

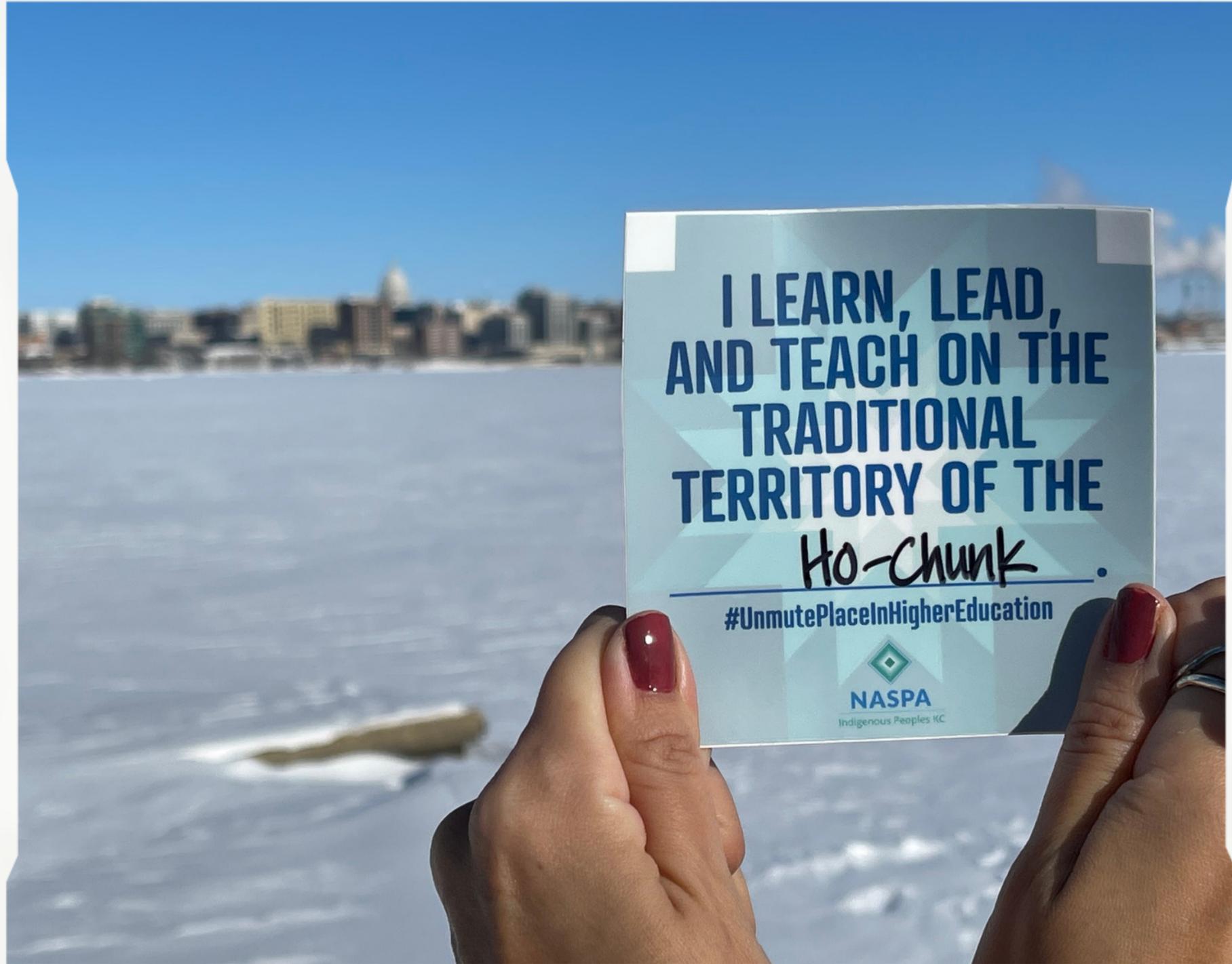


Becoming Native-Student Ready: Identifying A Pathway Forward

A presentation for the Alyce Spotted Bear and Walter Soboleff National Commission on Native Children
May 13, 2022

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I LEARN, LEAD,
AND TEACH ON THE
TRADITIONAL
TERRITORY OF THE

Ho-Chunk.

#UnmutePlaceInHigherEducation



About Me

Diné/Mandan, Hidatsa and Arikara Nation

Clans: Water Flows Together, born to Waterbuster

Clans: Maternal Grandfather is Red House, Paternal Grandfather is Flint Knife

Other Salient Identities

First-generation College Student/Low SES

First-generation Professional in HE

Currently Able

Cisgender Straight Woman

Mother

Educational Background



BEYOND THE **ASTERISK**



UNDERSTANDING NATIVE STUDENTS

IN HIGHER EDUCATION

EDITED BY HEATHER J. SHOTTON, SHELLY C. LOWE,
AND STEPHANIE J. WATERMAN

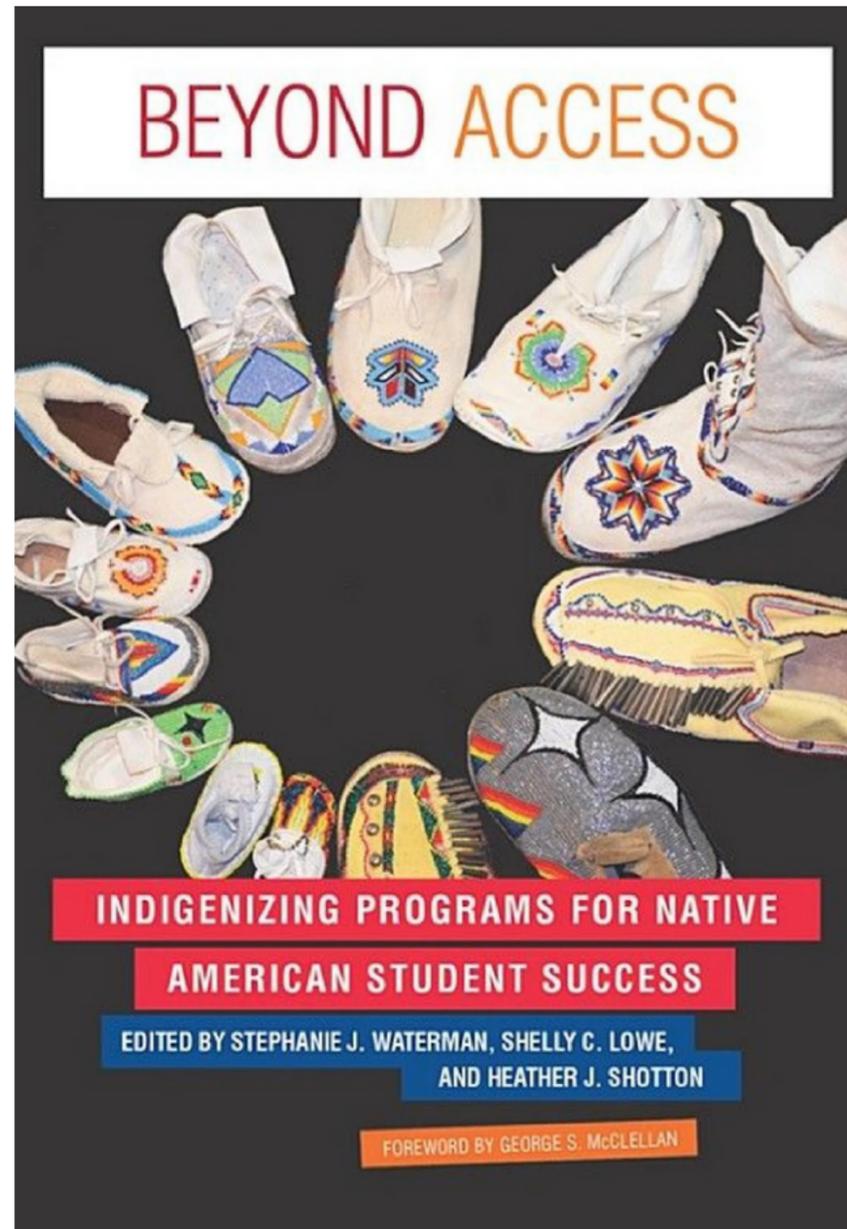
FOREWORD BY JOHN L. GARLAND

"Native American students live on land that was colonized from the very institutions from which they seek an education. Treaties and other policy agreements, laws, and Native American sovereignty are part of our student's experiences. No other population comes to college with those characteristics"

(Springer, Davidson, & Waterman, 2013, p. 112)

Springer, M., Davidson, C.E., & Waterman, S.J. (2013). Academic and student affairs partnerships: Native American Student Affairs Units. In H.J. Shottono, S.C. Lowe, & S.J. Waterman (Eds.), *Beyond the Asterisk: Understanding Native Students in Higher Education* (pp. 109-123). Stylus Publishing.

Framing the Conversation



Non-Native Colleges and Universities (NNCUs)

"...[T]hose institutions that represent the predominantly White population, typically referred to as predominately White institutions or mainstream institutions" (Waterman, Lowe, & Shotton, 2018, p. 7).

American Indian Asterisk

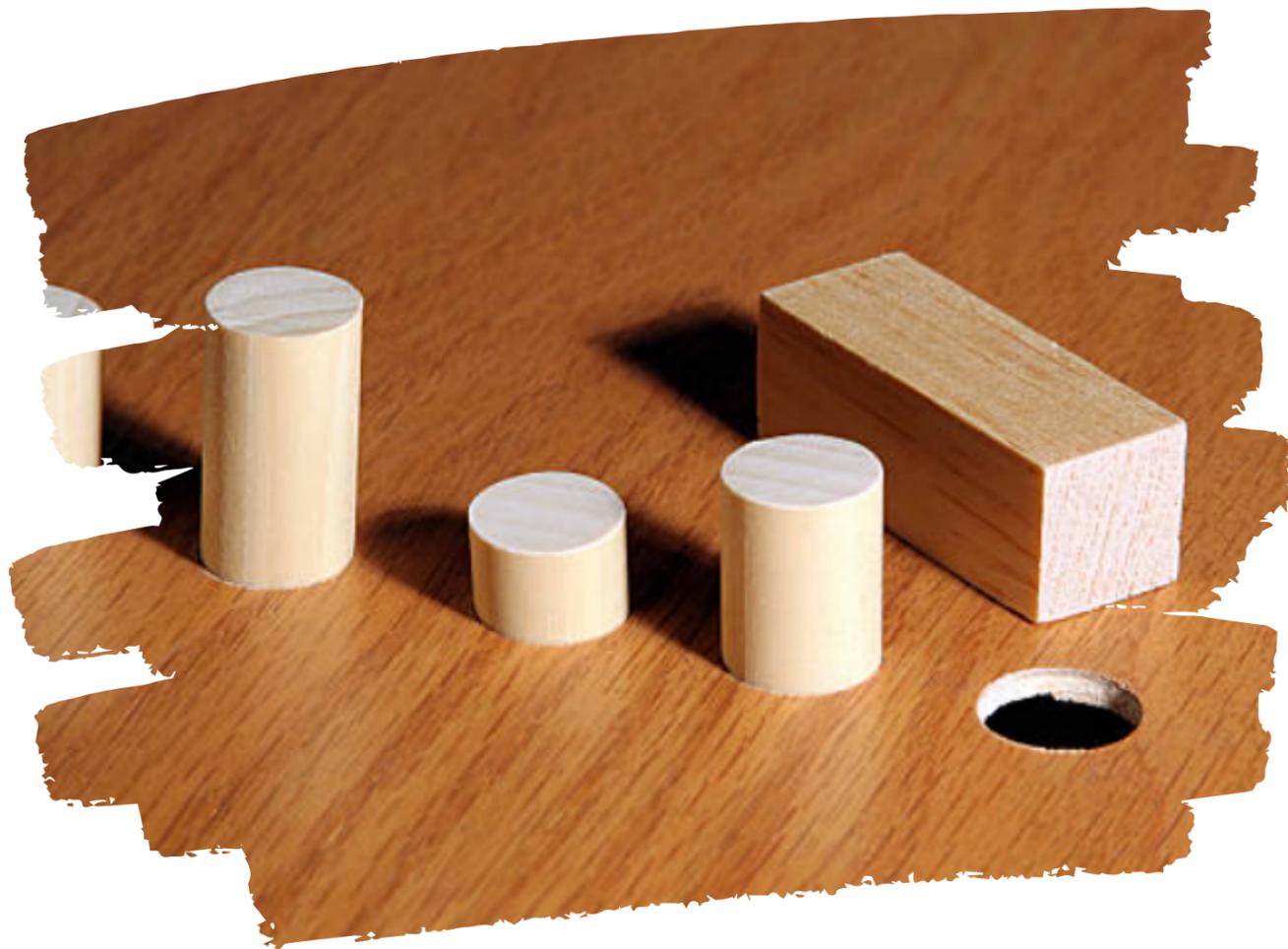
"Due to low populations enrolled, statistical analysis is problematic; hence we are often omitted from national and institutional reports (Waterman, Lowe, & Shotton, 2018, p. 10).

Native Student Enrollment and Graduation

- 19% of NAs aged 18-24 are enrolled in college, compared to 41% of the overall population
- Native women enroll in higher education at a higher rate than men (p. 9)
- NAs earned 0.5% of all master's degrees in 2013 (p. 9)
- NAs earned 0.4% of all doctorate degrees in 2013 (p. 9)

Square Peg, Round Hole (Challenges)

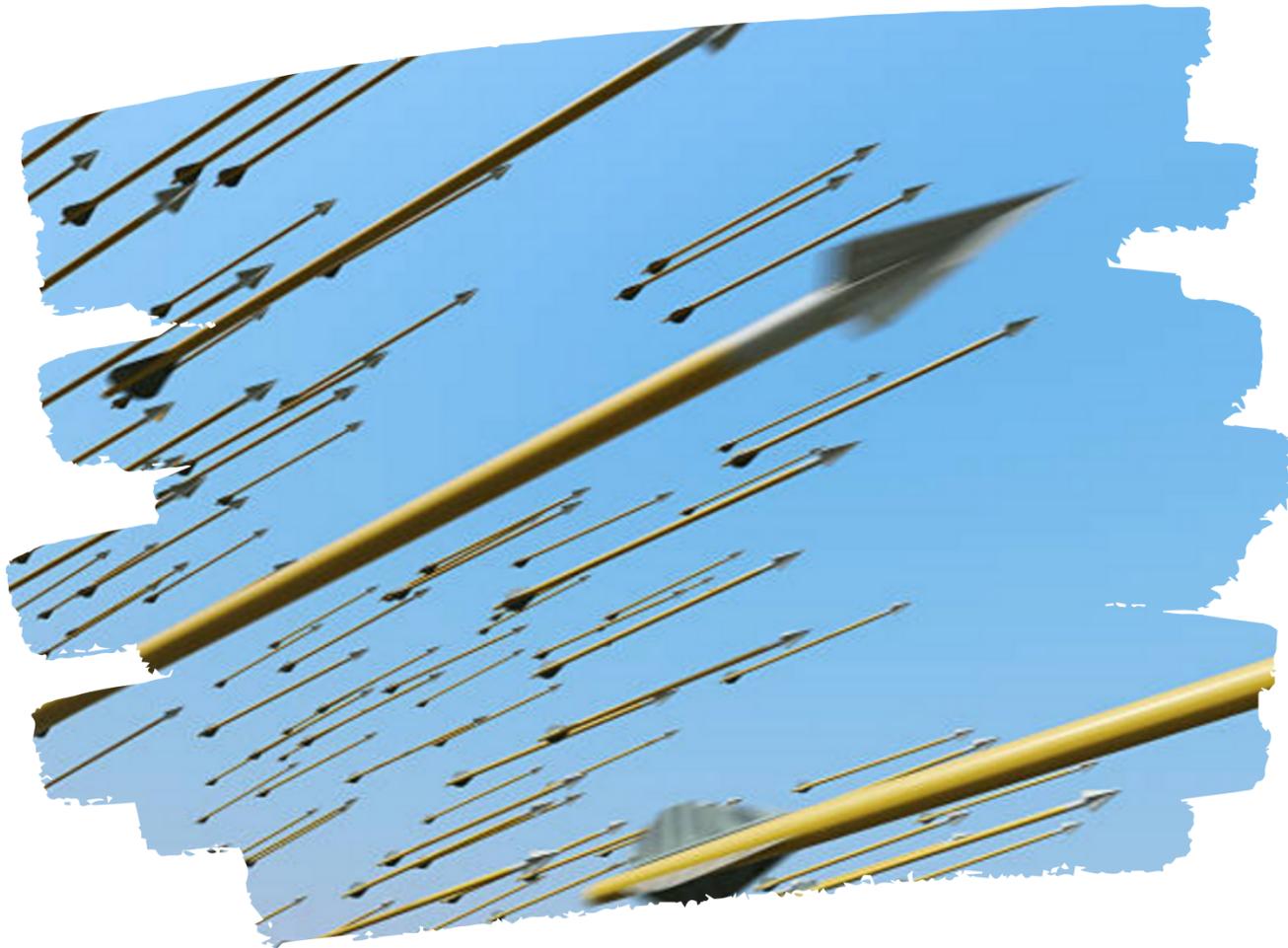
Postsecondary National Policy Institute



- Native American students are often excluded from postsecondary data and research due to their small sample size.
- Native American students are more likely to need and receive grant aid assistance than other students, but less likely to take out student loans.
- In 2015–16, 90% of Native American students received some type of grant aid, compared with 77% of all students.
- 38% of Native American undergraduate students take out a federal student loan, compared to 55% of all students.
- Native American students are less likely to have access to Advanced Placement or college prep courses in high school.
- Native American students are also less likely to have family members that have attended college.
- In 2017, 21% of Native American children under 18 years of age lived in a household with a parent who completed a bachelor's degree or higher compared to 52% of white households.

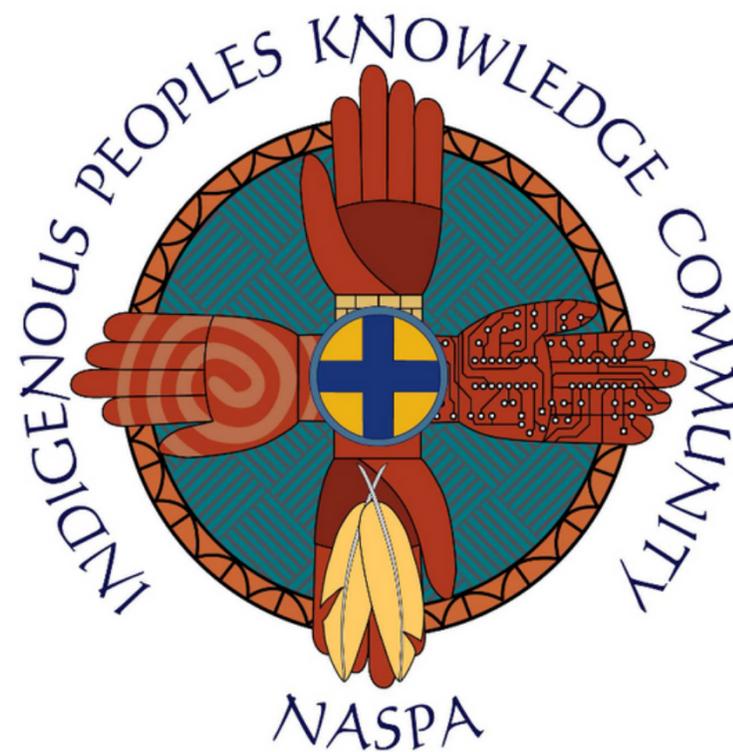
Source: <https://pnpi.org/native-american-students/#:~:text=COMPLETION%2FDEGREE%20ATTAINMENT&text=In%202019%2C%2025%25%20of%20Native,from%2021%25%20to%2025%25>

"Running into the Arrows" (Strengths)



- Students flourish when they have a structure that fosters intentional support and offers a “home away from home” that encourages retention (Springer, Davidson, & Waterman, 2013, p. 113).
- Native American Student Services Units (NASSUs) nurture Native students' personal, cultural, and academic growth and meet their unique needs (McAlpin, 2008; Shotton et al., 2010).
- "Having a Native American student affairs specialist who can also be a recruiter, counselor, administrator, community builder, and sole-grant writer is like winning the 50/50 raffle at a powwow where, much like drawing the winning ticket, it is a lottery governed by good fortune and lots of luck" (Springer, Davidson, & Waterman, 2013, p. 114).

Native Special Interest Groups (Opportunities)



- Indigenous Peoples Knowledge Community (IPKC) was founded in 2005 in NASPA, the largest organization in student affairs
- Impacts: Increase in representation and visibility; historical leadership appointments; organizational commitment to supporting Indigenous Peoples
- Native special interest groups, like IPKC, serve as an access point to forge partnerships to increase Native student success, including the development of NA Student Affairs Professionals

Waterman, S.J., & Harrison, I.D. (2017). Indigenous Peoples Knowledge Community (IPKC): Self-Determination in Higher Education, *Journal of Student Affairs Research and Practice*, 54:3, 316-328, DOI: 10.1080/19496591.2017.1305391

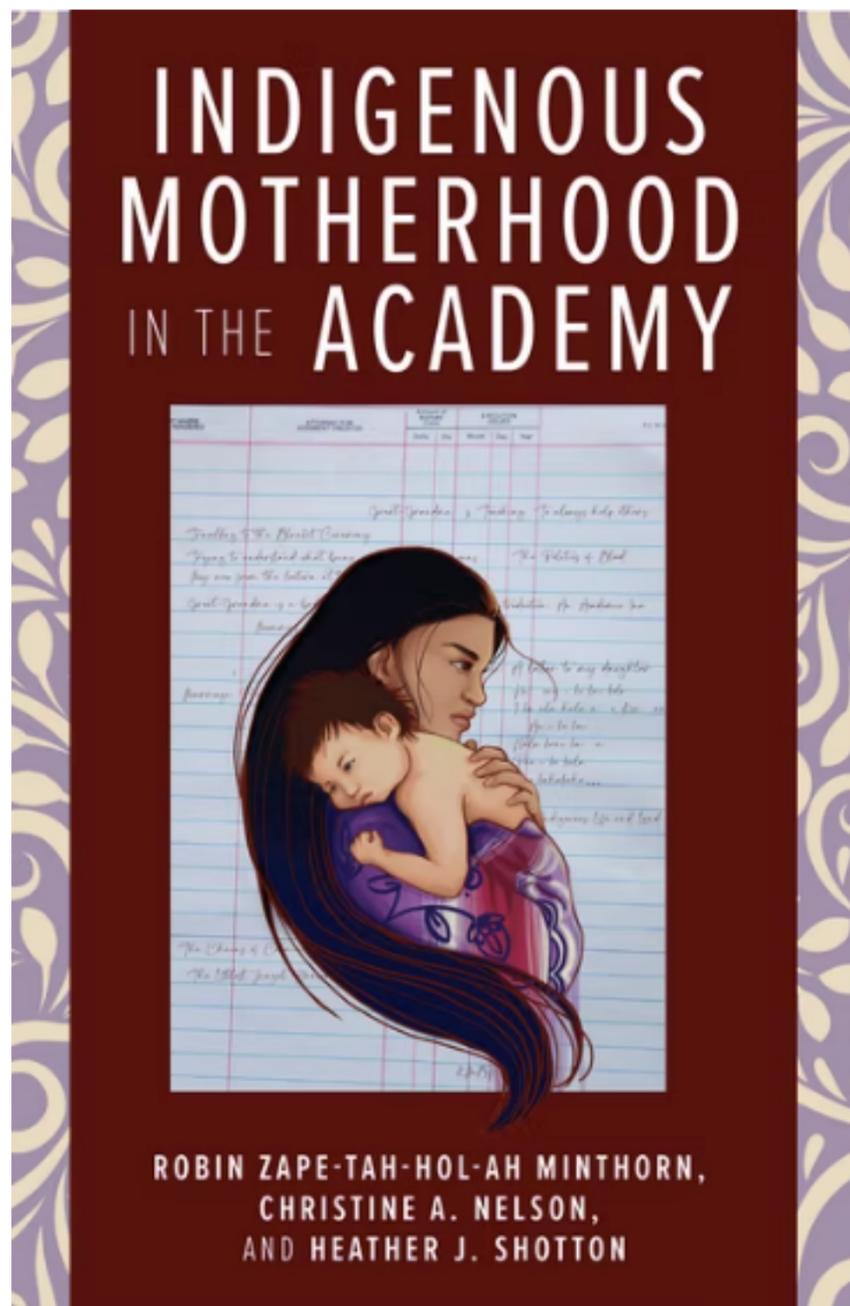
Recommendation



In Loco Parentis
In place of the parent

In Loco Terra Locus
In lieu of place

Davidson, C.E., & Wildcat, D.R. (2021). Power and place: Indigenous worldviews of higher education. *NASPA Leadership Exchange* 18(4), 10-15.



"Where are you from? What tribe are you? What is your clan? Where is your umbilical cord buried? While these questions are used to establish kinship relations and are common among those of us who strive to embody these relational practices, it is a line of inquiry we are never asked by academe. Said another way, academe does not seek to be a relative to us and, in effect, our research and scholarship"

(Davidson, 2022, p. 244)



Ahxéhee'

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