

Contributors

Antti Arppe is Associate Professor of Quantitative Linguistics at the University of Alberta and founder of Alberta Language Technology Laboratory (<https://altlab.ualberta.ca>). He applies and develops statistical and computational methods, as well as corpora and language technology, in modeling linguistic phenomena, e.g. morphosyntax and lexical semantics. Before his academic career, he worked for Lingsoft, a Finnish language technology company, responsible for proofing tools for the Nordic languages. He currently leads the partnership 21st Century Tools for Indigenous Languages (<https://21c.tools>), focused on research and development of computational linguistic models and end-user software applications for Indigenous languages spoken in North America.

Louise Benally received her B.A. from the University of New Mexico in 1973 and an M.A. in 1978. She is a retired educator. Born and raised in the Church Rock, New Mexico area, she retired in 2015 to care for an elderly parent. Since 2011, she has been involved with the Diné Language Teachers Association as the Secretary-Treasurer. This is in line with her personal work and commitment to keep the organization alive for perpetuating and sustaining the Diné language and culture for future generations.

Roxanne Blesse was born in Edmonton, Alberta but was raised in her home reserve in northern Alberta, called Fox Lake. Fox Lake is one of the reserves in her band which is called Little Red River Cree Nation. She is very fortunate her band still has our Cree language. She went back to school for my Bachelor of Education degree at the University of Alberta. She also has an Arts degree from the University of Alberta as well. Currently, she teaches Cree at one of the schools in St. Paul, Alberta.

Christina Buffalo is from Akâmihk First Nation in Maskwacîs, Alberta, Canada. She grew up on-reserve and attended university in Edmonton, Alberta, earning degrees in Biological Sciences and Education. Her training was for Jr. High/High school, specializing in Cree Language and Biological Sciences. She currently teach nehiyawewin and nehiyawâtisiwin on my home reserve. For two years, she was the program coordinator for the Young Indigenous Women's Circle of Leadership (YIWCL) at the University of Alberta, gaining valuable knowledge and experiences from Dr. Heather Blair, who helped start both YIWCL and CIL-LDI, the Canadian Indigenous Languages and Literacy Development Institute.

Inge Genee received a PhD in linguistics from the University of Amsterdam. She is a Professor at the University of Lethbridge, where she teaches linguistics and Blackfoot grammar. She is co-editor of the *Blackfoot Digital Dictionary* (<https://dictionary.blackfoot.algonquianlanguages.ca>) and director of the Blackfoot Language Resources lab (<https://blackfoot.algonquianlanguages.ca>), which conducts collaborative research projects in support of Blackfoot language revitalization. She is also co-editor of Papers of the Algonquian Conference.

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Jeffrey Hovermill has worked at Northern Arizona University for more than 20 years and has helped to prepare and facilitate the professional learning of more than 1,000 Science, Technology, Engineering and Mathematics (STEM) teachers. Over the last few years, he managed two NSF-funded projects focused on increasing student interest and understanding of STEM. He is currently leading an Institute for Native Serving Educators seminar on culturally sustaining, investigative STEM and participating in the NAU and Tribal College and University Faculty Exchange Program. He is very grateful for these opportunities to collaboratively explore strategies to braid western and indigenous knowledge within native-serving classrooms, schools, and communities.

Cole Joslyn is an Assistant Professor in the Department of Mechanical Engineering at Northern Arizona University and director of HEROEs (HumanizENG Education, Research, Outreach, Engagement). His current research explores sense of belonging in engineering education and the integration of Cultural, Community, Racial, Ethnic (CCoRE) values into educational success strategies. He is a qualitative researcher, steeped in various methods (e.g., participatory methods, case study, autoethnography) which he combines with an overarching methodology of action research. He also “experiments” with other research methodologies (e.g., performative action, testimonios) that push the boundaries of what has historically been considered “acceptable” engineering education research.

Dominik Miroslav Kadlec is a Master of Arts Student in the department of Indigenous Studies at the University of Lethbridge. He graduated from the University of Calgary with a Bachelor of Arts degree in linguistics and studied a minor in anthropology. His Master’s research was focused on developing a computational model of Blackfoot morphology that is useful for a variety of functions in Blackfoot language research and revitalization efforts. He is involved in assisting with Indigenous language research that is oriented towards the goal of increasing access to revitalization and documentation resources.

Christine K. Lemley is a Professor in the Educational Specialties Department in the Bilingual Education Program at Northern Arizona University’s mountain campus since 2007. She is the mother of two children. As a bilingual white visually impaired mother and scholar, Christine is committed to building relationships, respect, responsibility and reciprocity with people, places and ideas. Her research includes foci on social justice, equity and inclusion, particularly critical oral history and stories from community members underrepresented by dominant systems and how these identities intersect. She uses critical oral history to address issues of power, structure, and agency to amplify unheard, or unlistened to, voices. She is committed to engaging DEIJ initiatives in her research, teaching and everyday interactions.

Louise Lockard is a Teaching Professor of Bilingual Multicultural Education with a PhD from the University of Arizona in Language Reading and Culture. She served as the Project Director of the Title III Dine Dual Language Teachers Project and as an AERA program reviewer. Her publications include: Hale, V. M. & Lockard, L. (2022) Building a bridge to the future: teacher perspectives on indigenous language education in the *International Journal of Educational*

Research Open and Lockard, L., Abercrombie, S., & Hale, V. M. (2020) “My Students Are My Most Excellent Teachers”: Preparing Teachers for the Diné Dual Language Classroom in the *Journal of Higher Education*.

Shí éí Tabaahá, Naakai Dine’é Báshishchíín, Dashicheii, Ashii Dashinalí. Tó Níhalíí’ Naashá. Shí éí Darrell Marks. I am White Corn Zuni Edgewater, born for Those Going Home. My maternal grandparents are Manygoats, and my paternal grandparents are Salt. I am a father of three children. I am originally from Tona-lea, Arizona. It is in this manner I am a Diné man. My name is Darrell Marks. I am the Native American Academic Advisor at Flagstaff High School. I serve as the sponsor to Native American Club, AISES, ASAP. UNITY, and co-sponsor to Hispanic Culture Club. I also serve as a commissioner for the Indigenous Commission with the City of Flagstaff. I am the co-founder/board member for the nonprofit organizations 4th World Foundation, Community Assistance Teams of Flagstaff, I am also a board member to South West Center for Equal Justice, the Indigenous Circle of Flagstaff, the Bridge Program for Coconino Community College, and the Institute for Native Serving Educators at NAU. I am also a recipient of the JFK Profiles in Courage Award. I do this for my family, my community, my people as a reflection of my culture, my elders and my ancestors.

Joseph Martin joined Northern Arizona University faculty in 1999 after serving 12 years as superintendent for Kayenta Unified School District. He served as a Tribal College President, Board of Regent for Dine College, and as Director for the American Indian School Leadership program in addition to teaching masters and doctoral level courses in the Department of Education Leadership. His professional career outside of academia includes service as a Board member for the Navajo Cognia State Accreditation Committee, Board Chair for the American Indian Graduate Center, turn-around coach and consultant for K-12 superintendents through the Arizona Department of Education, and as a school reform consultant for Tribes. In 2023 he received the National Indian Education Association’s Life Time Achievement Award.

Dr. Ora Marek-Martinez is a citizen of the Navajo Nation. As the Associate Vice-President in Northern Arizona University’s Office of Native American Initiatives, her work includes supporting and ensuring the success of NAU’s Native and Indigenous students through Indigenized programming and services. She also serves as the Seven Generations Indigenous Knowledge Center Director and is the Faculty Co-Chair of the Commission for Indigenous Peoples. Her research focuses on the NSF funded “Center for Braiding Indigenous Knowledge in Science” Southwest Hub, researching with Indigenous Communities, NAU Faculty, and Students to address climate change, protection of heritage places, and food sovereignty.

Ishmael I. Munene is a Professor in the Educational Leadership Department. He teaches courses in educational foundations and educational research. He has taught in universities in Africa and USA. He has interdisciplinary research interests in higher education with specific focus on international faculty, academic labor, university governance, equity and ethnicity, and, more recently, in faculty development. Currently he is working on faculty development projects in

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African universities with a focus on inclusive teaching strategies and university-community engagements for which he has been awarded two Carnegie African Diaspora Fellowships for work in African universities.

Anna Redsand, PhD, is a Bilagáana who grew up in the Navajo Nation and the border town of Gallup. She worked in the Navajo bilingual education movement in classrooms, at the Native American Materials Development Center, and in teacher training and evaluation. For the past three years, she was part of the Diné Language Teachers Association's Diné language revitalization project. She is committed to do whatever she can to support the maintenance of the Diné language.

Jon Reyhner teaches at Northern Arizona University. He has taught and been a school administrator in schools serving American Indian students and has written extensively on Indigenous education and language revitalization. He maintains an American Indian Education website at <http://nau.edu/aie>. One of his newest books is *Teaching Indigenous Students: Honoring Place, Community, and Culture*, published by the University of Oklahoma Press.

Marie Saddleback of Maskwacîs, Alberta, is a Cree teacher teaching both at a Junior High School and at Maskwacîs Cultural College, where she teaches the Plains Cree language and Culture. She holds two Bachelor's degrees: a Bachelor of Commerce and a Bachelor of Education. Most of her learning has been on reserve and centered around the Cree language and culture. Her late grandparents and both her parents had a big impact on her understanding of the value and importance of speaking living Nehiyawewin and Nehiyaw pimâtisiwin (Cree language and Cree life ways).

Scott Saft is professor of linguistics in the Ka Haka 'Ula o Ke'elikōlani College of Hawaiian language at the University of Hawai'i at Hilo. He serves as chair of the College's graduate programs, all of which place an emphasis on Hawaiian and other Indigenous languages. His research focuses primarily on the place of Indigenous and other minority languages in multilingual societies and particularly concentrates on explaining how Hawaiian and the creole language known as Pidgin co-exist with English and other immigrant languages in Hawai'i.

Ma. de los Ángeles Villegas Rodríguez is an English language teacher, a graduate student of the program of Maestría en Estudios de las Lenguas y Culturas Inglesas at Universidad de Guadalajara. This program strengthens her academic profile as she holds a bachelor's degree in Language and Culture by the Universidad Intercultural Indígena de Michoacán. Ángeles has focused on active research in culture and educational fields as her priorities. She has published papers intertwining cultural lore and semiotics, as in intercultural higher education in México. Nowadays, her research is focused on promoting interculturality in her practice as a priority since the link between language and culture is essential in a language class.

Hine Waitere is of Tuwharetoa, Kahungunu, Tainui and Tuhoe descent. She is the Director of the Indigenous Leadership Centre at Te Whare Wānanga o Awanuiarangi in Whakatane, New Zealand. She has taught extensively in general stream, bilingual, urban, rural and international schools. She has also been

involved in pre-service and in-service teacher education at undergraduate and postgraduate levels at Massey University. Her research interests have involved Māori women in positions of responsibility working in educational contexts that span Māori immersion, bilingual and general stream programs. Her recent work focuses on the critical reflections of educators working to make sense of their own professional experiences as they work to thrive in increasingly diverse contexts. She has written and published in the area of leadership, gender, racial and cultural differences in publications such as *Education and Society*, the *New Zealand Journal of Teachers' Work*, and *Journal of Educational Leadership, Policy and Practice*.

Gerald K. Wood is an Associate Professor in Educational Foundations at Northern Arizona University. He has moved between the United States and Latin America and is bilingual in English and Spanish. He draws mainly on qualitative research, primarily critical ethnography and other approaches to critical theories of education. As a bilingual and bicultural scholar, his interest lies in the intersections of critical geographies of education and identity. He has been involved in community, youth, parent, and teacher organizing which he wrote about in a book, *Citizen Teacher and the Quest for a Democratic Society: Place-making, Border Crossing and the Possibilities for Community Organizing*.

