

BEYOND THE **ASTERISK**



UNDERSTANDING NATIVE STUDENTS IN HIGHER EDUCATION

EDITED BY HEATHER J. SHOTTON, SHELLY CL. LOWE,
AND STEPHANIE J. WILDERMAN

FOREWORD BY JOHN L. GARLAND

Beyond The Asterisk Understanding Native Students In Higher Education

**Heather J. Shotton, Shelly C.
Lowe, Stephanie J. Waterman**



Beyond The Asterisk Understanding Native Students In Higher Education:

Beyond the Asterisk Heather J. Shotton, Shelly C. Lowe, Stephanie J. Waterman, 2023-07-03 A Choice Outstanding Academic Title for 2013 While 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, 2013-10-01 A Choice Outstanding Academic Title for 2013 While 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 Developments Beyond the Asterisk Heather J. Shotton, Stephanie J. Waterman, Natalie

R. Youngbull, Shelly C. Lowe, 2023-12-01 This edited volume serves as a follow up to *Beyond the Asterisk Understanding Native Students in Higher Education* focusing on new scholarship continued conversations and growth in the field of Indigenous higher education The landscape of higher education has changed significantly over the past decade likewise Indigenous higher education has grown into its own respective field with emerging scholarship that is written for and by Indigenous people This book focuses on this growth revisiting relevant topics in Indigenous higher education while adding new and expanded research and insight from emerging scholars and practitioners including chapters on Indigenous LGBTQIA and Two Spirit students and Native Hawaiian and Pacific Islanders The voices of Indigenous scholars who are challenging the status quo in higher education have grown louder and institutions and organizations have increasingly begun to respond This volume is essential to continued conversations in Indigenous higher education and invites current emerging and future scholars to carry the conversation forward in respectful responsible and relational ways *Beyond Access*

Stephanie J. Waterman, Shelly C. Lowe, Heather J. Shotton, 2023-07-03 This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post secondary studies It presents models and examples of pathways to success that align with Native American students aspirations and cultural values Many attend schools that are poorly resourced where they are often discouraged from aspiring to college Many are alienated from the educational system by a lack of culturally appropriate and meaningful environment or support systems that reflect Indigenous values of community sharing honoring extended family giving back to one s community and respect for creation The contributors to this book highlight Indigenized college access programs meaning programs developed by not just for the Indigenous community and are adapted or developed for the unique Indigenous populations they serve Individual chapters cover a K 12 program to develop a Native college going culture through community engagement a crash course offered by a higher education institution to compensate for the lack of college counseling and academic advising at students schools the role of tribal colleges and universities the recruitment and retention of Native American students in STEM and nursing programs financial aid educational leadership programs to prepare Native principals superintendents and other school leaders and finally data regarding Native American college students with disabilities The chapters are interspersed with narratives from current Indigenous graduate students This is an invaluable resource for student affairs practitioners and higher education administrators wanting to understand and serve their Indigenous students **The Routledge Handbook**

on Postsecondary Student Success Shouping Hu, Joe O'Shea, 2025-09-15 The Routledge Handbook on Postsecondary Student Success offers a comprehensive and authoritative examination of student success in postsecondary education This handbook addresses critical issues in student success such as student engagement mental health and degree completion to provide valuable insights on promoting student success holistically and systematically for students from different backgrounds or in different institutional contexts It also offers a robust understanding of how to study and enhance student

success by exploring the significance of data analytics and various research methods Using evidence based insights and practical strategies and offering key concepts theories and best practices this handbook serves as a guide to promoting overall student success and closing success gaps With forty chapters authored by leading thinkers in higher education this handbook is an indispensable resource for postsecondary administrators faculty staff practitioners graduate students researchers and policymakers It informs and inspires efforts to improve student outcomes and create more supportive environments so students everywhere can succeed and flourish

Indigenous Leadership in Higher Education Robin Minthorn,Alicia Fedelina Chavez,2014-12-17 This volume offers new perspectives from Indigenous leaders in academic affairs student affairs and central administration to improve colleges and universities in service to Indigenous students and professionals It discusses and illustrates ways that leadership norms values assumptions and behaviors can often find their origins in cultural identities and how such assumptions can affect the evolvement of colleges and universities in serving Indigenous Peoples It contributes to leadership development and reflection among novice experienced and emerging leaders in higher education and provides key recommendations for transforming higher education This book introduces readers to relationships between Indigenous identities and leadership in diverse educational environments and institutions and will benefit policy makers in education student affairs professionals scholars faculty and students

Reclaiming Indigenous Research in Higher Education Robin Zape-tah-hol-ah Minthorn,Heather J. Shotton,2018-02-27 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

Indigenous Voices of Girls and Women in Educational Spaces Stephanie Masta,2025-07-18 Centered on personal reflection and storytelling this volume weaves together narratives of educational resilience kinship and auntie support to highlight the importance of Indigenous perspectives in all learning spaces Bringing together the experiences of community members students mothers aunts and academics it shows how the voices of Indigenous women and girls represent their ongoing survival within spaces often focused on assimilation and erasure and puts forward a new way of thinking about the value of Indigenous knowledge It does so using a storytelling approach which celebrates the experiences of Indigenous girls

and women and expands the definition of education to include more informal spaces of learning in order to address the contentious relationship between Indigenous communities and formal schooling This celebration of presence accentuates and amplifies the degree to which Indigenous peoples and communities have successfully retained their values and authenticity despite ongoing attempts at assimilation by the dominant culture As such it centers Indigenous perspectives in ways that affirm the experiences of Indigenous women and girls in educational spaces and demonstrate how girls and women have overcome existing structures to ensure the survival of Indigenous knowledges cultures and authenticity Presenting an innovative new approach to supporting Indigenous girls and women and centering the need to create new modes of scholarship and thinking that exist outside of the academic system this book is designed for scholars faculty graduates and educators with interests in education Indigenous studies anthropology sociology and women s studies *The Handbook of Student Affairs Administration* George S. McClellan,Jeremy Stringer,2015-12-30 The Foremost Authorities on Student Affairs Address Issues Facing The Field Today The Handbook of Student Affairs Administration is a comprehensive and thoughtful resource for the field with expert insight on the issues facing student affairs This fourth edition has been fully updated to reflect the most current and effective practices in student affairs administration New chapters address persistence retention and completion teaching and learning working with athletics and recreation leadership purpose and civic engagement spirituality and fundraising Emerging populations are discussed throughout featuring specific advice for working with veterans and dual enrolling high school students New material includes the role of student affairs in study abroad programs student use of technology and using social media to serve students working with student athletes and more Professionals at all levels of student affairs administration need practical timely and applied information on the myriad issues that fall under the student affairs umbrella This NASPA sponsored guide collects the latest information methods and advice from the field s leading authorities to bring you up to date on the latest solutions and best practices Learn about the dominant organization and administration models in student affairs Stay up to date on core competencies and professional development models Examine the latest literature and consider both the newest and lasting issues facing student affairs Instructor resources available As both the student population and the college experience grow more diverse student affairs professionals need to update their toolset to face the broader scope of the field and the new challenges that arise every day The Handbook of Student Affairs Administration provides invaluable guidance to graduate students and professionals alike and is the one resource you should not be without

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