

Sinte Gleska University



Self-Study Report

Submitted to the
Higher
Learning Commission
March 2015

In Support of a
Comprehensive
Evaluation Visit
Scheduled for April 27-
29, 2015

Table of Contents

| | |
|--|----|
| Institutional Overview | 4 |
| Tribal Charter..... | 4 |
| Mission Statement..... | 4 |
| The Sinte Gleska University Vision | 4 |
| The Sinte Gleska University Purposes | 5 |
| The Sinte Gleska University Shield | 5 |
| <i>Wolakota</i> (Peace): The Background of <i>Wolakota</i> | 6 |
| Historical Overview of Sinte Gleska University..... | 9 |
| Sinte Gleska University Historical Chronology | 12 |
| Accreditation History at Sinte Gleska University..... | 14 |
| Sinte Gleska University Response | 17 |
| III. Criteria for Accreditation | 20 |
| Criterion One: Mission..... | 20 |
| 1.A – Core Component 1.A..... | 20 |
| 1.B – Core Component 1.B | 23 |
| 1.C – Core Component 1.C | 24 |
| 1.D – Core Component 1.D | 25 |
| Criterion Two: Integrity: Ethical and Responsible Conduct..... | 28 |
| 2.B – Core Component 2.B | 29 |
| 2.C – Core Component 2.C | 30 |
| 2.D – Core Component 2.D..... | 33 |
| 2.E – Core Component 2.E..... | 33 |
| Criterion Three. Teaching and Learning: Quality, Resources, and Support..... | 35 |
| 3.A – Core Component 3.A..... | 35 |
| 3.B – Core Component 3.B | 37 |
| 3.C – Core Component 3.C | 40 |
| 3.D – Core Component 3.D | 45 |

| | |
|---|-----------|
| 3.E – Core Component 3.E..... | 50 |
| Criterion Four. Teaching and Learning: Evaluation and Improvement | 52 |
| 4.A – Core Component 4.A..... | 52 |
| 4.B – Core Component 4.B | 57 |
| 4.C. – Core Component 4.C | 60 |
| Criterion Five. Resources, Planning and Institutional Effectiveness..... | 63 |
| 5.A – Core Component 5.A..... | 63 |
| 5.B – Core Component 5.B | 69 |
| 5.C – Core Component 5.C | 71 |
| 5.D – Core Component 5.D | 74 |
| VI. Request for Accreditation..... | 77 |
| VII. Department Narratives..... | 78 |
| GREAT PLAINS ART INSTITUTE | 78 |
| ARTS AND SCIENCE DEPARTMENT (Wounspe Wakatuya) | 79 |
| BUSINESS MANAGEMENT DEPARTMENT | 82 |
| EDUCATION DEPARTMENT | 83 |
| FOUNDATIONAL STUDIES | 87 |
| HUMAN SERVICES DEPARTMENT | 88 |
| INSTITUTE OF TECHNOLOGIES | 91 |
| LAKOTA STUDIES DEPARTMENT | 93 |
| STUDENT AND CAMPUS SUPPORT SERVICES | 95 |
| COMMUNITY OUTREACH PROGRAMS | 98 |

Institutional Overview

Tribal Charter

Sinte Gleska University is a tribal higher education institution chartered by the Rosebud Sioux Tribe. The Rosebud Sioux Tribe is chartered under the Indian Reorganization Act of 1934 (Wheeler-Howard Act). Tribal, corporate and governmental authority and rights are defined pursuant to this charter. This charter also affirms the Tribe's unique relationship to the federal government derived from pre-existing sovereign rights and treaties. The Rosebud Sioux Tribe, through its trust relationship with the federal government, has a jurisdictional status that is separate from the state of South Dakota and local governments.

Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the Reservation and culture, concerned about the future and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will help determine the future development of the Tribe and its institutions. In sum, the mission of Sinte Gleska University is to plan, design, implement and assess postsecondary programs and other educational resources unique and appropriate to Lakota people in order to facilitate individual development and tribal autonomy.

The Sinte Gleska University Vision

In its goal to promote sovereignty and self-determination, Sinte Gleska University has adopted as its vision the seven basic criteria which the United Nations uses to define a sovereign nation.

- 1) Land—Sinte Gleska University works to teach people about the Otiwota, their homeland, the place of their birth, the place where spirits return.
- 2) Language—Preserving and perpetuating the Lakota language has been a standing goal of the Sicangu Lakota Nation and at Sinte Gleska University.
- 3) Spirituality—We demonstrate our spirituality through prayer and ceremony, through song and dance, and through our emphasis on relationship, respect and reciprocity.
- 4) Leadership—The University reflects the cultural heritage of our ancestors and the traditional virtues of *woohitika* (bravery), *wacantognaka* (generosity), *woksape* (wisdom), and *wowacintanka* (fortitude), which help form our Lakota universe. Within the context of those cultural and traditional values, the University's Board, administration, staff and students are encouraged to provide classroom-based, community-based and regional and national leadership.

5) Social Systems—At its most basic, the University is a reflection of tribal social structures. It is representative of community based tribal leadership, traditional (tribal) educational systems and family support systems.

6) Economic Systems—Sinte Gleska University has begun to play an increasing role in the development of economic activity on the Reservation. The University works to develop individuals who are mindful of tribal economic systems and who will contribute to the overall improvement of the tribal nation.

7) Governance Systems—The University emphasizes the development of tribal self-governance and self-determination in its academic and community programs and through its support of tribal goals and entities.

The Sinte Gleska University Purposes

The following University purposes have evolved over the years through the self-study and assessment processes for accreditation:

- 1) Sinte Gleska University will serve as a bridge to off-reservation institutions by providing a successful on-reservation experience of higher education.
- 2) Sinte Gleska University will provide post-secondary education experiences.
- 3) Sinte Gleska University will work to increase the number of Indian people in middle and upper-management positions.
- 4) Sinte Gleska University will reflect, strengthen and develop Lakota cultural life.
- 5) Sinte Gleska University works to provide national leadership in tribally-controlled education.
- 6) Sinte Gleska University works to establish mechanisms for improving the quality of life on the Rosebud Reservation.
- 7) Sinte Gleska University will develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society

The Sinte Gleska University Shield

The buffalo was the primary animal the Lakota depended upon for survival. The skull of this animal became a significant symbol. It represents the *Lakol Wicoh'an*, the traditional way of life. It also represents the *Pte Oyate*, the buffalo nation and the spiritual life.

The Lakota medicine wheel represents the sacred hoop and the four directions.

The Lakota believe the eagle has a special place among the birds and animals. The four eagle feathers represent the social and spiritual significance of the number four in Lakota life.

Within the Lakota medicine wheel are the four Lakota virtues:

- *Woksape*: Wisdom
- *Woohitika*: Bravery
- *Wowacintanka*: Fortitude
- *Wacantognaka*: Generosity

Today, through education, Sinte Gleska University strives to perpetuate these values.

Wolakota (Peace): The Background of Wolakota

The term *wolakota* is an old term that was created and implemented out of dire necessity. It was conceived during the turbulent era of intertribal wars based on emerging tribal nations and the armed contest over resources. It was during the times when the tribal family systems were beginning to experience hardships and internal fighting because of the rapid expansion of their population and struggle over resources. Elders of the tribe began to set down rules and concepts of how to address this problem. After many years of trial and error of implementing the behavioral rules and concepts, *wolakota* was finally achieved.

The term *wolakota* can be broken down into two words or concepts, *wo* and *lakota*. *Wo* is a noun prefix and *lakota* means associates, allies or friends. The term *lakota* can be further analyzed into two concepts, *la* and *kota*. *La* is a term of endearment, usually placed at the suffix. However, *la* is placed at the prefix to add emphasis. *Kota* is an older word for friend. It is still used by the northern group, the Assiniboine and some *Yanktonai* members who were the original members of the *Wazi Kute* Division and who broke away in the mid-seventeenth century.

When *kota* is analyzed, the picture becomes clearer. *Kota* is closer to *koda*, the dialect of the Santee. Eventually, all of the speakers began to use their own distinct dialect by converting *kota* to *koda*, *kona*, and *kola*. *Kota* was retained and utilized to unite the extended family systems who tended to become more distant. Each dialect added *da*, *na* and *la* to *kota* so that each clan could still retain its close ties and yet be an autonomous entity with all privileges that members shared.

The article that ultimately cemented the close relations of these clan groups was *wo*. When *wo* is added to *lakota*, then the expected behavior among the *Oceti Sakowin* (Seven Council Fires) members was complete. The expected behavior of a Dakota, Nakota and Lakota is one of *Wolakota*.

Wolakota means to act and behave with ultimate respect, harmony, peace and friendship. *Wolakota* is a powerful deterrent to arguing, fighting, making enemies, jealousy, squabbling among relatives, and belittling people in public.

Perhaps, the ultimate symbol of *wolakota* is the pipe. The actual use of the pipe began with the creation of *wolakota*. The old traditional Lakota used to have a ceremony called *tiognaka* that formally established a household of their daughter or son who married and brought their mates to live with them. This procedure called for taking a live coal from the parent's fireplace and placing it in the newly established fireplace of the household. The smoking of the pipe sealed the official establishment of *tiognakapi*. Moreover, the smoking of the pipe between parents and their sons or daughters and their mates meant that the new household occupants accepted the authority of the parents regarding respect based on the rules of kinship behavior. It also meant that the new household was autonomous. The original head of the household, the father, could no longer count and treat the newly established household as part of his direct membership and yet still maintain the status of a parent. This is how the *Oceti Sakowin* was initiated and how the pipe was used to create peace and allies of former enemies.

***Wolakota* and the Codes of Behavior**

The *Lakota* society is mutual and reciprocal when behavior towards another member is carried out on a daily basis. This means that when someone gives something physical or abstract, they expect something in return immediately or later in life. Thus one had to mirror or gauge his or her reaction to another person.

Giving a gift or something of value to another person requires that the recipient give something in return, immediately or later on. Doing a kind deed for a person requires that the recipient of this kind deed will return the gesture at an appropriate time. Sometimes persons giving something of value or doing a kind deed to another person do not always expect to be paid back directly: their close relatives or friends might be the recipients and that is good enough. The end purpose of this mutual and reciprocal relationship is to promote peace, good will and harmony among the people.

The most significant part of this mutuality and reciprocal relationship is the kinship system. This involves kin terming and kin behavioral relationships. The objective of kin terming is to know all relatives, the lineal, the biological, the collateral, and the affinal. The purpose of kin behavior is to achieve respect for relatives. The premise of the Lakota society is based on respect, or *waohola*. Respect is demonstrated as observing and maintaining integrity by reacting to eye contact or excessive staring; physical contact, violating the comfort space; oral communications, excessive and inappropriate talking; and behavioral displays lacking reserve and warmth. Respect is to avoid these reactions completely or gauge them in accordance to age, gender, relations, and generation.

The following are some ways of promoting respect according to the traditional ways:

Respect is to hold all people (especially the elders) in high esteem, honor them, venerate them, and to praise them for their probity (wisdom and integrity).

When ideas or concepts are expressed in meetings, honor them or build on them if they seem good, especially if they came from elders or learned people.

Never insist that your ideas are better or argue this point.

Never speak negatively about people in public because this tends to hurt people. When you hurt people it affects their heart. The heart is a sensitive organ, and negative elements tend to build up and this poisons the mind. Decisions should be made from the mind and the heart.

Do not walk between people who are talking in public and the audience or people who are talking to each other. Do not interfere with people talking or people who have the floor. Non-interference is a virtue.

Steer clear of confrontation as much as possible. There are ways of settling differences, and diplomacy is one way. If people are persistent, walk away. This is especially true when the people around you know that the person doing the confronting is wrong.

Do not get up and walk out while someone is talking, except if there is an emergency. Apologize, if it is appropriate to do so.

Allow all speakers to speak their mind without interrupting them. Listen to people or pay attention to them as a courtesy.

Do not spread rumors. Always try to present facts or truths. Rumors will eventually become well known to people and will be taken care of in time.

Traditional values should always be upheld because the youth look up to the older generation as models.

Never correct, challenge, or yell at an elder in public. To do so is a sign of disrespect.

Always treat the youth or younger generation as one of your own relations and with respect because they look up to you and emulate what you teach them.

When in company of elders never speak out of turn, unless you are asked something.

Never point at someone. To do so is a sign of disrespect. Remember the story of the two who pointed to the stars.

Never threaten anyone with a pipe or ceremony. To do so will bring hurt to you and your family. Never use the pipe in public if there is negativity or potential negativity.

As a leader, you are a spokesperson for the people and you should always trust in the people to help you make important decisions.

Respect your leader or leaders because they deserve the respect that they have earned.

Leaders should always look for a compromise between two irreconcilable forces. Never take sides because a leader must be able to mediate in order to make the best decision for the people.

Have compassion for people who experience hurt.

Respect is a significant component of *wolakota* and is really the unifying force that helps people to be in harmony and at peace with each other. Without *wolakota* the results would be catastrophic and would lead our society to decadence. This is why the leaders, especially the elders of the past, conceived of *wolakota* and thus insured that the Lakota way of life would prevail.

Today, like in the past when our society faced a similar ordeal of a collapse, our society is facing a similar meltdown because our society is moving away from the traditional respect and *wolakota*. Our people must go back to the center of our traditional ways by reinstalling appropriate values of *waohola* and *wolakota hecel oyate kin nipi kte*. (Respect and Peace so that the people may live.)

Sinte Gleska University Non-Discrimination Policy

Sinte Gleska University does not discriminate against qualified employees or applicants for employment on the basis of race, color, creed, sex, national or ethnic origin, physical or mental handicap, veteran status or other factors which cannot lawfully form the grounds for an employment decision. Sinte Gleska University admits qualified students regardless of sex, race, color, creed, and nationality in execution of its educational programs or institutional activities.

Discrimination complaints by students based upon any of the protected categories can be directed to Michael Benge, Student Services Director, Sinte Gleska University, P.O. Box 105, Mission, SD 57555-0105, Phone 605-856-8100 ext. 8561.

Discrimination complaints by employees or prospective employees based upon any of the protected categories can be directed to Lionel Bordeaux, President.

Historical Overview of Sinte Gleska University

Sinte Gleska University is a tribally chartered institution of higher education located in south central South Dakota on the Rosebud Sioux Indian Reservation. Sinte Gleska University was founded in 1970 to provide post-secondary education with primary purposes to:

- a) preserve and teach tribal culture, history and language,
- b) redesign education and train teachers,
- c) seek innovative and effective strategies to address the myriad of social, economic and educational concerns confronting the Sicangu (Burnt Thigh) Lakota Oyate,
- d) reform tribal government to create a more effective and efficient governance structure based on treaties and the social structure of the Sicangu Lakota Oyate.

The origins of Sinte Gleska University can be traced to dissatisfaction among tribal leaders who believed that off-reservation higher education institutions failed to respond to the unique needs of the Indian student. The founders of Sinte Gleska University wanted to create a tribal higher education institution that was responsible for the delivery of postsecondary educational programs and opportunities on behalf of the Lakota people that was of, by and for our tribal communities.

Sinte Gleska University is a public institution and non-profit corporation of the Rosebud Sioux Tribe that provides higher education and other learning opportunities for the Sicangu Nation and surrounding communities. Since inception, Sinte Gleska University has conferred 2,200+ degrees through seven academic departments at the certificate, associate, baccalaureate and masters levels. Sinte Gleska University enrolls between 700-900 students each semester and employs approximately 200 individuals including 40 full-time faculty and 35 adjunct instructors. Sinte Gleska University also offers its programs through articulation agreements with Lower Brule Community College and Ihanktowan Community College; students are able to earn an associate degree at these institutions.

Sinte Gleska University is governed by an eight member Board of Regents, all of whom are Sicangu Lakota tribal members.

From the beginning, Sinte Gleska University was intended to be a tribal higher education institution based on the philosophy of tribal control, tribal self-determination and tribal self-destiny. To do so, the mission statement acted as a mandate and vision for Sinte Gleska University. An implicit premise of this mandate and vision is to effect change for our tribal nation.

The Founders of Sinte Gleska University envisioned an institution that was rich in tribal culture and language; that modeled a Lakota worldview and validated the ability of Lakota people to manage their own resources and to claim ownership of their education systems. They recognized the need for a Lakota speaker who possessed the education and leadership ability to provide the leadership for their higher education institution. The Founders sought help in identifying this leader through ceremony and prayer. Lionel Bordeaux was identified as this person.

Lionel Bordeaux was inaugurated as the first President of Sinte Gleska University (at that time Rosebud College Center) on February 2, 1973 in a sacred pipe ceremony that was conducted publicly by a large group of Spiritual leaders. He was entrusted with the mandates that would guide the development of our higher education institution on a 45 year journey. The consistent leadership and President Bordeaux's commitment to the mandates with which he was entrusted have led Sinte Gleska University to be one of the most stable organizations on the Rosebud reservation and possibly the longest lasting.

The role of Sinte Gleska University is multi-faceted and entails an understanding of the immediate and long-range needs of the Rosebud Sioux Tribe. In this role we must provide diverse programs and community services and we must interact with tribal communities and programs to address possible areas of social, economic and resource development. In many ways

Sinte Gleska University must also anticipate areas of need and provide the necessary leadership to move tribal programs, tribal communities and tribal members toward addressing those needs through student graduates, special projects and initiatives and/or ongoing program delivery.

During the past forty years Sinte Gleska University has grown in response to student needs, tribal priorities and community challenges. We are confident that our mission statement will continue to lead the work of Sinte Gleska University in the future.

In 1971 Sinte Gleska University opened the doors for tribal higher education to 150 students on the Rosebud Reservation. Associate degree courses were offered in our communities via dispersed delivery through affiliate relationships with Black Hills State University and the University of South Dakota. Early goals included accreditation, facilities acquisition/construction and annual funding appropriations for tribal colleges/universities.

During the 1980s, Sinte Gleska University became the first tribal college to attain accreditation at the baccalaureate and masters degree levels. Funding became more stabilized as a result of the Tribally Controlled Community College Assistance Act although annual appropriations never equaled the amounts authorized by Congress. Institutional facilities emerged slowly, initiated by the decision to utilize a centralized campus delivery system in Mission.

During the 1990s new facilities were constructed including the Student Lounge, Art Institute, Heritage Center, Technology Building and *Wakinyan Wanbli* Building. Collectively this represented more than \$11 million dollars in construction projects. Additional funding opportunities were gained in accordance with Executive Order 13021, as signed by President Clinton in 1996, which directed federal agencies to increase resource availability to tribal colleges/universities. Sinte Gleska University also entered into affiliation agreements with other tribal higher institutions to facilitate educational delivery on other reservations.

The first decade of the 2000s produced continued new construction projects; most notably the Administration Building in 2005, the Student Services Building in 2007 and the Lakota Studies Building in 2011. In 2000, a total of 75 graduates received their masters, bachelors and associate degrees and one year certificates in conjunction with our annual SGU commencement exercises. This latter number has increased to an average of 113 total graduates during the past seven years (2007-2014). We estimate that our annual graduating class, by virtue of attaining a degree at Sinte Gleska University and thereafter realizing gainful employment, represents an additional \$2.5-\$3.0 million in earning power per year for themselves and their families.

While we are proud of our graduates and their accomplishments and the credentials and skill which they bring to the work force, Sinte Gleska University remains concerned about the overall employment market on the Rosebud Reservation. Trained tribal member professionals are needed for existing leadership positions and expanded economic development efforts are required for greater job opportunities especially within our tribal communities. Sinte Gleska University and the Rosebud Sioux Tribe must collaborate on new partnerships and initiatives to ensure long-range sustained economic growth in the future.

Securing adequate financial resources to accomplish the Mission of the institution has always been a challenge, as history records. Sinte Gleska University opened its doors in 1971 with virtually no funds at all. The faculty was all volunteer instructors approved by the institutions granting credit for the classes offered each semester. Classrooms were donated spaces in schools, tribal offices and community buildings. As the institution grew, funds were secured through federal sources and private foundations. The only secure revenue at Sinte Gleska University, and most tribal colleges, is the funding generated through P.L. 95-471. At Sinte Gleska University, this funding is designated for academic delivery and support services. It has been stated in several instances that the University does not have adequate finances to fulfill its Mission, but we must point out at this time, that we have never failed to meet our payroll, nor have we failed to deliver the courses our students need to complete their educational goals.

Another significant area of institutional growth in the past decade relates to our annual operating budget at Sinte Gleska University. In 2001, Sinte Gleska University recorded \$10,728,092 in total revenue. In FY'10, this same amount was \$17,381,688, an increase of \$6,653,596 over the ten year period. The negative side of such growth is that 82% of our institutional revenue consists of restricted funding. With no tax base for revenue purposes and no tribal financial support, we rely primarily on tuition and fees as the major source for our General Fund revenue. During the past 10 years Sinte Gleska University has approved reasonable tuition increases and implemented different fundraising approaches and strategies in an attempt to gain additional unrestricted institutional funding and therein help address our General fund deficit situation.

The history of Sinte Gleska University is marked by progress and unprecedented achievement. Sinte Gleska University mirrors the beliefs and dreams of tribal members and tribal communities. The mission statement of Sinte Gleska University instills a hope for tribal sovereignty and tribal self-determination. Tribal members and tribal communities learn of new program opportunities and initiatives through local information dissemination and call upon Sinte Gleska University to provide leadership and advocacy to strengthen our tribal nation. After forty years of existence the Sicangu Lakota Oyate still views Sinte Gleska University as an important vehicle for advancement and for confronting problems and challenges that beset our tribal members and tribal communities.

Sinte Gleska University Historical Chronology

1968 Elders and community people meet to discuss the development of a college for the *Sicangu Lakota Oyate*.

1971 Sinte Gleska College opens its doors to 156 students with 16 classes using volunteer instructors.

1972 Sinte Gleska College becomes a charter member of the American Indian Higher Education Consortium as one of six founding institutions.

- 1973 First associate degrees at Sinte Gleska College earned by Jim Kaulay and Eileen LaPointe.
- 1977 Sinte Gleska College granted status as a candidate for accreditation by the North Central Association of Colleges and Schools.
- 1978 Bachelor's degree program in Human Services and Elementary Education approved for offering at Sinte Gleska College by South Dakota Board of Regents.
- 1979 Sinte Gleska College confers first Bachelor's degree in Human Services to Sherman Marshall.
- 1983 Sinte Gleska College receives official notification of accreditation from the North Central Association of Colleges and Schools thus becoming the first tribally-chartered college to be accredited at both the associate and baccalaureate levels.
- 1989 Eleven students graduate with the first Master's degrees in Education awarded at Sinte Gleska College.
- 1992 Sinte Gleska College, in a special traditional ceremony, changes name to Sinte Gleska University.
- 1994 Sinte Gleska University attains land-grant institution status.
- 1996 The Rosebud Sioux Tribe grants 1,600 acres of land to Sinte Gleska University within Antelope community for campus expansion.
- 1999 Sinte Gleska University completes construction on Technology Building which becomes first facility on the SGU Antelope Lake campus.
- 2000 Two additional buildings completed on SGU Antelope Lake campus site Wakinyan Wanbli Multipurpose Building and Sicangu Cultural Heritage Center.
- 2003 Sinte Gleska University approved for 10 year continuing accreditation status by North Central Association Higher Learning Commission.
- 2005 Sinte Gleska University Administration Building completed with funding provided through the American Indian College Fund.
- 2007 Sinte Gleska University Student Services Building—*Wayawa Ki Wicagluonihanpi Oti* (Home for Honoring our Students)—completed with funding assistance from a U.S. Department of Education Title III construction grant.
- 2009 Sinte Gleska University conducted visits to all 20 tribal communities on the Rosebud Reservation to gather information for updated institutional planning efforts that will strengthen our tribal nation in the future.

2011 Secretary Arne Duncan, U.S. Department of Education serves as keynote speaker at SGU Graduation.

2012 Sinte Gleska University Lakota Studies Building is completed.

2013 Sinte Gleska University Business Management Department Building is completed.

Accreditation History at Sinte Gleska University

Sinte Gleska University officially began operations by offering courses and degree programs in February of 1971 through agreements with the University of South Dakota and Black Hills State University.

In 1976 Sinte Gleska University was approved as a candidate for accreditation with the North Central Association of Colleges and Schools. In 1982 Sinte Gleska University was evaluated for initial accreditation to offer Associate of Arts degrees plus two Bachelor level degrees; specifically, the BA degree in Human Services and the BS degree in Elementary Education. Five year accreditation was granted as a result of this team visit and continued at five year intervals for a twenty year period through 2002.

In 1989, following a focused evaluation and site visit, Sinte Gleska University received approval to offer a Masters program in Elementary Education. Per this action, Sinte Gleska University thus became the first tribal higher education institution to gain regional accreditation at the Masters degree program level. The 2002-03 team report noted, “this remarkable achievement needs to be understood in the context of its location, its mission and its leadership”—all of which are key elements in the growth of Sinte Gleska University.

A focused evaluation for institutional change was conducted in 1996 at which time the following action was approved by the NCA Higher Learning Commission:

- (1) to deliver baccalaureate programs in Special Education, Art Education and Lakota Studies;
- (2) to remove the restriction on Bachelor’s program development; and
- (3) to offer off-site courses and programs within the exterior boundaries of the Lakota/Dakota/Nakota Nation which includes South Dakota, North Dakota, northern Nebraska and eastern Minnesota.

The affirmation of this request for institutional change(s) provided Sinte Gleska University with the capacity to deliver degree programs that correspond to rapidly evolving tribal and student priorities and to produce graduates who are trained professionals and educators who are able to serve the best interests of tribal community development.

In December of 2001, at the request of Sinte Gleska University, an advisory team visit was conducted to review two concerns: (1) governance at Sinte Gleska University was strained by the combined actions of the Rosebud Sioux Tribal Council, the Sinte Gleska University Board of Regents and the Sinte Gleska University President; and (2) allegations existed that the events of summer 2001 brought the accreditation of Sinte Gleska University into jeopardy or that Sinte Gleska University no longer met the NCA Higher Learning Commission's General Institutional Requirements Five, Six and Seven nor Criterion Two and Five for accreditation.

Sinte Gleska University submitted a progress report on March 1, 2002 to address the site team concerns, advice and recommendations relating to institutional governance matters along with a process for "healing the institution." The overall finding of the site team was that Sinte Gleska University was not in violation of any General Institutional Requirements nor any Criterion for Accreditation and that the actions during the summer of 2001 did not disrupt the basic ability of Sinte Gleska University to function or to achieve its institutional mission.

The 2002-03 site review stipulated that Sinte Gleska University stipulated that a focused visit pertaining to the assessment of student learning and the implementation of an effective system for institutional financial reporting and analysis be held in 2007-08. The next comprehensive evaluation was scheduled for 2012-13.

The Higher Learning Commission conducted a site visit in 2007-2008 on assessment and financial reporting. Recommendations were made and Sinte Gleska University was to file a comprehensive assessment plan and a progress report on their audit by May 29, 2009. Further financial monitoring reports were submitted to the Financial Panel in 2010, 2011 and 2012. In July, 2012 the Financial Panel determined that a focused visit on finances was required at Sinte Gleska University. The Higher Learning Commission scheduled the focused visit for March, 2013 in conjunction with the comprehensive site team visit.

The Higher Learning Commission peer review site visit was conducted in March, 2013. The University received a Certified Letter in November, 2013 informing President Bordeaux that the "HLC Board of Trustees at its meeting on October 31, 2013 placed the University on Probation because the University was out of compliance with the Criteria for Accreditation identified in the Board's findings." The non-compliance criterion was outlined as:

Criterion Two, Core Component 2.A, "the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing Board, administration, faculty, and staff, "

Criterion Two, Core Component 2.C, "the governing Board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity,"

Criterion Five, Core Component 5.A, the institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future,"

Criterion Five, Core Component 5.B, "the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission,"

Assumed Practice, A.9, "the governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer"

Assumed Practice, D.1, "the institution is able to meet its current financial obligations"

Assumed Practice, D.2, "the institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years"

Assumed Practice, D.3, "the institution has future financial projections addressing its long-term financial sustainability"

Assumed Practice, D.4, "the institution maintains effective systems for collecting, analyzing, and using institutional information"

Assumed Practice, D.6, "the institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement)".

The University was required to file a monitoring report by February 1, 2014 outlining how it planned to ensure compliance with each of the Assumed Practices identified. The monitoring report was to include the FY 2013 financial audit.

The University filed a Monitoring Report on February 1, 2014 to report on each of the Assumed Practices. Sinte Gleska University requested an extension on submitting the FY 2013 financial audit because the University's financial audit is not due until June 30, 2014 and will not be completed until mid-June, 2014.

A response to the Monitoring Report was sent to President Lionel Bordeaux on March 6, 2014 accepting the Monitoring Report on Assumed Practices and included an analysis of the report. An extension to 7/1/14 was granted to submit the FY 2013 financial audit.

On July 1, 2014 the FY 2013 financial audit was submitted to the Higher Learning Commission along with an update on progress in correcting Assumed Practices non-compliance. The Higher Learning Commission accepted the update and responded to the University's report on July 23, 2014. The Higher Learning Commission encouraged the University to pay attention to "evidence" to document progress on meeting Assumed Practices. The Commission accepted the

FY 2013 financial audit and acknowledged that progress had been made in ameliorating financial concerns of the Commission.

Sinte Gleska University has worked to resolve the non-compliance issues the Higher Learning Commission identified in the March 2013 comprehensive visit. The following are the actions the University has taken to correct the non-conformity issues:

Criterion Two, Core Component 2.A. “the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing Board, administration, faculty, and staff.

Criterion Two, Core Component 2.C, “the governing Board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity,”

Criterion Five, Core Component 5.B, “the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.”

Assumed Practice A.9 “the governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer”

Commission Findings: the University Board of Regents failed to follow its bylaws requiring the University Board to meet monthly:

The Board did not meet for a thirty-month period prior to the team visit in March 2013 and, while it may have undertaken some oversight through mail ballots or other processes, it nevertheless failed to exercise oversight of core functions assigned to the Board in the Bylaws such as approving the budget, evaluating the chief executive officer, ensuring that a qualified chief financial officer was appointed or developing policies or strategies for resolving serious issues confront the University related to student debt, monies due from the Tribe and other issues.

Since the time of the team visit in March, the Board met only two times.

The University Board failed to follow its bylaws requiring that the Board hold a special meeting within thirty days of a vacancy to ensure that the vacancy is filled.

Sinte Gleska University Response

The Sinte Gleska University Board of Regents is now in compliance with its bylaws. The Board of Regents has appointed all vacant positions. The Regents meet monthly or at another time or place that they designate, which may exceed a month. The bylaws state:

Article Six

Section One. “Regular Meetings

Meetings of the Board of Regents for the conduct of regular business shall be held at the Sinte Gleska University Administration Building on a monthly basis at a day and time agreed upon by the majority of the Regents as a result of a poll conducted by the Executive Secretary; or at such other time and place as the Board authorizes.”

The Board of Regents met on the following dates in 2014:

- February 5, 2014
- April 16, 2014
- June 4, 2014
- June 30, 2014
- August 7, 2014
- October 3, 2014
- December 5, 2014
- February 17, 2015

Board of Regents Meeting Agendas and Minutes are posted on the SGU Website as they are approved. Some actions the Board of Regents have approved:

- The Board of Regents minutes indicate that the Regents approved the FY 2014 budget on March 5, 2014.
- The Board of Regents minutes indicate that they offered and approved a contract for Lionel Bordeaux to serve as President of Sinte Gleska University on April 16, 2014.
- The Board of Regents minutes indicate they approved the appointment of Duane Hollow Horn Bear as the faculty/staff representative to the Board of Regents on March 5, 2014
- The Board of Regents minutes indicate they approved the appointment of Raechel Herman as student representative to the Board of Regents on March 5, 2014.
- The Board of Regents approved the FY 2013 financial audit on March 5, 2014 as recorded in the minutes.
- The Board of Regents minutes indicate they approved updated policies for Procurement and Internet Usage on April 16, 2015.
- The Board of Regents approved amendments to the SGU By-Laws eliminating the Council of Elders. They approved a process for nominating and appointing Regents.
- The Board of Regents approved two check signers for the Finance Office.

The Commission found nonconformity with the following criteria and assumed practices pertaining to finance:

- Criterion Five, Core Component 5.A, the institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future,”
- Assumed Practice, D.1, “the institution is able to meet its current financial obligations”

- Assumed Practice, D.2, “the institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years”
- Assumed Practice, D.3, “the institution has future financial projections addressing its long-term financial sustainability”
- Assumed Practice, D.4, “the institution maintains effective systems for collecting, analyzing, and using institutional information”
- Assumed Practice, D.6, “the institution’s administrative structure includes a chief executive officer, chief financial officer, and chief academic officer with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement)”.

Sinte Gleska University has made significant improvements in the area of financial management. These are some of the accomplishments in response to the fiscal concerns of the commission:

- FY 14 Budget was approved by the Board of Regents. (Evidence: Minutes)
- Board of Regents approved Finance Office policy for Procurement. (Evidence: Minutes)
- Financial reports are submitted and reviewed by the Board of Regents on a regular basis.
- The University employed a Chief Finance Officer, Sara Arroba (Evidence: Resume in Evidence file 5. D.2)
- Sinte Gleska University’s budget is based on historical expenditures and anticipated revenue decline.
- Sinte Gleska University is able to meet its current financial obligations.
- Sinte Gleska University has planned for a decline in resources and has a plan for increasing revenue.
- Sinte Gleska University has a prepared budget for the current year and regularly receives reports from the Senior Accountant. Expenditure and revenue projections are received and discussed.

Sinte Gleska University feels that we have addressed the concerns and the non-compliance issues that were identified by the Higher Learning Commission Board of Trustees. We believe that the process of self-study has strengthened our institution.

III. Criteria for Accreditation

Criterion One: Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A – Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

“Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the Reservation and culture, concerned about the future and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will help determine the future development of the Tribe and its institutions. In sum, the mission of Sinte Gleska University is to plan, design, implement and assess postsecondary programs and other educational resources unique and appropriate to Lakota people in order to facilitate individual development and tribal autonomy.”

The Mission Statement of Sinte Gleska University reflects the Lakota belief and value systems of our institution's founders and tribal community leaders at a time when Indian self-determination was a new and emerging concept. These same beliefs and values remain true in the 21st century as contemporary tribal leaders look to Sinte Gleska University for educational advancement and progress on behalf of tribal members and tribal communities. Most significantly, the institution's Mission Statement is important in terms of emphasizing Lakota language and cultural preservation and in collaborating with the Rosebud Sioux Tribe to produce graduates with academic preparation and work skills that correspond to tribal needs and priorities.

The Mission Statement was adopted by the Founding Board of Directors in 1971 and is periodically reviewed by subsequent Boards of Regents. The Mission Statement was most recently reviewed and reaffirmed by the SGU Board of Regents on February 20, 2015. The Mission Statement of Sinte Gleska University has successfully guided institutional direction and operations for the past 44 years and will continue to do so in the future decades of tribal higher education delivery and learning.

The Mission Statement is the basis for each of Sinte Gleska University's degree programs, for each of its departments and support services. The Mission Statement is published in the Course Catalog, the SGU Faculty Handbook, SGU Adjunct Faculty Handbook, Student Handbook, and appears in various recruitment materials.

Evidence

- Board of Regents Minutes
- Catalog
- Faculty Handbook
- Adjunct Faculty Handbook
- Student Handbook.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Sinte Gleska University is a degree granting institution. Sinte Gleska University has planned, designed, implemented and continuously assesses its post-secondary degree and certificate programs which are consistent with the Mission, Purpose and Vision of the University. The University offers 28 Associate degree programs, seven bachelor degree programs, two master degree programs and twelve certificate programs through seven academic departments.

Sinte Gleska University's degree programs are comparable to those at other institutions of higher education, which affords a more seamless credit transferability process. The General Education Requirements for all degrees granted at Sinte Gleska University reflect the commitment of the University to provide students with education that all college graduates should possess.

The primary and most important distinction is our program focus on tribal relevancy. All students graduating from degree programs at Sinte Gleska University are required to have ten credits in Lakota Language, Lakota History and Culture and Personal Health and Wellness. All of the degree programs have Lakota specific requirements beyond the minimum ten credit hours that are required. Our educational programs are designed to meet the employment and life skills of tribal members.

Student Support Services are in place to assist students in their educational journey and to help promote individual development. These services include:

- Registrar's Office
- Financial Aid Office
- Bookstore
- Library
- Student Transportation Service
- SGU Daycare
- Student Lunch Program
- Student Lounge
- Computer Labs
- Student Counseling Center
- Student Assistance Program
- **Tutoring Services**

Student Support Services continue to grow and develop as the needs of students change and expand. For example, the Student Lounge was used primarily for serving the student's lunch and closed at the end of the lunch period. A computer lab was added, as well as some recreational equipment. The Student Lounge now is open from 8:00 A.M.-7:00 P.M. The Student Lunch Program is now providing a Sack Lunch for students with evening classes. These services were initiated by the Student Association.

Sinte Gleska University offers a class schedule of around 200 classes each semester and enrolls between 600-800 students each semester. Sinte Gleska University has an open admissions policy and a non-discrimination policy. As a Public Tribal institution, the University accepts students with a high school diploma or GED. Although the University was created to primarily serve tribal students, the University has never denied admission to non-Indian students. About 20% of the student population is non-Indian.

Women comprise over 60% of the enrolled student population, many are single parents. The University has long served non-traditional students with an average age of 36 years though the current student population is much younger, averaging 26 years.

SGU Student Profile 2014-2015

| Year | Enrollment | Male | Female | Indian | Non-Indian |
|-------------|-------------------|-------------|---------------|---------------|-------------------|
| Fall 2014 | 801 | 219 | 582 | 684 | 117 |
| Spring 2015 | 703 | 220 | 483 | 619 | 84 |

Evidence

- By-Laws
- Student Handbook
- Vision
- Purposes
- Mission
- Department Narratives

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Sinte Gleska University's planning and budgeting priorities align with and support the Mission of the institution as described in Criterion 5.C.1.

1.B – Core Component 1.B

The mission is articulated publicly.

- 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*
- 2. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*
- 3. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

The primary Mission document of Sinte Gleska University is the Course Catalog. This document provides the Historical background of Sinte Gleska University, the Mission Statement, the Vision of the institution, the Purposes for the institution and describes the Values of the organization. The Course Catalog informs the student, faculty, staff, and the public of the available Degree Programs, the requirements for each Degree Program, descriptions of the courses offered by each department, Policies and Procedures for Financial Aid, Cost of Attendance, Admissions information, FERPA (Privacy Act) policies and other pertinent information for the public.

Sinte Gleska University publishes its Mission Statement in a number of public documents in both printed and digital formats. The Course Catalog and website are the primary source for publication of crucial information. The Mission of Sinte Gleska University is aligned with the University's Vision and stated Purposes and further define the Mission of the Institution.

The values of Sinte Gleska University have remained constant throughout its history and are publicly articulated and displayed within the SGU Logo. The Logo is prominently displayed on all Sinte Gleska University publications, correspondence, and promotional items.

In 2002, the SGU Board of Regents adopted Wolakota as the guiding value for Sinte Gleska University. This value and expectations for the Board of Regents, Administration, Faculty, Staff and Students is explained and published in all documents distributed by Sinte Gleska University.

The Course Catalog contains information on the Mission, Vision and Purposes of Sinte Gleska University. Documents supporting the Mission are updated periodically or on an as needed basis. The Purpose and Vision Statements translate the Mission statement into concrete learning goals. Each SGU Department defines the Mission in terms of their department goals and learning outcomes. The Department Reports explain the University's emphasis on various aspects of its mission.

Evidence

- Mission
- Purposes
- Vision
- Course Catalog
- Department Narratives

1.C – Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

- 1. The institution addresses its role in a multicultural society.*
- 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*

Sinte Gleska University addresses the relationship between its mission and the diversity of society within the Purposes of the Institution. Purpose number seven states: “Sinte Gleska University will develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society.”

Within this Purpose is the recognition that tribal people cannot live in isolation from the global society. Our students must leave our institution with a firm foundation in their tribal identity and the knowledge and skills to negotiate a society that is diverse and continuously growing in complexity.

Several policies adopted by the Board of Regents further reflect the attention paid to diversity within the University and the global society. Sinte Gleska University has a Policy of Non-Discrimination that ensures none of the University's services or employment are denied to anyone on the basis of race, color, creed, sex, national or ethnic origin, physical or mental handicap, veteran status or other grounds which may be considered discriminatory.

The University has further developed policies relating to Disabilities and abides by ADA standards of access to all their facilities. Parking areas are designated for handicapped access. The Student Transportation system has one van that is designated solely for handicapped students and provides home to class transportation. Classrooms that are handicapped accessible are made available on an as-needed basis.

The University further acknowledges its responsibility for teaching human diversity through courses developed to provide learning opportunities and exposure to diverse philosophy, literature, and race relations. Some specific classes are:

- ED 447 Human Relations: A Multi-Cultural Approach (required for all education undergraduate majors)
- ED 547 – Human Relations: A Multicultural Perspective (graduate level course for those seeking South Dakota Certification)
- AN 457 Racism, Sexism and Oppression (required Cultural Resource Management)

Although the University is required by its Tribal Charter to limit Board of Regent membership to enrolled Tribal members, the Faculty Council, Department Chairs, and Student Association do not have those membership requirements. The Faculty Council and Department Chairs lead the institution in their academic journey.

Overall, the basic value of Wolakota speaks to respect, peace and harmony among all of Creation, which requires that all humans be treated equally and with deep respect for their spirit. This value is the primary guiding value identified by the Board of Regents.

Evidence

- Sinte Gleska University Shield
- *Wolakota* Statement
- Non-Discrimination Policy
- Course Catalog
- Sinte Gleska University Purposes

1.D – Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Since its inception in 1971, Sinte Gleska University has recognized its obligation to serve its public constituency. As Sinte Gleska University developed from Rosebud College Center, offering extension classes from other colleges, to a degree granting college with its own accreditation, to its expansion into a University, the University has recognized its role in the education of both its students and the tribal community at large. Along with the development of

degree programs and courses, there was dual development of public educational programs and services.

The mission, vision and purposes of Sinte Gleska University support the recognition of this public obligation to the tribal nation and to national and international education.

Sinte Gleska University recognizes its role as a post-secondary institution is its primary responsibility. Sinte Gleska University has graduated over 2,200 students since its founding. The University has no parent organization or investors which divert its resources; thus all of the resources of Sinte Gleska University are invested in the Mission of the institution and its obligations for providing a higher education, both academically and through community services.

Many programs at Sinte Gleska University address the public obligation to the tribal nation as a whole.

- The university has an extensive Adult Basic Education (ABE) program that prepares adult learners for the General Equivalency Diploma (GED). The ABE program operates four learning centers covering a 2,800 square mile, five county area consisting of the Rosebud Sioux Reservation and Off Reservation Tribal Lands (ORTL), amounting to 4.5 million acres. Over 2,400 individuals have received a GED since the University's inception. GED graduates are an important source of college-ready students for SGU.
- *Tiwahe Glu Ki Ni Pi* is a SAMHSA (Substance Abuse and Mental Health Services Agency) funded mental health program for tribal children. This program operates within Sinte Gleska University and provides education, counseling and therapy for children with mental health needs.
- The USDA Extension Program at Sinte Gleska University delivers community education and a number of activities for the tribal population in general. The Project has focused on Food Production and Food Sovereignty. The project also conducts a Sicangu Land Camp for Middle and High School students each year to familiarize young people with the land they live on and own and concepts of stewardship for the tribal homelands.
- The SGU Bison Ranch is a research and education project and focuses on restoring Buffalo as a food source for tribal people and the nation. The Buffalo herd has grown over the years to over 600 head. The herd is grass fed and highly sought after by retailers of buffalo meat. The herd provides meat for the Student Lunch Program and to community members for wakes and funerals at no charge. The project also markets their buffalo to retailers on a limited basis. Income from the Buffalo herd is part of the university's general fund.
- The YMTA Project is a sewing project that teaches skills in construction of ceremonial regalia, home decoration projects, and basic sewing skills for young people. Much of their work has been focused on young people in the Juvenile Detention Facility, along with projects in the local schools and communities.

- Sinte Gleska University hosts a career fair and a health fair each year for community, college, high school and elementary students. The purpose of these activities is to educate and inform participants about the opportunities and services available to them.

There are many other projects within Sinte Gleska University that provide services to the community at-large. Many of these projects contribute to the economic well-being of tribal people, as well as to the overall economic development of the reservation.

Sinte Gleska University also speaks to the greater public outside of their immediate location. Involvement in tribal nationalism has long been a practice at Sinte Gleska University and this is often demonstrated by the University's participation in and organization of meetings involving other tribal nations. Some of the meetings are:

- *Oceti Sakowin* (Seven Council Fires of the Lakota Nation)
- Great Plains Tribal Chairman's Association
- Lakota Nation Invitational Tournament workshops
- Lakota Treaty Council

Each year, Sinte Gleska University takes another step forward through the annual hosting of the SGU Founders' Week Forum. This week-long series of activities centers on a discussion of four key areas, Lakota Culture and Language, Education, Economic and Community Development, and Treaties and Tribal Government. The Forum serves as an annual examination and reaffirmation of the institutional mission of Sinte Gleska University, plus allows tribal members to participate in educational planning and recommendations for all levels of delivery throughout the reservation.

Sinte Gleska University values the input of our local service population, whether as students or concerned community constituents, and uses the ideas and comments from the Founders' Week Forums and other community based activities to help plan for new delivery and program development.

The language delineated in our mission statement may not change but Sinte Gleska University is always receptive to the possibilities of improvement and growth. This commitment to community involvement through projects such as community learning centers for GED tutoring, designating the SGU Library as a tribal public library, or opening SGU facilities for public and tribal use is an integral part of fostering educational opportunity for tribal members and tribal communities. And while we may not receive financial support for the delivery of many community-based services or opportunities through either tribal revenue or federal grant sources Sinte Gleska University understands that our educational mission is to advance the academic background and experiences of our tribal members in order to achieve tribal nation building for our future generations.

Evidence

- Founders' Week Forum agendas
- *Tiwahe Glu Ki Ni Pi* program narrative
- YMTA program narrative
- USDA Extension narrative
- Northern Plains Tribal Art Show and Market brochure
- SGUTube videos of selected meetings

Criterion Two: Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A – Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

The ideation of Sinte Gleska University by the founding SGU Board of Regents is embodied in our institutional philosophy of *Lakol Wicoh'an* - the traditional way of life. Intrinsic to the *Lakol Wicoh'an* are the four cultural virtues, which are denoted on our Sinte Gleska University logo, as follows:

Woksape—Wisdom

Woohitika—Bravery

Wowacintanka—Fortitude

Wacantognaka—Generosity

The SGU Board of Regents practices and observes these virtues in establishing policies and procedures for the governance of Sinte Gleska University. These virtues complement and reinforce the institutional mission of Sinte Gleska University to provide an ethical framework for decision-making and managerial analysis. Most importantly, the *Lakol Wicoh'an* and the four accompanying cultural values formed the basis for a delineation of the SGU Wolakota Statement, as adopted by the SGU Board of Regents in 2002, which serves to characterize the environment we strive to attain at Sinte Gleska University. In short, Wolakota means to act and behave with ultimate respect, harmony, peace and friendship.

Because Wolakota is such an integral part of our Lakota culture, Sinte Gleska University attempts to utilize this philosophy throughout the entire institution from the SGU Board of Regents, to the SGU Faculty Council and the SGU Student Association. In so doing, governance at Sinte Gleska University is cognizant of our SGU students, tribal members and tribal

communities, which constitute our main stakeholders on the Rosebud Reservation. Information sharing and decision-making is infused with Wolakota and encompasses the needs and issues of our stakeholders.

Tribal culture and history were the catalysts for the founding of Sinte Gleska University and continue to be at the core of all institutional governing, management, academic and operational functions. *Takomni le cetu ktelo*—this is the way it must be.

Policies and Procedures, from Personnel to Faculty Handbooks to Student Handbooks, reflect this philosophical foundation in establishing the integrity of Sinte Gleska University and reiterate behavioral expectations of the governing board, administration, faculty, staff and students. The Policies and Procedures establish guidelines for ensuring fair and ethical behavior is practiced in all operational functions of the institution. When it is perceived that there has been an infraction of the guidelines, the University has established a process for receiving and hearing complaints through a tiered grievance procedure, which is published in all the handbooks and on the University website at www.sintegleska.edu.

Evidence

- Personnel Policies and Procedures
- Finance Policies and Procedures
- Faculty Handbook
- Adjunct Faculty Handbook
- Student Handbook
- By-Laws
- Course Catalog

2.B – Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Sinte Gleska University publishes a variety of documents that are available in both print and digital format that clearly and completely present information with regard to its programs, requirements, faculty and staff, costs to students, governance and administration of the institution, and accreditation relationships. This information is contained in the Sinte Gleska University Course Catalog, which is published bi-annually print and digital format on the University's website at www.sintegleska.edu. The electronic version of the catalog is updated on an as-needed basis.

The Sinte Gleska University Student Handbook provides students with information about programs, degree requirements, costs to students, financial aid requirements, federal compliance policy and procedures, accreditation relationships, and complaint/grievance policy and procedures. The SGU Student Handbook is distributed to students upon their registration and is published on the University's website at www.sintegleska.edu.

Evidence

- By-Laws
- Faculty Handbook
- Adjunct Faculty Handbook
- Student Handbook
- SGU Personnel Policies and Procedures
- SGU Finance Policies and Procedures
- Course Catalog

2.C – Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.*
- 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*
- 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.*
- 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

Sinte Gleska University is governed by the SGU Board of Regents which is comprised of eight members who are enrolled tribal members of the Rosebud Sioux Tribe and who support the institutional mission, purposes and overall best interests of Sinte Gleska University. The Board of Regents of Sinte Gleska University are ultimately stakeholders in the success of the institution because the SGU By-Laws in Article Four, Section 1, require that all members of the Board of Regents must be enrolled members of the Rosebud Sioux Tribe and the primary beneficiary of the success of Sinte Gleska University is the Rosebud Sioux Tribe and its membership. There are seven voting members on the Board of Regents and one non-voting member.

Two members of the SGU Board of Regents represent constituencies within the institution, staff/faculty representative and student representative. These two representatives keep the Board of Regents informed about the activities of their constituencies and bring forth initiatives and concerns of students and staff/faculty. Their inclusion in the Board of Regents informs and influences the Regents to act in the best interest of the institution and ensures that those constituencies have a voice in the policy making function of the University. These appointments are one year terms.

Four Regents are appointed to represent the four regions of the Rosebud Reservation. These Regents set the tone of the Board of Regents in maintaining a connection between the University and the tribal communities it serves. It is imperative that Sinte Gleska University stay grounded in their commitment to service to the tribal community at large. Appointments for Regional Regents are four year appointments or until their successor is appointed.

One Elder is appointed to the SGU Board of Regents for a two year term or until a successor is appointed. The Elder representative embodies the values and aspirations of the Sicangu Oyate (Burnt Thigh People) that balance the institution and help maintain the institutional commitment to applying Lakota values in their policy and interaction with the tribal community.

One non-voting member is appointed by the Sicangu Oyate Okolakiciye (Rosebud Sioux Tribe Education Committee). This Regent is the Chair of the Tribe's Education Committee and is appointed to coincide with his/her term on the Rosebud Sioux Tribal Council. This Regent has the responsibility of communicating tribal legislation that affects Sinte Gleska University, advocating for the University with the Tribal Council and informing policy making at Sinte Gleska University that is in accordance with tribal law.

Appointments to the Board of Regents are made by the Board of Regents. Nominations for Regents to fill vacancies are made by the President's Management Council and the Sinte Gleska University President. (SGU Board of Regents Resolution 2015-01)

The SGU By-Laws establish guidelines for eligibility to serve on the SGU Board of Regents and defines the roles and responsibilities of the Board of Regents. This criterion ensures that the SGU Board of Regents includes members who are sufficiently autonomous in their public roles and responsibilities from the daily administration of Sinte Gleska University in order to maintain the integrity of institutional operations.

The Minutes of the Board of Regents reflect their commitment to preserve and enhance Sinte Gleska University. The Board of Regents reviews and approves an operating budget for the institution. The current budget reflects a priority for academic delivery and student support services (78% of the total annual budget). The SGU Board of Regents reviews and approves all policies that guide the administration and management of the institution. New degree programs, new community initiatives, and fund-raising campaigns are discussed and approved by the Board of Regents.

For example, at a recent Board of Regents meeting in February 2015, the Regents reviewed the Mission Statement of the University and reaffirmed it. They proposed and approved amendments to the SGU By-Laws and appointed two members to the Board of Regents, representing Region One and Region Four. They reviewed recommendations from the Chief Finance Officer and asked her to bring back a proposed policy that they could review. They discussed fund raising activities and offered suggestions for accessing funds from the Rosebud Sioux Tribe. The Board of Regents discussed the upcoming Comprehensive Accreditation Review and approved the report submitted by the Vice Presidents. The Board of Regents heard a report from the Student Regent and approved her written report.

The Minutes of the Board of Regents reflect their commitment to the best interests of the institution and to the Mission, Vision, and Purposes of the institution.

The various policies contained in handbooks demonstrate the desire of the Board of Regents to act with integrity and transparency in fulfilling their responsibility for governing Sinte Gleska University. The agenda for Board of Regents meetings and minutes of the meetings are posted on the Sinte Gleska University website.

The composition of the SGU Board of Regents consists of Regents that represent various constituencies so that both internal and external views are considered and reviewed during decision-making discussions. Decisions are based on the best interests of the institution in carrying out its Mission on behalf of all constituencies.

The Board of Regents has the responsibility to act in the best interest of Sinte Gleska University as stated in Article V, Section One of the SGU By-Laws. Failure to do this may result in a Regent's removal from office as outlined in Article IV, Section 21 of the SGU By-Laws.

The Sinte Gleska University By-Laws, Article V, Section Seven, delegate the day-to-day management of Sinte Gleska University to the President.

The SGU Board of Regents delegated the faculty to oversee academic matters through the establishment of the SGU Faculty Council. The Faculty Council by-laws delineate the extent of their authority.

Evidence

- By-Laws,
- Board of Regents Minutes.
- Faculty Council By-Laws
- Board of Regents Resolution 2015-01
- Bylaws, Article IV, Section One.
- Institutional Budget
- Faculty Handbook

- Student Handbook,
- Catalog
- Personnel Policies and Procedures,
- Finance Manual

2.D – Core Component 2.D.

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Sinte Gleska University provides for freedom of expression and the pursuit of truth in teaching within the By-Laws, the Faculty Handbook, the Student Handbook, as well as the Personnel Policies and Procedures.

Article IX, Section Ten, of the By-Laws addresses Intellectual Property Rights for work created while a person is employed by Sinte Gleska University and sets parameters for ownership of material developed or created by individuals. The Faculty Handbook further delineates expectations for faculty individual research and development of teaching materials.

Sinte Gleska University is not a major research institution, although it has been building its capacity to conduct research through small research grants that individual faculty members have received. Sinte Gleska University believes that research is an important part of the Institutional Mission and encourages faculty and staff to conduct research.

Evidence

- By-Laws
- Faculty Handbook
- Student Handbook
- Personnel Policies and Procedures

2.E – Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

- 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.*
- 2. Students are offered guidance in the ethical use of information resources.*
- 3. The institution has and enforces policies on academic honesty and integrity.*

Sinte Gleska University has had an Institutional Review Board (IRB) that oversees research conducted at Sinte Gleska University for many years. SGU's IRB also served as the IRB for the Rosebud Sioux Tribe.

Recently, SGU made new appointments to the University's IRB. The new IRB committee is working to develop a more transparent format, with a web presence that provides guidance, contact information, and forms. The SGU Institutional Review Board will be limited to academic research. The IRB will be working with the Vice President of Institutional Development to develop a new IRB Policy and Procedures.

Students often conduct small research projects in their classes to gain experience and learn to conduct research, analyze data, draw conclusions and write research papers. Students are guided in their research by faculty and course syllabi.

Students are offered guidance in the ethical use of information resources through institutional policy that is transmitted to students in the Student Handbook and in the Internet Use Policy pertaining to plagiarism, copyright laws, academic dishonesty and cheating. Penalties are imposed for violations of policy, including expulsion.

Faculty are encouraged to include guidance in their course syllabi. English 092 and English 102 teach beginning research and writing, which include correct methods for citing information sources, copyright laws and plagiarism. The Graduate Programs have requirements for students to conduct research and are guided through their research projects by the faculty in those departments. Each of the Graduate Programs has a Research and Writing course requirement.

Sinte Gleska University has adopted policies pertaining to academic honesty and integrity. These policies clearly identify expectations for academic integrity when writing and conducting research. Policy on Intellectual Property Rights is included in the By-Laws, Article IX, Section Ten. The Faculty Handbook and Adjunct Faculty Handbook clearly delineate expectations for academic honesty and integrity and penalties for violation of the policy which can lead to suspension or contract termination. The Student Handbook also informs students of policies pertaining to academic honesty and integrity and penalties or sanctions for violation of the policy including failing grades, suspension or expulsion.

Evidence

- By-Laws
- Faculty Handbook
- Adjunct Faculty Handbook
- Student Handbook.
- IRB Application
- Sample Course Syllabus, EDR 600
- Internet Use Policy

- Syllabi for English 092, English 102
- Course Catalog
- Employee Policy and Procedures Manual

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A – Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

To assure that courses and programs are current and relevant, departments review their programs on a continual basis. Feedback from faculty and student assessments, employers of graduates and supervisors of practicum and internship experiences provide information on the strengths and areas for improvement of each program.

Sinte Gleska University offers certificate, associate, baccalaureate, and masters programs. The requirements, including a general description and number of credit hours for each program are clearly articulated in the catalog, available in print and on the website.

Courses of study in the academic programs are clearly defined and are described in the Sinte Gleska University catalog and on the university’s website. The undergraduate courses are approved with a 100-400 numbering system. The academic programs are offered in a progression that establishes the coherency of the total program. Intellectual rigor is built into each class, with increasing rigor as the student progresses through the academic program. The course material, outlined by course outcomes, is appropriately challenging for each level, from introductory courses (numbered 100-200) taken in freshman and sophomore years through the upper division courses (numbered 300-400) taken at the junior and senior levels. The courses for the master’s degrees in the Education and Human Services departments are appropriate for that level and are distinct from the undergraduate courses based on the numbering system and course outcomes. Course prefix numbers for graduate programs are approved with 500-600 numbers. The outcomes for these courses require a more rigorous level of study and students must earn a grade of an A or B to pass each course.

Evidence

- Course Catalog

- Status Sheets for each department – found in the Course Catalog and on website under each department’s information
- Syllabi for each department

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Sinte Gleska University’s goals for student learning are developed in a tiered organizational pattern beginning with each department’s mission that is consistent with the University’s Mission Statement. Each department has clearly-defined general learning goals that are based on their respective missions and purposes of their programs. Learning goals are found on course syllabi and are differentiated by rigor and expectations.

Evidence

- Sample Syllabi
- Course Catalog – Department Overviews
- SGU Website – Department Overviews

3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations. (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality.)

Each of the department’s certificate, associate, baccalaureate and/or master’s programs follow an approved status sheet that clearly defines the sequence of the courses, core and pre-requisite courses, and number of credit hours necessary to complete each certificate or program.

While methods of delivery may be different, learning goals are consistent among sections of courses on the main campus and are consistent for the two off-site campuses as they use the SGU syllabus template to assure consistency of outcomes, methodology, course outlines, assessment procedures and important university information.

Memoranda of understanding assure that program quality and learning goals are consistent at our off-site campuses and area high schools for dual credit consideration. Any course offered for dual credit, must be approved and the instructors must have the same qualifications as any other instructor for that course. Both courses and instructors are approved by the Vice President of Academic Affairs. The expectation is that the learning outcomes for dual credit courses must be equivalent to those courses offered on campus.

Evidence

- Sample Syllabi
- Course Catalog – program requirements
- Syllabus Template

- Memoranda of Understanding
- Dual Enrollment Agreements
- Certification of Instructor form

3.B – Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

General Education at the postsecondary level is an essential element of undergraduate degree programs and a pre-requisite to graduate degree programs. The general education requirements are designed to assure that all students seeking a degree are afforded the same quality of education.

The General Education core requirements of Sinte Gleska University draw upon the tribal value of education as a lifelong process, or *wounspe*, and reflect the mission of the institution. The role of General Education core requirements is to provide for the traditional understanding of education, present an overview of learning within Sinte Gleska University, and introduce students to the world of higher education. The core requirements provide a foundation for all future learning at Sinte Gleska University.

Evidence

- Course Catalog, page 38

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Learning goals or outcomes are required for each general education course and are articulated on course syllabi, all of which are included in the catalog and on the website. Learning goals or outcomes are specific to each course's purpose and include cognitive (knowledge), psychomotor (skills) and affective (dispositional) learning outcomes to assure students get a holistic education.

Since a syllabus is an important contract between the student and the instructor that impacts student learning and effective teaching, a standardized template is used to make sure that all instructors include measurable outcomes that are relevant to the course.

General Education Core Requirements include: Communications; Computer Technology Literacy; Mathematics; Sciences; Social Sciences and Humanities for a total of 33-37 Semester Hours. Academic Advisors have the ability to select specific courses to meet the needs of their students and programs.

Additional Institutional Core Requirements provide students with seven credit hours in Lakota language, culture, and history, a requirement that mirrors that of other tribal colleges and is consonant with SGU's mission. A three-credit Personal Health and Wellness course provides students with the support and knowledge they need to negotiate the often-difficult terrain of the social environment on the reservation and in surrounding communities.

Evidence

- Course Syllabi
- Syllabus Template
- Course Catalog, p. 38

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Each degree program engages students in collecting, analyzing and communicating information appropriate for the program's learning outcomes. Students do research or other scholarly work and do oral presentations for their peer group; case studies engage students in analysis; and data are collected in forms such as family histories, economic trends, and data from the bison herd, for example. Science coursework lends itself to the mastery of inquiry with lab opportunities in biology, physics, chemistry and environmental science courses; programs that are based on a constructivist model of education use inquiry as a basis for many lessons and courses.

The Great Plains Art Institute provides many opportunities for creative work to include: drawing, painting, sculpture, photography and ceramics. Students have shown their work at the Northern Plains Indian Art Market and have placed in the competition at the American Indian Higher Education Consortium Conference. Students participate in the annual AIHEC (American Indian Higher Education Consortium) and communicate their knowledge, intellectual production, and cultural know-how through events including the Knowledge Bowl, art competitions, science poster presentations, and hand-game competitions.

All students in all programs develop skills adaptable to changing environments because programs are reviewed and changed to remain abreast of current trends.

Evidence

- Sample syllabi

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

As a tribal institution of higher learning, the respect for all students is inherent in the institution's Mission Statement "to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy." Additionally, Wolakota and the Codes of Behavior provide the basis for respectful learning environments. Based on Lakota values, the institution, through its programs and instruction, helps students recognize and respect the human and cultural diversity in the world. Crucially, with regard to relationships, "Wolakota means to act and behave with ultimate respect, harmony, peace, and friendship," and promoting respect includes "holding all people (especially the elders) in high esteem."

Included in the Accommodations for Individuals with Disabilities, is this statement: "Further Sinte Gleska University does not discriminate on the basis of race, color, national origin, religion, age or disability in employment or the provision of services." The University's catalog also includes a Non-Discrimination Policy as a policy for the acceptance of each person based on personal merit.

Sinte Gleska University focuses on ability rather than disability, and by its mission, open admissions policy and commitment to diversity respects all students from all backgrounds and provides classroom environments that model respect for all aspects of human and cultural diversity.

Evidence

- Mission Statement
- Course Catalog
- Student Handbook

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty contracts require that each faculty member select either scholarship or service activities that they are expected to carry out during the contract year. Courses in all programs provide opportunities and expectations for faculty and students to seek knowledge and produce creative work that is applicable to the courses and programs at Sinte Gleska University.

Following are a few examples of the creative and scholarly work of SGU faculty and students that are applicable to the mission of the university.

Ned Day, instructor for the Great Plains Art Institute at Sinte Gleska since 2013, was invited to show in the 2015 National Council of Education for the Ceramic Arts prestigious biennial show at Brown University's David Winton Bell Gallery, Spring of 2015. This is an international show

of up and coming, cutting edge ceramic artists. The *Boston Globe* gave Day's work top billing in their enthusiastic review in February of 2015.

Scholarly work like "Reclaiming Futures Initiative From a Sicangu Lakota Tribal Perspective: Lessons Shared" authored by Charlotte Goodluck and Marlies White Hat (SGU) is indicative of the work produced by SGU employees. This story tells a story about one of the initiatives sponsored by the Robert Wood Johnson Foundation known as *Oyate Teca Owicakiya* (Helping Young People). *Oyate Teca Owicakiya* was the only indigenous-based initiative funded by the Foundation. The initiative was undertaken by the Sinte Gleska University to provide services to reclaim youth from the justice system. The Reclaiming Futures model was adapted to the local setting by utilizing tribal resources. The background of the setting, its unique tribal governmental structure, demographics, and socioeconomic indicators are presented, and finally, eleven lessons are discussed. The success of the initiative was the strength and resiliency of the community itself, its members, and the network of individuals and organizations who came together for troubled tribal youth and their families.

Lakota Documentaries was designed and implemented by the late Don Mocassin, a local Lakota person. Mocassin's work is unique in the sense that these are the recordings of Native people made by a Native person. In 2007, Dr. Jurgita Antoine joined the project and started directing the translation work. SGU's Media Director, Jim Cortez lent technical assistance to the project, as did a number of local Lakota men and women who are knowledgeable about Lakota language and culture.

We Are A Horse Nation documentary tells the stories of the Sunka Wakan Oyate (Horse Nation) from the perspectives of the *Oceti Sakowin*. The film presents that story through the voices of the *Oceti Sakowin* (Lakota, Dakota & Nakota). This project is a working example of the philosophy of the *Oceti Sakowin*, and as "relatives" we will bring together Traditional & Contemporary Lakota/Dakota/Nakota songs, stories, teachings, experiences, knowledge, thoughts & beliefs, to be compiled for a one-of-a-kind film resource; to be utilized by the intended audience of the future generations of the *Oceti Sakowin*. The film was produced by Keith Brave Heart of the *Tiwahe Glu Ki Ni Pi*, (Bringing The Family Back To Life) System Of Care Program a culturally-based mental health program.

Evidence

- *Lakota Documentaries*
- *We Are A Horse Nation* documentary
- Faculty contract template

3.C – Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Sinte Gleska University has sufficient numbers of faculty members to carry out the requirements set forth in faculty contracts at the present time. Many full time faculty have been at the institution for ten to twenty years, reflecting continuity of instruction. At this time, the faculty student ratio is 1:12. The overall ratio may differ from that within specific departments. The Program Review process will be important in ensuring that adequate numbers of qualified faculty are available in each department.

Faculty are required by contract to teach 27-30 credit hours per academic year, and they have the option of how many courses/credits they will teach per semester in order to fulfill that requirement. SGU has 38 full time faculty members, 3 part time members, and, in spring semester 2015, employs 24 adjuncts as recounted in the table below.

Faculty Qualifications by Degree/Ranking (2014-15)

| Type of Degree | Number of Graduates |
|---------------------------|---------------------|
| PhD | 3 |
| EdS | 1 |
| JD | 1 |
| MFA | 2 |
| M.Ed | 4 |
| MA | 5 |
| MS | 3 |
| MLS | 1 |
| MBA | 1 |
| MSN | 1 |
| BA | 8 |
| BS | 3 |
| BSN | 2 |
| Lakota Studies Rank A & B | 2 |
| AAS | 2 |

Adjunct Instructors - Spring Semester 2015

| Department | Number of Adjunct Instructors |
|---------------------------|-------------------------------|
| Foundational Studies | 0 |
| Art Institute | 0 |
| Arts & Science | 7 |
| Business Education | 2 |
| Education | 5 |
| Human Services | 4 |
| Lakota Studies | 1 |
| Institute of Technologies | 5 |

As some programs increase in student numbers, it will become necessary to hire additional faculty. In rural areas, such as on the Rosebud Reservation, it may take an extended period of time to hire faculty. To fill the need for faculty, adjunct professors, many of whom are Sinte Gleska University graduates, are hired as needed.

As new, emerging career tracks occur, we can add professional certificates or new programs to the offerings at Sinte Gleska University. Sinte Gleska University has established relationships with larger institutions, including South Dakota State University, and Mitchell Technical Institute, where we can add new programs through collaboration and memorandums of understanding.

Ad hoc committees of the Faculty Council address curriculum and assessment, revisions of handbooks, professional development planning, and other academic matters on an as-needed basis.

Faculty, in conjunction with their respective Department Chairs, have opportunities to define their course's learning outcomes and to select teaching strategies and methodologies that reflect both their teaching styles and the students' learning styles. Expectations for students are set forth in course syllabi, and all faculty members have flexibility in selecting the types of formative and summative assessment instruments they will utilize in each of their courses. Faculty have input into textbook and resource selection for their courses.

The University follows HLC guidance in its consideration of academic credentials. SGU requires that instructors possess an academic degree relevant to what they are teaching and hold a degree that is at least one level above the level at which they teach. Sinte Gleska University has a special designation for faculty who possess cultural knowledge that is equivalent to baccalaureate, masters, and doctoral levels.

University faculty members developed a university-wide assessment plan and a Philosophy of Assessment through committee work. This plan guides each department's assessment processes. This institution-wide assessment plan utilizes the departmental assessment plans and their gathered data to provide information on a regular basis for assessment of the institutional mission and goals and program relevancy.

At the end of each semester, students evaluate faculty members and course delivery and satisfaction. The evaluations are given to respective department chairs where a composite of the information is compiled. These composites are reviewed by the Department Chair and then shared with faculty members. Each department has the responsibility of using the data from the Student Course Evaluations to make informed decisions about the effectiveness of the instruction, student satisfaction, cultural relevance, the quality of the classroom environment, and the assessment processes.

Evidence

- Assessment Plan
- Student Course Evaluation form
- Student Course Evaluation composite format
- Faculty List & Credentials
- Faculty Council By-Laws

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

The University follows policy for the establishment of academic credentials to require that instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach.

All instructors must have an approved Certification of Instructor form in their files in the Academic Affairs Office. These forms include attachments of resumes and current transcripts and are updated each time a new course is added to the instructor's teaching load. The forms are signed by the Chair of the respective department and the Vice President of Academic Affairs.

Faculty who teach dual credit courses in high schools, and at off-site locations, must follow the same process of approval following a review of their credentials.

Evidence

- Certification of Instructor forms

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

As a part of the institution's Assessment Plan, faculty members are evaluated annually in three ways: self-assessment, peer assessment, and a formal assessment by the Assessment Coordinator. All three assessments use the same instrument. A compilation of the results will be given to the instructors for their review with a required written reflection as to the results. Department chairs and faculty had input into the development of the instrument, and department chairs will use the data to make informed decisions to improve instruction. This process was initiated during the Spring 2015 semester. Students also evaluate faculty at the end of each semester. Evaluations are turned into the respective Department Chair and a composite of the results is given to faculty members. Like student evaluations, a composite of the faculty evaluations will be discussed with faculty members, the Department Chair and the Assessment Coordinator.

Evidence

- Assessment of Student Learning Plan
- Student Course Evaluation Instrument
- Faculty Evaluation Instrument

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Faculty development opportunities were made available through the Woksape Oyate Faculty Development grant, awarded through the American Indian College Fund (AICF). The Business Department Chair Nora Antoine earned her Ph.D. in part through support from the grant and Gerald Lang (deceased) earned a second masters degree in science with support from the grant. Sammie Bordeaux-Seeger, Foundational Studies Instructor, will earn her MFA with support from a Carnegie-Mellon grant.

Presenters known for their expertise in teaching and learning were brought to the SGU campus to enhance the knowledge and skills of faculty. Now that the *Woksape* grant has run its course, SGU faculty continue to present best practices to their peers on a regular basis. Some sharing is done formally and some is done informally with an invitation for someone to come to the department and present information necessary to make improvements in knowledge bases or pedagogical areas. A series of webinars focusing on using technology in the classroom have also been made available to faculty.

Faculty members have the option to take tuition-free courses at Sinte Gleska University. Many faculty avail themselves of this opportunity with courses from the Lakota Studies Department being some of the most highly selected. Faculty members can, and do, apply for scholarships to enhance their teaching practices.

Adjunct faculty members are included in professional development opportunities at Sinte Gleska University. The Adjunct Faculty Handbook provides information pertinent to the teaching of courses, and outlines expectations of adjunct teaching.

All faculty members have opportunities to participate in faculty development workshops, webinars or seminars to learn more about the assessment process. Faculty apply through their department chair. Department chairs have the option of budgeting for professional development opportunities for themselves and their faculty. Additionally, the Assessment Coordinator is available to assist with individual faculty or department assessment needs. The Faculty Development Committee, a standing committee, plans and carries out faculty development activities.

Through the data garnered from the Student Evaluations, Department Chairs are able to present their needs to members of the SGU's Administrative Council and/or to grant principal investigators. This is an example of how the institution assesses and evaluates the need for learning resources to enhance teaching and learning.

Evidence

- Adjunct Faculty Handbook

5. Instructors are accessible for student inquiry.

Fulltime faculty members are required to maintain fifteen (15) office hours per week for student inquiry and advising. Office hours are to be posted and given to students during advising sessions. During these posted hours, students can seek assistance on assignments, get advising for future semesters, or get assistance on special projects.

Evidence

- Faculty contract template

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff members who provide support services for financial aid and academic advising are properly qualified for their positions. The Financial Aid Director has been employed at Sinte Gleska University for 35 years. Financial Aid personnel attend trainings annually to insure that Sinte Gleska University is in compliance with all new laws and regulations. Financial aid personnel are very competent in advising clearly and comprehensively students' eligibility for financial assistance and they assist students in a full understanding of their debt and its consequences. The Assistant Financial Aid Director and the Adult Vocational Education Training Counselor, a graduate of Sinte Gleska University, has been in the Financial Aid Office for a total of 30 years.

The Registrar has been an employee at Sinte Gleska University for 35 years, and Registrar for sixteen years. He is highly competent in academic advising, developing schedules, and recording grades on transcripts in a timely manner. The Certification Officer transcripts transfer credit that is applicable to a student's program in a timely manner. It is required that an official transcript from the previous institution be on file before any grades of "C" or better are transferred.

Staff selected for co-curricular activities are selected based upon leadership, reliability and expertise. Staff selected for advising purposes are placed under contract with clearly-stated expectations.

Employees can take tuition-free classes at Sinte Gleska University to support their professional development.

Evidence

- Consultant contracts

3.D – Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

Sinte Gleska University offers many student services for their students to ensure that they have an opportunity to succeed. These on-going services through the Foundational Studies Department include student advising, student transportation, student counseling (personal and academic), child care, student activities that include clubs and inter- and intramural sports, financial aid that includes specific scholarship assistance provided through the American Indian College Fund, food services, registration assistance, and student awareness activities. Other services are the maintenance of student records, student data collection, and academic support services.

Many students do not own vehicles and the transportation that SGU provides is an especially welcome service. Many SGU students are non-traditional, and many need childcare. The childcare is available for students during the day, making it possible for them to attend classes and work toward their degrees.

The Foundational Studies Department faculty implement a variety of retention strategies to assist students in their pursuits of obtaining a college degree. Most students in this department are first-generation college students and rely on the faculty and staff to help them make informed decisions about educational and career goals.

Evidence

- Course Catalog
- Student Handbook

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

The Mission of the Foundational Studies Department at Sinte Gleska University is to increase the retention and graduation rates for eligible students, to foster an institutional climate supportive of the success of low-income and first-generation students, and to improve the financial literacy and economic literacy of students.

Based on the mission, the Foundational Studies Department provides for learning support and preparatory instruction designed to meet the needs of incoming students beginning with the entrance exam, which is the COMPASS test, an untimed, computerized test that is designed to evaluate a student's skill level in reading, writing, math, writing essay, and English as a Second Language (ESL).

COMPASS test results include placement messages to inform students and instructors what courses students should enroll in. COMPASS identifies strengths as well as problems in major subject areas that might disrupt educational progress. Results from the assessments are used to

direct students into foundational studies courses or to general education courses. Tutoring that complements classroom learning and promotes academic success is available five days per week in all academic areas by qualified faculty members.

COMPASS Cut Scores

| Writing Skills | | |
|---------------------------|-------------------------------|--------------------------------|
| ACT English Scores | COMPASS Writing Scores | Course Recommendations |
| 0-13 | 0-37 | Foundational English I EN 091 |
| 14-17 | 38-69 | Foundational English II EN 092 |
| 18-36 | 70-100 | Freshman English EN 101 |
| Reading Skills | | |
| ACT Reading Scores | COMPASS Reading Scores | Course Recommendations |
| 0-13 | 0-60 | Basic Reading I RG 091 |
| 14-17 | 61-80 | Basic Reading II RG 092 |
| 18-36 | 81-100 | No Reading required |
| Math Skills | | |
| ACT Math Scores | Compass Math Scores | Course Recommendations |
| 0-17 | 0-43 | Foundational Math I MA 091 |
| 18-20 | 44-65 | Intermediate Algebra MA 120 |
| 21-27 | 66-100 | College Algebra MA 150 |

A Retention and Recruitment Committee, consisting of faculty, administrators and support service staff meets on a regular basis to plan for the success of all students.

3. The institution provides academic advising suited to its programs and the needs of its students.

Each student is assigned an academic advisor when they enter Sinte Gleska University. The processes for academic advisement are clearly articulated in the Student Handbook that is available in print and on the website. Advisors provide students with information about the institutions policies and procedures, financial aid and available services in addition to academic and career counseling.

Academic advising is also provided through the Student Counseling Program.

Policies on student academic load per term that reflect reasonable expectations for successful learning and course completion are adhered to through academic advisors with the Vice President of Academic Affairs providing oversight if a student registers for more than eighteen (18) credits in any given semester.

Evidence

- Student Handbook

- Academic Advising
- Course Catalog
- Financial Aid
- Student Services

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

The university has evaluative processes in place to review curricula, teaching and technological resources, effective pedagogical practices, classroom environments conducive to support learning, and assessment practices. Budgeting priorities are established by the Finance Office, with input from Department Chairs during the decision-making process when developing departmental and university budgets.

Because students have taken a greater interest in science in the past few years, lab space becomes available through planning and efficient scheduling. Creating more lab space is a priority for the future.

Identifying and placing students in clinical practices sites has not been an issue because students from Sinte Gleska University are highly sought. This is especially true for the Nursing Program due to the need for nurses and especially Native American nurses. Practicum and internship sites for the Education Department are also available; student teacher candidates are welcomed in area schools, and many are hired to teach in the school where they completed their internship experience. Internships are required for all departments prior to graduation. These internships provide students with a variety of experiences both on, and off, the Rosebud Reservation. Agreements between the academic departments and clinical and internship sites are in place prior to students entering these internships.

Sinte Gleska University's library offers an adequate selection of professional journals, an extensive children's and adolescents section, as well as specialty books and textbooks for programs. Department chairs work closely with the Librarian to give input into the ordering of relevant materials. All sixteen centers of the Rosebud Sioux Tribe's Head Start program use the library on a rotating basis.

The library houses over 50,000 volumes, subscribes to 339 print periodicals, and provides access to 44 databases. It provides an online catalog and an inter-library loan system as a member of the South Dakota Library Network (SDLN). There are 20 public use computer stations available, and one dedicated computer lab available for students when classes not scheduled. The library serves as the university, community, and tribal library. Its *Unkicisuyapi Collection* is an

excellent resource of books, periodicals, and selected databases on Lakota history and culture and on other tribal peoples as well.

The Lakota Studies building has a state-of-the-art theatre-style classroom that is available for use by all departments. It is also used for faculty gatherings and professional development opportunities. The Multipurpose Building has space for basketball and volleyball tournaments and a large stage that is available for students use and/or bringing in outside performing arts presentations.

The mission of the Sicangu Heritage Center is “to collect and preserve for current and future generations the papers, objects and sites which document the history and culture of the *Sicangu (Brule)* people and to use these materials to educate tribal members and interested others about our heritage.” The Museum collects, preserves, and interprets the history of the Rosebud Sioux Tribe and its members; from earliest times until present times. The museum and heritage center is open to all students and the public year round.

Sinte Gleska University (SGU) is among the few tribal universities in the nation with its own bison ranch and herd, with which the University is leading the nation in research centering on bison, traditional Lakota ceremonies, curriculum development and sustainable, culturally appropriate and environmentally safe economic development.

The Management Information Systems Department is dedicated to providing educational opportunities to the Rosebud Reservation and surrounding areas through the use of advanced technology and practices. Technology is a valuable tool that helps to improve the quality of life for our Tribal Nation and helps us preserve our language and culture. Network access is available on and off campus.

Through grant and donor funds, a Mac Lab has been established. Additionally Apple TVs have been placed in a number of classrooms across the campus. iPads have been ordered by students with some available for sale at the bookstore within the last year moving the institution forward in the use of technology to enhance teaching and learning. Adobe Connect is used to provide students with technological opportunities. Nursing Program students use this technology to review lectures and testing materials.

Evidence

- Course Catalog
- 2015 Self-Study
- Student Course Evaluation Form
- Nursing Handbook

5. The institution provides to students guidance in the effective use of research and information resources.

Beginning with Foundational Studies English courses, students are given instruction and guidance regarding the effective use of research and information resources. In EN 102 – Freshman English II, students, through a variety of college-level writing tasks, are taught how to integrate and credit secondary sources in their writing. Each academic program indicates specific requirements for research and information resources; however all departments provide students with information on topics such as the ethical use of research, plagiarism and its consequences, and academic dishonesty.

Evidence

- Student Handbook
- Sample Syllabi – EN 102 Freshman English II and EN 092

3.E – Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Based on the mission of the institution, co-curricular programs are culturally and spiritually based. Students are taken to Sacred Sites in the Black Hills to sites, such as *Pe Sla* and to Harney Peak for the Welcoming Back the Thunders ceremony on March 21st of each year.

Faculty and students participate in, and attend, the Founders’ Week *Wacipi*, which follows the Founders’ Week forums. The forums and *Wacipi* have been held annually for the past 44 years. Students, faculty, and community members attend the daily forums that address, Lakota language and culture, economics, education, and tribal law and treaties.

Students attend the annual American Indian Higher Education Consortium (AIHEC) and compete in hand games, archery, volleyball, Knowledge and Science Bowls, language competitions, art, 3D Modeling and New Media, chess, poster, and play competitions.

The co-curricular programs offered to our students meet the mission of the university and contribute to their educational experience.

Evidence

- Founders’ Week Forum Agenda

2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Sinte Gleska University is actively involved in providing community engagement through the Founders' Week forums held annually, assisting with grant writing for community programs, such as the Head Start program, placing students from all departments in internship or clinical experiences. SGU also provides a VITA (Volunteer Income Tax Assistance) service, free of charge, to assist community members prepare income tax returns.

Sinte Gleska University has an economic impact on the local and regional economy through 1) contributions to local job and income opportunities; 2) earnings for graduates of our degree programs; and 3) numerous social benefits, such as improved mental and physical health, and lowered welfare and unemployment numbers and 4) increased the number of Indian people in middle and upper management positions.

Many faculty and staff members serve on local, state, tribal, regional and national boards and committees that are appropriate to the mission of Sinte Gleska University and also facilitate individual development and tribal autonomy.

Evidence

- Founders' Week Forum Agenda

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A – Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

Regular, informal program reviews are conducted by each department chair with input from faculty and student evaluations of courses at the end of each semester with a final review conducted at the end of each academic year. Data from employer surveys are also considered in the program reviews. Each department chair conducts a review of their respective program's strengths and weaknesses and resources (physical and human) needed for the upcoming academic year. These reports are submitted and/or presented to the Administrative Council to request needed resources to enhance teaching and learning. Composite information from faculty evaluations will also provide data and insight for program improvement.

A new, more comprehensive program review process was formulated in spring semester 2015. Formal reviews under the self-study protocol it outlines are slated to begin in fall semester 2015. The Vice President for Institutional Planning and Development, a newly created position filled in February 2015, has responsibility to assist in this process, demonstrating SGU's commitment to this important process.

In addition to the program review processes internal to SGU, three programs are evaluated by South Dakota state entities. The Education Department undergoes regular program reviews by the South Dakota Department of Education. Each program is reviewed in depth and must meet DOE requirements in order for teachers to be certified. The Human Services Department's Graduate program in School Counseling must also undergo a similar review. The Nursing Department is reviewed by the South Dakota Board of Nursing.

Evidence

- Program review plan
- Department Reports
- Sample of employer survey
- SD DOE report on Department of Education
- SD Board of Nursing report on Nursing Program

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Policies regarding the acceptance and transfer of credits are articulated in the Student Handbook and the university catalog. Acceptance of credits that students seek to have transferred to a Sinte Gleska University transcript undergo a review process that begins with the respective Department Chair followed by review by the University's Certification Officer and the Registrar before the credits are transferred. In order to be transferred there must be a grade of "C" or better and the credits must be applicable to the degree program the student has declared. Additionally, there must be an official transcript on file prior to the transfer of any credits.

Students who have taken classes at another college or university may transfer those credits to Sinte Gleska University. SGU may accept course credits with a grade of "C", its equal, or better from colleges and schools accredited by any of the following:

- Middle States Association of Colleges and Secondary Schools
- New England Association of Colleges and Schools, Inc.
- North Central Association of Colleges and Schools
- Northwest Association of Secondary and Higher Schools
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

A standardized form is used for the transfer of credit. Once approved, the Registrar makes the transfer to the official transcript.

Sinte Gleska University does not award credits for experiential learning, prior learning nor the evaluation of responsible third parties

Evidence

- Course Catalog
- Student Handbook
- Transfer credit form

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Sinte Gleska University maintains and exercises authority over all aspects of this component through established procedures and processes for curriculum development. Instructors who are proposing new courses or changes to existing courses must receive approval from the Department Chair at the respective department level; if approved, the syllabus and required documentation is presented at the Department Chairs Committee where members recommend changes or approve the course to move to the Faculty Council. When approved, the syllabus and all documentation go to the Academic Affairs Office where the course is logged in and the information is sent to the Registrar's Office. All course syllabi must have any prerequisites listed, learning outcomes, and an assessment plan in addition to other information on the syllabus template required of all syllabi. Class I, II, and III Curricular Requests define the process for curriculum approval.

The level, or prefix number, of the course, signifies rigor of learning. Courses with a zero (0) prefix identify foundational level courses and are not considered for upper level courses; courses numbered 100-199 are considered freshman level courses and the rigor is indicative of entry level college freshman; courses numbered 200-299 are considered sophomore level courses. The general education courses are, for the most part, numbered with 100-299 prefix numbers. Courses numbered 300-399 are considered as junior level courses and are indicative of the major of the program; courses numbered 400-499 are considered as senior level courses and the rigor is at the level expected of future graduates. Most internships have numbers within the 400-499 range. Graduate level courses are numbered with prefixes above 500.

Expectations for student learning are conveyed through the inclusion of outcome/goals on each course syllabus. Sinte Gleska University holds high standards for student learning across the entire curriculum and throughout a student's undergraduate and graduate experiences. These standards are aligned with the institution's and department's mission statements and are established and reviewed by faculty, department chairs, and administration based upon assessment data, retention and persistence data, the number of graduates, and employer satisfaction survey data.

Grade point average requirements are clearly established and articulated in both the Student Handbook and the institution's catalog.

Faculty qualifications are determined in specific departments. The qualifications for faculty are listed on job advertisements that list both the minimum and required qualifications for the positions. Department Chairs have input into the listing of these qualifications. Prior to the granting of an interview, applications are reviewed by the Personnel Director and the Department Chair of the respective program.

Sinte Gleska University also has an established determination of rank and degree for persons who possess knowledge in Lakota history, culture, and the Lakota language and may not hold a college or university degree.

Dual credit courses for high school students are equivalent in learning outcomes and levels of achievement. There are signed agreements in place between the high schools and the institution. Faculty who teach dual credit courses must possess the same qualifications as fulltime and adjunct faculty at Sinte Gleska University.

Evidence

- Sample Dual Credit Agreement
- Student Handbook
- Course Catalog
- Syllabus template
- Class I, II, III Curricular Requests

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Sinte Gleska University does not seek specialized accreditation.

The institution maintains certification for programs in Education, Human Services and the LPN Nursing Program through the South Dakota Department of Education and the SD Board of Nursing.

The Education Department's Programs that maintain specialized reviews include:

- Bachelor of Science – K-8 Elementary Education; K-8 Elementary
- Education/K-12 Special Education 7-12 Secondary Education with a History major and a concentrated area of study in Lakota Studies. The program is reviewed and certified by the South Dakota Department of Education on a schedule that is established by the Board of Regents and uses standards that reflect national accreditation standards. Additionally, graduates from the Education Department seeking initial licensure must pass two exams: Core Knowledge and Principles of Learning and Teaching. In order to obtain endorsements outside their initial certification, they must pass the required content area licensure exam.
- The Human Services Department's graduates from the Masters of Arts Clinical Mental Health and School Counseling programs must also obtain licensure following guidelines set forth by the State of South Dakota.
- The graduates from the Licensed Practical Nursing Program must meet the standards set forth by the South Dakota Board of Nursing and pass the required exam before being licensed.

Evidence

- Certifications for Education, Human Services, and Nursing programs

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Each department has the responsibility for evaluating the success of its graduates. This evaluation process varies among departments. Within the 2014-15 academic year, departments have been asked to compile and review the data from the past ten years (2005-2015) regarding the number of students in their programs, the number of graduates, the number of graduates employed, and the number of graduates employed in the field in which they graduated. Information from these department reports will be further analyzed as part of the proposed, more in-depth department reviews.

Education Department Graduation and Employment Data

| Masters in Education: Graduates and Graduates Employed in the Field | | |
|--|--|-----------------------|
| Year | Number of Graduates/Number Employed in Field | Employment Percentage |
| 2010 | 9/10 | 90% |
| 2011 | 1/1 | 100% |
| 2012 | 7/8 | 88% |
| 2013 | 7/7 | 100% |
| 2014 | 7/7 | 100% |
| Bachelor of Science: Graduates and Graduates Employed in the Field | | |
| 2010 | 10/10 | 100% |
| 2011 | 10/10 | 100% |
| 2012 | 8/9 | 89% |
| 2013 | 8/8 | 100% |
| 2014 | 14/14 | 100% |

Human Services Graduation and Employment Data

| Graduates and Graduates Employed in the Field | | |
|--|---------------------|---|
| 2010-2014 | Number of Graduates | Percent Employed in Field or Engaged in Further Education |
| Bachelor of Arts | 55 | 75% |
| Master of Arts | 30 | 89% |

Employer Satisfaction Surveys provide data to ensure that Sinte Gleska University graduates have the knowledge, skill sets, and dispositions to be effective employers and leaders in accordance with the university's and departments' missions.

Several university faculty members have participated in, or are participating in, fellowship and advanced degree programs through the Mellon Foundation and the American Indian Higher Education Consortium. Nora Antoine, Business Department Chair, received her PhD and Gerald Lang (deceased) received a second Masters Degree in Science with assistance from the Mellon Foundation. Currently, Sammie Bordeaux-Seeger is working on an MFA and will graduate in 2016.

Evidence

- Sample Employer Satisfaction Surveys
- Department Narratives

4.B – Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Sinte Gleska University has made a commitment to educational achievement and improvement in the area of assessment. This commitment is demonstrated in the development of a tiered assessment process to include: University, or institutional (general education) Assessment; Program Assessment; and Course Assessment.

The syllabus template requires that each syllabus have clearly stated goals for student learning (i.e., course learning outcomes) and a plan for assessing those outcomes.

Each department is charged with the responsibility to identify and publish program level goals (learning outcomes). Some departments have made more progress on this than others. The below illustrates this situation and includes benchmarks for completion.

Learning Outcomes and Program Level Assessment

| Program Name | Outcomes Identified | Status |
|---------------------------|---|--|
| Foundational Studies | Program learning outcomes have been identified. Program learning assessment will be based on those goals. | Outcomes identified in 2014. Program level assessment starts fall semester 2015. Review of program level outcomes and curriculum maps to be completed in spring semester 2015. |
| Art Institute | | |
| Arts & Science | | |
| Business Education | | |
| Education | | |
| Human Services | | |
| Lakota Studies | | |
| Institute of Technologies | | |

Four institutional learning outcomes, (i.e., general education outcomes), were identified by a working group of faculty in collaboration with SGUs Assessment Coordinator on the development of the Assessment of Student Learning plan. Those outcomes are printed below:

1. Communication

Be effective and competent communicators within the Oyate and tribal society, and in other diverse communities, demonstrated through the use of technology, verbal and non-verbal forms of communication, and oral and written English language.

2. Critical thinking

Be effective and competent critical and creative thinkers whose decisions are guided by moral and ethical character, who show waunsila (compassion, caring, sharing, love), and who strive to achieve peace and harmony through the practice of Wolakota.

3. Citizenship

Be responsible community members of the Sicangu Oyate who have a solid appreciation and understanding of Lakota life, the ability and motivation to improve the quality of life on the reservation, and to prosper in a contemporary tribal society.

4. Applied learning

Be confident and competent professionals with demonstrated knowledge, skills, and dispositions in their chosen profession.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

The institution assesses the achievement of learning outcomes for curricular and co-curricular programs for each class through an established practice described in the Assessment of Student Learning document. Each instructor can choose the types of embedded assessments that they believe will best measure course outcomes (tests, oral and written; rubrics, portfolios).

Multiple types of assessment instruments, (rubrics, student work samples, oral and written tests, and portfolios to list a few samples) are selected by faculty members, approved by their respective department chairs, and utilized to measure learning outcomes for individual courses.

Over the past five years, Sinte Gleska University has made significant changes to the assessment system to include the assessment of students and its programs to foster effective teaching and learning and to advance the institution's programs. Nevertheless, review of SGUs assessment practices indicate that program assessment needs to be bolstered and that methods for measurement of institutional (general education) outcomes need to be specified and implemented.

SGU hired a full-time assessment coordinator in the Fall of 2011 and she coordinates the assessment of student learning process. Top priorities for this academic year are to complete the identification of learning goals for all degrees and certificates, including curriculum maps, schedule program learning assessments, revisit the measurability of institutional outcomes and collect and compile data pertinent to those four outcomes. A data roundup, scheduled for twice each academic year, involving faculty, staff, and a student contingent, will provide a formal vehicle for collective analysis of assessment of student learning data and for generating recommendations for adjustments indicated by the data.

Evidence

- Syllabus template
- Program Assessment Plan
- Assessment of Student Learning document
- Assessment Planning Checklist & Assessment Management Plan
- Assessment samples
- Student Handbook, pages 6 & 7
- Catalog, pages 24-26; sample rubrics

3. The institution uses the information gained from assessment to improve student learning.

The faculty at Sinte Gleska University agree that assessment is an ongoing process and is a key part of understanding what changes need to occur to improve teaching and learning. Faculty and staff are also committed to assessment and initiating necessary changes to improve student learning. Assessment activities are integrated into the teaching departments and programs. Assessment has been used to make changes in teaching and student assignments. Assessment data is starting to be used in making curricular changes.

The Foundational Studies Department has undergone some changes in classroom structure based on discussions at planning sessions with the Recruitment and Retention Committee. Those discussions were informed by data on student success in foundational courses. It was proposed that Foundational Studies courses be restructured to meet twice weekly for seven and one-half weeks instead of once per week for fifteen weeks. The 2015 Spring Semester schedule reflects this change. At the end of the semester, the two departments will look at the student success data and measure student satisfaction through an assessment instrument developed by the departments.

More data-driven work at the institutional and program level will eventuate as a result of the newly developed Assessment of Student Learning Plan.

Evidence

- Spring Semester schedule

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Faculty members actively participated in the development of the University's Assessment Plan. The Assessment Committee was made up of volunteers from several departments. The Assessment Plan was presented to Department Chairs and then to the Faculty Council for further input before being adopted. Both of these committees are made up of faculty members. An Assessment Coordinator was hired to ensure that Department Chairs and faculty members had the support necessary to develop and/or select appropriate methodologies and assessment instruments. *Classroom Assessment Techniques: A Handbook for College Teachers* by Thomas A. Angelo and Patricia Cross was used as a guide when developing the assessment plan.

As indicative of research studies of American Indian/Alaska Native students, the students at Sinte Gleska mirror the research findings in that persistence and success are reliant on family support, structured social support, faculty/staff relationships, reliance on spiritual resources, programmatic support, financial support, mentor and advisor relationships, and having a sense of belonging at the class and university levels. The institution's processes include a systemic alignment of program and course outcomes with assessment instruments. Outcomes for courses are stated on each syllabus and measured formatively and summatively on a regular basis through multiple measures to include rubrics, student work samples, portfolios, oral and written tests, and individual and group presentations.

Evidence

- Assessment Plan Document

4.C. – Core Component 4.C

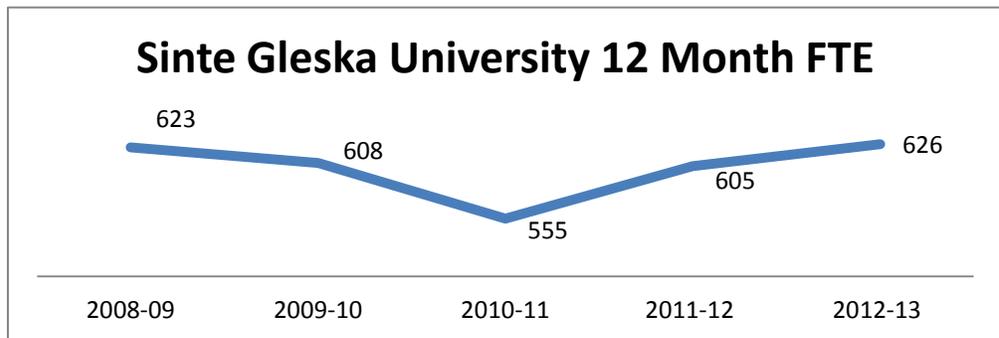
The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.*
- 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.*
- 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.*

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

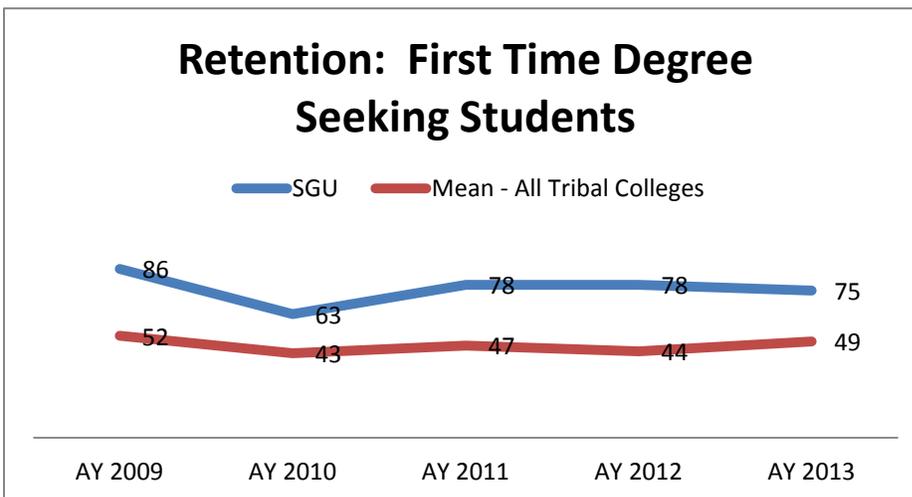
In pursuing the goals, objectives, and activities outlined in the Strategic Plan, there are expected outcomes, also listed with each activity. Within the context of the six critical issues, there are overall expectations for progress each year. Those goals include an enrollment increase of 5% per year, an

increase in student retention of 10% per year, and an increase in the number of graduates by 10% per year. While



those goals are modest, SGU has not been able to meet them in the past few years. Enrollment numbers declined concurrent with the announcement that SGU had been placed on probation, though they have risen to previous levels since, as IPEDS data show in the FTE chart. SGU will continue to work to increase enrollment. That effort included two employees who are tribal and community members and have been employed at Sinte Gleska University for over 20 years. Both provide personal, academic, and crisis counseling and/or referral to other programs. They work closely with faculty and Department Chairs to improve the retention of students deemed at-risk.

SGU's retention rates have continued to be strong, particularly for full-time students, as shown by the chart comparing SGU retention rates for first time degree seeking students to the tribal



college mean per IPEDS indicates, although the rate did decline sharply in the 2010 academic year, mirroring the decline in FTE. SGU will work to regain the 86% rate it achieved in academic year 2009. At the rate of proposed increase of 5% per year, SGU

should regain that high rate within two years.

An assessment of graduates, including employer satisfaction ratings, is being used by the Education, Human Services and the Institute of Technologies Departments. Graduates of the Education Department are assessed in their first, third, and fifth years of teaching by their school administrators based on a prescribed criteria. Data from these assessments is used to make changes to courses or to continue with the same methods and strategies. For example, school administrators stated that SGU Education graduates, who are teachers in their schools, do an excellent job of aligning standards (local, *Oceti Sakowin*, and state) with their course objectives/outcomes.

To aid in retention, the university offers personal, career, and financial aid counseling. The Student Counseling Services Center has personnel dedicated to serving students who have been identified by faculty members as potential drop-outs. These counselors contact students, identified by faculty members, to find out what would be needed to help them stay in school. For example, the student may need transportation or lacks childcare. The counselors will put the student in contact with the Transportation and/or Daycare directors.

Additionally, the University has a Student Assistance Program that is a college-based identification, assessment, referral and support system. The goal is to provide a professional, confidential, and helping response to students having problems that interfere with their performance at the University, and which may lead to their dropping out of school.

As an institution, Sinte Gleska University is striving to use data to make meaningful changes in the persistence and completion rates of our students and to provide accurate and consistent data for departments working on assessment projects and program review.

Evidence

- Sample Employer Satisfaction Survey
- Sample Rubrics
- Strategic Outlook

Criterion Five. Resources, Planning and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A – Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

Sinte Gleska University's fiscal resources are derived largely from federal funding that has been designated for Tribal Colleges and Universities. P.L. 95-471 and Title III from the U.S. Department of Education, along with the Bureau of Indian Affairs P.L. 93-638 contracts provide the foundation for funding at Sinte Gleska University. These three sources of funding have been stable for nearly 40 years and make up nearly \$7 million of the University's \$14 million budget. The University utilizes these funds to support salaries for faculty and student support staff, to build and support infrastructure, and to maintain facilities. Contract support costs (Indirect) for these three revenue sources are another significant source of revenue to support the administrative costs of the institution.

Tuition and fees make up the major portion of the General Fund of Sinte Gleska University. Auxiliary enterprises within the University generate additional revenue to the General Fund and support their operations. The University is not solely dependent on the General Fund to support their educational mission. The General Fund budget supports facility maintenance, insurance costs, security, student activities, community services, utilities, student services, and a number of other programs and tribal nation building initiatives. The General Fund revenue makes up about 20% of the institutional budget.

Although Federal PELL, Federal Work Study and School to Work allocations are considered revenue, most of these funds are paid directly to students and, with the exception of tuition, fees and books collected from these funds, are not direct revenue to the University, although they do generate some administrative cost compensation.

The remainder of the University's institutional budget (30%) is derived from grants and contracts for specific projects and activities. Most of the grants are federally funded and are for a specific period of time. These grants are important to the University because they strengthen and expand the capacity of the institution to fulfill its educational mission and for a period of time relieve some expenses from the General Fund.

The University also offers its programs through articulation agreements with other smaller tribal colleges: Lower Brule Community College located on the Lower Brule Sioux Reservation in central South Dakota, and *Ihanktonwan* Community College located on the Yankton Sioux Reservation in south eastern South Dakota. These are extension campuses of Sinte Gleska University where students can earn an associate's degree in several disciplines. These colleges have separate governing boards and funding streams; however, they do receive a percentage of the funds allocated to SGU through the Tribally Controlled Community Colleges & Universities Authorization Act (TCCCUAA), the university's core funding.

Human Resources

The primary mission of Sinte Gleska University is to deliver post-secondary education to the tribal community. The University employs 38 full-time faculty and 3 faculty members teaching less than full-time. The University also utilizes adjunct faculty with qualifications to teach specific courses in the degree programs and for which full-time faculty are not available. Adjunct faculty must meet the same qualifications for certification as full-time faculty in terms of qualifications, course rigor, and student engagement. At times, visiting faculty are utilized to teach specialized courses. (i.e. Artist-in-residence, hazmat training)

In speaking to the adequacy of human resources, we must refer to the fact that we deliver around 200 classes to over 700 students each semester and graduate an average of 100 students each year.

Thirty-three (33) Student Services staff members support the academic departments in the delivery of their degree programs. The Student Services staff also delivers direct services that contribute to the success of our students. These departments include:

- Registrar's Office
- Financial Aid Office
- Student Counseling & Resource Center
- Student Transportation Department
- Student Daycare Center
- Library
- SGU Bookstore
- Student Lunch Program

Institutional Support staff maintains the day-to-day operation of the University and maintain the overall infrastructure of the institution. There are 71 employees in this category, 59 full-time and 19 part-time employees. This category includes:

- Administrators
- Administrative Assistants
- Finance Office staff
- Human Resources Department
- Information Technology & Media Services

- SGU Foundation
- Environmental Services/Maintenance/Groundskeepers
- Security
- Bison Ranch

Ever mindful of the extensive Mission that the Founders of Sinte Gleska University entrusted to the institution, 26 employees are dedicated to Community Outreach programs*. These departments deliver services directly in the tribal communities. Services are varied and serve to strengthen the physical, mental, emotional and intellectual well-being of the Sicangu Oyate (Burnt Thigh People). The specific programs are:

- Adult Basic Education Program, and GED tutoring & testing
- Sicangu Heritage Cultural Center
- *Tiwahe Glu Ki Ni Pi* (Bringing the Family Back to Life)
- Americorps
- Youth Mentoring in Traditional Arts
- Lakota Translations Project
- Institute of Tribal Lands
- Scott Bordeaux Leadership Institute

Physical Infrastructure

The University facilities consist of 26 buildings in three locations: Antelope Lake Campus, Main Campus, and Mission City Campus. The Main Campus is the original campus site established in 1975, with a tribal land assignment of 52 acres from the Rosebud Sioux Tribe. As the university programs expanded, houses in the Mission City area were purchased and used primarily for academic department offices and classrooms. These buildings now house 1 academic department and several community outreach programs. The Antelope Lake Campus is the new campus site, an area of 1,585 acres granted to the University by the Rosebud Sioux Tribe in 1992. The Antelope Lake Campus, which includes pastures and lakefront access. The buildings total 155,895 square feet.

The University has 30 classrooms, seven computer labs/classrooms, two art studios, and one science lab located in fourteen buildings on the Main Campus and Antelope Lake Campus. Classes are scheduled in these classroom spaces from 9:00 AM-10:00 PM, primarily, Monday-Thursday, with a few classes offered on Friday & Saturday.

Technological Infrastructure:

1. The SGU servers consist of 12 blade virtual servers which provide access to Jenzabar, PowerFacts, Jenzabar Web Server, Active Directory, File Server, VIPRE Anti-Virus, VIPRE Email/Malware Security, Microsoft Exchange 2010 Mail Server, Moodle Trouble ticket system and SharePoint.

2. In July 2014 we upgraded Broadband Internet to 50 Mbps from Tech Center to Library campus and 40Mbps from Tech Center to Internet.
3. In June 2011, MIS upgraded the network servers to Super Micro Virtual Blade servers along with new Microsoft Server 2008, Microsoft Exchange 2010, and Microsoft Office 2013 software. In June 2012, SGU upgraded its wiring in the Technology building to Category 6 throughout the building. A new switch was also installed at that time. SGU also upgraded the Mitel Voice Over IP system at that time. SGU has On-site and Off-site backup in place that automatically saves the University's critical files daily. The local backup saves on 3 TB of storage space while the off-site is stored with Golden West with 2TB of storage space. The wireless has been upgraded with new Wireless-N Access Points installed throughout the campus. The 802.11n standard is the next generation of high-speed Wi-Fi, capable of delivering the range and capacity to support today's most bandwidth-hungry applications, like streaming HD (High Definition) video, voice and music.
4. We have two separate Wireless Networks, SGU Wireless and Guest Net. SGU Wireless connects to SGU resources and SGU Guest Net connects to the Internet only.
5. In February 2015 we rolled out new VIPRE antivirus and VIPRE Email/Malware security throughout the network.
6. SGU has T1 lines that connect all of its remaining buildings to the network including buildings located in the city of Mission.
7. A propane generator is installed at the tech building. Whenever there is a power outage, it automatically switches to the generator and keeps the servers running for up to 7 days.
8. In July 2014 we upgraded network switches (12) on the Mission campus. We changed from Cisco to HP for better support and match other HP switches. We also upgraded the switch on the Antelope Lake Campus at the Multi-purpose building.

The University's technological capacity at the present time is adequate, but we continue to plan for expanded infrastructure as the technology evolves and access becomes available.

Evidence

- Master Plan Antelope Lake Campus
- FY2015 Budget
- Faculty/Staff listing
- SGU Campus Map
- Job Description Samples
- Baseline Technology Assessment, Golden West Technology 2013
- MIS Diagram
- Title III Technology Activity Objectives and Performance Indicators
- Facilities List

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Of the \$15,038,778 revenue received in FY-14, only 17% is unrestricted. 83% of all revenues are directed toward academic, student services, and community education & outreach programs.

There are no disbursements to superordinate entities.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The mission and goal statements of the various departments are realistic and reflect an understanding of the university's mission, resources and opportunities. These goals stem from the University's mission to provide each student the *opportunity* to participate in tribally-controlled higher education for personal and tribal growth and autonomy. Department goal statements are identified in the catalog, on the university web-site, or in official documents prepared by the department.

4. The institution's staff in all areas are appropriately qualified and trained.

Staff in all areas is appropriately qualified. All job descriptions list the minimum acceptable education and experience for each university position. As an institution of higher education, the University prioritizes hiring those with a degree, be it associates, bachelors, masters, or doctorate, dependent on the respective employment announcement.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

The process for budgeting and monitoring expense is an evolving process that has been a priority for the institution since the last comprehensive visit and focused visit on finances by the Higher Learning Commission.

The University prioritized the development of a process for budgeting resources and is in the first year of implementation of the process. The process is led by the Finance Office staff, under the direction of the Chief Finance Officer. The process that has been established encourages participation by each employee through her/his respective department. Building the Institutional Budget:

Step 1: The Finance Office identifies available revenue.

Step 2: The Finance Office staff prepare a spreadsheet for each department which lists the current line item budget, prior year revenue, and expenditure trends for the department. The department chair/manager meets with staff to identify department goals and plans for the coming year and to submit a budget request to support implementation of those plans.

Step 3: Department requests are reviewed by the Finance Budget Team, consisting of the Chief Finance Officer, the Fiscal Officer, the Vice President of Administration and the Vice President of Institutional Relations and Resource Development to assess the budget requests in relationship to the institutional priorities and mission. Resources are identified for each of the departmental budgets. An institutional budget is prepared by the Finance Budget Team.

Step 4: The institutional budget is reviewed by the President's Council, which considers the budget in terms of projected resources, institutional mission, purposes, vision and priorities.

Step 5: The institutional budget is submitted to the President and Board of Regents for approval.

The Budget process is illustrated in the chart below:



Monitoring expenses is an on-going process in the Finance Office. Daily review of expenditures is performed by the Fiscal Officer. The CFO and Finance Office staff conducted meetings with all departments to provide training for Department Chairs and Program Managers in Finance Policies and Procedures and to encourage them to monitor their expenses on a monthly basis. Monthly Department and grant expenditure reports are available from the Finance Office.

Implementation of a plan to train department staff to access their department accounts on Jenzabar as a read-only file will improve departments' ability to more closely monitor their budgets and modify their budgets as needed. The University plans to provide this training and grant access to Departments by October 1, 2015.

Evidence

- BIA Form 6259: Tribal Colleges and Universities Annual Report Form, [25 CFR 41.9, PL 95-471, as amended]
- FY2014 Financial Statements (unaudited)
- Procurement Policy
- By-Laws for Board of Regents

- Timecard Edit Report, PP#09, December 2014
- Strategic Outlook
- Baseline Technology Assessment, Golden West Technologies 2013
- Title III Technology Activity Objectives and Performance Indicators 2013-2015
- Administrative Council Chart

5.B – Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Sinte Gleska University Board of Regents is knowledgeable about the institution. The Regents are appointed based on specific qualifications, one of which is “Must be an Alumni of Sinte Gleska University at the BA or MA level.” This gives the Regents an intimate knowledge of the institution, its mission and overall organization.

The Minutes of the Board of Regents verify that the Board of Regents provide oversight for the institution’s financial and academic policies and procedures. The Board of Regents meets its legal and fiduciary responsibilities as authorized within the SGU By-Laws and as indicated within the actions the Board of Regents have enacted.

Evidence

- By-Laws
- Board of Regents Minutes
- Constitution and By-Laws of Faculty Council; Article 2, Section 3
- Administrative Council Chart

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

The Board of Regents includes a student regent and a faculty staff regent who represent their constituents. They are full participants in Board decisions, including those on finances, academic programs, student services, and review the president’s performance.

Evidence

- By-Laws of Board of Regents
- By-Laws of Faculty Council
- Board of Regents Minutes

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Each student, faculty member, and staff member has the opportunity to participate in institutional decision-making. Employees are in distinct functional groups with a supervisor/manager who is responsible for addressing immediate concerns and involving the respective Vice President for decisions on policy and procedures requiring higher authority. Each department establishes staff meeting days/times and sets its own agenda.

The Faculty Council has been delegated the authority and responsibility to oversee academic matters on behalf of the Board of Regents through the Faculty Council By-Laws. This responsibility ensures that they have a voice in the decision-making process in all matters pertaining to academic requirements, policy and processes. The Faculty Council has the responsibility for ensuring that their constituency (faculty) has a voice and an opportunity to contribute to the academic decision-making process.

Staff managers can meet at will with their respective Vice President and the President. The President regularly invites the entire University community to planning meetings and to participate with the Administrative Council on various projects and meetings with dignitaries and visitors.

The SGU Board of Regents membership includes a Faculty/Staff representative. The SGU By-Laws require that the Faculty/Staff Regent meet with constituents at least 4 times each year. These meetings provide all staff and faculty the opportunity to contribute to the academic requirements, policies and processes.

Students are involved through the Student Association that meets monthly. The President of the Student Association is a representative on the SGU Board of Regents, thus has direct access to forming policy and in setting academic requirements. The President of the Student Association takes the concerns and recommendations of the Student Association to the SGU Board of Regents.

The SGU By-Laws also provide another structure for participation of the Board of Regents, Administration, Faculty, staff and students in Article Eight: “The Board of Regents may establish special committees or study groups to advise the Board on necessary matters. The Board shall determine the duties, powers, composition, and terms of office of such committees or groups unless otherwise specified by Board action.”

Levels of participation:

- Faculty: respective department, faculty council (formerly the faculty senate), department chairs, faculty development, Vice President for Academic Affairs, Vice President of Administration, Board of Regents representation

- Students: Student Association, student clubs (academic and social), Student Activities Director, Student Services Director, Board of Regents representation
- Staff: respective department, Administrative Council assignee--Vice President (Administration, Institutional Relations & Resource Development, Community Outreach), Board of Regents representation

Evidence

- Board of Regents By-Laws
- Faculty Council By-Laws
- Administrative Council Chart

5.C – Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

The University has been a good steward of its resources. The allocation of resources is the result of the Budget Planning Process which addresses the allocation of resources in relationship to the University’s Mission and priorities as determined by Department budget requests and plans.

The following table indicates the priorities that are aligned with the Mission of the institution.

| RESOURCE ALLOCATION OF GOVERNMENT FUNDS 2014 | | | | | |
|---|---------------------|-----------------------------|--------------------|------------------|--------------------|
| Category | Total | Salaries & Wages | Benefits | O & M | All Others |
| Instruction | \$3,587,899 | \$2,024,787 | \$595,803 | | \$967,309 |
| Research | 199,625 | 15,235 | 4,266 | | 180,124 |
| Academic Support | 729,037 | 411,420 | 116,810 | | 200,807 |
| Student Services | 1,191,799 | 277,045 | 56,958 | | 857,796 |
| Institutional Support | 2,265,723 | 970,378 | 252,954 | 563,600 | 478,791 |
| Auxiliary Enterprises | 3,023,922 | 855,409 | 240,730 | -0- | 1,927,783 |
| Scholarships & Fellowships | 2,530,948 | -0- | -0- | -0- | 2,530,948 |
| O & M of Plant | 592,685 | 367,138 | 76,517 | | 144,030 |
| TOTAL | \$14,121,638 | \$4,921,412 | \$1,344,038 | \$563,600 | \$7,292,588 |

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Sinte Gleska University's assessment of student learning and evaluation of operations is utilized by Departments to plan for changes within their departments; then departmental budgets are formulated to reflect the department plan (e.g., department assessment shows that classrooms are overcrowded, department plans reflect need for another faculty member to relieve the overcrowding in classrooms, the department budget then reflects the request for an additional faculty member).

The institutional budget reflects a commitment to academic programs through the appropriations for instruction, student services, and scholarships, which total \$8.2 million in the current FY15 budget of \$14,513,316, or 57% of total resources. This also includes \$2 million in student financial aid. These allocations are based on identified needs.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

One major activity each year engages the whole institution and the entire tribal community in planning and serves to evaluate the performance of Sinte Gleska University, Founders' Week. Daily forums are conducted by SGU's President and address the four major topics of the University's mandates from the institution's Founders. Founders' Week activities, with forums on issues of relevance to the University and tribal community, bring 1,000 participants, and, the culminating *wacipi* (colloquial—pow-wow) brings another 1,500 from throughout the country. Founders' Week events are annual and provide a series of public discussions and seminars on topics of interest and concern to the University and the tribal nation with input and outcomes designed to produce a Sicangu Plan of Action, as well as to establish priorities for continued development of Sinte Gleska University and its educational mission. The forums are videotaped and streamed via Internet, thus allowing broader audience participation.

The current Self-Study process also underscored the need to have organized planning sessions whereby the faculty and staff can become more engaged, and to find more ways to invite students into the strategic planning process. Many of the Criterion working groups offered numerous suggestions for institutional improvement; and, in order to deal adequately and appropriately with those suggestions, the University does need to create more diverse opportunities for their participation.

Evidence

- Founders' Week Agenda

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

The University has an understanding of its current capacity, illustrated by two key indicators: budget and staff. Both have remained stable in the past three years with the budget range of \$14 million-\$16 million, the number of faculty at 40-42, and full-time staff at 95-100. We have experienced an increase in the ISC allocation of \$500 per student each of the past two years after having that amount stagnant for the prior ten-year span. We have also been cognizant of the enrollment trends, noting that SGU and most tribal colleges have experienced a decline in enrollment. We have initiated a university-wide response by extending and revising our community education outreach to include Continuing Education Units (CEUs) and other short-term credit-based courses. All academic departments have participated in this venture.

Recent legislative action, ensuring that the TCU Title III allocation, which is formula-based, for the next five years will support major capital improvements and completion of the Campus Plan. In 2014, the Tribe gave SGU \$300,000 as payment on a land tax provision defined in the initial organizational documents that chartered the University. The tribe has not been able to meet this commitment for several years, but has asked that we send a formal request for the funds so that it can be a regular item in the Tribal Council's budgeting process.

During the period 2013-2014, SGU's enrollment declined. Though the 2014-15 enrollment numbers are increasing, SGU moved quickly to address the shortfalls in PL 95-471, Title III allocations, and tuition and fees by taking steps to capture revenue from provision of Continuous Education Units (CEU). Provision of syllabi, sign-in sheets, and proof of tribal enrollment for CEUs enables SGU to claim up to an additional 10% (depending on participation in requisite community development activities) in PL 95-471 monies that are allocated based on ISC (Indian Student Count).

Other steps the University has taken is to increase the number of semester hours a full-time faculty member is required to teach, thus reducing the need for adjunct instructors or in the event of a vacancy, the need to hire a full-time faculty member. From time-to-time it is necessary for the University freeze positions due to unforeseen circumstances. Sinte Gleska University has also offered the option for faculty and staff to contract for eleven months.

The University recognizes the need for a plan should there be a decrease in funding. The University, in its Personnel Policy and Procedures, addresses the possibility of declining resources and sets forth a process for a Reduction in Force. This would be a last resort in resolving declining resources.

Evidence

- FY 2014 Budget
- FY 2015 Budget
- ISC Report
- Baseline Technology Assessment, Golden West Technology 2013
- Open College Advertisement
- Employee Policies and Procedures

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Demographic changes are reflected in the average age of students which is now 26, a sharp decline from the first twenty years when student age average was 36. This change requires attention to younger adults, particularly the millennials who have increased their enrollment. Many students are also now second-generation students, thus reducing the number needing remediation. A growing trend is the reduction in the number of students enrolled in foundational classes, prompting a change in how those classes are scheduled. Students enrolled in developmental classes are offered a fast track—they can combine the foundations class with a general education class, thus helping them prepare for more demanding college work while still having a chance to build skills in writing, math, and college-level reading.

The lower average age of students has increased the demand for state of art information technology, this has led the University to upgrade their IT equipment. SGU has been engaged in a process of continuous improvement of its technological infrastructure. During the past 5 years SGU has upgraded the speed of its internet to 40 MG from a baseline of 10 MG only three years ago. Due to concerns about internet security – an increasing problem worldwide – SGU upgraded antiviral protection to all of its computer terminals in February 2015. Other technology upgrades included the change in operating systems from Microsoft Windows XP to Microsoft Windows 7 Professional. The University’s planned upgrade spanned a three year period, which demonstrates attention to changes in tech requirements and forward thinking in budget allocations. To ensure our student and financial data is protected and to guard against disasters, we employ a cloud-based solution for daily back-up and storage.

Evidence

- See Section 5.A.1. above
- Baseline Technology Assessment, Golden West Technology 2013
- South Dakota House Bill No. 1199

5.D – Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

Sinte Gleska University utilizes tribally responsive methods of documenting performance. For example, Sinte Gleska University is committed to preserving the Lakota Language and Culture, which is a key aspect of the institutional mission. All major activities are videotaped, and this has been a practice since the university opened its doors. All forums, events, and major gatherings sponsored by the university become part of the audio and visual history. A major reason for recording is the need to capture the life and times of the Lakota people, in their own

language and with their unique world view. These tapes from the past 45 years are now being digitized. While not available to all constituents at this point in time, the recordings constitute a living document that offers evidence of performance. Some are available on the university's YOUTUBE channel; some are available only to faculty and staff for educational and research uses.

Another key document is the financial audit. The university has responded to findings over the years, and thus uses the document as a key to improving processes as well as a way to identify gaps and deficiencies. Recent areas targeted for improvement include revising budget and audit timelines, deficit reduction, grant financial management, department budget analyses, dealing with the large reserve for doubtful accounts, and increasing revenues.

Board of Regents, Faculty Council, Department Chairs, Student Association and other meetings are documented by minutes. SGU has made significant strides in Board governance since the latter part of 2013. Adequate numbers of meetings have been conducted and the Board is knowledgeable and active in carrying out their brief.

All administrators periodically present a report, including the President to the Board of Regents. The Board then has an opportunity to question and make suggestions on all of the University's operations. Departments give an annual report to the Board.

Evidence

- FY2013 Audit
- FY2014 Financial Statements (unaudited)

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

That we exist in one of the most economically and socially challenged areas of the country and have not only survived but thrived is a testament to our adaptability and willingness to improve when challenged. The university is vision and mission driven, especially due to the long standing of the current president, Lionel Bordeaux. His dedication to *Lakol wicou`un* is the key component of the operational experience—all decision making and forward thinking is rooted in the vision of the Founders and the relevancy and dynamism of the Sicangu Oyate in the twenty-first century.

The University seeks, and in most cases achieves, balance in its response to the *Sicangu Oyate* and non-Indian agencies, including accrediting and governmental bureaus. This experience of Probation has helped the university assess areas needing improvement, particularly helping us ensure we have the requisite documentation to demonstrate our performance.

Some of the positive improvements include:

1. Hired Sarah Arobba as the contract Chief Financial Officer (CFO) with start date of April 28, 2014. She is on-site three days a week, three weeks/month;
2. SGU reduced the General Fund deficit for the second year in a row;
3. Reorganized the Finance Office, filling vacancies, cross-training staff, reassigning roles;
4. The Board of Regents has approved writing off the 2004 and 2005 student receivable bad debt expense. The reserve for doubtful accounts is over \$8 million, the majority of which is uncollected student charges;
5. The Board of Regents has gone on record supporting a request to the Rosebud Sioux Tribal Council for unpaid land tax due SGU (estimated at 600,000 plus). Since three of the Regents are currently councilmen, they thought now was a good time to take our request to the Tribe's Budget and Finance Committee;
6. In spite of the deaths of two Regents since the 2013 focused visit, the Board of Regents has continued to meet and add new members;
7. Hired Dr. Paul Robertson as Vice president for Institutional Planning and Development. He will lead the strategic planning process with a document scheduled for approval by the Board of Regents in December 2015;
8. SGU has managed to increase its fundraising efforts, doubling donations over the past three years by enhancing our donor relationships, again a key Lakota practice – the focus on *Mitakuye Oyasin*, that we are all relatives and have much to share with the non-Indian world.

Likewise, our commitment to sustainability often varies from non-tribal definitions. It is estimated that in our 45 year history, we have added over \$200 million to the local and regional economy. Yet the dent is not in our own capacity but the changes of tribal higher education brings to the tribal community in the form of institutional change in government, education, business, workforce development, and human services delivery. We do not have any loans; we do not participate in the federal education loan programs so our students are not saddled with debt.

We can overcome any disaster, any drastic reduction in funding as we have managed to survive for thousands of years through disease, wars, and genocidal practices. We are steeled by our collective experience as a tribal nation and use this for perspective on how to address any and all challenges.

Evidence

- FY2015 Budget
- FY2013 Audit Report
- FY2014 Financial Statements (unaudited)
- Resume and Job Description: Chief Financial Officer
- Job Description: Vice President of Institutional Planning and Development
- Board of Regents Minutes: February 20, 2015

VI. Request for Accreditation

Renewal of Accreditation, Sinte Gleska University

Sinte Gleska University has undertaken the self-study process and demonstrated its continuing ability to meet the Higher Learning Commission accreditation requirements.

The University has examined its roles, activities and accomplishments and has demonstrated its ability to meet the Criterion for Accreditation and Assumed Practices.

The self-study process, as well as the Higher Learning Commission visits and Sinte Gleska University reports submitted to the Higher Learning Commission over the past year have provided the institution an opportunity to show evidence of its ability to respond to changing tribal and self-governance needs, to respond to issues that arise in the implementation of its programs, and to continually contribute to the education needs of the Rosebud Reservation Community.

Sinte Gleska University has determined that it can successfully continue to accomplish its mission and purposes. Sinte Gleska University, therefore, requests that the institution be removed from Probation and be granted continued accreditation.

VII. Department Narratives

GREAT PLAINS ART INSTITUTE

THE VISION OF THE GREAT PLAINS ART INSTITUTE AT SINTE GLESKA UNIVERSITY

We envision a program that produces creative and critical thinkers, who are prepared for the creation, study, criticism and teaching of the arts. We continue to provide a deeper understanding of the art of today and the art of the past, both tribal and mainstream, and its influence on contemporary art.

FACULTY

Margaret A. MacKichan, Bachelor of Arts, University of Nebraska
Master of Arts, University of New Mexico
Master of Fine Arts, University of New Mexico

Ned Day, Bachelor of Fine Arts, University of Nebraska, Kearney, NE
Master of Fine Arts, Fort Hays State University, Hays, KS

Art Department

| | |
|---|----|
| Students Majoring in Art Degree Programs-2014 | 8 |
| Graduates in Art Degree Programs 2004-2014 | 12 |
| Graduates Employed 2014 | 11 |
| Graduates Employed in Degree Field | 9 |

MISSION STATEMENT

Our mission is to prepare Lakota students with a background in history, criticism, and theory, combined with the skills necessary to teach, and or produce art. The program is committed to teaching from a bicultural viewpoint, promoting the study of Lakota aesthetics, incorporating elders, teachings, and interfacing with the community.

GOALS

Upon completion of the Fine Arts (Studio) major, graduates will:

- be visually literate, including competency with the non-verbal languages of art and design,
- develop visual, verbal and written responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively,
- develop the capacity to identify and solve problems within a variety of physical, technological, social and cultural contexts,
- be familiar with and develop competence in a number of art or design techniques,
- be familiar with the major achievements in the history of art/design, including the works and intentions of leading artists/designers in the past and present,
- understand and evaluate contemporary thinking about art or design and
- make valid assessments of quality and effectiveness in design projects and works of art, especially their own.

As per the National Association of Schools of Art & Design (NASAD) Accrediting Agency Handbook

NARRATIVE DESCRIPTION

The Great Plains Art Institute at Sinte Gleska University offers three degree programs: a two-year Associate of Arts Degree, Fine Art (AA); a four-year Bachelor of Arts Degree, Fine Art (BA); and a four year Bachelor of Art in K-12 Art Education. The Bachelor of Art degree provides a foundation for graduate studies in studio art, art history, museum studies, or art therapy.

The Institute accepts up to twelve (12) new students each year based upon a portfolio, the completed application, and an interview by a panel. Admission preference is given to enrolled Native Americans and/or their spouses. When space is available, non-Native American applicants may be considered for the program.

The Great Plains Art Institute at Sinte Gleska University was founded to encourage and support the development of artistic growth and vision. The Art Institute offers the serious art student an intensive program of fundamental and specialized courses comparable to state universities, but with an emphasis on understanding Lakota cultural and aesthetic influences. Curriculum and facilities have been developed to meet students' needs, including culturally specific Plains Indians Art History courses, well-equipped studios and a state-of-the-art stone carving room.

The Great Plains Art Institute employs two full-time instructors with MFA degrees and periodically has visiting Artists-in-Residence to fulfill a specific need. The Institute is housed in two facilities: classrooms and studios are on the main campus; the departmental office, classrooms, and gallery are located near the junction of Highways 18 and 83 in Mission.

ARTS AND SCIENCE DEPARTMENT (Wounspe Wakatuya)

FACULTY

James Spresser

Ph.D, Communications, Southern Illinois University

| | |
|-------------------|--|
| | Master of Science, Speech, Southern Illinois University |
| Jerry Lester | Master of Science, Mathematics, Iowa State University |
| Kalpana Prajapati | Master of Science, Computer Science, University of South Dakota |
| Mary Henson | Master of Arts, Creative Writing, Iowa State University |
| | Master of Liberal Studies, Liberal Studies, Lake Forest College |
| Dana Gehring | Master of Science, Biology, University of South Dakota |
| Rod Bordeaux | Master of Arts, Computer Science, Evergreen State College |
| Vanessa Wandersee | Bachelor of Science, Zoology, Michigan State University |
| Lisa Krug | Bachelor of Arts, History/ Geography/ Political Science, Wayne State College |

Arts and Sciences

| | |
|--|---------------|
| Students Majoring in Arts & Sciences Degree Programs 2014 | 288 |
| Graduates in Arts & Sciences Degree Programs 2004-2014 | 142 |
| Graduates in Arts & Sciences Degree Employed 2014 | Not available |
| Graduates in Arts & Sciences Degree Employed in Field 2014 | Not available |

Arts & Sciences Degree Programs:

- Bachelor of Arts Liberal Arts
- Bachelor of Science Computer Science
- Bachelor of Science Environmental Science
- Associate of Arts Arts and Science
- Associate of Science Computer Science
- Associate of Science Environmental Science
- Associate of Science Biological Science
- Associate of Science Physical Science

Department Vision/Mission/Goals:

- The Arts & Sciences Wounspe Wankatuya will provide fundamental coursework leading to degrees offered at the University.
- The Arts & Sciences Wounspe Wankatuya will foster the value of flexibility in a multicultural and interdisciplinary world.
- The Arts & Sciences Wounspe Wankatuya will help students succeed academically, socially, and personally both locally and globally. It will provide nurturing, tolerant,

stimulated learning environments to expand the skills, talents, ideas, awareness, and capacities of its students.

- The Arts & Sciences Wounspe Wankatuya will maintain a commitment to the specific needs and desires of the reservation community in order to strengthen the sovereignty of the Sicangu Oyate.

Department Narrative

The Arts and Sciences Department offers five Associate and three Bachelor Degree Programs. The Department has an instructional staff of eight, with three instructional positions vacant. The Arts and Sciences department has the largest enrollment of all departments at Sinte Gleska University. Because of vacancies in full-time instructional staff, the department has been fortunate to be able to utilize highly qualified adjunct faculty to deliver courses that students require for graduation in their degree programs.

The Arts and Sciences Department is working to develop a new Bachelor degree program in Biology. They are also working on the realignment of courses within the Liberal Studies degree program.

The Arts and Sciences Department is responsible for delivering the General Core requirements for all degrees at Sinte Gleska University. Students often declare a major in Arts and Sciences when undecided about the career path they will pursue. The Arts and Sciences Department has the responsibility for delivering the courses that Sinte Gleska University identifies as the knowledge and skills all graduates from Sinte Gleska University should possess.

Department Needs

- Department Chairperson: Appointed position
- Computer Science: 1 Full-Time Faculty with a background in Multi-media and Database Management; the resources to offer degrees in Multi-media and Database Management.
- English/Speech: 1 Full-Time Faculty
- Environmental Science: 1 Full-Time Faculty with at least a Master's degree in Environmental Science, prefer someone with GIS experience.
- Physics/Chemistry: 1 Full-Time Faculty with at least a Master's degree (prefer Doctorate) in Physics/Chemistry.

Facilities:

- Science Lab/Lecture space has been and will continue to be a problem. Due to the limited capacity of the current lab rooms, we have to limit the number of students in each class to 16-20.
- Recommendations for inclusion in the University's Strategic Plan

- Currently, the university allows faculty to take classes here tuition free, but it would be beneficial to offer grants and such for faculty that are pursuing higher degrees elsewhere, with the intention that they would continue to teach at SGU for the duration of the grant and that they would continue to teach at SGU after they have graduated for so many years.
- It would be beneficial to the entire university if there was an Admissions Office, a Recruitment Office, and an Alumni Office.

BUSINESS MANAGEMENT DEPARTMENT

FACULTY

| | |
|----------------|--|
| Nora Antoine | Ph.D., Antioch University M.A., Tribal Management, Oglala Lakota College B.S., Business Management, University of South Dakota |
| Ron Hutchinson | J.D. B.S. Economics |
| Sheila Wheeler | CPA B.S. Business/Accounting |

Vacant position – currently being advertised

Mission Statement

The Mission of the Business Education Department is to prepare students to contribute to the development of the Sicangu Nation and its surrounding communities.

Vision of the Business Management Department

The Vision Statement of the Business Education Department is to develop graduates with strong analytical skills who are adept business leaders and managers and who understand their roles and responsibilities to manage/lead programs that are innovative, responsive to community and that reflect Lakota values and culture.

Goals of the Business Management Department

Specific goals (outcomes) of the Business Education Department graduates are that they will:

- Comprehend and possess sound management skill-sets inclusive of written and verbal communications, accounting practices and applications and use of appropriate technology skills.
- Synthesize creative application of economic and financial literacy, time and conflict management skills benefiting their personal and professional health and well-being.
- Demonstrate and practice healthy work relationships with practice in team building and group dynamics that will positively impact student's level of professional development, empowerment of self, pride in community and the promotion of tribal autonomy.
- Appreciate and apply Lakota values (respect, generosity, wisdom and fortitude) as portrayed in the SGU logo and in keeping with the concept of WoLakota.

EDUCATION DEPARTMENT

Faculty

| Name | Degree(s) | College(s) |
|---|---|--|
| Cheryl Medearis (Chair) | BS Elementary Education M.Ed Education | Sinte Gleska University Sinte Gleska University |
| Nancy Fargo (Faculty) | BS Elementary Education/SpEd MS Ed Administration EdS Education | University of South Dakota University of South Dakota University of South Dakota |
| Debra Bordeaux (IPD Director Adjunct Faculty) | BS Elementary Education M.Ed Ed Administration | Black Hills State University Sinte Gleska University |
| Michael Leneagh (Faculty) | BS Arts & Sciences/Education M.Ed Education | Sinte Gleska University Sinte Gleska University |

Total Number of Students in degree programs: 110

Number of Degrees Granted from the Education Department (1973 – 2014):

- Associate of Arts: 95
- Bachelor of Science: 263

- Masters in Education: 90
- Total Graduates: 448

Number of Graduates (2010 – 2014)/ Number employed in field in which they graduated

Graduate Graduation and Employment Data

| Masters in Education | | |
|-----------------------------|---|------------------------------|
| Year | Number of Graduates/Number Employed in Field | Employment Percentage |
| 2010 | 10/9 | 90% |
| 2011 | 1/1 | 100% |
| 2012 | 7/8 | 88% |
| 2013 | 7/7 | 100% |
| 2014 | 7/7 | 100% |

| Bachelor of Science | | |
|----------------------------|---|------------------------------|
| Year | Number of Graduates/Number Employed in Field | Employment Percentage |
| 2010 | 10/10 | 100% |
| 2011 | 10/10 | 100% |
| 2012 | 9/8 | 89% |
| 2013 | 8/8 | 100% |
| 2014 | 14/14 | 100% |

Department Mission:

The Education Department of Sinte Gleska University improves the learning process of ALL children through the development of effective facilitators of knowledge, understanding and values. This mission includes planning that relates to understanding of the past, its connections to the present, and the implications for the future. The mission contributes to tribal autonomy and cultural strength. It also contributes to individual development that is characterized by

reflective thought, self-development, and a life-long seeking of wisdom.

The mission of the Education Department contains four main strands:

One addresses the need for effective facilitators of a journey of the wakanyeja (children). This includes an understanding that, even as shown in the terminology, children are sacred. Therefore, in the early years of learning, there will be a pedagogy that is grounded in the Lakota culture and leans to a life-long search of the ultimate goal, woksape (wisdom).

Graduates in education will be committed to the Lakota wisdom of looking ahead for seven generations. Consequently, planning is based on this tradition, especially as it affects children. This includes looking to the past so that the traditions and values of today are understood and transmitted to the future. The pedagogy espoused by the Education Department is respectful of the values of the Lakota and are based in past tradition and are requisite for the future.

The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the four Lakota virtues: Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity). Educators in reservation classrooms will promote the ideals of tribal sovereignty and self-determination.

Graduates of the Education Department will model and promote the concept of life-long learning so that young children will see it as a value. This includes a reflective approach that will lead to self-development and is in keeping with the Lakota value of seeking woksape, a journey that takes most of one's life.

Indian Professional Development Grant

Sinte Gleska University received the Indian Professional Development grant from the Office of Indian Education in July of 2009, and is currently in its second cycle. The project was funded for fifteen cohorts at the undergraduate level and five cohorts at the graduate level. Currently at the undergraduate level there are six cohorts on the grant with two cohorts at the graduate level. To date, we have had a total of thirteen graduates (seven Bachelor's and six Master's) receive degrees in the Education Department.

The purpose of the Indian Professional Development project is to recruit, educate, certify, and place Native American educators into teaching or administrative positions in schools with high populations of Native American students. The project will result in the award of a Bachelor's degree in Education (Elementary, Secondary, Early Childhood, or Special Education) and certification as a teacher or Master's degree in Education Administration and certification as a school principal.

Courses are delivered during the school year along with summer classes which are held on the SGU campus at Mission, South Dakota. All participants must agree to serve as teachers or administrators in schools serving a majority of Native American children for a period of time equal to the length of their education and training.

CANDIDATE REQUIREMENTS

- Be an enrolled member of a federally recognized tribe
- Be a state certified teacher (for Graduate program) or have completed two years of undergraduate studies in Education (for Undergraduate program)
- Be admitted to Sinte Gleska University's Education or Graduate Education programs

Program Goals/Assessments:

Graduates of the program will have an understanding of students' cognitive, social, physical, emotional and cultural development and be able to demonstrate the ability to create learning opportunities and environments that support student academic development.

ASSESSMENTS:

- Praxis Content Areas exam
- Principles of Learning and Teaching exam
- Performance-based assessments
- Course grades
- Portfolios
- Employer Satisfaction Survey (1st, 3rd, and 5th year surveys)

Graduates of the program will understand and demonstrate culture and values based on the program's mission, conceptual model and the university's mission.

ASSESSMENTS:

- Portfolios
- Grades from University-required Lakota courses
- Student Course Evaluations

Graduates will increase the number of Native American teachers and administrators, and teachers/administrators graduating from a tribal institution, employed in schools on the Rosebud Reservation, and area schools in surrounding area

ASSESSMENTS:

- Employer Surveys
- Graduate Surveys

The program will use multiple assessments to evaluate our program's and our graduates' effectiveness

ASSESSMENTS:

- Internal Program Review data
- Employer Surveys

- Alumni Surveys
- Departmental Needs
- Fulltime faculty for both graduate and undergraduate programs
- Technology
- More student access to technology
- Updated labs
- Scholarships for students
- Grants to fund programs

FOUNDATIONAL STUDIES

Patrice Wright, M.Ed., Interim Supervisor

Stephanie Bordeaux-Seeger, BA, English Instructor

Marvin Brandis, M.Ed., Math Instructor

Bud Poor Bear, BS, Computer Science

AnnErika White Bird, BS, English with Creative Writing

1. **MISSION.** The mission of the Foundational Studies program at Sinte Gleska University is to increase the retention and graduation rates for eligible students; to foster an institutional climate supportive of the success of low-income and first-generation students; and to improve the financial literacy and economic literacy of students.
2. **FOUNDATIONAL STUDIES STAFF.** The department staff consists of a Interim Supervisor, Mathematics Instructors, English Instructor, and Reading Instructor. Part time tutors are also utilized throughout the academic year as needed.
3. **CURRICULA.** Foundational Studies conducts numerous programs of instruction, including the Basic Math Course, Basic Reading Course, and Basic English Course.
4. **SCOPE and SERVICES.** We proudly offer the following services:
 - Instruction in reading, writing, and mathematics to prepare students for the rigors of college-level coursework.
 - Academic tutoring to enable students to complete post-secondary courses.
 - Information on Federal financial aid programs and resources for locating public and private scholarships.
 - Financial and economic literacy education.
 - Assistance in applying for admission to, and obtaining financial assistance for enrollment in, graduate and professional programs.
 - Administration of the *Compass Test* to matriculating students.

- Offer dual credit enrollment to the surrounding high schools.

Foundational Studies also provides a computer laboratory where one-on-one tutoring sessions can be conducted. Students may utilize the lab for academic work. Tutorial services are available on a walk in or referral basis.

The FS staff exemplifies the commitment of Sinte Gleska University in providing a superior post- secondary experience for our students. The staff is often the first individuals that students encounter when they enroll at our institution. We are proud of our roles in preparing first generation college students to meet the demands of college life and persisting to achieve a bachelor’s degree.

HUMAN SERVICES DEPARTMENT

Faculty

| | | |
|---------------------|--|-------------------------|
| Mary Ann Coupland | Ph.D., Licensed Psychologist, Licensed Mental Health Practitioner, Positions – Graduate Professor and Moderator of Graduate Curriculum | Capella Univ. |
| Sheryl L. Klein | M.S. Criminal Justice – Positions Dept. Chair and Criminal Justice Concentration | Arizona State Univ. |
| Kevin “Hoch” DeCora | M. A. Human Services – Clinical Mental Health, Position - Mental Health Concentration | Sinte Gleska University |
| Julia Cahill | M. A. Human Services – Clinical Mental Health, Position - Chemical Dependency Concentration | Sinte Gleska University |

Adjunct Faculty Spring 2015

| | | |
|-------------------------|---|-------------------------|
| Miskoo Petite | M. A. – Management with Criminal Justice Emphasis | National American Univ. |
| Corey Lemmert | M. A. Human Services – Counseling | Sinte Gleska University |
| Kathy Black Bear | M. S. W. (Social Work) | Yeshiva Univ. |
| Dwayne Stenstrom, Sr. | B. A. Human Services | Sinte Gleska Univ. |
| Marianne Left Hand Bull | B. A. Human Services | Sinte Gleska Univ. |

Student Major and Graduation Numbers and Post-Degree Activity last ten years.

| Question | B. A. | M. A. |
|--|--------|--------|
| # (average) majoring each year in degree? | ~85 | ~30 |
| # graduates last ten years? (2004-2014) | 73 | 35 |
| # graduates/% employed in related field and/or engaged in further education? | | |
| Per 2011 alumni survey..... | 53% | 82% |
| Per recent tally done 2/12/15 to 2/17/15 based on grads from 2004 to 2014: *Note at BA level results less reliable as done over brief 4 day span and less complete and representative. Was able to identify 55 as having related employment, 4 either disable/retired/ deceased, remaining unknown..... | 55/75% | |
| At MA level results more complete and representative; reliable accounting | | 30/89% |

Mission and Goals

<Note: We do not have a narrative labeled as a vision statement.

- MISSION STATEMENT, B. A. The HS Department will provide students and graduates a rigorous academic experience reflective of contemporary education and Sicangu Lakota knowledge and values.
- MISSION STATEMENT, M. A. The Master of Arts in the Human Services Department will provide an environment of academic excellence through contemporary education which is reflective of Wolakota values. The student will have the opportunity to pursue one or more of the modern career goals in the areas of Clinical Mental Health or School Counseling.
- B. A. and M. A. Goals/Objectives
- GOALS: B. A. graduates will be...
- Competent & skilled professional helpers.
- Fully prepared to serve in helping positions or go on to successfully complete graduate studies.
- Have an appreciation of the Lakota way of life, weaving the Wolakota philosophy into both professional and personal domains.
- Active critical thinkers and self-starters who are productive and contributing citizens.
- Be personally committed to healthy, responsible lifestyles.

GOALS: M. A. graduates will...

- I. Demonstrate analytical thought through effective and innovative communications, presentations, and technological interactions both in modern context and in the reservation/rural based environment
- II. Successfully implement professional research that improves the quality of life for the Oyate
- III. Understand, appreciate, and practice traditional Wolakota values as a leader in the community
- IV. Actively seek to improve the quality of life for the Oyate by becoming an agent of change
- V. Be knowledgeable about and will uphold professional, ethical, and legal standards within his/her chosen discipline

Brief narrative describing the HS Department

The Human Services Department offers an Associate (AA) and Bachelor of Arts (BA) degree in Human Services, plus a Master of Arts (MA) in counseling fields.

Graduates with the BA degree have gained employment in social services, mental health, law enforcement, courts, correctional, substance abuse, and other programs. Also, BA graduates have gone on to successfully complete graduate studies in social work, psychology, and law. Classes for AA and BA degrees are offered on a full-time availability basis.

The MA degree currently provides advanced coursework in two main areas: Clinical Mental Health (61 credits effective fall '15) or School Counseling (49). The curriculum is structured to be Council on Accreditation of Counseling and Related Educational Programs (CACREP) - equivalent, provides coursework supporting application for South Dakota Licensed Professional Counselor (SD-LPC), and meets SD State Dept. of Education certification standards for school counselors. By design, the MA degree is intended to accommodate the needs of the working professional; classes typically meet onsite one Friday or Saturday per month with additional work completed via e-learning assignments. The typical graduate student attends on a part-time basis and can expect to complete the degree in about three to four years. Graduates gain employment in a variety of agencies that provide counseling, including school settings.

Incorporated in all our studies is a focus on Lakota language, culture, history, law, culturally appropriate services, and the philosophy of *Wolakota*. In the BA program are seven courses with primary focus on Lakota-related topics; many more courses incorporate significant Lakota cultural components. Similarly, this perspective is woven into MA courses. SGU strives to produce Human Services graduates who are competent in serving both mainstream and Native Americans clients.

Also integrated into our studies are courses that give the student opportunities to engage in voluntary skilled service, exemplifying the Lakota value of *Wacantognaka* (generosity).

In addition to academic preparation, organizations which employ our graduates carefully screen applicants to ensure safe and appropriate client care. Thus, Human Services majors must expect to complete personal conduct disclosure statements, pass background checks, and secure malpractice/liability insurance as part of their educational experience.

For students who desire basic human services knowledge and skills, as part of an undergraduate major in another discipline, like business, education, or liberal arts, the Human Services Minor is available.

Departmental Needs

Faculty:

- M.A Level Faculty -2 positions Doctorate Credentials
- practical applications, workshops, emersion classes and service learning opportunities.

INSTITUTE OF TECHNOLOGIES

(Career and Technical education)

Faculty

| | | |
|-----------------------|---|---|
| James Poignee (Chair) | MBA, Business Management | Sinte Gleska University, Gonzaga University |
| Arlene Brandis | BS Business Education | Black Hills State University |
| Amber Fry | MS Computer Science | |
| Mike Schmidt | AAS Building Trades | Sinte Gleska University |
| Rita Schneider | AAS Nursing | University of Nebraska |
| Briana Broschat | BS Nursing | Cedarville University |
| Melody Otte | AAS Nursing, BSN Nursing, MSN Nursing, BA Behavioral Science, BA Criminal Justice | University of South Dakota, Creighton University, Mount Marty College |
| Virginia Cozad | BSN Nursing, MSN Nursing | Marquette University, South Dakota State University |

Departmental Vision

Departmental Mission - To provide the people of the Sicangu Lakota Nation with an experiential-based program within the context of cultural and traditional values. All programs

are designed to provide students with professional and academic skills necessary for employment and personal development.

Departmental Goals The primary goal of SGU's Institute of Technologies is to provide students with the education, skills and experiences needed to pursue a career in their selected fields of study. To meet this goal we offer students a broad range of delivery methods including lecture, practical applications, workshops, emersion classes and service learning opportunities.

MISSION STATEMENT FOR NURSING PROGAM:

The mission of the Nursing graduates is to be a provider of care by providing preventive, restorative, and supportive nursing and/or assist Person's significant others in meeting the health needs across the lifespan in a variety of structured settings and use the nursing process in meeting the health needs of Person. This will be accomplished by following the State Nursing standards and graduating with skills in leadership and respect. Leadership with regards to Sinte Gleska University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe.

PURPOSE STATEMENT FOR NURSING PROGRAM:

The purpose of the Sinte Gleska Nursing Program is to respond to the emerging health care needs of the individual in a changing health care system in the United States, especially on the Rosebud Reservation, a system in which practical nursing will play an ever-growing integral role, helping to provide access to health care for people in their homes, hospitals, clinics, doctor's offices, extended health care facilities, and nursing homes. Practical nurses function within the standards of practice, demonstrating safe, competent and legal/ethical practice.

DEPARTMENT NARRATIVE

Our offerings include:

- ✧ Building Trades:
- ✧ AAS
- ✧ 1 yr. certificate in Carpentry
- ✧ 1yr. certificate Electrical Apprenticeship
- 1yr. certificate Plumbing Apprenticeship

- Data Processing
 - ✧ AAS Data Processing
 - ✧ AAS Computer Technology
 - ✧ 1yr. certificate Data Processing
 - ✧ 1 yr. certificate Computer Maintenance

- Licensed Practical Nursing.
 - ✧ AAS
 - ✧ 18 month certificate
 - ✧ CNA Certified Nurse Assistant

- Office Technology
 - ✧ AAS Administrative Assistance
 - ✧ 1 yr. certificate Office Technology/General
 - ✧ 1 yr. certificate Office Technology/Legal
 - ✧ 1 yr. certificate Office Technology/Medical

We also offer 1 yr. certificates in Accounting and Entrepreneurship.

New programs offered this year include an AAS degree in Allied Health; a one-year certificate in Home Health Care and EMT Basics. These programs are funded through a three year Department of Labor Grant

The Institute of Technologies is funded primarily through a Department of Education's Native American Career and Technology Education Grant. We are currently completing the second year of a two year grant. Our primary goal is to give students the necessary skill to find employment. We offer certificates and degrees in areas that survey have shown an interest and jobs are available locally.

We provide educational services to 150 – 200 students per year and graduate approximately 35 students each year. Roughly about 90 % of our graduates find employment or continue on with a higher degree.

Our 2014/15 goals are dictated by our NACTEP Grant. Future goals will result from community surveys and anticipated employment opportunities within the boundaries of the Rosebud Reservation and surrounding areas.

Our immediate needs are for repairs to the drive entering our buildings and parking facilities for our students. Long -term needs would be new facilities that would house all of our different programs within one location and upgrades in our skills labs primarily with the new advances in the technology areas.

No. of Graduates in Dept. Degrees: From 1973 to 2013 we have had 158 students receive a one-year certificate and 151 receive an AAS Degree.

No. of Graduates employed: 85% of our students have received employment or have enrolled in an advanced degree program.

LAKOTA STUDIES DEPARTMENT

Faculty

Tina Martinez, B.A., Lakota Studies, Sinte Gleska University, Mission, SD (Chair)
Sandra Black Crow, B.A., Lakota Studies, Sinte Gleska University, Mission, SD
Francis Cutt, B.A., Lakota Studies, Sinte Gleska University, Mission, SD
Duane Holllow Horn Bear, Lakota Studies, Rank B , Sinte Gleska University, Mission, SD
Stanley Red Bird, Jr., Lakota Studies Rank B, Sinte Gleska University, Mission, SD
Victor Douville, Expert, Level III, Sinte Gleska University, Mission, SD
Regina One Star, BA, Fine Arts, Sinte Gleska University, Mission, SD

Number Declared Lakota Studies Majors in all Programs: 28

Number Graduates 2004-2014: 33

The overall academic goal of the Lakota Studies Department is to integrate Lakota traditional values and history to the academic career in a bi-cultural setting or to meet the challenges and complexities of Lakota society. In order to achieve this goal, the Lakota Studies program offers a two year Associate of Arts degree program in four areas of emphasis: Lakota Language, Lakota History & Culture, Traditional Lakota Arts and Creative Writing. The department also offers Baccalaureate degrees in seven areas of emphasis: Lakota Language-General Interest, Lakota Language-Research, Lakota Oratory, Lakota History & Culture, Lakota History-Tribal Government and Cultural Resource Management.

- A second goal of this department is related to the reservation community at large: to extend non-academic services to the Tribe and its members. These services include offering expertise in Lakota culture and advocating for the integrity of traditional Lakota values and heritage. The department also takes a very active role in cultural protection, preservation and restoration
- The most important role of the Lakota Studies Department within the institution is that it is the hub or center of Sinte Gleska University. This is a position of leadership and responsibility to all. The Department strives to show by example that Lakota values are not merely talked about in the classroom, but are integrated into daily actions. It is the belief of the Department that Lakota values and beliefs have much to offer the world today and provide a vision to follow.
- In addition to the degrees offered by the Department, it also plays a support role in all other University academic programs since Lakota Language and Lakota History & Culture are required core courses. It is the intention of the Lakota Studies Department to provide a bi-cultural perspective and promote sensitivity to all academic programs offered at the University.

Future Goals:

Develop a Masters Degree Program in Lakota Studies

Develop a Bachelors Degree in Lakota Traditional Art

Develop a Certificate Program in Traditional Buffalo Art

STUDENT AND CAMPUS SUPPORT SERVICES

Student Counseling Services

- Academic advising and guidance services are provided to the student at the time of registration and throughout the semester, in addition, the University also offers personal, career and financial aid counseling.

Career counseling is available through the Student Assistance Program and the Associate of Applied Sciences Department (Vocational Education Emphases), both located on the Main campus. Career counseling is also available through the Adult Vocational Training Program located in the Sinte Gleska University Student Services Center on the Antelope Lake Campus. Financial Aid counseling is provided by the Financial Aid office staff to help eligible students understand the various types of financial aid programs at Sinte Gleska University, and to understand their respective rights and responsibilities as students receiving financial aid funds. The Financial Aid Office is located at the Student Services Center on the Antelope Lake Campus.

Drug and Alcohol Abuse Prevention Program

The Student Counseling Center, located on the Main Campus, is prepared to help students with a variety of concerns, including chemical dependency issues. Students may schedule appointments or stop at the Student Counseling Center. All information is held in the strictest confidence. Services provided by the Center include:

- One-to-one counseling, referrals and preventive education for students who are experiencing difficulties.
- Resource materials, particularly in the area of chemical dependency.
- Workshops and activities which focus on the needs of students, to maximize their potential as students and promote a healthy, responsible lifestyle in the community.

All services are offered free of charge.

Student Assistance Program

The Sinte Gleska University Student Assistance Program (SAP), located on the Main Campus, is a college-based identification, assessment, referral and support system. The goal is to provide a professional, confidential, and helping response to students who are having problems that interfere with their performance at the University, and which may lead to their dropping out of school.

The Students Assistance Program is designed for early identification of a variety of problems that may affect students. These problems such as substance abuse, emotional, physical or sexual abuse, family problems, suicidal thoughts, financial management difficulties and interpersonal problems.

Student Activities

The Student Activities Program promotes the social, cultural, athletic, and student government interests of individual students and student groups at Sinte Gleska University. The planning and administration of these activities is directed by the SGU Student Association which serves as the official governing body for Sinte Gleska University students and student groups.

All students and student groups are encouraged to become involved with the Student Association so that their ideas and energies can be converted into official student activities which may benefit the entire Sinte Gleska University student population.

Student Transportation System

Sinte Gleska University operates the Student Transportation System on behalf of its students who otherwise would not be able to attend university classes. A cost-free service provided to students in outlying communities, the Student Transportation System links together several reservation communities with daily bus routes.

Bookstore

The Bookstore provides class textbooks, teaching materials, and supplies to University students at the beginning of each semester. Students are allowed to charge and return books and supplies until the end of the DROP/ADD

period. At that time, book bills are closed and submitted to the Financial Aid Office. Textbooks and workbooks to be returned to the Bookstore for full credit must be in excellent condition with no writing, marks, torn or damaged pages. Books may be bought back from students during the week of final exams each semester. Students with outstanding balances at the Bookstore will be given credit toward that balance. In addition to course texts, the Bookstore also has in stock cassette tapes, CD's and books by members of the University faculty. A large variety of University insignia items and clothing are available.

Student Lunch Program

The Student Lunch Program was developed because many students are transported to the campus each day and many students come in at 9:00 a.m. and stay until 10:00 p.m. The students, many times, do not have resources to purchase meals at the Convenience stores or various deli's located in Mission, SD. In a survey of students it was a high priority that a Lunch program be located on campus.

The Student Lunch Program provides a free lunch to all students enrolled at Sinte Gleska University. The Student Lunch Program serves about 100 students each day. Recently, the Lunch

Program has expanded to include brown bag lunches to students attending classes during the dinner hour (4 pm-7 pm).

Child Care Services

Sinte Gleska University operates a full-time daycare facility for the benefit of its students who do not otherwise have available child care services. All students must complete an application form and furnish medical records in order to have their child(ren) accepted for enrollment in the daycare program. Specific information and applications for child care may be obtained through the Daycare Center or the Student Assistance Program.

Library and Information Services

The library is a collection of print and non-print materials selected to meet the needs of students, faculty and the general public. The primary goal of the library is to support and enrich the academic curriculum, and, at the same time, provide a pleasant environment where students will meet to study, do research, or just meet with other students or faculty. The library is especially proud of its Indian Collection, which includes a number of rare and unusual volumes on the history and culture of Native American, particularly the Lakota.

Sinte Gleska University's library is designated as the Rosebud Sioux Tribe official public library. The library has available a wide range of books on the subjects as diverse as Indian history, science, business, education and popular fiction and non-fiction bestsellers. The library has an extensive Children's section with a wide range of quality children's literature. The library subscribes to numerous popular and academic magazines and several local and national newspapers.

Student Financial Aid

The Financial Aid Office assists students in applying for educational grants, scholarships and other forms of financial aid to offset the cost of attendance at Sinte Gleska University. The office assesses student resources (Free Application for Federal Student Assistance-FAFSA), assists students in applying for financial aid in the form of grants, scholarships and other forms of assistance in meeting the cost of their education. The Financial Aid Office also assists Veterans in accessing their Veterans Educational Benefits. Sinte Gleska University does not participate in the Federal Student Loan Program. Primary forms of financial aid available at Sinte Gleska University are:

- Federal PELL grants
- Federal Supplemental Education Opportunity Grants
- Federal CollegeWork Study Program
- Bureau of Indian Affairs Higher Education Grants
- Bureau of Indian Affairs Adult Vocation Training Grants
- American Indian College Fund Scholarships
- Veterans Educational Benefits

- Other private scholarships that become available from time-to-time

Management Information Systems (MIS)

Management Information Systems provide Network and Desktop support to all staff and students. The MIS department assesses technology needs for the University, upgrades equipment and software as needed, manages the Jenzabar data collection servers and serves as a training center for interns in computer science and media.

The Media department is part of the MIS System. The Media department records events and meetings presented by the University, maintains the SGU website and produces videos and DVD's that preserve Lakota teachings that are crucial to the education of tribal students and future generations. The Media department also is working on digitizing 40 years of tapes and various other recordings of Sinte Gleska University's work.

In moving forward, securing sufficient funding is vital in improving technologies and providing up-to-date technology to the SGU classrooms and students. Restructuring is needed, and will be accomplished by working with the University's Technology Committee to discuss improvements needed. One of the long term goals is to develop a Distance Learning Structure to move forward with newer technology to reach out to a broader scope of students.

COMMUNITY OUTREACH PROGRAMS

SGU Economic and Community Development Office

The Economic and Community Development Office promotes economic development activity at the community level and in coordination with different tribal entities such as REDCO (Rosebud Economic Development Corporation), the Tribal Utilities Commission, the EDA Planner and the tribe.

The office works as part of the SGU Resource Development Committee planning activities for fundraising with the SGU Foundation as well as developing a program for the alumni association. The office also works with Title III programs at Sinte Gleska University.

The office assists the Sinte Gleska University President with planning, development and coordination of tribal and community based discussion and planning activities and events. The opportunity for the community members to participate in dialogue about the various issues facing the people daily is healthy for our community and an important part of the SGU mission. This is nation building at its best, and the fact that SGU records and collects this information is vital for future generations looking back to this time for direction.

Another role that the office plays is in organizing community development projects to build infrastructure and improve the quality of life within tribal communities.

Scott Bordeaux Leadership Institute

The Scott Bordeaux Leadership Institute was created to 1) facilitate the process of Tribal Nation Building within the Sicangu Oyate; and both nationally and internationally among indigenous societies; 2) strengthen the leadership capacity of SGU students, staff and faculty; 3) develop student owned economic projects; and 4) research, create and articulate Lakota models of systems, leadership and management of tribal institutions.

Goals of the Leadership Institute are to develop the Leadership Institute into a Community Outreach Center for planning, leadership training and Community Education and to develop the capacity to conduct research and publish findings on subjects relative to tribal nation building and indigenous education.

SGU Bison Ranch

The SGU Bison Ranch is located in two Range Units that are leased from the Rosebud Sioux Tribe and Antelope Community. The herd originally began in 1997 with 17 buffalo, the herd has grown to over 500 head in the past 15 years. The Mission of the Bison Ranch is to raise bison in order to restore spiritual and ecological balance to the land and the people of the Rosebud Reservation and to demonstrate the feasibility of raising bison as an alternative to grazing cattle.

The bison ranch produces meat for the student lunch program, which utilizes over 1,200 pounds of bison meat a year or four buffalo. The University also serves buffalo for their activities, such as Founders' Week activities and the Graduation dinner. Recently, the Bison Ranch has developed a relationship with retail markets which derives income for support of the ranch and contributes to the General Fund of the University. The bison ranch also donates about 3,000 pounds of buffalo meat a year to other organizations, individuals and University programs. The University donates bison meat to families for wakes and funerals.

The short term goals of the SGU Bison Ranch are:

- Update the Business Plan for the Ranch
- Develop and present workshops on traditional harvesting and uses of the buffalo
- Develop curriculum on bison ranch management
- Build a storage facility for hides and other parts of the buffalo to be used for ceremonial purposes.

The long range goal of the SGU Bison Ranch is to grow the herd to at least 1,000 head and obtain sufficient land to safely graze the bison. The educational goal of the ranch is to develop curriculum and a Bison Ranch Management degree program.

Chief Leonard Crow Dog stresses each time he meets with us that the law of nutrition is the most important thing that will restore health to our people. Bison is the healthiest of red meats and as the traditional diet of the Lakota, it is critical that bison becomes the primary source of protein for our people. The buffalo are not only healthy for people, but they are healthy for the land. As Chief Crow Dog declared, "We are the evidence of the land, we are the land and the land is us."

Sinte Gleska University Foundation

The Sinte Gleska University Foundation, a non-profit organization, develops, receives and administers resources for the benefit of Sinte Gleska University and its students for the purpose of securing the fiscal future of the institution. The mission is to provide access to higher education and delivery of community based services which improve the quality of life for the people of Sicangu Lakota Oyate through development of educational, social and economic resources for Sinte Gleska University.

The Foundation works with national fund raising campaigns to build its donor database and create relationships with donors who are concerned about the educational future of the Sicangu Oyate. Four to five fund raising campaigns a year provide funding to the Northern Plains Indian Art Market, the scholarship endowment fund and to the general institutional fund. The Foundation also hosts several donor events throughout the year in off-reservation locations.

Tiwahe Glu Kinipi

The Mission of the Tiwahe Glu Kini Pi “Bringing the Family Back to Life” System of Care is to improve the lives of children, with serious emotional, behavioral, and spiritual needs (SEBD), and their families through implementation of a Lakota-Based Mental Health Wraparound Model, and use this model in the teaching and preparation of Lakota Counselors at SGU. The goal is to promote a positive and healthy way of helping our children, their families and Tiospaye (extended family,) to restore Wolakota (peace and harmony with all creation.)

Tiwahe Glu Kini Pi is based on core System of Care values: youth guided, family driven, strength based, culturally and linguistically competent. Wraparound provides access to coordinated, comprehensive services, in the least restrictive environment, and includes early identification, intervention, referrals and transition services that are age appropriate. Children’s rights are protected & advocated, services are non- discriminatory and confidentiality & privacy are protected.

Institute of Tribal Lands - USDA Programs

The Institute of Tribal Lands is Sinte Gleska University’s newest Institute and was created to work with the Rosebud Sioux Tribe and its land related entities to develop land use plans, create economic opportunities related to land use, and to develop demonstration and education projects that teach good stewardship of Tribal Lands.

As a 1994 Tribal Land Grant institution, Sinte Gleska University participates in the USDA Equity and Extension Programs. These programs are administered through the Institute of Tribal Lands. The USDA Equity Projects are utilized to assist Sinte Gleska University academic programs in the delivery of their land and agriculture related degree and community education programs. The USDA Extension Projects are community outreach projects that provide education, technical assistance and youth activities to the tribal community.

The current USDA Equity and Extension projects are focusing on Food Sovereignty, utilizing the SGU Greenhouse and the Bison Ranch as outdoor classrooms to teach tribal communities to

produce healthy foods. The projects also introduce health and wellness through locally grown products.

Youth Mentoring in the Traditional Arts (YMTA)

The YMTA is a workshop center and small store that provides youth and families a safe place to gather after school, on weekends and during school vacations where they can reconnect with the life giving concepts of incorporating beauty and pride into every aspect of Lakota life. Youth and families are instructed and mentored in Lakota Traditional Arts (sewing, beading, featherwork, etc.), Lakota culture and values, work ethics, money management, small home-based business development skills and income generating opportunities.