

# 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

**Amanda R. Tachine**



## **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 **Development Beyond the Asterisk** Heather J. Shotton, Stephanie J. Waterman, Natalie R. Youngbull, Shelly C. Lowe, 2023-12 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      **Higher Education: Handbook of Theory and Research** Michael B.

Paulsen, 2015-01-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world      *New Scholarship in Critical Quantitative Research, Part 2: New Populations, Approaches, and Challenges* Ryan S. Wells, Frances K. Stage, 2015-05-04 This volume is the second in a two part series on differentiating approaches to quantitative research from more traditional positivistic and postpositivistic approaches While the first volume provided an expanded conceptualization of critical quantitative inquiry this volume concludes the series by

applying critical quantitative approaches to new populations of college students who are rarely addressed in institutional and higher education research such as American Indian Alaska Native and students with disabilities applying the principles of quantitative criticalism to advanced methods of statistical analysis and discussing the variety of challenges to overcome and presenting a future research agenda using these methods This work is of interest to institutional and higher education researchers who want to expand and critique new ways of thinking about the broad array of populations participating in and served by higher education while keeping in mind the goals of revealing inequity challenging marginalization and helping all students to succeed This is the 163rd 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

*Rethinking College Student Development Theory Using Critical Frameworks* Elisa S. Abes, Susan R. Jones, D-L Stewart, 2023-07-03 A major new contribution to college student development theory this book brings third wave theories to bear on this vitally important topic The first section includes a chapter that provides an overview of the evolution of student development theories as well as chapters describing the critical and poststructural theories most relevant to the next iteration of student development theory These theories include critical race theory queer theory feminist theories intersectionality decolonizing indigenous theories and crip theories These chapters also include a discussion of how each theory is relevant to the central questions of student development theory The second section provides critical interpretations of the primary constructs associated with student development theory These constructs and their related ideas include resilience dissonance socially constructed identities authenticity agency context development consistency coherence stability and knowledge sources of truth and belief systems Each chapter begins with brief personal narratives on a particular construct the chapter authors then re envision the narrative s highlighted construct using one or more critical theories The third section will focus on implications for practice Specifically these chapters will consider possibilities for how student development constructs re envisioned through critical perspectives can be utilized in practice The primary audience for the book is faculty members who teach in graduate programs in higher education and student affairs and their students The book will also be useful to practitioners seeking guidance in working effectively with students across the convergence of multiple aspects of identity and development **Native Presence and Sovereignty in College** Amanda R. Tachine, 2022-04-29

What is at stake when our young people attempt to belong to a college environment that reflects a world that does not want them for who they are In this compelling book Navajo scholar Amanda Tachine takes a personal look at 10 Navajo teenagers following their experiences during their last year in high school and into their first year in college It is common to think of this life transition as a time for creating new connections to a campus community but what if there are systemic mechanisms lurking in that community that hurt Native students chances of earning a degree Tachine describes these mechanisms as

systemic monsters and shows how campus environments can be sites of harm for Indigenous students due to factors that she terms monsters sense of belonging namely assimilating diminishing harming the worldviews of those not rooted in White supremacy heteropatriarchy capitalism racism and Indigenous erasure This book addresses the nature of those monsters and details the Indigenous weapons that students use to defeat them Rooted in love life sacredness and sovereignty these weapons reawaken students presence and power Book Features Introduces an Indigenous methodological approach called story rug that demonstrates how research can be expanded to encompass all our senses Weaves together Navajo youths stories of struggle and hope in educational settings making visible systemic monsters and Indigenous weaponry Draws from Navajo knowledge systems as an analytic tool to connect history to present and future realities Speaks to the contemporary situation of Native peoples illuminating the challenges that Native students face in making the transition to college Examines historical and contemporary realities of Navajo systemic monsters such as the financial hardship monster deficit not enough monster failure monster and in visibility monster Offers insights for higher education institutions that are seeking ways to create belonging for diverse students *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 **Handbook of Education Policy Research** Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA s history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and

depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners

*How College Affects Students* Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, Tricia A. D. Seifert, Gregory C. Wolniak, 2016-09-19 The bestselling analysis of higher education's impact updated with the latest data *How College Affects Students* synthesizes over 1 800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations Volume 3 contains the findings accumulated between 2002 and 2013 covering diverse aspects of college impact including cognitive and moral development attitudes and values psychosocial change educational attainment and the economic career and quality of life outcomes after college Each chapter compares current findings with those of Volumes 1 and 2 covering 1967 to 2001 and highlights the extent of agreement and disagreement in research findings over the past 45 years The structure of each chapter allows readers to understand if and how college works and of equal importance for whom does it work This book is an invaluable resource for administrators faculty policymakers and student affairs practitioners and provides key insight into the impact of their work Higher education is under more intense scrutiny than ever before and understanding its impact on students is critical for shaping the way forward This book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by Reviewing a decade's worth of research Comparing current findings with those of past decades Examining a multifaceted analysis of higher education's impact and Informing policy and practice with empirical evidence Amidst the current introspection and skepticism surrounding higher education there is a massive body of research that must be synthesized to enhance understanding of college's effects *How College Affects Students* compiles organizes and distills this information in one place and makes it available to research and practitioner audiences Volume 3 provides insight on the past decade with the expert analysis characteristic of this seminal work

*Quests for Questioners* Kathryn Roulston, 2023-05-30 2024 SPE Outstanding Book Award Winner This edited book presents a range of quests for those who want to learn from others through asking questions in research interviews and conversations and attending to the more than human aspects of the world Authors in this book explore how to talk to people in ways that are responsive to cultural contexts and the challenges faced by people in everyday life how to think with concepts drawn from an array of theories including Karen Barad's concept of intra action Rosi Braidotti's work on cartographies and Gilles Deleuze and Félix Guattari's concepts of the fold and assemblage Authors discuss a rich array of interview practices used by contemporary



scholars including how to a elicit verbal accounts from participants in culturally responsive ways b think with theory in relation to the use of interview methods and c integrate object graphic and photo elicitation methods and mobile and walking methods in research The book is designed to provoke and inspire readers creativity to take risks and integrate different approaches to doing interviews in their research in other words to undertake methodological quests to experiment with the art of asking questions Understanding the breadth of practices entailed in qualitative interview research can invigorate any researcher s practice This volume seeks to encourage researchers to design studies that account for how they interact with others in culturally responsive ways to consider how they can draw on theoretical concepts to re think re theorize and question conventional interview practices and to re imagine the generation of interview accounts using other ways of knowing including visual sensory and mobile methods Perfect for courses such as Introductory Research Methods

Introductory Qualitative Methods Qualitative Research Design Interview Research Qualitative Data Collection **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 **Diversity and Inclusion in Educational Institutions**

Fawzia Reza,2022-01-21 Today s educational landscape requires practitioners to move from a teacher centric to a more inclusive and student centric approach To address the diverse needs of students educators must understand the challenges they face and learn how to address them This volume highlights the significance of diversity and inclusion practices in educational institutions **American Indian Studies** Mark L. M. Blair,Mary Jo Tippeconnic Fox,Kestrel A.

Smith,2022-03-29 Native American doctoral graduates of American Indian Studies AIS at the University of Arizona the first AIS program in the United States to offer a PhD gift their stories The Native PhD recipients share their journeys of pursuing and earning the doctorate and its impact on their lives and communities **Debunking the Grit Narrative in Higher**

**Education** Angela M. Locks,Rocío Mendoza,Deborah Faye Carter,2023-11-20 Debunking the Grit Narrative in Higher Education examines pressing structural issues currently impacting African American Asian American Pacific Islander Latinx

and Native American students accessing college and succeeding in U S postsecondary environments Drawing from asset based work of critical race education scholars such as Yosso Ladson Billings and contributing author Sol rzano the authors interrogate how systems and structures shape definitions of academic merit and grit how these systems constrain opportunities to attain access and equitable educational outcomes and challenge widely held beliefs that Students of Color need grit to succeed in college Dominant narratives of educational success and failure tend to focus mostly on individual student effort Contributing authors explore the myriad ways that institutional structures can support Students of Color utilizing their strengths through critical perspectives asset based anti deficit perspectives to access postsecondary environments and experience success Scholars scholar practitioners students affairs professionals and educational leaders will benefit from this timely edited book as they work to transform postsecondary institutions into entities that meet the needs of Students and Communities of Color

**Affirming Identity, Advancing Belonging, and Amplifying Voice in Sororities and Fraternities** Pietro A. Sasso, Mónica Lee Miranda, J. Patrick Biddix, 2024-04-01 In the wake of the AbolishGreekLife and other calls for racial justice the role of identity development also becomes ever increasingly important as we consider how to make the sorority fraternity more inclusive for our students In the end it may really be the power of inclusion on college campuses that leads to many of the educational goals that we yearn for in student growth the formal and informal social interactions bonded in reflective learning that help build social and academic success In this we can celebrate together especially those of us who have romanticized so many bright college years This text is a response to a call for existential exploration as an attempt to critically revivify our understanding of the sorority fraternity experience as it contributes specifically to students identity development and learning The text is grouped around centering their experiences through three A s Amplifying Voice Affirming Identity and Advancing Belonging to highlight the identity experiences of the diverse spectrum of fraternity and sorority members across the intersections of identity so often excluded from the literature Chapters in this text attempt to foreground how the fraternity sorority experience explicitly contributes to these areas of student development across multiple identities including race ethnicity culture gender identity social class and ability Authors critically interrogate systems of oppressions that subjugate marginality from those with intersectional identities to recognize the larger challenges facing the sorority fraternity movement as an attempt to disrupt these systems to better identify influences on identity development

**ENDORSEMENTS** Pietro Sasso and associates are leading a game changing conversation about the impact of fraternity and sorority communal experiences on student identity Pietro Sasso and the contributing authors of this robust text successfully endeavor to inform practice through critical analysis framing important questions and offering pragmatic solutions that are timely relevant and practical in both the academy and the fraternal system This book is a must read for anyone seeking to understand or have a relevant impact on the intersections of sense of belonging identity development and sorority fraternity life Jason L Meriwether Campbellsville University In their most recent

book examining contemporary sorority and fraternity life Sasso Biddix and Miranda have curated discerning chapters that expand existing scholarship by exploring the impact of fraternity and sorority membership on identity development belonging and student voice through critical lenses This book should be on the bookshelf of all higher education administrators and faculty Gavin Henning New England College First-Generation Faculty of Color Tracy Lachica Buenavista,Dimpal Jain,María C. Ledesma,2022-10-14

Through a comprehensive collection of personal narratives First Generation Faculty of Color Reflections on Research Teaching and Service is the first book to examine faculty diversity through the experiences of racially minoritized faculty who were also the first in their families to graduate college in the United States **Envisioning**

**Public Scholarship for Our Time** Adrianna J. Kezar,Yianna Drivalas,Joseph A. Kitchen,2023-07-03 This book proposes a new paradigm of public scholarship for our time one that shifts from the notion of the public intellectual to the model of the engaged scholar The editors premise is that the work of public scholarship should be driven by a commitment to supporting a diverse democracy and promoting equity and social justice The contributors to this volume present models that eschew the top down framing of policy to advocate for practice that drives bottom up change by arming the widest range of stakeholders especially members of marginalized communities with relevant research They demonstrate how public scholarship in higher education can increase its impact on practice and policy and compellingly argue that public scholarship should be recognized as normative practice for all scholars and indeed integrated into the curriculum of graduate courses The chapters describe multiple types of public scholarship and different strategies that move beyond informing policymakers faculty and administrators to engage publics such as students and parents media the general public and particularly groups that may have had little or no access to research Examples include partnering with a community agency to design a research project and disseminate results writing for practitioner or policy venues and magazines outside the traditional academic journals serving on boards for national groups that impact decisions related to your area of research and the use of social media Whether scholar director of graduate education or graduate student of higher education this book opens up a new vision of how research can inform practice that promotes the public good **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

## Adopting the Song of Phrase: An Emotional Symphony within **Beyond The Asterisk Understanding Native Students In Higher Education**

In a global consumed by screens and the ceaseless chatter of fast conversation, the melodic beauty and mental symphony developed by the prepared word usually disappear into the backdrop, eclipsed by the persistent sound and interruptions that permeate our lives. Nevertheless, situated within the pages of **Beyond The Asterisk Understanding Native Students In Higher Education** a marvelous literary treasure overflowing with natural feelings, lies an immersive symphony waiting to be embraced. Crafted by an outstanding musician of language, that charming masterpiece conducts readers on a psychological trip, well unraveling the hidden melodies and profound impact resonating within each carefully crafted phrase. Within the depths of the moving assessment, we can investigate the book is central harmonies, analyze its enthralling writing style, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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