



SINTE GLESKA UNIVERSITY
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2019-2020 Annual Report



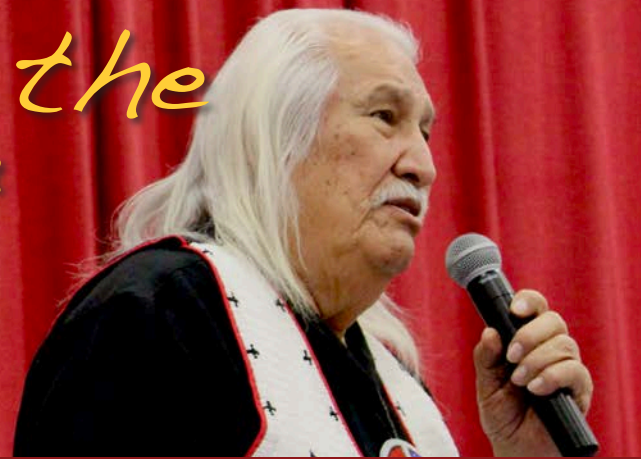
Our Mission

Sinte Gleska University strives to build a healthy tribal nation and sustain cultural identity by developing critical-minded lifelong learners who promote dialogue and analysis, value diversity and provide leadership.

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Message from the SGU President



MITAKUYEPI!

I am pleased to provide you with an update on the status of Sinte Gleska University and a report of our accomplishments and challenges in the 2019-20 and 2020-21 academic years.

Sinte Gleska University has completed its 50th year of operation. We have delivered higher education programs to our students, while also fulfilling the mandates of our Founders related to Tribal Nation Building. However, new challenges continue to present themselves to SGU and the Sicangu Oyate.

- In March of 2020, the national (and global) pandemic was commanding more and more attention. COVID19 was creating havoc in Europe and was starting to take hold in the US. A few days before the scheduled SGU spring break, the Rosebud Sioux Tribe came forth with a declaration of curfew and restricted travel, along with closing of non-essential businesses. Sinte Gleska administration, faculty and staff immediately formulated a short-term plan and began to develop longer-term strategies.
- The university has been in continuous operation for 50 years, and the immediate goal was to finish the semester in a manner that would afford a safe environment for students and SGU staff. We put forward procedures for instructors and students to meet virtually, via Zoom, with assignments and exams passed back and forth via e-mail. In May, at the end of the spring semester, staff development was focused on working with instructors to implement Google Classroom for the summer sessions. Then, in July and August, 2020, refinement and expansion of Google Classroom capabilities along with a full catalog of curricular offerings carried into the fall (and subsequently spring) semester.
- Additional COVID-related resources from the Bureau of Indian Education, the U.S. Department of Education, and the American Indian College Fund were focused on support for students, starting in summer and continuing into the 2020-21 academic year. Each student was provided with a quality laptop computer, as well as monthly stipends to assist with internet service costs and food expenses (since campus meals were suspended). All tuition and fees were covered by scholarships for all students. Cumulatively, all these actions resulted in the highest enrollments in SGU history – 1,722 enrolled in the two academic semesters of 2020-21 (1,013 full and part-time students in the fall and 709 in the spring).
- During the pandemic, SGU had been granted temporary, ad hoc approval from the Higher Learning Commission for distance education. In the fall semester, a committee developed and submitted a formal plan for approval by HLC for distance education, going forward. This strategy had actually been written into the May, 2019 SGU strategic plan (pre-pandemic) as a means to increase student numbers and to foster greater national and international exposure of SGU offerings. The formal submission was approved by HLC in the spring semester of the 2020-21 school year.
- Another challenge for the SGU community was that we had been scheduled for the external accreditation review, mid-cycle – year 4 of 10 – in the traditional model of HLC accreditation. With the COVID19 pandemic, this was changed to a virtual visit in the days just prior to the scheduled site visit. All required documents were prepared and placed into the Assurance Argument website, and SGU arranged for all staff and additional documents to be presented to the external team, simulating (as much as possible) a “normal” external review. To the credit of students, faculty, staff and administration, SGU was judged as having successfully met all HLC Criteria and all Core Components.

From the External Team accreditation report (Page 58):

“In conclusion, the Team found, that the criteria and core components for accreditation were met and that great progress has been made along the standard pathway in recent years at Sinte Gleska University. With no “blueprint” for a tribally-controlled institution of education, SGU has a distinguished record of accomplishments, such as being the first tribal college to offer master’s degrees, and has overcome challenges, to successfully pursue its vision and mission. This is a compelling success story to be shared, especially with other institutions of higher education.

In agreement with the administration, the Team has found there to be a “culture of resilience” demonstrated by Sinte Gleska University. This was made all the more evident with the last-minute challenge, after just finishing the Assurance Argument, to help invent a virtual visit on short notice in the midst of a pandemic for this comprehensive review. The Team, therefore, reiterates its gratitude for such a successful virtual visit (to be followed by a shorter on site verification in the fall) and in addition recognizes them for all their accomplishments as they prepare to celebrate their 50th anniversary of the University.”

Tribal Nation Building will continue to be an important area in which we will work diligently over the next few years, utilizing our 1994 Land Grant Status to build community development projects and partnerships with other institutions and tribal entities. Food sovereignty and food security are areas that we will address through agriculture programs, horticulture and bison ranch development. Land use planning is an area that is imperative for the continued development and survival of our tribal nation. We will continue to work with tribal, federal, and state officials to address this crucial part of our economy. Another area of critical importance is the strengthening of tribal sovereignty. This was a mandate of the SGU Founders and was supported by the medicine men, elders and more recently by the Tribal Council. We will continue to gather input to inform the further strategic development of planning for the strengthening of the Sicangu Oyate and our role and responsibility regionally, nationally, and globally.

There is a need to build a seamless stream of education for our children, our grandchildren and those yet to be born. Education is the key to the continued survival and strengthening of our tribal nation. Our school systems should not be fragmented and should not be tools for assimilation and acculturation. Our students should be comfortable with their tribal identity. We, as tribal educators, have to help our students develop the knowledge and skills to be successful, healthy and industrious, as well as secure in their tribal citizenship. Sinte Gleska University will continue to work with all the school systems to create a tribal education system that is responsive to the Sicangu Oyate. We are working to implement partnerships that span pre-school education through graduate school. Toward the above-mentioned goals, we need to possess ownership of our own education. This can best be achieved through the development of our own tribal education accreditation model, through our own tribal ancestry, values, laws and spirituality.

As always, we offer our continued appreciation and gratitude to the Rosebud Sioux Tribal government and to the Sicangu Oyate Community, and the Sicangu Treaty Council for their continued support over the decades, now amounting to a half century.



**Sinte Gleska University Itancan
Lionel R. Bordeaux**

Sinte Gleska University Governance

BOARD OF REGENTS

PRESIDENT'S COUNCIL



Lionel Bordeaux, President (since 1973)



Phil Baird, Provost/Chief of Operations



Debra Bordeaux, Vice President, Student Services



Cheryl Medearis, Vice President, Academic Affairs



Carole Gregg, Finance Manager



Mike Boltz, Chair



Leonard Crow Dog



Reverend Webster Two Hawk



Shizue LaPointe



Richard Lunderman



Donna Hollow Horn Bear



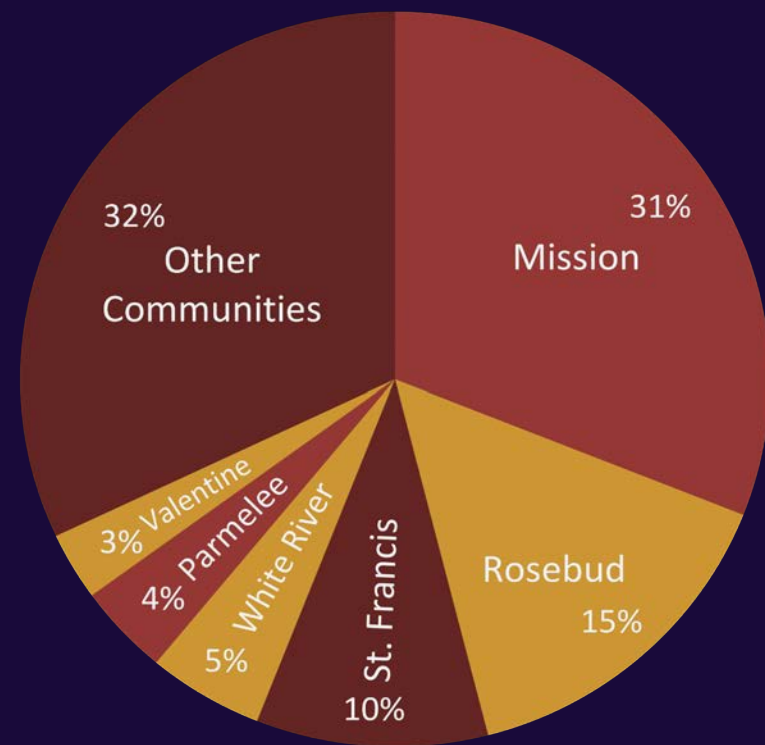
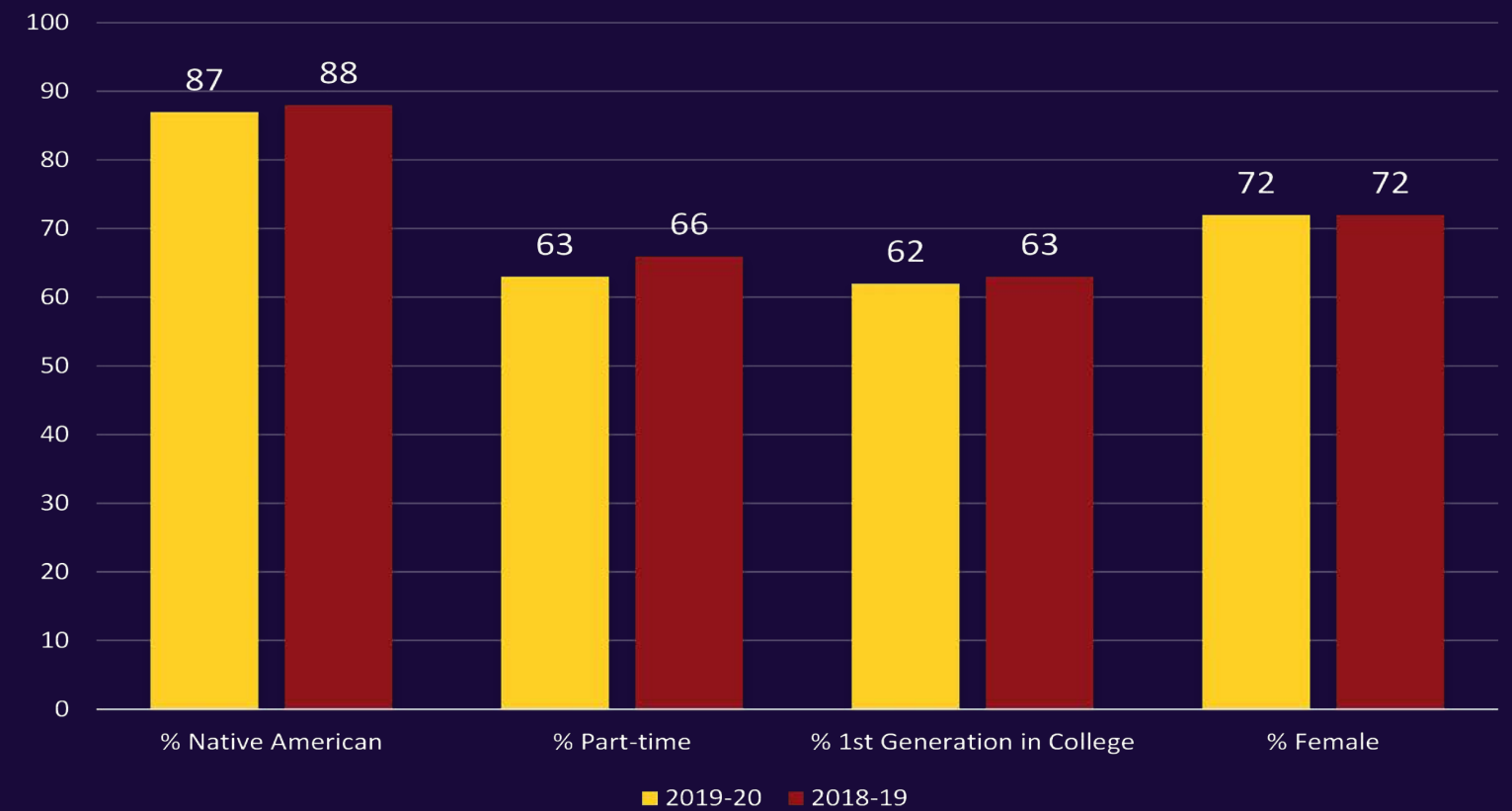
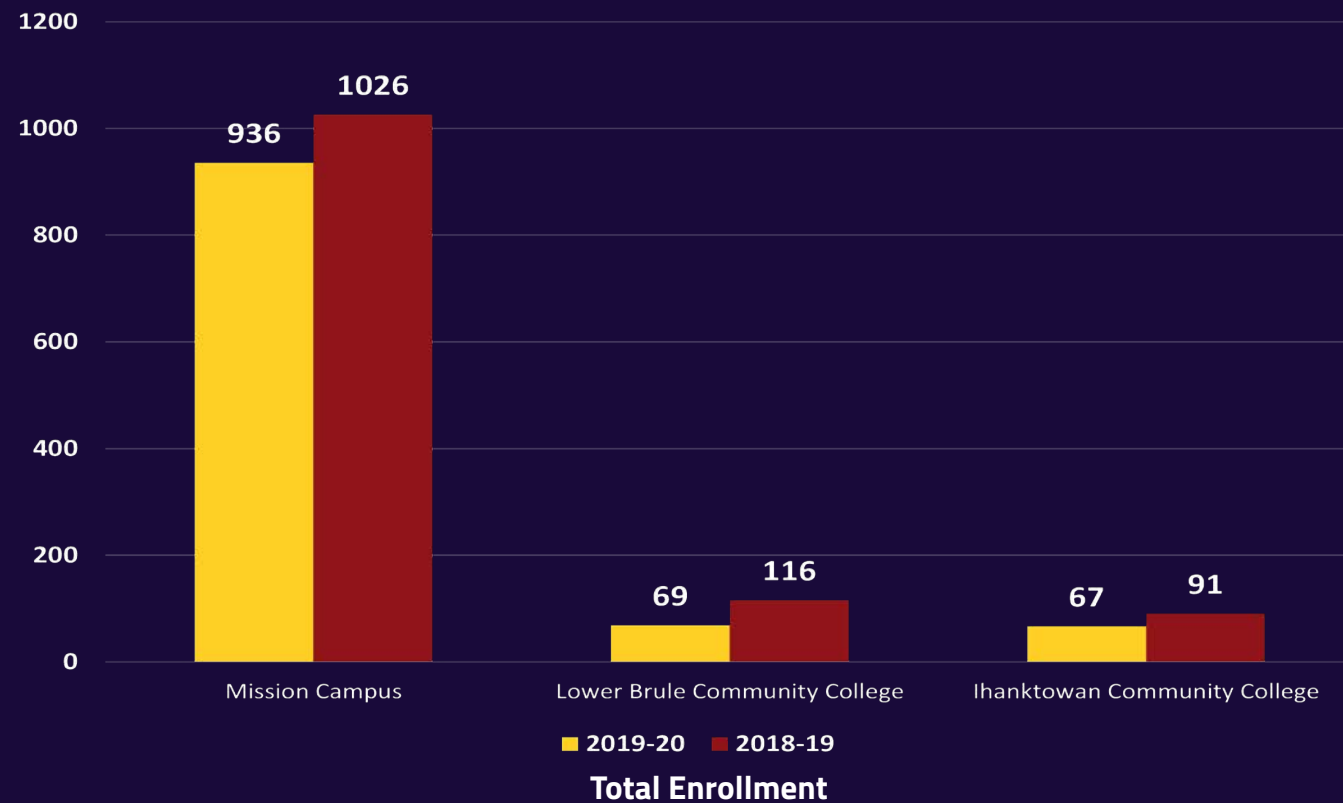
Ken Wike, Staff Representative



Evelyn White Hawk, Executive Secretary

Sinte Gleska University serves the Lakota Nation

SGU students are primarily Native American, enrolled in less than 12 credit hours, female, and representing the first generation of their family to attend college.



In 2019-2020, SGU enrolled a cumulative total of 1,072 students over the three semesters in the academic year, including the additional locations at Lower Brule and Ihanktowan Community Colleges.

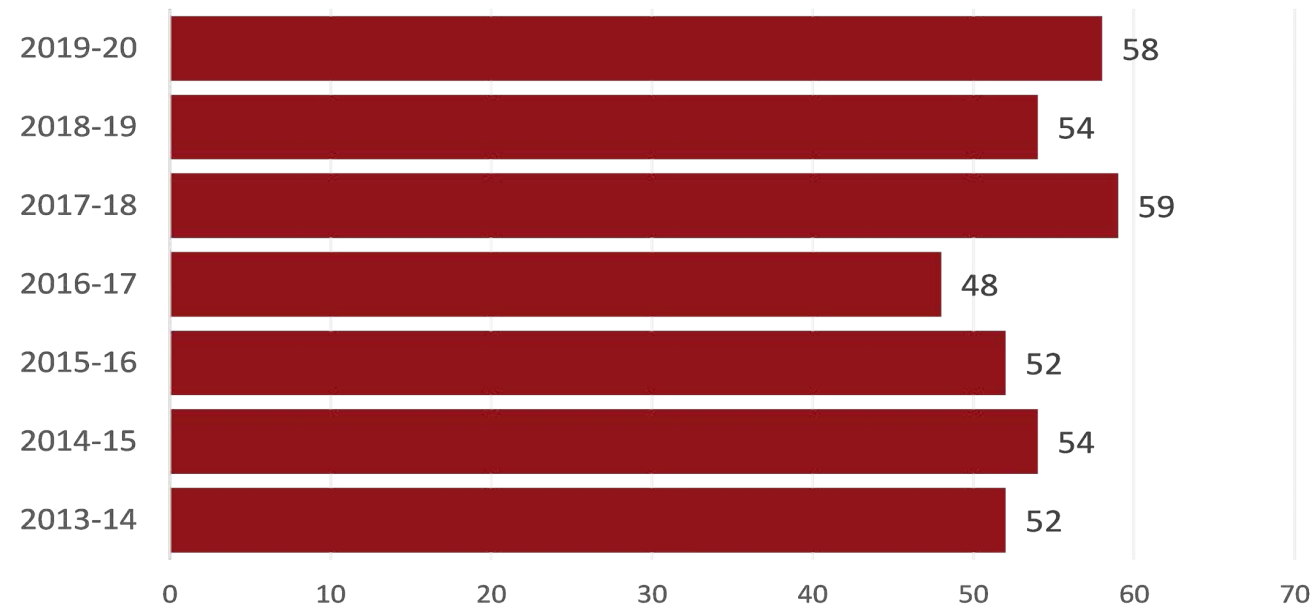
2019-20 Students' Locations



SGU Students and Coaches with Trophies from the 2019 AIHEC conference

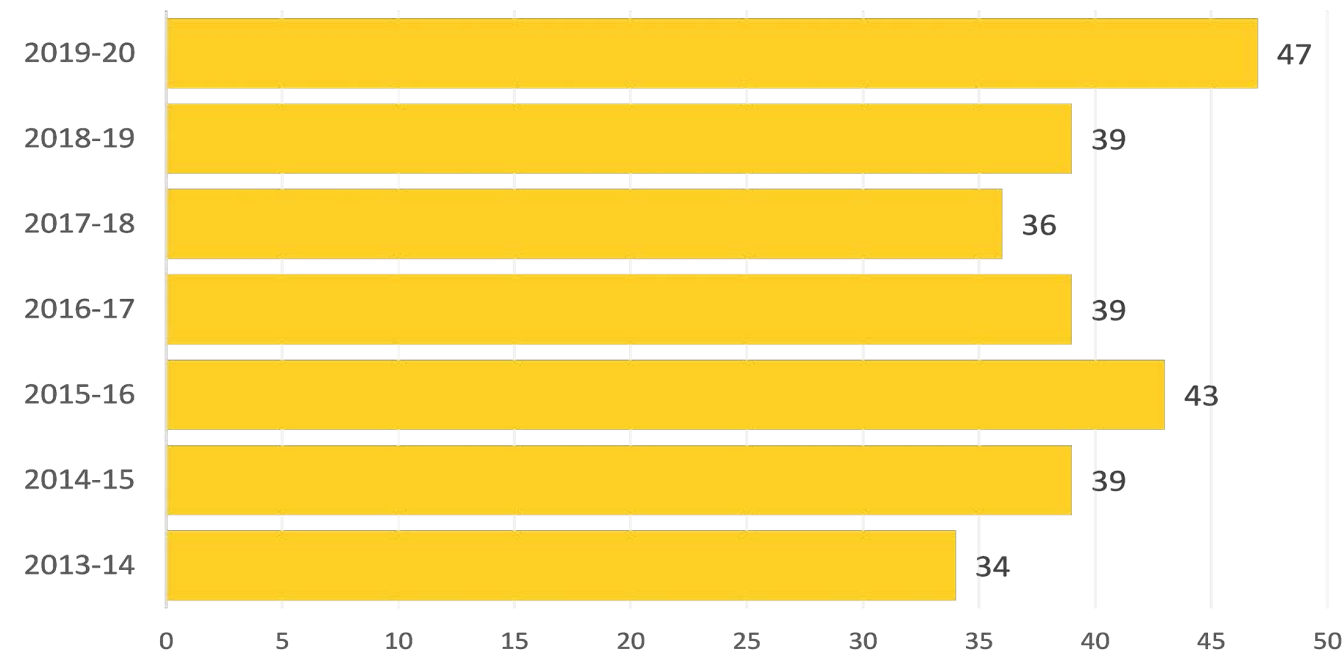
Student Retention and Persistence

Fall to Following Spring Persistence %



Retention & persistence goals of having the most recent year % higher than 5 year rolling average are both met.

Retention % -- Fall to Fall



Fall-to-fall retention % is the % of students from one fall semester who enrolled in the next fall semester; fall-to-spring persistence is the % of students who were in the fall enrollment and in the next spring semester.

SGU is committed to helping students succeed!

SGU Students of the Year



Brandi Krogman
Academic Year 2019-2020
Major: Human Services –
Mental Health, 3.88 GPA



Kristin Cox
Academic Year 2020-2021
Major: Nursing, 3.60 GPA

SGU offers several student services to help ensure

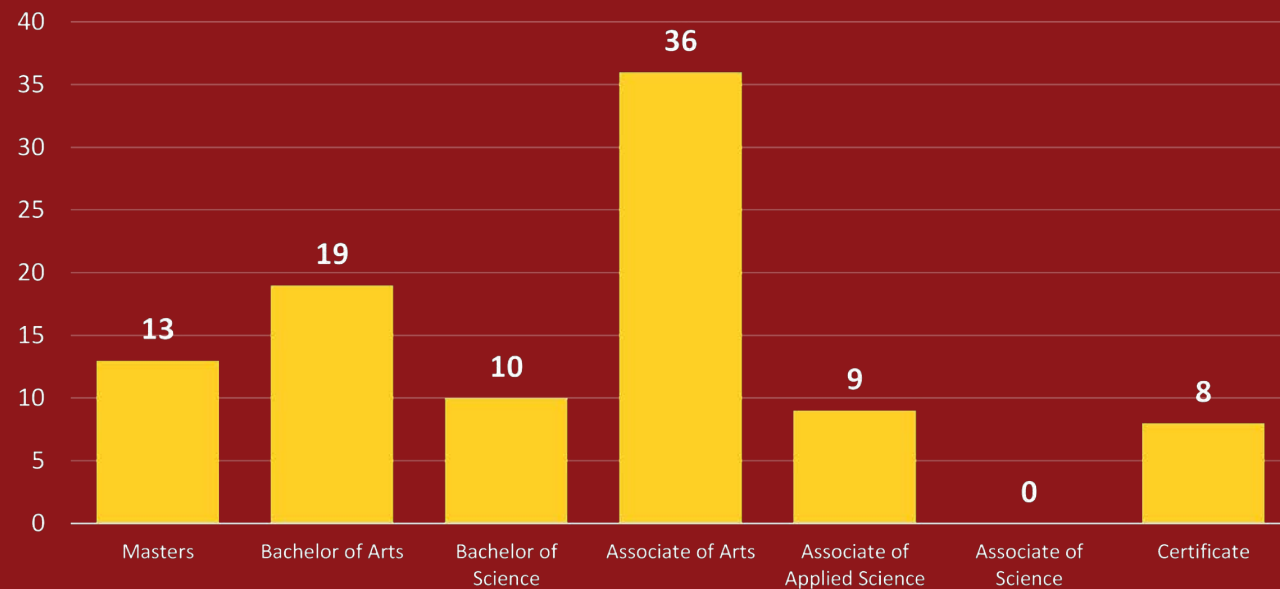
Students have many opportunities for success:

- Admissions Office (NEW)
- Financial Aid
- Counseling and Advising
- Free Transportation
- Free Lunch Meals
- Childcare
- Community Library
- Computer Labs
- Peer Tutoring
- Student Clubs
- Native Cultural Activities
- Student Leadership Opportunities
- Tribal College and Universities conferences
- Intercollegiate Competitions

SGU IS COMMITTED TO ACADEMIC EXCELLENCE

SGU awarded degrees and certificates to 95 students in academic year 2019-2020

Degrees Awarded



HONORARY DEGREES AWARDED IN 2019

- FRANK POMMERSHEIM
- LYDIA WHIRLWIND SOLDIER
- RUSSELL EAGLE BEAR
- MARIE RANDALL



Lydia Whirlwind Soldier



Marie Randall

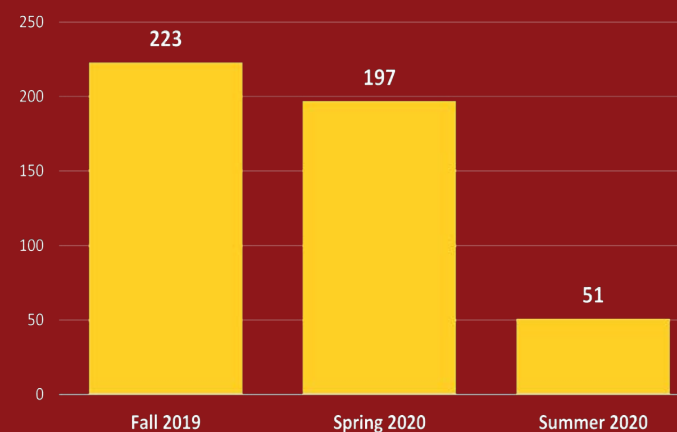
YOUR CONFIDENCE IN SGU IS VERY IMPORTANT

SGU has taken several steps toward continual improvement of its programs and services to students. Efforts have been focused on overseeing accreditation and assessment, and conducting policy analysis. In the past year, SGU has:

- Completed a mid-cycle review with the Higher Learning Commission and remains in good standing, with full accreditation;
- Obtained (new) accreditation for offering coursework through distance learning, from the Higher Learning Commission;
- Completed comprehensive reviews of its academic programs;
- Assessed Program Learning Outcomes for each of its academic programs;
- Standardized the syllabi to ensure academic rigor.

SGU selects a rich variety of rigorous degree and cultural courses to offer each semester.

Number of Classes Offered



SGU Nursing 2019 Graduates

SGU is Committed to Tribal Nation Building

SGU is continuously accredited since 1983 by the Higher Learning Commission and is the first tribal college/university to award the bachelors and masters degrees. SGU is committed to taking care of its most precious resources, including all the tribal members. As the premier Tribal University, SGU promotes Lakota values in and out of the classroom. As a 1994 Land Grant institution, SGU utilizes grant funding from the US Department of Agriculture.

SGU works to care for the mental health of the community; the Tiwahe Glu Kini Pi program uses equine therapy activities to address psychological and emotional needs and suicide prevention for community members.



Tiwahe Glu Kini Pi Staff



Tiwahe Glu Kini Pi Horses



SGU Institutional Student Learning Outcomes for Tribal Nation Building

SGU is promoting cultural identity in the modern world



2020 Miss SGU Winyan - Brianne Herman

SGU has made higher education accessible to tribal students for over 50 years. Along with its standard academic accreditation, SGU is developing focused cultural pathways for its students and communities to follow.

The University hosts a Bison herd (Pte Oyate) and is working to secure individuals from the genetically strong Yellowstone herd.

Curriculum Renewal – Identifying the value conflicts in each field of study and encouraging students to resolve these conflicts within a Lakota values perspective.

Hocoka: A Center for Indigenous Teaching – Providing models of schooling that rest on the teaching and learning philosophy embedded in traditional Lakota child-raising practices.

Methods of Teaching Language – Providing training and practice in a direct, no English translation approach to teaching and speaking Lakota language.

SGU's certification of instructors to teach Lakota in K-12 schools seeks to emphasize speaking the Lakota language rather than providing linguistic knowledge about the language.

Global Connections

SGU is working to extend our reach beyond Lakota country to include the international community of indigenous nations

Sinte Gleska University President Lionel R. Bordeaux played a lead role in founding the World Indigenous Nations Higher Education Consortium (WINHEC) concept. He joined the Maori tribal nations institutions in New Zealand to sign the agreement that co-founded WINHEC as a global educational entity in 2003. SGU participated in the first World Indigenous Peoples Education conference held in Alberta, Canada, that same year. Membership has expanded to include 143 indigenous institutions from seven global nations.

SGU has now undertaken a self-study for accreditation from WINHEC. The SGU Self Study finds that pre-colonial Lakota learning values are active in current Lakota child-raising practices today. A post-colonial education model founded on these indigenous learning values should better meet the needs of tribal students.

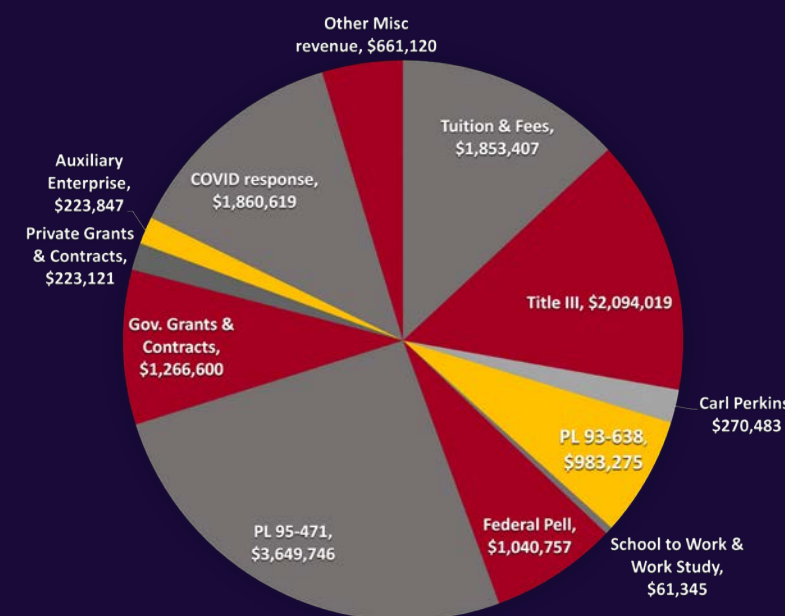
Professional development for SGU faculty has promoted the pre-colonial learning values of relating students to learning rather than to a teacher. This work has been assisted by SGU's institute of Indigenous Teaching.

The WINHEC accreditation process focuses on the key issues of (1) adoption of an indigenous style of teaching; (2) effective instruction of Native language; (3) formative assessment of students as primary; and (4) the college seeking to produce suspicious, critical-minded tribal students capable of assessing bias and working to promote dialogue and consensus (wolakota kagapi) in contemporary society. New initiatives are being developed at SGU in response to these four key areas.



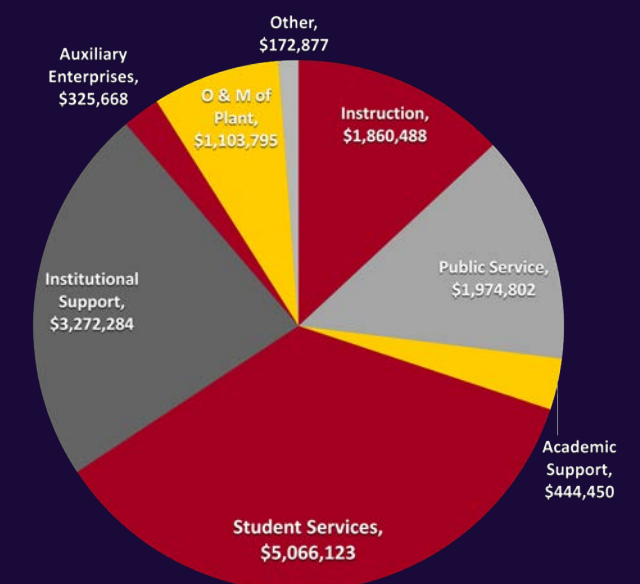
Financial Accountability

REVENUE, 2019-2020 (FY20)*	
PL 95-471	\$3,649,746
Title III	\$2,094,019
COVID response	\$1,860,619
Tuition & Fees	\$1,853,407
Gov. Grants & Contracts	\$1,266,600
Federal Pell	\$1,040,757
PL 93-638	\$983,275
Other Misc revenue	\$661,120
Carl Perkins	\$270,483
Auxiliary Enterprise	\$223,847
Private Grants & Contracts	\$223,121
School to Work & Work Study	\$61,345
TOTAL	\$14,188,339



* Unaudited at time of publication

EXPENDITURES, 2019-2020 (FY20)*	
Student Services	\$5,066,123
Institutional Support	\$3,272,284
Public Service	\$1,974,802
Instruction	\$1,860,488
O & M of Plant	\$1,103,795
Academic Support	\$444,450
Auxiliary Enterprises	\$325,668
Other	\$172,877
TOTAL	\$14,220,487



Instructional Expenditures per Student: \$12,909 (Sum of Instruction + Academic Support + Student Services, divided by Fall enrollment, 2019)

Within "Student Services" there was a total of \$1,622,317 in scholarships & other aid, averaging \$2,043 per award.

SGU Supports the Rosebud Community

As one of the largest employers on the Rosebud Reservation, SGU prioritizes hiring locally.



In 2020, Sinte Gleska University paid total (gross) wages of \$4,873,983.50 to 236 employees.

Over a 5 year period, this would amount to a total of \$24.4 million!

Affiliations, Memberships, and Partnerships

Achieving the Dream

American Association of Community Colleges

American Indian College Fund

American Indian Higher Education Consortium

Artists for World Peace

Black Hills State University

Bureau of Indian Education

Dakota Territory Bison Association

First Americans Land-grant College Organization & Network

Great Lakes Higher Education Consortium

Higher Learning Commission

Ihankowan Community College

Intertribal Agricultural Council

Lower Brule Community College

National Bison Association

National Indian Education Association

RST Game, Fish & Parks Department

Rosebud Sioux Tribal Headstart Program

Sanford Health Research Project

Sitting Bull College

S.D. EPSCOR Project (funded by the National Science Foundation)

S.D. Department of Education

S.D. State Board of Nursing

South Dakota State University

St. Francis Indian School/Sicangu Oyate Ho

Todd County School District

Tribal Land Enterprises

U.S. Department of Agriculture

U.S. Department of Health & Human Services

U.S. Department of Education

University of South Dakota

World Indigenous Nations Higher Education Consortium