

HASKELL INDIAN NATIONS UNIVERSITY AND THE UNIVERSITY OF KANSAS AMERICAN INDIAN
SCIENCE/TECHNOLOGY/ENGINEERING/MATHEMATICS (STEM) GRANT PROGRAMS PARTNERSHIP

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ABSTRACT

This student examines the grant partnership between a Tribal College (TCU) and a Predominantly White Institution (PWI) that is designed to increase the number of American Indian college students entering the STEM fields. The study used qualitative interviews, analyzed from Institutional and Tribal Critical Race theories. The findings suggest that administrators and faculty have strongly divergent views about the partnership. Institutional theory suggests that the two institutions are working well together within the partnership. Tribal Critical Race theory suggests that the TCU is struggling to maintain its mission in the relationship because the PWI is trying to meet the minority pipeline initiatives of the grant funding agencies. Implications for future research suggest that more examination of other minority-majority university partnerships would be beneficial, a status update of American Indian higher education is necessary, and the role of federal government influence through funding and governance should be examined.