



COUNCIL ON SOCIAL WORK EDUCATION

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March 31, 2010

The Honorable Byron Dorgan
Chairman, Committee on Indian Affairs
United States Senate
Washington, DC 20510

The Honorable John Barrasso
Ranking Member, Committee on Indian Affairs
United States Senate
Washington, DC 20510

Dear Chairman Dorgan and Ranking Member Barrasso:

On behalf of the 3,000 individual members and 650 graduate and undergraduate programs of professional social work education comprising the Council on Social Work Education (CSWE), I respectfully submit the enclosed report, *Status of Native Americans in Social Work Higher Education*, to the official Committee record for the hearing that took place on March 25, 2010 on *Youth Suicides and the Urgent Need for Mental Health Care Resources in Indian Country*.

CSWE is a nonprofit national association representing graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation (CHEA) as the sole accrediting agency for social work education in the United States. Social work education focuses students on leadership and direct practice roles helping individuals, families, groups, and communities by creating new opportunities that empower people to be productive, contributing members of their communities.

In 2007, CSWE formed a Native American Task Force to examine the current state of Native Americans in social work education. The report, finalized in late 2009, takes a close look at the disparities that exist with respect to Native Americans in higher education, focusing primarily on social work education. It examines the extent to which social work programs have been successful in recruiting and retaining social work students and faculty, as well as the extent to which all social work students are taught core competencies needed to serve the mental health needs of Indian Country. A primary finding of the report is that social work graduates (regardless of whether they are American Indian/Alaska Native or not) need to have baseline knowledge of Native American culture in order to effectively practice. The report also discusses social work programs across the country that have been successful in recruiting American Indian/Alaska Native students and faculty and suggests that these programs could serve as models for other social work programs.

As you will see by reading the report, and as was discussed during the March 25 hearing, capacity building can be a challenge for professions responsible for providing mental health services, especially to Indian Country. CSWE is committed to addressing the severe shortfalls plaguing the social work profession by implementing the recommendations made in the report to recruit and retain Native American students and faculty into social work programs, and to integrate Native American content into social work curriculum.

I hope you will take a moment to read the attached report. If CSWE or the Native American Task Force can ever be of assistance to the Committee, please do not hesitate to contact CSWE's government relations staff, Ms. Wendy Naus, at wendy@lewis-burke.com or (202) 289-7475.

Sincerely,

A handwritten signature in black ink that reads "Julia M. Watkins". The signature is written in a cursive, flowing style.

Julia M. Watkins
Executive Director, Council on Social Work Education

Cc: CSWE Native American Task Force Members



COUNCIL ON SOCIAL WORK EDUCATION

Task Force on Native Americans in Social Work Education

Final Report: Status of Native Americans in Social Work Higher Education

October 2009

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Acknowledgements

The Native American Task Force (Task Force) would like first to acknowledge the Council on Social Work Education (CSWE) for the Senior Scholar award given to Suzanne Cross during the 2007-2008 academic year, which funded the data collection that informed this report, *The Status of Native Americans in Social Work Higher Education*.

The Task Force members analyzed the data collected through Dr. Cross' study, and contributed to writing the different sections of this report. Dwain Pellebon and Emily Proctor contributed recommendations in response to the survey of social work deans and directors; Ashley Ryerse (not a Task Force member) provided recommendations from a student's perspective as part of a Michigan State University American Indian Studies Internship. Priscilla Day developed recommendations related to the survey of Native American social work faculty members and Gordon Limb and Lorna Heppler (not a Task Force member), analyzed and prepared recommendations based on the data from a survey of Native American social work students. Suzanne Cross provided recommendations in response to the data collected from the survey of Native American social work practitioners.

In addition to the four surveys conducted, a discussion of the role of Tribal Colleges and Universities, and a textbook review is included in this report. Eddie Brown and Edwin Gonzales-Santin (not a Task Force member) volunteered to respond to the need for inclusion of Tribal Colleges in the broader educational system. Ashley Harding, an undergraduate social work student at Michigan State University (not a Task Force member), provided a review of 55 textbooks as part of her internship. Angelique Day, a research assistant at Michigan State University (not a Task Force member) provided support with the data analysis.

The Native American Task Force would also like to recognize the valuable contributions made to the research, the Task Force meetings, and report writing by the following Council on Social Work Education staff members:

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Executive Summary

In 2007, two projects were launched concurrently by the Council on Social Work Education (CSWE) to move forward research on Native Americans¹ in social work education. First, Suzanne Cross was appointed as a CSWE Senior Scholar to undertake a data collection initiative on Native American students and faculty, as well as Native American content in social work curriculum. At the same time, Kay Hoffman, then President of CSWE, appointed a seven member Native American Task Force, to examine the current state of Native Americans in social work education and to assist Dr. Cross in the analysis of the data from her Senior Scholar project. This report represents the work of the Native American Task Force and Senior Scholar Suzanne Cross.

The Task Force used multiple methods of data collection, including primary and secondary sources, to arrive at the most comprehensive summary possible of the current state of the social work education field. Existing sources of data included articles and books in the social work literature, government sources, materials and publications from the CSWE archives, and data from CSWE and the Minority Fellowship Program. Beyond these existing sources, additional data was collected for this study through surveys, focus groups, interviews, and text analysis.

Findings

According to the U.S. Census Bureau (2000), approximately 4.5 million U.S. residents identified as American Indian or Alaskan Native, either alone or in combination with one or more races. This is a relatively small population (1.5% of total population) (DeVoe, Darling-Churchill, & Snyder, 2008); however, in spite of its small size there are considerable disparities and challenges facing this group that affect social work education and practice. For example:

- There is a disproportionate number of American Indian/Alaskan Native children placed in foster care (NICWA, 2007).
- A higher percentage of American Indians/Alaskan Natives are unemployed - 12% as compared with other racial/ethnic groups (Hispanics, 6%; Asian/Pacific Islanders, 3%; Whites 4%) (DeVoe, Darling-Churchill, & Snyder, 2008).
- A higher percentage of American Indians/Alaskan Natives live in poverty - 27% compared to 13% of total population. (DeVoe, Darling-Churchill, & Snyder, 2008).

Furthermore, there are specific disparities for Native Americans in higher education. Though the number of degrees conferred to American Indian/Alaska Native students has grown significantly over the past thirty years, only 8.6% of American Indian/Alaskan Native adults (25 and over) have a Bachelor's degree, 4.5% have a graduate degree (DeVoe, Darling-Churchill, & Snyder, 2008; National Indian Education Association, 2008). Less than 1% of faculty members at

¹ The Task Force is aware of and sensitive to the diverse perspectives in both definition and terms used in literature and academe to reference indigenous populations in the United States. For the purpose of this report, the term *Native Americans* will be used to reference American Indians and Alaskan Natives, including the thirty-seven Tribal Nations represented in the study.

degree-granting institutions are American Indians/Alaskan Natives (DeVoe, Darling-Churchill, & Snyder, 2008).

These challenges and disparities affect students across the educational continuum. As stated in a report by the U.S. Commission on Civil Rights (2003),

“As a group, Native American students are not afforded educational opportunities equal to other American students. They routinely face deteriorating school facilities, underpaid teachers, weak curricula, discriminatory treatment, outdated learning tools, and cultural isolation” (p.13).

These educational disparities result in a higher number of dropouts and a smaller number of students that persist to graduate from high school. For example, in 2006, individuals who were sophomores in 2002 were surveyed to determine whether they had graduated from high school. Only 74.7% of those American Indian/Alaskan Native students had received a high school diploma by 2006, compared to 92.1% Asian/Pacific Islander, 91.1% White, 82.2% Black, and 80.9% Latino students (DeVoe, Darling-Churchill, & Snyder, 2008; National Indian Education Association, 2008).

In examining social work education, the percent of full-time students identified as American Indian/Alaskan Native is roughly equivalent to that of higher education as a whole. In 2007, accredited social work programs reported that full-time American Indian/Alaskan Native students comprised 1.0% (250) of baccalaureate students, 1.0% (219) of master’s students and 1.5% of doctoral students (20) (CSWE, 2008a; DeVoe, Darling-Churchill, & Snyder, 2008).

Dr. Cross’ study revealed that those programs that are successfully recruiting American Indian/Alaskan Native student and faculty have a number of resources in place that could serve as a model for other social work programs. There are also a number of resources lacking, challenges, and issues perceived by programs, which may serve as barriers to further recruitment and retention. Furthermore, critical content about Native Americans is also missing from the curriculum.

Recommendations

Given the findings, the Native American Task Force recommends taking the following actions:

- (1) recruiting and retaining Native American faculty and students,
- (2) promoting equal value of alternative research methodologies,
- (3) finding student financial assistance,
- (4) infusing Native American content in social work curriculum,
- (5) building cultural competency,
- (6) addressing discrimination,
- (7) improving field placements,
- (8) supporting of American Indian and Native American studies programs, and
- (9) collaborating with Tribal Colleges and Universities.

Introduction

The Native American Task Force was created by the CSWE Board of Directors and appointed in 2007 by Kay Hoffman, then President of CSWE. The Task Force was formed out of recognition for a need to look at the issues of Native Americans in social work education; the last comprehensive examination undertaken by CSWE was done by the CSWE American Indian Task Force, which conducted a study between 1970 and 1971 (Mackey, 1973). Seven Task Force members were appointed including faculty members and a student. Task Force members were selected for their experience, cultural competency and areas of expertise. The Task Force was charged with examining the status of Native Americans in social work education and with presenting the findings, along with recommendations for action, to the CSWE Board of Directors. Suzanne Cross was appointed Chair of the Task Force and concurrently was made a CSWE Senior Scholar for her proposal to conduct survey research on social work programs and Native American faculty.

Methodology

Dr. Cross' Senior Scholar study entitled, *Status of Native Americans in Social Work Higher Education*, was used as a building block for the work of the Task Force. In spring 2007, Suzanne Cross and Emily Proctor reviewed documents and publications in the archives at CSWE offices. The documents included memos and reports from the 1970 American Indian Task Force (AITF), the initiatives that followed the AITF final report, and historical publications and reports from the Annual Survey of Social Work Programs (Annual Survey) and the Minority Fellowship Program. The research staff also provided Dr. Cross with datasets from the recently completed 2006 Annual Survey.

Dr. Cross and Ms. Proctor also conducted a comprehensive review of the literature, and the materials found in the CSWE archives, to identify gaps in the literature on Native Americans in social work education. They used this information to hone two survey instruments – one for directors of accredited social work programs, and one for Native American faculty members. Dr. Cross ultimately decided to gather additional needed information through a combination of surveys of students and practitioners, focus groups, interviews, and text analysis.

The Task Force had its first meeting during the 2007 Annual Program Meeting (APM) in San Francisco, California. CSWE staff members, Jessica Holmes and Lisa Weidekamp, provided additional data to the Task Force from the CSWE membership database and the Annual Survey. The Task Force spent time reviewing and giving input on the study design and survey instruments. The study design and questionnaires were also presented to the American Indian and Alaskan Natives Social Work Education Association, which met during APM. Dr. Cross incorporated the input from the Task Force and the education association to finalize the survey instruments.

The final study design was focused on gathering information about (1) social work curriculum (including field education), (2) the educational environment (i.e. program structure and resources), (3) recruitment and retention of Native American students and (4) recruitment and retention of Native American faculty. The informants included social work program directors,

Native American faculty, Native American students, Native American practitioners, and existing documents, materials, and social work textbooks. In order to collect the most accurate information possible from the varying groups, a mixed-method design was used, including four major components:

- Use of existing data (e.g., archives, reports, and literature)
- Focus groups and interviews
- Surveys
- Review of selected textbooks

Multiple methods were used for each of the four main study areas; the cross-section of the methods and areas of study are indicated in Table A. Using multiple methods added depth to the information gathered from the surveys, and allowed the Task Force to avoid replication of data collection. Each method and focus will be explained in detail.

Table A: Study Topics and Methods Used

	Use of Existing Data	Focus Groups and Interviews	Surveys	Review of selected Textbooks
Social Work Curriculum		X	X	X
Educational Environment		X	X	
Social Work Students	X	X	X	
Social Work Faculty	X	X	X	

Use of Existing Data

CSWE has several sources of data that were used in an effort to avoid redundancy in data collection. Every year CSWE conducts a census of accredited programs, referred to as the Annual Survey of Social Work Programs (Annual Survey). The census collects basic information about social work students, graduates, and faculty, including racial and ethnic identification. The results of the census are made available through a publication, *Statistics on Social Work Education in the United States*. CSWE has been conducting this census since 1952, so there is a wealth of longitudinal data available. Since a thorough report was put together by the American Indian Task Force in 1973, the Task Force focused on reviewing the publications since that time. Due to changes in categories and reporting, there was some incongruence between years. For instance, in the 1970s the racial/ethnic group category was “American Indian”, but by 2007 it had been changed to “American Indian/Alaskan Native”. These differences will be noted in the analysis of variables.

Another source of longitudinal data is the CSWE Minority Fellowship Programs (MFP). The MFP are federally funded programs that provide training and funding to minority doctoral students. The purpose of the program is to increase the number of trained minority scholars who are interested in conducting research on minority groups. The MFP was first funded in 1974 from the National Institute of Mental Health (NIMH) and then a second award was given in 1978 from the Substance Abuse and Mental Health Services Administration (SAMHSA) (CSWE, n.d.). The MFP has kept records of the number of students awarded fellowships, the number who

graduate, and the number that dropout by racial/ethnic identification. Although attrition is not reported by individual, some estimation of program completion can be made.

The third source of data is the archives at the CSWE offices. The archives include extensive documentation of the 1970 American Indian Task Force, including the final report. The 1973 final report was presented to the CSWE Board of Directors with recommendations, some of which were implemented by the CSWE staff. Notes and materials from the implementation are included in the archive. Since this study builds on the 1970 Task Force, their report and their corresponding efforts to improve on recruitment and retention of American Indian students and faculty will be referred to throughout the report.

Survey Research

After reviewing the existing data sources, it was determined that additional information would be needed in order to have a comprehensive picture of the current state of the field. As such, four surveys were developed to gather information from different stakeholders, including: (1) social work deans and directors, (2) Native American faculty members, (3) Native American students, and (4) Native American practitioners.

Survey of Social Work Deans and Directors

The Task Force was primarily interested in knowing what strategies, that is curriculum and structural components, were being used by social work programs showing success in recruitment and retention of Native American students and faculty. “Success”, for this survey, was defined as programs that had more than five Native American students or two Native American faculty members reported in the 2006 Annual Survey of Social Work Programs. Forty-four (44) social work programs qualified as successful under that definition.

The survey consisted of eight questions that addressed curriculum content on Native Americans, field placements, student assistants, support groups, American Indian studies programs, and any perceived challenges to recruitment or retention. Institutional Review Board (IRB) approval was obtained from Michigan State University for this survey. The final response rate was 59.1% (26).

Survey of Native American Faculty Members

The Task Force wanted more in-depth information about faculty members that identified as American Indian or Native American. A 26-question survey was developed that included questions on demographic information (e.g., tribal affiliation, highest earned degree, teaching experience), involvement with Tribal Colleges, curriculum content on Native Americans, field placements, student assistants, support groups, American Indian studies programs, and any perceived challenges to recruitment or retention.

There is no perfect sampling frame of social work faculty members. Although CSWE collects information about all faculty members annually, the information is not linked to names or contact information. In order to include as many Native American faculty members as possible, a list was used that combined the members from the CSWE membership database and the American Indian and Alaskan Natives Social Work

Education Association email list. The total number of faculty invited to participate in the study was 63. The final response rate for the faculty survey was 55% (33). Institutional Review Board (IRB) approval was obtained from Michigan State University for this survey.

Survey of Native American Students

The frame issues persist for the Native American students as well. In order to gather some data from students, Dr. Cross used contacts in on the American Indian/Alaskan Native Social Work Educators listserv and other faculty contacts. Students were sent a survey in paper form from Dr. Cross's office at the Michigan State University and returned via postal mail to Dr. Cross.

Survey of Native American Practitioners

Native American practitioners were also included this study as they are on the front lines of work in the profession. Many also serve as adjunct faculty, liaisons, and field supervisors. The Native American practitioner survey was sent in paper form from Dr. Cross's office at the Michigan State University and returned via postal mail to Dr. Cross. This group of 50 survey respondents represented 31 Tribal Nations, are majority female (80%), and 61% are first generation college students.

Focus Groups and Interviews

In order to gain a deeper, more personal, view on the issues at hand, focus groups and interviews were conducted with Native American students and faculty members. Five focus groups were held in three states. In the state of Michigan, two sessions were held - one focus group was held on the Saginaw Chippewa Indian Reservation and one in the Okemos community. Two sessions were also held in Arizona- one on the Navaho Reservation and second at Arizona State University, in Phoenix. A fifth session was held at Washington State University, in Seattle, Washington.

Each state had a different focus. In the state of Michigan, the focus was on planning for the future of the Tribal Nation and the children, in Arizona the focus was on discrimination and Indian Child Welfare, and in the state of Washington, the focus was on historical trauma and its legacy. All the focus groups and interviews were conducted by Suzanne Cross with administrative assistance from Emily Proctor.

Review of Selected Textbooks

Another aspect to this study, which was not included in the original Scholars Project prospectus, is a content review of 55 textbooks that are frequently required and/or recommended for social work courses. Two major publishers with full knowledge of the purpose of the request agreed to provide these textbooks for the review of Native American content. Requests were made to additional publishers, however they did not respond.

The textbook review was done by hand primarily by a student research assistant (Ashley Harding) at Michigan State University. The work was supervised and reviewed by Suzanne Cross. The student was asked to review each section of the textbook looking for explicit content and references (e.g., examples, exercises) about Native Americans. All 55 textbooks were

reviewed in this manner and a list of occurrences cataloged for further analysis by Suzanne Cross. Dr. Cross reviewed the occurrences and categorized them by themes.

Keywords and phrases related to the Native American population were searched for in the review. The keywords and phrases included American Indian, American Indian and Alaskan Natives, Native American, First Nations People, Indigenous People, Cultural Competency, Minority Populations, Special Populations and Diverse Populations. In addition, terms such as Indian Child Welfare Act (ICWA), Bureau of Indian Affairs (BIA), boarding schools, Indian Health Services, Indian Religious Freedom Act, American Indian clients were sought as well as issues of loss and grief, suicide/homicide, aging/gerontological issues of Native Americans. Also, recommendations for social workers to better serve Native American clients, and case studies and/or examples, were sought in the review.

Data Collection and Analysis

Data collection took place in the spring and summer of 2008. The second meeting of the Task Force was held at the 2008 APM in Philadelphia, Pennsylvania. At that time, the Task Force reviewed the initial findings from the surveys and other data collection efforts. In addition to the appointed Task Force, two faculty members participated in the meeting, Edwin Gonzales-Santin and Gretchen Cotrell.

Survey data was sent to Task Force members for analysis. The open-ended questions were analyzed using Nvivo software. Two researchers were involved in coding the qualitative data. To ensure good inter-rater reliability, themes were coded independently, and then the researchers came together to review and agree on themes. Reports were run from Nvivo to determine the strength of each theme (i.e. how often each theme occurred across the sample).

The Need in Social Work Education

The Native American population is small relative to other racial/ethnic groups in the U.S., with 4.3 million U.S. residents who reported in the 2000 Census as being American Indian and Alaskan Native alone or in combination with one or more races; this constitutes approximately 1.5% of the total U.S. population (Ogunwole, 2006). Although the group is small, it is very diverse. There are 562 federally recognized Tribal Nations and more than 180 non-federally recognized Tribal Nations in the United States (U.S. Bureau of Indian Affairs, n.d.; Access Genealogy, n.d.). Each Tribal Nation has its own distinct history, culture, language, and degree of acculturation. The highest numbers of Native Americans live in three states: California, Oklahoma, and Arizona; Native Americans constitute the largest percentage of the Alaskan population (18%) (U.S. Census Bureau, 1999; U.S. Census Bureau, 2008).

This population is particularly important for social work education in many ways. Although this group composes a small proportion of the total U.S. population, it is one with historic and current challenges that will significantly impact social work practice. There is a specific need for social work graduates to have baseline knowledge of the social work issues in order to practice effectively. Among the issues facing Native Americans today is a disparity in educational attainment at all levels (high school, undergraduate, and graduate), which then leads to disparity

in Native Americans serving in faculty and educator roles. Therefore, the need in social work education is two-fold: (1) there is a need for all social work students, regardless of racial or ethnic identification, to have the knowledge and skills to work competently with Native Americans and (2) there is a need to improve the pipeline for Native American students and faculty into social work.

Challenges and Disparities

Profound disparities exist for Native Americans in almost every category, including – health and mental health, employment, and education. As may be expected these disparities have a compounded effect that can be cyclical. Furthermore, there are continuing strains in the Native American community due to historical abuses by the U.S. government. This includes the boarding school abuses that began in 1870, in which thousands of children were removed from reservations, sent to boarding schools, and forced to give up their culture. There were also many documented cases of mental, physical, and sexual abuse at these schools (Bear, 2008). These historical abuses continue to affect the child welfare system in particular.

Substantial health and mental health disparities exist in the Native American population. For example, the Native American population has increased incidences of heart disease (which is the leading cause of death among Native Americans), diabetes, infant mortality, unintended injuries (accidents) and injuries from domestic violence, stroke, and fetal alcohol syndrome. Additionally, there are increased incidences of alcoholism, and mental health disorders such as depression, suicide, and post traumatic stress disorders (primarily resulting from historical trauma such as boarding school experiences and military combat traumas) (Centers for Disease Control, 2008; U.S. Department of Health & Human Services, 2009; Ingham County Health Department, 2007). A compounding factor is that 32.1% of American Indians and Alaska Natives lack health insurance coverage (U.S. Census Bureau, 2008).

Poverty, unemployment, and underemployment also impact the Native American population. In 2007, 25.3% of people who reported they were American Indian and Alaska Native, lived in poverty, as compared to 12.5% of the total U.S. population (DeNavas-Walt, Proctor, & Smith, 2008). A lower percentage of Native Americans were employed; the difference in rate of employment is most significant for American Indian and Alaska Native men, where 66% were employed, compared to 71% of all men. For American Indian and Alaska Native women, 57% were employed, compared to 58% of all women. Even of those Native Americans that were employed, more worked in the service industry and fewer in management positions than the rest of the U.S. population. Furthermore, the earnings of Native Americans were less than those of the rest of the population –with a median of \$28,900 for men and \$22,800 for women (working full-time, year-round) compared to \$37,100 for all men and \$27,200 for all women (Ogunwole, 2006).

The issue of child welfare is central to tribal communities. Although the Indian Child Welfare Act was enacted in 1978, Native American children continue to be removed from their family homes at a higher rate than other groups, due in part to circumvention of this federal law (Cross, 2006). “Nearly 10,000 American Indian/Alaskan Native children are in the nation’s foster care system today, at a rate that is disproportionately higher than that for non-Indian children (NICWA, 2007).” In fact, American Indian children are three times more likely to be placed in

substitute care than White children (Hicks, 2009). Other issues in child welfare, specific to the Native American population, include differences in who is providing care for children. Fifty-four percent (54%) of American Indians and Alaska Natives over the age of 30 reported that they lived with and cared for grandchildren, compared with just 40% of the entire U.S. population (U.S. Census Bureau, 2008).

The Education Pipeline: Native American Students and Faculty

Education in particular is also a concern for the Native American community. Although CSWE is primarily concerned with higher education issues, the problem with recruitment for Native American students begins long before college. Only 71% of American Indians and Alaskan Natives (25 and older) had at least a high school education, as compared with 80% of the total U.S. population (Ogunwole, 2006).

The number of American Indian/Alaska Native students enrolled in post-secondary education has increased significantly over the last thirty years. American Indian/Alaskan Native now comprise 1% of enrolled students in colleges and universities. However, the percent of Native American 18-24 year olds who are enrolled is still lower than other groups. For example, in 2006, 26% of 18-24 year olds were enrolled, compared to 58% of Asians, 41% of Whites, 33% of Blacks, and 27% of Hispanics (DeVoe, Darling-Churchill, & Snyder, 2008).

Specific to social work, the enrollment levels for Native American students has, for the most part, remained flat since the 1970s. There have been fluctuations, but over the last thirty years, the baccalaureate full-time enrollment has averaged around 259 students or 1.0% of enrollees, master's at 151 or less than one percent, and doctoral at 12 students or 1.6% (Rubin & Whitcomb, 1978; Spaulding, 1988; Lennon, 1998; CSWE, 2008a). Given the lower rate of high school completion for Native American students, efforts to increase recruitment and retention may need to focus on new and different activities that would improve educational attainment at all levels.

Given the relatively small pool of Native American doctoral candidates and graduates, it is unsurprising that there are also a small number of Native American faculty members in social work. As of November 1, 2007, there were 41 full-time (1.3%) and 8 part-time (0.4%) American Indian/Alaskan Native social work faculty. This is as compared to 1977, when 32 American Indian faculty were reported, who comprised 0.7% of all faculty members (Rubin & Whitcomb, 1978).

In summary, critical issues that span all aspects of life, compound to affect the Native American population. These issues include health, mental health, poverty, employment, housing, and child welfare. Furthermore, higher education, which could lead to improvements for many of these issues, can seem out of reach. The impact on social work is three-fold – (1) social work students need to graduate prepared to work sensitively and competently with this population, (2) Native American students in particular should be sought out and trained to work within their communities, and (3) Native American faculty should be trained to advance the profession and assist in recruitment and training.

This report summarizes the findings of the data collection processes as broken out by subject matter: (1) social work programs, curriculum, and textbooks, (2) Native American faculty, (3) Native American students, and (4) Tribal Colleges. A final summary of recommendations from all sections and a discussion of the implementation of the recommendations are offered for consideration by the CSWE Board of Directors.

Social Work Programs: Curriculum and Educational Environment

Dwain A. Pellebon, Emily Proctor, Ashley Ryerse, Ashley Harding, and Suzanne L. Cross

There are 664 accredited social work programs in the United States as of the June 2009 Commission on Accreditation meeting. In 2007, the highest numbers of American Indian/Alaskan Native students were enrolled in programs in Arizona, New Mexico, and California. American Indian/Alaskan Native faculty were in 18 states, with the highest concentration in California, Utah, Washington, Wisconsin, and New York. In trying to understand what elements were present or absent from social work education that would prepare students to work competently with Native Americans and would help programs to recruit and retain more Native American students and faculty, the Task Force specifically looked at (1) program structure (educational environment), (2) curriculum (including courses, content, and field education), and (3) textbooks.

Program Structure – the Implicit Curriculum

The environment in which social work education is presented can have as much or more impact than the curriculum itself; this is what is referred to in the 2008 Educational Policy and Accreditation Standards as the implicit curriculum (CSWE, 2008b). As such, the Task Force examined some of the qualities and resources presented in the implicit curriculum. Forty-four (44) accredited social work programs were invited to participate in a survey that covered structural, curriculum, and content components; 26 of those programs participated in the study for a 59.1% response rate. These programs were ones designated as “successful” in recruiting Native American students (5 or more) or faculty (2 or more) to the program.

In the survey of social work programs (see Methodology), participants were asked about whether they had a series of resources in place. Notably, 88.5% (23) programs reported having field placements in American Indian/Native American community agencies (see Table B). The majority of respondents (76.9%; 20) also indicated that they had a support group in place for American Indian/Native American students, which is an important factor in retaining diverse students, including Native Americans.

Table B: Are any of the following American Indian/Native American resources available at your social work program?[Director Responses]

	Yes	No
a) Field placements on American Indian/Native American reservations	65.4% (17)	34.6% (9)
b) Field placements in American Indian/Native American community agencies	88.5% (23)	11.5% (3)
c) An American Indian/Native American Studies Program at your institution	69.2% (18)	30.8% (8)
d) Support groups for American Indian/Native American students	76.9% (20)	23.1% (6)

The survey of Native American faculty members asked participants to respond to some of the same items as the director survey. It would be expected that there would be some overlap in the institutions represented between the director and faculty samples. It is therefore, somewhat unsurprising that there was consistency between the responses of the two groups for most of the items. One exception was the item “Support groups for American Indian/Native American students”. While the directors reported 76.9% had such groups, only 68.8% of faculty said such groups were in place at their program.

Table C: Are any of the following American Indian/Native American resources available at your social work program? [Comparison of Director and Faculty Responses]

	Deans/Directors		Native American Faculty	
	Yes	No	Yes	No
a) Field placements on American Indian/Native American reservations	65.4% (17)	34.6% (9)	62.5% (20)	37.5% (12)
b) Field placements in American Indian/Native American community agencies	88.5% (23)	11.5% (3)	84.9% (28)	12.1% (4)
c) An American Indian/Native American Studies Program at your institution	69.2% (18)	30.8% (8)	69.7% (23)	30.3% (10)
d) Support groups for American Indian/Native American students	76.9% (20)	23.1% (6)	68.8% (22)	31.2% (10)

An open-ended question on the surveys asked directors and faculty members to identify challenges and barriers to Native American student success. Responses included a lack of Native American faculty to serve as mentors to students, lack of financial support, distance of school from reservation or home and/or lack of access to internet for distance education.

An underlying theme from the open-ended responses seemed to be the disconnect that a Native American student would experience between home and academia. For example, a number of respondents mentioned that the university as a whole was not sensitive to cultural differences. This lack of cultural competence by the university system can lead to alienation, difficulty, or failure. For instance:

“[Native American] students often struggle with balancing family/community responsibilities and numerous crises with the requirements of their MSW coursework... I spend a good amount of time outside class working with Native students to help them figure out ways to balance home responsibilities and class expectations so that they do not take incompletes in my classes.” [Quote from Native American faculty member]

“One possible barrier might be academic and social support resources that are sensitive to American Indian/Native American culture. The limited experience that I have had with

American Indian/Native American students, students were reluctant to make use of campus resources, but did make use of resources available in the American Indian community. The lack of linkage between campus and American Indian community resources might be an additional barrier.” [Quote from a program director]

This seems to suggest that the availability of resources within a social work program or within the larger university may not be enough to address needs and support students. Cultural sensitivity within the university community and additional outreach, or building a connection to the Native American community and their resources, may be essential for successful recruitment and retention.

Curriculum – Courses and Content

The director and faculty survey instruments were designed with several questions related to content on Native Americans —general population information, the Indian Child Welfare Act, and, indigenous historical trauma. All three content areas had 80% of the directors reporting this content in at least one full class period in a given social work course. The percentage was dramatically reduced to 46.1% when asked whether there is a dedicated course with at least half of the focus on American Indian populations (see Table D).

Table D: Are any of the following American Indian/Native American resources available at your social work program?[Director Responses]

	Yes	No
a) A unit (at least one full class period) in any course with a focus on American Indian/Native American populations	84.6% (22)	15.4% (4)
b) A unit (at least one full class period) in any course on the Indian Child Welfare Act	80.8% (21)	19.2% (5)
c) A unit (at least one full class period) in any course on the impact of historical trauma on American Indian/Native American populations (e.g. US boarding school system, child removal, etc.)	88.5% (23)	11.5% (3)
d) Specific course with a focus (at least 50%) on American Indian/Native American populations	46.2% (12)	53.9% (14)

There is a significant difference for this item (specific course) between those programs that reported that they currently have a Native American on faculty and those that do not (p<.05). For those programs that replied “yes” they have a specific course, 75% (9) also reported that they have American Indian/Native American faculty members.

Native American faculty members were also asked if they teach any of the Native American-related topics (see Table E). These questions focused on individual responsibility, rather than general program availability. The highest percentage responded “yes” to the first item, “A unit (at least one full class period) in any course with a focus on American Indian/Native American populations” with 71.9% (23) reporting to teach such a unit. The lowest percent responded to teaching a unit on the Indian Child Welfare Act (43.8%, 14).

**Table E: Do you teach any of the following at your social work program?
[Native American Faculty Responses]**

	Yes	No
a) A unit (at least one full class period) in any course with a focus on American Indian/Native American populations	71.9% (23)	28.1% (9)
b) A unit (at least one full class period) in any course on the Indian Child Welfare Act	43.8% (14)	56.3% (18)
c) A unit (at least one full class period) in any course on the impact of historical trauma on American Indian/Native American populations (e.g. US boarding school system, child removal, etc.)	67.7% (21)	32.3% (10)
d) Specific course with a focus (at least 50%) on American Indian/Native American populations	51.5% (17)	48.5% (16)

Interestingly, those faculty members that teach at the baccalaureate level were more likely to report teaching the content areas. For example, while 43.9% of all faculty members reported teaching a unit on the Indian Child Welfare Act, 81.8% (9) of baccalaureate faculty reported teaching such a unit.

The student survey and survey of practitioners also asked about perceptions of course content and that group had a different point of view about the Indian Child Welfare Act (ICWA) being taught. Sixty-five percent (65%) of students responding reported that ICWA (a unit) was taught in courses, while only 15% of practitioners thought that it was taught.

Curriculum and course content also emerged in the open-ended question responses from both directors and faculty members. Only one director mentioned lack of content or courses as an issue. However, many of the faculty members mentioned lack of Native American content, courses, and accompanying materials in their responses. Faculty members also discussed how the presented content could be enriched by the presence of Native American students in the classroom. For example:

“[Native American students] provide a contemporary perspective to other social work students who may have a romantic or misinformed view of American Indians.” [Quote from Native American faculty member]

Many of the faculty members also mentioned that it is important to balance that sharing with ensuring that Native American students are not pressured to become the “the representative of all Native Americans” in the classroom; this issue will be discussed further in the student section.

Textbooks

The majority (90.9%; 30) of Native American faculty members reported that they “require textbooks/readings for any course that focuses on American Indian/Native American populations”. However, program directors were not asked to report on the textbooks used in their programs. To augment this information a content review was conducted of available social work textbooks.

Fifty-five (55) textbooks frequently used in social work required and elective courses were reviewed for relevant and accurate content on Native American and Native American-related issues and policies. The textbooks were solicited through communications with publication companies that produce textbooks for social work. Two publishers responded to the request for textbooks to be reviewed for Native American content. Both publishers were made aware of the reason for the request. The textbooks reviewed do not represent all textbooks required in social work courses, nor is the review meant to create a listing of the preminent textbooks available.

Of those textbooks reviewed, 44 textbooks (80%) had some content on the Native American population and 11 (20%) had no content.

Summary and Specific Needs for Social Work Programs, Curriculum, and Textbooks

The social work programs that have successfully recruited Native American students and faculty have many of the resources in place that are needed for retaining those same groups. Areas that seem to be lacking are courses on Native American topics, textbooks with Native American content, and potentially, coursework that focuses on the Indian Child Welfare Act. Although not certain, it may be that the remaining programs that were not included in the study, would be less likely to have such resources in place.

The following actions are recommended for increasing the resources in place for Native American students and faculty, curriculum content, and textbook content on Native American populations.

a) Increase the integration of Native American content in social work curriculum

Social work students need to have exposure to Native American content. Programs could infuse content across the curriculum and through specific courses. The CSWE diversity-related groups (i.e., Commission for Diversity and Social and Economic Justice, Center for Diversity) could be a helpful avenue to promote the benefits of having at least one dedicated cultural diversity and oppression course as part of the required curriculum. A specific course on the Native

American population would help students to develop an understanding of the people and their cultures, which is a foundation critical to engagement and development of rapport.

Within one of the social work courses, a unit (3-hour class session) on the Indian Child Welfare Act is crucial. This is an important piece of federal legislation for maintaining the cultures of Tribal Nations. For example, a policy course should include such milestones as the Indian Child Welfare Act. A unit with a focus on the impact of historical trauma on the Native American population should also be offered in social work courses. Historical traumas must be taught to increase understanding and provide historical context of the population to increase cultural competency. Content for practice courses should include content on tribal services, roles of tribal social workers, and the importance of collaboration.

To address the lack of Native American content in social work curriculum, discuss the lack of Native American content in textbooks with publishers and encourage an increase Native American editors and reviewers' to contribution valuable input to ensure accuracy of content. Request an increase in consideration of authorship of Native American for textbooks to ensure accuracy of information including tribal differences, uniqueness and nuances of the various cultures. Current articles written by Native American authors can augment materials available.

Invited speakers can also help to discuss the differences in worldview of Native Americans and how it results in conflict. Other departments or programs are often willing to collaborate with social work schools and programs to bring speakers to campus.

b) Offer relevant field placements for Native American students

Where available, offer field placements on reservations or in urban community agencies should be made available for students. An agency specifically designed to serve Native Americans would be an excellent field placements for all students. It would also be helpful to create field experiences with Tribal Nations in numbers, for example four or five students placed in one location.

c) Encourage the development of American Indian Studies Programs (AISP)

American Indian Studies Programs (AISP) should be supported, to supplement social work students' knowledge of the population.

d) Support the development of student resources in social work programs

Support reference groups for Native American students to assist in retention. In a large university, it is easy for students to get lost or not participate in activities. A Native American student finding his or her place in a group like North American

Indigenous Student Organization could solidify the decision to attend a particular university. Assistance could include provision of space to meet or other resources.

e) Support the development of alternative curriculum delivery models to educate Native American students.

A commonly cited barrier for Native American students is geographical distance to the closest social work program. Online classes and off-campus locations may encourage more students to go on and complete a degree.

Native American Social Work Faculty

Suzanne Cross and Priscilla Day

In 2007, there were 41 (1.4%) full-time faculty members reported as American Indian/Native American. The highest number of these faculty were located in California and Utah (5 each), followed by New York, Washington, and Wisconsin (4 each). When looking at CSWE regions, the highest number were in Region 5 (8; 19.5%), which is termed the “Great Lakes” (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin). Two regions did not have any full-time Native American faculty members (New England and Mid-Atlantic). The average age for the faculty members was 55.

An additional eight part-time American Indian/Native American faculty were reported for 49 total American Indian/Native American faculty members. It should be noted that due to a change in reporting structure, the faculty response rate for the 2007 Annual Survey of Social Work Programs was especially low (55.4%; 285 institutions responding). However, the preliminary data from 2008 seems to be consistent with these numbers, with 48 full-time faculty members identified as American Indian/Native American (CSWE, 2009).

At the time of the 1973 American Indian Task Force report, there were seven (7) American Indian faculty members (Mackey, 1973). Since then, the number of Native American faculty has increased (see Table F), but the percent of total faculty has remained below one percent. Consistent with the trends in the whole of social work faculty, the distribution of faculty by gender shifted over time to have a greater percentage of female faculty members.

Table F: Native American faculty by gender and year – with percent gender and percent of total

	2007	1997	1987	1977
Male	15 (36.6%)	24 (40.0%)	19 (63.3%)	23 (71.8%)
Female	26 (63.4%)	36 (60.0%)	11 (36.7%)	8 (25.0%)
Total	49 (0.9%)	60 (0.9%)	30 (0.8%)	32 (0.7%)

Sources: Rubin & Whitcomb, 1978; Spaulding, 1988; Lennon, 1998; CSWE, 2009.

The Task Force used the survey of directors, survey, and focus groups with Native American faculty members to augment and enrich the available data. The director survey finding that half of the surveyed programs (13) have American Indian/Native American faculty may reflect the relatively limited supply of available applicants. In fact, 26.9% (7) of respondents indicated in open-ended responses that the demand for Native American faculty members is greater than the supply. In addition, salary limitations do not seem to be a barrier to hiring Native American faculty with only one respondent explicitly stating salary limitations as an issue. The fact that most respondents indicated a desire to hire Native American faculty, with only one who stated concerns regarding salary levels, seems to indicate a shortage of Native American faculty as the most significant factor limiting their presence in social work programs.

Faculty Demographic Information

Only a minimum amount of demographic information is collected in the Annual Survey of Social Work Programs, so the faculty survey asked a number of questions about educational history and demographics. Over half of respondents (54.6%; 18) indicated they were the first person in their immediate family to attend college or university. This is a higher percentage than the average for the entire population, and is significant since special resources are often required for first generation students (Nunez & Carroll, 1998). The majority of respondents (87.5%; 28) reported that they had received scholarships and fellowships during graduate school, with 65.5% (19) of those funds coming from the college/university or a combination of university and tribal funds.

Most respondents had a doctorate as a highest earned degree (66.7%; 22), with most of those in the area of social work or social welfare (45.5%; 15). This is lower than the average reported for all faculty members in 2007, where 73.0% had a doctorate as highest earned degree and 55.8% had a doctorate in social work or social welfare. An additional 21.2% (7) survey respondents had an MSW as highest earned degree. Reported title for the respondents was split between Professor (30.3%; 10), Associate Professor (24.2%; 8), and Assistant Professor (21.2%; 7). Consistent with the tenure rate of faculty members as a whole, 48.5% (16) reported being tenured, 15.2% (5) on a tenure track, and 27.3% (9) not on a tenured track even though their institution has a tenure system.

Respondents reported teaching in the following programs:

- 63.6% (21) teach in baccalaureate social work programs
- 60.6% (20) teach in master's of social work programs
- 15.2% (5) teach in doctorate social work programs
- No respondents currently teach concurrently in tribal colleges
- No respondents currently teach concurrently in other 2-year institutions
- 72.7% (24) worked in a Public - State institution
- 6.3% (2) worked in a tribal college or university

Faculty Resources

Having supportive resources in place could assist institutions with recruiting and retaining Native American faculty members. The survey of faculty examined whether some faculty support resources were in place; the focus groups and open-ended responses also explored gaps in support (see Table G).

Table G: Are any of the following resources available at your social work program? [Faculty Responses]

	Yes	No
a) An American Indian/Native American Studies Program at your institution	69.7% (23)	30.3% (10)
b) An American Indian/Native American faculty association	12.5% (4)	87.5% (28)
c) Other American Indian/Native American faculty at your institution	71.9% (23)	28.1% (9)

A surprising 71.9% (23) reported having other American Indian/Native American faculty at their institution. The item does not specifically ask whether these fellow faculty members are located in the social work department. Very few faculty members reported having a faculty association (12.5%; 4).

In addition to these resources, 36.4% (12) had a research assistant(s) assigned to work with them. Less than half of those reported research assistants were Native American (42.9%; 6). The research assistants were supported by the college/university (46.2%; 6), grants (30.8%; 4), and a combination of grants and college/university (23.1% 3).

Perceived challenges or barriers to Native American faculty success

An open-ended question about the challenges and barriers to American Indian/Native American faculty success was asked in the director survey, faculty survey, and practitioner survey. Items that all three groups cited include:

- Importance of continued service to the tribal community (divided responsibilities)
- Isolation
- Cultural conflicts – lack of understanding by institution
- Stereotypes and discrimination
- Lack of mentorship

In addition, faculty members cited:

- Lack of other American Indian/Native American faculty
- Additional service demands made of faculty (e.g., guest speaking, diversity committees)

Many of the issues mentioned by the directors were similar; they cited:

- Low supply of Native American faculty (26.9%)
- Lack of institutional support and acceptance of Native American research topics and methods (26.9%)

- Importance of Native American faculty members mentoring Native American students (23%)

Practitioners also mentioned:

- Lack of support of Native American curriculum
- Lack of support of accomplishments
- Lack of peer support/network/reference group for faculty
- Lack of recognition for the importance of tribal languages.

Summary and Specific Needs for Social Work Faculty

The number of Native American faculty members has increased since the 1973 American Indian Task Force (Mackey, 1973); however, the group remains a relatively low percentage of the total social work faculty. This is problematic because it means there is a low pool for social work programs to recruit, it can lead to feelings of isolation for faculty members, and leads students to see a lack of representation on faculty. In order to increase the number of faculty, the number of students who go forward at each program level will also have to increase.

Social work faculty and program directors identified a number of areas that prove to be challenges for Native American faculty. Building on those identified areas, and the survey data, the following recommendations are submitted:

a) Increase recruitment of Native American faculty

Native American faculty members are vital not only to a program, but also to the success of Native American students. In order to successfully recruit and retain Native American faculty resources, mentoring opportunities, and networking opportunities are needed for faculty. Mentoring opportunities should be developed between new Native American faculty members and established scholars, ideally at the same institution.

Furthermore, the pipeline to the professoriate should be strengthened through specific programming for Native American doctoral students. Symposia and other opportunities will help to mentor doctoral students about the challenges of academic life and strategies for success. Networking opportunities could be provided at the Annual Program Meeting, including doctoral students. Native American doctoral students also need adequate financial aid, mentoring to assist with socialization into academia, and grants to support Native American research interests. Increasing the number of students serving as faculty assistants will also help students to enhance their research skills, and prepare them for faculty roles.

However, as discussed earlier matriculation will also have to be improved from BSW to MSW into social work doctorate programs. Going further, focus should expand to include those who do not attend college to develop an interest in a social work career and then provide support to help them be successful.

b) Improve understanding of cultural differences in program administration

Promoting understanding of cultural differences in program and university administration can help with recruitment and retention of Native American faculty. Workshops or other training mechanisms could be used to discuss the challenges of cultural conflict for Native American faculty members. Programs should understand the role of the Tribal Council for each tribe. The Tribal Council is the governmental body for the Tribal Nation. In fact, some Tribal Nations have their own Institutional Review Board process that must be followed in addition to the academic institution for each research project.

c) Promote the use of alternative faculty models in the tenure process

Many social work programs commit to a mentoring and socialization process that can discourage Native American faculty from student mentoring and community involvement during the tenure review period. Institutions can give more weight to activities related to culturally valuable services, such as community involvement and mentoring.

Institutions can commit to providing equal recognition of qualitative and community-based research methodologies based on cultural competency. Such a commitment must be reflected in tenure and retention policy.

Native American Social Work Students

Gordon E. Limb and Suzanne Cross

In 2007, there were 489 enrolled full-time students identified as American Indian or Alaskan Native. At the baccalaureate level, these students were enrolled at 86 social work programs (21.7%) in 43 states. Students were most highly concentrated in Oklahoma, New Mexico, Arizona, California, Minnesota, and North Carolina. Master’s students were enrolled in 75 programs (44.4%) in 32 states, including high concentrations in Washington, New York, New Mexico, Missouri, Michigan, California, and Arizona. There are very few enrolled students at the doctoral level; Native American doctoral students were only in 10 states, with the highest number in Washington (CSWE, 2009).

Table H: Full-time enrollment of American Indian/Alaskan Native students in social work by year and program level

	2007	1997	1987	1977
Baccalaureate	250 (1.0%)	356 (1.4%)	170 (1.1%)	258 (0.9%)
Master’s	219 (0.9%)	202* (0.9%)	76* (0.5%)	105* (0.6%)
Doctoral	20 (1.4%)	12* (0.9%)	8* (1.1%)	6* (0.7%)

Sources: Rubin & Whitcomb, 1978; Spaulding, 1988; Lennon, 1998; CSWE, 2009.

The number of full-time students identified as American Indian/Alaskan Native has increased over time, but the percent of all students has stayed at around 1%. There is no data available on the age and gender of these students.

Student Resources

The Annual Survey of Social Work Programs, which gathers this information, does not provide detail on individual students, so the Task Force used the surveys and focus groups, to try to get a better understanding of Native American students. Much of the survey results have been reported in previous sections. To highlight some of those findings, some areas where there are specific needs include:

- Lack of Native American faculty members (only 49 in social work as of 2007),
- Courses that focus on American Indian/Native American populations, and
- Field placements on American Indian/Native American reservations

Students and faculty members alike mentioned the need for additional Native American faculty members, who can serve as mentors to the students and assist the students with negotiating the responsibilities at school and at home.

Given the general population issues, mentioned in the section on need, we know that student financial resources may not be strong. Supporting Native American students financially may be an important step for additional recruitment and retention. The faculty member survey found that

36.4% (12) of the faculty members had a student research assistant, but fewer than half of those were Native American students.

One important source of doctoral funding in social work is the CSWE Minority Fellowship Programs. In 2008, one Native American/American Indian student received funding from the research program (7% of fellows) and one received funding from the clinical program (4% of fellows). This has remained consistent in recent years, with the exception of 2004, when three Native American/American Indian students received funding under the clinical program (CSWE, 2008c).

Perceived challenges or barriers to Native American student success

According to the student questionnaire (N=38) the major challenges and barriers for the success of Native American students falls into several categories. The **biggest challenges** are in the area of support and personal problems with discrimination, culture, readiness/preparation, and problems with the school/system also being listed as issues.

- Nearly half of the students (47%) mentioned lack of support as a challenge or barrier. This included loneliness, homesickness, no Native American mentor, no Native American clubs or organizations.
- Almost 80% of students reported that they are not the first in their family to attend college. It seems that a student is more likely to go to college if someone else in their family has gone before them.
- Nearly half the students (47%) mentioned personal problems, but the problems mentioned did not seem to be unique to Native American students.
- Financial issues were mentioned, but the statistics showed that 82% of the students received at least one scholarship and 42% received at least two scholarships. However, the scholarships offered may be inadequate to meet needs.
- About a third of the students (32%) listed some sort of discrimination or lack of cultural sensitivity as being a factor.
- Cultural differences such as fear of big institutions, quietness in class and unfamiliarity with the white community were mentioned by about 30% of students.
- About one quarter of the students (26%), felt that they were not adequately prepared or did not have enough self-confidence to do the coursework required.
- Problems with the school/system were mentioned the least (24%) with no student mentioning the same problem as another.

Furthermore, half of the students (50%) reported that they have had a Native American professor and almost 70% of all the students agreed that it was very important to have a Native American

professor. The most common reasons given for wanting a Native American professor were that they needed a role model or mentor and they felt more comfortable (21%).

Summary and Specific Needs for Social Work Students

There is a need to increase the numbers of Native American students at all levels of social work education. From the study, we know that those students that are recruited to social work programs often experience significant difficulties, especially in attempting to navigate competing demands at home and school, facing misunderstanding from the college or university about culture, lack of Native American faculty and fellow students, and lack of mentorship opportunities. Given these needs, and challenges, the following recommendations are submitted for consideration:

a) ***Start Native American support groups and clubs on campuses.***

There is a lack of peer support for Native American students. A peer group of Native American students would help students to cope with loneliness, and to consult about new experiences. A support group or club would also help to reduce the feeling cultural isolation. Some of these groups already exist, so programs and faculty members can help to raise awareness.

b) ***Set up a mentoring system for students.***

There is a lack of mentors for Native American students. Several students mentioned in the survey and focus groups that having a mentor would be very helpful, especially when first starting a new degree program. Identify Native American professors on campus, regardless of their area of expertise and see if they would be willing to be a mentor to Native American students on campus.

c) ***Recruit more Native American professors.***

Almost 70% of all the students agreed that it was very important to have a Native American professor in the program; however, there are few available. Native Am faculty members can mentor and advise students, encouraging them to continue with the program. There is a strong need, in light of the lack of faculty to increase recruitment and retention of Native American professors.

d) ***Provide tutors for Native American students.***

About one quarter of the students (26%) felt that they were not adequately prepared or didn't have enough self-confidence to do the coursework required. Tutors could assist students to complete assignments. It would be preferable if the tutors were also Native American so that they could better relate to each other.

e) ***Continue to fight cultural discrimination and insensibility through education about the Native American cultures and history.***

There is a need for support of Native American content in the social work curriculum. This includes textbooks with correct information, classes about

Native American cultures and history, and presentations from Native American organizations and clubs. The inclusion of relevant Native American issues in curriculum is likely to increase the Native American students' interest and experience being a part of the education process, reducing the feeling of being on the fringes or invisible. Also, students should not be asked to teach the Native American content for courses, as sometimes happens for the topics of historical trauma and the Indian Child Welfare Act.

Assist Deans and Directors, faculty and staff to become aware of the desire and need for Native American students to return home (tribal communities), for instance, for family responsibilities, attendance at tribal ceremonies and other important tribal events. Universities that are sensitive to the importance of tribal ceremonies can request the faculty provide consideration for Native American students to travel.

Programs should reward students for their accomplishments that often go unnoticed because of the cultural difference and worldview, which encourages a Native American student to not draw attention to him or herself. Assist in developing an understanding of the difference in worldview and the meaning of accolades.

f) ***Teach Native American students' skills to succeed in the white culture.***

Several students mentioned in focus groups and surveys that they had difficulty living in white society because they are unfamiliar with it. Some education and exposure to white society may make it easier for them to succeed.

g) ***Gain family support through education and recruitment fairs.***

Students who have the support of their families are more likely to succeed. Having recruitment fairs on the reservations that educate the families about the advantages of sending a child to college may increase the number of Native American students who want to attend a college or university. It could also educate them about financial options available to them and alleviate other concerns they may have.

h) ***Find additional financial support for students.***

Encourage funding for Native American students. Also, programs could work with Tribal Nations to ascertain if they have a scholarship program. The universities, social work schools and programs can work together with tribes to be able to meet student needs.

Tribally Controlled Colleges and Universities

Eddie F. Brown, Edwin Gonzales-Santin, and Suzanne Cross

The Tribally Controlled Community College Assistance Act of 1978 was created to provide Native American (American Indian) students access to critical postsecondary education that would otherwise be out of reach due to geographic isolation, inadequate pre-college preparation, family responsibilities and socioeconomic challenges. All thirty-six tribally controlled colleges and universities (TCUs) located within the United States offer certificate programs and two-year associate degrees.

A growing number of TCUs offer four-year baccalaureate degrees and master's degrees. Currently, two TCUs offer Baccalaureate Social Work degrees: Salish Kootenai Tribal College is accredited by CSWE, and Oglala Lakota Tribal College is in candidacy. Six TCUs offer Associate Social Work degrees and thirteen offer a variety of certificates and associate degrees in Human Services, Chemical Dependency, and Mental Health (American Indian Higher Education Consortium, 2009).

TCUs are relatively young institutions almost totally dependent on federal funding and do not have access to state funding, the benefit of longstanding endowments, investment portfolios or well-established alumni associations. While TCU administrations have been innovative in the use of limited resources, most faculty members hold untenured positions, have heavy teaching loads, low pay and few opportunities and resources for teacher development training, curriculum development and limited knowledge of accreditation standards and application procedures (White House Initiative on Tribal Colleges and Universities, 2006). Opportunities to assist these developing programs would be most welcomed.

Summary and Specific Needs

Given that these TCUs have a special relationship with the Native American community, the Task Force recommends that specific resources and initiatives be considered for them.

- a) ***Conduct a state-of-the-field study to determine the status of TCU's social work and related human services programs.***

Further study is needed to determine the state of current operations, challenges and needs of tribal college social work and related programs. Data from this study will enable CSWE and local schools of social work to better understand the purpose and mission of TCUs and to determine how they can best assist in the further development of TCU social work and related human services programs.

- b) ***Strengthen relationships between TCUs and social work programs.***

Some institution-to-institution models are already developed, for example it is the Turtle Mountain Community College offers a BSW degree program through the University of North Dakota. Others could be developed as well.

Partnerships could be cultivated between TCUs and accredited social work programs for carrying out community-based participatory research. Currently, there is a significant demand for community-based participatory research in Indian Country and much of it is not being met. Community-based participatory research (also referred to as tribally-driven participatory research) is a collaborative, community empowering research process that requires: upfront community involvement in problem identification and research direction; participation in the analysis and interpretation of data and how the results are distributed; develops trust between the researchers and tribal communities beyond the life of research projects; and, empowers communities to initiate their own research projects. TCUs' have close ties and are actively involved in the provision of essential services that address a wide range of critical social and economic needs within their communities and therefore are excellent partners in initiating community-based research efforts.

Additional funding is needed to provide grants to TCUs social work and related human services programs for scholarships, student retention, development of culturally relevant curriculum and appropriate teaching methodologies. TCUs are in dire need of additional resources for program development and provide an excellent opportunity for CSWE and local schools of social work to develop joint partnerships for grant development in research, training, curriculum development, and field opportunities.

Encourage colleges and universities to work with Tribal Nations' reservations and urban organizations. Collaborative work between colleges, universities, and Tribal Nations is no doubt, time consuming but beneficial. Edwin Gonzalez-Santin (ASU) has worked with Tribal Nations for many years through the ASU-American Indian Program. His work has increased student enrollment from several different Tribal Nations. Also, during the data collection for this study, Eleanor Pepi Downey, Director, Lewis-Clark State College (LCSC) who provided valuable and detailed information in regard to the relationships LCSC has formed with four Tribal Nations within the State of Idaho provided an example. Dr. Gonzales-Santin and Dr. Downey may serve as important consultants in this area.

c) ***Work to improve transfer of student credits from TCU's Associate and BSW programs to four year and graduate institutions.***

TCUs serve as highly effective bridges to four-year postsecondary and graduate institutions. The American Indian Higher Education Consortium (AIHEC) reported that 50 percent of TCU graduates continued their education during the year after graduation compared to 33 percent of other community college graduates, and that TCUs programs significantly enhanced the student success rates in pursuing a four-year or graduate degree (American Indian Higher Education Consortium, 2009). Coordination between TCUs and accredited BSW and MSW programs for the transfer of TCU student credits provides students a

smooth transition and helps to avoid course duplication, additional time, and resources.

The non-accredited Tribal Colleges will require more institution-to-institution work to find if the credits for courses taken at the Tribal College(s) are transferable. In some situations, the Tribal Colleges have made agreements with particular colleges and/or universities for transfer of a list of particular courses. And/or the student can take the syllabus to the department of the university with examples of their work and credit or a wavier are considered at the discretion of the institution that would accept or decline the Tribal College transfer credit.

It should be noted that the first contact with the TCUs would require a letter sent to the President of the Tribal Colleges with a cc to the Tribal Council for each institution (with the exception of the two Tribal Colleges that have BSW Programs), since the Tribal Colleges are under the purview of the Tribal Councils.

Conclusion

The *Status of Native Americans in Social Work Higher Education* study has produced rich information concerning the challenges and barriers to social work higher education for Native Americans. It is certain there is a low number of Native American faculty and student and barriers exist. The Native American Task Force members have made significant time commitment and worked diligently to develop thoughtful recommendations for consideration by CSWE Board of Directors to assist in amelioration and/or elimination of the challenges and barriers that exist for Native American faculty members, graduate and undergraduate students.

The sections in this report produced nine major needs, which are discussed along with recommendations to address the needs of Native American faculty and students in social work education. These needs are identified as:

- (1) Recruiting and retaining Native American faculty and students,
- (2) Promoting equal value of research,
- (3) Finding student financial assistance,
- (4) Infusing Native American content in social work curriculum,
- (5) Building cultural competency,
- (6) Addressing discrimination,
- (7) Improving field placements,
- (8) Supporting American Indian and Native American studies programs, and
- (9) Collaborating with Tribal Colleges and Universities

The Native American Task Force requests the CSWE Board of Directors give full consideration to all recommendations made in this *Status of Native Americans in Social Work Higher Education Report*. The far-reaching question is how likely academic institutions will be motivated to make significant adaptations to meet the needs expressed by the survey participants in this study. Hence, the CSWE Board of Directors is presented with important challenge to assist in the implementation of the relevant recommendations to assist in the advancement of the status of Native Americans within social work higher education.

Recommendations

Area of Need	Specific Recommendation	Responsible for Task
1. Recruiting and retaining Native American faculty and students	Develop a publication that includes “best practices” in working with Native American faculty, students and communities in meeting the needs of Native American faculty and students.	CSWE
a) Faculty members	Consider the issue of Native American students seeking assistance, support, and direction from Native American faculty in faculty time. Credit should be given to this mentoring task, <u>or</u> if credit for mentoring students cannot be given to faculty, then services should be provided for Native Students who are seeking assistance from Native American faculty members.	Social work programs
	Recognize that many Native Americans are new to the tenure stream system and are first generation college graduates. As new faculty members, they would benefit from an introduction to the tenure process, including demands and challenges. Such training could begin with doctoral students.	Social work programs
	Develop mentoring opportunities for new faculty for socialization into academe. If possible, include a Native American faculty member, if there are none in the social work program, reach out to American Indian Studies Programs or other departments.	Social work programs
	Recognize the cultural difference and worldview of <u>not</u> drawing attention to oneself. Assist Native American faculty members in understanding the importance of documenting and sharing all of the accomplishments in the academic environment.	Social work programs
	Support Native American faculty in meeting with other Native American faculty on campus from different schools, departments, programs to develop collaborative and supportive relationships by providing space, time, and/or funds.	Social work programs

	Support presentations on Native American issues and by Native American faculty members at APM. The Native American population was a colonized nation, and as a result the population is small in number. Abstracts are sometimes denied and returned, as the reviewer(s) indicate there will be few Native American attendees, so, there would be low attendance and/or lack of interest in this session. The rationale seems to be only Native Americans want to learn about Native Americans.	CSWE
b) Students	Understand potential barriers for Native American students. For example, geographical distance from social work program, isolation factor, need of survival skills to succeed in mainstream culture, need for support/reference groups, and lack of mentoring programs. Distance education may be a good alternative for many Native American students.	Social work programs and faculty members
	Gain family support by including Native Americans in recruitment fairs. Also, include traditionally Native American institutions (Tribal Colleges and Universities).	Social work programs
	Encourage Native and non-Native faculty to include Native students when hiring student assistants for employment under research grants. (First generation students are frequently unaware of these opportunities, which may provide funding for education and mentoring for the profession).	Social work programs and faculty members
	Orient Native American students to the opportunities and benefits of the CSWE membership and Annual Program Meeting.	CSWE; Native American Faculty Association
	Inform deans, directors, faculty and staff as to the importance of Native American students being able to return to tribal communities to attend tribal ceremonies. This is part of understanding the difference in worldview.	Social work programs

	Create field experiences with Tribal Nations where multiple students can participate. For example, have a field placement where four or five Native American and/or non-Native students could be at one location.	Social work programs
	Work with Tribal Nations to find education funding for Native American students. Collaboration between colleges and universities and Tribal Nations may provide a package to meet the financial needs of Native American students.	Social work programs
2. Promoting equal value of alternative research methodologies	Understand the challenges of cultural conflict for Native scholars.	Social work programs
	Support equal recognition and value of qualitative methodology based on cultural competency. Support should be reflected in tenure and retention policy, opportunities for funding, research, training and publication.	Social work programs
	Support community based research methodologies and develop an understanding the role of the Tribal Council for each Tribal Nation. The Tribal Council is the governmental body for the Tribal Nation that makes decisions regarding research. Some Tribal Nations have their own IRB process that must be followed and others have made the decision that no outside academic research will be conducted in their communities.	Social work programs
3. Finding student financial assistance	Put more effort into the recruitment of Native American scholars.	Social work programs
	Provide funding for Native American faculty research. Support includes student assistantships, and scholarships to support Native American students throughout the education continuum.	Social work programs

<p>4. Infusing Native American content in social work curriculum</p>	<p>Integrate Native American content into social work program curriculum. Thus, include the Native American population in cultural diversity and oppressions course or offer a stand-alone course on Native American population. Specifically, a unit (3-hour class session) on the Indian Child Welfare Act and a unit on historical trauma should be included. The units can also include content for practice on the availability of tribal services, roles of tribal social workers, and the importance of collaboration.</p> <p>The inclusion of Native issues may assist with student retention by reducing the feelings of being on the fringes or invisible.</p>	<p>CSWE, social work programs</p>
	<p>Avoid asking Native American students to teach the Native American content for courses. Faculty members must accept the responsibility and make a commitment to learn about the Native American population. Faculty members can enhance the presentation by appropriate films, textbooks, and guest presenters from Native American communities.</p>	<p>Social work programs and faculty members</p>
	<p>Encourage publishers to increase Native American content and accuracy, which could be addressed by increasing the number of Native American editors, reviewers, contributors.</p>	<p>CSWE</p>
	<p>Encourage Native and non-Native faculty to increase course content on Native Americans by including current articles written by contemporary Native American authors.</p>	<p>Social work programs and faculty members</p>
<p>5. Building cultural competency</p>	<p>Educate social work faculty members and administrators about the challenges of cultural conflict for Native American scholars.</p>	<p>CSWE</p>
	<p>Promote cultural competence throughout the social work program.</p>	<p>Social work programs</p>

	Provide equal recognition to qualitative methodology based on cultural competence. Such a commitment should be reflected in tenure and retention policies.	Social work programs
6. Addressing discrimination	Take a stance against cultural discrimination and insensitivity as NASW has in condemning the use of Native American/American Indian mascots. Call for the discontinuation of Native American/American Indian icons and images, logos, and mascots in sport settings.	CSWE, social work programs
	Become better informed about the Native American community before grading Native American students' papers as incorrect. There have been instances in which faculty members, unaware of local Tribal Nation issues, have graded students' papers down or made them change a correct statement to an incorrect statement.	Social work programs and faculty members
7. Improving field placements	Increase the number of field placements on Tribal Nation reservations or in urban Native American community agencies. These agencies are specifically designed to serve the Native American population, and thus are an excellent opportunity for the development of cultural competency for both Tribal and Non Tribal students.	Social work programs and Field Directors
	Promote culturally appropriate responses to Native American students in field placements. Native American students may approach a situation in placement differently due to cultural aspects. If this is of concern to an agency supervisor, this should be discussed in a culturally appropriate manner.	Social work programs and Field Directors
8. Supporting American Indian and Native American studies programs	Support American Indian Studies Programs. Social work programs can reap benefits from these programs, such as raising student interest in the population, offering a double major, and shared learning, retention, and collaboration.	CSWE, social work programs

9. Collaborating with Tribal Colleges and Universities	Encourage social work programs to dialogue with Tribal Colleges and Universities about the education pipeline, recruiting Native American students, sharing curriculum resources, and streamlining transfer.	CSWE, social work programs, Tribal Colleges and Universities
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Recommendations for CSWE Response

CSWE staff from the Office of Social Work Education and Research will work with the Commission for Diversity and Social and Economic Justice, its Councils, and the Center for Diversity and Economic Justice in implementing recommendations.

Develop a publication on best practices in recruitment and retention of Native American students and faculty.

May 2010

The Native American Task Force report includes a number of practical ways in which programs can more effectively recruit and retain Native American students and faculty. A publication on best practices can further assist programs in thinking of ways to improve in this area. The publication will include faculty hiring, promotion and tenure, and research; infusing Native American content in social work curriculum; and student barriers, needs, experiences, and field placements.

Develop and disseminate resources with assistance from the Commission for Diversity and Social and Economic Justice and its councils to help programs integrate materials on Native Americans into coursework.

October 2010

The staff will work with the Commission for Diversity and Social and Economic Justice and the Center for Diversity in development of resources, such as syllabi, classroom activities, bibliographies, or other resources to help social work faculty to integrate material on Native Americans into social work courses. Resources will include materials and/or a module specific to the Indian Child Welfare Act. Resources will be disseminated electronically through the CSWE Web site.

Hold a session at the 2010 Annual Program Meeting on best practices in recruitment and retention of Native American students and faculty.

November 2010

A session will be organized for the 2010 Annual Program Meeting that promotes the best practices publication, with practical recommendations for program administrators and faculty members. For example, the session will include mentoring models for socializing new faculty into academe, cultural and worldview difference and the impact on faculty review. The session will also introduce available electronic resources and materials.

Hold a meeting to encourage dialogue between Tribal Colleges and Universities and social work programs.

Spring 2010

Staff members will organize a meeting between representatives of Tribal Colleges and Universities (TCUs) and representatives of social work programs. The meeting will seek

to begin, or continue, dialogue between institution representatives about ways to encourage and ease the transition for Native American students from TCUs to social work programs.

Discuss ways to expand publication and presentation opportunities on Native American issues with CSWE staff, Commission for Professional Development and its councils.

March 2010

Staff members will work with the Office of Membership and Communications, the Commission for Professional Development, and its Councils to ensure that Native American subject-matter experts can review publication and presentation proposals. Staff will also seek ways to expand opportunities for presentations at APM beyond the First Nations and Native Americans track.

Work with staff, Commission for Professional Development and its councils to identify strategies for recruiting Native American students to CSWE membership and events.

March 2010

Staff members will work with the Office of Membership and Communications, the Commission for Professional Development, and its Councils to find opportunities to orient Native American students to the opportunities and benefits of the CSWE membership and APM.

Contact publishers to encourage them to increase quantity and accuracy of Native American content in social work textbooks.

May 2010

Several publishers participated in the text review portion of the study. CSWE staff could make contact with those publishers to thank them for participating in the study and suggest ways to increase amount and accuracy of Native American content offered in textbooks, including increasing the number of Native American editors, reviewers, and contributors.

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