



## Fostering Empowerment: Supporting Student Success at Native American Serving, Non-Tribal Institutions

Efforts to increase the number of people earning higher education credentials in this country must focus first and foremost on underserved students (first-generation, low-income, minority populations) and the institutions that serve them, with particular attention paid to Minority Serving Institutions (MSIs).<sup>1</sup> Native American Serving, Non-Tribal Institutions (also known as Native American Serving Institutions, or NASIs)<sup>2</sup> are one of the newly established minority serving designations created in the most recent 2008 reauthorization of the Higher Education Act of 1965. These two- and four-year, mainly public institutions have a unique tie to the federal trust responsibility under which American Indian / Alaska Native (AI/AN) education has historically fallen. They provide access to higher education for students largely through state public education institutions, which have an often-ambiguous role in the historic federal trust responsibility. As an additional voice among policy advocates of MSIs, NASIs will strengthen the potential for policy change regarding education attainment rates for underserved students affected by the reauthorization of the Higher Education Act. NASIs can serve an important role in representing a unique and important group of minority students in the increasingly diverse demographic of students enrolling in our nation's colleges and universities.

### AUTHOR

#### Angela Rochat, Fellow

University of Pennsylvania, Center for  
Minority Serving Institutions

ROCHAT, A. (2015). *FOSTERING EMPOWERMENT: SUPPORTING STUDENT SUCCESS AT NATIVE AMERICAN SERVING, NON-TRIBAL INSTITUTIONS*. RETRIEVED FROM [HTTP://WWW2.GSE.UPENN.EDU/CMSI/CONTENT/REPORTS](http://www2.gse.upenn.edu/CMSI/CONTENT/REPORTS)

All photos provided by Fort Lewis College unless otherwise noted.

### CURRENTLY DESIGNATED NATIVE AMERICAN SERVING INSTITUTIONS (NASIs)

NASIs represent an important and emerging sector of public higher education institutions serving a growing number of AI/AN postsecondary students, the nation's most underrepresented group in higher education. Authorized under the Higher Education Opportunity Act of 2008 and appropriated under the College Cost Reduction and Access Act of 2007, eligible institutions must have an undergraduate enrollment of at least 10% American Indian/Alaska Native students and qualify for Title III status under the U.S. Department of Education.<sup>3</sup> Currently, there are eighteen NASIs that enroll 13,749 AI/AN students, with an average AI/AN student enrollment of 21% for academic year 2012-13 (see Table 1 below).<sup>4</sup> Estimates by officials in the U.S. Department of Education and the National Congress of the American Indians<sup>5</sup> indicate as many as 100 additional higher education institutions may be eligible for NASI designation.

The eighteen NASIs are located in isolated, rural areas with a paucity of the educational resources that are common in more urban areas. They are concentrated in geographical areas that are characterized as remote (38%), distant (33%), small cities (11%), and a combination of rural/distant/fringe (16%), often located adjacent to reservation communities.<sup>6</sup> Nearly all NASIs are public institutions, with the exception of Heritage University, which is a private four-year institution located on the Yakama reservation in Washington state.. NASIs are distinctly different from most MSIs (HBCUs, HSLs, AANAPISIs, and PBIs), which are concentrated primarily in cities and large suburbs.<sup>7</sup> The majority of NASIs 67% are two-year institutions, while 33% are baccalaureate/master's institutions.

They often have historic missions and ties to Native communities. Like most MSIs, they serve large numbers of underserved students, such as low-income and first-generation students. Some institutions serve up to 95% Pell-eligible students.

Table 1 below lists the eighteen institutions that are currently designated as NASIs and details demographic information about them.

Table 1

**NATIVE AMERICAN SERVING INSTITUTIONS DEMOGRAPHIC DATA FOR ACADEMIC YEAR 2012-13**

INSTITUTION AND CARNEGIE CLASSIFICATION				ENROLLMENT INFORMATION			PELL ELIGIBILITY
NASI	State	Campus	Carnegie	Total Enrollment (all)	Total # AI/AN enrollment	AI/AN as % of enrollment	% Pell
Carl Albert State College	OK	Distant	Associate	2,458	541	22%	55%
Utah State University - College of Eastern Utah/Logan***	UT	Small City	Research	27,812	556	2%	36%
East Central University	OK	Remote	Master	4,587	734	16%	50%
Eastern Oklahoma State College	OK	Remote	Associate	1,832	458	25%	69%
Fort Lewis College	CO	Remote	Baccalaureate	4,021	885	22%	32%
Heritage University	WA/ Yakama Nation	Fringe	Masters	1,128	79	7%	95%
Murray State College	OK	Rural/ Distant	Associate	2,343	375	16%	63%
New Mexico State University - Grants	NM	Remote	Associate	970	281	29%	57%
Northeast Oklahoma A&M College	OK	Distant	Associate	2,347	516	22%	58%
Northeastern State University	OK	Remote	Master	8,548	1,881	22%	49%
Northland Pioneer College	AZ	Rural/ Fringe	Associate	3,233	1,164	36%	29%
Redlands Community College	OK	Distant	Associate	2,971	327	11%	33%
Robeson Community College	NC	Distant	Associate	2,260	1,040	46%	71%
San Juan College	NM	Small City	Associate	8,938	2,771	31%	62%
Seminole State College	OK	Remote	Associate	2,020	404	23%	44%
Southeastern Oklahoma State University	OK	Distant	Master	3,826	727	19%	48%
University of Alaska Anchorage - Kodiak College****	AK	Remote	Associate	600	78	13%****	25%
University of North Carolina at Pembroke	NC	Distant	Master	6,222	933	15%	53%
<b>TOTAL/AVERAGE</b>				<b>86,116</b>	<b>13,749</b>	<b>21% average</b>	<b>52% average</b>

\*\*\* Price campus is a regional campus of logan the main campus

\*\*\*\* Alaskan native from abstract ; University of AK, Anchorage numbers were used for all data except the enrollment figures were taken from kodiak's abstract

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS), DATA RETRIEVED 4/24/15

*Indigenous peoples' relationship with their traditional lands and territories is deeply rooted in their culture and history and forms a core part of their identity and spirituality. The distinctive history of NASIs is therefore tied to the lands and the Native peoples who gave rise to the need to establish these institutions.*

Indigenous peoples' relationship with their traditional lands and territories is deeply rooted in their culture and history and forms a core part of their identity and spirituality.<sup>8</sup> The distinctive history of NASIs is therefore tied to the lands and the Native peoples who gave rise to the need to establish these institutions. For example, the University of North Carolina, Pembroke was founded in 1887 as the State Normal School for Indians in response to a petition from tribal communities in the area to establish an institution to train American Indian teachers.<sup>9</sup> Fort Lewis College's origins began as an Indian boarding school at a military fort. In 1911, Governor John Shafroth of Colorado signed a contract with the federal government that transferred 6,279 acres in southwest Colorado to be "maintained by the State of Colorado as an institution of learning, . . . [to which] Indian pupils shall at all times be admitted to such school free of charge for tuition and on terms of equality with white pupils" in perpetuity.<sup>10</sup> Fort Lewis College continues to honor its historic commitment to Native Americans by offering tuition scholarships to those of all tribes who meet admission requirements. It is one of only two public four-year colleges in the nation to grant tuition waivers to all qualified AI/AN students and has done so for more than 100 years. In fall 2014, 1,123 AI/AN students from 162 federally recognized tribes are enrolled at the institution.<sup>11</sup> NASIs are also connected to greater social movements and education initiatives in this country—from the American Indian boarding school movement to the agricultural boarding high school movement to the expansion of American higher education, which occurred in the 1960s under the Johnson Administration's Great Society. This expansion promised to prepare a workforce for a growing American economy and to open public educational opportunities to a broader array of people—those less privileged and underrepresented in American higher education.<sup>12</sup>

## DEGREE ATTAINMENT AT NASIs

Unlike Tribal Colleges/Universities (TCUs), which are reservation based, mostly two-year, and tribally controlled with a mission to preserve tribal languages and cultures, NASIs are comprised of mainly public institutions that are classified as rural or remote and centrally located to AI/AN populations in the southwestern, plains, and southeastern portions of the United States. In addition, they serve many of the TCU students who go on to seek a baccalaureate degree. Students that complete one or more courses at a TCU are the most successful students and most likely to complete courses of study at Native American Serving Institutions.<sup>13</sup> AI/AN students can complete their associate's degree at a TCU and transfer to a four-year NASI to complete their baccalaureate degree in a wide range of academic disciplines that then serve as a pipeline to graduate and professional schools. AI/AN enrollment at TCUs in academic year 2012-13 was 13,820 students, only slightly higher than AI/AN enrollment in NASIs (13,749 students) for the same period.<sup>14</sup>

[BELOW] Students gather outside the Native American Center at Fort Lewis College. The tipi was a generous gift from the John & Sophie Ottens Foundation, photo provided by Fort Lewis College.







Figure 1 (below) shows the type of degrees awarded to AI/AN students by NASIs and TCUs in academic year 2012-13. TCU certificate information was unavailable but when factored in will increase the credentials awarded from TCUs. The data shows the complementary relationship between TCUs and NASIs, as TCUs awarded 40% more associate's degrees and NASIs awarded 74% more bachelor's degrees. Seven NASIs have a master's level Carnegie Classification and awarded 196 master's degrees to AI/AN students in academic year 2012-13.

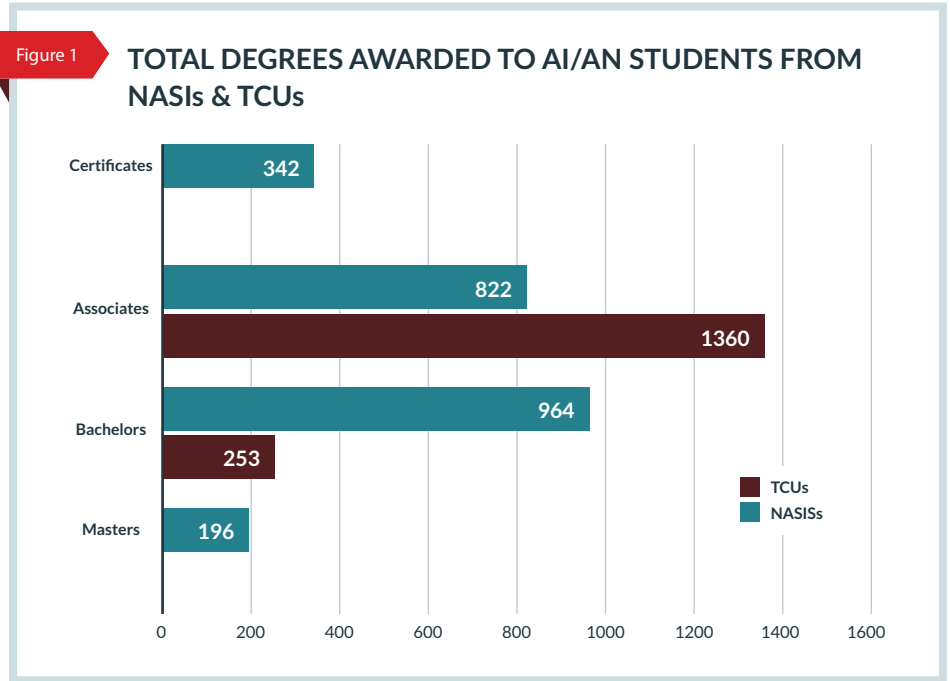
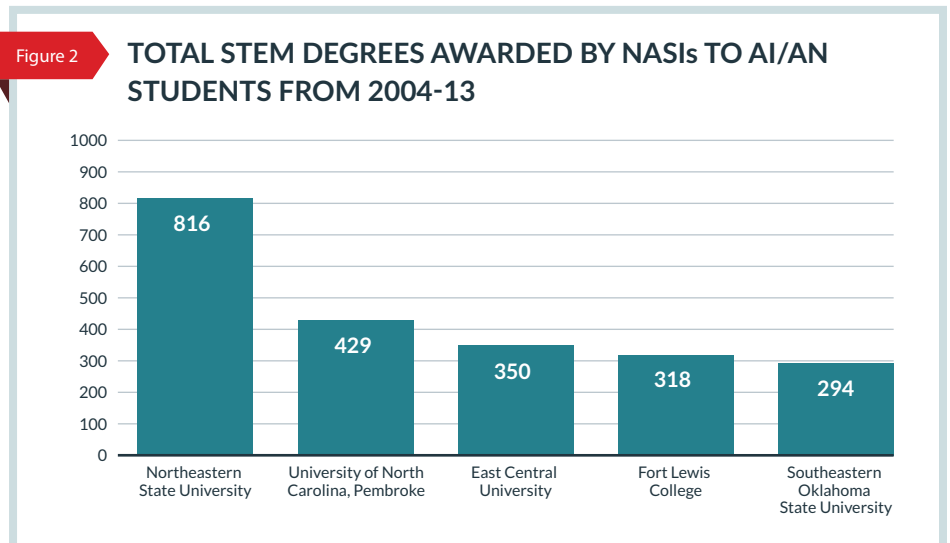


Figure 2 (below) shows that NASIs are a significant source of Science, Technology, Engineering, and Math (STEM) degrees for AI/AN students. Over the past ten years 2,207 bachelor's degrees were awarded in STEM for AI/AN students. Among all master's degree granting institutions, four NASIs (Northeastern State University, University of North Carolina at Pembroke, East Central University, and Southeastern Oklahoma State University) are the top four institutions in the nation for awarding bachelor's degrees in STEM to AI/AN students. Fort Lewis College is the top bachelor's degree granting institution in the nation for granting STEM degrees to AI/AN students. MSIs such as NASIs are critical partners in the nation's effort to increase diversity in STEM education and the workforce.



*The eighteen NASIs have focused on a variety of best practices for AI/AN students through their Title III discretionary grant projects that include many of the high-impact practices identified by the American Association of Colleges and Universities' LEAP project, such as learning communities, mentors, intrusive academic advising, and undergraduate research.*

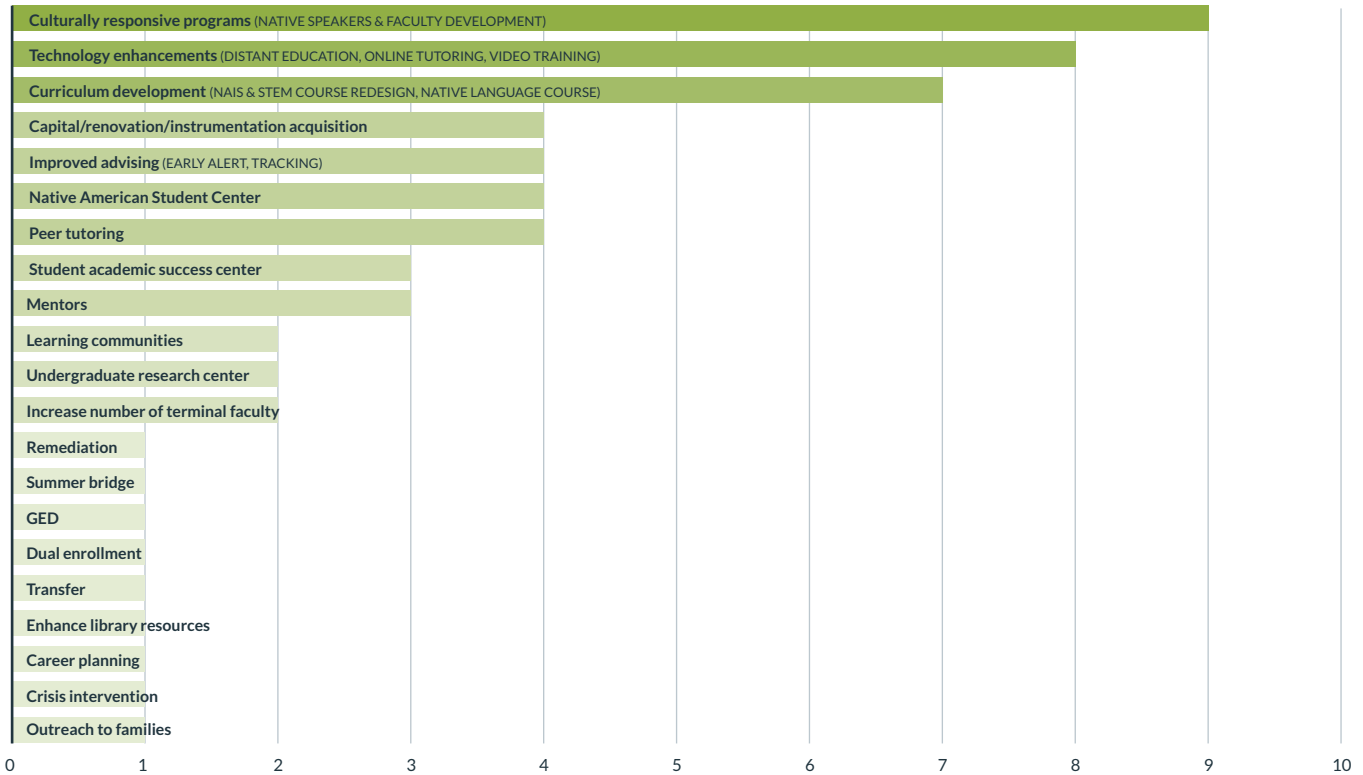
As Title III-eligible minority serving institutions, NASIs are by definition under-resourced. In academic year 2012-13, an average of 52% of NASI students received Pell grants, which are a form of need-based college aid awarded to low-income students that decrease the financial barriers for degree attainment.<sup>15</sup> Some NASIs have Pell-grant rates as high as 95% and others as low as 25%.<sup>16</sup> These institutions represent a significant number of low-income students that are in need of additional academic and student support services to increase attainment rates. The average graduation rate is 19% for AI/AN students at NASIs, as defined by a time-to-completion timeframe of 4 to 8 years for baccalaureate institutions and within 150–200% of normal time-to-completion for associate's degree-granting institutions, per IPEDS definition. It is worth noting that two of the eighteen institutions have higher graduation rates for Native students than for their overall student body. In academic year 2012-13, Southeastern Oklahoma State University had a 33% AI/AN graduation rate compared to a 31% overall graduation rate. Likewise, University of North Carolina at Pembroke had a 39% AI/AN student graduation rate compared to a 33% overall graduation rate for the same academic year. Mobilizing NASIs around AI/AN student academic achievement will increase the important yet poorly understood body of knowledge about the evidence-based best practices used by these institutions.

## **PRACTICE RECOMMENDATIONS**

The eighteen NASIs have focused on a variety of best practices for AI/AN students through their Title III discretionary grant projects that include many of the high-impact practices identified by the American Association of Colleges and Universities' LEAP project,<sup>17</sup> such as learning communities, mentors, intrusive academic advising, and undergraduate research.<sup>18</sup> Figure 3 below shows the interventions developed by NASIs through their Title III projects to better serve low-income and underserved students. Half of the programs (50%) are engaged in the development and delivery of culturally responsive programs for students and faculty through a variety of avenues, such as the Native Speaker Series, faculty development opportunities, or curriculum redesign. According to the State Higher Education Executive Officers Association (SHEEO), educational appropriations per Full-Time-Equivalent (FTE) student have declined 24% over the last 25 years,<sup>19</sup> which makes public institutions increasingly dependent on external sources for technology infrastructure, academic program development, student support services, and capital resources that have been traditionally funded by state appropriations. Figure 3 also shows that capital renovations, instrumentation acquisition, and technology enhancements are among some of the leading areas funded by the Title III projects. The remaining areas of practice are a mixture of institution-specific areas, such as family outreach, GED, remediation, career planning, and summer bridge experiences to better serve the student body and regional location. The success stories of these under-resourced institutions are largely untold. Their continued collective understanding and sharing of best practices within the education community, particularly between MSIs and amongst themselves, points to the need to develop an inventory of effective evidence-based practices for AI/AN student success at NASIs. Other practice recommendations are to develop pipeline partnerships from the associate's degree to the bachelor's degree to the doctorate for students, and to address regional, tribal, and national workforce needs.

Figure 3

### NASIs AREAS OF PRACTICE FOR AI/AN STUDENTS



Southern Ute Indian Tribe elders & spiritual leaders Eddie Jr. & Betty Box, were presented with gifts as part of the Native American Speaker series at Fort Lewis College, photo by Liz Mason.

### FEDERAL TRUST RESPONSIBILITY

Once portrayed as the “Vanishing Americans,”<sup>20</sup> the population of American Indians and Alaska Natives in the United States has grown dramatically, experiencing a 39% increase from 2000 to 2010. Now constituting 1.7% of the U.S. population, enrollment rates by American Indians in postsecondary education have also increased from 102,800 students in 1990 to 172,900 students in 2012.<sup>21</sup> Despite their growing presence in colleges and universities throughout the country, American Indian attainment rates in higher education remain abysmal. Less than one percent of AI/AN students (0.6%) attain a bachelor’s degree annually, which is notably lower than all other minorities: African American (10.8%); Hispanic (10.5%); and Asian/Pacific Islander (7.3%).<sup>22</sup> Understanding the challenges and barriers experienced by American Indian/Alaska Native students in higher education is made difficult by the lack of scholarly attention this population receives in research and scholarly literature; they are often depicted as no more than an asterisk in institutional and national data reporting.<sup>23</sup> Similarly, the large majority of institutions that serve AI/AN students remain invisible in the national dialogue regarding postsecondary attainment, noticeably absent in policy forums, journal articles, and state/federal initiatives regarding underrepresented students in higher education.

American Indians are unique among our nation’s underrepresented minorities because their historic relationship with the federal government constitutes a trust responsibility, having its basis in treaties made between the government and sovereign tribal nations to provide for the education and health of Native Americans in exchange for vast quantities of land. After years of federal policies that failed to meet the unique needs of American Indian tribes, it was not until the passage of The Indian Self-Determination and Education Assistance Act of 1975<sup>24</sup> that tribal nations were

given the authority to establish their own priorities and assume ownership of operations formerly managed by the Bureau of Indian Affairs and other federal agencies. The American Indian/Alaska Native population is by definition a political subdivision as opposed to an ethnic group, and resources are hence negotiated by tribes on a nation-to-nation basis directly with the federal government. Tribes on tribal lands manage public services, such as law enforcement, education, and healthcare. Conversely, Native American Serving Institutions are largely public state colleges that play a critical role in fulfilling the federal trust responsibility for AI/AN higher education but operate in silos outside of the traditional federal trust responsibility and in absence of state policies that further AI/AN education goals. Local tribal communities are an essential partnership for NASIs in blending the federal and state policies in support of AI/AN education attainment and in fulfilling tribal workforce needs with credentialed members. Due to this unique federal responsibility, more support is needed for strong federal and state policies that promote AI/AN education and encourage tribal and regional college partnerships, educational programs that are inclusive of Native American Serving Institutions, and alternative forms of AI/AN education that fall outside of traditional silos in order to serve all types of AI/AN students. This type of support is essential to increase the number of AI/AN students who enter and graduate college, especially among those institutions that serve the majority of American Indians and Alaska Natives.

## NATIVE AMERICAN SERVING INSTITUTIONS IN THE CONTEXT OF PUBLIC POLICY

The study of how Native American Serving Institutions can effectively mobilize to participate in the national dialogue regarding Minority Serving Institutions has important implications for a wide variety of audiences, including policy makers, education institutions, federal agencies, state agencies, education advocacy organizations, the higher education public policy community, and tribal communities. In the current legislative environment where the Higher Education Act is undergoing reauthorization in Congress, it will be particularly important to mobilize NASIs so that Minority Serving Institutions can collectively continue to strengthen policies that benefit the growing demographic of American Indian / Alaska Native students in higher education. This type of efficacy in public policy is often set aside for more efficient market value models, particularly in education attainment. However, the Higher Education Reauthorization offers a window of opportunity to encourage active consideration of new public policy solutions<sup>25</sup> and the collaboration of all MSIs under this current legislative opportunity has the potential to produce the greatest amount of positive change.

Understanding the impact of NASIs within AI/AN education will provide insight into higher education policies related to national minority education attainment goals. The White House Initiative on American Indian/Alaskan Native Education states that more than 90% of AI/AN postsecondary students attend institutions of higher education that are not tribally controlled.<sup>26</sup> Public policies applied in the broadest interests of postsecondary attainment will break down systemic disparities that impede growth in educational attainment in each of the minority groups and are more likely to be successful in implementing change through inclusive measures.<sup>27</sup> Integrating NASIs into national education dialogues will provide an additional voice in the advocacy of public policies that seek to diversify the labor market, increase economic prosperity, and increase minority participation to meet critical 21st-century workforce goals. To date, researchers have solely studied the impact of MSIs on national postsecondary education goals without considering NASIs, which excludes a large segment of AI/AN students engaged in postsecondary education

Kania & Kramer (2013) note that collective impact efforts related to social change can lead to emergent results, particularly with regard to large-scale social issues, such as education.<sup>28</sup> They suggest that effective collective impact efforts include developing partnerships, using data to inform strategies, building commitment among stakeholders, and tackling policy and practice change within a framework that provides a backbone of support for the movement.<sup>29</sup> NASIs are an emerging sector of Minority Serving Institutions that can further enhance the body of knowledge



Pejuta Tipi Society educates Native and Non-Native students about Indigenous spirituality through the expression of beliefs and ceremonial activities at Fort Lewis College, photo provided by Fort Lewis College.

related to underrepresented student success and challenges, while also addressing the unique political aspects of American Indian/Alaska Native education that share state and federal responsibilities in the policy arena.

## POLICY RECOMMENDATIONS

Since the creation of the Native American Serving Institution designation in 2008, these institutions have been slow to organize and mobilize as a uniquely similar group of institutions providing AI/AN education under the Minority Serving Institutions umbrella. Further refinement of evidence-based best practices will continue to strengthen NASIs' ability to influence policy decisions affecting AI/AN education. However, federal policy needs to be expanded and clarified to formally recognize Native American Serving Institutions as MSIs across all federal departments. Although Executive Order 13592 includes language that focuses on expanding educational opportunities and outcomes for AI/AN students, it excludes language that explicitly recognizes NASIs, which leaves these institutions without a federal advocacy structure to formalize their role as MSIs. The discrepancy between Executive Order 13592 and other federal policy initiatives leads to confusion from federal funding agencies, such as the NSF, NIH, and the Department of Education, which are left unsure or unaware of NASIs' eligibility for federal discretionary funding and thus tend to exclude them from consideration by default. The establishment of a federal interagency working group comprised of executive branch offices and agencies would help to increase the participation of NASIs in federal agencies where AI/ANs students may be underserved.<sup>30</sup> For example, many MSIs are eligible for federal discretionary dollars, but NASIs have failed to gain representation among this group. Other MSIs, such as Asian American, Native American & Pacific Islander Serving Institutions (AANAPISIs), also established at the same time as the NASIs, have made admirable achievements in this area as well as the ability to organize around student academic success through the implementation of similar measures.

Federal discretionary funding, such as the U.S. Department of Education's Title III, Strengthening Institutions Program (SIP) grants, has been a tremendous resource to Minority Serving Institutions that typically serve high numbers of low-income and first-generation students. The National Congress of American Indians suggests doubling this fund to \$10 million in their FY2015 request to better serve the potentially 100 institutions eligible for funding.<sup>31</sup> Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) have programs for capital financing, master's degree program development, STEM articulation and program development, post-baccalaureate program development, competitive grants, and formula grants. Investments in minority education at the U.S. Department of Education for these groups have resulted in increased enrollment and graduation rates (as cited earlier) for Hispanic and African-American students. It is important to expand programs and resources for all Minority Serving Institutions across and within each of the federal agencies so that funds are available for urgent AI/AN education needs in areas such as capital financing, master's degree development, STEM articulation and programs, minority research training grants, and minority science and engineering programs. Bachelor's degrees offer an important educational experience for AI/AN students so that they, too, can compete in the global marketplace and carry the hopes and dreams of their nations, and whose of the country as a whole, into prosperity.

Institutional partnerships and programs need expanded resources and language throughout all of the federal agencies that are inclusive of Native American Serving Institutions. For example, the U.S. Department of Education's Indian Education Professional Development program, which assists Native educators to teach in higher education and secondary schools that serve reservations and surrounding communities with high Native populations, would benefit from extended language to include the allocation of preference priority points for collaborations among Tribal Colleges and Native American Serving Institutions. Broadening the language in the revised regulations to include NASIs, as opposed to the ambiguous and undefined term "Indian Institutions of



higher education,” will allow these institutions to better serve the majority of AI/AN students and address the high-quality teaching needs in schools with high AI/AN student populations on and off reservations. A successful example of this is the partnership between the Navajo Nation and Fort Lewis College that has increased the percentage of certified Native (Navajo) teachers in reservations schools from 8% to 60% since 1990.

Further support is needed for parental and familial engagement in Native American Serving Institutions to ensure that holistic support both in and out of the classroom is provided to AI/AN students attending public institutions of higher education. Providing opportunities for engagement in the Native Youth Community Projects for NASIs will increase outreach to local tribal communities. Language barriers and cultural traditions must be addressed in culturally competent ways that support AI/AN students and educators to increase academic success. In addition, policies are needed that strengthen ties between NASIs, tribal governments, and non-governmental organizations to create pathways for AI/AN students to return to their communities to build greater human capital and capacity in those communities.

Executive Order 13592 established the White House Initiative on American Indian and Alaska Native (AI/AN) Education, which has created goals for all NASIs to fulfill 21st-century workforce needs by awarding additional baccalaureate degrees by 2020.<sup>32</sup> To reach this goal, Native American Serving Institution representatives should participate in the national dialogue on Indian education with the U.S. Department of Education in groups such as the National Advisory Council on Indian Education. Longstanding and growing inequities in federal and state policies, laws, and funding levels for AI/AN students in higher education are national concerns that require a collaborative national commitment to more and creative funding strategies and partnerships.<sup>33</sup> Representatives should also form convenings to collaborate and work with the Initiative and the Department on goals for these institutions in promoting American Indian/Alaska Native education, as significant numbers of AI/AN postsecondary students attend these institutions of higher education.

Lastly, data collection measures must be improved for AI/AN students. Revisions to the standards of classification for federal data regarding race and ethnicity are inadequate. Current data collection through The National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) underreports student ethnicity for AI/AN students. This underreporting of an already small sample size further complicates the ability to appropriately account for all AI/AN students within higher education and education in general. For example, at the University of Minnesota, Morris the Fall 2014 enrollment of 317 degree-seeking undergraduates includes 123 students who identified their race/ethnicity as AI/AN only (reported in IPEDS as ‘American Indian’), plus 194 students who identified their race and ethnicity as AI/AN, as well as one or more other races ‘two or more races’ per IPEDS. Other institutions, like Fort Lewis College, collect data such as Certificate of Indian Blood (CIB) information for AI/AN students as it relates to the state agreement for tuition-free education. There is a 27% gap between CIB identified AI/AN students (1,123) and IPEDS self-reported American Indian students (883) within the Fall 2014 student body. This also inhibits tribal communities and NASIs from accessing discretionary dollars such as Title III and Title VII under the U.S. Department of Education to better serve AI/AN students in education.

## CONCLUSION

NASIs are vital to advancing national education attainment goals in the context of current public policy dialogue about MSIs, especially as a window of opportunity continues to expand at congressional hearings, within federal agencies, and national education organization policy forums. This report seeks to draw attention to a largely unrecognized category of institutions serving American Indian / Alaska Native students and broaden the dialogue on how these institutions may more effectively impact public policy to advance the goal of improving AI/AN college educational attainment rates.

## ENDNOTES

- <sup>1</sup> Cunningham, A., Engel, J., & Park E. (2014). *Minority-serving institutions: Doing more with less*. Washington, DC: Institute for Higher Education Policy (IHEP).
- <sup>2</sup> Note: The acronym for the official title is Native American Serving, Non-Tribal Institutions (NASNTI), which is viewed by many Natives and non-natives, as well as the institutions that serve them as offensive. The US Dept. of Education has received many comments about it from the institutions and native communities about it being derogatory. For this policy brief, we instead use the preferred acronym, NASI.
- <sup>3</sup> United States Department of Education. (2015). Eligibility criteria for Native American Serving Institutions. Retrieved from <http://www2.ed.gov/programs/nasnti/eligibility.html>
- <sup>4</sup> National Center for Education Statistics. (2015). Integrated Postsecondary Education Data System (IPEDS). Retrieved from <http://nces.ed.gov/ipeds/datacenter/>
- <sup>5</sup> National Congress of American Indians. (2015). *Indian Country Budget Request FY15*. Retrieved from [http://www.ncai.org/ncai\\_2014\\_budget\\_request.pdf](http://www.ncai.org/ncai_2014_budget_request.pdf)
- <sup>6</sup> Ibid.
- <sup>7</sup> Ibid.
- <sup>8</sup> United Nations Permanent Forum on Indigenous Issues. (2007). Indigenous peoples – lands, territories and natural resources. Retrieved from [http://www.un.org/esa/socdev/unpfii/documents/6\\_session\\_factsheet1.pdf](http://www.un.org/esa/socdev/unpfii/documents/6_session_factsheet1.pdf)
- <sup>9</sup> University of North Carolina, Pembroke (2015). History & Mission. Retrieved from <http://www.uncp.edu/about-uncp/history>
- <sup>10</sup> United State Congress, Department of the Interior. (1910). Act of 61st Congress. Retrieved from [http://digital.library.okstate.edu/kappler/vol3/html\\_files/SES0388A.html#ch263z2](http://digital.library.okstate.edu/kappler/vol3/html_files/SES0388A.html#ch263z2)
- <sup>11</sup> Fort Lewis College, Office of Institutional Research. (2015). Fort Lewis Data & Facts. Retrieved from <https://www.fortlewis.edu/ir/FortLewisDataFacts.aspx>
- <sup>12</sup> Johnson, J. (2012). *Need for Assistance in Fulfilling Certain Federal Mandates to Provide Education Opportunities to American Indians*; Written Testimony. Denver, CO: U.S. Senate Health Education, Labor & Pension Hearing.
- <sup>13</sup> National Congress of American Indians. (2015). Resolution MSP-15-009. Retrieved from <http://www.ncai.org/resolutions/2015-mid-year>
- <sup>14</sup> National Center for Education Statistics. (2015). Integrated Postsecondary Education Data System (IPEDS). Retrieved from <http://nces.ed.gov/ipeds/datacenter/>
- <sup>15</sup> Ibid.
- <sup>16</sup> Ibid.
- <sup>17</sup> Association of American Colleges & Universities. (2015). *Liberal Education & America's Promise (LEAP)*. Retrieved from <http://www.aacu.org/leap>
- <sup>18</sup> United State Department of Education. (2014). Native American Serving Non-Tribal Institutions, Project Abstracts 2008–present. Retrieved from <http://www2.ed.gov/programs/nasnti/awards.html>
- <sup>19</sup> State Higher Education Executive Officers. (2014). *State Higher Education Finance, SHER: FY2014*. Retrieved from <http://www.shceo.org/sites/default/files/project-files/SHEF%20FY%202014-20150410.pdf>
- <sup>20</sup> Grey, Z. (1925). *The Vanishing American*. New York, NY: Harper & Brothers.
- <sup>21</sup> National Center for Education Statistics. (2015). Integrated Postsecondary Education Data System (IPEDS). Retrieved from <http://nces.ed.gov/ipeds/datacenter/>
- <sup>22</sup> National Center for Education Statistics. (2015). Integrated Postsecondary Education Data System (IPEDS). Retrieved from [http://nces.ed.gov/ipeds/datacenter/https://nces.ed.gov/programs/digest/d13/tables/dt13\\_322.20.asp?referrer=report](http://nces.ed.gov/ipeds/datacenter/https://nces.ed.gov/programs/digest/d13/tables/dt13_322.20.asp?referrer=report)
- <sup>23</sup> Shotton, H. J., Waterman, S. J., & Lowe, S. C. (Eds.) (2013). *Beyond the asterisk: Understanding native students in higher education*. Sterling, VA: Stylus Publishing.
- <sup>24</sup> Indian Self Determination and Education Assistance Act of 1975 (Public Law 93-638), Retrieved from Cornell University Law School: <https://www.law.cornell.edu/uscode/text/25/chapter-14/subchapter-II>, May 2, 2015.
- <sup>25</sup> Birkland, T. (2011). *An Introduction to the Policy Process*, Third Edition, ed. M.E. Sharpe. New York, NY: Armonk.
- <sup>26</sup> Mendoza, W. (2012). Executive Director, White House Initiative on American Indian / Alaskan Native Education, U.S. Dept. of Education, Testimony. Denver, CO: U.S. Senate Health, Education, Labor, and Pensions Committee Field Hearing.
- <sup>27</sup> Birkland, T. (2011). *An Introduction to the Policy Process*, Third Edition, ed. M.E. Sharpe. New York, NY: Armonk.
- <sup>28</sup> Kania, J & Kramer, M. (2013). *Embracing Emergence: How Collective Impact Addresses Complexity*. Stanford, CA: Stanford Social Innovation Review.
- <sup>29</sup> Ibid.
- <sup>30</sup> White House Initiative on Asian Americans and Pacific Islanders. (2015). Executive Order 13125. Retrieved from [https://www.whitehouse.gov/sites/default/files/imagefield\\_thumbs/image\\_image\\_file/2009aapi1.eo\\_rel\\_.pdf](https://www.whitehouse.gov/sites/default/files/imagefield_thumbs/image_image_file/2009aapi1.eo_rel_.pdf)
- <sup>31</sup> National Congress of the American Indians. (2015). Fiscal Year 2015 Request. Retrieved from [http://www.ncai.org/NCAI\\_2014\\_Budget\\_Request.pdf](http://www.ncai.org/NCAI_2014_Budget_Request.pdf)
- <sup>32</sup> NASNTIs and 2020 Goal. (2015). Google Maps illustration of undergraduate degrees produced annually by Native American-Serving Non-Tribal Institutions. Retrieved from <http://batchgeo.com/map/8b8fd7a96af2aeb93211cead868d45c3>
- <sup>33</sup> National Congress of American Indians. (2015). Resolution MSP-15-009. Retrieved from <http://www.ncai.org/resolutions/2015-mid-year>