Moving forward into the future, I would like to see:

* Regular check-ins with tribes to ensure programming is applicable and stays relevant to the evolving needs of tribal affairs.
* More tribally focused electives, more credits available to take additional courses.
* Increased support for students who live far away and attend course on the weekend. Student support should be fully accessible and culturally appropriate. Weekend housing and childcare, enrollment services offices open during the lunch hour on Saturdays, meal options.
* Tribal concentration course “Path to Sovereignty” curriculum incorporated into general core.
* More specific

In order for the Tribal Governance concentration to be sustainable as we move into the future, we to recommend the creation of a co-director position specifically for the MPA-Tribal concentration. The role would provide leadership and campus-wide advocacy for the Tribal Governance cohort, and work with the MPA Co-Director collaboratively to coordinate all activities and curriculum. The MPA-Tribal Governance Concentration Co-Director would be responsible for holding the big-picture of, and providing a public face for, our program. Significantly, the Tribal Co-Director would be responsible for fundraising for their own position, and for a steady source of tribal and outside funds to support a faculty line, student scholarships and program-wide initiatives. The Tribal Co-Director’s duties would include supporting students directly with tribally-focused research, and they would be required to teach part-time as a faculty member. The MPA-Tribal Governance concentration would greatly benefit from having direct leadership by an expert in the fields of Tribal Administration and Indian education, who would be able to provide a connection to the tribal communities we serve and bring in funding to maintain and build the program.

Focus on anti-oppression principles

More structural opportunities for connection and interaction with the general cohort, while maintaining the integrity of a distinct, tribally-focused learning space.