

Promoting Entrepreneurship in a Tribal Context:
Evaluation of the First Innovations Course Sequence

by

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ABSTRACT

In the First Innovations Initiative at Arizona State University students are exposed to the culture of innovation and the entrepreneurial process through two courses situated intentionally within an American Indian sustainability context. In this action research dissertation, a summer field practicum was designed and implemented to complement the two in-classroom course offerings. The first implementation of the new summer field practicum was documented for the two participating students. A survey and focus group were conducted to evaluate the spring 2011 classroom course and, separately, to evaluate the summer field practicum. Students in the spring 2011 course and summer field practicum reported that they were stimulated to think more innovatively, gained interest in the subject area and entrepreneurial/innovation processes, and improved their skills related to public speaking, networking, problem solving and research. The summer practicum participants reported larger increases in confidence in creating, planning and implementing a sustainable entrepreneurship venture, compared with the reports of the spring in-classroom participants. Additionally, differences favoring the summer practicum students were found in reported sense of community and individualism in support of entrepreneurship and innovation.

The study results are being used to revamp both the in-classroom and field practicum experience for the benefit of future participants. Specifically, the American Indian perspective will be more fully embedded in each class session, contemporary timely articles and issues will be sought out and discussed in class, and the practicum experience will be further developed with additional student

participants and site organizations sought. Additionally, the trans-disciplinary team approach will continue, with additional professional development opportunities provided for current team members and the addition of new instructional team members.

DEDICATION

I dedicate this dissertation to my parents, Robert and Lili Walters. My parents instilled in me the confidence to pursue my educational goals, persevere through challenges and hold steadfast to who I am as a Navajo and to my clan of Coyote Pass-White Corn People. They gave me the strength to believe I could do anything I set my mind to. I can only hope to be half the parents you were to me to my own children.

To my children, Tommy, Gabriel and Noel who gave me the drive to strive further and farther than I thought I could, who have filled my life with joy, happiness and laughter; and who I look forward to supporting in fulfilling their own hopes, dreams and goals.

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Chapter 1 Introduction

Introduction to the Need

Native Americans as a cultural ethnic group have faced and continue to face historic, economic, social and political challenges despite increases in revenue for some tribal nations. Economic and social issues, including poverty, high unemployment and low educational attainment are just a few issues that tribal nations continue to struggle with. Tribal leadership espouses the need for economic development and sustainability of their nations, economically, socially and culturally. To assist in meeting these needs, the American Indian Policy Institute (AIPI) at Arizona State University (ASU), in collaboration with the ASU American Indian Studies department and ASU SkySong, created the First Innovations initiative by developing a two-course sequence undergraduate program focused on “entrepreneurship that is a cultural match with the long-term sustainability goals of tribes and tribal communities” (AIPI, 2011, p.1). To enhance the effectiveness of this program, a third component field practicum experience (summer 2011) was designed, implemented and evaluated. This practicum experience added value to the content of the first two courses by immersing undergraduate students in real-world application of the concepts of innovative thinking, learning, entrepreneurship and sustainability set in a tribal context. The intent of these courses and practicum experience is to “re-connect with and rekindle American Indian innovation” by introducing students to “tribal sustainable development, and the fundamentals of innovation and entrepreneurship” (AIPI, 2011, p.1).

Background of the Study

Given the state of economic affairs and economic development or lack thereof for some tribal nations, the First Innovations two-course sequence and practicum experience for undergraduate students are an effort to proactively address the need for knowledgeable, working professionals who understand the unique economic state of tribal nations. By offering an entrepreneurial and innovation curriculum that is an intentional cultural match for economic challenges faced by tribal nations, the First Innovations initiative answers the need to train working professionals or, more accurately, to develop aspiring professionals. The First Innovations course sequence potentially can produce students who are knowledgeable about tribal economic issues, and who are capable of re-kindling American Indian innovation and entrepreneurship that can sustain the wellbeing of tribal nations through a variety of high-impact for profit and non-profit ventures.

The First Innovations concept of engaging undergraduate students in starting a business in an American Indian sustainable context stems from modest beginnings in the spring of 2009 when two workshops (two days each) were developed for approximately twenty Arizona State University American Indian undergraduate students (AIPI, 2009). Finding positive evaluation reviews and interest, funding was sought to develop the workshop content into a full three-credit course. Since then, two three-credit courses have been developed with a third component, practicum course (two-credits) added and implemented in summer 2011. The courses do not need to be taken consecutively, which offers

the student an opportunity to participate in either the fall, spring or summer semesters at any point in their academic career, although there is potentially significant benefit to participating in all three course offerings, particularly when a student or group of students pursue one entrepreneurial venture through the series of three courses. In addition, students can also prepare for and submit their ideas for startup funds through competitions held currently at ASU, for example through the ASU Innovation Challenge where undergraduate and graduate students can win up to ten thousand dollars or through the Edson Student Entrepreneur Initiative which can provide between five thousand to twenty thousand dollars startup funds (Arizona State University, 2011b; Arizona State University, 2011c).

First Innovations Course 1: (AIS394) Innovation for American Indian Sustainability

This course:

Concentrates on identifying and defining an innovative product or service that addresses a significant need in Indian Country; and begins by establishing an understanding of the current issues and trends in tribal economic development... Student teams identify challenges that can be addressed through innovation and are introduced to the principles of sustainability, innovation and entrepreneurship, so that tribal and venture sustainability is considered in the early stages of product/service design. Teams complete an innovation process that begins with the development

of an idea, development of three prototype ideas for a product, service, or product/service bundle. Prototype ideas are presented to the entire class with the best ideas recommended to move forward for further development. Students submit individual papers reflecting upon their course experience, including submission of design and development documentation for prototype ideas, as well as gain constructive feedback from a panel of entrepreneurs with extensive experience in the development of ventures within an American Indian context. (Brown & O'Neill, 2010, pp. 1-3)

First Innovations Course 2: (AIS394) Entrepreneurship for American Indian Sustainability

This course:

Concentrates on more fully developing a product/service and creating a business model/plan to implement the product/service in the context of a sustainable venture. The course reviews the American Indian context in which the First Innovations courses lie, with emphasis given to the innovation process executed in course one. Students are introduced to all aspects of venture and business model creation, including strategy, product/service development planning, marketing and sales plans, operations, alliances, management, finance and investment. Student teams refine ideas, and where possible, further prototyping of the innovation idea. Team presentations of the final product/service

and envisioned business plan are conducted with submission of prototypes and design/development documents, written business plan, pro forma financials and executive summary. Students also submit individual papers reflecting upon their overall course experience and gain constructive feedback from a panel whose expertise is in the development of entrepreneurial ventures within an American Indian context. (Brown & O'Neill, 2011, p. 1-2)

Action Research Intervention--First Innovations Course 3: (AIS 494) First Innovations Internship

This practicum course:

Offers students an applied experience over an intensive 4-week format and includes an academic overview of innovation and entrepreneurship for American Indian sustainability, as well as orientation to the field setting. Students receive two-credits for 100 hours; one week is devoted to orientation, with two weeks in the field setting identifying needs, challenges and developing initial ideas for innovative solutions; this process is done in close collaboration with the field organization's management team as well as the ASU First Innovations faculty and site supervisor. The first field placement (summer 2011) will be at the Native American Community Services Center with particular partnership with the Phoenix Indian Center and Native American Connections and will focus on needs/challenges affecting all these organizations that

serve the Phoenix metropolitan urban Indian population, with attention also given to the other occupants of the Center. Students will also complete internship requirements as established by the ASU First Innovations Initiative team and ASU American Indian Studies department, which include daily e-mail blog, experience report, site meetings, final presentation and report. Students will also be in close contact with First Innovations course Instructor(s) as they move to completion of the applied field experience/internship. (Brown, O'Neill & Walters, 2011, pp. 1-7)

Statement of the Need

Economic development for tribal nations is starkly different than what one might think on the surface, as it involves a myriad of issues, including the lack of understanding of what Indian Country is or who tribal nations are. There is a tendency to think of American Indians as only an ethnic-racial group without acknowledging that tribal nations are separate political sovereign entities. Add to this the complexity of rules, policies and regulations that affect tribal nations in unique ways, and the misperception that tribal nations may be overly indulged with either federal funds or casino monies and one might understandably develop an unclear view of tribal nations and economic development.

Economic development in Indian Country is just as varied as culture is among the 565 tribal nations. Some tribal nations have casino gaming, but may or may not be successful at it, or simply have chosen not to pursue it at all. Some tribal nations have stronger economic development ventures and initiatives than

others, whether that is in the form of tribal enterprises or small business, on- or off-reservation, while others do not, cannot, or chose not to. Some tribal nations may not even have a land base at all. Given the tremendous differences of tribal nation infrastructures and leadership, both of these play a significant role in determining what economic pathway(s) a tribal nation might pursue or not pursue.

What unfortunately remains are the startling statistics for American Indians throughout the country.

2000 Census

The following quoted statistics about the 2000 census were cited by DeWeaver (2002).

According to the 2000 Census, the unemployment rate was 12.4% for the Indian and Alaskan Native population that identified their race only as American Indian or Alaskan Native. This was well over twice that of the 5.8% rate for the total workforce of all races...analysis looked at the rates for federal reservations with an American Indian population of 1,000 or more. Three reservations had unemployment rates officially recorded in the 2000 Census of over 30%: Pine Ridge in South Dakota, San Carlos in Arizona at 37.1%, and Lower Brule also in South Dakota, at 32.8%. Thirty-eight of the 81 large reservations had rates of 20% or more. All but six of the 81 had rates of 10% or higher.

The 2000 Census shows that the poverty rate for the American Indian and Alaskan Native population, nationally on-

and off-reservation was higher than for any other racial or ethnic group. The poverty rate for the Indian and Alaskan Native population was officially calculated as 25.7% on the basis of household income in 1999. In other words, just over one American Indian person in four lived in poverty in that year. For the total national population of all races, the poverty rate was 12.4%. On 9 of the 81 larger reservations, the American Indian poverty rate was over 50%, with one in every two persons characterized as poor. The higher rates were recorded on three South Dakota reservations: Crow Creek (59%), Rosebud (57%) and Pine Ridge (54.7%). Two Arizona reservations, Gila River and San Carlos had rates that were nearly as high.

Another income measure counted in the 2000 Census is the median household income. For American Indian households, nationally, the median income level was 72.9% of the level for the total population.

To add to this picture, educational attainment, counted in grade levels completed by persons age 25 and above, nearly 30% of the American Indian and Alaskan Native population, nationally, lack even a high school diploma or GED. For the total U.S. population, the comparable percentage is under 20%. (DeWeaver, 2002, pp.1-4)

2006-2010 American Community Survey

Table 1 illustrates a continuing bleak outlook for Indian country in terms of educational attainment, unemployment, labor force participation and poverty rate. It is evident that for the most part American Indian and Alaskan Native populations living on reservations are plagued by low educational attainment, high unemployment (more than twice the national percentage of all races combined) and a significant poverty rate. What is particularly interesting to note is that the unemployment rate is defined as those persons who are unemployed, who have actively sought work in the last four weeks and who are currently available to work (Bureau of Labor Statistics, 2012b). While the labor force participation rate is defined as the share of the population sixteen years and older who are working or seeking work (Bureau of Labor Statistics, 2012a).

Although there may be a significant portion of people actively seeking work or working on a reservation (52.3%), in light of the significantly high unemployment rate (18.8%), there may be no jobs to seek or one may not be actively seeking work at all, given the reality that there are no jobs available. These discouraged workers wouldn't be counted in the unemployment or labor force participation rate. Additionally, official unemployment statistics do not acknowledge the cash or barter economy found on many reservations (Jarratt-Snider, 2009). This cash or barter system may include, but is not limited to for example, cash only arts and crafts sales or other goods and services exchanged (Jarratt-Snider, 2009). For the American Indian or Alaskan Native living off the reservation nationally, the picture is not that much better given that the

unemployment rate for this group is 13.9% with those seeking work or working off the reservation nationally sitting at 60.4%. In a dramatic comparison, the total U. S population (all races), the unemployment rate was 7.9%, with 65% working or seeking work.

What has become increasingly apparent is the problematic nature of gathering accurate unemployment statistics (among other data indicators) overall for Native nations. Many Native nations report significantly higher rates than other data gathering entities, including the U. S. Bureau of Indian Affairs, Bureau of Labor Statistics, Census or American Community Survey (DeWeaver, 2002 and DeWeaver, 2012).

Table 1

American Indian Educational Attainment, Unemployment, Labor Force Participation and Poverty Rate 2006-2010

Indicator	AI/AN Alone Population on Reservation (percentage)	AI/AN Alone Population Nationally (percentage)	Total US Population All Races (percentage)
Adults 25 and Older with Less than HS Diploma or GED	27	23.4	15
Unemployment Rate	18.8	13.9	7.9
Labor Force Participation	52.3	60.4	65
Poverty Rate	36.8	26.4	13.8

Note. 5-year Estimates, 2006-2010, American Community Survey, adapted from DeWeaver, 2012.

One might wonder how these dismal statistics still exist for many tribal nations despite economic gains in tribal gaming and other ventures. It appears that tribal economic development and sustainability has additional complexities beyond the development of tribal enterprises and small business, citizen-entrepreneurship or even job creation (Cornell, 2006). So how does one develop individuals who understand the complexities of tribal economic development, and

also can navigate and create their own innovative paths? The First Innovations initiative is an attempt to do so, by moving beyond the model of small business development and citizen entrepreneurship (which are critical elements to tribal economic development) to a space where there is an opportunity for growth from high-impact/high-potential start-up to viability and sustainability (O'Neill, Brown, Mariella & Walters, 2011).

The terms entrepreneurship and sustainability are both terms that for First Innovations students are broad in context and meaning. Entrepreneurship, in its simplest form, can mean the pursuit of a business or business enterprise, usually for profit. Sustainability is the process of keeping something going.

In the First Innovations course both terms are significantly reexamined to situate them more broadly and in the context of American Indian cultures. For example, entrepreneurship can be spoken about in terms of profit or non-profit, with the idea being that, in either instance, a business or business-like enterprise must bring in sufficient funds to support itself. For tribal nations, entrepreneurship can either be an individual pursuit or, in the case of a tribal enterprise, a tribal nation initiative in which the tribal nation itself acts as the sole entrepreneurial entity.

In terms of sustainability, the phrase “triple bottom line” first coined by John Elkington in 1994, as founder of the British consultancy SustainAbility, argued that companies ought to consider measurement of the three Ps: profit, people and planet; profit, in terms of gain and loss, people, in terms of an organization’s social responsibility, and planet in terms of an organization’s

responsibility to the environment. Elkington, contends that an organization must consider the measurement of each bottom line in order to gain an understanding of the full cost in doing business (Triple Bottom Line, 2009).

The First Innovations Initiative suggests that sustainability in an American Indian context ought to embed culture as a central focus that organizations should consider along with the triple bottom line. For many American Indian nations, as important as the triple bottom line is, culture can be viewed as integral to survival of an entire nation, separate and distinct from the many other American Indian nations throughout the United States and throughout the world.

In a tribal nation context, high-impact may not necessarily mean high financial profit in dollars but, for example, could be high-impact on cultural sustainability that is of more value than monetary gain.

Purpose of the Study

The purpose of this applied research study was to strengthen and to evaluate the 2010-2011 Arizona State University First Innovations course sequence. The First Innovations course sequence was strengthened by designing and implementing a third course (field practicum) to complement the two pre-existing courses. Evaluation data were collected by administering a survey instrument and conducting a student focus group in order to collect student testimony and evidence about the effects of the course(s) in four construct areas: 1) student understanding of entrepreneurship gained in a tribal nation context; 2) student confidence in their capacity to plan and create an entrepreneurial/sustainable venture; 3) information about the skill set that students

practiced or enhanced for application beyond the course setting and 4) understanding of the potential contributions of entrepreneurial activity to the public good/community. The practicum experience was implemented in summer 2011 with two students who were placed with the Phoenix Indian Center and Native American Connections, two service organizations that serve the Phoenix metropolitan area's urban Indian population and housed in the Native American Community Services Center.

The focus of the First Innovations initiative is to proactively address the need for tribal nations to develop economic and sustainable ventures. Through this course sequence and practicum, students are equipped with working knowledge of tribal nations' economic issues, tribal issues and how innovation and entrepreneurship can address those issues specifically in a tribal nation context. These courses have the potential to support further development and/or course revision, and inform/acknowledge tribal nations' high need for capable innovation-ready entrepreneurs to address and participate in economic development issues for tribal nation building and sustainability. These courses are both relevant and timely undergraduate courses in innovation and entrepreneurship, seen through the unique lens of a tribal nation context.

The primary short-term goal of this action research study was to benefit the current student participants in the implementation of the First Innovations initiative three course sequence at ASU. Secondly, this study was designed to provide information that will allow me to make recommendations to a community of practice composed of current and future First Innovations course instructors

(including myself), the ASU American Indian Studies Department, ASU American Indian Policy Institute collaborators, and ASU SkySong collaborators. Specifically, the creation and implementation of the practicum experience as an intervention further informs and provides a complementary applied, practical experience. Evaluation data were gathered and was presented to decision makers in a way that serves as a partial basis for decisions about expanding and/or revising the course sequence and, most importantly, to inform interested tribal nations about the prospect of producing capable, well-informed, knowledgeable graduates who are prepared to address the many issues tribal nations face. Finally, this action research study established a preliminary baseline for a longitudinal study of the First Innovations program and its students and graduates.

Research Questions

The overarching research questions are:

- What benefits have students received while being enrolled in at least one of the First Innovations courses?
- What specific additional benefits have the participating students attributed to their practicum experience?

These questions are set within four construct areas: 1) understanding of entrepreneurship gained in a tribal nation context; 2) student confidence in their capacity to plan and create an entrepreneurial/sustainable high impact venture; 3) the skill set that students practiced or enhanced for application beyond the course setting and 4) students' understanding of the potential contributions of entrepreneurial activity to the public good/community. These research questions

assist in the overall purpose of the action research study in terms of providing a platform in which to strengthen and evaluate the 2010-2011 First Innovations spring 2011 and summer 2011 courses. Through these overarching questions information about the student experience in each course provides information to support revision of the course content for the betterment of the student experience. Additionally, the information collected is a complementary element to the current standard course evaluations, particularly in terms of direct course objectives, which isn't explicitly addressed in the standard department course evaluations.

Definition of Terms

In order to be as informative as possible, I believe it is important to better understand the contextual terms in which this study lies.

American Indian: American Indian, Native American, Native and Indian are often used synonymously in much of the literature and can be defined as “a person meeting two requirements: 1) having some Indian blood, and 2) being regarded as an Indian by his or her community” (Canby, 2009, pp. 9-11). The federal definition of Indian is “a person who is a member of an Indian tribe” (Tribally Controlled Colleges and Universities Assistance). In much of the literature involving American Indians, often one has used either American Indian or Native American as a category of ethnicity; however the term Alaskan Native has also been used to further define this ethnic group as Native Americans/American Indians who are historically and culturally from within the state of Alaska. The term Native is used to mean being an American Indian or

Native American person and is more of a contemporary/modern term, especially when used by American Indian/Native American people to describe other American Indians/Native Americans. For purposes of this action research study, the term American Indian will be utilized because this is the terminology utilized consistently in Federal Indian law and policy, as well as is distinguishable from Indians from India or anyone who could characterize themselves Native American simply because they claim American heritage.

Tribal nation: The federal definition of Indian Tribe is:

Any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native village or regional or village corporation as defined in or established pursuant to the Alaskan Native Claims Settlement Act (43 U.S.C. § 1601) that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. (Tribally Controlled Colleges and Universities Assistance).

A current list of federally recognized tribes (565) can be found at Indian Entities Recognized and Eligible to Receive Services from the United States Bureau of Indian Affairs (2010). Canby (2009) defines “Indian Tribe:” “...at the most general level, a tribe is simply a group of Indians that is recognized as constituting a distinct and historically continuous political entity for at least some governmental purposes” (p.4). Tribes themselves establish their own criteria for membership within a tribe (Santa Clara Pueblo v. Martinez, 1978). For purposes of this study, I will be using the term Tribal Nation to be synonymous with Indian

Tribe, but with specific emphasis that a Tribal Nation 1) pre-dates the United States government; 2) possesses inherent sovereign powers and authority that is not derived from the federal government; 3) is not a state or local government and 4) each tribe is unique (Downs, 2010).

Entrepreneurship. In the context of this study, entrepreneurship is intended to be understood as the identification of, definition of, development and implementation of prototype ideas for a product, service or product/service bundle set in a tribal nation setting, as is emphasized in the First Innovations initiative (Brown & O'Neill, 2009). Entrepreneurship also is a broad term in the First Innovations initiative not necessarily defined as a for-profit or non-profit venture or business but, whether a venture is for-profit or not, it still must sustain itself economically. The term social entrepreneur is newer and less well-defined than entrepreneurship generally. The classic example of social entrepreneurship is Tom's Shoes, a for-profit company that donates one pair of shoes to a child in need for every pair purchased, but there are many innovative hybrid business models that are combining for-profit and nonprofit aspects (Partridge, 2011). Additionally, within the course sequence, sustainability is also heavily emphasized. For the First Innovations initiative, in addition to the social entrepreneurship definition, the context is broadened to incorporate cultural sustainability as a critical element to developing an innovative idea and building a business model, all the while placing it within a tribal nation context.

Sustainability: Although used in many contexts, particularly in regards to the environment, sustainability within this study describes the continuation of the

idea or venture proposed within the tribal nation context. Further, sustainable entrepreneurship

...is a process of venture creation that links the activities of entrepreneurs to the emergence of value-creating enterprises that contribute to the sustainable development of the social-ecological system. An enterprise resulting from this process can be referred to as a sustainability venture.

(O'Neill, Hershauer, & Golden, 2009, p.34)

Nation Building: Nation Building is a term developed through the research work of the Harvard Project on American Indian Economic Development through the Kennedy School of Government that focused on examining

What explained emerging patterns of economic change and community development in Indian Country, despite crippling poverty and powerlessness? What explained some American Indian nations' success in achieving their own economic, political, social, and cultural goals while others were still experiencing difficulties? What lessons could be learned and shared? (Jorgensen, 2007, p. x)

Nation building is an approach that “asserts Indigenous rights to govern themselves and build the foundational, institutional capacity to exercise those rights effectively, thereby providing a fertile ground and healthy environment for sustained economic development” (Cornell & Kalt, 2007, p. 18). Characteristics of the Nation Building approach include:

- Native nations assert decision-making power.
- Native nations back up that power with effective governing institutions.
- Governing institutions match Indigenous political culture.
- Decision-making is strategic.
- Leaders serve as nation builders and mobilizers. (Cornell & Kalt, 2007, p. 19)

Theoretical Framework

Action research was the theoretical framework used as an approach for improvement of the First Innovations courses and in particular for the evaluation of the created summer field practicum (intervention). Mills (2002) states that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Furthermore, Mills (2002) explained four stages of action research design as a spiral, in which the investigators cycle back and forth between data collection and a focus; data collection and analysis; and data collection and interpretation. Creswell (2007) emphasized that the action researchers are engaged in participatory or self-reflective research, in that action researchers are most interested in examining their own practices for improvement. Additional key characteristics of action research that Creswell (2007) identified were:

- A practical focus: aim is to address an actual problem in an educational setting.
- The educator-researcher's own practices: examination of one's own practices.
- Collaboration: collaboration with others, often involving co-participants.
- A dynamic process: iterative process, spiral, flexible
- A plan of action: action plan is developed to respond to problem
- Sharing research: research reported to educators for immediate use of results

The action research methodology fits well with this study since information was gathered from the previous First Innovations courses and more importantly an intervention or action was implemented and evaluated (development and implementation of the summer field practicum). “Contrary to scientific models, in which the main task is to explore and understand the social problem, in action research the main goal is to understand the problem [in order] to execute interventions for its solution (Bargal, 2008, pp. 20-24). With continual feedback and cooperation, Bargal (2008) also contends that action research is expected to generate not only data, but “actionable knowledge” and “formulate principles of intervention, and to develop instruments for evaluation.” Reason and Bradbury's (2001) definition of action research further encapsulates its meaning:

[Action research] seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of

practical solutions to issues of pressing concern to people and more generally the flourishing of individual persons and their communities. (p.1-14)

For the First Innovations courses, it was critical to examine the student experience by taking a broad view of previous course evaluations, student attitude questionnaires and student reflection essays. However, although the in-classroom experience seemed to be very beneficial, the instructional team believed that improvement could be made through the creation of and implementation of a practical applied experience, which although placed under the auspices of AIS 484: Internship, was developed more directly as a summer field practicum. As the main researcher for the intervention of the summer field practicum, my leadership role was to assess the courses, assist in the design of the summer field practicum (intervention), implement the practicum and evaluate the short term consequences. As a by-product of this action research study, I was also able to develop preliminary evaluative tools to complement the standard course evaluative techniques. My role as researcher was consistent with the action research theoretical framework.

Chapter 2 Literature Review

Federal Indian Law and Policy

Federal Indian law and policy is a field of study in and of itself and fills volumes upon volumes of literature about Native American economic, social, political and cultural history. The era that Wilkins and Stark (2011) term Indigenous Self-Determination or others have referred to as Tribal Self-Determination and Self-Governance or Tribal Self-Governance are most significant to this proposed study and set the context in which this study lies. Tribal nations are unique entities and such have endured a long history of conflicting ideologies with the federal government which through its laws and policies has established the state of tribal nations today and has impacted the cultural, social, political and economic viability and development of these nations. It is the connection to this history that contextualizes the economic development or lack thereof of tribal nations, and which the First Innovation course sequence and field experience are designed to affect.

Table 2 summarizes the historical development of U.S. Federal Indian Law and Policy. Explanation of the self-determination and self-governance will then follow. What is most important to note in Table 2 is the distinct, unique relationship that has developed over time, with not only an ethnic group of people, but more importantly of a separate body of nations who existed as sovereign entities pre-contact and continue as sovereign entities to present.

It becomes clear that although initially fully sovereign, tribal nations have lost significant footing as these nations have endured trials of removal,

assimilation, and termination throughout its history. The current federal-tribal relationship, as discussed by Wilkins and Stark (2011), is described as the self-determination, self-governance era. In this era, tribal nations find themselves on a continuum from fighting for federal recognition, or reinstatement, to economic disparity to significant prosperity with opportunities that have eluded tribal nations in the past. Many tribal nations are finding that there are still many of the same social ills (and new ones) to contend with, even with prosperity for some. National, regional, local and tribal political waves often determine progress, promoting progress for some, with steps backwards or stalled states of being for others.

Table 2 depicts the often tumultuous relationship between tribal nations and the federal government.

Wilkins and Stark (2011) make the critical point that ...such linear charts, as useful as they are, are inherently flawed in that policies do not simply terminate at particular dates. For example, Indian removal, the forced relocation of Indians from their homelands to lands west of the Mississippi, did not begin and certainly did not end in the so-called Indian removal period of the 1830s-1850s. Many tribes, in fact, had already been forced out of their homes prior to the 1830 Indian Removal Act, and many thousands of Indians were required to relocate or remove long after the official policy ceased in the 1840s (e.g., Navajo-Hopi land dispute from the 1860s to the present). As another example,

reservations were still being established after the 1890s, and they may still be established today. The Secretary of the Interior is authorized under the Indian Reorganization Act (IRA) of 1934 to create new Indian reservations at his discretion. (p. 122)

Table 2

Historical Development of the Federal-Tribal Relationship

Dates	Policy	Relationship	Tribes' Status	Tribal Responses
1770s-1820s	International sovereign to international sovereign	Protectorate	Internal sovereigns	Diplomacy; some armed resistance
1830s-1850s	Removal	Government-government and trust relationship	Domestic dependent nations	Armed resistance; negotiation under duress
1850s-1890s	Reservation	Guardianship	Wards in need of protection	Waning resistance; accommodation
1870s-1930s	Assimilation	Guardianship	Wards in need of protection	Accommodation; foot dragging; religious movements
1930s-1950s	Indian self-rule	Renewal of government-government and trust relationship	Quasi-sovereigns	Increased political participation; growing inter-tribal activity
1950s-1960s	Termination (assimilation)	Termination of trust relationship	Termination of quasi-sovereign status	Growth of inter-tribal politics; beginnings of modern resistance
1960s-1988	Self-determination	Renewal of government-government and trust relationship	Domestic dependent nation/quasi-sovereigns	Continued spread of political activity; radical activism until 1970s; interest group activity
1988-Present	Self-determination; Self-governance	Government-trust relationship	Domestic dependent nation/quasi-sovereigns	Interest group activity; increase of international activity

Note: Modified from O'Brien (1989), Cornell (1988), and Wilkins & Stark (2011).

Self-Determination

The period from the end of [the] termination [period] in the 1960s to the 1980s was a crucial time in indigenous-federal relations. It was, according to most knowledgeable commentators, an era when tribal nations and Indians in general—led by concerted indigenous activism—won a series of important political, legal, and cultural victories in their epic struggle to terminate the termination policy and regain a measure of real self-determination...The federal government responded to this activism by enacting several laws and initiating policies that recognized the distinctive group and individual rights of indigenous peoples. In some cases the laws supported tribal sovereignty; in other cases they acted to erase or diminish tribal sovereignty. (Wilkins & Stark, 2011, p. 131)

Although a government to government relationship exists between the United States and tribal nations, tribal nations continued to struggle in many ways and often are subject to attacks upon their inherent sovereignty, depending upon the political climate of the day.

Self-Governance

“By the late 1980s, federal policy was a bizarre and inconsistent blend of actions that, on one hand affirmed tribal sovereignty and, on the other, aimed at severely reducing tribal sovereign powers, especially in relation to state governments” (Wilkins & Stark, 2011, p. 143).

As some leaders of tribes explained it:

Self-Governance is fundamentally designed to provide Tribal governments with control and decision-making authority over the Federal financial resources provided for the benefit of Indian people. More importantly, Self-Governance fosters the shaping of a ‘new partnership’ between Indian Tribes and the United States in their government-to-government relationships.... Self-Governance returns decision-making authority and management responsibilities to Tribes. Self-Governance is about change through the transfer of Federal funding available for programs, services, functions, and activities to Tribal control. Tribes are accountable to their own people for resource management, service delivery, and development. (Wilkins & Stark, 2011, p. 132)

Conflicting goals and fluctuations between supporting tribal sovereignty to diminishing governing status of tribal nations have only changed slightly over time. “Tribal nations and their citizens find that their efforts to exercise inherent sovereignty are rarely unchallenged, despite their treaty relationship with the United States and despite periodic pledges of support in various federal laws, policies, and court cases” (Wilkins & Stark, 2011, p. 134). One of the seminal cases, for example that established a distinct view upon tribal sovereignty was *Cherokee Nation v. State of Georgia* (tribes are not foreign nations, but rather domestic dependent nations with a relationship between them and the federal government “resembles that of a ward to its guardian”, 1831). In *Worcester v.*

Georgia, (1832) tribes are distinct, self-governing political societies, with their sovereignty only limited by the federal government, and Indian treaties, along with Constitution are the supreme law of the land. In *Johnson v. M'Intosh*, (1823) the “concept of Indian title was developed and is the reason that American Indians living on reservations (where the land is trust land), can’t utilize their land as other entrepreneurs often do, to successfully obtain a business loan, since the land can’t be used to secure the loan”...”This remains a huge barrier to economic development on tribal lands...”. (Jarratt-Snider, (2009), AIS 202: Roots of Federal Indian Law and Policy, Learning Modules 1 -2). These court cases provide a foundation in which to contextualize economic development issues today.

Overall, tribal nations have and continue to endure significant issues as related to maintaining their sovereignty; however issues of paternalism and dependency have plagued or held some tribal nations stagnant while others have experienced growth politically, socially and economically.

Nation Building

The First Innovations course sequence, field experience and curriculum can contribute a positive impact towards the understanding of tribal economic development, but more importantly can have a broader impact upon the concept of tribal nation building. Economic development for Tribal nations is a critical element to support the concept of Tribal nation building.

Central concepts of nation building include:

- Practical sovereignty: practical decision-making power in the hands of Indian nations.
- Effective governing institutions: the effective patterns of organizations in which development has to take hold and flourish.
- Cultural match: when cultural match is high, economic development tends to be more successful.
- Strategic orientation: an approach to development that starts not with “what can be funded?” but with “what kind of society are we trying to build?”
- Nation-building leadership: the primary concern is putting in place the institutional and strategic foundations for sustained development and enhanced community welfare (Cornell & Kalt, 2007, pp.19-27).

Cornell (2006) states that a gradual shift, building up over the last 25 years, from transfer-based economies to productive ones has had transforming effects for tribal nations. Cornell (2006) documents that for centuries Indian nations have been heavily dependent on transfer payments from the federal government, but during the most recent decades, although gradual and not universal, productive economic activity is booming on Indian lands (Cornell, 2006). In other words, economic activity might include both a limited or in some cases a non-transfer economy from the federal government and more self-

determined economic activity within the tribal nations themselves.

Entrepreneurial growth is occurring with the emergence of an independent business sector or what Cornell (2006) terms tribal-citizen entrepreneurship.

American Indian sovereignty has borrowed much from the American mainstream, but Indians are in control. That control remains vibrant with each passing decade as native business and tribal leaders have learned how to deal effectively with the white man's linear world. One might even say native systems have meshed with non-Indian systems in an Indian-white business world.... The dawn of a new American Indian culture emerged in the twentieth century.... This new culture of native ingenuity is being shaped with each new opportunity as indigenous leaders in various positions seek to advance the interests of their people.

(Fixico, 2004, p. ix)

The objective of the First Innovations Initiative and curriculum, and particularly the intervention of the development, implementation and evaluation of the third component field experience, is to create and strengthen a feasible approach to support tribal entrepreneurship and innovation in a real-life setting through immediate action. In addition, the curriculum presents an opportunity to influence student understanding of entrepreneurship and innovation in a tribal nation context and assists students to put into practice that understanding in a real setting. Furthermore, this study gives me a chance to actively cultivate knowledgeable professionals (entrepreneurs) who understand and can confront

longstanding challenges and contribute to the economic viability of tribal nations in a larger capacity through entrepreneurial and innovative thinking and action.

Innovation and Entrepreneurship in a Tribal Context

Entrepreneurship in a traditional sense is linked specifically to the area of economics, business and finance. Drucker (1993) explained that the French economist, Jean Bapiste Say, was credited with giving meaning to what we today term as an entrepreneur meaning. Drucker (1993) explained, “The entrepreneur shifts economic resources out of an area of lower and into an area of higher productivity and greater yield” (p. 21). Another economist, Joseph Schumpeter, claimed that “...the function of entrepreneurs is to reform or revolutionize the pattern of production” (Schumpeter, 1942, p. 13). Bornstein (2007) explains the traditional entrepreneur is someone who “...looks at problems from the outside, social entrepreneurs come to understand them intimately, from within” (p. xii). A distinction made by Bill Drayton, Ashoka Foundation creator, described the traditional entrepreneur as an innovator for business and the social entrepreneur as an innovator for social change (Socialedge, 2008).

Although some may draw a bold line between traditional entrepreneurship and social entrepreneurship, characteristics such as “pursuit of opportunity, commitment, drive, vigor and perhaps multi-level/complexity” all can be shared between the two (Dees, 2001; Martin & Osberg, 2007; Bornstein, 2007). The most simple way to define social entrepreneurship is to say the “social mission is explicit and central” (Dees, 2001, p. 2). The “value proposition” is a critical distinction made by Martin and Osberg (2007) in that the value for the traditional

entrepreneur is to serve a market, create a product/service and make a profit while the social entrepreneur finds value in transformative, large-scale benefit in promoting social change.

Miller and Collier (2010) call for the redefinition of entrepreneurship that borrows from leadership literature in that entrepreneurship could be viewed in two realms: 1) Transactional entrepreneurship, and 2) Transformational entrepreneurship. Table 3 compares transactional and transformational entrepreneurship to traditional entrepreneurship.

Table 3

Definitions of Entrepreneurship

Traditional	Transactional	Transformational
The creation of an innovative <i>economic</i> organization for the purpose of shifting resources out of an area of lower and into an area of higher productivity and greater yield under conditions of risk and uncertainty	The creation of an innovative organization for the purpose of shifting resources out of an area of lower and into an area of higher productivity and greater yield under conditions of risk and uncertainty	The creation of an innovative <i>virtue-based</i> organization for the purpose of shifting resources out of an area of lower and into an area of higher <i>purpose</i> and greater <i>value</i> under conditions of risk and uncertainty, requiring <i>an holistic perspective</i>

Note: Miller & Collier. (2010). Redefining entrepreneurship: A virtues and values perspective. *Journal of Leadership, Accountability and Ethics*. 8(2).

O'Neill, Hershauer, and Golden (2009) more explicitly define entrepreneurship in the context of culture and sustainability, defining

“sustainability entrepreneurship” as, “a process of venture creation that links the activities of entrepreneurs to the emergence of value-creating enterprises that contribute to the sustainable development of the social-ecological system. An enterprise resulting from this process can be referred to as a sustainability venture.” (p.34). O’Neill et al. (2009) proposed the “holistic value proposition (HVP)” in that “monetary and non-monetary value is captured across 12 dimensions of sustainability entrepreneurship in quantities and qualities for various stakeholders” (p. 36). Furthermore, for O’Neill et al. (2009), culture plays a significant role in the development of an HVP, such that “culture influences all aspects of organizational development, management and leadership” (p. 38).

O’Neill et al. (2009), as an HVP example used Navajo Flexcrete, a manufacturing facility that is a wholly owned subsidiary of the Navajo Housing Authority (O’Neill, Hershauer, & Golden, 2009), a quasi-governmental organization that is the tribal housing authority of the Navajo Nation. Navajo Flexcrete produces aerated concrete building products whose HVP is based upon culturally influenced holistic values coupled with stakeholder values centered upon Navajo culture, beliefs, values and practices and Navajo beliefs about the environment. Navajo Flexcrete was used as a case study to reveal that sustainability entrepreneurship will likely occur in both developed and developing worlds that are not highly entrepreneurial and to illustrate how culture was integrated with the values found in a typical business model. The integration of

culture as a value in entrepreneurship redefines entrepreneurship in a tribal nation context and also supports the concept of nation building.

Nation Building, Entrepreneurship and Economic Development

The Nation building approach was developed primarily through the research work of the Harvard Project on American Indian Economic Development and furthered through other offshoots (i.e. National Executive Education Program for Native American Leadership, Honoring Nations Award Program and the Native Nations Institute for Leadership, Management, and Policy).

The broad goals of nation building in Indian Country include:

- to expand the jurisdictional foundations and institutional capacities necessary for genuine and effective self-rule: that is, to achieve substantive decision-making control over lands, resources, civic affairs, and community life;
- to build sustainable economies that can make up for the catastrophic loss of resources to the United States and for the generations of poverty that have followed in its wake;
- to maintain Indigenous cultures not as artifacts or tourist attractions but as vital relationships and practices in everyday life;
- to retain for their citizens the viable option of a nationhood that is both separate from and part of the United States--that is, to promote human and civil rights and improved quality of life not only for individuals through enhanced individual opportunity but for culturally and socially

distinct and politically self-governing Indigenous communities.

(Jorgensen, 2007, p. xiii)

Entrepreneurship is a means to address the objective of building sustainable tribal nation economies, and has the potential to “produce jobs and revenue, improving quality of life for Indian reservations, reducing tribal dependence on federal dollars and advancing tribal sovereignty and self-determination” (Cornell, 2006, p. 2). Cornell, Jorgensen, Record, and Timeche (2009) explain that tribal-citizen entrepreneurship, or businesses started and owned by tribal citizens on Indian nations and coupled with Indian nation ventures can support the opportunity to: generate jobs, builds reservation wealth, increases multipliers, helps build a tax base, diversify the tribal economy, send important signals to citizens to model entrepreneurs, retain talent, improve the quality of life, broaden the development effort of Indian nations, and strengthen tribal sovereignty.

The First Innovations course sequence and field experience are a means to educate knowledgeable and capable undergraduate students who can support tribal nation economic development. It is for this reason that it is critical to evaluate these course offerings in order to build upon efforts to impact the knowledge of students and inform a community of practice. This community of practice includes the ASU American Indian Policy Institute, ASU SkySong, and ASU American Indian Studies program. Additionally, tribal nations themselves are an important part of the community practice since they can be informed that the First Innovations initiative potentially is a means of educating capable, well

informed, practiced future graduates who are prepared to address the many issues tribal nations face.

Chapter 3 Methodology

Research Design

The First Innovations Initiative (two undergraduate courses and one newly developed field experience) used typical ASU course evaluation student surveys as one means for course evaluation. Additional course evaluation methods (i.e., course student reflection essays, student questionnaire), were incorporated later. Using a project evaluation method was a reasonable, complementary effort to gain more knowledge about the student experience in the course(s). Furthermore, enhancing the evaluation method and instrument currently used could be informative for purposes of modification or enhancement of the course(s). The research design was developed and approved through the Institutional Review Board/Human Subjects protocol (Appendix A).

The research design of this action research study began with my examination of the existing course evaluative methods, course content and design. The intervention of creating and implementing a practicum experience provided the opportunity to design an additional evaluative approach that potentially could be used in the future for formative and summative evaluation of the First Innovations three-course sequence. However, the main research design centered upon the qualitative evaluation of the student participant experience in the practicum course. Utilizing both a survey and a focus group, students were afforded the opportunity to discuss and state their experience in the spring 2011 and summer 2011 courses in a fashion that focused on American Indian Innovation/Entrepreneurship and Sustainability.

An overview of evaluation prototypes include: 1) Planning evaluations, which assess the understanding of project goals, objectives, strategies and timelines, 2) Formative evaluations, which assess ongoing project activities and consist of two types (implementation evaluation and progress evaluation), and 3) Summative evaluations, which assesses project success, the extent to which the completed project has met its goals (Stevens, Lawrenz & Sharp, 1993). Elements of these prototypes were adapted for use in this study.

Furthermore, participatory evaluation fit well with this study. As explained by the Kellogg Foundation (2004), participatory evaluation is primarily concerned with: 1) creating a more egalitarian process, where the evaluator's perspective is given no more priority than other stakeholders', including program participants; and 2) making the evaluation process and its results relevant and useful to stakeholders for future actions. Participatory approaches attempt to be practical, useful, and empowering to multiple stakeholders, and help to improve program implementation and outcomes by actively engaging all stakeholders in the evaluation process (Stevens et al., 1993).

Action Research Design

This study was approached through the use of an action research design, in which an opportunity for improvement was identified and an intervention was developed to implement the improvements. In this case, the First Innovations courses, although mostly positively evaluated by students, lacked the practical application of innovation and entrepreneurial concepts within American Indian context. The courses involved study of theoretical concepts and classroom

exercises involving innovation and entrepreneurial thinking. Through collaboration with the instructional team and with partners in the American Indian Policy Institute, I developed an intervention consisting of a practical applied experience to complement the in-classroom experiences. Several iterations of the summer field practicum experience were developed, drawing on discussions amongst the instructional team and potential site organizers and on information gathered from students' course evaluations and reflection essays. The summer field practicum experience was developed to accommodate both the students' and the instructional team's academic schedule and the availability of the field site organization staff. An understanding of flexibility, consistent feedback and adaptability were integrated as main factors in the creation and implementation of the summer field practicum experience. Furthermore, "the main objective of action research is to bring about change in human organizations and communities and in particular in the attitudes and behavior of their members" (Bargal, 2008, p.24). With Bargal's statement in mind, the action research design was most suited for developing and deploying an intervention for First Innovations students to participate in a real-world, practical, applied experience in practicing innovation and entrepreneurial thinking in a specific American Indian context.

The AIS Course/Instructor Evaluations (Appendix B) employed a Likert scale to record students' agreement with or disagreement with a series of statements about the quality of the course content, tests, and instructor performance. Students were also given an opportunity to answer open-ended questions through the AIS Student Attitude Questionnaire (Appendix C). These

evaluation methods were then complemented with a qualitative survey and focus group to gather participant feedback information about the entire program. (See Appendix D for Survey and Appendix E for Focus Group questions.)

Sampling Design

Convenience sampling was utilized for this study, as this study is specific to evaluation of the First Innovations course sequence. Students who were enrolled in the spring 2011 Entrepreneurship for American Indian Sustainability were recruited for participation in a focus group and follow-up survey. The two students who enrolled in the summer 2001 First Innovations Internship were recruited to also participate in a focus group and follow-up survey.

Instrumentation

For organizational purposes, four construct areas were developed based upon the objectives for the AIS 394 Entrepreneurship for American Indian Sustainability spring 2011 course. Within these four construct areas, questions were developed for both the survey instrument and the focus group. The survey instrument consisted of twenty-four questions, with the first eight intended to be demographic/pre-entry attribute questions (Appendix D). The student focus group questions totaled five, primarily addressing the four construct areas (Appendix E).

Data Collection

A general review of past American Indian Studies Course/Instructor Evaluations (Fall 2009, Fall 2010, Spring 2011), Student Attitude Questionnaires (Fall 2009, Fall 2010, Spring 2011) and Reflection Papers (Fall 2009, Fall 2010, Spring 2011) was conducted to develop a sense of student satisfaction with the

course offerings. AIS Course/Instructor Evaluations note areas specifically evaluating the Instructor, the Tests and in General. The AIS Student Attitude Questionnaires ask a series of questions related to what is most and least liked about the course, criticism of textbook(s) or other class materials, suggestions for the improving the course or instructor's teaching performance, recommendation of the course to other students and whether the instructor should be nominated for a teaching award. Reflection Papers, which are submitted to the instructor(s) as required in the syllabus, provide the students an opportunity to reflect upon their experience in the course in a three- to five-page paper. For the summer field practicum, course evaluations, student attitude questionnaires and reflection papers were not administered. Instead, a survey and focus group interview were used to collect participant views specifically related to the concepts of innovation and entrepreneurship in an American Indian context.

Data Analysis

Data collected from both the spring 2011 course and summer 2011 practicum experience intervention (surveys and focus group discussions) were analyzed for thematic content in the four construct areas. Additionally, a focus group interview was held with the summer practicum students who then enrolled in both the fall 2011 and spring 2012 courses.

Results of this analysis were then used to prepare a report of findings to the ASU American Indian Policy Institute leadership and key personnel in the American Indian Studies department. Additionally, key ASU AIPI Leadership and key AIS personnel responsible for the First Innovations courses were

informed of the findings throughout the study and provided with recommendations for revision of the two-course sequence and practicum experience.

Validity and Reliability

The Student Focus Group questions were used to validate and elaborate on the survey responses. Participants of each of the focus group sessions given in the spring 2011 course and summer 2011 field practicum were asked to review the data collected and confirm that the information was accurately transcribed. In addition, for the spring 2011 focus group, I had enlisted an additional note taker to assist in the collection of responses and to assist in the comprehensiveness of data collection.

Strategic Planning Meetings for Instructional Team.

Discussions focused on the creation, development and implementation of the summer field practicum were conducted in weekly and bi-weekly meetings held in spring 2011 with additional meetings held weekly during the summer 2011 field practicum. These meetings included one faculty member each from the ASU American Indian Studies department, SkySong and Herberger Institute for the Design and the Arts, as well as the AIPI Program Director, Senior Research Analyst and Research Analyst. Other team meetings included site organization middle and upper administrative management, including Chief Executive Officers, with typically a core of no less than four representatives present at any given meeting. The faculty members and AIPI staff roles were primarily to establish the logistics of and most importantly the content of practicum. In

particular the role of this group was to articulate the concept and design of the practicum to the site organizations. This was especially important as the practicum experience in essence was dramatically more academically and research oriented than what the site organizations may have experienced in the past. The role of site representatives in these meetings was essential to their support for the overall practicum experience. It was critical to assist the site organizations understanding of the overall concept of integrating innovation and entrepreneurial techniques to identify potential solutions and opportunities within their respective groups. These meetings were to provide consistent updates and potential revisions to the Instructional team about the developing and unfolding summer field practicum. Discussions of the field practicum addressed content and logistics. A final follow-up meeting with the field site organization staff in fall 2011 discussed lessons learned and recommended revisions to the courses and field practicum.

Goals of This Study

The research goals of this study include:

- Summarize past course evaluative results;
- Develop and implement an intervention focused on the addition of a field practicum experience to the First Innovations course sequence;
- Compare and contrast evaluative results, particularly as it relates to the creation of and deployment of new evaluative methods (survey and focus group interviews);

- Provide a basis for revision of First Innovations courses and field practicum based upon student responses of their experience in the spring 2011 course and summer 2011 field practicum.
- Evaluate my efforts to effectively encourage curriculum change for the betterment of the First Innovations initiative.

These research goals provide a scaffold to support the overarching purpose of this action research study to strengthen and evaluate the spring 2011 and summer 2011 First Innovations courses. These goals provide a basis to review past course evaluative results and informed the development of the field practicum experience. It also provided a basis to consider the creation and use of newly created survey and focus group evaluative methods. Most importantly, these goals are a means to frame the potential revision of the courses for the betterment of the students in understanding innovation and entrepreneurship in a tribal nation context.

Role of the Researcher

The work of the American Indian Policy Institute (2011) is to participate in trans-disciplinary and tribally driven research that adequately addresses American Indian policy issues. The discussion of American Indian economic development policy is an urgent matter for American tribal nations throughout the country. It is critical for undergraduate students to understand and, more importantly, to practice entrepreneurial innovation for themselves within a larger American Indian economic development or nation building framework in order to contribute to tribal nation economic progress. As the Senior Management

Research Analyst at the American Indian Policy Institute, part of my leadership role includes the support, development of and implementation of the First Innovations initiative. In this role, my involvement is significant to the continued sustainability of the First Innovations courses that are in alignment with the eight ASU New American University design aspirations (2011a):

- 01. Leverage Our Place
ASU embraces its cultural, socioeconomic and physical setting.
- 02. Transform Society
ASU catalyzes social change by being connected to social needs.
- 03. Value Entrepreneurship
ASU uses its knowledge and encourages innovation.
- 04. Conduct Use-Inspired Research
ASU research has purpose and impact.
- 05. Enable Student Success
ASU is committed to the success of each unique student.
- 06. Fuse Intellectual Disciplines
ASU creates knowledge by transcending academic disciplines.
- 07. Be Socially Embedded
ASU connects with communities through mutually beneficial partnership.
- 08. Engage Globally
ASU engages with people and issues locally, nationally and internationally.

Chapter 4 Data Collection and Analysis

The Participants

In the spring 2011 AIS 394 Entrepreneurship for American Indian Sustainability course, nine undergraduate students were enrolled (five male, 4 female), with five students from other majors than American Indian Studies. Three students enrolled in the fall 2010 AIS 394 Innovation for American Indian Sustainability course and one student completed one of the First Innovations initial workshops. The majority of enrolled students were American Indian/Alaskan Native and were college seniors. Five students reported that they were at one time self-employed, while all but two students indicated that they personally knew at least one person whom they would consider an entrepreneur.

In the summer 2011 Practicum experience, two students were enrolled, both female, both non-AIS majors, both indicated they are of American Indian/Alaskan Native heritage, both college seniors. Neither student previously participated in any other First Innovations course or workshop. One student indicated she personally knew a person whom she considered an entrepreneur and neither had ever been self-employed.

Spring Course: AIS 394 Entrepreneurship for American Indian Sustainability

Course description. The spring course focused upon entrepreneurship for American Indian sustainability. This course is not a required course for AIS majors or minors, it is an elective. Students who participate in the course come from all majors throughout the university. Great effort is given to promote this

class through a recruitment strategy spearheaded by the American Indian Policy Institute and American Indian Studies department. This recruitment effort includes promotional flyers distributed throughout AIS courses, presentations given to organizations, such as the ASU Student Chapter of the Native American Business Organization, as well as through academic advisors, websites and word of mouth.

Entrepreneurship and innovation are both terms used in a broader sense and within an American Indian sustainability context. This course was held during a fifteen week academic semester, meeting once- a- week for approximately two-hours. Students were not required to participate in the fall AIS 394 Innovation for American Indian Sustainability course, although the fall course would have been of great benefit and excellent introduction to the concepts overall. Students in the spring course received an overview of the terms entrepreneurship, innovation and sustainability within an American Indian context as well. The fall course was based upon developing a venture idea through the development of a business model for the idea. Students worked in teams and submitted both individual and team based assignments.

The course objectives were described as, “In this class students will:

- Explore the concept of sustainability within a traditional/cultural context.
- Develop a working knowledge of sustainability within the broader society.
- Learn a process for venture creation.

- Practice the venture creation process.
- Apply sustainability and entrepreneurship principles to plan the development of an innovative venture.” (Appendix F)

Educational Outcomes were described as, “Students will possess the knowledge, attitudes and skills to effectively:

- Understand the traditional/cultural tribal context as it influences sustainability, innovation and venture development.
- Be able to incorporate sustainability principles into their practice of business.
- Apply entrepreneurial processes to create a sustainability venture.
- Conceive, plan and propose a sustainability venture.
- Understand the principles of attracting investment.” (Appendix F)

Spring students formed into teams and worked through a series of exercises in which they identified potential venture opportunities, these ideas were then refined as the semester proceeded. Students developed an elevator pitch as if they were making a presentation to a potential investor. The elevator pitch was then developed into a final ten to fifteen minute presentation in front of the class and invited Native entrepreneurs who provided constructive feedback. The final presentation included other aspects of business model design including: value generation, marketing, management, operations, product development, projected financials, milestones and investment management. Throughout the semester Native entrepreneurs participated as guest speakers and shared with students their business experience specifically set within an American Indian

framework. Students also were presented with the concept of General Systems Theory and its place within the concept of planning for seven generations ahead. Other American Indian content included: the holistic perspective, American Indian economic development challenges and potential, entrepreneurship in Indian country and speaking to the tribal community.

The spring course team venture ideas included:

- Creation of a medical marijuana cultivation and distribution center.
- Creation of a Native American themed cruise experience.
- Creation of an national indigenous cable television network

Each of these venture ideas understandably had to contend with issues of culture and how that may or may not be affected by their idea, whether the venture could or would be on- or off- reservation, and whether the community could be or how they could be persuaded to support the idea. One of the most interesting aspects found within the semester was that both the Native American themed cruise and indigenous cable television network ideas became actual real-world ventures that at least two tribal nations were moving forward to create.

Each week students worked on tasks associated with the creation of a business model, as well as had opportunity to discuss, make presentations and gain feedback from their classmates and instructors. Each weekly topic and/or assignment consistently was built upon as the semester progressed.

Standard course evaluations. The standard AIS Course Evaluations (Appendix B) are based upon a Likert weighted scale ranging from one to five. A response of one indicates Strongly Agree, two corresponds to Agree, three

corresponds to Undecided/Does Not Apply, four is Disagree and five is Strongly Disagree. Although this evaluation method is informative, it focuses on the Course Instructor and logistics of the course itself and not heavily on course content.

As shown in Table 4, the spring course evaluations with the highest weighted means included the categories Instructor and Tests. The highest rated response (1.11 Mean) of which 89% of students answered with a Strongly Agree was in response to “Question 7: Stimulated me to think.” Other notable positively rated responses included: “Question 9: Concentrated on the important points and topics in the subject matter” (1.33 Mean); “Question 8: In general, was effective in teaching the course” (1.56 Mean); and “Question 6: Developed interest in the subject” (1.56 Mean).

Table 4

Spring 2011 Standard Course Evaluations: Highest Weighted Means Responses

Category	Question	Mean
Instructor	Stimulated me to think	1.11
Tests	Concentrated on the important points and topics in the subject matter	1.33
Instructor	In general, was effective in teaching the course	1.56
Instructor	Developed interest in the subject	1.56

Note: Likert weighted scale, Strongly Agree (1), Agree (2), Undecided/Does Not Apply (3), Disagree (4), Strongly Disagree (5)

As depicted in Table 5, the categories rated lower included: “Question 14: Adequate information about how well I was doing was readily available” (2.38 Mean); “Question 13: Procedures for determining my grade were appropriate for this course” (2.22 Mean); “Question 10: Seemed to have been carefully and conscientiously prepared” (2.22 Mean); and “Question 5: Was conscientious in grading and returning assignments and examinations” (2.11 Mean).

Table 5

Spring 2011 Standard Course Evaluations: Lowest weighted means responses

Category	Question	Mean
In General	Adequate information about how well I was doing was readily available	2.38
In General	Procedures for determining my grade were appropriate for this course	2.22
Tests	Seemed to have been carefully and conscientiously prepared	2.22
Instructor	Was conscientious in grading and returning assignments and examinations	2.11

Note: Likert weighted scale, Strongly Agree (1), Agree (2), Undecided/Does Not Apply (3), Disagree (4), Strongly Disagree (5)

Survey. The survey created contained questions framed in four construct areas based upon the course objectives as noted in the syllabus. The twenty-four question survey incorporated a brief demographic section of eight questions and the remaining questions focused on: 1) Understanding of entrepreneurship gained in a tribal nation context, 2) Student confidence in their capacity to create an entrepreneurship/sustainable venture, 3) Information about the skill set that students practiced or enhanced for application beyond the course setting and 4)

Students' understanding of the potential contributions of entrepreneurial activity to the public good/community (Appendix B). As shown in Table 6, notable responses are depicted with narrative to follow.

Table 6

Spring 2011 Student Survey Notable Responses

Question	Notable responses
Define entrepreneurship	business in a traditional sense, "venture on your own", "creating value and generating revenue", "staying committed to getting ahead, to accomplishing your idea"
Define sustainability	"longevity", "ability to sustain", "long term", "being environmentally supportive", "green, cleaner environment", "saving for the future", "self-served, economically"
Define innovation	"thinking outside of the box", "being creative with ideas", "finding opportunities in niches youd don't normally see", "being able to look for and try new challenges", "new ideas, new business plans, creative ideas"
Would you change your definition when thinking in terms of a tribal nation context?	six responses, "No" and three responses, "Yes"
I feel confident of my sense of understanding entrepreneurship in the context of tribal nation building (beginning of the semester).	<p>Mean 2.5</p> <p>*Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)</p>
I feel confident of my sense of understanding entrepreneurship in the context of tribal nation building (end of semester).	<p>Mean 4.0</p> <p>*Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)</p>

Skills/abilities practiced or enhanced	public speaking, networking, research, problem solving and teamwork, other (communication)
Skills believed needed in a tribal nation building entrepreneurship environment	networking, teamwork, "no fear", "open mindedness and support not jealousy", and "understanding of both non-tribal and tribal perspectives, education and commitment"
Skills could be enhance the support of entrepreneurs/innovators in a tribal nation context	public speaking, teamwork/team building, writing, problem solving, networking and research
Successful entrepreneurship/innovation must always benefit the community	Mean 4.2 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
Successful entrepreneurship/innovation must always benefit the individual	Mean 3.6 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
I intend to pursue entrepreneurship/innovation in my community within the next 5 years	Mean 4.3 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
It is important to me to become an entrepreneur/innovator in my community	Mean 4.3 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

On the spring 2011 student survey, four of the nine respondents defined entrepreneurship in a tribal nation context as being focused on business in a traditional sense, where three respondents expressed pursuing a “venture on your own,” “creating value and generating revenue” and “staying committed to getting ahead, to accomplishing your idea.” The latter more closely resembles the terminology used throughout the spring course. Students were asked to define sustainability and innovation based upon their experience in the First Innovations Spring 2011 course. Three of the respondents explained sustainability in terms of “longevity,” “ability to sustain,” and “long term,” while others defined it as “being environmentally supportive” and “green, cleaner environment” or “saving for the future” or “self-served, economically.” The description of longevity most closely resembles what was expressed in the course, but does not include an expanded understanding of the tribal nation context. The closest definition provided by respondents that matches the content of the course was their definitions of innovation, which included “thinking outside of the box,” “being creative with ideas,” “innovation is finding opportunities in niches you don’t normally see,” “being able to look for and try new challenges,” and “new ideas, new business plans, creative ideas.”

The most interesting finding was in response to question four where students were asked, “Given your definitions above, would you change your definition for entrepreneurship, sustainability and innovation when thinking about these terms in a tribal nation building context?” The majority of the respondents (six no, three yes), expressed that they would not change the definitions they

stated, yet these definitions didn't express a strong sense of the distinctiveness of entrepreneurship for tribal nations. However, when asked to respond to the statement "Thinking about yourself at the beginning of the semester, how would you respond to this statement, 'I feel confident of my sense of understanding entrepreneurship in the context of tribal nation building?'" respondents disagreed (2.5 Mean). In comparison, in response to the following question, "Thinking about yourself today, how would you respond to this statement, 'I feel confident in my sense of understanding entrepreneurship in the context of tribal nation building?'" respondents now agreed (4.0 Mean).

In terms of skills and/or abilities that respondents believed they practiced or enhanced, the majority of respondents named public speaking, networking, research, problem solving and teamwork or team building. Two respondents responded "all of the above," which included the aforementioned areas as well as writing. One respondent also included under "other" the category communication skills.

To an open-ended question that asked, "What skills do you believe are needed in a tribal nation building entrepreneurship environment?" respondents nominated several areas, with the majority of responses leaning toward networking and teamwork, with other noteworthy responses including "no fear", "open mindedness and support not jealousy" and "understanding of both non-tribal and tribal perspectives, education and commitment."

The majority of respondents indicated that the skills that they believe could enhance the support of entrepreneur/innovators in a tribal nation building

setting were “all of the above,” which included public speaking, teamwork/team building, writing, problem solving, networking and research. Skill areas in which the majority of respondents believed they could personally improve to become a more successful entrepreneur/innovator in a tribal nation building context was again, “all of the above,” with public speaking the next highest area of potential improvement.

In terms of the question, “Thinking about your community and entrepreneurship/innovation, how would you respond to this statement: ‘Successful entrepreneurship/innovation must always benefit the community’ and ‘Successful entrepreneurship/innovation must always benefit the individual,’ respondent results for the former was a mean of 4.2 and the latter mean of 3.6.

Survey respondents responded to the statement, “I intend to pursue entrepreneurship/innovation in my community within the next 5 years” and “It is important to me to become an entrepreneur/innovator in my community” with a mean of 4.3 for each question, indicating an Agree to Strongly Agree response to the statements.

Focus group. The Focus Group questions were structured generally in four content areas including: 1) Defining entrepreneurship; 2) Confidence level; 3) Skill set; and 4) Role of community, as well as Additional Comments regarding their experience in the spring 2011 First Innovations course. Table 7 depicts notable responses to the focus group questions as expressed by student participants with narrative to follow.

Table 7

Spring 2011 Focus Group Notable Responses

Question	Notable Responses
Define entrepreneurship in tribal nation building context	sustainability, holism, creativity, community effects, economic sovereignty, encouragement to mitigate social problems in tribal community
Describe your confidence level in creating and planning for implementation of a sustainable entrepreneurship venture in a tribal nation building context	"pretty confident", built confidence, "main confidence booster was learning how to create and sell a business plan", "opportunity for creativity", but there are "missing steps"
Skill set that is necessary for the successful prospective entrepreneur/innovator in a tribal nation building context	"motivation", "commitment to idea", "no fear", "competency in business knowledge", "networking element with the tribe/council"
Characterize the role of "community or public good" in the context of entrepreneurship/innovation in a tribal nation building context	"should be supportive", "circular, helping one another", "want community support and find a way to educate the community to where they are accepting"
Three most important items or 'revelations' realized in the spring First Innovations course	"commitment to venture idea", support needed, "research methods and business plan steps", "need for capital", "marketing", "analysis of opportunity", "importance of illustrating ideas", "it starts with an idea, then build upon it"

Closing comments

"a great step forward, there's talent on the rez...take to high school to get them knowledgeable about course", "good class, I liked it, a lot of creative minds, untapped", "need tribal support", "guest speaker said, that there is no such thing as a self-made millionaire, have to involve so many other people and have community support, especially the tribe"

In response to the question: "Based upon your experience in the First Innovations spring 2011 course, how would you define entrepreneurship in a tribal nation building context?" students mentioned sustainability, holism, creativity, community effects, economic sovereignty and encouragement to mitigate social problems in tribal community.

In response to the question, "Thinking about your participation in the spring course, how would you describe your confidence level in creating and planning for implementation of a sustainable entrepreneurship venture in a tribal nation building context?", students expressed that they initially were "pretty confident", and built confidence, but there were "missing steps" that might include knowledge of "where to look for funds", "specifics related to who I would need (i.e. accountant)", or "tribal codes, licensing, zoning." Generally, students expressed that the "main confidence booster was learning how to create and sell a business plan" and the "opportunity for creativity."

When students were asked, "What skill set do you believe is necessary for the successful prospective entrepreneur/innovator in a tribal nation building context?" students expressed that, "motivation", "commitment to idea", "no fear",

“competency in business knowledge” and “networking element with the tribe/council”.

In terms of the question, “How would you characterize the role of “community” or the “public good” in the context of entrepreneurship/innovation in a tribal nation building context?” students responded by explaining that the community should be, “supportive”, “circular, helping one another”, as well as “want community support and find a way to educate community to where they are accepting”.

For the final question, “What are the three most important items or ‘revelations’ you have realized in the spring First Innovations course?” students expressed, “commitment to venture idea”, “support needed”, “research methods and business plan steps”, “need for capital”, “marketing”, “analysis of opportunity”, “importance of illustrating ideas” and “it starts with an idea, then build upon it”.

Closing comments included, “A great step forward, there’s talent on the rez...take to high school to get them knowledgeable about course”, “Good class, I liked it, a lot of creative minds, untapped”, “Need tribal support” and “Guest speaker said, that there is no such thing as a self-made millionaire, have to involve so many other people and have community support, especially the tribe.”

The spring students overall gave positive feedback for the course. They focused their responses towards expressing the need for additional practical information (i.e. where to obtain start-up funds). The students also described their confidence level as increasing, but seemed tentative about beginning a venture

without additional knowledge. Students expressed that there are several skills needed to be a successful prospective entrepreneur and there were areas they could improve upon. Students characterized the importance of gaining community support, but particularly in terms of the community accepting the idea or venture and not being “stand offish” or not just to “rip off money”. Spring students also explained they gained knowledge in understanding business model development, and it takes times to develop, analyze and illustrate the idea. Students also expressed that they enjoyed the guest speakers and hearing their first-hand experience as Native entrepreneurs. Additionally, students received insight and feedback from a panelist of entrepreneurs. The panelists made suggestions, posed questions and offered advice.

Intervention - Summer Course: AIS 484 Internship (First Innovations)

Course description. Recruitment for the summer course began utilizing the recruitment strategy, namely several reminders and explanation of the course given to the spring course students. In addition, flyers were distributed throughout the other AIS courses and other presentations given to prospective students. It proved to be very challenging to spark interest for the course, even with an incentive to apply for a scholarship to subsidize the cost of the course. Other issues that might have constrained the recruitment for the summer course included: limited availability to devote a significant amount of time to the intense four-week timeframe; funding; students graduating; students not needing a summer course or other reasons.

Three students registered for the course, however one student withdrew her enrollment as it was only a course she was interested in, but didn't need to complete her degree program and the student would have graduated prior to the summer. The other two students remained enrolled and began the intense four-week, 100 hour applied practicum. The students were expected to work as a team throughout the practicum and were charged with researching potential opportunities through innovative techniques of at least two organizations housed in the Native American Community Services Center (NACSC), located in downtown Phoenix, Arizona.

Initially, it was thought that a site supervisor at NACSC could be identified who would oversee the students, especially while on-site during the practicum and an ASU counterpart would be the site supervisor to support the students, instructional team and overall participating organizations. However, what occurred was that as the "internship" in essence really was an applied practicum experience, the support from the ASU site supervisor (myself as the action researcher) was more critical than an organization site supervisor. Essentially, there was no organization site supervisor identified, however there were a set of organizational contacts, particularly from the Native American Connections organization that were critical to the success of the students research.

As the action researcher, I was the lead contact person for any inquiries about logistics, I provided support during the in-class lectures, and continually was engaged while students were on-site, insuring that instructors were engaged as well. I also was the liaison for final presentation arrangements, invitations, and

provided feedback to the students as part of the instructional team, as well as supported students in the development of the final written reports and presentations.

The first week was held in-class where instructors from the American Indian Studies department, American Indian Policy Institute, ASU Skysong and Herberger Institute for Design & the Arts gave comprehensive lectures regarding entrepreneurship, innovation and sustainability in an American Indian context. The student-teacher ratio was two to four. In addition, the Native American Community Services Center (practicum site) provided staff support throughout the practicum. The instructional team was heavily engaged throughout the first week and subsequent weeks, including being present on-site, providing guidance with daily on-site debriefing sessions, as well as support in the terms of research methods, report creation and presentation development. Students also were engaged through daily blog postings about the experience.

Course objectives as explained in the syllabus included:

- Develop a working/applied knowledge and explore the concept of sustainability within an American Indian/urban context.
- Use sustainability and innovation as a framework for understanding challenges in an American Indian/urban context.
- Learn about approaches to problem definition as part of an innovation process. (Appendix G)

Educational outcomes as described in the syllabus included:

- Appreciation of the sustainability challenge in an American Indian/urban context.
- Ability to apply problem definition and design processes to challenges in an American Indian/urban context. (Appendix G)

Furthermore, the course required students to follow established internship guidelines of the AIS department and students were notified that they would work with the Phoenix Indian Center/Native American Connections/Native Home Capital organizations and would focus on the theme of innovation and entrepreneurship in an Indigenous Urban context throughout the experience. Due to time constraints and limited staff, Native Home Capital was not able to participate; however, their involvement was integral to the initial development of the experience.

In the first week, students were given an overview of entrepreneurship, economic development in Indian country and an initial site visit and introduction to Phoenix Indian center and Native American Connections. Students received an extensive introduction to General Systems Theory, systems modeling with special emphasis of an American Indian context and urban American Indian considerations. Additionally, discussion about the innovation process and tribal participatory problem definition, research methods and orientation to working within a professional environment was addressed.

The second week focused on gathering data through a variety of research methods, including document review, staff interviews, observation and

discussion. At the conclusion of the week, students began the process of brainstorming, mind mapping and developing systems thinking. The third week involved other innovation techniques including, storyboarding, technology assessment, branding and finalization of plan for the remaining week of the practicum.

The final week involved completing any final items that would be relevant to the creation and delivery of the final presentation. The week also included at least two practice presentations and preparation of document reporting. The final presentation audience included upper- and middle-management staff (including CEOs for both the Phoenix Indian Center and Native American Connections), the instructional team and Program Director for the American Indian Policy Institute.

The students within their final presentation explained that they “identified needs within the Native American Community Services Center (NACSC) and how to develop initial ideas for innovative solutions”. They based their “evaluative reasoning and analysis largely out of Dr. Eddie Brown’s community systems model” and the indigenous community model was the central focus. They conducted observations, unstructured interviews with several NACSC employees, reviewed internal organization documents and brainstormed over 75 ideas and themes. They completed a mind map exercise and formulated “actionable” and “general” issues. The students recommended creating a multi-tiered strategy to develop a more informative, “inviting” and “helpful” lobby for clients. They additionally further recommended a kiosk which would improve visibility,

perhaps usage of services and also suggested improved directional signage. The final presentation was well received and was also worked on further within the fall course offering.

Intervention survey. Initial First Innovations practicum was designed to provide a student experience with a framework that supported a local, tribal community or organization with immediate social or traditional entrepreneurial and innovation results. The AIS department currently provides an opportunity for students to earn up to three credits participating in an internship. It was thought that providing an internship experience that had the potential to provide practical real-world entrepreneurial and innovative practice would be complementary to the current in-class course offerings. This internship program was thought of as an opportunity to put into practice the techniques and processes for high- potential, high- impact entrepreneurial and innovative thought bounded in a tribal context.

In addition to the classroom experience of innovation and entrepreneurship in an American Indian context, students in an internship would be able to contribute to the local, tribal community or organization by researching challenges and opportunities of the organization and discovering or reaffirming what might be high potential, high-impact solutions.

Several planning sessions began with formal meetings held with the Native American Community Services Center organizations (Phoenix Indian Center, Native American Connections and Native Home Capital). Initial meetings centered on the conceptual framework of the First Innovations Initiative and ideas of how the internship would work. This included not only content, but logistical

issues that took into account the students, instructors and site organizations time and availability. Furthermore, it became necessary to continually revisit the conceptual framework within each meeting, particularly as new site staff joined the process. Both organizations had experience with several interns before. However what became evident was this “internship” really wasn’t about students working for the organizations as staff persons; rather students were assisting the organizations in pursuit of ideas, similar to consultative research work. Considering the time frame, academic schedule, and credit hours (two credits), it was determined that one hundred hours was necessary to successfully complete the two credit requirement. The summer field practicum would then be conducted within a four- week time period, in which students would engage in an intensive overview of innovation and entrepreneurship concepts based upon the previous two First Innovations courses.

Table 8

Summer Field Practicum Timeline

Timeline	Content	Hours
Week One	Orientation	20
Week Two	On-Site Challenge Definition	30
Week Three	On-Site Challenge Definition	30
Week Four	Analysis and Reporting	20

In Table 9, with narrative to follow, summer 2011 students' notable responses are depicted.

Table 9

Summer 2011 Student Survey Notable Responses

Question	Notable responses
Define entrepreneurship	“One who can identify a need and offer a new, possibly unique solution of their own creation”, “I would define entrepreneurship by having innovative skills that cannot be taught but guided.”
Define sustainability	“The future continuation of an implemented project or idea; one that has longevity.”, “Sustainability is a way to be completely sovereign or independent of any enabling help.”
Define innovation	“Innovation is a way to bring out the creative steps or skills that take [from] outside the box” and “New ways of thinking and approaching old (or new) problems.”
Would you change your definition when thinking in terms of a tribal nation context?	one response, "No" and "Yes, because you have to include a different culture that society is not so familiar with."
I feel confident of my sense of understanding entrepreneurship in the context of tribal nation building (beginning of the semester).	Mean 2.0 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

<p>I feel confident of my sense of understanding entrepreneurship in the context of tribal nation building (end of semester).</p>	<p>Mean 4.0</p> <p>*Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)</p>
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<p>Skills/abilities practiced or enhanced</p>	<p>public speaking, networking, research, problem solving and teamwork, communication</p>
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<p>Skills believed needed in a tribal nation building entrepreneurship environment</p>	<p>public speaking, networking, research, problem solving and teamwork, communication</p>
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<p>Skills could be enhance the support of entrepreneurs/innovators in a tribal nation context</p>	<p>writing, problem solving, networking</p>
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<p>Successful entrepreneurship/innovation must always benefit the community</p>	<p>Mean 5.0</p> <p>*Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)</p>
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<p>Successful entrepreneurship/innovation must always benefit the individual</p>	<p>Mean 3.5</p> <p>*Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)</p>
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I intend to pursue entrepreneurship/innovation in my community within the next 5 years	Mean 4.5 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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It is important to me to become an entrepreneur/innovator in my community	Mean 4.0 *Likert weighted scale used: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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The summer field practicum students both gave responses to the survey question, “Based upon your experience in the First Innovations Summer course, how would you define entrepreneurship?” Both responses were more consistent with the course curriculum with one response defining entrepreneurship as, “One who can identify a need and offer a new, possibly unique solution of their own creation” and the other student explaining, “I would define entrepreneurship by having innovative skills that cannot be taught but guided.” These students also explained sustainability as, “The future continuation of an implemented project or idea; one that has longevity” and “Sustainability is a way to be completely sovereign or independent of any enabling help.” These students also defined innovation as, “Innovation is a way to bring out the creative steps or skills that take [from] outside the box” and “New ways of thinking and approaching old (or new) problems.” When asked whether they would change their given definitions when thinking about those terms in a tribal nation context, one student responded,

“Yes, because you have to include a different culture that society is not so familiar with”, the other student said that she wouldn’t change her definition.

In responding to the statement, “I feel confident in my ability in creating, planning and implementing a sustainable entrepreneurship venture”, these students reported making a large increase in their confidence level from the beginning of the practicum to the conclusion of the practicum. In other words, these students responded more confidently at the conclusion of the practicum than the spring course students rated their post-course confidence. The summer practicum students initially responded that they disagreed with the statement, “I feel confident in my ability in creating, planning and implementing a sustainable entrepreneurship venture” (2.0 Mean), and at the conclusion of the practicum responded that they agreed with the statement (4.0 Mean). The summer practicum students’ responses to the statement, “I feel a sense of understanding entrepreneurship in the context of tribal nation building”, were the same as the responses of the spring students with both groups disagreeing with statement in the beginning of the course/practicum and at the conclusion of the course/practicum agreeing with the statement.

The summer practicum students and spring students agreed that public speaking, teamwork/team building, problem solving, networking, research and communication skills were either learned or enhance and that those skills could enhance the support of entrepreneurs/innovators in a tribal nation context. Furthermore, the summer students indicated that writing, problem solving and networking were skills they believed they could personally improve upon to

become a more successful entrepreneur/innovator in a tribal nation building context.

In response to the question, “Thinking about your community and entrepreneurship/innovation, how would you respond to this statement: Successful entrepreneurship/innovation must always benefit the community”, summer students responses indicated a strongly agree, (5.0 Mean), while the spring students indicated a agree response (4.2 Mean). The question, “Thinking about yourself as an individual and entrepreneurship/innovation, how would you respond to this statement: Successful entrepreneurship/innovation must always benefit the individual”, spring and summer students were in closer agreement. Spring students responding (3.6 Mean), indicated a neutral response and the summer students (3.5 Mean) also indicated a neutral response. Summer students responded to the statement, “I intend to pursue entrepreneurship/innovation in my community within the next 5 years” with a Mean of 4.5, indicating a tendency towards Agree to Strongly Agree. Additionally, this response is slightly higher than that of the spring students responses (4.3 Mean). Lastly, the question, “Please respond to this statement: It is important to me to become an entrepreneur/innovator in my community”, spring students responded slightly higher (4.3 Mean) than the summer students (4.0 Mean).

Intervention focus group. Table 10 depicts notable responses given by summer students with narrative to follow.

Table 10

Summer 2011 Focus Group Notable Responses

Question	Notable Responses
Define entrepreneurship in tribal nation building context	“broaden definitions of sustainability and innovation were cleared up, but entrepreneurship was still fuzzy”, “entrepreneurship is broaden out of sustainability and sovereignty and brings into question whether it conflicts”.
Describe your confidence level in creating and planning for implementation of a sustainable entrepreneurship venture in a tribal nation building context	“[I] feel [that I] can contribute, but don’t feel could lead a team, but could work in a setting because prior to the course, was clueless and now sees purpose in identifying challenges and solutions to challenges”, “confidence has grown a lot more and had to take an extreme route to learning to develop ideas; very good experience to take plan into action.”
Skill set that is necessary for the successful prospective entrepreneur/innovator in a tribal nation building context	“need to know cultural setting, business action, especially if an outsider, be creative especially to implement, diverse organizational skills, and communication/interpersonal skills”, “cultural awareness, networking skills, planning skills, open mindedness, leadership, teamwork, improvisation (things may not always work out), note taking.”
Characterize the role of "community or public good" in the context of entrepreneurship/innovation in a tribal nation building context	“community probably comes first, a lot of inspirations should come from the community, something needed, community is highly valued and important.”, “the community has to be ready and able to move and balance cultural ways and new strategies/ideas and be ready for change.”

Three most important items or 'revelations' realized in the spring First Innovations course

“how little I know”, “how many people have started doing one thing and ended up doing something different” and “several different types of thinking about things and different perspectives”, “how much passion people have, not just about money and title, but how to make the Indian community better”, “networking, through those who can help” and “how people can work together who are from different tribes”.

In response to the question, “Based upon your experience in the First Innovations summer 2011 field practicum, how would you define entrepreneurship in a tribal nation building context?” a student said that the “broaden definitions of sustainability and innovation were cleared up, but entrepreneurship was still fuzzy”, while the other student explained that, “entrepreneurship is broaden out of sustainability and sovereignty and brings into question whether it conflicts”.

In response to the question, “Thinking about your participation in the summer practicum, how would you describe your confidence level in creating and planning for implementation of a sustainable entrepreneurship venture in a tribal nation building context?” one student responded that “[I] feel [that I] can contribute, but don’t feel could lead a team, but could work in a setting because prior to the course, was clueless and now sees purpose in identifying challenges and solutions to challenges”. Another student reported that “confidence has grown a lot more and had to take an extreme route to learning to develop ideas; very good experience to take plan into action.”

In response to the question, “What skill set do you believe is necessary for the successful prospective entrepreneur/innovator in a tribal nation building context?” a student responded by saying, “need to know cultural setting, business action, especially if an outsider, be creative especially to implement, diverse organizational skills, and communication/interpersonal skills”, while another student listed “cultural awareness, networking skills, planning skills, open mindedness, leadership, teamwork, improvisation (things may not always work out), note taking.”

A student responded to the question, “How would you characterize the role of community or the public good in the context of entrepreneurship/innovation in a tribal nation building context?” by saying “community probably comes first, a lot of inspirations should come from the community, something needed, community is highly valued and important.” Another student responded that, “the community has to be ready and able to move and balance cultural ways and new strategies/ideas and be ready for change.”

To the question, “What are the three most important items or revelations you have realized in the First Innovations practicum course?” a student responded, “how little I know”, “how many people have started doing one thing and ended up doing something different” and “several different types of thinking about things and different perspectives”. Another response was, “how much passion people have, not just about money and title, but how to make the Indian community better”, “networking, through those who can help” and “how people can work together who are from different tribes”.

Chapter 5 Discussion, Implications, Recommendations

Analysis of Findings

Intervention survey. It appears that both spring 2011 course and the summer 2011 field practicum were successful in exposing students to innovative and entrepreneurial thought processes. However, the summer field practicum seemed to have fleshed out more fully the broad definition of entrepreneurship, at least for one of the two summer students. It must be noted that the summer survey responses for the definitions of entrepreneurship and innovation were directly aligned with the intention of the instructional team's definition while this was not the case for the spring course evaluation survey (with the exception of the term "innovation in a tribal nation building context"). It appears that the terms "entrepreneurship" and "sustainability" were more problematic for spring students to grasp. When students were asked whether the definitions for entrepreneurship, sustainability and innovation that they self-defined ought to be different within a tribal nation context, it appeared that for both the spring and summer students, it was a split decision. Some students reported that their definitions would not need to be changed, while others believed they ought to change. Perhaps the definitions needed more concentrated attention in order to ensure that students are placed in a mindset that clearly features the unique challenges that the terms "entrepreneurship," "sustainability" and "innovation" pose within an American Indian context.

The two summer practicum students reported a dramatic increase in confidence in their ability to create, plan and implement a sustainable

entrepreneurship venture. The spring students reported an increase in confidence as well, but not as much. Similarly, both the spring and summer students reported an increased confidence in their sense of understanding entrepreneurship in the context of tribal nation building. This finding might suggest that although definitions of entrepreneurship, sustainability and innovation may be somewhat vague, most students expressed an increase in confidence in understanding entrepreneurship within an American Indian context.

The majority of students in both spring and summer reported that all the skills practiced and enhanced were valuable, and that they could improve upon those skills personally to be a more successful entrepreneur/innovator within an American Indian context. From this I conclude that skill sets are critical to student success as entrepreneurs/innovators, and also that these skills are important to practice in both the classroom setting as well as in a field practicum applied experience.

For both the spring and summer students, the majority reported that the community must always benefit from successful entrepreneurship/innovation and, much less so, the individual entrepreneur should benefit. The summer practicum students were more unequivocal about this matter, supporting community benefit over individual benefit at a higher level than what the spring students expressed. Because the students in the summer field practicum were embedded in a community, this could have played a significant role in their positive responses in support of community benefit and less so for individual benefit.

In both the spring and summer responses to questions about student intentions to pursue entrepreneurship/innovation in their community within the next five years, and about whether becoming an entrepreneur/innovator was personally important to them, both groups of students agreed. The summer students expressed slightly more agreement than the spring students did in both sets of responses. This finding suggests that the summer field practicum experience made a somewhat larger impact on motivation and intention to become more entrepreneurial and innovative.

Intervention focus group. In terms of the focus group discussions, summer students appeared more articulate about their understanding of broad concepts of community and innovative thinking, while the spring students' responses seemed less focused. Both the spring and summer students reported gains in confidence. However, the spring students claimed that some practical information was missing.

For spring students, skill sets as discussed in the focus group discussions, based more upon not only motivation, but practical business knowledge skills. Summer students explained that skills ought to include cultural knowledge, creativity and a diverse knowledge of different things (both business and non-business oriented). Both sets of students mentioned interpersonal skills as necessary, however the spring students specifically mentioned networking with tribal leaders/council.

The community plays a central role in Native American entrepreneurship and innovation as reported by both the spring and summer students. The spring

students viewed community in practical terms, in that community support was essential to further an idea. The summer practicum students, in contrast, expressed the community's role as more inspirational than instrumental, using terms like "valuable," "important" and "the basis of inspiration for entrepreneurial/innovative paths." The summer students were embedded in the community itself and perhaps this influenced their appreciation of the role of community beyond just "buy in."

Overall, both spring and summer students reported increasing their knowledge of entrepreneurship/innovation within an American Indian context. The spring students discussed this in terms of gaining knowledge of practical business creation and planning steps. The summer students discussed gains in terms of thinking differently, and appreciation for people they interacted with that made positive impressions upon them, in particular instructional team members and site organization contacts. This suggests that the summer students made real-world contacts that, coupled with learning practical entrepreneurial/innovative thinking and action, made for a merging of both practical and aspirational understanding of entrepreneurship/innovation within a tribal context.

Limitations

One of the main limitations of this action research study is the small sample size, especially for the summer field practicum experience. However, as the courses continue, the potential is there to embark upon a longitudinal evaluation of the courses and summer field practicum, particularly as the course sequence is revised going forward.

Another limitation is that since the summer intervention was initiated for the first time in summer 2011, a capacity for placing students has yet to be built. However, the potential is there to build capacity of summer field practicum experienced students in the future.

In action research, “There is always a danger that AR [action research] can become overly subjective if researchers become heavily embroiled in what they are attempting to study. It is important that researchers maintain balance between active participation and the ability to continuously assess the project objectively” (Tasker, Westberg & Seymour, 2010). However, the essence of participatory research is to be a part of the research process and specifically action research is intended to support that effort.

Perhaps another limitation might include, “The lack of structure and rigidity inherent in what AR attempts to research can make planning of project very difficult. You cannot have a strict plan with methods and steps to follow in an exact order, and results are more unpredictable...” (Tasker et al., 2010, p.250). Throughout the development and implementation of the summer field practicum experience it was evident that not only did the instructional team and site organizations have to be flexible, but the students also had to be as well. The summer field practicum students were engaged in a practicum that they had no prior experience or exposure to, particularly with innovation and entrepreneurial thinking and processes as well as concepts of participatory research and methods.

Lastly, this action research study is also limited by the brief timeframe in which this study was conducted. In order to mitigate this limitation, a continuing

cycle of evaluation, reflection and revision of courses and field practicum will need to be implemented.

Recommendations

It is critical that students who participate in a field practicum experience gain an understanding of the concepts of innovation, entrepreneurship and sustainability within an American Indian context. These concepts were taught during the first week of the four-week practicum experience. However, it would be advantageous to revisit these concepts during each subsequent week and ideally in relation to the community context of the site organization. These concepts could be amplified with site-specific examples to ground participants' understanding of innovation and entrepreneurial thought processes and techniques.

Student responses from the spring course and the summer field practicum experience were positive comments about the instructional team. The instructional team is truly trans-disciplinary, including faculty from the American Indian Studies department, American Indian Policy Institute, ASU Skysong and Herberger Institute for the Design and the Arts. The summer field practicum students reported that they valued the hands-on, personal attention, time and commitment that the instructional team provided. The very low student-teacher ratio was important to the success of the field practicum as it allowed for direct attention throughout the unfamiliar process, which gave students a sense of comfort.

Potential practicum site organizations need an extensive introduction to the concept of the field practicum to gain a clear understanding of the expectations and outcomes for the student and site organization experience. This practicum is intended to provide students a practical, applied experience in innovation and entrepreneurial thinking and techniques. The site organizations most likely will be unfamiliar with this practicum model and will benefit from more extensive explanations to create a successful experience for all involved.

Students would benefit from additional support and knowledge about participatory research methods and techniques, particularly in community environment focused within an American Indian context. This increased knowledge for students could assist in developing student research skills for increased value beyond the First Innovations courses and practicum, especially in terms of professional skill development regardless of academic major.

Continual evaluation methods ought to be employed to improve each course and practicum, to maintain momentum in development, scalability and dissemination of this curriculum for use by other institutions of higher education.

Conclusion

Tribal nations continue to face significant challenges to their social, economic, political and cultural sustainability. Aspiring innovative and entrepreneurial students who would like to work in tribal nation settings are challenged in many unique ways. In courses that equip students to think in innovative and entrepreneurial ways with culture seen as a central component,

students can be provided opportunities to practice skills in real-world settings that build their confidence and culturally congruent entrepreneurial capacity.

Chapter 6 Epilogue

Student Reflections of First Innovations Three Courses

The two students who participated in the intervention (summer practicum) interestingly enrolled in both the fall 2011 AIS 394 Innovation for American Indian Sustainability course and the spring 2012 AIS 394 Entrepreneurship for American Indian Sustainability. This makes these students the first students to have enrolled and completed all three First Innovations courses. In a follow-up conversation with these students there were several areas in which they specifically discussed the value these courses added to their academic and personal goals. I think this is worth mentioning as it brings to light potential growth areas for the First Innovations Initiatives overall and the impact these courses had upon these two students in particular.

The students reported that the instructional team was exceptional, although organization of the fall course could have been improved. They mentioned that the courses were structured well for working in teams and that they were very fortunate to have had a summer team that was effective and productive. In contrast, their experience in the fall course was different and perhaps less satisfying, although having taken the summer topic into the fall was a benefit, it also left an added fall team member feeling somewhat left out or not in the know. They also commented that for students who participated in the fall 2011 course and who then enrolled in the spring 2012 course, appear to have bonded and that may make other students feeling left out. They mentioned that there were several comments made both by fall students and instructors that appeared to be inside

jokes or related to the fall experience that other students had not been part of. One summer student mentioned that this may pose an issue for group dynamics if groups are a mix of fall 2011 and spring 2012 students or fall 2011 only groups. For these two summer students, this dynamic in some respect has made them “feel bad” for the other students who may have felt left out.

The summer students explained that the summer course was a benefit to their knowledge in the fall 2011 and spring 2012 courses; however each class was very different, but were complementary to one another. Specifically, the summer course allowed them to feel knowledgeable initially, and that they thought that new students to the course would have a steeper learning curve. Other benefits the students expressed were that their thinking had changed, they consistently think of new ideas, new ways to improve things, and to be more creative. One of the most interesting comments they made was that they felt as though their summer course laid the foundation for them to be more community oriented, and to focus more on social entrepreneurial concepts rather than traditional for-profit entrepreneurialism.

They explained that in comparison of both the fall 2011 and their experience in the spring 2012 course, the ideas generated are more in line with traditional entrepreneur for- profit thinking with less elements of community mindedness. The summer course in contrast provided them the opportunity to be embedded in a real- life non- profit professional community focused on real issues. Additionally, they were exposed to conducting observations, gathering information in a professional natural setting. One student commented that, “in

class, the ideas are intended to benefit tribes broadly, but the community benefit is not at the forefront, like the summer experience”, the summer experience was more direct public service.

The First Innovations sequence appears to have had a significant impact on these two students’ outlook, both professionally and personally. One student, who was initially planning to graduate in spring 2012, decided to delay graduation so that a non-profit administration in public programs minor could be pursued. This student also had graduate program aspirations, and continues to, but has found a great interest in non-profit organizations and/or ventures. Although this student doesn’t feel completely confident in pursuing a venture as an individual, this student said, “[these courses] have pushed me to have an open mind, be positive and follow my passion...it gave me spark and hope” and “culturally, [the courses] has given light that Native Americans have always been entrepreneurs.”

The other student explained that they began taking AIS courses within the last year and found they “loved it”, which prompted pursuing an AIS minor. Overall, the student found the AIS courses to be “enjoyable, worthwhile and difficult at times” and these courses have “enhanced the experience at ASU”. The First Innovations course “uncovered this world (the American Indian Policy Institute)” and people who this student is grateful to have crossed paths with. Stating, “[this experience] was far beyond what I expected; I hope to be able to pursue something with a tribe”. This student also commented that the courses have “caused me to think differently” and “basically helped me to develop and refine my path.” Although this student also expressed that they don’t feel

confident to develop a venture/idea on their own, this student feels more confident that they “could bring something to the table, because of a focus on tribal communities and how they work”. This student also shared that they now think of ways to generate income in small ways, including selling and buying items on Craigslist, which this student explained that they never did or considered doing before.

One student commented extensively that the courses “shows support for students by highlighting that student ideas are relevant, important” and that “students, especially Native American students are positively supported and encouraged”. This student further expressed that, the “Instructors want us to be engaged, there is no discouragement, it’s all positive and constructive and non-judgmental”. This student also explained that students can “bounce ideas off” the instructors and that this was “kind of strange at first, but is an important first step to take as a student” and “the environment provided was beneficial”.

Overall, it appears these two students were given a unique summer experience. These students also benefited from it in a variety of ways, particularly as they then enrolled in both the fall and spring courses and gained further knowledge of innovation, entrepreneurship and sustainability.

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APPENDIX A

IRB/HUMAN SUBJECTS APPROVAL

Fonda Walters

From: Leticia De Los Santos
Sent: Wednesday, April 13, 2011 9:10 AM
To: Christopher Clark; Fonda Walters
Cc: Susan Metosky
Subject: Promoting Entrepreneurship in a Tribal Context: Evaluation of the First Innovations Course Sequence
Attachments: 3121_001.pdf

Dear Christopher Clark and Fonda Walters,

Your study "Promoting Entrepreneurship in a Tribal Context: Evaluation of the First Innovations Course Sequence" was determined to be exempt in accordance with Federal Regulations 45CFR46.101(b)(1) and has been approved.

We are having some computer glitches so the ASU header will not appear. We will resend you the letter with the heading once these issues are resolved.

Research may begin.

Best Regards,

Leticia De Los Santos
IRB Coordinator
Office for Research Integrity & Assurance
Arizona State University
Phone (480) 727-6526
Fax (480) 965-7772

<http://researchintegrity.asu.edu>

To: Christopher Clark
LSE 218

2r **From:** Mark Roosa, Chair *SM*
Soc Beh IRB

Date: 04/13/2011

Committee Action: **Exemption Granted**

IRB Action Date: 04/13/2011

IRB Protocol #: 1104006304

Study Title: Promoting Entrepreneurship in a Tribal Context: Evaluation of the First Innovations Course Sequence

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(1).

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

APPENDIX B

AIS COURSE/INSTRUCTOR EVALUATION

Course/Instructor Evaluation

In responding to the following, please read each statement carefully and mark on the answer sheet the number that best expresses your thinking.

If the question does not apply, do not answer that question.

Strongly Agree	Agree	Undecided/Does Not Apply	Disagree	Strongly Disagree
1	2	3	4	5

The Instructor

1. Clearly presented the subject matter.
2. Was available, during office hours for help outside of class.
3. Conveyed enthusiasm toward the course.
4. When appropriate, related course material to other areas of knowledge.
5. Was conscientious in grading and returning assignments and examinations.
6. Developed interest in the subject.
7. Stimulated me to think.
8. In general, was effective in teaching the course.

The Tests

9. Concentrated on the important points and topics in the subject matter.
10. Seemed to have been carefully and conscientiously prepared.
11. Were clearly worded.
12. Seemed to be good measures of my knowledge and understanding.

In General

13. Procedures for determining my grade were appropriate for this course.
14. Adequate information about how well I was doing was readily available.
15. My responsibilities in this course were clearly defined.
16. This course was rigorous.

For the following question, use the categories in determining your answer.

Excellent	Very Good	Good	Fair	Poor
1	2	3	4	5

17. How would you rate this instructor's overall teaching ability?

Instructor Review.doc

APPENDIX C

AIS STUDENT ATTITUDE QUESTIONNAIRE

American Indian Studies
Student Attitude Questionnaire

Class	Instructor	Semester	Year
-------	------------	----------	------

1. What did you like MOST about this course?
 - a.
 - b.
 - c.
2. What did you like LEAST about this course?
 - a.
 - b.
 - c.
3. Do you have any criticism of the textbooks(s) or other class materials and their relationship to the classroom activities?
4. Do you have any additional suggestions for improving the course or the instructor's teaching performance?
5. Would you recommend this course to a friend? Why or why not?
6. Do you think this professor should be nominated for a teaching award?
_____ Yes _____ No
7. If yes, why? _____

APPENDIX D
SURVEY QUESTIONS

SURVEY

This survey instrument consists of 24, including 8 demographic/pre-entry attribute questions:

1. What First Innovations course have you completed?
 - a. Fall 2010
 - b. Spring 2011
 - c. Summer 2011

2. Your major: _____

3. In terms of tuition, I am considered:
 - a. In- state
 - b. Out-of –state
 - c. International

4. Gender:
 - a. Female
 - b. Male

5. Race/Ethnicity:
 - a. American Indian/Alaskan Native
 - b. Asian,
 - c. Native Hawaiian/Pacific Islander
 - d. Black or African American
 - e. White (non –Hispanic)
 - f. Two or more races (please list):

 - g. International

6. Grade Level:
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior

7. Have you ever been self-employed, prior to this course?

a. Yes

If so, what business/field?

b. No

8. I personally know of at least one person who I would consider as an “entrepreneur”.

a. Yes, Who? _____

b. No

1. Based upon your experience in the First Innovations Spring 2011 course, how would you define entrepreneurship?

2. Based upon your experience in the First Innovations Spring 2011 course, how would you define sustainability?

3. Based upon your experience in the First Innovations Spring 2011 course, how would you define innovation?

4. Given your definitions above, would you change your definition for entrepreneurship, sustainability and innovation when thinking about these terms in a tribal nation building context?

a. Yes

b. No

Why?

5. Thinking about yourself in the beginning of the semester, how would you respond to this statement:

“I feel confident in my ability in creating, planning and implementing a sustainable entrepreneurship venture.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

6. Thinking about yourself today, how would you respond to this statement:

“I feel confident in my ability in creating, planning and implementing a sustainable entrepreneurship venture.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

7. Thinking about yourself in the beginning of the semester, how would you respond to this statement:

“I feel confident of my sense of understanding entrepreneurship in the context of tribal nation building.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

8. Thinking about yourself today, how would you respond to this statement:

“I feel confident my sense of understanding entrepreneurship in the context of tribal nation building.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

9. Which of the following are “skills” and/or “abilities” that do you believe you have learned or enhanced? (Circle as many as apply.)
- a. Public speaking
 - b. Teamwork/Team building
 - c. Writing
 - d. Problem solving
 - e. Networking
 - f. Research
 - g. Other: _____
 - h. All of the above
10. What skills do you believe are needed in a tribal nation building entrepreneurship environment?
11. Which of the following skills do you believe could enhance the support of entrepreneur/innovators in a tribal nation building setting? (Circle as many as apply.)
- a. Public speaking
 - b. Teamwork/Team building
 - c. Writing
 - d. Problem solving
 - e. Networking
 - f. Research
 - g. Other: _____
 - h. All of the above

12. Indicate one skill area in which you believe you need to personally improve upon to become a more successful entrepreneur/innovator in a tribal nation building context?
- a. Public speaking
 - b. Teamwork/Team building
 - c. Writing
 - d. Problem solving
 - e. Networking
 - f. Research
 - g. Other: _____
 - h. All of the above

13. Thinking about your community and entrepreneurship/innovation, how would you respond to this statement:

“Successful entrepreneurship/innovation must always benefit the community.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

14. Thinking about yourself as an individual and entrepreneurship/innovation, how would you respond to this statement:

“Successful entrepreneurship/innovation must always benefit the individual.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

15. Please respond to this statement:

“I intend to pursue entrepreneurship/innovation in my community within the next 5 years.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

16. Please respond to this statement:

“It is important to me to become an entrepreneur/innovator in my community.”

(5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

5 4 3 2 1

APPENDIX E
STUDENT FOCUS GROUP QUESTIONS

STUDENT FOCUS GROUP QUESTIONS

Student Focus Group Questions	<ol style="list-style-type: none">1. Based upon your experience in the First Innovations Spring 2011 course, how would you define entrepreneurship in a tribal nation building context?2. Thinking about your participation in the spring course, how would you describe your confidence level in creating and planning for implementation of a sustainable entrepreneurship venture in a tribal nation context?3. What skill set do you believe is necessary for the successful prospective entrepreneur/innovator in a tribal nation building context?4. How would you characterize the role of “community” or the “public good” in the context of entrepreneurship/innovation in a tribal nation building context?5. What are the three most important items or “revelations” that you have realized in the spring First Innovations course?
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APPENDIX F

SPRING 2011 COURSE SYLLABUS

04/01/2011

SPRING 2011

AIS 394

Entrepreneurship for American Indian Sustainable Development (Practicum)

CREDITS: 3

INSTRUCTOR: Dr. Eddie F. Brown

CO-INSTRUCTOR: Michelle Hale
Dan O'Neill

GRADE: Letter Grade

OFFICE: Discovery Hall AIS Room 356

ROOM: Discovery Hall 281

OFFICE HOURS: TBD

TIME: Thu 4:40-7:30 p.m.

PHONE: 480 965-3634 ; (602) 549-4099

E-MAIL: efbrown@asu.edu; michellen hale@asu.edu ;dan.oneill@asu.edu

I. COURSE DESCRIPTION

American Indian tribes are poised at an historic opportunity to accelerate innovation within their communities. Many tribal leaders have stated that to create true sustainability, tribes need to practice innovation and sustainable development in a manner that is a cultural match to their traditions and values

American Indian Innovation is a three-course sequence, composed of two AIS 394 courses and a summer Independent Study Program, that is designed to introduce students interested in American Indian tribes as well as students interested in the fundamentals of sustainability, innovation and entrepreneurship in an American Indian context. The courses will be conducted in a workshop format, consisting of brief class lectures, guest speakers, student discussion, and group teamwork and presentations. Participants will form into teams to develop an innovative product or service idea and a business or venture plan.

The first of the two courses, AIS 394 Innovation for American Indian Sustainability, resulted in the development of product/service ideas to addresses a significant need In Indian Country. The Innovation course culminated in the selection by the student teams of one of those ideas to be fully developed into a product/service and sustainable venture.

AIS 394 Entrepreneurship for American Indian Sustainability, the second of the two courses, concentrates on more fully developing the product/service and on creating a business model and plan to implement the product/service in the context of a sustainable venture. The course begins with a review of the American Indian context established in the first class, the innovation process executed during the semester and the resulting product/service ideas and choices. Students are then introduced to all aspects of venture and business model creation, including strategy, product/service development planning, marketing and sales plans, operations, alliances, management, finance and investment. In parallel, teams continue refinement and, where possible, further prototyping of the idea they chose from the previous semester. The course culminates in team presentations of the final product/service and envisioned business plan. In addition to the

presentation, teams submit updated prototypes and design/development documents, a written business plan, pro forma financials and an executive summary. Students also submit individual papers that reflect on their experience in the class.

II. COURSE OBJECTIVES

In this class students will:

- Explore the concept of sustainability within a traditional/cultural context.
- Develop a working knowledge of sustainability within the broader society.
- Learn a process for venture creation.
- Practice the venture creation process.
- Apply sustainability and entrepreneurship principles to plan the development of an innovative venture.

III. EDUCATIONAL OUTCOMES

Students will possess the knowledge, attitudes and skills to effectively:

- Understand the traditional/cultural tribal context as it influences sustainability, innovation and venture development.
- Be able to incorporate sustainability principles into their practice of business.
- Apply entrepreneurial processes to create a sustainability venture.
- Conceive, plan and propose a sustainability venture.
- Understand the principles of attracting investment.

IV. TEXT/REQUIRED READINGS

- Selected Readings and other class materials will be made available to students on Blackboard.
- Sharon Ballard, Enable Ventures, *Launch Prep Entrepreneurship Notebook* (2009).
- Rob Ryan, *Smart-Ups: Lessons from Entrepreneur Boot Camp for Start-Ups* (2002).

V. ROLE OF STUDENTS

Students assume responsibility for:

- Active class participation
- Class attendance
- Preparedness
- Completing all assignments on time

PLEASE NOTE: If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lectures, reading, assignments, and/or testing, please contact the instructor.

VI. GRADING CRITERIA

Points toward Final Course Grade:

Class attendance and participation	100
Individual Work	170
Group Teamwork	100
Group Entrepreneurship Exercises	140
Group Final Deliverables	<u>140</u>
	650

VII. STUDENT ASSIGNMENTS

Students will form into teams to develop refine/finalize an innovative product and/or a sustainability venture that can have a real sustainable development impact on Native American communities and individuals. The entrepreneurial teams will develop venture plan deliverables, culminating with formal team presentations of the venture.

Readings

Smart-Ups: Smart-Ups, Rob Ryan

SET: Supercoach® Entrepreneurial Training, Sharon C. Ballard

Group Team Work

As has been often observed, entrepreneurship is a team sport. Much of the work you do will be in the context of a team. In the first two weeks, you will self-organize into teams of 4. In the third and fourth week, the teams will select an opportunity for which to develop a business model, plan and presentation over the course of the semester. You are expected to collaborate in-person and/or virtually using tools such as Skype, tokbok, VuRoom and GoogleDocs. You are welcome to use whatever other collaborative tools make sense to your team. You are also more than welcome to meet in person as you can, though that is not a requirement. Having said that, we highly recommend that you attempt to have as many in-person meetings as you can. It's the best way to build a team and get work done. Though it is equally important to learn to work virtually, so try to combine the two approaches.

The end goal of the team work is to develop a sound business model to deliver on the opportunity the team has identified. The majority of the team work is focused on doing a set of one-page exercises that help you to think through the many aspects of the business model. These exercises are due each week by Sunday midnight of the week in which they are assigned.

The aspects of the business model are then put into a few story forms: elevator speech, 12-minute presentation, executive summary and 5-year Proforma financials. At the end of the semester, the presentation is to be recorded and loaded to YouTube or some similar website. All team members are expected to participate. The executive summary and financials are to be submitted electronically. See the syllabus for further information.

One word on stakeholder, especially customer, interviews: the greatest mistake new entrepreneurs most often make in the development of new technology-based products and service is to not interact with the market, especially with customers. It is absolutely critical to this class that you "get out of

the building” by doing real interviews with real potential customers. It will change the way you think about the business model you are developing. Interact with potential customers, partners, investors and other key stakeholders early and often. It is the key to success.

Group Entrepreneurship Exercises

The venture idea will be developed through a series of exercises. Throughout the class, students will be assigned these exercises to do in a group setting inside and outside of class. The exercises will help students develop skills in the processes of innovation and product/service creation.

Group Venture Deliverables

Each team will develop a venture plan to deliver the product/service to the market. Elements of the plan will include a definition of the opportunity, their solution, the resulting value generation and how they will build a venture to deliver their solution to the market. Plan elements will include management, operations, marketing, product development, projected financials, investment requirements, milestone plans and risk management. Teams will develop a 10- to 15-minute presentation of the venture concept, which they will present to the class. Teams will receive feedback for improving the concept and presentation from instructors, fellow students and, possibly, an invited panel of experts. Teams will also submit a written business plan, pro forma financials, and an executive summary.

Individual Papers

Each student will write 2 papers, including a 3 to 5-page paper reflecting on lessons learned at the end of the semester.

Individual Quizzes

Each student will complete 6 individual quizzes.

Extra Credit: Team and Individual Edson Proposals

Each team will choose a venture idea (product or service) during the second week of class and you will use that idea throughout the course. You may choose to submit to write an Edson proposal for the team project for extra credit. Please access the Edson website <http://studentventures.asu.edu/apply/criteria> for the requirements for an Edson proposal. In addition to the team project, you may choose to develop an Edson proposal for an individual project of your choosing. Both team and individual proposals will need to meet all of the requirements listed; and some sections you will write regarding future plans rather than things that you have already accomplished. Please note that the questions posed on this link are the questions I will be using to grade proposals.

The following are steps and guidelines for developing a team or individual Edson proposal:

Project Abstract:

- Reflect on the team exercise of Opportunity Identification and Analysis. Select an opportunity that appeals to you. Write an “elevator speech” about the opportunity and why you can uniquely address it. This will be the basis of your Edson proposal.

Edson Proposal Part 1: Business Concept and Strategy

- What is your business/product/service idea? How does it work?
- What market need does your venture fulfill or create?
- How will your venture solve the need/problem it seeks to address?
- What activities will lead to the advancement of your venture's stated purpose?
- What legal protections might your product/service need? What legal entity might you establish? Why?
- Ensure your concept proposal is well-written, clear and consistent, and is it free of spelling and grammatical errors!

Edson Proposal Part 2: Marketing Strategy

- Who are your competitors and who are some potential alliance partners?
- How will you get your products/services to the market?
- Explain your understanding of the market size and structure, and how much of the market your venture plans to capture. Where did you get this information? What else could you research in the future to better understand your market?

Edson Proposal Part 3: Management

- Has the team approached industry/market experts or senior management/business advisors to serve as mentors (from outside of the University)?
- Has the team made an effort to select members from different disciplines/colleges/majors?
- Have team members taken any entrepreneurial programs or training in advance of concept proposal submission (attending ASU courses or entrepreneurial training at SkySong or elsewhere)?

Edson Proposal Part 4: Milestones, Budget & Uses of Capital

- Determine the steps you will take over the next year to move your venture forward, assuming you were to win an Edson Student Entrepreneur award that you request. The Milestone plan should be in sync with the Budget & Uses of Capital below.
- With the information gathered above, create a budget for the first year that reflects an understanding of the true costs of the proposed activities.
- What other resources do you have that are not on the budget (i.e. bootstrapping resources such as your own time and expertise, your parent's garage as office space, etc.)

Edson Proposal Final: FINAL PROJECT PROPOSAL

- Complete all remaining sections (management team, sustainability and anything else you find helpful and valuable to your proposal) and make any necessary updates to previous sections. Should be 7 – 10 pages in length
- Have someone proofread your document for grammar, spelling, and general flow of writing!

VIII. COURSE OUTLINE AND REQUIRED READINGS

Session/ Week (Week of)	American Indian Topic Area (Prior to Class)	Entrepreneurship Topic Area (Prior to class)	Readings / Videos (Prior to class)	Individual Work (Due next week)	In-Class Team Work (Due next week)	Outside Speaker
1 (01/20)	The Concept of Sustainability: The Holistic Perspective	Beginnings: Intro to First Innovations Intro to AIS 394 Intro to Sustainability Entrepreneurship Intro to Supercoach®		Paper: Introduce Yourself	Form Teams	
2 (01/27)	General Systems Theory: Planning for 7 Generations	Entrepreneurial Finance: The Language of Money Financial Dynamics	Smart-Ups 1 Financial Dynamics	Paper: Sen Response	Brainstorming	
3 (02/03)	Impact of Federal Policy on Economic Development	Opportunity: Opportunity Identification	Miller (2001) ASU Challenges		Opportunity List	
4 (02/10)	American Indian Challenges and Potential	Opportunity: Opportunity Evaluation & Selection	Smart-Ups 2 Miller (2008) Cornell (2008)	Quiz: Opportunity Identification, Analysis and Selection	Opportunity Evaluation & Selection	Loren Tapahe
5 (02/17)		Strategy: Intro to Strategy Strategic business modeling & planning Venture storytelling	Smart-Ups 3 SET1 Ecovative Pitch	Quiz: Strategy	Elevator Pitch Sunflower Value Proposition Storyboard	George Miguel
6 (02/24)	Economic Development in Indian Country	Developing Products and Services: Intro to R&D Technology Roadmapping	Smart-Ups 4 SET2	Quiz: Research & Development	Technology Roadmap NFV Map Present: Solution	Robert Howard
7 (03/03)	Catch Up	Catch Up				Ernesto Castro
8 (03/10)		Market Strategy: Value Networks Marketing & Sales	Smart-Ups 5 SET3		Value Network Product Datasheet Customer Interviews 1	

Inventory of Assignments

Individual	Team
<ul style="list-style-type: none"> • Papers: <ul style="list-style-type: none"> ○ Introduce Yourself ○ Sen Response ○ Final Reflections • Quizzes <ul style="list-style-type: none"> ○ Opportunity ○ Strategy ○ Research and Development ○ Market ○ Operations and Management ○ Entrepreneurial Finance 	<ul style="list-style-type: none"> • Team Exercises <ul style="list-style-type: none"> ○ Introduce Yourself ○ Form Teams ○ Opportunity List ○ Opportunity Analysis and Selection ○ Elevator Pitch ○ Sunflower ○ Value Proposition ○ Technology Roadmap ○ Need-Feature-Value Map ○ Value Network ○ Product Data Sheet ○ Customer Interviews 1 ○ Competitive Dimensional Analysis ○ Competitive Graphic ○ 5-yr plan ○ 1-yr plan ○ Organization Charts ○ Customer Interviews 2 ○ Proforma Financials ○ Usage of Funds ○ Funding plan • Presentations: <ul style="list-style-type: none"> ○ Opportunity ○ Solution ○ Draft Presentation ○ Final Presentation

APPENDIX G

SUMMER 2011 COURSE SYLLABUS

06/30/2011

SUMMER 2011

AIS 484

First Innovations Internship Experience

CREDITS: 2

INTERNSHIP DIRECTOR: Eddie F. Brown, D.S.W.

CO-INSTRUCTOR: Dan O'Neill

FIELD SITE SUPERVISOR: Fonda Walters

OFFICE: Discovery Hall AIS Room 356 or Room 272D

OFFICE HOURS: TBD

TIME: 100 hours to be completed by August 1

PHONE: 480-965-1306 ; 602-549-4099 ; 480-965-3634

E-MAIL: fonda.walters@asu.edu; dan.oneill@asu.edu; efbrown@asu.edu;

I. DESCRIPTION

- Interns will be required to follow the established AIS Internship Syllabus and Internship Experience Report Guidelines (with modification as necessary for this tailored internship experience).
- Interns will work with the Phoenix Indian Center/Native American Connections/Native Home Capital organizations and will focus on the theme of Innovation and Entrepreneurship in an Indigenous Urban context throughout the Internship.
- Timeline:

Week One	Orientation	20 hours
Week Two	On-Site Challenge Definition	30 hours
Week Three	On-Site Challenge Definition	30 hours
Week Four	Analysis and Reporting	20 hours

- A total of 100 hours must be completed to receive credit.

II. INTERNSHIP OBJECTIVES

- Develop a working/applied knowledge and explore the concept of sustainability within an American Indian/urban context.

- Use sustainability and innovation as a framework for understanding challenges in an American Indian/urban context.
- Learn about approaches to problem definition as part of an innovation process.

III. EDUCATIONAL OUTCOMES

- Appreciation of the sustainability challenge in an American Indian/urban context
- Ability to apply problem definition and design processes to challenges in an American Indian/urban context.

IV. RESPONSIBILITIES OF STUDENTS

- Timely completion of all required AIS and Site paperwork is complete
- Attendance and active participation
- Preparedness
- Professionalism

V. GRADING

- Pass/Fail

VI. STUDENT ASSIGNMENTS

- Submit daily blog journal on Blackboard to field site supervisor: Fonda.Walters@asu.edu describing the weeks activities/responsibilities/insights.
- Complete and submit the Internship forms: Application, Consent form and Contracts
- Complete site supervisor evaluation of student performance
- Complete student evaluation of internship site
- Complete final presentation and report

Additional AIS internship information can be found at <http://americanindian.clas.asu.edu/internship>

VII. INTERNSHIP OUTLINE

WEEK 1	Topic Area	Potential Presenters	Readings	Deliverables
Tuesday (07/05) 9am-1pm	<ul style="list-style-type: none"> • Overview- Entrepreneurship from an Indigenous Urban Perspective • Economic Development in Indian Country • Introduction to course goals/objectives, schedule, team building, and "housekeeping" 	Edd Brown Dan O'Neill Fonda Walters	<ul style="list-style-type: none"> • Carpio: Chapter 1 • Brown & Mariella: "Health Disparities" 	<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Wednesday (07/06) 8am-12pm	<ul style="list-style-type: none"> • Site visit to Phoenix Indian Center 	Patti Hibbeler Diana Yazzie Devine Dave Castillo John Takamura Dan O'Neill		<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Thursday (07/07) 9am-1pm	<ul style="list-style-type: none"> • Systems Modeling • Innovation Process, Mind Mapping • Small group exercises 	Edd Brown Dan O'Neill John Takamura	<ul style="list-style-type: none"> • Takamura: Facione Article & Norman Article 	<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Friday (07/08) 9am-1pm	<ul style="list-style-type: none"> • Innovation Process, contd. • Tribally driven participatory problem definition • Field/ plan; group exercise • Orientation to working with organizations- Professional Development 	Edd Brown Dan O'Neill John Takamura Pat Mariella Fonda Walters	<ul style="list-style-type: none"> • Takamura: Harvard Bus. Rev. on Design Thinking 	<ul style="list-style-type: none"> • Daily 1 paragraph Blog

WEEK 2	Topic Area	Potential Presenters	Readings	Deliverables
Monday (07/11) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) 	Dan O'Neill Pat Mariella Teresita Clashin		• Daily 1 paragraph Blog
Tuesday (07/12) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) 	Dan O'Neill Fonda Walters		• Daily 1 paragraph Blog
Wednesday (07/13) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) 	John Takamura Fonda Walters		• Daily 1 paragraph Blog
Thursday (07/14) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) 	Edd Brown John Takamura		• Daily 1 paragraph Blog
Friday (07/15) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:00pm) • Brainstorming/ Ideation • Systems Thinking Examples and De-brief (1:00pm-3pm) 	John Takamura Fonda Walters		• Daily 1 paragraph Blog

WEEK 3	Topic Area	Potential Presenters	Readings	Deliverables
Monday (07/18) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) 	Dan O'Neill Fonda Walters		• Daily 1 paragraph Blog
Tuesday (07/19) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:00pm) • Storyboards • Technology Assessment and De-brief (1:00pm-3pm) 	Dan O'Neill John Takamura Fonda Walters		• Daily 1 paragraph Blog
Wednesday (07/20) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) 	Edd Brown John Takamura Fonda Walters		• Daily 1 paragraph Blog
Thursday (07/21) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-11:00am) • Branding and De-brief (12:00pm-3pm) 	John Takamura Fonda Walters	Takamura Article & Brand Principles Hand-out	• Daily 1 paragraph Blog
Friday (07/22) 8:30am-3pm	<ul style="list-style-type: none"> • On-site fieldwork (8:30am-12:30pm) • De-brief (2:00pm-3pm) • Finalize, Plan for next week 	John Takamura Fonda Walters		• Daily 1 paragraph Blog

WEEK 4	Topic Area	Potential Presenters	Readings	Deliverables
Monday (07/25) 8:30am-3pm	<ul style="list-style-type: none"> • Debrief • Reporting and Analysis 	All		<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Tuesday (07/26) 8:30am-3pm	<ul style="list-style-type: none"> • Debrief • Reporting and Analysis 	All		<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Wednesday (07/27) 8:30am-3pm	<ul style="list-style-type: none"> • Debrief • Reporting and Analysis • Course Evaluation 	All		<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Thursday (07/28) 8:30am-3pm	<ul style="list-style-type: none"> • Debrief • Mock Presentation and Feedback, 10AM • Refinement, Revision, 11am 	All		<ul style="list-style-type: none"> • Daily 1 paragraph Blog
Friday (07/29) 8:30am-3pm	<ul style="list-style-type: none"> • Presentation Prep and Final Presentation • On-site by NOON • Presentation at 1PM 	All		<ul style="list-style-type: none"> • Daily 1 paragraph Blog

IX. FINAL DELIVERABLES

- Due Friday, July 29, 2011

Project Description

This project represents a culmination of your work towards identifying potential topics and the methods of investigating them. This exercise will prepare you for organizing your efforts in problem identification and solution development.

Utilizing the various methods of inquiry you have been conducting and any additional relevant information you are expected to submit a draft basic proposal and presentation. The proposal can be in PowerPoint or other presentation software but must contain the following sections:

- a. Background, problem/issue(s) statement, Mind Map
- b. Conceptual Framework [Diagram illustrating the interrelationships (both casual and influential) between variables]
- c. Problem Definition Questions [A set of problem definition questions categorized under specific topics that will be answered in the field and a short justification for each question]
- d. Problem Definition Methods (to answer your questions) [A set of problem definition methods that map directly to your questions and short justification for each method.]
- e. Product/Service User Experience Storyboards (User scenarios that clearly depict the product or service experience from both the functional and emotional point of view)
- f. Technology Assessment

The team will do a 15 minute PowerPoint, PDF, or other visually compelling presentation: The goal for the presentation (and criteria for assessment) is for you to find a way to clearly communicate, in a visually compelling way, your proposal with relevant resources and other orienting information included such as images, diagrams, graphs, etc. The team will also produce a 10-15 page portfolio that details the information provided in the presentation.