

# Understanding And Supporting Undocumented Students New Directions For Student Services Number 131

Eventually, you will certainly discover a further experience and talent by spending more cash. nevertheless when? pull off you acknowledge that you require to get those all needs gone having significantly cash? Why dont you attempt to get something basic in the beginning? Thats something that will guide you to comprehend even more nearly the globe, experience, some places, subsequent to history, amusement, and a lot more?

It is your categorically own get older to feat reviewing habit. accompanied by guides you could enjoy now is **Understanding And Supporting Undocumented Students New Directions For Student Services Number 131** below.

Racial Equity on College Campuses Royel M. Johnson 2022-02-01 Offers insight into race-based disparities in higher education and practical tools for advancing racial equity on college and university campuses.

Disability in Higher Education Nancy J. Evans 2017-03-06 Create campuses inclusive and supportive of disabled students, staff, and faculty Disability in Higher Education: A Social Justice Approach examines how disability is conceptualized in higher education and ways in which students, faculty, and staff with disabilities are viewed and served on college campuses. Drawing on multiple theoretical frameworks, research, and experience creating inclusive campuses, this text offers a new framework for understanding disability using a social justice lens. Many institutions focus solely on legal access and accommodation, enabling a system of exclusion and oppression. However, using principles of universal design, social justice, and other inclusive practices, campus environments can be transformed into more inclusive and equitable settings for all constituents. The authors consider the experiences of students, faculty, and staff with disabilities and offer strategies for addressing ableism within a variety of settings, including classrooms, residence halls, admissions and orientation, student organizations, career development, and counseling. They also expand traditional student affairs understandings of disability issues by including chapters on technology, law, theory, and disability services. Using social justice principles, the discussion spans the entire college experience of individuals with disabilities, and avoids any single-issue focus such as physical accessibility or classroom accommodations. The book will help readers: Consider issues in addition to access and accommodation Use principles of universal design to benefit students and employees in academic, cocurricular, and employment settings Understand how disability interacts with multiple aspects of identity and experience. Despite their best intentions, college personnel frequently approach disability from the singular perspective of access to the exclusion of other important issues. This book provides strategies for addressing ableism in the assumptions, policies and practices, organizational structures, attitudes, and physical structures of higher education.

Power to the Transfer Dimpal Jain 2020-02-01 Currently, U.S. community colleges serve nearly half of all students of color in higher education who, for a multitude of reasons, do not continue their education by transferring to a university. For those students who do transfer, often the responsibility for the application process, retention, graduation, and overall success is placed on them rather than their respective institutions. This book aims to provide direction toward the development and maintenance of a transfer receptive culture, which is defined as an institutional commitment by a university to support transfer students of color. A transfer receptive culture explicitly acknowledges the roles of race and racism in the vertical transfer process from a community college to a university and unapologetically centers transfer as a form of equity in the higher education pipeline. The framework is guided by critical race theory in education, which acknowledges the role of white supremacy and its contemporary and historical role in shaping institutions of higher learning.

College Students in the United States Kristen A. Renn 2012-11-05 College Students in the United States accounts for contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments and a range of outcomes including learning, development, and achievement. Throughout the book, the differing experiences, needs, and outcome of students across the range of "traditional" (18-24 years old, full-time students) and non-traditional (for example, adult and returning learners, veterans, recent immigrants) are highlighted. The book is organized, for use as a stand-alone resource, around Alexander Astin's Inputs-Environment-Outputs (I-E-O) framework.

New Scholarship in Critical Quantitative Research, Part 1: Studying Institutions and People in Context Frances K. Stage 2014-06-24 This volume presents work focused on underrepresented persons in a variety of levels of higher education. Each scholar has used critical quantitative approaches to examine access and/or success in the higher education arena. Their scholarship pushes the boundaries of what we know by questioning mainstream notions of higher education through: the examination of policies the re-framing of theories and measures the reexamination of traditional questions for nontraditional populations. The work is divergent, but the commonality of the presentations lies in each scholar's critical approach to conventional quantitative scholarship. Their research highlights inequities and explores factors not typically included in conventional quantitative analysis. This is the 158th volume of this Jossey-Bass quarterly report series. Always timely and comprehensive, New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

Handbook of the Sociology of Education in the 21st Century Barbara Schneider 2018-10-10 This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today's populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

Teachers as Allies Shelley Wong 2017-12-15 Nothing provided Latinx Experiences in U.S. Schools Janine Bempechat 2021 In this volume, Latinx students, teachers, teacher educators, and education allies in Latinx communities share the ways in which hateful anti-immigrant rhetoric has impacted Latinx educational experiences. This book emphasizes acts of courage, community organization, and transformation as these stakeholders have risen into leadership positions.

New Concepts for New Challenges Josué M. González 1997 This book discusses the challenges to developing a teaching force that is competent to work with immigrant students, arguing that professional development should be re-thought and teacher educators should move far beyond traditional inservice and teacher training. A framework is developed for considering what teachers of immigrant youth need to understand about their students, what kinds of professional development experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. It is argued that professional development should occur during preservice education, during induction, when teachers are adjusting to being part of the school staff, and throughout teachers' careers. Promising new structures and practices for professional development are described, focusing on those that promote community, collegiality, and collaboration. Innovative approaches to preservice and inservice professional

development in California, Maryland, Minnesota, and New York are profiled. (Contains 55 references.) (MSE)

*The Role of Student Organizations in Developing Leadership* David M. Rosch 2017-09-18 How can formal student organizations in secondary and post-secondary education leverage the development of student leadership capacities? After describing the historical and current significance of student organizations, this volume explores effective organizational structures to promote leadership growth. It then focuses on identity-based and professional groups, and how educators can build stronger connections to keep students involved throughout their educational careers. Readers will learn about research-based ideas regarding: How student organizations should be structured and supported to optimize leadership development for the students who participate within them. How to create a campus environment that supports students from all backgrounds in exploring their leader identity and growth. The Jossey-Bass quarterly report series *New Directions for Student Leadership* explores leadership concepts and pedagogical topics of interest to high school and college leadership educators. Issues are grounded in scholarship and feature practical applications and best practices in youth and adult leadership education.

**Handbook for Student Affairs in Community Colleges** Ashley Tull 2015-06-19 In addressing the unique issues related to the delivery of student services in the community college setting, this book fills a longstanding need to provide practitioners with a contextual framework for their work. Starting by providing the historical context to the development of student affairs in community colleges, this handbook describes the organization of key functions and current practice, and looks at the specific constraints, opportunities, changes and future challenges that practitioners face. Community colleges are grappling with the realities of shrinking resources; an increasingly diverse and disparate student body, with many attending part-time; demands for greater accountability; a generational change in leadership; and pressures to expand their missions as well as adopt educational technology – all of which have an impact on the role of student affairs. Among the topics covered are: Partnering with Academic Affairs; Financing Student Affairs; Legal and Policy Issues; Strategic Planning and Assessment; Accreditation and Accountability; Technology for Communication and Engagement; Academic Support Services; Student Life and Student Engagement Programs and Services; Enrollment Management; and Services for Special Populations. This handbook is intended for student affairs administrators and professionals at all stages of their careers, as well as for students in graduate preparation programs.

Understanding and Supporting Undocumented Students Jerry Price 2010-10-19 This volume is about a student group whose particular needs are not well understood: students without legal residency status, better known as undocumented students. Student affairs professionals may know that undocumented students are on campus, but they often know little about them. For many of these students, this is by design: they choose to exist in the campus shadows to avoid sharing their secret and jeopardizing their status. Their fear of being discovered is understandable: they believe that they could be deported if their residency status were disclosed. This volume provides a broad overview of the factors that contribute to the experiences of undocumented students. It examines the applicable federal and state laws and policies, the students' precollege experiences, their academic and socioemotional experiences on campus, and their lack of professional employment opportunities after college. However, when it comes to understanding the experiences of undocumented students, the whole is greater than sum of its parts. Understanding these students—their experiences and their needs—requires more than simply understanding the individual components of their social, cultural, and legal environment. This volume also contains the actual stories of undocumented students, graphically illustrating the cumulative effect their legal status has on their day-to-day lives. This is the 130th volume of the Jossey-Bass higher education quarterly report series *New Directions for Student Services*. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, *New Directions for Student Services* offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

**Contexts for Diversity and Gender Identities in Higher Education** Jaimie Hoffman 2018-09-17 This volume provides educators with a global understanding of the challenges associated with equity and inclusion in higher education, and it provides evidence-based strategies for addressing the challenges associated with implementing equity and inclusion at higher education institutions around the world.

Civic Learning and Democratic Engagement Bernie Ronan 2016-03-02 Concepts of civic learning and democratic engagement are central to the purpose of higher education, especially for community colleges. This volume: establishes a philosophical framework for civic learning and democratic engagement in community colleges, details several approaches to enhancing the civic capacities of students in these institutions, provides best practice examples and lessons learned from practitioners in the field, and addresses some of the sticky issues such as: What are the outcomes of civic learning programs and practices? How might civic competencies transfer to other settings? Is there a connection between civic skills and those valued in the workplace? This is the 173rd 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.

*Accessibility and Diversity in the 21st Century University* Berg, Gary A. 2020-05-01 In higher education institutions across the world, rapid changes are occurring as the socio-economic composition of these universities is shifting. The participation of females, ethnic minority groups, and low-income students has increased exponentially, leading to major changes in student activities, curriculum, and overall campus culture. Significant research is a necessity for understanding the need of broader educational access and promoting a newly empowered diverse population of students in today's universities. *Accessibility and Diversity in the 21st Century University* is a pivotal reference source that provides vital research on the provision of higher educational access to a more diverse population with a specific focus on the growing population of women in the university, key intersections with race and sexual preference, and the experiences of low-income students, mid-career and reentry students, and special needs populations. While highlighting topics such as adult learning, race-based achievement gaps, and women's studies, this publication is ideally designed for educators, higher education faculty, deans, provosts, chancellors, policymakers, sociologists, anthropologists, researchers, scholars, and students seeking current research on modern advancements of diversity in higher education systems.

*Understanding Equity in Community College Practice* Erin L. Castro 2015-12-01 What do equity-oriented practices look like in different community college contexts? Given the increasing role of the community college in realizing equitable outcomes for students, examples of what practitioners are doing to move forward an equity agenda are urgently needed. The diverse perspectives and issues in these chapters explicitly advance an equity agenda and offer: Conceptual and empirical rationales to support equity-oriented practices, Examples of programming and practice that support the lives and livelihoods of underserved student populations, and Examples of policy, programming, and thinking that emphasize the role of the community college in expanding educational opportunity for underserved students. Driven by a change in thinking and imagination, these examples show how practitioners can—and should—tailor programming in light of larger patterns of inequality. This is the 172nd 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.

**Educational Leadership of Immigrants** Emily R. Crawford 2019-08-15 This book prepares current and future educational leaders to adapt to the changing terrain of U.S. demographics, education, and immigration policy. *Educational Leadership of Immigrants* highlights the educational practices and discourses around immigration that intersect with policies and laws, in order to support K-12 students' educational access and families' participation in schooling. Drawing primarily on research from the fields of educational leadership and educational policy, this book employs a case study approach to address immigration in public schools and communities; school leaders' responses to ethical dilemmas; the impact of immigration policy on undocumented students; and the varying cultural, sociopolitical, legal and economic contexts affecting students' educational circumstances. Special features include: • case narratives drawn from real-life experiences to support the educational needs of immigrant students; • teaching activities and reflective discussion questions pertaining to each case study to crystallize leaders' knowledge and facilitate their comfort levels in practice; • discussions of current challenges in education facing immigrant students, their families, educators, and school leaders, especially with changing immigration law.

**Hidden Lives and Human Rights in the United States: Understanding the Controversies and Tragedies of Undocumented Immigration [3 volumes]**

Lois Ann Lorentzen 2014-07-23 The most comprehensive collection of essays on undocumented immigration to date, covering issues not generally found anywhere else on the subject. Three fascinating volumes feature the latest research from the country's top immigration scholars. • Discusses topics rarely covered, including sexual migration, religion, values, and mental health • Features essays across disciplines in the fields of psychology, law, politics, social work, public policy, history, education, and health • Includes tables, maps, photos, and a bibliography for each volume to provide visual interest and additional learning opportunities • Probes the latest controversies centered on recent immigration legislation in Arizona, Georgia, and Alabama • Familiarizes readers with history, theories, and legislation related to undocumented migration in the United States

*We Are Not Dreamers* Leisy J. Abrego 2020 The contributors to *We Are Not Dreamers*--who are themselves currently or formerly undocumented--call for the elimination of the Dreamer narrative, showing how it establishes high expectations for who deserves citizenship and marginalizes large numbers of undocumented youth.

**A Practitioner's Guide to Supporting Graduate and Professional Students** Valerie A. Shepard 2022-02-25 This guide helps faculty and student affairs practitioners better serve graduate and professional school students as they navigate what can be an isolating, taxing, and unfamiliar context. Providing actionable strategies, as well as a common language for practitioners to advocate for themselves and for their students, this book is a quick start manual that defines current issues around graduate and professional student development. Drawing together current resources and research around post-baccalaureate student outcomes, this book explores the diverse student needs of graduate and professional students and provides a clear understanding of their social, personal, and psychological development and how to support their success. Case studies showcase specific examples of practice including a holistic development model for graduate training; integrating academic, personal, professional, and career development needs; promising practices for engagement; a diversity, equity, and inclusion approach to access and outcomes; how graduate schools can be important partners to student affairs professionals; and examples of assessment in action. This book provides tools, resources, communication strategies, and actionable theory-to-practice connections for practitioners, professionals, and faculty at all levels who work to support post-baccalaureate student thriving. Appendix available for download online at [www.routledge.com/9780367639884](http://www.routledge.com/9780367639884) on the tab that is entitled "Support Material."

**Supporting the Undocumented Community in the Era of Trump: a Mixed-methods Analysis of Higher Education** Martin Gonzalez 2018 In this mixed-methods study, the issues affecting undocumented immigrants in the American higher education system are examined and discussed in relation to the current sociopolitical climate under the Trump administration. In the second chapter, quantitative data analyses of a survey given to students attending the University of Houston-Clear Lake are used to ascertain the level of prejudice among the sample student body; the results from the survey are further utilized to evaluate the correlations between stronger levels of prejudice and other defining characteristics of student identity, such as political affiliation, race, and major. Through discussing these results, significant connections between student identity, the Trump administration, and the undocumented community are established as a base to necessitate the need for more university intervention on behalf of undocumented students, which is discussed at length in the following chapter. In the third chapter, qualitative data analyses of interview and fieldwork data are used to orient the specific issues undocumented immigrants face while striving to achieve a higher education in the United States; these issues are outlined through six interconnected themes, including barriers to higher education, interorganizational cohesion, the formation of safe spaces, the sense of community between undocumented immigrants, and the concept of allyship toward the undocumented community. The study purposefully collected accounts from workers and volunteers, both documented and undocumented, of nonprofit organizations which actively engage in assisting undocumented immigrants for two key reasons: 1) to increase the generalizability of the findings to higher education institutions, and 2) to highlight the importance of undocumented voices and their allies in current academic literature. Through the analysis of these interviews, a dialogue is created that posits the importance of increasing existing university support for undocumented students, as well as proposing new

methods universities could implement that are modeled after existing support tactics used by nonprofit organizations. The culmination of these two chapters provide a context for the importance of discussing undocumented rights in higher education, as well as offer multiple directions for future conversations and research to follow in advocating for the undocumented community.

*Migration in the 21st Century* Kim Korinek 2010-10-04 In this volume, we examine the challenges and opportunities created by global migration at the start of the 21st century. Our focus extends beyond economic impact to questions of international law, human rights, and social and political incorporation. We examine immigrant outcomes and policy questions at the global, national, and local levels. Our primary purpose is to connect ethical, legal, and social science scholarship from a variety of disciplines in order to raise questions and generate new insights regarding patterns of migration and the design of useful policy. While the book incorporates studies of the evolution of immigration law globally and over the very long term, as well as considerations of the magnitude and determinants of immigrant flows at the global level, it places particular emphasis on the growth of immigration to the United States in the 1990s and early 2000s and provides new insights on the complex relationships between federal and state politics and regulation, popular misconceptions about the economic and social impacts of immigration, and the status of 'undocumented' immigrants.

**New Directions for Student Services, 1997-2014: Glancing Back, Looking Forward** Elizabeth J. Whitt 2015-09-11 Student affairs has changed greatly in the almost twenty years that the series editors have been managing *New Directions for Student Services*. This volume provides a look back at this period of time from 1997 through 2014 with topical chapters focused on: trends in student affairs during the past two decades, changes in students and the most effective student affairs responses, progress and recommendations for assessment in student affairs, and challenges with and skills needed for digital technologies, finance and budgets, and staff preparation. The volume concludes with a look into the future of student affairs practice based in part on the lessons learned from looking at the recent past. This is the 151st volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, *New Directions for Student Services* offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

**Understanding Equity in Community College Practice** Erin L. Castro 2015-12-21 This issue of *New Directions for Community Colleges* includes conceptual and empirical rationales to support equity-oriented practices; examples of programming and practice that support underserved student populations; and concrete examples of policy, programming, and thinking that emphasize the role of the community college in expanding educational opportunity for underserved students.

**The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students** Aurora Chang 2017-10-17 This book weaves together two distinct and powerfully related sources of knowledge: the author's journey and transition from a once undocumented immigrant from Guatemala to a hyperdocumented academic, and five years of on-going national research on the identity, education, and agency of undocumented college students. In interlacing both personal experiences with findings from her empirical qualitative research, Chang explores practical and theoretical pedagogical, curricular, and policy-related discussions around issues that impact undocumented immigrants while provide compelling rich narrative vignettes. Collectively, these findings support the argument that undocumented students can cultivate an empowering self-identity by performing the role of infallible cultural citizen.

**Funds of Knowledge in Higher Education** Judy Marquez Kiyama 2017-08-07 Refining and building on the concept in a sophisticated and multidisciplinary way, this book uses a funds of knowledge approach and connects it to other key conceptual frameworks in education to examine issues related to the access and transition to college, college persistence and success, and pedagogies in higher education. Research on funds of knowledge has become a standard reference to signal a sociocultural orientation in education that seeks to build strategically on the experiences, resources, and knowledge of families and children, especially those from low-income communities of color. Challenging existing deficit thinking in the field, the contribution of this unique and timely book is to apply this concept to and map future work on funds of knowledge in higher education.

[Bridging Research and Practice to Support Asian American Students](#) Dina

C. Maramba 2018-02-02 An accessible yet comprehensive guide to understanding and working with Asian American college students--a diverse but often misunderstood population on college campuses. Linking theory and research with practice, this volume covers a range of topics that influence Asian American college student experiences, including: student and identity development, psychological health, religion and spirituality, academic and career issues, engagement and activism. The volume ends with an extensive list of resources and critical questions for readers to reflect on themselves, their departments, and their institutions to help better understand and appropriately serve Asian American students. This is the 160th volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, *New Directions for Student Services* offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

Understanding and Supporting Undocumented Students Jerry Price 2010  
At the Intersection Robert Longwell-Grice 2021-05-03 The experiences of first-generation college students are not monolithic. The nexus of identities matter, and this book is intended to challenge the reader to explore what it means to be a first-generation college student in higher education. Designed for use in classrooms and for use by the higher education practitioner on a college campus today, *At the Intersections* will be of value to the reader throughout their professional career. The book is divided into four parts with chapters of research and theory interspersed with thought pieces to provide personal stories to integrate the research and theory into lived experience. Each thought piece ends with questions to inspire readers to engage with the topic. Part One: Who is a First-generation College Student? provides the reader an entrée into the topic, with up-to-date data on both four-year and two-year colleges. Part One ends with a thought piece that asks the reader to pull together some of the big ideas before moving on to look more closely at students' identities. Part Two: The Intersection of Identity shares the research, experience and thoughts of authors in relation to the individual and overlapping identities of LGBT, low-income, white, African-American, Latinx, Native American, undocumented, female, and male students who are all also first-generation college students. Part Three: Programs and Practices is an introduction to practices, policies and programs across the country. This section offers promise and direction for future work as institutions try to find a successful array of approaches to make the campus an inclusive place for the diverse population of first-generation college students.

**Controversies on Campus: Debating the Issues Confronting American Universities in the 21st Century** Joy Blanchard 2018-01-12 Providing a comprehensive review of pressing issues roiling American college campuses today, this book is a valuable resource for students and scholars alike. • Offers critical arguments for policy formation or reform regarding legal issues, policy issues, and student development issues in higher education • Contains contributions from LSU President F. King Alexander, national leader on higher education finance reform; Liliana Garces, Penn State professor and leading scholar on affirmative action in higher education admissions; Neal Hutchens and Kerry Brian Melear, University of Mississippi professors and national experts on higher education law and the First Amendment; and Ken Redd, director of research and policy analysis at the National Association of College and University Business Officers (NACUBO) • Provides additional authoritative research sources on individual topics

**School Counselor Consultation** Greg Brigman 2021-12-07 Explore a wide range of strategies and techniques to build your school counselor consulting skillset In the newly revised Second Edition of *School Counselor Consultation: Skills for Working Effectively With Parents, Teachers, and Other School Personnel*, a team of distinguished counselors delivers a comprehensive and insightful exploration of the consultation process. With a strong focus on proven, practical techniques, this book offers readers a detailed case consultation model, an interactive workshop model, concise discussions of trauma-informed practices, consultations supporting students with anxiety, and more. The book also includes: An emphasis on building the skills necessary for counselors to facilitate the personal, social, career, and academic growth of students. An integration of theory and practice using an experiential approach to developing consulting competence. Appendices and sample activities that outline the techniques and strategies used to support learning. Perfect for students pursuing master's degrees in Education, *School Counselor Consultation* is also ideal for school counselling students and practitioners seeking a hands-on framework for applying consulting theory and approaches to the

school setting.

**Studying Transfer in Higher Education: New Approaches to Enduring and Emerging Topics** Xueli Wang 2017-01-17 Gain fresh perspectives and approaches to the topic of students transferring among institutions of higher education. Despite the copious research on transfer patterns and students who transfer, this line of research is thronged with conceptual, methodological, and data challenges that warrant continued and more nuanced attention. This volume answers this call and provides updated scholarship and examines emerging issues pertaining to transfer. Organized around two broad, interconnected ways to conceptualize transfer, it first examines students who transfer and then discusses transfer as a complex postsecondary pathway. Engaging empirical research, perspectives, and case analysis from higher education scholars and institutional researchers, this volume offers renewed conceptual and methodological insights that inform future research on transfer, along with concrete recommendations for institutional researchers. This is the 170th volume of this Jossey-Bass quarterly report series. Timely and comprehensive, *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

**The Misrepresented Minority** Samuel D. Museus 2013-12-06 While Asian Americans and Pacific Islanders (AAPIs) are growing faster than any other racial group in the U.S., they are all but invisible in higher education, and generally ignored in the research literature, and thus greatly misrepresented and misunderstood. This book presents disaggregated data to unmask important academic achievement and other disparities within the population, and offers new insights that promote more authentic understandings of the realities masked by the designation of AAPI. In offering new perspectives, conceptual frameworks, and empirical research by seasoned and emerging scholars, this book both makes a significant contribution to the emerging knowledge base on AAPIs, and identifies new directions for future scholarship on this population. Its overarching purpose is to provide policymakers, practitioners, and researchers in higher education with the information they need to serve an increasingly important segment of their student populations. In dispelling such misconceptions as that Asian Americans are not really racial minorities, the book opens up the complexity of the racial and ethnic minorities within this group, and identifies the unique challenges that require the attention of anyone in higher education concerned with student access and success, as well as the pipeline to the professoriate.

*Decolonizing Ethnography* Carolina Alonso Bejarano 2019-04-04 In August 2011, ethnographers Carolina Alonso Bejarano and Daniel M. Goldstein began a research project on undocumented immigration in the United States by volunteering at a center for migrant workers in New Jersey. Two years later, Lucia López Juárez and Mirian A. Mijangos García—two local immigrant workers from Latin America—joined Alonso Bejarano and Goldstein as research assistants and quickly became equal partners for whom ethnographic practice was inseparable from activism. In *Decolonizing Ethnography* the four coauthors offer a methodological and theoretical reassessment of social science research, showing how it can function as a vehicle for activism and as a tool for marginalized people to theorize their lives. Tacking between personal narratives, ethnographic field notes, an original bilingual play about workers' rights, and examinations of anthropology as a discipline, the coauthors show how the participation of Mijangos García and López Juárez transformed the project's activist and academic dimensions. In so doing, they offer a guide for those wishing to expand the potential of ethnography to serve as a means for social transformation and decolonization.

**College Completion for Latino/a Students: Institutional and System Approaches** Melissa L. Freeman 2015-12-04 Latino/as are the fastest growing demographic in the United States. Despite recent gains in postsecondary enrollment, the Latino/a population is severely underrepresented when it comes to baccalaureate attainment. Hispanic-serving institutions (HSIs) will play a critical role in turning the tide, but there is little existing research about these institutions. This volume synthesizes: Existing research on HSIs, emerging HSIs, as well as research about Latino/a students themselves, A wide range of best practices across institutional types, and Examples of service to undocumented students in states where they do and do not qualify for in-state tuition benefits. Topics include Latino/a undergraduate student success, graduate student success, community colleges, four-year institutions, financial aid, and undocumented students. This is the 172nd volume of the Jossey-Bass quarterly report series *New Directions for Higher Education*. Addressed to

presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

*Adolescents at School, Third Edition* Michael Sadowski 2021-02-01

*Adolescents at School* brings together the perspectives of scholars, educators, and researchers to address the many issues that affect adolescents' emerging identities, especially in relation to students' experience of and engagement with school. The book offers current and preservice teachers a practical understanding of the concept of identity development, particularly as impacted by such factors as race, ethnicity, gender, sexual orientation, ability/disability, immigration, and social class. This third edition includes new chapters on boys' emotional lives, risk and resilience in girls, the experiences of undocumented immigrant students, Muslim-American youth, and income inequality; features on "teaching while white"; and an extensively updated chapter on LGBTQ+ students. The book expands on the strengths and insights of the previous editions while also touching on issues highly relevant to contemporary youth such as social media, youth activism, and immigration. A practical and insightful volume, *Adolescents at School* points to ways to foster the success of every student in our schools and classrooms.

*Contemporary Issues in Higher Education* Marybeth Gasman 2018-12-12

The latest text in the Core Concepts in Higher Education series, this volume speaks to the complex dimensions that higher education scholars and educators need to understand about the shifting role of postsecondary education in the United States. Chapter authors clarify current issues affecting the field, and offer fresh perspectives articulating how policy, demographic, and institutional changes influence the everyday practices of those who work in higher education. This book explores macro perspectives affecting institutional decision-making and processes as well as students' perspectives on campus—from colleges' credentialing procedures to the current demographic changes in students' enrollments, to students' social identities. Guiding questions at the end of each chapter offer readers an opportunity to frame discussions in which they can engage and invite readers to consider avenues for future research and exploration. This is a valuable resource for graduate students, administrators, and researchers who seek to understand and improve the policies and contexts of higher education today.

**Engaged Research and Practice** Betty Overton 2016-11-30 What practices can researchers use to gain a more nuanced understanding of educational issues in the community and be part of the solution to those

issues? Engaged Research and Practice is about two prevailing and complementary ideas that have surfaced in the higher education arena: engaged research and higher education for the public good. Engaged research is scholarship that not only attempts to open up new knowledge, but it does so with a sense that the new knowledge, insight and directions have a direct relationship to needs and problems within our communities, institutions, and policy arenas. Engaged, actionable, or participatory research and scholarship attempts to tackle the identified issues of our communities and society. This handbook offers important insights and tangible examples of how higher education leaders may work directly with communities and in policy settings to understand the deeper meanings often lost in conversations about educational opportunity. Each chapter addresses the ways in which faculty, community and administrative leaders may connect research and practice through unique research projects. The authors offer clear explanations of "how" their engaged research was conducted to illustrate explicit pathways for practitioners. This book also includes short narratives where authors involved with this research reflect on their experiences and the lessons they have learned while immersed in community and policy related work.

**Lives in Limbo** Roberto G. Gonzales 2016 "Over two million of the nation's eleven million undocumented immigrants have lived in the United States since childhood. Due to a broken immigration system, they grow up to uncertain futures. In *Lives in Limbo*, Roberto G. Gonzales introduces us to two groups: the college-goers, like Ricardo, whose good grades and strong network of community support propelled him into higher education, only to land in a factory job a few years after graduation, and the early-exiters, like Gabriel, who failed to make meaningful connections in high school and started navigating dead-end jobs, immigration checkpoints, and a world narrowly circumscribed by legal limitations. This ethnography asks why highly educated undocumented youth ultimately share similar work and life outcomes with their less-educated peers, even as higher education is touted as the path to integration and success in America. Gonzales bookends his study with discussions of how the prospect of immigration reform, especially the Deferred Action for Childhood Arrivals (DACA) program, could impact the lives of these young Americans"--Provided by publisher.

*Mobilizing Public Sociology* 2017-05-25 In Victoria Carty and Rafael Luévano's edited collection, *Mobilizing Public Sociology*, scholars, practitioners, activists, and immigrants share their scholarly perspectives and personal experiences related to challenges that Latin@ immigrants face in the United States.