

Public Abstract

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Title:Haskell Indian Nations University and the University of Kansas American Indian Science/Technology/Engineering/Mathematics (STEM) Grant Programs Partnership

This study examines a partnership between a Tribal College/University (TCU) and a Predominantly White Institution (PWI) in federally funded grant programs to increase the number of American Indian entering into the STEM fields. This was a qualitative study that generated its data through interviews of administrators and faculty from both the TCU and the PWI. The data was analyzed from Institutional and Tribal Critical Race theories perspective. The general findings indicate that: 1-administrators and faculty have divergent views of the equality within the partnership; 2-administrators from both campuses tend to believe that the partnership functions at a high level from the perspective of institutional theory; 3-TCU faculty see themselves as protecting the TCU mission to serve the national tribal community when all other groups (both administrations and the PWI faculty) are primarily concerned with maintaining an academic pipeline of American Indian students into the STEM field. The implications of the study are equivalent status between different types of institutions may require more effort when a relationship is established between a Minority Serving Institution and a PWI and examination of the influence of federal agencies on higher education institutions in how they implement their curriculum.