

Proposal
For the Establishment
Of an
American Indian Policy and Leadership Development Center
At
Arizona State University

Introduction

This is a joint proposal for the establishment of an American Indian Policy Development and Leadership Center at Arizona State University. The American Indian Studies Program, the Indian Legal Program of the College of Law, and the Center for Indian Education of the College of Education lead this inter-disciplinary initiative.

ASU has the ability to provide the intellectual foundation for new and better administration of regulatory and assistance programs for Indian people at the tribal, state, and federal levels. The University has assembled a faculty second to none in its understanding of Federal Indian Law and Policy, and now has the capability to collaborate with Indian communities in the development of tribal policies, and to participate in and influence the development of policy at the federal and state levels.

The Center will be a new unit, bringing together faculty from American Indian Studies, the College of Law, the College of Education Center for Indian Education, the College of Nursing, the School of Social Work, the College of Liberal Arts and Sciences, and the Del E. Webb School of Construction. The Center will study current issues in Federal Indian Law and Policy through community-based research informed by an understanding of national and state political environments. The focus of the Center will be to examine current conditions and dynamics in tribal governance and resolve impediments to effective governance and service provision in tribal communities in Arizona and elsewhere. The Center will attempt to enable practical improvements in the practices, policies, and relationships of states, Indian tribes, and the federal government by providing balanced and thorough information for the consideration of policy makers. The goal of the Center is to generate new ideas and provide policy options for the resolution of both long-standing and emerging problems in the administration of Indian Affairs at the tribal, state, and national levels.

The Center will study current issues in Federal Indian Law and Policy through community-based research informed by an understanding of national and state political environments.

The Need for Expert Policy Analysis in Indian Affairs

Indian policy calls upon a variety of disciplines. Law, history, education, health, business, natural resources, religion, sociology and other disciplines inform the field designated as “Indian affairs” or “Indian policy.” Yet, no institution exists either in or out of government that has broad trans-disciplinary expertise in all, or even most, of the key fields with which Indian policy is concerned. ASU can become the first institution to do so.

The rapid growth of programs and agencies having responsibilities to Indian communities has created a multitude of administrative structures with which Indian communities must contend in order to provide needed services to their constituents. Financial and programmatic resources from federal and state governments are available to tribes on terms established by a complex and voluminous body of statutory and regulatory laws. However, these laws often are drafted without consideration of the unique circumstances of tribal communities, thereby denying tribal governments the flexibility they need to govern effectively and access federal and state resources. Thus, federal, state and tribal programs often are ineffectively or incompletely implemented.

Policy making in Indian affairs also suffers from the rigidity of “stovepipe” administration. Separate federal agencies are responsible for environmental health (the Indian Health Service), environmental regulation (the Environmental Protection Agency), housing and community development (*inter alia*, the Department of Housing and Urban Development), and land management (the Bureau of Indian Affairs). Each of these agencies are funded and authorized to perform particular functions, but none has sufficient authority and funding needed to provide *all* necessary approvals for something as common as, say, a ten-unit single-family housing development. Separate approvals from each agency, and perhaps others, will be required. Moreover, tribal governments, in order to gain access to federal funds, often replicate the federal “stovepipes,” duplicating the Byzantine system of federal approvals and further impeding solutions.

Similarly, several federal agencies offer important assistance to tribes to address alcohol and substance abuse. No federal agency, though, has the authority and funding to establish and finance a comprehensive strategy of prevention, intervention, treatment, and after-care, nor are there any requirements, or even incentives, for the various agencies to collaborate. Consider further that such an effort might require cooperation among educators, law enforcement agencies, health care professionals, traditional healers, and others. Various tribal, state, and federal agencies control these personnel resources. The likelihood of bringing together the needed funds, personnel, and authorities into a unified effort is extremely remote under current conditions. Thus, one of the primary problems of many Indian communities is addressed piecemeal at best, and the intergenerational transmission of alcoholism and addiction rages on. Federal, state, and tribal programs addressing poverty, health, education, and crime, while well intended and extensively funded, also have failed to overcome entrenched problems.

Federal and state programs create other impediments as well. Program standards and service delivery vehicles vary drastically from program to program. Moreover, tribes are treated as though every tribe were the same. The huge Navajo Nation is required to abide by federal

program standards and methods identical to those imposed on many relatively small tribes in California and Alaska. This is nonsensical on its face, yet little serious study has been done to lay the foundation for changing this approach.

The current legal and administrative regime obviously creates many impediments to effective governance. Yet, because of the accessibility of policy-making processes in Indian affairs, it also offers a dynamic environment with many opportunities for meaningful change in federal, state, and tribal laws and policies that will improve both services to tribal communities and standards of living in those communities. These issues will be studied through community-based research defined together with the Indian nations themselves and conducted in collaboration with tribal representatives. The objective will be to tailor workable solutions that reflect the unique circumstances in each Indian community. The Center will study specific programs in specific circumstances and recommend government structures and policies to improve efficiency and effectiveness in the implementation of programs, the conduct of intergovernmental relations, and the provision of services to tribal communities. Research topics will be chosen not to meet the abstract interests of the researchers, but rather to meet the needs of policy makers for concrete options for meeting their responsibilities in Indian communities.

To the extent more general lessons are drawn from such case studies, broader analyses may be undertaken with the goal of creating adaptive models for inter-governmental cooperation, conflict resolution, and service provision. These case studies and policy recommendations might

Figure 1. Selected Federal Agencies with Indian Programs

- **Department of the Interior**
- Bureau of Indian Affairs
- Bureau of Land Management
- Minerals Management Service

- **Department of Health and Human Services**
- Indian Health Service
- Administration for Children and Families
- Substance Abuse and Mental Health Services Administration

- **Department of Education**
- Office of Indian Education
- Office of Student Achievement and School Accountability
- Office of Vocation and Adult Education

- **Department of Commerce**
- Bureau of the Census
- Minority Business Development Agency

- **Department of Justice**
- Bureau of Justice Assistance
- Office of Justice Programs

- **Department of Agriculture**
- Farm Service Agency
- Food and Nutrition Service

- **Department of Labor**
- Employment and Training Administration
- Division of Indian and Native American Programs

- **Department of Housing and Urban Development**
- Office of Public and Indian Housing
- Office of Community Planning and Development

- **Environmental Protection Agency**
- Office of Water
- Office of Solid Waste and Emergency Response
- Office of Air and Radiation

take any of many forms, including improved communication processes, inter-governmental agreements, legislation, administrative reforms, and adjusted resource allocations.

Existing Native American Studies Centers

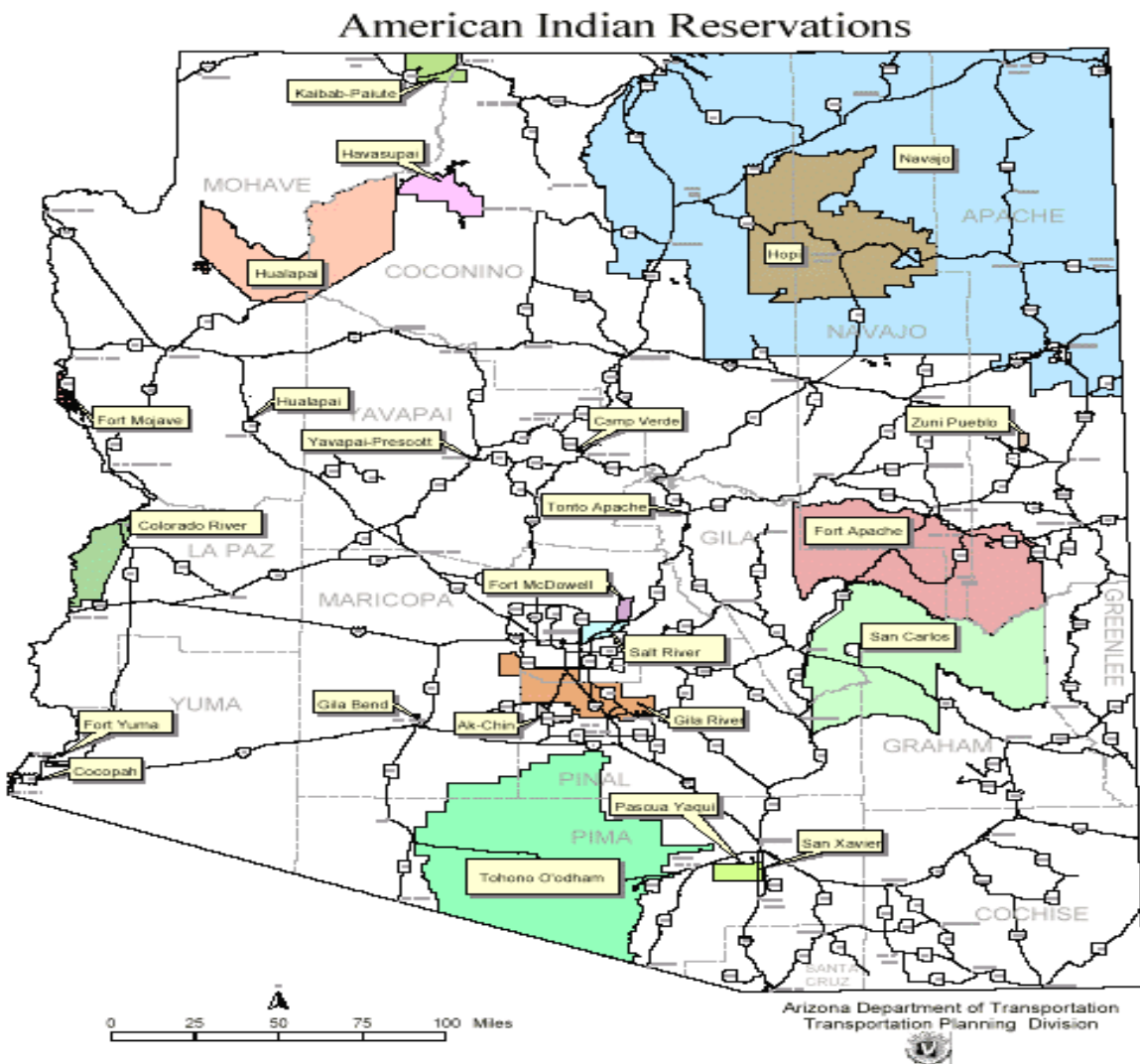
Programs that address some of these issues exist at several universities across the country. The University of Arizona has the Native Nations Institute, a new program designed to train indigenous leaders in the U.S., Canada, and elsewhere. It seeks theoretical constructs for tribal success in economic and community development, combined with policy analysis and basic research to assist Native leaders in improving the economic and social well being of their communities. A similar center exists at the University of California-Los Angeles, and Indian studies programs are evolving at the University of Montana, the University of Wisconsin, the University of Connecticut, and the University of Washington. In addition, private non-profit organizations, such as the American Indian Law Center at the University of New Mexico and the American Indian Resources Institute in Oakland, California, have been conducting such work for some time. More recently, the National Congress of American Indians (NCAI) in Washington, D.C. formed a policy studies organization to examine issues in Indian Affairs.

With the exception of the UA and UCLA programs, none of these institutions approaches the range and level of expertise possessed by ASU faculty, and no other University has collected the number of nationally known Native faculty that are now at ASU. Neither has any other institution demonstrated the trans-disciplinary faculty commitment that is present at ASU. As well, other programs do not have faculty with the practical experience of directing federal, state, and tribal agencies. Thus, competing programs cannot match the unique blend of scholarly expertise and practical experience offered by the ASU faculty, and they do not display any obvious commitment to trans-disciplinary analysis. As a result, even the best of the current programs suffer from “tunnel vision,” viewing Indian policy from the narrow perspective of the lawyer, the educator, the doctor, the social worker, the economist, or the political scientist. The ASU Center seeks to go past the work of these programs through a commitment in practice to trans-disciplinary analysis.

Why ASU?

Arizona State University has the ability and assets to build the finest American Indian policy development and analysis enterprise in the country. The University’s location in the center of the southwest United States is ideal. The state’s seventeen tribes own twenty-seven percent of the land in the State of Arizona, some twenty million acres. Nearly 300,000 American Indian people reside in Arizona, including many Native American ASU alumni who have assumed positions of responsibility in their tribes. Another 500,000 American Indian people live within 500 miles of ASU, around thirty percent of all the Indian people in the country. This population provides not only students for ASU, but also rich sources of tribal knowledge generally unavailable to other universities and the general American public.

Figure 2: Arizona Indian Reservations



A second asset is the fact that ASU offers one of the country's strongest curricula on subjects related to American Indians. Strong programs already exist or are being developed in the College of Liberal Arts and Sciences (American Indian Studies); the College of Education (Center for Indian Education); the College of Law (Indian Legal Program); the College of Nursing (American Indian Students United for Nursing Project); and the School of Social Work (Office of American Indian Projects).

Third, the University has faculty and senior administrators whose work at the University is informed by their experience in policymaking in high-level positions in tribal, state and federal government.

Figure 3. ASU Native American Faculty and Administration

- Dr. David Beaulieu, Education
- Dr. Timothy Begaye, Education
- Dr. Eddie Brown, American Indian Studies
- Dr. Andrea Dixon Rayle, Education
- Dr. Donald Fixico, History
- Prof. Kevin Gover, Law
- Dr. Carol Langer, Human Services
- Dr. Lloyd Lee, Language Cultures History
- Dr. Gordon Limb, Social Work
- Dr. Carol Lujan, American Indian Studies
- Dr. Kathryn Manuelito, Curriculum and Instruction
- Dr. Susan Miller, American Indian Studies
- Dr. Richard Morris, Communications Studies
- Dr. Michael Niles, Social Work
- Dr. James Riding In, American Indian Studies
- Dr. Eunice Romero, Curriculum and Instruction
- Dr. Laura Tohe, English
- Prof. Rebecca Tsosie, Law
- Dr. Myla Vicenti Carpio, American Indian Studies
- Dr. Donald Warne, Law
- Beverly Warne, Nursing
- Dr. Angela Wilson, History
- Prof. Mary Wynne, Law
- Peterson Zah, Office of the President

Specifically, Peterson Zah (Special Assistant to the President of ASU) has served as Chairman and President of the Navajo Nation. Dr. Eddie Brown (Director of American Indian Studies) has served both as Director of the Department of Economic Security for the State of Arizona and as the United States Department of the Interior's Assistant Secretary for Indian Affairs, the most important Indian policy position in the Executive Branch of the federal government. Kevin Gover (Professor, College of Law) has served as General Counsel to numerous tribal governments, as an appellate judge for Arizona tribes, and as Assistant Secretary for Indian Affairs. Dr. David Beaulieu (Director, Center for Indian Education) served as the Director of the Office of Indian Education in the United States Department of Education and was the primary advisor to the Secretary of Education on policy matters regarding the education of Native American students. Their understanding of how government creates and implements policy, along with the scholarship and practical experience of faculty who have studied and worked in Indian communities for many years, situates ASU uniquely as a center for trans-disciplinary research and policy analysis directed at improving the lives of Native Americans in Arizona and throughout the United States.

Finally, our efforts to identify faculty members who might be interested in working with the new Center have met with great success. Interested faculty from over a dozen Programs, Schools, and Colleges at ASU met for a full day to create a mission statement for the Center and to outline this proposal. The range of disciplines represented, the depth of experience of the participants, and their universal commitment to trans-disciplinary solutions provide a firm foundation for the Center's work. The broad participation from throughout the University and the enthusiasm of the participants is a strong indicator that the Center will have talented and committed faculty to carry out the Center's objectives. As other faculty are recruited and our network of contacts within the University is broadened, the Center will become the strongest, broadest collaborative of scholars devoted to Indian affairs in the country.

Activities

The activities of the Center will include:

Scholarship

- Conducting community-based trans-disciplinary research on policy issues relating to American Indians.
- Producing informed and independent commentary on current issues in Indian Law and Policy.

Technical Assistance and Policy Development

- Advising Indian tribal governments on the development of effective policies, laws, and governmental structures and processes.
- Advising state and federal policy makers concerning Indian Law and Policy.

Training

- Training American Indian undergraduates and graduate students for leadership positions in Indian communities and municipal, state, and federal government.
- Providing training opportunities for tribal, state, and federal officials for effective governance and provision of services in Indian communities.

Creating Access for Tribal Communities to University Resources

- Assisting the University administration in developing appropriate policy in the University's relationships with the Indian tribal governments of Arizona and surrounding states.
- Serving as a faculty resource for curriculum development throughout the University on subjects relating to American Indians.
- Creating access and opportunities for tribes to make use of University resources in their own research on issues in their communities.
- Ensuring appropriate consideration of Indian concerns in University research activities and creating a role for Indian communities in the development of the University's research agenda.

Research Agenda

The specific subjects of research and analysis undertaken by the Center will be determined in consultation with Indian community leaders. A Community Advisory Council will be established consisting of elected and appointed tribal officials and urban Indian agency leaders. The Community Advisory Council will consult with the management and faculty of the Center on a quarterly basis to ensure that the Center remains abreast of current issues faced by Indian communities. The Council also will review the research efforts of the Center to provide advice and to ensure that Indian community perspectives are adequately considered in the Center's analyses.

The key to winning tribal support for the activities of the Center is to ensure that tribal leaders are involved at the outset in developing the Center's research agenda.

Although the specific agenda will be determined through consultation with the Community Advisory Council, we anticipate that the tribes that work with the Center will be interested in the areas of:

- Education policy, curriculum development, and school operations
- Health care policy, disease prevention, and service delivery
- Sustainable community development
- Social welfare program management and service delivery
- Law enforcement and justice systems
- Governmental organization and administrative procedures
- Natural resource management and environmental protection
- Inter-governmental relations
- General public administration
- Cultural resource management and protection

The key to winning tribal support for the activities of the Center is to ensure that tribal leaders are involved at the outset in developing the Center's research agenda. While the Center will of course seek federal and state contracts and grants to support its activities, the availability of grant and contract funds in specific areas will not drive the research agenda. Rather, the Center will look to Indian communities to explain their research needs and work with them to identify resources for meeting those needs.

Participating Faculty

Initial efforts to recruit faculty to support the Center have met with considerable success. Interested faculty were assembled into a Discussion Group, and a full-day retreat was conducted to determine the level of faculty interest and decide whether to proceed with this proposal. The response from the participants to the idea of an ASU Indian policy center was strongly favorable.

Figure 4. American Indian Policy Initiative Discussion Group

Dr. David Beaulieu, Education
Dr. Peg Bortner, Center for Urban Inquiry
Dr. Betsy Brant, Anthropology
Dr. Ben Broome, Human Communications
Dr. Eddie Brown, American Indian Studies
Guadalupe Carbajal, Construction
Prof. Kevin Gover, Law
John Lewis, Inter-Tribal Council of Arizona
Dr. Richard Morris, Human Services
Dr. Michael Niles, Social Work
Dr. James Riding In, American Indian Studies
Prof. Erica Rosenberg, Law
Prof. Edwin Santin, Social Work
Dr. Tod Swanson, Religious Studies
Dr. Donald Warne, Law
Prof. Beverly Warne, Nursing
Dr. Angela Wilson, History
Peterson Zah, Office of the President

When the Center is established, a Faculty Advisory Committee of American Indian faculty will be formed to provide oversight of the Center's research activities. These faculty members will serve as the primary policy researchers and analysts for the Center. The Center also will establish a cadre of affiliated faculty consisting of faculty members from throughout the University who share a commitment to the Center's objectives. As the Center's work proceeds and research needs arise, the Center will recruit faculty members from other disciplines. As the Center is retained for individual projects, a project team will be established for each project and the specific time commitments and financial commitments will be addressed in written protocols between and among the appropriate programs, schools, and colleges.

The Indian Legal Program and American Indian Studies faculties will serve as the hub of an inter-disciplinary effort to study issues facing Indian communities throughout the United States. Basic competency in American Indian Studies requires knowledge in the fields of history, culture and language, sociology, economics, public administration, health, education, and law, among others. Similarly, the study of Federal Indian Law requires competence in history, politics, race and culture, and public administration, in addition to traditional law course such as Administrative Law, Environmental Law, and Business Law. Thus, AIS and the ILP are the logical leaders of the effort due to their commitment to interdisciplinary curricula and awareness of the need for trans-disciplinary approaches to vexing problems faced by Indian communities.

The Indian Legal Program

The ILP was established in 1988, and since that time has grown into a premiere program for the study of Federal Indian Law. The ILP faculty includes Professors Rebecca Tsosie and Robert Clinton, both among the leading scholars in the field. Professors Kevin Gover and Mary Wynne are recent additions to the faculty making the transition to academia from their previous careers in private practice and government. Professor Paul Bender is a widely respected scholar in several areas of law and is the founder of the ILP and former Dean of the College of Law. In addition, the College of Law has faculty experts in fields such as natural resources law, administrative law, international law, and tax policy, who can be called upon to assist in the work of the Center.

In addition to these faculty resources, the Center will be able to use the additional scholarly and practicum resources created by two new projects of the ILP: the Indian Law and Policy LL.M. program and the Indian Law Clinic. The students in the LL.M. program will be important staff resources for the Center. The Clinic will also play an important role in the

Center's projects by conducting research and drafting laws for the implementation of the Center's recommendations.

The American Indian Studies Program

Dr. Eddie Brown leads the American Indian Studies faculty, with Dr. James Riding In and Dr. Carol Lujan serving as senior faculty. Notably, two additional faculty lines have been created for AIS and will be filled by scholars in the fields of community and economic development and arts and culture. The specific expertise of the AIS faculty and their broad knowledge of Indian communities and Indian affairs will provide critical context for the Center's analysis of policy issues.

The planned expansion of the degree programs in American Indian Studies also promises to provide many young scholars who can work with the Center. AIS also is the home of the *Wicazo Sa Review*, the leading scholarly periodical in the field of American Indian Studies. The *Wicazo Sa Review* will provide a venue for scholarship and presentations produced at the Center.

The Center for Indian Education

Another key partner in the Center will be the College of Education's Center for Indian Education. Established in 1959, the Center for Indian Education is a research and resource center for Indian educators. Dr. David Beaulieu, Director of CIE, has broad governmental experience at the federal, state, and tribal levels, has held faculty positions at several public universities, and served as Vice-President of Sinte Gleska College, an accredited tribal college. CIE provides scholarly leadership in the field of Indian education by sponsoring conferences and colloquia of scholars and tribal community members, and through the publication of the *Journal of American Indian Education*.

The Office of American Indian Projects

The School of Social Work's Office of American Indian Projects also will play an important role in the Center's work. OAIP was founded in 1977 and is led by Director Edwin Gonzalez-Santin. OAIP emphasizes training and building the capabilities of tribal social service programs. It has developed curricula in substance abuse, mental health, and child welfare for use by tribal governments and urban Indian agencies. OAIP currently provides policy analysis to the Arizona Inter-Tribal Council and has developed numerous service contracts with tribal governments.

Other Faculty Support

In addition to these four key programs, faculty from several other Colleges and Schools have expressed their support for the Center by attending an all-day session to outline this proposal. A list of these faculty members is attached and includes faculty from College of Public Programs' Center for Urban Inquiry and School of Justice and Social Inquiry; the College of Education; the Department of Anthropology; the Hugh Downs School of Human

Communication; the College of Human Services; the W.P. Carey School of Business; the Center for Latin American Studies; the College of Nursing; and the Department of History.

Organization and Staff

Faculty and Administration

An Academic Director will be the Chief Executive Officer of the Center. The Academic Director will be a member of the ASU faculty. Dr. Eddie Brown and Professor Kevin Gover will serve jointly as the initial Academic Directors. The Academic Director will report to an Executive Committee consisting of the Dean of the College of Liberal Arts and Sciences or his designate, the Dean of the College of Law or her delegate, the Dean of the College of Education or his delegate, and a representative of the Provost's Office. The Executive Committee will have management and budgetary oversight of the Center and its activities, and will report on the Center's activities to the Provost and the President.

A Faculty Advisory Committee composed of Native faculty from the primary sponsoring programs will support the Academic Director. The Committee will serve as policy advisors to the Academic Director, as well as primary researchers of the Center. The Committee will include the following faculty members:

- Dr. Tim Begaye, College of Education
- Dr. David Beaulieu, Director, Center for Indian Education, College of Education
- Dr. Eddie F. Brown, Director, American Indian Studies, CLAS
- Dr. Donald Fixico, Department of History, CLAS
- Professor Kevin Gover, College of Law
- Dr. Carol Lujan, American Indian Studies, CLAS
- Dr. Eunice Romero, College of Education
- Professor Rebecca Tsosie, Director, Indian Legal Program, College of Law
- Dr. Donald Warne, College of Law

The Executive Committee will select from the members of this Committee an Academic Director for the Center on a periodic basis.

A Community Advisory Council consisting of Indian community leaders also will be established to assist the Center in developing its research agenda and to provide ongoing advice on the Center's activities. The Center will use the Advisory Council both for substantive guidance as to the nature of the research it undertakes, and as a fundraising mechanism.

In addition to the foregoing, other faculty and staff from the College of Liberal Arts and Sciences, the School of Social Work, the College of Law, the College of Education, and the Del E. Webb School of Construction will be involved in the Center's work as the need arises. We also anticipate many opportunities for collaboration with existing University programs such as the Morrison Institute, the School of Global Studies, and the International Institute on

Sustainability. The terms of the Center’s engagements with these programs will be negotiated and memorialized in specific agreements on a project-by-project basis.

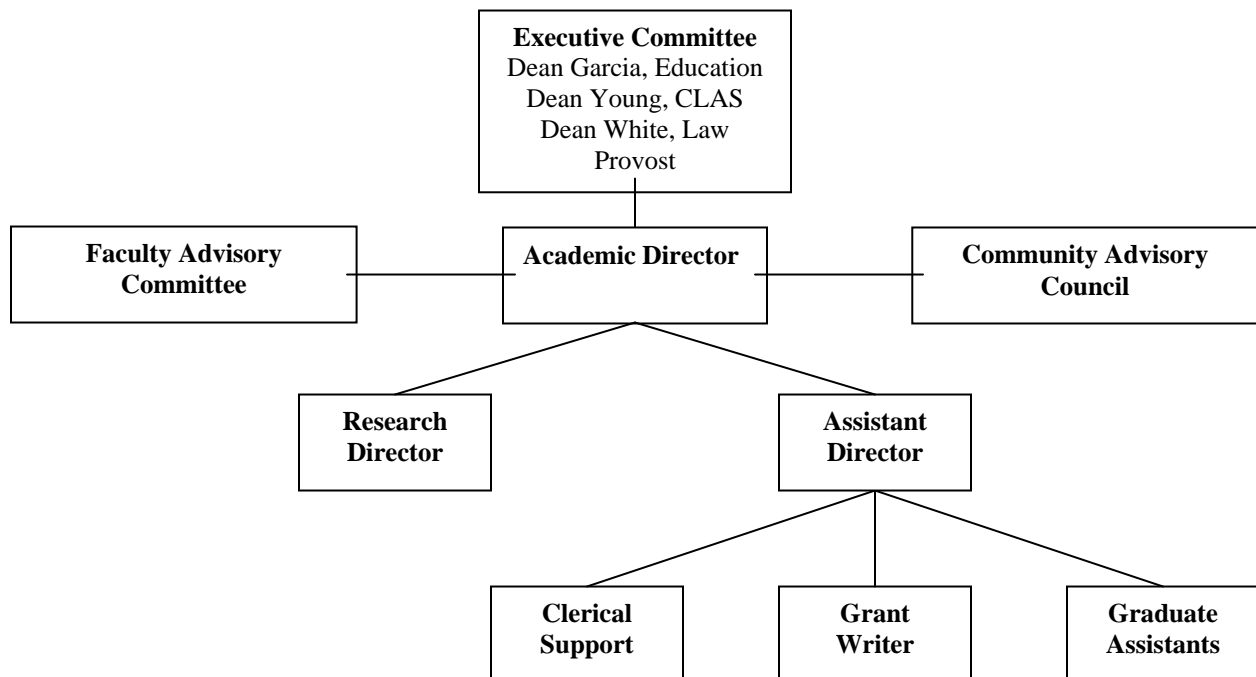
Staff

The initial full-time professional staff will include an Assistant Director, a grant writer, and supporting administrative staff. The Assistant Director will be the primary administrator of the Center, responsible for financial and human resources management, coordination with funding agencies, and coordination with other University institutions. The Assistant Director will not be a member of the ASU faculty, and will report to the Academic Director. A draft position description for the Assistant Director is attached to this proposal.

A grant writer also will be part of the initial staff. While all faculty participants will search for grant and contract opportunities with both governmental and private sources, the grant writer will be responsible for actually preparing applications and proposals. The grant writer will report to the Assistant Director.

When the Center’s research activities expand, a full-time Research Director will have to be recruited. The Research Director need not be a member of the ASU faculty, but must be an experienced Indian affairs expert and a senior research professional. The Research Director will oversee the research and analysis activities of the Center, and will report to the Academic Director. The Research Director must have a strong background in Indian policy and governmental administration.

Figure 5: Organization Chart



The Center will also initially require clerical and support staff, including an Administrative Assistant, as well as a Secretarial Assistant, a position that can be filled by Work-Study students. We also will require two graduate assistants for the Center’s initial operations. In addition, we will seek graduate assistants and post-doctoral fellows from schools and colleges participating in the Center. Should the Center or any of the participating schools and colleges develop advanced degree programs in American Indian Policy, the Center would draw from students in that program as well.

As external funding and demand for the Center’s services increase, we will add new professional and clerical staff to be supported by contracts and grants awarded to the Center. Assuming that the Center wins sufficient contracts and grants to support expansion, we estimate the staff of the Center to grow as follows.

Figure 6: Staff Growth Projection

Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Research Director		1	1	1	1
Assistant Director	1	1	1	1	1
Grant Writer	1	1	1	1	1
Researchers		1	2	3	4
Administrative Assistant	1	2	2	2	2
TOTAL FULL-TIME	3	6	7	8	9
Work Study	2	4	8	10	12
OVERALL TOTAL	5	10	15	18	21

Challenges and Strategies

The Need for a New Relationship with Indian Communities

The Center’s success will require a change in the University’s traditional relationship with Indian communities. These communities have long drawn ASU’s interest primarily as subjects of study and scholarship. The University’s engagement with the tribes must evolve to a mission of service with three guiding principles: (1) collaboration with Indian tribes in activities that affect them; (2) participation of the tribes in identifying and prioritizing Indian-related work undertaken by University scholars; and (3) empowerment of Indian communities through the provision of information, expertise, and training.

The challenge of establishing new relationships with Indian tribes requires innovation and a great deal of attention and effort. Tribal governments must believe that they have an important stake in the work of the Center and the University as a whole. To establish such a relationship, the Center must consult with tribal governments. The Center’s

The University’s engagement with the tribes must evolve to a mission of service with three guiding principles: collaboration, participation, and empowerment

research agenda will be developed through consultation meetings with the Community Advisory Council of tribal leaders in order to be certain that the research reflects the concerns of the communities the Center is intended to serve. Tribal consultation will be ongoing through the Advisory Council who will meet at least quarterly to review the activities of the Center.

The Scope of Indian Affairs and the Challenge of Trans-disciplinary Research

Another challenge arises from the sheer breadth of the field of Indian affairs. No institution has all of the expertise needed to meet the challenges faced by Indian communities, and none is likely to hire and retain such a range of experts. The absence of any institution with the necessary breadth of expertise is proof of the difficulty of establishing one.

To address this challenge, the Center will need a broad range of faculty who believe in the value of trans-disciplinary problem solving and who share a personal commitment to the development, maintenance, and application of the trans-disciplinary approach to the problems of Indian communities. ASU already has many such faculty, and strong working relationships have emerged in the creation of this proposal. The Center also will establish strategic partnerships with other institutions and with private sector organizations. To the extent that the University of Arizona, University of New Mexico, or University of California—Los Angeles have expertise that ASU does not, the Center would seek to involve them in our work and compensate them for their participation. The Center will seek standing agreements with national private sector consulting firms by which work can be performed contracts that they have been awarded, and, conversely, the Center will call on private firms to provide particular expertise under contracts the Center has been awarded.

To address the challenge of coordinating trans-disciplinary collaboration, the Center will appoint an Assistant Director. The Assistant Director will be responsible for ongoing communication with these programs, schools, and colleges who agree to participate in the Center's activities and for establishing relationships with others within the University. The Assistant Director will recruit the needed expertise within the University to create a project team of scholars for each project that the Center undertakes. The Assistant Director would then negotiate agreements with the appropriate parties for the conduct of the relevant research and analysis.

Next, significant additional resources are needed to supplement the expertise of current Native faculty. The most notable absence is in the area of economics and business. There is no full-time Native American faculty member at the School of Business, nor is there any Business School faculty whose primary expertise is Indian economic development. AIS is currently seeking to address this absence by designating one of its open faculty lines for a professor in business or economics. While this addition is welcome and necessary, a deeper engagement with the W.P. Carey School clearly is required. Similarly, relationships with other ASU initiatives relating to sustainability, desert communities, and community planning must be sought. The absence of expertise dedicated to Indian communities in these initiatives is notable in that it prevents their work from being truly comprehensive, given the strategic location and importance of Indian communities in the Southwest. Thus, the proposed Center can provide needed expertise as it draws upon the expertise of other University institutions in a reciprocal relationship.

Additionally, a senior general scholar must be recruited to serve as Research Director. This scholar must be sufficiently learned and experienced in Indian affairs and government to evaluate and coordinate the work of faculty experts in the various disciplines. (While Dr. Brown and Professor Gover are suited to such a position, their teaching commitments in their current programs prohibit full-time work for the Center.)

Creating a Market for Trans-disciplinary Research and Analysis

Another potential challenge is that the likely clients of the Center—tribal, state, and federal government agencies—are not necessarily receptive to, or even aware of, the value of trans-disciplinary research. The “stovepipe” model upon which agencies, especially federal agencies, are based may breed resistance to the idea of trans-disciplinary problem solving. Similarly, turf consciousness may deter agencies from seeking trans-disciplinary advice. Interestingly, the level of government least wed to the “stovepipe” model is the tribal level. This may mean that the early clients of the Center are more likely to be tribal governments rather than state and federal agencies.

These challenges all flow from the fact that there is no program that can perform the expert, trans-disciplinary analysis required for sound Indian policy development. By resolving these challenges, the Center will contribute profoundly to the field of Indian policy.

In order to overcome the lack of precedent for trans-disciplinary work in Indian affairs, the Center must create the market for our service, primarily at the tribal level. As noted below, the Center will develop a communications plan over the next three months to guide our efforts to make federal, state, and tribal policy makers aware of the Center and the merits of trans-disciplinary work. The Center believes that the tribes will respond favorably to our invitation to assist in developing the Center’s research agenda, and that tribes will then become clients of the Center. The Center also will use existing relationships enjoyed by the faculty with federal Indian policy officials to create awareness of the need for our services. The

Center will arrange both for University faculty to visit Washington and regional federal centers, and to have senior federal officials visit the University in order to impress upon them the scholarly resources that the Center can make available.

These challenges all flow from the fact that there is no program that can perform the expert, trans-disciplinary analysis required for sound Indian policy development. By resolving these challenges, the Center will contribute profoundly to the field of Indian policy. Moreover, the opportunity for direct impact in Indian communities is quite real. While not *tabula rasa*, most tribal policy making processes are extremely flexible compared to state and federal processes, and offer unique opportunities for innovation. Their insularity permits Indian communities to avoid (or more easily overcome) structures that have ossified policy making at the state and federal levels.

Achieving Self-Sufficiency and Developing Partnerships and Projects

To initiate the Center will require an investment of \$204,000 in Year One, \$151,800 in Year Two, \$146,300 in Year Three, and \$114,300 in Year Four. The Center's goal is to be self-sufficient by the end of Year Four. During the start-up phase, the Center will adopt a four-prong strategy to achieve self-sufficiency: (1) Gifts from Tribal Governments; (2) Grants, Contracts, and Services; (3) Partnerships with the Private Sector; and (4) Investments by Foundations.

The Center will operate pursuant to business plan to be created by the Faculty Advisory Committee over the next three months. This business plan will identify resources and detail strategies for obtaining those resources, with the objective of making the Center self-sufficient within four years.

Gifts from Tribal Governments

The Center will seek direct financial support from Indian tribal governments in Arizona and throughout the United States. Indian Tribes in Arizona in recent years have increasingly made charitable gifts. They do so not strictly out of altruism, but also with the objectives of benefiting their communities directly and gaining favor with the general public. Thus, their gifts are directed toward research, educational, and social welfare agencies that serve their communities, and toward organizations favored by the public and likely to enhance the tribes' reputations as good neighbors.

To win the financial support of the tribes, the Center and the University will have to demonstrate to the tribes that the University views its relationship with them to be one of collaboration and service. The existing relationship between tribes and universities is that the tribes come to the universities' attention primarily as subjects of study rather than as objects of service. The Center cannot expect their support while that model exists. It will go far in the Center's fundraising efforts to demonstrate that the University has committed resources of its own to the effort prior to asking the support of the tribes.

The Center's efforts will begin with tribes having the strongest geographical relationship with ASU: the Salt River Pima-Maricopa Indian Community, the Gila River Indian Community, and the Ft. McDowell Yavapai Nation. Each of these tribes will be offered a position on the Advisory Council. In addition, representatives of the Center will meet individually with the leadership of these tribes both to offer our services to meet any research needs the tribes may have and to ask for their financial support of the Center.

Fundraising outside the Phoenix area will require care to avoid invading existing relationships that tribes may have with the University of Arizona and Northern Arizona University. Nevertheless, after establishing relationships with the Phoenix-area tribes, the Center will expand its contacts to

To win the financial support of the tribes, the Center and the University will have to demonstrate to the tribes that the University views its relationship with them to be one of collaboration and service.

include more distant tribes such as the Yavapai-Apache Nation in Camp Verde; the Tonto Apache Tribe in Payson; the Yavapai Prescott Indian Tribe; the Pascua Yaqui Tribe; the White Mountain Apache Tribe; and the San Carlos Apache Tribe. Finally, the Center will establish relationships with the five Colorado River tribes (Chemehuevi, Ft. Mohave, Cocopah, Quechan, and Colorado River Indian Tribes); the northern Arizona tribes (Navajo, Hopi, Hualapai, Havasupai, and Kaibab Paiute); and the Tohono O'odham Nation. Within six months, the Center will have met with leaders of every tribe in the state to ask for their support. While several of these tribes are unlikely to have the resources to support the Center financially, the Center will nevertheless seek their support and input regarding the Center's activities.

Fundraising outside the state will also require care to avoid unnecessarily disturbing relationships the tribes may have with universities in their states. The Center will take special care not to disrupt the relationships enjoyed by Indian studies programs and policy centers at the University of New Mexico, the University of California—Los Angeles, and the University of Washington, because the Center hopes to establish collaborative relationships with those programs. To the extent, however, the Center can establish relationships with tribes that may be underserved by these other programs, the Center will seek support from tribes throughout the Southwest, including tribes in Colorado, Nevada, New Mexico, and California. By the end of academic year 2005-2006, the Center will have sent representatives to meet with tribal leaders in each of these states.

We estimate that fifteen to twenty tribes in the Southwest have the financial capacity and demonstrated willingness to make substantial gifts. The Center will set as a goal to raise \$25,000 in Year One, \$50,000 in Year Two, \$75,000 in Year Three, and \$100,000 in Year Four.

Grants, Contracts, and Services

The Center will compete for grants and contracts to conduct policy studies for state and federal agencies. Federal agencies regularly seek outside expertise and advice in conducting their programs, and the agencies serving Indian tribes are no exception. The availability of a high-quality research and policy analysis organization backed by the intellectual and logistical resources of a major public university will be attractive to federal decision-makers. The fact that our Indian faculty includes experienced political appointees of both parties will help to ensure that the Center is less vulnerable to partisan preferences in the competition for grants and contracts.

Few organizations will have the broad expertise offered by the Center, and the Center will be able to compete effectively for these contracts and grants.

Each year the federal government contracts with private companies, non-profits, and universities to provide training to tribal officials in fields ranging from law to health policy. Few organizations will have the broad expertise offered by the Center, and the Center will be able to compete effectively for these contracts and grants. Federal agencies also often look outside their own ranks for expertise in measuring the effects of their programs and for expert policy analysis

to improve their programs. Again, the expertise offered by the Center will compare favorably to other organizations that offer such services.

In addition, we believe that individual tribal governments also will welcome the availability of University resources. Most tribes have resources to contract for our services. (To the extent we succeed in attracting gifts from tribes, we will also serve those tribes lacking the resources to pay for such services). An example of this market is the current Request for Proposals issued by the Gila River Indian Community for a review and analysis of the Community's governmental organization. Tribes are increasingly looking for objective research of this kind, and the Center will give ASU the opportunity to participate in this growing market.

State governments have been far less likely to fund research in Indian policy, mostly because the federal government dominates this policy arena. However, the need for sound state policy has only increased over time, and the Center will reach out to state officials whose agencies work with tribes in order to improve understanding of the need and potential for state policy in this area.

If the Center is to take best advantage of this funding strategy, it is essential that it retain an experienced grant writer. Given the demands on faculty, they are unlikely to be able to respond promptly and effectively to federal and tribal grant and contract opportunities without the help of a trained grant writer who knows the contracting processes of federal and tribal governments.

Estimating how much revenue of this kind the Center will realize is difficult. The Center, in establishing its relationships with tribal, state, and federal policy-makers, will seek to create a market for its services as discussed above. As a starting place, the Center will establish goals of \$50,000 in federal, tribal, and state contracts in the first year, \$75,000 in the second, \$100,000 in the third year, and \$150,000 in the fourth.

Partnerships with the Private Sector

The Center also will seek strategic partnerships with private organizations, both for-profit and not. One strategy will be to interest private firms to sponsor particular events to be held by the Center. For example, negotiations are underway for an agreement with Booz Allen Hamilton, a major governmental consulting firm, for sponsorship of a series of convocations on Indian Affairs issues. Similarly, we are discussing collaborative efforts with the American Indian Law Center (AILC) at the University of New Mexico. The AILC has long experience as a federal contractor, and to the extent our Center can supplement that expertise, both entities can profit from such a partnership.

The Center also will actively seek partners for joint proposals to conduct research and studies for federal, state and tribal agencies. As noted above, no institution, including this one, has all the expertise required in the field of Indian affairs. By seeking partners, both for- and not-for-profit, we expand the expertise available for agency clients and make our proposals to them stronger.

Additional candidates for partnerships come from a growing number of Indian-owned for-profit companies that provide training and technical assistance. Such companies have existed for some years, and have experienced a surge in their economic fortunes due to a growing number of federal contracting opportunities for Indian-owned businesses. Because the ASU Center cannot qualify as an Indian-owned business, partnerships with companies that do qualify will be an important element of the business plan.

As noted above, the Center will seek collaborative relationships with Native American Studies programs and policy centers at other universities. The programs at the University of Arizona, the University of New Mexico, the University of California—Los Angeles, and the University of Washington are all likely candidates for collaboration. Finally, opportunities for collaboration within ASU will be actively sought. The Center undoubtedly will find opportunities for collaboration with the Morrison Institute, the Center for Urban Inquiry, and the Bioethics, Policy, and Law Program, to name but three.

The Center cannot predict with confidence the amount of such contracting that will occur in any given year. Certainly the number will grow over time as the Center's reputation grows and its expertise is supplemented by a track record of timely and competent work.

Investments by Foundations

Finally, we will determine the extent of philanthropic interest in funding Indian policy studies. The business plan will address obtaining grants from both Arizona foundations and national foundations with interests in Indian communities and Indian affairs. A well-known foundation recently made a grant to the National Congress of American Indians for the establishment of a policy analysis group. We will search for appropriate public and private foundations willing to make grants to an independent policy analysis center of the type we propose.

We will require considerable support from the ASU Foundation to implement the fundraising plan. We will immediately develop our relationship with the Foundation staff and involve them fully in the development of the business plan. Additionally, we expect to call upon the advancement offices in the participating colleges in lieu of hiring a development director for the Center.

Budget and Resource Needs

Budget

Following is a summary of the Center’s proposed budget for the first four years of operation. A more detailed budget is attached at the end of this proposal.

Expenses	Year One	Year Two	Year Three	Year Four
Salaries and Wages	\$140,000	\$250,000	\$295,000	\$310,500
Services, Materials, and Supplies	\$10,800	\$7,800	\$9,300	\$10,800
Equipment (Capital and Non-Capital)	\$52,900	\$3,500	\$3,500	\$3,500
Communications and Travel	\$69,500	\$34,500	\$32,000	\$32,000
Miscellaneous Expenditures	\$6,000	\$6,000	\$6,500	\$6,500
Total Expenses	\$279,200	\$301,800	\$346,300	\$364,300
External Revenue Goal	\$75,000	\$150,000	\$200,000	\$250,000
University Support	\$204,000	\$151,800	\$146,300	\$114,300

As of the end of Year Four of the Center’s operations, the Center will be self-sufficient.

Physical Facilities and Equipment

No new physical facilities are needed at this time based on the commitment of the College of Law to provide initial space for the Center. Should the University create new space devoted to Native American students and programs, the Center should be housed at the new location. Equipment will be required for the new staff that will be hired. We do not anticipate that specialized equipment will be needed initially, though we do believe that, as the work of the Center progresses, upgraded printing and visual and audio recording systems will be necessary for the Center’s activities.

Library Resources, Materials, and Supplies

The Center will not require any specialized or additional library resources. In the future, we believe the Center’s should include a data resource facility available to University scholars and the Indian communities with which the Center works. The Center needs no special materials or supplies for its basic operations.

Conclusion

ASU has an opportunity to take a unique place in the development of Indian affairs policy at the federal, state, and tribal levels. The absence of trans-disciplinary capabilities at other institutions and the presence of a unique and diverse cohort of Native and non-Native faculty experts make it possible for ASU to create a center for policy analysis and development unlike any that has gone before. To do so would bring credit not only to the University, but to the State of Arizona as well, an appropriate outcome in light of the University's location in the midst of the largest Indian reservation populations in the United States.

Equally important, the Center will serve as proof of the effectiveness of trans-disciplinary research and analysis and of the impact a University can have when it understands its obligations to the communities that surround it. It is especially appropriate that this effort be undertaken to assist communities that have historically been underserved by ASU and other universities.