

New Directions for
Student Services



Serving Native American Students

Mary Jo Tippeconnic Fox
Shelly C. Lowe
George S. McClellan
Editors

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Serving Native American Students

**United States. Congress. House.
Committee on Education and Labor**

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 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

College Opportunity and Affordability Act of 2007, December 19, 2007, 110-1 House Report 110-500, Part 1, 2008 College Opportunity and Affordability Act of 2007 United States. Congress. House. Committee on Education and Labor, 2007 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 Indian Education United States. Congress. Senate. Committee on Indian Affairs (1993-), 2011 *Native American Languages Act Amendments* United States. Congress. Senate. Committee on Indian Affairs (1993-), 2000 *Ethnic Minority-Serving Institutions* Weiyan Xiong, 2020-10-28 This book presents a comparative study of the history and development of indigenous and ethnic higher education in the US and China The author focuses on institutions serving American Indians and Alaska Natives AIANs and Chinese Ethnic Minorities CEMs such as Tribal Colleges and Universities TCUs in the US and Ethnic Minority Serving Institutions EMSIs in China Chapters center voices within indigenous and ethnic education including experts senior administrators and faculty members as well as AIAN tribal leaders and activists These voices enrich the study and provide context to explore the issues and challenges surrounding ethnic and minority serving higher education institutions today Finally the author addresses strategies and practices for the future which will better serve AIAN and CEM students and communities *American Indian Studies* Mark L. M. Blair, Mary Jo Tippeconnic Fox, Kestrel A. Smith, 2022-03-29 In American Indian Studies Native PhD graduates share their personal stories about their educational experiences and how doctoral education has shaped their identities lives relationships and careers This collection of personal narratives from Native graduates of the University of Arizona's American Indian Studies AIS doctoral program the first such program of its kind gifts stories of endurance and resiliency hardship and struggle and

accomplishment and success It provides insight into the diverse and dynamic experiences of Native graduate students The narratives address family and kinship mentorship and service and giving back Essayists share the benefits of having an AIS program at a mainstream academic institution not just for the students enrolled but also for their communities This book offers Native students aspiring to a PhD a realistic picture of what it takes While each student has their own path to walk these stories provide the gift of encouragement and serve to empower Native students to reach their educational goals whether it be in an AIS program or other fields of study

Congressional Record United States. Congress,2008 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873

United States Code United States,2018 *Journal of the House of Representatives of the United States* United States. Congress. House,2008 Some vols include supplemental journals of such proceedings of the sessions as during the time they were depending were ordered to be kept secret and respecting which the injunction of secrecy was afterwards taken off by the order of the House

Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination Bryan McKinley Jones Brayboy,Amy J. Fann,Angelina E. Castagno,Jessica A. Solyom,2012-02-23 American Indian Alaska Native AI AN students continue to be significantly underrepresented in institutions of higher education and continue to face barriers that impeded their academic success This volume explores the factors that influence college going in Indigenous communities and upon enrollment in institutions of higher education the factors that influence college completion Chapters cover The legacy of Western education in Indigenous communities The experiences of Indigenous students in the K 12 system Transition from student to faculty of AI AN graduates Recommendations that can improve the success of Indigenous students and faculty This is the fifth issue the 37th volume of the Jossey Bass series ASHE Higher Education Report Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

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,2023-01-25 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 **Indian Education** United States. Congress. Senate. Select Committee on Indian Affairs,1988

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