



# Serving Native American Students

**Mary Jo Tippeconnic Fox, Shelly C.  
Lowe, George S. McClellan**

## **Serving Native American Students:**

Serving Native American Students Mary Jo Tippeconnic Fox, Shelly C. Lowe, George S. McClellan, 2005-04-11 The increasing Native American enrollment at campuses across the United States is something to be celebrated. It reflects the resiliency of Native people across the country, a commitment on the part of Native students and their families to pursue educational goals, and the growing strength in tribal government and tribal economies. However, the underlying reality that the retention rate for Native American students is the lowest for any group in higher education ought to be a source of tremendous concern. It is a consequence of the history of Native Americans in the United States, the state of elementary and secondary education for many Native Americans, and the lack of awareness in much of higher education to Native American students, people, and issues. What are the trends in enrollment for Native American students? What do we know about their experiences on our campuses? What contributes to their success in pursuing their educational aspirations, and what inhibits them? How might greater awareness of contemporary issues in Indian country affect our ability to serve Native American students? How might knowledge of Native American epistemology, cultural traditions, and social structures help in our efforts to address challenges and opportunities on our campuses? In this volume of the New Directions in Student Services series, scholars and practitioners alike, most of them Native American, address these important questions.

**Beyond the Asterisk** Heather J. Shotton, Shelly C. Lowe, Stephanie J. Waterman, 2023-07-03 A Choice Outstanding Academic Title for 2013 While the success of higher education and student affairs is predicated on understanding the students we serve, the reality is where the Native American population is concerned, that this knowledge is generally lacking. This lack may be attributed to this population's invisibility within the academy; it is often excluded from institutional data and reporting and frequently noted as not statistically significant, and its relegation to what is referred to as the American Indian research asterisk. The purpose of this book is to move beyond the asterisk in an effort to better understand Native students, challenge the status quo, and provide an informed base for leaders in student and academic affairs and administrators concerned with the success of students on their campuses. The authors of this book share their understanding of Native epistemologies, culture, and social structures, offering student affairs professionals and institutions a richer array of options, resources, and culturally relevant and inclusive models to better serve this population. The book begins by providing insights into Native student experiences, presenting the first-year experience from a Native perspective, illustrating the role of a Native living learning community in student retention, and discussing the importance of incorporating culture into student programming for Native students, as well as the role of Native fraternities and sororities. The authors then consider administrative issues such as the importance of outreach to tribal nations, the role of Tribal Colleges and Universities, and opportunities for collaborations, and the development of Native American Student Services Units. The book concludes with recommendations for how institutions can better serve Native students in graduate programs, the role that Indigenous faculty play in student success, and how

professional associations can assist student affairs professionals with fulfilling their role of supporting the success of Native American students staff and faculty This book moves beyond the asterisk to provide important insights from Native American higher education leaders and non Native practitioners who have made Native students a priority in their work While predominantly addressed to the student affairs profession providing an understanding of the needs of the Native students it serves describing the multi faceted and unique issues characteristics and experiences of this population and sharing proven approaches to developing appropriate services it also covers issues of broader administrative concern such as collaboration with tribal colleges as well academic issues such as graduate and professional education The book covers new material as well as expanding on topics previously addressed in the literature including Native American Greek organizations incorporating Native culture into student programming and the role of Native American Special Advisors The contributors are themselves products of colleges and universities where Native students are too often invisible and who succeeded despite the odds Their insights and the examples they provide add richness to this book It will provide a catalyst for new higher education practices that lead to direct and increased support for Native Americans and others who are working to remove the Native American asterisk from research and practice Beyond the Asterisk Heather J. Shotton, Shelly C.

Lowe, Stephanie J. Waterman, 2013 *Native American Program Initiatives at the College and University Level* United States. Congress. Senate. Committee on Indian Affairs, 2001 *Narrowing the Achievement Gap for Native American Students* Peggy McCardle, Virginia Berninger, 2014-08-21 There has been much talk and effort focused on the educational achievement gap between white versus black Hispanic and American Indian students While there has been some movement the gap has not appreciably narrowed and it has narrowed the least for Native American students This volume addresses this disparity by melding evidence based instruction with culturally sensitive materials and approaches outlining how we as educators and scientists can pay the educational debt we owe our children In the tradition of the Native American authors who also contribute to it this volume will be a series of stories that will reveal how the authors have built upon research evidence and linked it with their knowledge of history and culture to develop curricula materials and methods for instruction of not only Native American students but of all students It provides a framework for educators to promote cultural awareness and honor the cultures and traditions that too few people know about After each major section of the volume the editors will provide commentary that will give an overview of these chapters and how they model approaches and activities that can be applied to other minority populations including Blacks Hispanics and minority and indigenous groups in nations around the globe *American Indian Workforce Education* Carsten Schmidtke, 2016-03-10 In this collection of original essays contributors critically examine the pedagogical administrative financial economic and cultural contexts of American Indian vocational education and workforce development identifying trends and issues for future research in the fields of vocational education workforce development and American Indian studies **Student Success and Intersectionality at**

**Hispanic-Serving Institutions** Jocelyn A. Gutierrez, Rosa M. Banda, Nikola Grafnetterova, Alonzo M. Flowers III, Jarett T. Lujan, 2024-12-29 With the influx of Hispanic Serving Institutions HSIs on the landscape of higher education it has become apparent that institutional policy practices and procedures for student success must be understood from an empirical and practitioner standpoint This edited book offers current scholar practitioners the opportunity to evidence empirical based strategies and practices at HSIs relating to student success

**The Handbook of Student Affairs Administration** George S. McClellan, Judy Marquez Kiyama, 2023-01-23 The foremost scholars in student affairs discuss issues facing the field today approaches to those issues and skills necessary to enact the approaches Professionals in student affairs administration need practical timely and applied information on the myriad issues they encounter in supporting the success of the students and the institutions they serve In the Handbook of Student Affairs Administration the top scholars in the field share the latest information methods and advice on addressing these issues The book is sponsored by NASPA the leading professional organization for student affairs in higher education This fifth edition has been updated to reflect current and effective techniques in student affairs administration including new chapters on anti oppressive frameworks and equity in praxis access for students with disabilities men and masculinities support for students mental health and well being and student employment as learning integrated work There is also an emphasis throughout on adult learners online learners part time students and transfer students Chapter authors of diverse gender ethnicity sexual orientation experiential background and type of institution offer broader perspectives Learn about the dominant organization and administration models in student affairs Stay up to date on core competencies and professional development models Discover research based strategies for addressing both emerging and lasting issues in student affairs Instructor resources available The Handbook of Student Affairs Administration is a comprehensive and thoughtful resource with expert insight on the issues facing student affairs This is one handbook students and professionals in the field won't want to go without

**Amending the Native American Languages Act to Provide for the Support of Native American Language Survival Schools, and for Other Purposes** United States. Congress. Senate. Committee on Indian Affairs (1993- ), 2000 *Native American Studies in Higher Education* Duane Champagne, 2002 In this collection Champagne and Stauss demonstrate how the rise of Native studies in American and Canadian universities exists as an extraordinary achievement in higher education In the face of historically assimilationist agendas institutional racism and structural opposition by Western educational institutions collaborative programs continue to grow and promote the values and goals of sovereign tribal communities The contributors show how many departments grew significantly following the landmark 1969 Senate report Indian Education A National Tragedy A National Challenge They evaluate the university efforts to offer Native students intellectual and technical skills and the long battle to represent Native cultures and world views in the university curriculum In twelve case studies Indian and non Indian teachers provide rich contextual histories of their programs through three decades of growth They frankly discuss successes

and failures as innovative strategies and models are tested Programs from University of California Davis Harvard Saskatchewan Arizona and others provide detailed analyses of academic battles over curriculum content the marginalization of indigenous faculty and students the pedagogical implications of integrating native instructors the vagaries of administrative support and funding Native student retention the vulnerability of native language programs and community collaborations A vision of Indian education that emerges from these pages that reveals the university's potential as a vehicle for Indian nation building one in which the university curriculum also benefits from sustained contacts with tribal communities As Native populations grow and the demand for university training increases this book will be a valuable resource for Native American leaders educators in Native American studies race and ethnic studies comparative education minorities in education anthropology sociology higher education administration and educational policy **American Indian and Alaska Native Children and Mental Health** Paul Spicer, Patricia Farrell, Michelle C. Sarche, Hiram E.

Fitzgerald, 2011-09-22 This unique book examines the physical psychological social and environmental factors that support or undermine healthy development in American Indian children including economics biology and public policies The reasons for mental health issues among American Indian and Alaska Native children have not been well understood by investigators outside of tribal communities Developing appropriate methodological approaches and evidence based programs for helping these youths is an urgent priority in developmental science This work must be done in ways that are cognizant of how the negative consequences of colonization contribute to American Indian and Alaska Native tribal members underutilization of mental health services higher therapy dropout rates and poor response to culturally insensitive treatment programs This book examines the forces affecting psychological development and mental health in American Indian children today Experts from leading universities discuss factors such as family conditions economic status and academic achievement as well as political social national and global influences including racism Specific attention is paid to topics such as the role of community in youth mental health issues depression in American Indian parents substance abuse and alcohol dependency and the unique socioeconomic characteristics of this ethnic group *Interior, Environment, and Related Agencies Appropriations for 2011: Voices from our Native American communities* United States. Congress. House. Committee on Appropriations. Subcommittee on Interior, Environment, and Related Agencies, 2010 *Library Services for Multicultural Patrons* Carol Smallwood, Kim Becnel, 2013 Increasingly libraries are struggling to deal with a growing diversity in the cultural background of their patrons Problems arising from this cultural diversity afflict all library types school public and academic Library Services for Multicultural Patrons is by and for all libraries that are striving to provide multicultural services to match the growing diversity in the cultural background of patrons The book is designed to offer helpful tips and practical advice to academic public and school librarians who want to better serve the multicultural groups in their communities The contributors to the book are themselves practicing librarians and they share creative ideas for welcoming

multicultural patrons into libraries and strategies for serving them more effectively Librarians will find in these chapters tried and true tips and techniques for marketing and promotion improving reference services for speakers of English as a second language and enhancing programming that they can easily implement in their own libraries and communities The chapters are divided into the following categories for ease of access 1 Getting Organized and Finding Partners 2 Reaching Students 3 Community Connections 4 Applying Technology 6 Outreach Initiatives 6 Programming and Events and 7 Reference Services Librarians of all types will be pleased to discover easy to implement suggestions for collaborative efforts many rich and diverse programming ideas strategies for improving reference services and library instruction to speakers of English as a second language marketing and promotional tips designed to welcome multicultural patrons into the library and much more **110-2: Appendix, Budget of The U.S. Government, H. Doc. 110-84, Vol. 2, Fiscal Year 2009, \***,2008

**Applying College Change Theories to Student Affairs Practice** C. Casey Ozaki,Robin L. Spaid,2016-06-20 Student affairs professionals are critical to the efforts to improve students experiences and outcomes especially in two year institutions This volume explores the history of student development and college impact theories and models in relation to two year institutions Topics covered include analysis of the applicability of the literature for diverse and current community colleges and student populations implications for practitioners and presentation of alternative models and lenses This is the 174th volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission American Indians and Alaska Natives in Postsecondary Education D. Michael Pavel,1998 This sourcebook is a comprehensive compilation of data on American Indian and Alaska Native participation in higher education primarily 4 year and 2 year universities and colleges including tribal colleges Data cover undergraduate students graduate students and faculty as well as student outcomes following graduation Data sources include the National Center for Education Statistics the Bureau of the Census and various published surveys and reports The introduction explains terminology data limitations and structure of the sourcebook Chapters cover 1 American Indian and Alaska Native demography and a historical overview of Native American postsecondary education in the United States 2 Native American access to higher education in terms of high school performance and graduation scores on college entrance examinations and student risk factors 3 Native postsecondary enrollment 1976 94 by institution level and control and student sex attendance status degree level major field of study institution and state as well as student persistence and graduation rates 4 degree completions characteristics of degree recipients and institutions awarding the largest number of degrees to Native Americans 5 receipt and use of student financial aid 6 American Indian and Alaska Native college faculty and staff salaries tenure and distribution and 7 historical overview and highlights of each of the 30 tribal colleges Many data tables and figures are included Appendices contain 80 references supplemental data tables for the

first six chapters standard error tables a glossary and list of acronyms and over 200 additional sources of information SV

The Budget of the United States Government United States. Office of Management and Budget,2010      **Resources in**  
**Education** ,2000-10      S. 1262 United States. Congress. Senate. Committee on Indian Affairs (1993- ),2012      **Indian**  
**Education** United States. Congress. Senate. Committee on Indian Affairs (1993- ),2005



## Reviewing **Serving Native American Students**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Serving Native American Students**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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### **Serving Native American Students Introduction**

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