# Serving
# Native American
# Students

Mary Jo Tippeconnic Fox
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**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 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 2013While 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      Indian Education United States. Congress. Senate. Committee on Indian Affairs (1993- ),2011      *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      *Native American Languages Act Amendments* United States. Congress. Senate. Committee on Indian Affairs (1993- ),2000      *Indian Health Service* United States. General Accounting Office,1994      **Making Change Happen in Student Affairs** Margaret J. Barr,George S. McClellan,Arthur Sandeen,2014-08-04 Change is inevitable Managing change is a choice Authored by three esteemed leaders in the field of student affairs Making Change Happen in Student Affairs Challenges and Strategies for Professionals is a thought provoking and pragmatic guide to the increasingly complex challenges and expectations that administrators face from both students and the public Whether it s pressure to provide better programs and services with fewer resources or difficulties grappling with economic challenges and technological change the book teaches how to become an effective leader and skillful strategist in order to respond to a rapidly changing landscape Readers will learn to change their thinking about how they approach challenges by reframing their purpose role and function as leaders Each chapter includes specific concepts and tools that can be used to tackle the most complex campus issues and develop effective plans of action You ll learn how to Manage financial resources and supervise staff effectively Advocate for specific students while still recognizing diversity and maintaining service to all Adapt to institutional culture ethics values and changes in leadership Use technology as a tool to affect change on campus By applying shared foundations ethical principles a rich knowledge base and experience student

affairs professionals can develop powerful strategies to confront and resolve vexing problems With extensive examples and case studies that cover a wide array of issues this book is an essential read for those looking to make a real difference in the lives of their students and the health of their institutions **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 Indigemous 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

**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

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