

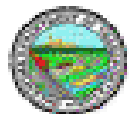
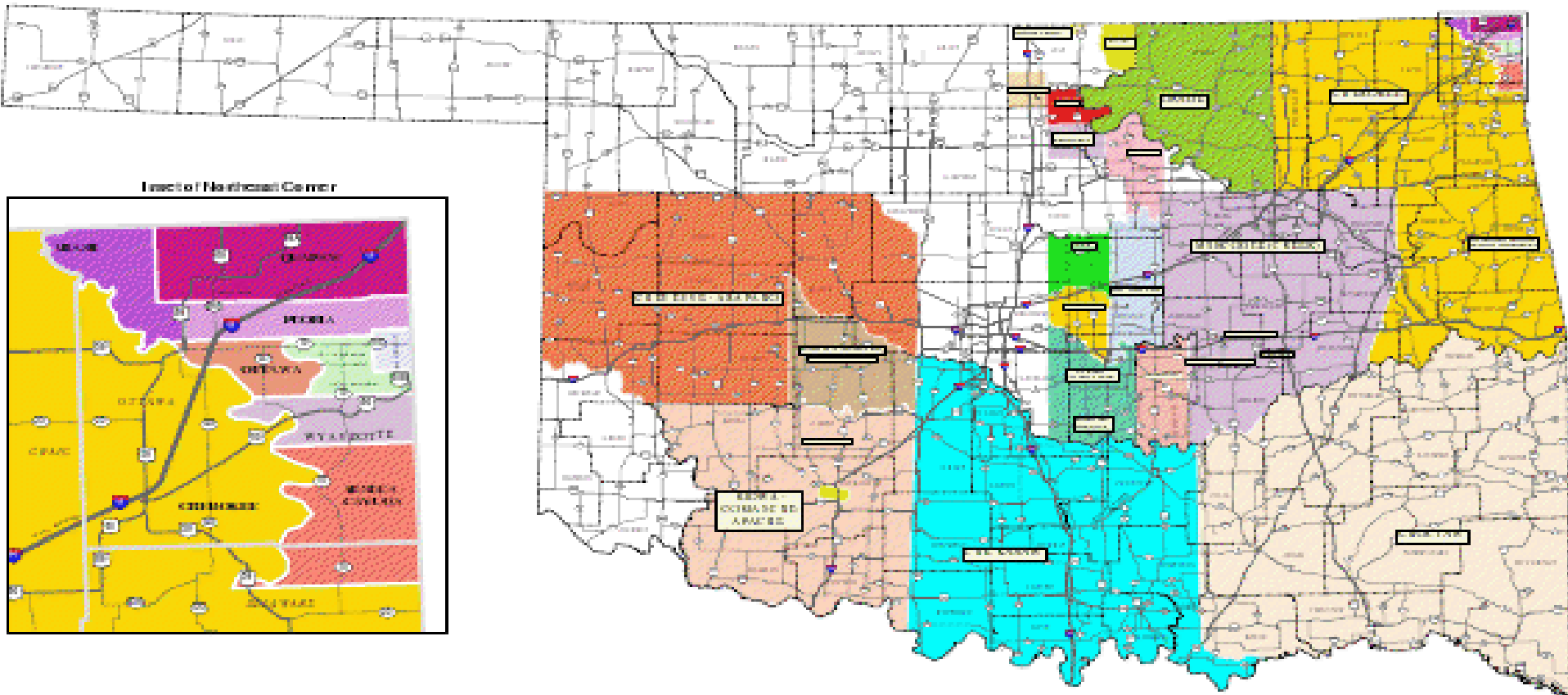
Supporting Indigenous Student Success

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2018 **Fulbright** Canada Jarislowsky Foundation Visiting Research
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TRIBAL JURISDICTIONS IN OKLAHOMA

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Northeastern State University

- 2017-2018 #1 in the U.S. Degrees Awarded = 334
- Fall 2018 AIANs 37% of all Undergraduates (2,631 of 6,740)
- Fall 2018 AIANs 26.7% of all Graduate Students (310 of 1,159)
- Fall 2018 AIANs Total Enrollment 37.2% (2,941 of 7,899)
- 34 Different Federally Recognized Tribes Represented
- Tribal Top Ranking: Cherokee, Choctaw, Chickasaw, Muscogee Creek & Osage

First Nations' Economic Activity

- Predates all others in Canada.
- Democratic governance systems existed prior to European arrival.
- Colonization transformed Indigenous economies and social structures:
 - Loss of lands;
 - Retreat to remote locations with difficult living conditions;
 - Adverse experiences with formal educational systems;
 - and
 - Extermination and/or assimilation into dominate culture.

Indigenous CPA Participation

- Less than 4% of the Canadian population is Indigenous, similar to other countries with Aboriginal peoples.
- Need to increase the number of First Nations students in the educational pipeline.
- Low representation based upon population per capita of First Nations peoples;
- Currently CPAs lower numbers than in the past and
- Need to promote awareness of CPAs as a profession.

Source: Clarkes, B. (2018). Closing the Indigenous Accountancy Gap.

Reasons for Low Participation

- General population struggles with basic financial literacy equals lack of engagement with the financial sector;
- Indigenous peoples underrepresented in higher education at all levels;
- Attrition related to pressure to assimilate and cultural isolation; and
- Recruitment competition minority among minorities who are enrolled in college or possess a bachelor's degree.

Source: Parkes, B. (2018). Closing the Indigenous Accountancy Gap.

Four Related Cognitions Pursuit of a Business Related Degree:

1. Must be a good fit with career goals;
2. Preparedness for degree program;
3. Sufficient financial resources to finance the degree and receive a return on investment; and
4. Commitment to the goal of attaining the degree despite challenges and personal sacrifices.

Source: Amy, K. V., Kennedy, D. M., Gladstone, J. S., & Birmingham, C. (2015). Native American cultural influences on career self-schemas and MBA fit.

Cultural Appropriateness & Ideas About the Place of Careers in Individual Lives

- Bands are socialized to minimize individualism;
- Cooperative values: sharing, achieving consensus and distribution of wealth to all members of the community;
- General values of humility & modesty can weigh against higher education;
- Cultural values: participative decision-making; cooperative behavior; deep respect for elders; and greater gender equality.
- Family/Bands are sources of identity & worth; take priority over career.

Muller, H.J. (2000). It takes a community to create and American Indian business and management course.

Related Cognition #1: Career Fit/Band Needs

- Intergenerational knowledge of Western-style money management is limited to the last century;
- Accounting is mistakenly perceived as a predominantly white, male profession;
- Accounting is viewed as a materialistic, selfish pathway, and this can sit uncomfortably with Indigenous values;
- Band members in positions that lack basic accounting and/or management education;
- “Outsiders” who occupy accountant/business management positions in Bands;
- There is a deep and critical need for Aboriginal knowledge to lead financial contracts, particularly involving land use and title.

Source: Parkes, B. (2018). Closing the Indigenous Accountancy Gap.

First Nations Accounting as Empowerment

- Indigenous people need to have a say in where and how the money that is flowing into their communities is invested.
- Financial knowledge is crucial in First Nations communities;
- Accountancy can drive sustainable change particularly toward Seven Generations and other culturally relevant economic and environmental sustainability traditions.

Source: Parkes, B. (2018). Closing the Indigenous Accountancy Gap.

Themes for Cultural Resilience Supporting Higher Education

- Motivation to attend university: “I possess the strength of my ancestors and all that I do is for my ancestors”;
- Importance of mentor/mentee: “Allowing me to go full circle”;
- Post-secondary education: A tool for social justice and advocacy;
- Socio-economics: Higher education as “something to give us better”;
- Trauma/post-trauma: The “emotional toll” of culture shock, isolation, and survival”; and
- Indigenous identity: “Know your people; know the general history of Indigenous people.”

Drywater-Whitekiller, V. (2019). Indigenous cultural resilience supporting higher education pathways.

Related Cognition #2: Preparedness for Degree Program

- High school career guidance and academic advisement;
- Make available test-taking preparation services;
- Professional mentoring support;
- Job shadowing; and
- Practical paraprofessional work experience.

Recruitment/Retention

- Planting the seed in middle school via financial literacy curriculum, summer enrichment programs, guest classroom presentations, and career exploration fairs;
- Provide early opportunities (e.g. job shadowing and mentoring) for students with a love for numbers and aptitude for math;
- Meet with and stay connected to Band leadership as they are necessary and strong allies.
- Develop academic programs that are culturally appropriate, respectful & appreciative of Indigenous values;
- Provide opportunities to develop and deal with racial needs, along with cultural needs, issues, and questions; and
- Establish program competencies that address both dominate culture business operations & Band cultural expectations/needs which can at times be conflicting

Related Cognition #3: Sufficient Financial Resources

- Awareness that both traditional and non-traditional students may have dependents of whom they are either fully or partially financially responsible for.
- Diversify financial aid package supports.
- Partner with other related accounting/corporate organizations for endowed scholarships.
- Consider Bands and tribal entities, particularly for auxiliary related services/resources.

Gonzaga University MBA/AIE Program

- Must be member of Federally recognized tribe
- 50% tuition discount
- Hotel expenses on-campus weekend covered in full
- Travel expenses to/from university reimbursed at rate of 50%
- Summer housing fully covered
- Books are included in the tuition/fees

Gonzaga University's MBA/AIE Program

- Cohorts begin with 6-week summer session on campus, housing provided for students/families.
- Fall and Spring semesters taught via distance learning (e.g. online, videos, special projects, and an on-campus weekend).
- Tribally-specific courses with related “real life” case studies: Tribal Leadership, Doing Business in Indian Country/Legal Environment; and Tribal Strategic Management.
- Program completion in 2 years

Related Cognition #4: Personal Commitment to Degree Completion

- “My dad went to residential school. I went to speak to my dad. I didn’t fully understand it; I wanted to understand it. What I heard discouraged me. I didn’t want to have anything to do with the educational institutions at first. But I always had thoughts about: How do you create change outside? How I can be a part of that change? How do I create change? By thinking of how do I create change and spider web out from there is what I came up with. How am I going to be the change in my community?”

Wado! Thank You?

Questions or Comments?