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Titolo	Le maire et le prieur : pouvoir central et pouvoir local en Méditerranée occidentale : 15.-18. siècle / Gérard Delille
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Nota di contenuto	The need for indigenizing research in higher education scholarship / Charlotte Davidson, Heather J. Shotton, Robin Minthorn, and Stephanie Waterman -- "It was a process of decolonization and that's about as clear as I can put it" : Kuleana-centered higher education and the meanings of Hawaiianess / Erin Kahunawai Wright -- A methodology of beauty / Charlotte Davidson -- Understanding relationships in the college process : indigenous methodologies, reciprocity, and college horizon students / Adrienne Keene -- Story rug : weaving stories into research / Amanda Tachine -- Stealing horses : indigenous student metaphors for success in graduate education / Sweeney Windchief -- Predictors for American Indian/Alaskan Native student leadership / Theresa Jean Stewart -- Tribal college pathways / David Sanders and Matthew Van Alstine Makomenaw -- Moving beyond financial aid to support native college students : an examination of the Gates Millennium Scholars Program / Natalie Rose Youngbull -- The intersection of paying for college and tribal sovereignty : exploring native college student experiences in tribal financial aid / Christine A. Nelson -- Towards equity & equality : transforming universities into indigenous places of learning / Kaiwipuni Lipe -- Indigeneity in the

methods : indigenous feminist theory in content analysis / Stephanie Waterman -- Iḷṣaqvik College : Alaska's only tribal college / Pearl Brower -- Conclusion : repositioning the norms of the academy : research as wisdom.

Sommario/riassunto

Indigenous students remain one of the least represented populations in higher education. They continue to account for only one percent of the total post-secondary student population, and this lack of representation is felt in multiple ways beyond enrollment. Less research money is spent studying Indigenous students, and their interests are often left out of projects that otherwise purport to address diversity in higher education. Recently, Native scholars have started to reclaim research through the development of their own research methodologies and paradigms that are based in tribal knowledge systems and values, and that allow inherent Indigenous knowledge and lived experiences to strengthen the research. Reclaiming Indigenous Research in Higher Education highlights the current scholarship emerging from these scholars of higher education. From understanding how Native American students make their way through school, to tracking tribal college and university transfer students, this book allows Native scholars to take center stage, and shines the light squarely on those least represented among us.
