Accomplishments

* What are the major goals of the project?

The major goal of this project is to increase the representation of American Indians, Alaskan Natives, and Native Hawaiians in STEM faculty positions across the country. Key objectives of the project include: 1) achieve student persistence in STEM degree programs and high rates of degree attainment; 2) assist Scholars to develop a strong set of qualifications (e.g., research experience, portfolio building) to advance to the next level; 3) achieve high rates of student advancement to the
next academic/career rank; 4) increase Scholars’ understanding of academic careers (e.g., what is required to become and to succeed as a professor in a STEM field); 5) increase Scholars’ understanding of the integration of Native culture and traditions within an academic STEM career; 6) increase the number of AI/ANs in STEM faculty positions in the long-term; and 7) by the end of the fifth year, publish results of an externally-conducted evaluation of this pilot to assess the value of this experience for the Scholars and its impact on their academic and professional paths. These findings will serve as a guide for future, expanded-scale projects and will also inform application to other underrepresented groups.

* What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

**Major Activities:**

In the Fall of 2016, LTP professional development activities included organizing peering writing groups. From these discussions, two types of writing groups were established. Three peer groups, formed based on discipline, decided to develop a group focused on motivating each other to write on a regular basis and review each other’s work providing constructive and supportive feedback. The second group, earlier stages of their research and degree programs, opted to read and discuss a book on scientific writing and presenting. Additional professional development focused on preparing NSF GRFP applications, with more senior students mentoring those preparing applications, sharing awarded fellowship packages virtually. In the Spring of 2017, LTP professional development focused on webinars regarding negotiating faculty positions, a frequently requested topic among advanced graduate students and post-doctoral scholars. Additionally, recordings of previous webinars were added to the LTP Facebook group for students to view again, including NSF opportunities webinars on GRFP, DDIG, Post-Doctoral Fellowships, and REUs.

LTP scholars and faculty mentors convened at two in-person events, the AISES National Conference in Minneapolis, MN in November 2016 and the AISES Leadership Summit in Chandler, AZ in April 2017. At both events the LTP Program Director conducted programming specifically for the scholars and faculty mentors in the LTP program. In-person event activities included: 1) networking with faculty mentors, peers, and other scholars; 2) informational talks on funding, fellowships, and research opportunities; 3) career exploration; 4) academic career track guidance; and 5) cultural activities and discussions about Native identity and STEM research and careers.

Monthly mentor-mentee meetings are a major activity of this program. These meetings help the students to persist in their degree programs, complete degrees, and advance to the next level, while increasing understanding of academic careers, and integrating native culture and traditions within an academic STEM career.

Cohort 2 and 3 scholars received stipends for their participation in the program as well as travel funding to attend the AISES National Conference and either the AISES Leadership Summit or a discipline-specific conference of their choice. Scholars who attended the AISES National Conference also presented their research via an oral or poster presentation.

**Specific Objectives:**

Key objectives of the project include: 1) achieve student persistence in STEM degree programs and high rates of degree attainment; 2) assist Scholars to develop a strong set of qualifications (e.g., research experience, portfolio building) to advance to the next level; 3) achieve high rates of student advancement to the next academic/career rank; 4) increase Scholars’ understanding of academic careers (e.g., what is required to become and to succeed as a professor in a STEM field); 5) increase Scholars’ understanding of the integration of Native culture and traditions within an academic STEM career; 6) increase the number of AI/ANs in STEM faculty positions in the long-term; and 7) by the end of the fifth year, publish results of an externally conducted evaluation of this pilot to assess the value of this experience for the Scholars and its impact on their academic and professional paths. These findings will serve as a guide for future, expanded scale projects and will also inform application to other underrepresented groups.
Significant Results: Based on surveys conducted by the project's independent evaluator the following are some significant results from the of this project through the first half of the third year:

1) The vast majority of scholars report high to moderate satisfaction with their mentor (73% of 2015 cohort, 55% of 2014 Cohort and 53% of the 2016 Cohort);

2) Scholars report strong and relatively stable intentions to pursue a STEM career throughout 3 cohorts;

3) Most program components decreased in importance to the scholars from baseline to spring 2017; and

4) Students in all three cohorts rated sharing culture with mentors as most valuable to them.

In terms of predicting persistence (measured by intentions), this initial data shows two interesting relationships:

1. The more students endorsed scientific community values at baseline, the stronger their intentions were to pursue a STEM related career at 18 months for the 2014 Cohort ($r=.45$, $p<.05$) and 6 months for the 2015 Cohort ($r=.62$, $p<.01$), however that relationship was not significant for the 2014 Cohort in the spring 2017 (30M) and the 2015 Cohort (18M). This lack of significance might be due to the fact that half of the participants are no longer in their respective cohorts and thus there is less power to detect these relationships.

2. The higher students reported Scientific Identity, the more strongly they intended to pursue a STEM related career for the 2014 Cohort ($r=.76$, $p<.01$) and the 2015 Cohort ($r=.68$, $p<.01$), and this relationship remained for the 2014 Cohort in the spring 2017 ($r=.50$, $p<.05$).

For the 2015 Cohort there is a positive relationship between baseline intentions to pursue a STEM research career and their spring 2017 science efficacy ($r=.62$, $p<.05$).

The following relationship analysis is from the longitudinal data for the 2014 Cohort for the spring 2017 now 30 months from baseline and currently graduated out of the program and the 2015 Cohort also for spring 2017 18 months into the program and currently still active in the AISES program.

- For the 2014 Cohort, current intention was positively related to the importance of their perception of shared cultural values with their mentor($r=.52$, $P<.05$).
- Current quality of mentorship is related to current intentions to pursue science careers for some students. Scholars in the 2015 Cohort who report experiencing more satisfactory quality mentorship are more likely to intend to persist ($r=.68$, $p<.05$).
- For the 2015 Cohort their current intentions to pursue a STEM related career was positively correlated with how often their mentor encouraged them to talk about their fears and anxiety ($r=.67$, $p<.05$), helped them complete an assignment ($r=.72$, $P<.05$), challenged them to learn new skills ($r=.68$, $P<.05$), helped them network outside of the university ($r=.61$, $P<.05$), and helped them network within their field inside the university ($r=.74$, $P<.01$) as well as network with other professionals within their field ($r=.81$, $P<.01$).
- Intentions to persist, for those in the 2016 Cohort, is positively related to mentors who have discussed the student's feelings of competence ($r=.45$, $P<.05$) and conveyed empathy for their concerns ($r=.48$, $P<.05$).

Please note that as we continue to add cohorts to the study and the number of participants goes up, we will be able to test the above relationships using more sophisticated methodologies. But these preliminary findings are promising and potentially publishable.
Key outcomes or Other achievements:

The scholars were asked about their graduate school activity over a 6-month period from October 2016 to March 2017. In Spring 2017, students from the 2014 Cohort did not report applying to any type of graduate school, however this might be because most of them are already in a graduate program and the majority of them are now in the “not enrolled” group. A few students from the 2015 cohort applied to graduate school and medical school, confirming acceptance. Out of all of the scholars the 2016 Cohort reported receiving an award/honor and presenting their research at a higher rate than the rest of the cohorts.

Another key outcome is the stable intention to teach in a STEM field at a college, university, or tribal institution of higher learning among all three cohorts for the duration of their time in the LTP program. Additionally, their intention to pursue a career conducting STEM research has not significantly changed from baseline for all three cohorts.

Overall, students have reported satisfaction with the program. For example, a number of students gave testimonials on the unique opportunity this program provided them to connect with other STEM students and with a network of Native STEM faculty. Students have also reported satisfaction with the webinars given thus far and with the activities at the AISES National Conferences and Leadership Summit where students were able to discuss and express their Native cultures and identities with their peers and mentors.

* What opportunities for training and professional development has the project provided?

Undergraduate students received assistance applying for and securing REU positions. Through faculty mentor connections, a number of undergraduate students were able to secure summer research positions. LTP scholars receive significant professional development through webinars and in-person events, as described above, students learned about portfolio building fellowships and funding opportunities and other information from faculty mentors in the program that enhanced their understanding of and ability to navigate the academic career track. Additionally, this year’s webinars have specifically focused on providing skill development content, specifically pertaining to negotiating advances along the academic career path.

* How have the results been disseminated to communities of interest?

Co-PI Dr. Mary Jo Ondrechen has presented on the LTP program at an ACS meeting in year 3. The Project Director, Dr. Kathy DeerInWater frequently presents on the LTP program during various partner and potential funder meetings, and promotes the program via AISES communications and social media to the AISES Network.

* What do you plan to do during the next reporting period to accomplish the goals?

The Program Director plans to continue to coordinate and conduct more webinars, provide additional mentor-mentee training, continue to facilitate small peer working groups that will focus on publication and grant writing, update the LTP program Facebook group to share information regarding students’ success stories, education and career resources, and prepare students for the next season of applications (i.e. fellowship, graduate school, and postdoc applications). AISES will continue to have its in-person events and the LTP program will have program specific activities. Mentors and mentees will continue to meet and peer mentoring will also continue.

Supporting Files

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<td>Sarah Echohawk</td>
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Products

Books

https://reporting.research.gov/rprr-web/rprr?execution=e1s5
Nothing to report.

**Book Chapters**
Nothing to report.

**Inventions**
Nothing to report.

**Journals or Juried Conference Papers**
Nothing to report.

**Licenses**
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**Other Conference Presentations / Papers**
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**Other Products**
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**Other Publications**
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**Patents**
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**Technologies or Techniques**
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**Thesis/Dissertations**
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**Websites**
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**Participants/Organizations**

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<td>Undergraduate Student</td>
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Full details of individuals who have worked on the project:

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**Most Senior Project Role:** PD/PI  
**Nearest Person Month Worked:** 1

**Contribution to the Project:** Oversees operation of the program and grant budget.

**Funding Support:** None

**International Collaboration:** No  
**International Travel:** No

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**Nearest Person Month Worked:** 0

**Contribution to the Project:** Mentor

**Funding Support:** None

**International Collaboration:** No  
**International Travel:** No
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Contribution to the Project: Advisor
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Nearest Person Month Worked:** 0  
**Contribution to the Project:** Mentor  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Nearest Person Month Worked:** 0  
**Contribution to the Project:** Mentor  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Mentor  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Mentor  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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Nearest Person Month Worked: 0  
Contribution to the Project: Mentor  
Funding Support: None  
International Collaboration: No  
International Travel: No

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Contribution to the Project: Mentor  
Funding Support: None  
International Collaboration: No  
International Travel: No

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Nearest Person Month Worked: 0  
Contribution to the Project: Mentor  
Funding Support: None  
International Collaboration: No  
International Travel: No

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Contribution to the Project: Mentor  
Funding Support: None  
International Collaboration: No  
International Travel: No

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Nearest Person Month Worked: 0  
Contribution to the Project: Mentor  
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Mentor

Funding Support: None

International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Mentor

Funding Support: None

International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Mentor

Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor

Funding Support: None

International Collaboration: No
International Travel: No

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International Travel: No

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International Collaboration: No
International Travel: No

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International Collaboration: No
International Travel: No

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International Collaboration: No
International Travel: No

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International Collaboration: No
International Travel: No
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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Mentor
Funding Support: None
International Collaboration: No
International Travel: No
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<th>Email</th>
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<tr>
<td>Sarah Aarons</td>
<td><a href="mailto:smaarons@uci.edu">smaarons@uci.edu</a></td>
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<td>Shanadeen Begay</td>
<td><a href="mailto:s.begay@neu.edu">s.begay@neu.edu</a></td>
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<td><a href="mailto:kclaw@uw.edu">kclaw@uw.edu</a></td>
<td>Postdoctoral (scholar, fellow or other postdoctoral position)</td>
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<td>Megan Kiedrowski</td>
<td><a href="mailto:megan.kiedrowski@gmail.com">megan.kiedrowski@gmail.com</a></td>
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International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Kathy DeerInWater
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Nearest Person Month Worked: 6

Contribution to the Project: Serves as the program director. The program director develops, plans, and coordinates all Pathway activities, facilitates interactions between mentors and students in the program, manages the grant budget and oversees the ultimate success of the Pathway program.
Funding Support: None

International Collaboration: No
International Travel: No

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Most Senior Project Role: Graduate Student (research assistant)
Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0
Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0
Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Most Senior Project Role: Graduate Student (research assistant)
Nearest Person Month Worked: 0
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**Jesse Gibson**  
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Nearest Person Month Worked: 0

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Contribution to the Project: Scholar  
Funding Support: None  
International Collaboration: No  
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Contribution to the Project: Scholar  
Funding Support: None  
International Collaboration: No  
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Contribution to the Project: Scholar  
Funding Support: None  
International Collaboration: No  
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Funding Support: None  
International Collaboration: No  
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Funding Support: None
International Collaboration: No
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Funding Support: None

International Collaboration: No
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Contribution to the Project: Scholar

Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar

Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar

Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar

Funding Support: None

International Collaboration: No
International Travel: No
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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No
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Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No
Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Funding Support: None
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No
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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No
International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None

International Collaboration: No
International Travel: No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

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**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No

**Lizzie Lightning**  
**Email:** lightnin@nsuok.edu  
**Most Senior Project Role:** Undergraduate Student  
**Nearest Person Month Worked:** 0

**Contribution to the Project:** Scholar  
**Funding Support:** None  
**International Collaboration:** No  
**International Travel:** No
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<th>Name</th>
<th>Email</th>
<th>Most Senior Project Role</th>
<th>Nearest Person Month Worked</th>
<th>Contribution to the Project</th>
<th>Funding Support</th>
<th>International Collaboration</th>
<th>International Travel</th>
</tr>
</thead>
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<tr>
<td>Michaela Long</td>
<td><a href="mailto:mkl20@email.arizona.edu">mkl20@email.arizona.edu</a></td>
<td>Undergraduate Student</td>
<td>0</td>
<td>Scholar</td>
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<tr>
<td>Jack Martin</td>
<td><a href="mailto:jack_martin@brown.edu">jack_martin@brown.edu</a></td>
<td>Undergraduate Student</td>
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<tr>
<td>Alexander McGirt</td>
<td><a href="mailto:alexandermcgirt@yahoo.com">alexandermcgirt@yahoo.com</a></td>
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<tr>
<td>Kevin McPherson</td>
<td><a href="mailto:kevin.mcpherson@emory.edu">kevin.mcpherson@emory.edu</a></td>
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</tr>
<tr>
<td>Na'ta'ne Miles</td>
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<td>Undergraduate Student</td>
<td>0</td>
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</table>
International Collaboration: No
International Travel: No

Cheyenne Nelson
Email: cheyenne.nelson@berkeley.edu
Most Senior Project Role: Undergraduate Student
Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Most Senior Project Role: Undergraduate Student
Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

Biidaaban Reinhardt
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Most Senior Project Role: Undergraduate Student
Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

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Most Senior Project Role: Undergraduate Student
Nearest Person Month Worked: 0

Contribution to the Project: Scholar
Funding Support: None
International Collaboration: No
International Travel: No

Jackie Taylor
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Most Senior Project Role: Undergraduate Student
Nearest Person Month Worked: 0
**Contribution to the Project:** Scholar

**Funding Support:** None

**International Collaboration:** No

**International Travel:** No

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**Joshua Thomas**

**Email:** thomasa1114@yahoo.com

**Most Senior Project Role:** Undergraduate Student

**Nearest Person Month Worked:** 0

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**Contribution to the Project:** Scholar

**Funding Support:** None

**International Collaboration:** No

**International Travel:** No

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**Sidney Thompson**

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**Most Senior Project Role:** Undergraduate Student

**Nearest Person Month Worked:** 0

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**Contribution to the Project:** Scholar

**Funding Support:** None

**International Collaboration:** No

**International Travel:** No

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**Tada Vargas**

**Email:** tadavargas@icloud.com

**Most Senior Project Role:** Undergraduate Student

**Nearest Person Month Worked:** 0

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**Contribution to the Project:** Scholar

**Funding Support:** None

**International Collaboration:** No

**International Travel:** No

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**What other organizations have been involved as partners?**

Nothing to report.

**What other collaborators or contacts have been involved?**

Nothing to report

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**Impacts**

What is the impact on the development of the principal discipline(s) of the project?
This project has already had an impact on the development of best practices for meeting the key objectives of this project. A majority of students report being very satisfied with their mentor, and our analyses show that quality of mentorship is positively correlated with the scholars’ intentions to persist in STEM. We think this is in large part due to our ability to connect students with a mentor that either identifies as Native American or exhibits cultural sensitivity and is well matched with a student based on STEM research interests. Based on student feedback, the project’s focus on integrating Native culture and identity and STEM careers and research is a unique component of the program that students have not been able to receive from other sources. Our findings so far indicate that students in the program appreciate the ability to interact with other Native American students, post-doctoral fellows, and faculty, creating a full circle network of support. This is an important insight that impacts our understanding of the needs of Native American students.

What is the impact on other disciplines?
Nothing to report.

What is the impact on the development of human resources?
This program improved the performance, skills, and attitudes of Native American students by improving their persistence, degree attainment, and advancement to the next level. Students also increased their understanding of the academic career track and received professional development aimed at securing fellowship, funding, and research opportunities. These objectives were met through participation in program activities such as inperson AISES events, webinars, monthly mentor meetings, and developing a full circle network of support among program participants.

What is the impact on physical resources that form infrastructure?
Nothing to report.

What is the impact on institutional resources that form infrastructure?
Nothing to report.

What is the impact on information resources that form infrastructure?
Nothing to report.

What is the impact on technology transfer?
Nothing to report.

What is the impact on society beyond science and technology?
Results from this project inform best practices for increasing the representation of Native Americans specifically and underrepresented minorities in general in STEM fields within academia. What we have found so far is the importance of developing a sense of community, access to faculty and peer mentors that are culturally aware and sensitive, and the integration of culture and multiple identities into discussions of STEM research and careers.

Changes/Problems

Changes in approach and reason for change
Nothing to report.

Actual or Anticipated problems or delays and actions or plans to resolve them
Nothing to report.

Changes that have a significant impact on expenditures
Nothing to report.

Significant changes in use or care of human subjects
Nothing to report.

Significant changes in use or care of vertebrate animals
Nothing to report.

Significant changes in use or care of biohazards
Nothing to report.