INSTITUTE FOR TRIBAL GOVERNMENT

PROFESSIONAL CERTIFICATE IN TRIBAL RELATIONS

COHORT 1 (2016-2017) PROGRAM OVERVIEW

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Overview

Communities in and around Indian Country face an increasing array of shared challenges. Pressures from population growth, competition over natural resources, the projected effects of climate change, unemployment, housing, social services, and other problems transcend the sectoral and jurisdictional boundaries within which such issues have traditionally been addressed. As a result, and with increasing frequency, governments, non-profit organizations, and private corporations find themselves working with tribal governments on an expanding variety of issues. Yet too few of the individuals so engaged are aware of tribal politics, culture, Indian law, tribal government rules and structures, and the values that shape the worldview of tribal nations and native communities and their approaches to these problems.

Meanwhile, the staff capacity of many tribal governments has increased dramatically in a number of areas in recent years. Capacity improvements include economic development, management, scientific research, policy making, and the design and delivery of social services. This capacity enables those tribes to engage as competent partners in solving problems and addressing issues shared with surrounding communities.

These changes call for an improved paradigm in inter-governmental and inter-sectoral relationships. The Institute for Tribal Government’s Certificate in Tribal Relations is designed to assist in creating that new paradigm.

The program is offered through and administered by the Institute for Tribal Government and Center for Public Service (CPS), located in the Mark O. Hatfield School of Government at Portland State University. The program emphasizes an understanding of tribal cultures, histories, and policy perspectives. It provides insights into issues of importance to tribal nations and native communities (such as natural resources, employment, health, housing, education, law, etc.). Working on a cohort model, it seeks to establish a basis for solid working relationships between program participants and the tribal government staffs or native communities with whom they work.

Each cohort is expected to consist of 18 to 22 participants. The program runs over an eleven-month period. It consists of seven classroom sessions, conducted a Portland State University, and three field experiences. It culminates with a session dedicated to participant presentations of an integrative capstone project. Each classroom session is about six hours in length, with each oriented on one theme. These themes are:
• Regional and national history from the tribal perspective,
• Foundations of Indian law and policy (federal and state levels),
• Tribal law, policy interests, priorities, and programs,
• Non-governmental native communities (such as urban Indians and the River People) and non-profit organizations,
• Multi-jurisdictional collaborative governance and decision making,
• Trends in tribal capacity and governance, and
• Capstone presentations.

The field experiences consist of trips to centers of government for discussion of the making of law and policy. The field trips consist of:
• The National Tribal Policy Process (conducted in Washington, DC)
• The State Tribal Policy Process (conducted in state capital(s))
• Tribal Cultural Perspectives and Policy Processes (conducted at one-to-three tribal reservations)

The Institute for Tribal Government and Center for Public Service, through a series of workshops, conducted with potential clients, developed the curriculum’s general framework. This framework will be tailored to meet the unique needs of each cohort.

The curriculum consists of a mix of readings, writing, team projects, lecture, and interactive experiences. The cumulative capstone project will be an individual research project on a work-related intergovernmental issue as selected by each participant with the advice and assistance of program faculty.

Each session will be led by a mentor-facilitator who coordinate and facilitate content delivery. Content will be presented by tribal and non-tribal speakers and panels with unique expertise and insights in the topic at hand.

The program is to be conducted on a pilot basis for a period not to exceed three years. Initially, the program will focus on agencies and local and tribal governments in Oregon. Expansion to the other states of the Pacific Northwest will occur as circumstances warrant. A determination to formally implement or terminate the program will be at the end of the pilot period (or earlier if circumstances warrant). This determination will be jointly made by the Director of CPS and the Director of the Institute for Tribal Government.
Program Goal and Desired Outcomes

The goal of the Certificate in Tribal Relations is to:

- foster understanding of tribal perspectives,
- increase staff effectiveness and accountability when working in Indian Country, and
- improve relationships between government, non-profit, and for-profit organizations and the tribes with whom they work.

Participants successfully completing the program will have acquired skills in:

- cultural competence,
- trust and relationship building,
- understanding and respecting tribal rights, beliefs, interests, and priorities,
- collaborative governance, and
- their ability to represent agency programs and priorities to the tribal governments and native communities with which they work.

Target Audience

This program is directed at anyone engaged in working with tribal nations and native communities. This includes those formally assigned as organizational tribal liaisons and those in field offices or programs located in or affecting Indian country. These include:

- Federal agencies
- State agencies
- Local governments (counties, municipalities, and special districts)
- Regional governmental agencies
- Non-profit organizations
- Private companies

The program is also open to tribal government staff and members of Native non-profit organizations and other Native communities as members of the cohort. The program will be limited to cohort members during the first year of the pilot period. During that period, a determination will be made whether to open all or parts of the program to graduate students interested in
pursuing all or part of the program on an elective research and conference (R&C) basis.

There are no prerequisites for cohort members.

**Structure, Staffing, and Roles**

The program will be managed by the Institute for Tribal Government with oversight by a Board of Advisors and support from CPS. The relationship between program staffing is illustrated in Figure 1 and discussed below.

**Figure 1: Program Staffing**

**Board of Advisors:**

The Board of Advisors consists of 10 to 15 members comprised of client agency and tribal leaders. The composition of the board for the first year of the pilot period will be:

- Three seats from federal agencies
- Three seats from Oregon
- One to three seats from local governments
- One to three seats from regional tribal leaders
- One to three seats from the Mark O. Hatfield School of Government
The roles of the Board of Advisors are to:

- Advise on the needs of client agencies,
- Advise and assist in curriculum development
- Promote the program
- Assist in student/participant recruitment

Institute for Tribal Government (ITG):

Responsibilities for the Institute for Tribal Government consists of program leadership and support on the part of the institute’s director and provision of a program assistant.

Roles of the Director:

- Serve as program liaison between the Board of Advisors and the program
- Promote the program with tribal leaders, governments, and nonprofit entities
- Identify and raise startup funds to support program establishment
- In coordination with CPS, oversee development of program content and curriculum, working through the program manager
- Deliver program content as needed
- Advise on program design and development

Role of the program/teaching assistant:

- Serve as teaching assistant for program content as directed by the program manager
- Support the program manager as needed
- Serve as liaison between cohort members and the faculty and the program manager and program coordinator
- Serve as lead for development of marketing materials

Center for Public Service (CPS):

Responsibilities for CPS consists of program design, development and execution in coordination with ITG. CPS provides an interim program manager for a period not to exceed the program’s three-year pilot period and a program coordinator.

Roles of the Director (or his designee):

- Select the interim program manager
• Identify a program coordinator
• Identify and raise startup funds to support program establishment
  Promote the program with state and federal agencies and local
governments
• Advise on program design and development

Roles of the Interim Program Manager:
• Serves as lead for program design, development, and implementation
  through the pilot period
• Identifies faculty and speakers
• Supervises the program coordinator and program assistant
• Provide periodic updates to the directors of CPS and ITG on program
  progress

Roles of the Program Coordinator
• Develop and manage the program budget
• Support program assistant with logistical needs as needed
• Recruit and register participants
• Provide periodic updates on program progress, budget execution, and
  status of recruiting to the Director and Assistant Director of CPS
• Provide logistics support for class sessions and field trips

Faculty and Staff

Each cohort will be supported by at least one mentor-facilitator for the
duration of the program. The role of the mentor-facilitator is to provide
guidance to participants throughout the program, foster cohort teamwork,
and provide a safe place for discussion. The mentor-facilitator will coordinate
and facilitate each session’s content delivery and may occasionally deliver
content as appropriate.

Most content will be delivered by speakers or panelists comprised of tribal
elders or leaders and others with expertise in each session’s themes.

Mentor-facilitators for the pilot period will be the Director of the Institute for
Tribal Government and the Program Manager.

A graduate assistant provided by the Institute for Tribal Government and a
program coordinator from CPS will provide teaching assistance and
administrative and logistical support as needed (see Structure, Staffing, and Roles above).

**Budget**

**Start Up:**

CPS and the Tribal Leader Forum have provided $10,000 to fund program start-up. This funding is to cover planning, curriculum and syllabus development, travel, printing, and recruitment.

**Tuition, Books, and Fees:**

At this time Tuition and fees are estimated to run about $7,900 per student. Sponsoring agencies should expect to pay up to an additional $2,100 - $3,000 for field experience travel, meals, and student incidental expenses. The exact total fee will be determined as further program details are worked out.
Program Schedule

The first program will run from October 2016 – August 2017, meeting once per month except in December. Table 2 provides a detailed class schedule.

Table 2. Schedule

<table>
<thead>
<tr>
<th>Session / Theme</th>
<th>Date</th>
<th>Topics</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Introduction &amp; history from the tribal perspective</td>
<td>Oct 21, 2016 9:00 – 4:30</td>
<td>• Program introduction &lt;br&gt; • National history &lt;br&gt; • Regional history &lt;br&gt; • Societal differences &lt;br&gt; • Cultures and traditions &lt;br&gt; • Sacred sites</td>
<td>Location PSU &lt;br&gt; One instructor &lt;br&gt; Panel (3-4 ppl) &lt;br&gt; Facilitator Don and Rick</td>
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<td>2. Foundations of Indian law and policy / Prep for Washington DC</td>
<td>Nov 18, 2016 9:00 – 4:30</td>
<td>• Federal and state legislative histories &lt;br&gt; • Intergovernmental relations &lt;br&gt; • Sovereignty &lt;br&gt; • Meaning of consultation &lt;br&gt; • Treaty and trust rights &lt;br&gt; • Types of tribes</td>
<td>Location PSU &lt;br&gt; Use case studies &lt;br&gt; Initial prep for DC &lt;br&gt; State Speaker (OR) &lt;br&gt; Facilitator Rick</td>
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<td>3. Tribal law, priorities, and programs / Prep for Washington DC</td>
<td>Jan 13, 2017 9:00 – 4:30</td>
<td>• Intertribal organizations &lt;br&gt; • Role of elders &lt;br&gt; • Tribal politics &lt;br&gt; • Socio-economic priorities</td>
<td>Location PSU &lt;br&gt; Prep for DC &lt;br&gt; Instructor &lt;br&gt; Panel (3-4 ppl) &lt;br&gt; Facilitator Don</td>
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<td>4. The National Tribal Policy Process (Washington DC)</td>
<td>Feb 11-18, 2017</td>
<td>• Legislative priorities &lt;br&gt; • BIA &lt;br&gt; • Executive priorities &lt;br&gt; • Tribal lobbying</td>
<td>Model after PA 539 &lt;br&gt; Schedule to coincide with NCAI Exec Mtg &lt;br&gt; Facilitator &lt;br&gt; Program Coordinator &lt;br&gt; Grad Asst. &lt;br&gt; Facilitator Craig and Don</td>
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<td>5. Non-government tribal communities / Prep for trip to Salem</td>
<td>Mar 10, 2017 9:00 – 4:30</td>
<td>• Urban Indians &lt;br&gt; • River people &lt;br&gt; • Tribal non-profit organizations</td>
<td>Location PSU &lt;br&gt; Visit tribal non-profit and/or urban center &lt;br&gt; Instructor &lt;br&gt; Large panel (6-8 ppl) &lt;br&gt; Facilitator Rick</td>
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<td>6. The State Tribal Policy Process (Salem, OR)</td>
<td>Apr 10-14, 2017</td>
<td>• Governor’s office</td>
<td>• Field trip to Salem</td>
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<td>• State tribal commission</td>
<td>• Instructor</td>
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<td>• Legislative agenda</td>
<td>• Panel (4 ppl)</td>
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<td>• Tribal lobbying</td>
<td>• Program coordinator / grad asst.</td>
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<td>• Facilitator Don</td>
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<td>7. Fundamentals of Collaborative Governance</td>
<td>May 12, 2017 9:00 – 4:30</td>
<td>• Relationship building</td>
<td>• Location PSU</td>
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<td>• Articulating agency programs/priorities</td>
<td>• Mix of lecture and small group exercises</td>
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<td>• Cross-cultural communication, protocols, and etiquette</td>
<td>• Facilitator Rick</td>
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<td>• Decision-making</td>
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<td>8. The Tribal Policy Process (1-3 tribal reservations)</td>
<td>Jun 9-11</td>
<td>• Tribal culture</td>
<td>• Field trip to meet w/ tribal leaders and elders</td>
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<td>• Tribal decision making</td>
<td>• Instructor</td>
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<td>• Key actors in tribal society</td>
<td>• Program coordinator / grad assistant</td>
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<td>• Tribal policy priorities</td>
<td>• Facilitator Don</td>
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<td>• Proposed: Warm Springs (treaty days), Grand Ronde, Cowlitz</td>
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<td>9. Trends in tribal capacity and governance</td>
<td>Jul 14, 2017 9:00 – 4:30</td>
<td>• The concept of &quot;seven generations&quot;</td>
<td>• Location PSU</td>
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<td>• Trends in governance</td>
<td>• Panel discussions</td>
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<td>• Trends in capacity</td>
<td>• Instructor</td>
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<td>• Tribes as partners:</td>
<td>• Large panel (6-8 ppl)</td>
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<td>o Economic development</td>
<td>• Facilitator Don</td>
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<td>o Social services</td>
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<td>o Resource management</td>
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<td>10: Capstone presentations</td>
<td>Aug 11, 2017 9:00 – 4:30</td>
<td>• Student capstone presentations</td>
<td>• Location PSU</td>
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<td>• Graduation ceremony</td>
<td>• Faculty panel</td>
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<td>• Federal / State executives on panel</td>
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<td>• Facilitators Don and Rick</td>
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