



DRAFT Terms of Reference

Proposed BIFAD Subcommittee on Minority Serving Institution Engagement and Leadership in USAID's Agricultural, Food Security, and Nutrition Policies and Programming

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Background

The Board for International Food and Agricultural Development (BIFAD) is a seven-member, presidentially appointed advisory committee to the U.S. Agency for International Development (USAID or the Agency) established in 1975 under Title XII of the Foreign Assistance Act, as amended. BIFAD works to ensure that USAID brings the assets of U.S. universities to bear on development challenges in agriculture and food security and supports their representation in USAID programming. Responding to the Agency's priority to promote and sustain inclusive and equitable engagement of diverse voices to support the U.S. Government Global Food Security Strategy,¹ BIFAD plans to propose the establishment of a high-visibility, standing Subcommittee on Minority-Serving Institution (MSI) Engagement and Leadership in USAID's Agricultural, Food Security, and Nutrition Policies and Programming (Subcommittee) this year.

U.S. MSIs play a crucial role in a) promoting access to higher education for historically underserved populations, b) promoting increased diversity and inclusivity across the higher education landscape, and c) supporting the development of communities in resource-constrained settings. MSIs provide a unique niche in American higher education, investing in diverse faculties and staff, cultivating leadership skills, and providing community services, often within underserved communities.²

MSIs emerged as a response to a history of inequality and lack of minority access to majority institutions. The term "Minority Institutions" (MIs) is defined in the Higher Education Act of 1965 (HEA) as "an institution of higher education whose enrollment of a single minority or a combination of minorities exceeds 50 percent of the total enrollment."³ The HEA allocated additional funding to these post-secondary schools to provide expanded and improved student educational opportunities. The HEA defines the following eligible minority-serving institutional types: Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), Alaska Native-Serving Institutions, Native Hawaiian-Serving Institutions, Predominantly Black Institutions, Asian-American and Native American Pacific Islander-Serving Institutions (AANAPISIs), and Native American-Serving Non-Tribal

¹ United States Agency for International Development (USAID). (n.d.). *U.S. Government Global Food Security Strategy 2022–2026*. <https://www.usaid.gov/what-we-do/agriculture-and-food-security/us-government-global-food-security-strategy>

² Rutgers Center for Minority Serving Institutions. (2014). *A Brief History of MSIs*. Rutgers Graduate School of Education. <https://cmsi.gse.rutgers.edu/content/brief-history-msis>

³ Higher Education Act of 1965. <https://www.govinfo.gov/content/pkg/COMPS-765/pdf/COMPS-765.pdf>

Institutions (see Appendix A for a description of each MSI type).⁴ The U.S. Department of Education has also identified other institutions—not defined by statutes—that serve a significant percentage of minority students as determined by Integrated Postsecondary Education Data System (IPEDS) data.⁵

MSIs enroll a substantial share of minority students, many of whom might not otherwise attend college.⁶ Two- and four-year MSIs enroll nearly 5 million students, or about 30 percent of all U.S. undergraduates.⁷ However, MSIs are traditionally underrepresented in federal funding and programming. MSIs often have more limited financial resources than other institutions, making it difficult to compete for funding opportunities, and they therefore have less experience and familiarity with the grant application process and available funding streams.⁸ There may also be cultural factors or systemic barriers that limit MSI access to federal funding and programming such as historic discrimination, lack of representation in decision-making processes, or institutional policies and practices.⁹ Despite these challenges, MSIs play a crucial role in the nation’s economy by enhancing workforce opportunities for disadvantaged individuals in careers that require advanced education and training.

Many MSI assets and capabilities developed in support of America’s underserved communities are particularly transferrable to international development contexts.¹⁰ These valuable characteristics include extensive experience with ethnically and linguistically diverse populations, cultural sensitivity that fosters stronger partnerships, familiarity with the constraints faced by rural and low-income populations, well-established international networks that could be leveraged for institutional connections, and a comparative advantage in applied agricultural and natural resource management with a particular focus on smallholder farmers. MSIs often have considerable agricultural-related expertise among their faculty and established applied research programs in scientific areas that could advance global food and nutrition security.

⁴ Rutgers Center for Minority Serving Institutions. (n.d.) *What are MSIs?* Rutgers Graduate School of Education. <https://cmsi.gse.rutgers.edu/content/what-are-msis>

⁵ U.S. Department of Education. (n.d.). *U.S. Department of Education Lists of Postsecondary Institutions Enrolling Populations with Significant Percentages of Undergraduate Minority Students*. <https://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>

⁶ Rutgers Center for Minority Serving Institutions. (2014). *A Brief History of MSIs*. Rutgers Graduate School of Education. <https://cmsi.gse.rutgers.edu/content/brief-history-msis>

⁷ National Academies of Sciences, Engineering, and Medicine. (2019). *Minority Serving Institutions: America’s Underutilized Resource for Strengthening the STEM Workforce*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25257>

⁸ Ibid.

⁹ Tyson, P. & Haile, S. (2021). *Current Landscape of Engagement Between USAID and Historically Black Colleges and Universities*. USAID. https://pdf.usaid.gov/pdf_docs/PA00X9H4.pdf

¹⁰ Esters, L. T. & Parker, V. A. (2020). *A Consultancy Report Commissioned by the Norman Borlaug Institute for International Agriculture at Texas A & M University on behalf of the Feed the Future Innovation Lab for Small Scale Irrigation and submitted to the USAID Bureau for Resilience and Food Security*. Purdue University. <https://ag.purdue.edu/food-safety-innovation-lab/wp-content/uploads/2021/03/USAID-MSI-Report-2020.pdf>

USAID invested over \$5.4 billion in higher-education institutions (HEIs), both in the United States and globally, between Fiscal Year (FY) 2011 and FY 2021.¹¹ These investments draw upon the expertise of top U.S. faculty and host country research institutions to combat global hunger, poverty, and malnutrition. In FY 2021 alone, the Agency obligated nearly \$90 million for agriculture, nutrition, and water and sanitation programming through U.S. HEIs. This included support for 21 Feed the Future Innovation Labs in partnership with over 70 U.S. colleges and universities in 40 states. However, an MSI led just one Innovation Lab, at the University of California-Davis. Of the 38 Innovation Lab universities with direct USAID funding in FY 2021, only seven were designated MSIs.

In 2009 and 2010, BIFAD elevated efforts to both broaden and deepen the involvement of MSIs in global agricultural programming through an MSI Working Group. The purpose of the working group was to grow a stronger partnership between USAID and MSIs with recommendations to increase MSI participation in USAID initiatives. In late September 2010, as a result of Working Group efforts, BIFAD convened a workshop with over 30 MSI representatives to develop a strategy and identify such recommendations.¹² One workshop recommendation was to establish a USAID/MSI Task Force responsible for monitoring outcomes and holding the Agency accountable for results. The Task Force recommended by workshop participants was also envisioned to elevate MSI views on policy and implementation issues to USAID and hold periodic meetings with the wider MSI community and USAID staff members. Other recommendations included the following:

- Policy prioritization of MSIs by USAID;
- Improved communication both between USAID and MSIs and among MSIs;
- Increased grant opportunities for MSIs;
- Expanded, more flexible procurement mechanisms for MSIs and other small institutions; and
- Support for long-term training and education at MSIs.

Additionally, the MSI community agreed to collaborate in creating a new internal framework for communication and coordination on matters related to international development opportunities, specifically those targeting HBCUs, TCUs, and HSIs.

A recent consultancy highlighted the alignment of assets and capabilities of MSIs with the agriculture and food security needs of USAID while noting that limited progress has been made

¹¹ USAID. (2022). *Title XII Report to Congress for Fiscal Year 2021*. <https://www.usaid.gov/sites/default/files/2023-03/RFS-3%20BIFAD%20Title%20XII%20Report%20to%20Congress.pdf>

¹² Board for International Food and Agricultural Development (BIFAD). (2010). *Expanding the role of Minority Serving Institutions in the work of USAID*. https://2017-2020.usaid.gov/sites/default/files/documents/1867/BIFAD_MSI_Final_Report_2011.pdf

in collaboration between Feed the Future Innovation Labs and MSIs.¹³ Recommendations stemming from this 2020 assessment mirrored those of the 2010 BIFAD Working Group Report that failed to gain traction in the intervening decade and included the following: creation of a permanent BIFAD Subcommittee, the establishment of USAID workshops to support MSIs in developing competitive proposals, an ongoing program to support MSI collaboration with Innovation Labs (including the creation of a roster of MSI capabilities, resources, and expertise), specific attention to the involvement of smaller and less-resourced MSIs, and a call for increased Congressional funding for MSI-led Innovation Labs.

USAID Administrator Samantha Power detailed a comprehensive approach to diversity, equity, and inclusion (DEI) from her first day in office when she signed USAID's 2021 DEI Strategy.^{14,15} The strategy commits the Agency to address internal systems that may inhibit inclusive diversity efforts, develop policies and programs that improve and increase diversity, and establish broad outreach strategies that attract talent from diverse sources. The Agency has continued to operationalize this commitment in the establishment of the Diversity, Equity, Inclusion, and Accessibility (DEIA) Office within the Office of the Administrator, creating the Agency's first Chief Diversity Officer position, and ensuring the Agency has dedicated staff to support this important work.¹⁶

USAID established its MSI Program to increase U.S. MSI partners' awareness of and access to USAID programs and activities, facilitate their participation, and promote their interests, capacities, and experience within USAID.¹⁷ The Agency has established memoranda of understanding (MOUs) with six MSIs: Delaware State University,¹⁸ Tuskegee University,¹⁹

¹³ Esters, L. T. & Parker, V. A. (2020). *A Consultancy Report Commission by the Norman Borlaug Institute for International Agriculture at Texas A & M University on behalf of the Feed the Future Innovation Lab for Small Scale Irrigation and submitted to the USAID Bureau for Resilience and Food Security*. Purdue University. <https://ag.purdue.edu/food-safety-innovation-lab/wp-content/uploads/2021/03/USAID-MSI-Report-2020.pdf>

¹⁴ USAID. (2021). *Diversity, Equity, and Inclusion Strategy: Executive Summary*.

https://www.usaid.gov/sites/default/files/2022-05/USAID_DEI_Strategy_Summary_-_Final.pdf

¹⁵ Saldinger, A. (2021, December 15). *USAID steps up 'languishing' diversity, equity, and inclusion effort*. Devex. <https://www.devex.com/news/usaid-steps-up-languishing-diversity-equity-and-inclusion-effort-102316>

¹⁶ USAID. (n.d.). *DEIA Achievements*. <https://www.usaid.gov/equity/deia-achievements>

¹⁷ USAID. (n.d.). *Minority Serving Institutions Program*. <https://www.usaid.gov/partnership-opportunities/universities/minority-serving-institutions#:~:text=The%20USAID%20MSI%20Program%20provides%20support%20to%20minority-serving,of%20Contact%3A%20Dana%20Alzouma%20Phone%3A%20202-712-0432%20Email%3A%20dalzouma%40usaid.gov>

¹⁸ USAID. (2021, October 18). *USAID Signs First MOU Under the Minority-Serving Institutions Partnership Initiative with Delaware State University to Promote Diversity, Equity, Inclusion in Food and Water Security*.

<https://www.usaid.gov/news-information/press-releases/oct-18-2021-usaid-signs-first-mou-under-minority-serving-institutions-partnership-initiative-delaware-state-university-promote-diversity-equity-inclusion-food-and-water-security>

¹⁹ USAID. (2022, January 31). *USAID Signs Historic MOU under the Minority-Serving Institutions Partnership Initiative with Tuskegee University*. <https://www.usaid.gov/news-information/press-releases/jan-31-2022-usaid-signs-historic-mou-under-minority-serving-institutions-partnership-initiative-tuskegee-university>

Morehouse College,²⁰ Florida International University,²¹ Alcorn State University,²² and Fayetteville State University.²³ USAID also has an MOU with Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS), a national society that provides networks to support the professional development of minorities.²⁴ These agreements benefit both partner institutions and USAID by expanding career opportunities, mentorship, and training pathways for minority students. The MOUs aim to broaden and diversify the talent pipeline and to create a more diverse, inclusive, and equitable international development workforce while also creating entry points for superior technical expertise. For example, the Tuskegee University MOU calls to “partner domestically and internationally in the areas of food safety and security, farming and extension, animal health and pathology, and human health and welfare” in support of the Feed the Future initiative.²⁵

The Thomas Wyatt Turner Fellowship Program, based in the Feed the Future Innovation Lab for Crop Improvement at Cornell University, supports nine graduate students from APLU’s Council of 1890s Institutions²⁶ pursuing degrees in fields related to sustainable agriculture development. The fellowship places students in research teams at Cornell University and facilitates collaboration with peers and advisors from their home institutions to create lasting linkages.²⁷

USAID offers multiple funding opportunities accessible and open to MSI applicants/offers. For example, USAID’s Higher Education Solutions Network (HESN) includes partnerships with several MSIs, providing funding and technical support for research projects and initiatives that

²⁰ USAID. (2022, November 1). *USAID Signs Partnership with Morehouse College as Part of Agency’s Commitment to Strengthen Career Pipelines for Students of Color*. <https://www.usaid.gov/news-information/press-releases/nov-1-2022-usaid-signs-partnership-morehouse-college-agency-commitment-strengthen-career-students-color>

²¹ USAID. (2022, March 22). *Administrator Samantha Power Signs Memorandum of Understanding with Florida International University*. <https://www.usaid.gov/news-information/press-releases/mar-22-2022-administrator-samantha-power-signs-memorandum-understanding-florida-international-university>

²² USAID. (2022, April 11). *USAID Signs Memorandum of Understanding with Alcorn State University*. <https://www.usaid.gov/news-information/press-releases/apr-11-2022-usaid-signs-mou-with-alcorn-state-university>

²³ USAID. (2023, April 18). *USAID Launches Partnership with Fayetteville State University*. <https://www.usaid.gov/news-information/press-releases/apr-18-2023-usaid-launches-partnership-fayetteville-state-university>

²⁴ USAID. (2022, October 20). *USAID Announced \$200,000 Award To Increase Opportunities For Underrepresented Students In Agriculture And Natural Sciences*. <https://www.usaid.gov/news-information/press-releases/oct-20-2022-usaid-announced-200k-award-to-increase-opportunities-for-underrepresented-students-in-agriculture-natural-science>

²⁵ USAID. (2022, January 31). *USAID Signs Historic MOU under the Minority-Serving Institutions Partnership Initiative with Tuskegee University*. <https://www.usaid.gov/news-information/press-releases/jan-31-2022-usaid-signs-historic-mou-under-minority-serving-institutions-partnership-initiative-tuskegee-university>

²⁶ Association of Public and Land-grant Universities (APLU). (n.d.). *Council of 1890s Institutions*. <https://www.aplu.org/members/councils/1890-universities/council-of-1890s-institutions/#:~:text=APLU's%20Council%20of%201890s%20includes,the%20Morrill%20Act%20of%201890>.

²⁷ Feed the Future Innovation Lab for Crop Improvement. (n.d.). *Thomas Wyatt Turner Fellowship Program*. Cornell University. <https://ilci.cornell.edu/turner-fellowship/>

address development challenges.²⁸ The 2023 update of USAID’s Acquisition and Assistance Strategy²⁹ asserts USAID’s intention, where feasible, to empower MSI engagement by reducing cost-share requirements and by restricting eligibility to MSIs when there is a programmatic rationale for doing so to expand and diversify the Agency’s partner base.

Purpose and Objectives

BIFAD proposes to establish the Subcommittee to identify how the Agency can best bring the resources and capabilities of MSIs to bear on the U.S. Government Global Food Security Strategy implementation. A permanent, or standing, subcommittee offers several advantages over an ad hoc or fixed-term modality to address the issue of MSI engagement. The permanent structure is informed by past efforts that have demonstrated the need for consistent tracking of progress over time. Rather than committing to a fixed work plan for the duration of its efforts, a standing subcommittee can reassess the best use of its attention and resources at regular intervals, with input from the community of MSI stakeholders, to advance its long-term goals.

The Subcommittee’s work will a) explore models for inclusive MSI engagement in agriculture, food security, and nutrition; b) lead research and data collection pertaining to that engagement; and c) furnish access to U.S. and global MSI thought leadership opportunities through BIFAD to leverage MSI assets and networks. The establishment of this Subcommittee is grounded in the recent White House Executive Order on Advancing Racial Equity and Support for Underserved Communities through the Federal Government³⁰ and USAID’s DEI Strategy.³¹

The Subcommittee will offer actionable, solutions-oriented advice to BIFAD for the purpose of elevating the partnership and leadership of U.S. MSIs in ending hunger, poverty, and malnutrition. The proposed Subcommittee has four overarching objectives:

- **Objective 1: Inform Recommendations to Strengthen USAID Partnerships with MSIs as Thought Leaders and Implementing Partners in Global Agriculture-led Growth, Resilience, Food Security, and Nutrition with the Goals of Ending Hunger and Food Insecurity.** The Subcommittee’s work will inform recommendations to strengthen partnerships among MSIs, USAID, and other USAID implementing partners in collaborative efforts to advance the U.S. Government’s Global Food Security Strategy. The Subcommittee will support an Agency goal to promote and sustain the inclusive and

²⁸ USAID. (n.d.). *Higher Education Solutions Network (HESN)*. <https://www.usaid.gov/innovation-technology-research/research/hesn>

²⁹ USAID. (2023, March 7). *USAID Publishes Acquisition and Assistance Strategy*. <https://www.usaid.gov/news-information/press-releases/mar-07-2023-usaid-publishes-acquisition-and-assistance-strategy>

³⁰ The White House. (2021). *Executive Order on advancing racial equity and support for underserved communities through federal government*. <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/>

³¹ USAID. (n.d.). *Diversity, Equity, Inclusion and Accessibility*. <https://www.usaid.gov/about-us/diversity-equity-inclusion>

equitable engagement of MSIs in Agency policy and programming relevant to the strategy. Recommendations will clearly identify opportunities to address specific gaps within USAID capacity, policies, and programs that may hinder MSI engagement. These recommendations will amplify solutions that enable both USAID and MSIs to more fully leverage MSI expertise and networks. The Subcommittee will review USAID's current programs and approaches to MSI engagement in order to assess the effectiveness and scalability of these initiatives.

- **Objective 2: Create a Platform for Dialogue.** The Subcommittee will serve as a dedicated, resourced platform for direct dialogue with MSIs. The Subcommittee may also recommend methods to track progress and processes by which USAID could be accountable for use of those methods.
- **Objective 3: Strengthen BIFAD's Collaboration with MSIs.** The Subcommittee will advise BIFAD on approaches to elevate the strengths and perspectives of MSIs within BIFAD's work, positioning MSIs as recognized thought leaders as BIFAD amplifies the expertise of the U.S. academic community to inform recommendations to USAID.
- **Objective 4: Identify opportunities for USAID to engage with higher education communities, particularly MSIs and underrepresented groups, to develop a diverse pipeline of future professionals in global food security, nutrition, and agricultural development.** The Subcommittee will formulate recommendations to inform USAID's strategic engagement with MSIs to deepen institutional focus on access to and preparation for international development career pathways in global food security, nutrition, and agricultural development.

Membership Plan

Subcommittee members should bring a diverse range of viewpoints and expertise to bear on the four overarching objectives outlined above. There should be at least seven and no more than eleven **formal members** who are committed to participating in the activities of the Subcommittee. BIFAD aims to engage experts who can promote evidence gathering and informed recommendations that are socially inclusive, consider diverse expert viewpoints on the subject matter, and incorporate the perspectives of marginalized populations. This commitment to engaging diverse views will also be mirrored in the recruitment and selection of key informants engaged through the Subcommittee's work.

Organizational Representation

The Subcommittee should include members with a balance of organizational representation, with consideration for:

- The broad range of MSIs with capabilities in international development, agriculture, resilience, and/or nutrition, to include (at least one each of) individual institutions or broader representative organizations (consortia, associations, etc.) from the following:

- Alaska Native-Serving Institutions;
- AANAPISIs;
- HBCUs;
- HSIs;
- Native American-Serving Non-Tribal Institutions;
- Native Hawaiian-Serving Institutions;
- PBIs; and
- TCUs.

Given the number of MSIs (over 700), BIFAD and USAID will consider inviting Subcommittee members from existing associations and consortia that represent the interests of a broader MSI base. BIFAD may also leverage recent MOUs between USAID and MSIs, but membership should not be limited to those institutions with strong or growing partnerships with USAID.

- U.S. government entities with successful experience engaging MSIs as thought leaders and implementing partners, to include at least one member if possible;
- The Feed the Future Innovation Lab community, to include at least one member, particularly an Innovation Lab management entity or local partner with demonstrated success in engaging MSIs in Feed the Future research; and
- Private sector firms, including USAID implementing partners, relevant global corporations, and/or other entities.

Areas of Expertise

Members should represent a range of professional fields and experiences, drawing not only from technical agricultural, food security, and nutrition fields of study and practice, but also from administrative and leadership experience related to the Subcommittee’s objectives.

Example areas of expertise include:

- University contracts and grants administration;
- Diversity, equity, inclusion, and accessibility in public organization recruiting;
- U.S. or international agriculture (including crop science, business, workforce, etc.)
- Nutrition; and
- Policy, research, teaching, and/or extension in related technical areas.

Important Considerations

- Experience and expertise in youth, gender, and other diversity, equity, inclusion, and accessibility issues;
- Geographic diversity; and
- A balance of university or organizational leadership, faculty, and staff, including representation of early- and mid-career professionals.

Authority for the Subcommittee

Pursuant to Section 298(d) of the Foreign Assistance Act, Executive Order 12163, and the Department of State Delegation of Authority No. 293-2, USAID has the delegated authority to convene the BIFAD Subcommittee on MSI Engagement and Leadership in USAID's Agricultural, Food Security, and Nutrition Policies and Programming. Subcommittees may be established if approved by the USAID Administrator upon recommendation from BIFAD by consensus or a majority vote through the annual work planning process. Subcommittee members may be appointed by the BIFAD Executive Director after recommendation and approval from BIFAD by consensus or majority vote.

Appendix A: Description of MSI Types³²

Alaska Native-Serving Institution

An Alaska Native-serving Institution is a postsecondary institution that receives federal discretionary funding to improve and expand its capacity to serve Alaska Native students. At these colleges and universities, undergraduate students who identify as Alaska Native make up at least 20 percent of total enrollment.

Asian American Native American Pacific Islander-Serving Institutions (AANAPISI)

An AANAPISI is an institution that receives federal discretionary funding to improve and expand its capacity to serve Asian American, Native American Pacific Islander, and low-income students. At these colleges and universities, undergraduate students that identify as Asian American and Native American Pacific Islander make up at least 10 percent of total enrollment.

Historically Black Colleges and Universities (HBCU)

HBCUs are colleges and universities founded before 1964 and were originally intended to provide higher education to African American communities. There are 105 HBCUs in 20 states, the District of Columbia, and the U.S. Virgin Islands. Although they represent less than 3 percent of all colleges and universities, they are responsible for awarding 18 percent of all degrees earned by Black undergraduates.

Hispanic Serving Institutions (HSI)

An HSI is an institution that receives federal discretionary funding to improve and expand its capacity to serve Hispanic and low-income students. At these colleges and universities, undergraduate students who identify as Hispanic make up at least 25 percent of total enrollment.

Native American-Serving Non-Tribal Institution

A Native American-Serving Non-Tribal Institution is a postsecondary institution that is not affiliated with American Indian and Native Alaskan tribes and receives federal discretionary funding to improve and expand its capacity to serve Native American students. At these colleges and universities, undergraduate students who identify as Native American make up at least 10 percent of total enrollment.

Native Hawaiian-Serving Institution

A Native Hawaiian-serving Institution is a postsecondary institution that receives federal discretionary funding to improve and expand its capacity to serve Native Hawaiian students. At these colleges and universities, undergraduate students who identify as Native Hawaiian make up at least 10 percent of total enrollment.

³² Rutgers Center for MSIs. What are MSIs? <https://cmsi.gse.rutgers.edu/content/what-are-msis>

Predominantly Black Institution (PBI)

A Predominantly Black Institution is a postsecondary institution that receives discretionary funding to improve and expand its capacity to serve black students as well as low-income and first-generation college students. At these colleges and universities, undergraduate students who identify as Black make up at least 40 percent of total enrollment, and students who identify as low-income and/or first-generation college students make up at least 30% of total enrollment.

Tribal College or University (TCU)

TCUs are colleges and universities associated with American Indian and Native Alaskan tribes. There are 32 fully accredited TCUs, most of which are public institutions located in rural areas in the Midwest and Southwest. The federal government provides grants and related assistance to TCUs to enable such institutions to improve and expand their capacity to serve American Indian and Native Alaskan students.

DRAFT