Henry (Yakima Mountain (Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Samantha Hilliam (Agua Puente)</td>
</tr>
<tr>
<td></td>
<td>Lydia Jennings (Passau Vaguy)</td>
</tr>
<tr>
<td></td>
<td>Brandi Kamermans (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Sierra Katkum (Shinnecock Indian Nation)</td>
</tr>
<tr>
<td></td>
<td>Melissa Neumis (Muscogee Creek Nation)</td>
</tr>
<tr>
<td></td>
<td>Esme Rody (South St. Mary Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Tyler Rust (Oglala Lakota)</td>
</tr>
<tr>
<td></td>
<td>Corbin Schuster (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Olga Shaines (Village of Kentukla)</td>
</tr>
<tr>
<td></td>
<td>Lauren Smythe (Hubbell Cooperative Association)</td>
</tr>
<tr>
<td></td>
<td>Nathana Tallos (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jacob Walker Swaney (Piqua Shoshonee Tribe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-2020 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Akisha Baker-Ogilbake (Cherokee Nation)</td>
</tr>
<tr>
<td></td>
<td>Maryynne Bonies (Tah Rich River Tribe)</td>
</tr>
<tr>
<td></td>
<td>Joel Bogay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>London Chara (Salish Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kali Cole (Minnesota Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Lauren Dupuis (Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kristina Gonzales (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Daniel Henry (Yakima Mountain (Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Samantha Hilliam (Agua Puente)</td>
</tr>
<tr>
<td></td>
<td>Lydia Jennings (Passau Vaguy)</td>
</tr>
<tr>
<td></td>
<td>Brandi Kamermans (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Sierra Katkum (Shinnecock Indian Nation)</td>
</tr>
<tr>
<td></td>
<td>Melissa Neumis (Muscogee Creek Nation)</td>
</tr>
<tr>
<td></td>
<td>Esme Rody (South St. Mary Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Tyler Rust (Oglala Lakota)</td>
</tr>
<tr>
<td></td>
<td>Corbin Schuster (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Olga Shaines (Village of Kentukla)</td>
</tr>
<tr>
<td></td>
<td>Lauren Smythe (Hubbell Cooperative Association)</td>
</tr>
<tr>
<td></td>
<td>Nathana Tallos (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jacob Walker Swaney (Piqua Shoshonee Tribe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2020-2021 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Akisha Baker-Ogilbake (Cherokee Nation)</td>
</tr>
<tr>
<td></td>
<td>Maryynne Bonies (Tah Rich River Tribe)</td>
</tr>
<tr>
<td></td>
<td>Joel Bogay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>London Chara (Salish Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kali Cole (Minnesota Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Lauren Dupuis (Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kristina Gonzales (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Daniel Henry (Yakima Mountain (Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Samantha Hilliam (Agua Puente)</td>
</tr>
<tr>
<td></td>
<td>Lydia Jennings (Passau Vaguy)</td>
</tr>
<tr>
<td></td>
<td>Brandi Kamermans (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Sierra Katkum (Shinnecock Indian Nation)</td>
</tr>
<tr>
<td></td>
<td>Melissa Neumis (Muscogee Creek Nation)</td>
</tr>
<tr>
<td></td>
<td>Esme Rody (South St. Mary Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Tyler Rust (Oglala Lakota)</td>
</tr>
<tr>
<td></td>
<td>Corbin Schuster (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Olga Shaines (Village of Kentukla)</td>
</tr>
<tr>
<td></td>
<td>Lauren Smythe (Hubbell Cooperative Association)</td>
</tr>
<tr>
<td></td>
<td>Nathana Tallos (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jacob Walker Swaney (Piqua Shoshonee Tribe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2021-2022 LIGHTING THE PATHWAY TO FACULTY CAREERS PHASE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Akisha Baker-Ogilbake (Cherokee Nation)</td>
</tr>
<tr>
<td></td>
<td>Maryynne Bonies (Tah Rich River Tribe)</td>
</tr>
<tr>
<td></td>
<td>Joel Bogay (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>London Chara (Salish Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kali Cole (Minnesota Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Lauren Dupuis (Kootenai)</td>
</tr>
<tr>
<td></td>
<td>Kristina Gonzales (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Daniel Henry (Yakima Mountain (Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Samantha Hilliam (Agua Puente)</td>
</tr>
<tr>
<td></td>
<td>Lydia Jennings (Passau Vaguy)</td>
</tr>
<tr>
<td></td>
<td>Brandi Kamermans (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Sierra Katkum (Shinnecock Indian Nation)</td>
</tr>
<tr>
<td></td>
<td>Melissa Neumis (Muscogee Creek Nation)</td>
</tr>
<tr>
<td></td>
<td>Esme Rody (South St. Mary Chippewa)</td>
</tr>
<tr>
<td></td>
<td>Tyler Rust (Oglala Lakota)</td>
</tr>
<tr>
<td></td>
<td>Corbin Schuster (Yakama Nation)</td>
</tr>
<tr>
<td></td>
<td>Olga Shaines (Village of Kentukla)</td>
</tr>
<tr>
<td></td>
<td>Lauren Smythe (Hubbell Cooperative Association)</td>
</tr>
<tr>
<td></td>
<td>Nathana Tallos (Navajo Nation)</td>
</tr>
<tr>
<td></td>
<td>Jacob Walker Swaney (Piqua Shoshonee Tribe)</td>
</tr>
</tbody>
</table>
NATIONAL CONFERENCE

The biggest event of the year is the AISES National Conference where the AISES family gathers to mark traditions, host ceremonies and celebrations, attend breakout sessions and networking events, and participate in Indian Country’s largest College and Career Fair. AISES develops a comprehensive program for industry experts, partners, and attendees alike to learn from each other, build stronger relationships and partnerships, and together find ways to adapt to the changing STEM landscape.

Operating since 1978, the national conference is an unparalleled opportunity to connect companies with over 2,000 students, leaders and experts to discuss the current state of Indigenous STEM, determine priorities for improvement, broaden the disciplines and professions in which Indigenous people participate in STEM, increase research, access and outcomes in STEM, rally diversity, equity, and inclusion in companies, and engage in a wide range of strategies that involves the Indigenous communities and their perspectives in STEM education and careers.

The 2019 AISES National Conference was held October 10-12 at the Wisconsin Center in Milwaukee.

Conference Registration Type

<table>
<thead>
<tr>
<th>Registration Type</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals</td>
<td>478</td>
</tr>
<tr>
<td>College Students</td>
<td>518</td>
</tr>
<tr>
<td>HS Students &amp; Chaperones</td>
<td>277</td>
</tr>
<tr>
<td>Exhibitors &amp; Sponsors</td>
<td>633</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>1916</td>
</tr>
</tbody>
</table>

Attendee Satisfaction

In a post-conference survey attendees were asked to rate their overall conference experience on a scale of 1 to 5. The average response was 4.8.

College Students

College student attendees were asked to indicate their level of study pursued at present.

Undergraduate: 78%
- Freshman: 31%
- Sophomore: 13%
- Junior: 18%
- Senior: 27%

Graduate: 22%
- Masters: 11%
- Doctorate: 12%
- Other Non-STEM Related: 10%
- Other STEM Related: 9%

STEM Interest Areas

- Science: 26%
- Technology: 12%
- Engineering: 28%
- Mathematics: 2%
- Health Sciences: 12%
- Other: 9%

Participant Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41%</td>
</tr>
<tr>
<td>Other/Prefer Not to Answer</td>
<td>2%</td>
</tr>
<tr>
<td>Female</td>
<td>57%</td>
</tr>
</tbody>
</table>

Participant Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous*</td>
<td>69%</td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>31%</td>
</tr>
<tr>
<td>*American Indian, Alaska Native, First Nation, Native Hawaiian and Pacific Islander</td>
<td></td>
</tr>
</tbody>
</table>

Sessions

Total number of sessions delivered: 104

STEM Interest Areas

- Science: 26%
- Technology: 12%
- Engineering: 28%
- Mathematics: 2%
- Health Sciences: 12%
- Other: 9%
- Other Non-STEM Related: 10%

College Students

College student attendees were asked to indicate their level of study pursued at present.

Undergraduate: 78%
- Freshman: 31%
- Sophomore: 13%
- Junior: 18%
- Senior: 27%

Graduate: 22%
- Masters: 11%
- Doctorate: 12%
- Other Non-STEM Related: 10%
- Other STEM Related: 9%
AISES LEADERSHIP SUMMIT

We believe establishing a leadership pipeline is fundamental to developing today’s best science, technology, engineering, and mathematics (STEM) talent. Students from high school through postdoctoral as well as emerging and mature professionals, value our Leadership Summit as an opportunity to acquire the skills to be confident leaders. Much smaller than the National Conference, the two-day Summit is held in the spring and is filled with interactive workshops, meetings, sessions, plenaries and tours – along with built-in time to relax, socialize and have fun. The AISES Leadership Summit delivers on strategies that equip Native STEM students, STEM professionals, and Indigenous leaders with learning, networking, and career development opportunities. Over 250 participants made the AISES Leadership Summit a great success on March 14-16, 2019 at Cherokee, North Carolina.

REGIONAL CONFERENCES

Every spring, AISES College and Professional Chapters hold Regional Conferences in the U.S. and Canada to champion each other and expand their knowledge and skills through a wide variety of workshops and sessions. The Regional Conferences generate enthusiasm for STEM education and careers via conference features like mini-career fairs, poster presentations, and engineering competitions.

2019 Regional Conferences

<table>
<thead>
<tr>
<th>Region</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 22-23, 2019</td>
<td>University of Alaska Fairbanks</td>
</tr>
<tr>
<td>2</td>
<td>April 5-7, 2019</td>
<td>Stanford University</td>
</tr>
<tr>
<td>3</td>
<td>March 28-30, 2019</td>
<td>New Mexico Technical University</td>
</tr>
<tr>
<td>4</td>
<td>March 29-30, 2019</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>5</td>
<td>March 1-3, 2019</td>
<td>University of South Dakota</td>
</tr>
<tr>
<td>6</td>
<td>March 23, 2019</td>
<td>University at Buffalo</td>
</tr>
<tr>
<td>7</td>
<td>March 15, 2019</td>
<td>AISES Leadership Summit, Cherokee, NC</td>
</tr>
<tr>
<td></td>
<td>.caISES</td>
<td>McGill University, Montréal, Canada</td>
</tr>
</tbody>
</table>

CANADIAN NATIONAL GATHERING

The Canadian Indigenous Science and Engineering Society (.caISES) has partnered with AISES to become the official Canadian Region of AISES. The .caISES gives Canadian Indigenous STEM students and professionals the opportunity to gather, connect, and create long-standing relationships within Canada through .caISES national gatherings, and across the continent at national and regional gatherings.

The second edition of the .caISES gathering brought together Indigenous STEM students and professionals in the vibrant city of Montreal, Canada. McGill University was the site of the national gathering where professionals, academics, and students from all over Canada met to hear about STEM education, share success stories, and mentor young talent.

NATIONAL CONFERENCE EXHIBITORS

<table>
<thead>
<tr>
<th>Exhibitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3M</td>
</tr>
<tr>
<td>A.T. Still University</td>
</tr>
<tr>
<td>Accenture</td>
</tr>
<tr>
<td>Advancing Agricultural Science Opportunities for Native Americans (AASONA)</td>
</tr>
<tr>
<td>Air Force Civilian Service</td>
</tr>
<tr>
<td>Airbus</td>
</tr>
<tr>
<td>AISES</td>
</tr>
<tr>
<td>Alfred P. Sloan Foundation</td>
</tr>
<tr>
<td>Amazon</td>
</tr>
<tr>
<td>American Chemical Society</td>
</tr>
<tr>
<td>American Indian Graduate Center</td>
</tr>
<tr>
<td>American Physical Therapy Association</td>
</tr>
<tr>
<td>AMENDR Risk</td>
</tr>
<tr>
<td>Ames Laboratory - Iowa State University</td>
</tr>
<tr>
<td>Antifl.org</td>
</tr>
<tr>
<td>Argonne National Laboratory</td>
</tr>
<tr>
<td>Arizona State University</td>
</tr>
<tr>
<td>Army Educational Outreach Program (AEDP)</td>
</tr>
<tr>
<td>Association of American Medical Colleges</td>
</tr>
<tr>
<td>Association of American Medical Colleges - Summer Health Professions Education Program</td>
</tr>
<tr>
<td>AT&amp;T</td>
</tr>
<tr>
<td>Be An Actuary</td>
</tr>
<tr>
<td>Berkeley Lab</td>
</tr>
<tr>
<td>Binghamton University-SUNY, Thomas J. Watson School of Engineering and Applied Science</td>
</tr>
<tr>
<td>BNSF Railway</td>
</tr>
<tr>
<td>Bonneville Power Administration</td>
</tr>
<tr>
<td>Boston Scientific</td>
</tr>
<tr>
<td>Canadian Indigenous Advisory Council to AISES</td>
</tr>
<tr>
<td>Carnegie Mellon University of Engineering</td>
</tr>
<tr>
<td>Carollo Engineering, Inc.</td>
</tr>
<tr>
<td>Cherokee Nation Businesses</td>
</tr>
<tr>
<td>Cherokee Nation Human Resources</td>
</tr>
<tr>
<td>Chevron Corporation</td>
</tr>
<tr>
<td>CIA</td>
</tr>
<tr>
<td>CR-ES</td>
</tr>
<tr>
<td>College of Engineering University of Wisconsin-Madison</td>
</tr>
<tr>
<td>College of Konorino Nation</td>
</tr>
<tr>
<td>Colorado School of Mines</td>
</tr>
<tr>
<td>Columbia University in the City of New York</td>
</tr>
<tr>
<td>Columbia Vagelos College of Physicians and Surgeons</td>
</tr>
<tr>
<td>Comcast NBCUniversal</td>
</tr>
<tr>
<td>Cornell Engineering</td>
</tr>
<tr>
<td>Cranlisle School</td>
</tr>
<tr>
<td>Dartmouth School of Graduate and Advanced Studies</td>
</tr>
<tr>
<td>Defense Contract Management Agency (DCMA)</td>
</tr>
<tr>
<td>Department of Energy</td>
</tr>
<tr>
<td>Department of Energy/Legacy Management</td>
</tr>
<tr>
<td>Department of Nutritional Sciences</td>
</tr>
<tr>
<td>Des Moines University</td>
</tr>
<tr>
<td>Double Rafter</td>
</tr>
<tr>
<td>DuPont</td>
</tr>
<tr>
<td>Eastern Band of Cherokee Indians</td>
</tr>
<tr>
<td>Elizabeth City State University</td>
</tr>
<tr>
<td>Emory University, Laney Graduate School</td>
</tr>
<tr>
<td>ExxonMobil</td>
</tr>
<tr>
<td>Facebook</td>
</tr>
<tr>
<td>Federal Bureau of Investigation</td>
</tr>
<tr>
<td>Federal Highway Administration, Office of Human Resources</td>
</tr>
<tr>
<td>Fermi National Accelerator Laboratory</td>
</tr>
<tr>
<td>Fiat Chrysler Automobiles</td>
</tr>
<tr>
<td>Forest County Potawatomis Community</td>
</tr>
<tr>
<td>Fred Hutchinson Cancer Research Center</td>
</tr>
<tr>
<td>General Electric Aviation</td>
</tr>
<tr>
<td>General Motors</td>
</tr>
<tr>
<td>Georgia Tech Research Institute (GTRI)</td>
</tr>
<tr>
<td>Geoscience Convergence Zone</td>
</tr>
<tr>
<td>Gila River Indian Community</td>
</tr>
<tr>
<td>Google</td>
</tr>
<tr>
<td>Grand Canyon University</td>
</tr>
<tr>
<td>Greenfire Management Services</td>
</tr>
<tr>
<td>Harvard T.H. Chan School of Public Health</td>
</tr>
<tr>
<td>Harvard University Native American Program</td>
</tr>
<tr>
<td>Haskell Environmental Research Studies</td>
</tr>
<tr>
<td>Higher Education Recruitment Consortium- HERC</td>
</tr>
<tr>
<td>IBM</td>
</tr>
<tr>
<td>Idaho National Laboratory</td>
</tr>
<tr>
<td>Indian Affairs Division of Energy and Mineral Development</td>
</tr>
<tr>
<td>Indian Health Service - Division of Sanitation Facilities Construction</td>
</tr>
<tr>
<td>Indiana University</td>
</tr>
<tr>
<td>Indigenous Education, Inc. Home of the Cobell Scholarship</td>
</tr>
<tr>
<td>Intel Corporation</td>
</tr>
<tr>
<td>Intertribal Timber Council</td>
</tr>
<tr>
<td>Jack Kent Cooke Foundation</td>
</tr>
<tr>
<td>Johns Hopkins Bloomberg School of Public Health</td>
</tr>
<tr>
<td>Joint Institute for the Study of the Atmosphere and Ocean (I4AC)</td>
</tr>
<tr>
<td>Jopwell</td>
</tr>
<tr>
<td>Kettering University</td>
</tr>
<tr>
<td>Kionaq Government Services</td>
</tr>
<tr>
<td>Longate Center for Forest Business</td>
</tr>
<tr>
<td>University of Georgia</td>
</tr>
<tr>
<td>Lawrence Livermore National Laboratory</td>
</tr>
<tr>
<td>Ledios</td>
</tr>
<tr>
<td>Los Alamos National Laboratory</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Mayo Clinic</td>
</tr>
<tr>
<td>McGill University</td>
</tr>
<tr>
<td>Medical College of Wisconsin</td>
</tr>
<tr>
<td>MEDTRONIC MITG</td>
</tr>
<tr>
<td>Merck &amp; Co.</td>
</tr>
<tr>
<td>Michigan State University</td>
</tr>
<tr>
<td>Microsoft</td>
</tr>
<tr>
<td>Morehouse College</td>
</tr>
<tr>
<td>NASA</td>
</tr>
<tr>
<td>NASA - National Aeronautics and Space Administration</td>
</tr>
<tr>
<td>NASA Jet Propulsion Laboratory</td>
</tr>
<tr>
<td>NASA Jet Propulsion Laboratory</td>
</tr>
<tr>
<td>NASA Jet Propulsion Laboratory</td>
</tr>
</tbody>
</table>
Company Suites
Chevron
Facebook
IBM
Intel
Raytheon
NextEra Energy, Inc.
The Boeing Company

Coffee Break
Double Rafter

Water Bottles
AnitaB.org

Travel Scholarships
Chevron
Google
Greenfire Management
Intel
Mayo Clinic
National Grid
Salesforce.com
USDA Natural Resource Conservation Service

Community Partners
Collins Aerospace
Marquette University

Media Partners
DiversityComm Inc.
Winds of Change Magazine

LEADERSHIP SUMMIT SPONSORS

Hosts
Eastern Band of Cherokee Indians
Cherokee Preservation Foundation

Malachite
BMIM Testlabs
Chevron
HP
USDA - Natural Resources Conservation Service

Aventurine
America’s Navy
Owle Construction LLC
Sequoyah Fund
University of North Carolina Asheville

Travel Scholarships
GM
USDA - Natural Resources Conservation Service

Community Partner
DiversityComm, Inc.
Ray Kinsland Leadership Institute
Cherokee Boys Club

Tribal Nations Advisory Council
Reception Sponsor
Avant Energy
Carollo Engineers
Hatch Engineering
Kevenvayouma Law, PLLC
Quarles & Brady LLP
SMA
SunVest Energy
Velocity Agency

SPRK-ing Interest in STEM+ Computer Science
Motorola Solutions Foundation
General Motors
Santa Fe Natural Tobacco Company Foundation
Shakopee Mdewakanton Sioux Community
Meyer Memorial Trust

Native Financial Cents: Supporting Financial Capability for Native Americans Program
Wells Fargo Foundation

AISES and the Coalition of Southwestern Oklahoma Tribes Economic Development Partnership
Administration of Native Americans Social and Economic Development Strategies (ANA SEDS)

Expanding Computer Science for Native Girls
Kapor Center and Reboot Representation

AISES Computing and Engineering Summer (ACES) Camp
Intel

STEM College and Career Readiness Guide
Northwest Area Foundation
Meyer Memorial Trust

Thank you to our sponsors!
AISES PROFESSIONAL AWARDS

Significant contributions to the STEM workplace are the focus of the AISES Professional Awards, which are bestowed in several categories. Many amazing people are nominated by our members, and the winners are selected by a committee representing corporate, academic, government, foundation, and tribal AISES partners.

Join us in congratulating these accomplished professionals and mentors. We thank all of our members who participated in the nomination process, our awards selection panel, and our host academic institution, Northwestern University.

Professional of the Year
Dr. Wendy F. Smythe
AAAS Science and Technology Policy Fellow, hosted by the National Science Foundation

Most Promising Engineer or Scientist
Dylan Moriarty
Sandia National Laboratories

Technical Excellence
Dr. Otakuye Conroy-Ben
Arizona State University

Blazing Flame
Sheila Lopez
Intel Corporation

Indigenous Excellence
Yona Wade
Cherokee Central Schools

Professional of the Year – The AISES Professional of the Year Award is presented for overall leadership and technical achievement. This individual is selected from among the top candidates submitted in all categories; therefore, individual nominations are not accepted for this award.

Blazing Flame Award – The Blazing Flame Award is presented to an individual who blazes a path for Indigenous people in STEM careers. This award recognizes individuals with 10 or more years of professional experience with significant accomplishments in advancing STEM education and careers.

Indigenous Excellence Award – New in 2019, this award acknowledges an individual who has done substantial work to advance programs and opportunities for Indigenous students and professionals in STEM education and careers. A professional with 10 or more years of experience working within his/her tribal/Indigenous community and/or in support of American Indian/Indigenous people at the national level is honored.

Most Promising Engineer or Scientist Award – The Most Promising Engineer or Scientist nominee must be a professional engineer or scientist with less than five years’ experience after earning his/her degree. The candidate’s early technical contributions should already indicate a promising career.

Technical Excellence Award – The Technical Excellence nominee must have made a significant contribution to science, engineering or technology by having designed, developed, managed or assisted in the development of a product, service, system or intellectual property.

PARTNER SERVICE AWARDS

The AISES staff selects the Partner Service Award winners to honor those who have been exceptionally supportive of the organization. Strategic partners are enormously important to the AISES mission because they enhance and promote STEM education and careers, and foster the continued growth of the organization at a pace that would be impossible to achieve without them. Here are the 2019 recipients of the Partner Service Awards.

Tribal Partner Service Award
Eastern Band of Cherokee Indians

Foundation Partner Service Award
Matt Morton, Meyer Memorial Trust

Educator Partner Service Award
Nate Raynor, Mescalero Apache High School

Corporate Partner Service Award
Rhonda James, Intel Corporation

Government Partner Service Award
Duane Matt, Indian Affairs – Division of Energy and Mineral Development

Nonprofit Partner Service Award
Frieda McAlear, Kapor Center

NATIONAL AMERICAN INDIAN SCIENCE & ENGINEERING FAIR (NAISEF)

Grand Award Winner for Science & the Bickford Family Award for Innovation
Chaga mushroom extract as an inhibitor of HNSCC cell migration vs. Chemotherapy/Radiation
Victoria Dushane (Mescalero Apache and Tlingit)

Grand Award Winner for Engineering
An Improved, Inexpensive, Offline, Closed-Loop Insulin Pump for Automatic Management of Types 1 and 2 Diabetes
Anna Quinlan (Cherokee)

Junior Division Second place (tie)
Fire, Ice, Power!
Hayden Faddis (Cherokee)

Synesthesia: The World’s Most Wanted Brain Disorder
Ava Cummings (Lumbee and Coharie)

Olivia Mir

The Native Heritage Award
Bugs Be Gone
Kellon Collington (Cherokee)

Junior Division First place
Superior Threads: Sun Safe Fabrics
Emma Brouns

ENERGY CHALLENGE WINNERS

Anna Grondolsky (Native Hawaiian)

Developing a Hydropower Generator for Fishpond Mākāhā (Sluice Gates)
Joshua Parker (Native Hawaiian)

Optimizing Graphene Synthesis for Supercapacitors to Mediate Hawaii’s Solar Power Overload
Jake Kel’ikupono Uyechi (Native Hawaiian)
ELY S. PARKER AWARD

The Ely S. Parker Award is AISES’ highest professional honor which recognizes engineers, scientists, and educators who have provided exemplary service to the American Indian/Indigenous community. The award is named for a distinguished 19th-century Seneca leader whose multi-faceted career furthered collaboration, diversity, and inclusion across a variety of sectors.

The 2019 Ely S. Parker award was given to Dr. Roger Dube. Dr. Dube is a professor emeritus and former Assistant Dean for Undergraduate Research and Interdisciplinary Programs at the Rochester Institute of Technology. With 43 years of experience in teaching and educating others, Dr. Dube is an author, entrepreneur, mentor, and researcher who holds 16 patents. He is an AISES Sequoyah Fellow.

History of AISES Ely S. Parker Award Winners

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>A.T. Anderson (Seneca), Engineering</td>
<td>1999</td>
</tr>
<tr>
<td>1984</td>
<td>Phil Stevens (Oglala Sioux), Engineering</td>
<td>2002</td>
</tr>
<tr>
<td>1985</td>
<td>Mary G. Ross (Cheyenne), Mathematics/Engineering</td>
<td>2003</td>
</tr>
<tr>
<td>1986</td>
<td>Al Qoyaawayma (Navajo), Engineering</td>
<td>2004</td>
</tr>
<tr>
<td>1987</td>
<td>Dr. Louis Steele (Assiniboine), Medicine</td>
<td>2005</td>
</tr>
<tr>
<td>1988</td>
<td>Don Ridley (Oglala), Engineering</td>
<td>2006</td>
</tr>
<tr>
<td>1989</td>
<td>Dr. George Blue Spruce (Cayuga-Osage-Oglala), Dentist</td>
<td>2007</td>
</tr>
<tr>
<td>1990</td>
<td>Not Awarded</td>
<td>2008</td>
</tr>
<tr>
<td>1991</td>
<td>Dr. Fred Begay (Navajo), Physics</td>
<td>2009</td>
</tr>
<tr>
<td>1992</td>
<td>Everett Chavez (Kwah-Peabili), Educator</td>
<td>2010</td>
</tr>
<tr>
<td>1993</td>
<td>Dr. Taylor Mackenzie (Navajo), Medicine</td>
<td>2011</td>
</tr>
<tr>
<td>1994</td>
<td>Dwight Gourneau (Chippewa), Engineering/Physics</td>
<td>2012</td>
</tr>
<tr>
<td>1995</td>
<td>Bessie Newman Spicer (Navajo), Nursing</td>
<td>2013</td>
</tr>
<tr>
<td>1996</td>
<td>Dr. Clive Poody (Seneca), Biology</td>
<td>2014</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. Fred Cooper (Shawnee), Engineering</td>
<td>2015</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Jane Mt. Pleasant (Navajo), Agronomy/Soil Science</td>
<td>2016</td>
</tr>
<tr>
<td>1999</td>
<td>Dick French (Yakama), Forestry</td>
<td>2017</td>
</tr>
<tr>
<td>2000</td>
<td>Dr. Robert Megginson (Lakota), Mathematics</td>
<td>2018</td>
</tr>
<tr>
<td>2001</td>
<td>Dr. Roger DuBe (Mohawk Turtle Clan), Physics</td>
<td>2019</td>
</tr>
</tbody>
</table>

AISES RESEARCH AWARDS

In October 2019, AISES held its annual research competition with pre-college, undergraduate and graduate students. Oral and poster research presentations ran simultaneously during the College and Career Fair at the 2019 AISES National Conference. The research presentations are judged by STEM professionals, and winners were acknowledged during the Student Award Lunch.

AISES research competitions provide opportunities for a deeper understanding of a topic or idea. Other benefits include increasing confidence to speak and present in front of an audience, developing new knowledge and different perspectives on a topic, peer learning, and more. Below are the 2019 National Conference Poster Presentation Award winners.

Pre-college Student Poster Presentations

First Place Sky Harper (Navajo Nation)  
Second Place Anna Grandoisky (Native Hawaiian)  
Third Place Keona Hosteen (Navajo Nation)  
Third Place Ka’eo Keumano (Native Hawaiian)

Undergraduate Student Poster Presentations

First Place Dominique Pobito (Zuni Tribe, Navajo Nation, and Comanche Nation)  
Second Place Lindsey Howe (Chickasaw Nation)  
Third Place Tawnyjerae Joe (Navajo Nation)  
Third Place Kimberly Bleivins (Mandan, Hidatsa, and Arikara Nation)

Graduate Student Poster Presentations

First Place Joel Grant (First Nations)  
Second Place Anita Murdock (First Nations)  
Third Place Ellis Brown (Osage Nation)  
Honorable Mention Melissa Jacquez (Navajo Nation)

CONVERSATIONS AND COLLABORATIONS

50K Coalition – 50,000 Diverse Engineers by 2025

AISES, along with the Society of Women Engineers, National Society of Black Engineers, and the Society of Professional Hispanic Engineers, comprise the Leadership Circle of the 50K Coalition whose mission is to increase the number of diverse engineering degree recipients to 50,000 by 2025. The Coalition received support from the National Science Foundation (NSF) INCLUDES initiative to bring together universities, industry partners, and other professional societies working toward diversity and inclusion within engineering to join forces and pursue areas of synergy, explore lessons learned, and significantly increase the number of diverse engineering graduates. In addition to the 50K Coalition, AISES has partnered with other minority serving engineering professional societies on another NSF INCLUDES-funded project to increase the diversity of the engineering professoriate by providing professional development to graduate students, post-doctoral fellows, and early-career faculty in all engineering fields.
Convening on Computer Science Research Infrastructure for Native-Serving Institutions supported by the National Science Foundation

Given the underrepresentation of Native students, professionals, and faculty in the field of computer science (CS), AISES believes now is a critical time to focus on strengthening CS research infrastructure of Native-serving Institutions, gathering faculty from a diverse set of Native-serving institutions to understand the issues they face in conducting CS research, securing funding, and engaging Native students in CS research.

Addressing the Underrepresentation of Women of Color in Tech supported by the National Science Foundation

In 2019, AISES CEO, Sarah EchoHawk, was appointed an ad hoc committee of the National Academies of Sciences, Engineering, and Medicine that is examining strategies to improve representation of women of color in technology and issue a consensus report informed by a series of four regional workshops. The committee is working to: (1) Identify the factors that contribute to the underrepresentation of women of color in technology (i.e. computer science (CS), computer and information science and support services (CIS), information technology (IT), and engineering); (2) Understand and articulate concrete steps that academic institutions, employers, and individuals can take to have a positive impact on the retention, recruitment, and advancement of women of color in tech; (3) Build a community of practice devoted to addressing this important national issue and raising awareness; and (4) Empower the many stakeholders, including academic institutions, employers, policymakers, federal agencies, and individuals who care deeply about this issue with evidence-based practices for improving equity and diversity in technology. Based on the content of four regional workshops and separate data collection and analysis, the committee will issue a consensus report that (a) identifies the factors contributing to the underrepresentation of women of color in tech and (b) provides recommendations for concrete steps that academic institutions, employers, and individuals can take to have a positive impact on the recruitment, retention, and advancement of women of color in this area.

National Native American Scholarship Providers

In 2017, AISES, along with the American Indian Graduate Center (AIGC), the American Indian College Fund, and Indigenous Education, Inc. (the Cobell Scholarship Fund), as the largest National Native Scholarship Providers in the Nation, formed this group to work collaboratively on policy, advocacy, data collection, and best practices in serving Native American students in higher education. In 2019, the group continued to work together with a focus on gathering and sharing data on Native American students. The group applied for and received a grant to support a shared data project in 2019. Additionally, the group has a large grant proposal pending to support another shared data project to begin in 2020.

Native American Women and Two-Spirit Individuals in Computing Higher Education: A Photo Elicitation Study of Persistence (NAWC2)

With funding from the Women of Color in Computing Collaborative, AISES is working with TERC to conduct an exploratory research study that focuses exclusively on Native women and two-spirit individuals’ experiences in computing higher education. The project aims to understand the current national landscape data and trends in the statistics and research for Native American women and two-spirit individuals in computing and STEM education, as well as to identify gaps in the current knowledge base. The co-PIs will use the qualitative methodology of photo elicitation to address gaps in the literature and build upon existing knowledge related to unique barriers facing Native American women and factors that have influenced and supported Native American women and two-spirit individuals’ persistence in computing higher education.

Native Americans in Philanthropy

The mission of the Native Americans in Philanthropy is to provide equitable and effective philanthropy in Native communities. Historically, Native Americans in Philanthropy has supported flagship program areas — educating philanthropy, enhancing Native nonprofit leadership, and investing in data and research — to drive philanthropic investments to achieve this vision. Native Americans in Philanthropy also supports advocacy and movement building for positive and long-term impact in Native communities. AISES CEO, Sarah EchoHawk served as vice chair of the Board of Directors in 2019. As a nonprofit organization, AISES directly benefits from this collaboration.

Expanding Computer Science for Native American Girls

In computer science education and degree completion, Native American students and girls are significantly underrepresented among students taking Advanced Placement Computer Science (AP CS) exams and completing computing degrees, which are critical precursors to entering the rapidly growing and high-paying computing occupations. To address educational and economic disparities among Native American communities and youth, AISES and the Women of Color in Computing Collaborative, with funding from Reboot Representation, will build upon existing culturally relevant project-based CS courses with a one-year plan to develop robust curricula for a three-course CS sequence for Native American serving schools. This project will increase the number of Native American students participating in AP CS courses through (1) Teacher Professional Development, (2) Curriculum Development, and (3) Engagement and Outreach to Students and Communities. To reduce inequality and improve outcomes for Native American students and families, this intervention will be led by Native American women and will center on the leadership and values of Native American communities who participate in all aspects of the program.
Native Ways Federation

The Native Ways Federation is a group of national, Native-led nonprofit organizations who joined together to increase the visibility and advocacy of Native organizations through a philanthropic lens. The NWF is comprised of the following members: American Indian College Fund, American Indian Science and Engineering Society, Association on American Indian Affairs, First Nations Development Institute, National Indian Child Welfare Association, Native American Rights Fund, and Running Strong for American Indian Youth. Established in 2006, NWF’s mission is to: 1) strengthen the circle of giving by uniting Native organizations to raise awareness and support for communities we serve; 2) better serve Native communities by becoming more effective Native nonprofit organizations; and 3) ensure that nonprofit organizations working on behalf of Native communities observe the highest levels of ethical standards and fiscal responsibility. In 2019, AISES CEO, Sarah EchoHawk, served as the chair of the organization’s board of directors.

Population Council – Indigenous Adolescent Girls’ Empowerment Network (IMAGEN) supported by the Population Council

AISES was one of the founding members of IMAGEN and is now working to find funding support to pilot our newly developed girl-centered STEM programming in both urban and reservation settings. IMAGEN seeks to equip Native-serving organizations with tools to reach and empower adolescent Native American girls through programs that are intentionally designed for girls instead of merely for young people more broadly.

STEM & Business Initiatives

Building upon the Growing Native STEM Businesses in the West (GNSBW) cohort-model program, funded by the Minority Business Development Agency (MBDA), AISES will further develop its programming to increase the number of STEM businesses owned by American Indian, Alaska Native, and/or Native Hawaiian professionals or college students. With funding from Wells Fargo, AISES is now offering mini grants to members of the GNSBW cohort along with continued professional and business development webinars and mentorship. AISES continues to highlight STEM and Business sessions at the AISES National Conference. AISES is also adapting its STEM & Business workshop series developed for the GNSBW program to meet the needs of Southwestern Oklahoma tribal communities as part of the newly awarded ANA SEDS grant.

URU – Changing Face of STEM

AISES first collaborated with URU in 2016 and continued its partnership in 2019. URU - Changing the Face of STEM seeks to move the needle on a complex and devastating social problem: the shortage of STEM opportunities for women and other marginalized students. Changing the Face of STEM is about strengthening collaborations. The strategy is to shift the paradigm in STEM to design new approaches to increase diversity and inclusion by producing media and live events created to ignite immediate actions to ensure future equity. National education and engagement initiatives offers a series of intensive hands on workshops and customized programs. The curriculum draws content and inspiration from leaders in STEM fields with the goal to change the mindset of children from marginalized communities and their parents so that they can envision the wide-open possibilities for themselves.

TRIBAL NATIONS

American Indian/Alaska Native College Affordability and TCU Sustainability

In collaboration with the other national Native Scholarship providers, AISES is engaged in a research project designed to better understand two critical areas in relation to American Indian and Alaska (AIAN) Native access to and success in higher education. The project explores college affordability among current and former AIAN college students, graduates, and non-completers attending both Tribal Colleges and Universities and non-Tribal Colleges and Universities and TCU sustainability, which includes the development of high-quality credentials at Tribal Colleges and Universities, funding and student access and completion.

Cheyenne River Sioux Tribe

In 2016, AISES received a four-year Native Youth and Culture Project grant from the Department of Education totaling almost $700,000 to work with Cheyenne-Eagle Butte (C-EB) Schools and the Cheyenne River Sioux Tribe (CRST) to address barriers to college and career readiness, specifically in the fields of STEM, among American Indian students living in South Dakota. Through this project, AISES is working to increase interest and engagement in STEM subjects among students of all ages, build the capacity of C-EB schools to support students in STEM, and generate CRST parent and community support of and engagement in STEM studies and careers, particularly in CRST youth. Improving STEM education by introducing novel and culturally relevant curriculum and programs and providing C-EB students with opportunities to grow and flourish in new environments is the core mission for this collaborative project. In 2018, AISES was awarded another NYCP grant to expand this program model to the other schools on the CRST reservation.

Eastern Band of Cherokee Indians

With generous funding from the Cherokee Preservation Foundation of the Eastern Band of Cherokee Indians (EBCI), AISES hosted its Leadership Summit in Cherokee, North Carolina, and continued to build upon two years of programming implementing the SPRK-ing Interest in Computer Science program at Cherokee Central Schools (CCS). Most recently, AISES is working to develop curriculum and collaborate with teachers to ensure computer science and 21st century skills are integrated and used at CCS to further the economic development of EBCI by creating a future-ready workforce.

Southwestern Oklahoma Tribes

AISES in partnership with Comanche Nation, Kiowa Tribe, and Wichita and Affiliated Tribes were awarded an Administration of Native Americans Social and Economic Development Strategies (ANA SEDS) project. The AISES and the Coalition of SW OK Tribes Economic Development Partnership project is a multi-herd Economic Development project focused on Asset Building, Career Pathways, and Entrepreneurship. AISES and its tribal partners will collaborate on the development and implementation of programs in three focus areas—Asset Building, Career Pathways, and Entrepreneurship—to meet the economic development needs of the tribal communities of southwestern Oklahoma. The partnership identified these three economic development programmatic components based on the current community condition including disparities in income, employment, educational attainment, money management, and businesses owned and operated by tribal citizens.
Through a combination of print and digital publishing, Winds of Change magazine consistently delivers content designed to engage every part of the growing AISES family. Students from pre-college through post-doc, aspiring and mature professionals, retirees, and elders—as well as our sponsors, partners, and friends—rely on Winds of Change as a multifaceted resource.

Each issue includes timely feature articles along with a welcome letter from the CEO, news of the organization and its members in AISES Notebook, inspiring “role model” profiles in AISES People, news of opportunities in Career Builder and Paths in Education, a Partner Index, and a guest commentary on a topic of community interest in Last Word. In addition, readers can find selective advertising for products, services, and opportunities that serve a diverse STEM-focused constituency. Decisions on Winds of Change content are guided by the Editorial Advisory Council, comprised of members from all segments of the AISES family. The digital version of each issue’s content entails a robust social media presence and advertising that effectively targets focused demographics. The cover of each issue and the accompanying article are especially designed to engage younger readers and keep them engaged as they work toward a promising future in STEM.

Together these components reach a broad readership and forward the AISES mission with an inspiring message of how STEM endeavors can lead to a fulfilling and productive future. Winds of Change draws readers to AISES and promotes diversity in STEM, while inspiring them to overcome obstacles on their own STEM paths.

AISES SEQUOYAH FELLOWS

Sequoyah Fellows invest in our future and accept a lifetime commitment to building connections and awareness as key philanthropic supporters who open doors, foster inclusiveness, and attract people to the AISES mission. We take great pride in our Sequoyah Fellow community that is approaching 1,500 persons.

Sequoyah Fellows span the U.S. and Canadian AISES community. They are scientists, tribal leaders, scholars, business leaders, retirees, educators, elders, and students who are dedicated to the advancement of Indigenous in STEM and encouraging the next generation of STEM leaders in the workplace.

The Fellows follow the lead of Sequoyah—a citizen of the Cherokee Nation—who developed the Cherokee syllabary in 1821. The Cherokee people quickly advanced in reading and writing abilities that sparked the ingenuity of a strong, resilient nation.

Being a Sequoyah Fellow can be a life-changing experience—and you too, can be a Sequoyah Fellow connecting with the 2019 inductees listed below.

- Otter Aspen
- Lily Aspen
- Jesslynn Bean
- Sheena Belgarde
- Antony Berthelote
- Iona Black
- Benjamin Blunt
- Pat Borrman
- Shannon Brown
- Zac Carman
- Kelly Charley
- Steve Darden
- Eric Daugherty
- Jeff Davis
- Paul Davis
- Amy Daherty
- Ed Dolanski
- Frances Dupris
- William Farnham
- Nediaya Francisco
- Cole J. Frederick
- Darrin R. Frederick
- Cora Gaasne
- Kirby Gschach
- Dallas Gilmore
- Daniel Hayden
- Sandra Hope
- Sanna Natalie Ibarra
- Kellie Jewett-Fernandez
- Amari Jones
- Joseph Lee Jourdain Sr.
- Verman Kaye
- Damon L. McCoy
- Justin McCoy
- Fred Maahs
- Jessica Metz
- Olivia Kee Mathison
- Alissandra Rey Marquez
- Paul Mayfield
- Anne Mollon
- Katelynn Morgan
- Jeremiah O’Callahan
- Susanna Packauskas-Lewalski
- Adrian Rives
- Jennifer Roberts
- Kaitlin Russel
- Jayne Sandoval
- Sydney Schad
- Bryanson Sells
- Ken Shaw
- Xavier Sherman
- Patrick Smith
- Lauren Smythe
- Faith Spotted Eagle
- Stan Spotted Wolfe
- Richard St. Germaine
- Vickie Sutton
- Jordan M. Syverson
- Rachael Teter
- Marthey Thompson
- Rose Toche
- Ralonda Tsosie
- Ann Vallie
- Maeten Von Dam
- Amy Weinstein
- Natani Yazzie
DONORS

Many of the AISES core activities such as events, education, and programs developed to increase STEM awareness would not be possible without gifts from individual donors. These gifts have far-reaching and life-changing impact. We warmly thank all of our donors for your support and generosity.

George & Mary Abbott
Murray Abramsky
Joel Achtenberg
Patricia Adams
Arnold Adicoff
Razmiq Aghabegian
David Aguierre
Ghiaz Alikhan
Barbara Allair
Sarah Allen
Andy Ambrose
Frank Ambrose
Christopher Anderson
Cathryn Antkowiak-Howard
Carol Aramaki
Billie Armstrong
Lacey Arseneau
ToniLisa Arviso-Jeans
George Arousian
Thalia Aspeslet
Tara Astigarraga
Dr. David Austin
Lowell Ayers
Virginia Bach
Jef Baez
Edward Baker
Lowell Baker
Fred Ball
Nicholas Balgos
Thelma Barlow
William Barnes
Glen Barrentine
Nancy Bassett
Alan Batten
Mary Batteley
Nancy Davis
Elisabeth Bazin
Ramona Beard
Sara R. Beauchamp
Craig Becker
Michael Becker
Larry Bellamy
Dr. Mark Bellcourt

Katherine Bernesderfer
Suzan Ben-Poourat & Richard Hack
Regina Bennetts
Olester Benson
Henry Bercutt
Dr. Ken Berman
Mark Bernhard
Patricia Berry
Judith Biersdorfer
Martha Binder
Darrel Bigot
William Black
Paul Boardman
Albert Bodea
Kathleen Bohnin
Harold Bostom
Glenn Boyd
Luther Branting
G. R. Braulke
Eric Braxton
Clark Bright
Donald Bromley
Charles Brooks
April Brooks
Ben Brown
Martha Brown
Benjamin Brown
E. Ann Brownell
Charles Bullard
Kenneth Burch
Henry Burden
Joe Burnett
Linda Burroughs
John Butler
Timothy Caver
Mary Cavanagh
Martha Cunningham
Thomas Curnin
Donna Curtis
Jo Anna Dale
Harry Damron
David Daniel
Brittany Danishevsky
Seth Darden
Denise Daubney-Lamp
John Davies
Lee Chambers
Gilbert Chapman
Patricia Charwat
Ginger Chase
Kayla Chase
Elise Chenevey
Carol Chrisis
Manariina Cicchetti
Ali Clark
Indra Clark
Julie Clark De Blasio
James Clary
Donald Clements
Karen Clout
Thomas Clouse
Clade Cole
Anita Collins
Peter Collins
Alyssa Conover
Leah Conover
Edward Cooper
Ronald Coppe
James Conbridge
Jacqueline Corrello
Louise Cornell
Philip Corelli
Louis Cassutta
RADM Samuel Cox
Salvatorie Cramer
Julie Crane
Robert Crippes
Dr. Joseph Crocker
Malia Crowe
Anicia Cueva
Katherine Cunningham
Thomas Demu
Donna Dennis
Jo Anna Dale
Harry Damron
David Daniel
Brittany Danishevsky
Seth Darden
Denise Daubney-Lamp
John Davies
Robert Davis
Frank De Haan
Robert Deadrick
Kenneth Decker
Yvonne Deffenbaugh
Houghton
Van Del Chamberlain
Sylvia Demarest
Dr. Michele Desmanais
Robert Detting
Billy Devine
Dr. Rita Devine
Elaine Devin
Jeremy Devoss
Lisa DiAlcacio-Schulze
David Dister
Walter Dodi
Dan Dolan
Alan Donohue
James Draper
William & Patricia Driscoll
Alfred Drum
Frances Dupuis
Nancy Dyer
Timothy Eastman
Geoff Easton
John Echowawk
Lucille Echowawk
Sarah Echowawk
Jennifer Edwards
Kathy Edwards
Martha Edwards
Noel Edwards
Eric Efron
Don Ennhat
Jean Escobar
Adriana Espinoza
Antigne Evangelou
Mark Fairbanks
Donovan Dale Faircloth
Darlene Farrow
Dr. Melvin Featherstone
Mike Fein

David Feldman
Clyde Ferguson
Lisa Ferguson
Gladys Fernandes
Keith Ann Feuerstein
Sidney Fiedler
Samuel Fiton
James Fitzgerald
Sally Flanagan
Joseph Flanagan
Jaye Fonash
Walter Fong
Bert Forbes
Judith Ford
Frank Fort
Lawrence Fort
Marcha Fox
Denise Freeland
J. Frengley
Nancy Frey
Joseph Freita
Stephen Fulling
Howard Fuse
Andah and
Franz Futterknetch
Anthony Galatis
Ethan Galloway
Eleanor Gansen
George Gazli
David Gates
William Geller
Jeffrey George
Frank Grewikay
William Gerrard
Mark Giese
Joy Glassman
Marin Godfrey
Karim Goldstaba
Louis Goodman
John Goodwin
Carole Gordon
Barbara Goreinstein
Anand Gourishankar
Karen Graves Pynch
Miriam Greembaal
John Griffin
Anna Grandolys
Elizabeth Gross
Luisa Grub
Pauline Guifoye
Tim Guith
Ashley Gundlach
Lita Gunter
Mason Hagelberg
Roxanne Hager
David Hagerty
Yvonne Hatuma
Howard Halbach
Marc Halberste
Dale Hamad
Wade Hampton
Carol Harkness
James Harris
Anne Harrison
James Hartham
James Harvey
Mary Hayes
Mary Haynes
Rommel Haynes
Larry Hetheren
Alan Howland
Candace Howard
Jerald Hubbard
Margaret Huebner
Mary Hughes
Diana Humphrey
Bobbie Hunter
Dr. Rosalind Hunter-Anderson
Anah Huyse
J. Gage Hutchens
Steen Hvidv
Paul Levin
Marc Ilmay
Beth Inboden
Emi Ita
Melis Iwamoto
Nancy Jackson
Sheri Jackson
Victor Jacobs
Anna Lucia Jacobson
Eckert
Revis James
Calton Jessup
Kellie Jewett-Fernandez
Elaine Johnson
Philemon Johnson
Robert Johnson
Jane Johnston
Celeste Jok
Barbara Higgins
Bob Jones
Glenn Jones
Robert Jones
Kenda Jossett
Jerry Joulet
Cody Kapotak
Susan Karraas
Robert Kay
Patrolia Keller
Dena Kelley
Irvin Kelley, Jr.
Diane Kelsey
Shaheen Khurana
Arthur Killduff
S. Brenda Kinkade
Richard Kuiasals
Charles Klein
Fred Kleinschmidt
Eimer Klump
Eric Knight
Marcia Kolovich
James Koones
H.R. Kopecky

Stanley Korvin
Jeff H. Kraft
P.A. Kreid
T. Krueger
Kishor Kulakomi
Krishna Kumar
Donna Kurpda
Eleanor Laplace
Daniel Larson
Stanley Laster
Adrienne Lavender
Michael Lavender
Frank Lebar
Oliver LeClaire
William Lee
Eugene Lehman
Elihu Leifer
Kenneth Lejune
Edwin Leonard
Joseph Lepak
Joann Levine Golden
Robert Levis, Jr.
Cheryl Levy
Rosanne Lewin
Joshua Leyba
Sandra Lilligren
S. Harding Lindhult
Lynne Lindell
M. Joanne Linne
Helen Lipham
Douglass Lipton
Richard Lobban
Kimberly Locke
Patricia Lowen
Omega Logan Silva
Suzanne Longbrake
Matthew Lopez
Sheila Lopez
John Lathrop
Susan Loucks
Lynelle Love
David Lubarof
Cecelia Lucero
Shayla Lucero
Chester Lukaszewski
Peter & Phyllis Lupsce
David Lyons
Carolyn Mack
Lisa Madden
Timothy Malinak
John Manion
Benjamin Mar
DONORS

Hoy John Ronald & Marilyn Ellicott
Edwin Helen Anthony

Harlene Masters
Patricia Mathews
Roger Mawby
Gabrielle May John Mayfield
Melissa Maynard
Mary Mayo

Helen McCahill
Bernard McCarthy
Melinda McClanahan
Michael & Norma McCay
Matthew McDonough

Ronald McIntyre
William McIntyre
Mary McKechnie
Kay Mee

Dr. Steven Meier
Dorothy Melane
Lester Meltzer
William Mendoza
Marian Menzel
Zan & Paul Merriman
Leon Meyer

Gladys Michael
Edwin Mighell
Moses Milizab
Anthony Miller

Cary Miller
Elizabeth Miller
Janet Miller
Ellicott Million
Pam Mills

Alicia Mitchell
Ronald & Marilyn Mitsch
Rhoda Mohring
Craig Mallon

Lavern Moore
Hoy Moose. Jr.
Zaida Morales-Martinez
John Moran
Jeannine Morelli-McCafferty
Michael Morris
Wills Moser

Isabelle Moulinier
Gary Mudd
Danielle Mulkey
Scott Murray
Dr. Adam Murry
Karen Murtha
Frank Myers
Alice Myers-Hall
Dale Myrthi
Amber Nishoba
Mary Ann Nation
Mark Nephew
Dee Neuman
Col. Nyle Neumann
Ronald Neumann
Naomi Newell
Iva Nicola
Richard Noonan
Eric Norris
Delores Norvell
Beyoja Notah
Vincent Noto
Yasushi Nozawa
James O'Brien
Karen O'Brien
Robert O'Brien
Mike O'Neill
Dr. Jean Oden
Andrew Ojansen
Andrew Ojansen
Stephen Oldfather
Barbara Oldford
Mariano Olea
Joseph Oliva
James Olsavsky
Dr. Mary Jo Ondrechen
Robert Onofrio
Maryanne Orta
David Ortman
Jeanette Otero
Dr. Megan Paciarotti
Glenn Palmer
Harold Palmer
Samuel Panarella
Henry Paquin
Dr. Lynn Paxson
Steven Payne
Helen Peaches
Tim Pepper
Charles Pericich
Willard Peschier
Barbara Peterson

Eline Petkovich
Janice Phillips
Gary Phillips
Patricia Pierce
Ronald Plue
Dr. Ken Polf
Norman Polk
Brandon Palingampeta
Joanne Pollino
Mary Ann Pollock
Douglas Pond
Wilma Poodary Ianni
Mohde Poul
Pamela Powell
Carla Prokasce
Carla Prokasce
Guy Pry
Richard Rathbun
Greg Rau
Kathleen Reese
George Reid
George Repchinisni
Tosie Reyhein
Elaine Rimele
Joe Rinaldi
Donna Ring
Lisa Rivero
Edward Rizzi
Timberley Roane
Styrell Robbins
William Roberson
Melinda Roberts
Robert Robillard
Paul Rocheleau
Marjorie Rogers
Nicole Rogers
Jayden Rolfe
Chuck Ross
Rosemary Ross
Faith Rowe
Chayla Rowley
Nola Royce
Susan Rudd
Michael Ruderman
Amanda Ruiter
Bruce Ryder
Susan Sachs
Thomas Saeger
Brad Sagen
Tovah Salcedo
Sonia Salgado
Nellie Salter
Reynold Sammaripa
Dr. Alvin Sanberg
Anita Sanchez
Cynthia Sanders
Ruth Sanders
Dr. Thomas Santangelo
Thomas Sauer
Marrick Sayers
Craig Schaal
Rosemary Saechter
Richard Schallack
Marna Schenck
James Schmitt
Lucy Scholz
Gerd Schubert
Laurence Schuler
Allen Schub
Dr. Jane Schwartz
Robert Schwartz
William Segal
Janet Seizyk
Mary Shanahan
Phylis Shanyten
Helen Shaw
Ken Shaw
Lawrence Shaw
Walter Shearer
Barbara Shepard
Dr. Gerald & Idaloni Shields
Dr. Tatiana Shubin
Richard Siedschlag
Flannie Silver
Ronna Simon
Dorothy Skofronick
Betsy Slavitt
Todd Stetthehag
Sippa Small
Michael & Andrea Smittle
Larry Smith
Elizabeth Anne Smith
Marilyn Smith
Nancy Smith
Richard Snider
Mark Snyder
Nicole Snyder Lee
Rodney Sabin

Sarah Spear
Catherine Spence
Dr. Nicholas Spencer
Dr. Janet Stafford
Martha Stample
Marshall Starcher
Alfred Starr
Sherman Starr
Stanley Steenstrom
Rick Stephens
Michelle Stephens
Dr. Leland Stohr
Glenda Streufert
James Strickler
Cari Stude
Betty Sullivan
Delores Sumner
John Elter
Lorita Sutton
George Swamp
Robert Sykes
Riley Taitlingford
Raymond Takahashi
Joelene Tamm
Walter Tanaka
Helen Topper
Edward Taub
Dr. Mary Tapetian
Jennifer Taylor
Nancy Taylor
Debbie Teahan
Elizabeth Teeson

Robert Speer
Catherine Spence
Dr. Nicholas Spencer
Dr. Janet Stafford
Martha Stample
Marshall Starcher
Alfred Starr
Sherman Starr
Stanley Steenstrom
Rick Stephens
Michelle Stephens
Dr. Leland Stohr
Glenda Streufert
James Strickler
Cari Stude
Betty Sullivan
Delores Sumner
John Elter
Lorita Sutton
George Swamp
Robert Sykes
Riley Taitlingford
Raymond Takahashi
Joelene Tamm
Walter Tanaka
Helen Topper
Edward Taub
Dr. Mary Tapetian
Jennifer Taylor
Nancy Taylor
Debbie Teahan
Elizabeth Teeson

Jacob Thomas
Marin Thomas
Patricia Thomas
MThuyeh Thompson
Nanci Tibbetts
Linda Tiger
William Tiger
Rick Tikkuri
Peggy Tilger
Anne Todd
Fredric Tolleson
Gary Tomp
Jans Toner
Emma Tossch
Les Trejo
Janet Trettiner & Eugene Stoltzfus
Samuel Tribble
Theresa E. Trotter
Kirra Truesdale
Louis Truso
Shaun & Jessica Tsabetsay
James Turner
Marion Turner
Dr. Rocquelle Turner
Sheri Turner
Ezhel Tzatzik
Steve & Mary Ulrich
Evangelie Utter
Rev. Ronald Valentine
John Van Berkum

Eric Van Horn
Sylvia Van Sickle
Kenneth Vargas
Michael Vincent
Dr. Herkus Von Lektermann II
Dr. Frances Walker
Dr. Lean Walker
Wren Walker Robbins
John Wallace
Ruby Walters
Rick Wampler
Dean Wanderer
Jack Ward
Diana Ware Collins
Marlene Watson
Thomas Watson
William Wegener
Amy Weinesten
Joseph Weixelman
Judy Wendt
Robert Wenzel
Katharine Werner
Gary West
Gregory West
Edward Weston
Rager Westphal
Susan Wethington
James Whaley
Susan White
Montanya Whiteman
Michael Whitaker

Barbara Whyte
Martin Wieland
Cecilia Wilke
Moses David Wikins
Judith Williams
Laura Williams
Richard Williams
Susan Williams
Janice Witt
Kerry Wingel
Madeline Winsand
Bonita Wise
Edward Wolcott
Edward Wolcott
Joan Wolf
David Wolf
Jerry Wolfe
Henry Woodard
Toby Woods
Sarah Workman
Steven Wright
Christina Wu
Miami Yang
Aaron Yazzie
Rhonda Yazzie-Moore
Janet Young
Brian Ziebart
Zev Ziegler
Kevin Walker
Anonymous

Amerian Indian Science and Engineering Society
The following outstanding organizations are recognized for their commitment to supporting the educational and professional development of American Indians, Alaska Natives, Native Hawaiians, First Nations, and other Indigenous peoples of North America in the STEM fields. AISES’ Circle Partners diversify their involvement over at least two national events or programs. For more information on how to become a Circle Partner, please contact Kellie Jewett-Fernandez at kjfernandez@aises.org.

Full Circle of Support

Circle of Support

STAFF

Executive
Sarah EchoHawk (Pawnee)
Chief Executive Officer
Amy Weinstein
Chief Deputy Director

Finance, Accounting & Human Resources
Bill McIntyre
Chief Financial Officer
Angelika Silva
Director of Finance and Human Resources
Johnell Lovejoy (Flandreau Santee Sioux and Shoshone-Bannock)
Accountant
Natalie Miller
Grants Finance Officer

Business Development
Kellie Jewett-Fernandez (Cheyenne River Sioux)
Chief Development Officer
Alicia Mitchell (Cherokee Nation)
Senior Development Officer
Candace McDonough
Senior Development Officer
Shayna Gutierrez (Oglala Lakota)
Tribal and Business Development Officer
Brianna Hall
Development Manager

Engagement & Advocacy
Lisa Paz (Pawnee-Comanche)
Senior Director of Engagement and Advocacy
Emerald Craig (Navajo)
Director of Outreach
Monique Tulley-Behe (Navajo)
Membership Manager

Information Technology
Ruben Hernandez (Rosebud Sioux)
Chief Technology Officer
Elise Lussier (Meskwaki and Red Lake Chippewa)
Information Technology Officer
Cody Vermillion (Pawnee)
Information Technology Coordinator
Phat Vuong
Information Technology Coordinator

Marketing & Individual Giving
Montoya Whiteman (Cheyenne and Arapaho)
Senior Director of Marketing
Karen English
Editor
Winds of Change Magazine
Kristen Goodfriend
Art Director
Winds of Change Magazine
Meghan Little
Managing Editor
Winds of Change Magazine

Programs & Research
Dr. Kathy DeerInWater (Cherokee Nation)
Chief Programs Officer
Dr. Johnny Poolaw (Delaware, Chinicahua Apache, Comanche, and Kiowa)
Associate Director of Programs

Special Events
Katherine Cristiano
Senior Director of Special Events
Sashea Sandalval (Sicangu Lakota)
Events Manager

Administration
Debbie Derryberry
Executive Assistant
Emily Wiercinski
Administrative Coordinator

Consultants
David Courmayer (Rosebud Sioux)
Plain Depth Consulting
Sheri Drew
Onsite Program Manager
Deleene Kougl (Lakota)
Onsite Program Manager
Joseph Morena (Filipino)
Onsite Program Manager
Tiffany Pesicka (Lakota)
Onsite Program Manager
Veronica Reichert (Ugandan)
Onsite Program Manager
Brian Vermillion
ver5design

Annual Report Copywriters
Sarah EchoHawk
Karen English
Montoya Whiteman

CIRCLE PARTNERS

Circle of Support

Agriculture
BNSF Railway
Chevron
Boeing
Intel
NSF
GM
Wells Fargo
United States Department of Agriculture

Full Circle of Support

 Winds of Change

Magazine

Karen English
Editor

Meghan Little
Managing Editor

Dr. Kathy DeerInWater
Cherokee Nation

Dr. Johnny Poolaw
Delaware, Chinicahua Apache, Comanche, and Kiowa

Assistant
Debbie Derryberry

Senior Director of Special Events
Katherine Cristiano

Onsite Program Manager
Deleene Kougl
Lakota

Onsite Program Manager
Joseph Morena
Filipino

Onsite Program Manager
Tiffany Pesicka
Lakota

Onsite Program Manager
Veronica Reichert
Ugandan

Onsite Program Manager
Brian Vermillion
ver5design

Annual Report Copywriters
Sarah EchoHawk
Karen English
Montoya Whiteman

Winds of Change

Magazine

Sarah EchoHawk

Karen English

Montoya Whiteman
American Indian Science and Engineering Society

New Mexico Office
4263 Montgomery Blvd. NE, Ste 200
Albuquerque, NM 87109
Telephone: 505.765.1052

Colorado Office
6899 Winchester Circle, Ste 102A
Boulder, CO 80301
Telephone: 720.552.6123