INTRODUCTION

The idea for founding a tribal higher education institution chartered by the Rosebud Sioux Tribe was formulated by local community leaders in response to the unique needs and challenges confronting the Sicangu Lakota postsecondary student. Moreover, community leaders, in developing an institutional mission statement to set forth a philosophy and direction for Sinte Gleska University, hoped to establish an educational vehicle that would help to strengthen our tribal nation on the Rosebud Reservation. Today, Sinte Gleska University represents a source of optimism for our tribal members and tribal communities as we strive to implement new opportunities and initiatives that have characterized our growth during the past thirty years.

The Sinte Gleska University Strategic Plan for the 21st Century reflects and sustains a commitment to achieving the earliest purposes of the University which center around a preservation of our Sicangu Lakota culture and traditions. Since our inception in 1971, SGU has demonstrated the ability to deliver existing and expanded programs and services and to advocate for change which results in the improvement of daily living conditions for the benefit of our tribal population. Most importantly, Sinte Gleska University has demonstrated that the Sicangu Lakota Oyate know our own history of success and failure, and we best know how to address our educational systems. The solutions may take a little longer due to a scarcity of available resources; however, in the end, we shall generate more positive outcomes.

The SGU Strategic Plan is a tribute to our ancestors who fought to maintain the traditional way of life and to perpetuate the virtues and values that continue to define our tribal nation.

Lionel R. Bordeaux,
President of Sinte Gleska University
1972—Present
Sinte Gleska University: Strategic Plan

THE PROCESS

In January 1999, a University group consisting of faculty, staff, students, and administrators began a formalized planning process. The goal was to define methods and parameters of gathering information and defining critical areas that would be addressed in a five-year strategic planning document. This Strategic Plan for the University was to be in place by the Fall. The initial group of people acted as the Planning Group, taking responsibility for meeting dates and activities that would aid the process. The group did not have to start from scratch: many documents, particularly the Self-Study Report required for each accreditation visit, as well as minutes from previous planning and visioning sessions and a document titled “This Is the Way It Must Be”, represented ideas and goals that guided the University to this point.

The planning group also looked at all of the University’s obligations and commitments. This included grant requirements, future accreditation reviews, academic program requirements, and how to extend educational programs to tribal officials and departments and into the community. Each University department, some with extensive strategic plans of their own, also provided input in the process.

Along with the written documents, planning sessions were held, one in the Winter and one in the Spring, to address the strengths and weaknesses of the University. At the February meeting, a day was spent reviewing the accomplishments of the past and identifying new challenges; those in attendance identified seven critical issues. These critical issues were 1) financial resources, 2) buildings/facilities management, 3) current program stabilization, 4) nurturing Lakota language and culture, 5) resource development, 6) community outreach, and 7) media/communications.

As a means of addressing these critical issues, they were further divided into four major categories:
1) Academics: Academic Programs; Curriculum Development; Land; Language; Technology/Telecommunications
2) Support Operations: Academic Support; Student Services; Professional Development; Research; Plant Management
3) Administration: Administrative Management; Fiscal Management; Resource Development; Facilities; Constituent Relations
4) Community: Economic Development; Leadership; Health and Wellness; Outreach Partnerships; Tribal Government

Small groups of participants representing faculty, staff, and administrators then interpreted each of the sub-categories, some providing goal statements and objectives and others developing best-case scenarios for University involvement. The final exercise reduced this information to key words and phrases. From these key words and phrases, two surveys were developed, one for Faculty, Students, and Staff, and one for Community Members. These surveys contained goals, objectives, and/or activities and
asked respondents to rank them according to need: (M) Must Do, (S) Should Do, (L) Like to Do. The survey data was tabulated and collated, and this information was used in helping to prioritize the activities identified in the final strategic planning document.

An open meeting in May reviewed information from the surveys and minutes of prior meetings. Those in attendance included faculty, staff, and administrators. Small group sessions around the critical issues and the identified activities resulted in a fine-tuning of the priorities and critical issues.

Three drafts of the proposed planning document were distributed for further comment and suggestion. The Strategic Plan contained here represents the final version, an interpretation of the vision and commitment of the University community.

This Strategic Plan is predicated on the Mission and Purposes of the University as defined by the visionaries who, nearly thirty years ago, foresaw an institution of higher education on the Rosebud. This vision foresaw that the Lakota needed a local college that would prepare them to meet the ever-present challenges to sovereignty and help ensure that the future generations would confidently and competently move the Tribe forward as a leader in tribal self-determination.

THE MISSION

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 see the institution grow. It provides each Lakota person with the opportunity to pursue an education 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 post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.

THE PURPOSES

Within the context of the Mission Statement, there are seven purposes served by the University and its programs. These purposes are

1. To serve as a bridge to off-reservation institutions by providing a successful on-reservation experience of higher education.
2. To provide post-secondary education.
3. To increase the number of Indian people in middle and upper management positions.
4. To reflect, strengthen, and develop Lakota cultural life.

5. To provide national leadership in tribally controlled education.

6. To establish mechanisms for improving the quality of life on the reservation.

7. To develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society.

RATIONALE

The goals, objectives, and activities outlined in the Strategic Plan reflect six Critical Issues as the University prepares for the new millennium and as it moves into its second generation as a tribal educational institution.

These are the areas of concentration, which over the next five years, are deemed most important in solidifying University programs and priorities. These are the issues which emulate the past twenty-nine years of work, reflection, and planning. These are the issues that project into the future the important work to be continued or initiated by Sinte Gleska University in its role as an academic institution rooted in the needs, hopes, and dreams of the Sicangu Lakota Oyate.

The Critical Issues are

1) Stabilize Current Academic Program

The primary focus of Sinte Gleska University is the offering of academic coursework leading to Associate, Bachelor, and Master degrees. Currently, there are 46 degrees and five certificate opportunities available within the seven academic departments of the University. This critical issue addresses student and faculty development as well as the processes needed to ensure a rigorous academic experience served by a confident and competent faculty and staff.

2) Buildings and Facilities Management

The University intends to improve the learning environment by ensuring that buildings and facilities appropriate for an academic institution of higher education are constructed and maintained. The University campus at the Antelope Lake site
will be completed and be a visible sign of a commitment to the longevity and importance of higher education for future generations.

3) Financial Stability

In order to accomplish all of its dreams for academic excellence and facility construction, the University acknowledges that adequate financial resources must be obtained and maintained. Building on a solid reputation of financial stability and accountability, the University will extend its fundraising capability to ensure the institution’s financial security and continued growth.

4) Nurture Lakota Language and Culture

Sinte Gleska University is primarily and foremost a Lakota institution, rooted to rich traditions of history and culture unique to the Sicangu Oyate. The University seeks to strengthen its bonds to this vibrant heritage, both in its promotion of language and culture throughout the Lakota Nation and in its way of interacting within the University setting and among the greater community.

5) Telecommunications

Sinte Gleska University seeks to strengthen its ability to provide programs and services through the use of technological tools. It will extend itself to every area of the Rosebud so that even in the most remote of places, anyone can be connected to the University community. Technology will also allow the University to expand its course offerings, promote language and culture, and respond to community needs for information.

6) Tribal Nation Building

For the University, community development is an important component in defining the nature of a tribal college. The University will continue its partnership with tribal programs, communities, and individuals in order to find solutions to common problems as well as a vision for the future. It will continue to provide educational opportunities based on clearly defined tribal needs.

OUTCOMES

In pursuing the goals, objectives, and activities outlined in the Plan, there are expected outcomes, also listed with each activity. Within the context of the six critical issues, there
are overall expectations for accomplishment each year. In keeping with the mission of the University, the expected outcomes focus on academic improvement.

Academic improvement is defined as an increase in enrollment 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. An assessment of graduates, including employer and employee expectations and the impact that SGU graduates have on social and economic development, will be included in the new Assessment Plan, a description of which is included in this planning document. This assessment information will also help judge the impact that the Strategic Plan’s goals and objectives have on the academic preparedness and career accomplishments of graduates.

MONITORING PROGRESS

Responsibility for accomplishing the goals and objectives of this Strategic Plan lies with each member of the University community. There are countless opportunities for participation that welcome community members as well as students, staff, faculty, administrators, and Board members. Each activity listed in the Strategic Plan identifies the expected participants, the person responsible for seeing that the activity is accomplished, and a date for completion.

A process for ensuring that the Strategic Plan remains viable and relevant includes a two-day planning session held each May. At this time, objectives and activities may be revised. The Goals, however, remain the same and are used to guide University priorities during the five year period.

During the year, quarterly planning meetings with the Council of Deans are held. A yearly progress report is prepared by the Director of Planning and given to the University President. This report is also shared with the Board of Regents.

READING THE STRATEGIC PLANNING DOCUMENT

The Strategic Plan includes goals and objectives that address each critical issue. The Activities describe the work needed to achieve each goal. All Activities include those individuals, groups, and organizations that should participate in order that objectives are achieved. The person responsible for seeing that the activity is completed is also included. Where there is more than one person listed, a * indicates the lead individual. An Outcome and Completion Date for each Activity is also noted.

Approved by the Board of Regents of Sinte Gleska University: May, 2000
STRATEGIC PLAN REVIEW

- January 26, 2001
- Participants: Faculty, Staff, Council of Deans, Department Chairs, Vice President of Academic Affairs, Acting Vice President of Administration

- Updated completion dates.

As a result of the review, this Strategic Plan document reflects revised timelines for some of the objectives. The revisions are noted in highlighted and bold print as shown in the following example:

December 2001

- July 25, 2001
  - Participants: Faculty, Staff, Council of Deans, Department Chairs, Vice President of Academic Affairs, Acting Vice President of Administration, President

- Established working committees for each of the six critical issues. A Lead Person for each committee will establish regular meeting times for reviewing the activities associated with the critical issue. The committee is responsible for making recommendations for resources needed to carry out the activities.

- September 7, 2001
  - Participants: Faculty, Staff, Council of Deans, Department Chairs, Vice President of Academic Affairs, Acting Vice President of Administration, President

- Continued committee work. Established reporting duties and defined committee responsibilities.
May 29, 2003

Task 1: Review accomplishments of the past year for each of the 6 Critical Issues delineated in the SGU Strategic Plan

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<tr>
<td>Revised Faculty Handbook</td>
<td>Admin. Offices, staff relocated to Mission campus</td>
<td>New administrative software purchased—training begun</td>
<td>Wolakota Statement</td>
<td>New technology plan</td>
<td>Bison Project: herd, pasture increased [35&gt;360 head; 600&gt;4,100 acres]</td>
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<td>M.A. in Human Services accredited</td>
<td>Phase III construction begins (President's Administration &amp; Student Services Building)</td>
<td>Budget growth</td>
<td>Academic delivery &gt;Bonesteel</td>
<td>Distance learning plan</td>
<td>&quot;Reclaiming Futures&quot;-Robert Wood Johnson</td>
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<td>Developed Vocational Rehabilitation Counseling emphasis in Human Services</td>
<td>Assessment process initiated; progressing</td>
<td>Case statement in place</td>
<td>Language consortium&gt;K-post-secondary schools involved</td>
<td>New network infrastructure (by September); includes phones, computer system</td>
<td>Wellness conferences</td>
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<td>Evaluation process for faculty developed (re: Faculty Handbook)</td>
<td>New maintenance building complete</td>
<td>NEEDS&gt; more resources; discretionary funding; increase database&gt;direct mail; Capital Campaign</td>
<td>Immersion program</td>
<td>Training for techs</td>
<td>Review of tribal enrollment policy</td>
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<tr>
<td>M. A. in Lakota Studies in process</td>
<td>NEEDS&gt; more classroom space; renovate older facilities</td>
<td>Developed 2 courses&gt;plants; animals</td>
<td>Language extended&gt;updated, upgraded equipment</td>
<td>Video preservation</td>
<td>Agriculture projects (horsemanship)</td>
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[For information on planning activities, contact Georgia Hackett: 747-2263; ghackett@sinte.edu]
CRITICAL ISSUE ONE:

STABILIZE CURRENT ACADEMIC PROGRAMS
GOAL: Sinte Gleska University will strengthen and stabilize its academic programs in order to provide its students with opportunities that lead to successful attainment of educational and career goals in conjunction with personal goals and tribal priorities.

OBJECTIVE 1: The process for academic program development and approval will be reviewed to ensure academic rigor and intellectual integrity.

ACTIVITIES

a. Program Development: The Academic Affairs Committee will seek input from faculty, students, and staff and create a program development and approval process for all certificate, undergraduate, and master's level courses of study. New program development will include an analysis of community interest, financial projections for implementation, and student learning goals. This process will be presented to the Board of Regents for Approval and adopted by every University Department.
   
   Participation: All Academic Departments—Department Chairpersons
   
   Responsibility: VP for Academic Programs
   
   Outcome: Academic program development and approval process in place and implemented
   
   Activity Completed: July 2000

b. Assessment: An Assessment Committee, consisting of representatives of each academic department, will be established. This Committee will determine the statistical and anecdotal data needed to evaluate student learning including the method(s) of assessment, time on task, and the process of data collection and analysis. Assessing current program impact will be a prerequisite to curriculum change and new curriculum development. This process will be presented to the Board of Regents for Approval and adopted by every University Department.

   Participation: All academic departments

   Responsibility: *Department Chairpersons, VP for Academic Programs

   Outcome: Assessment Committee established and meets regularly
   
   Activity Completed: May 2001
OBJECTIVE 2: Employ a knowledgeable and well-trained staff.

ACTIVITIES

a. **Salary Scale:** Establish a fair and competitive salary scale. A study of salary schedules at other South Dakota tribal, state, and private colleges will be conducted. A competitive salary scale will be in place for all full-time faculty and staff.

   **Participants:** Personnel Officer, Chief Financial Officer, Resource Development Team, Faculty, Staff
   **Responsibility:** *Personnel Director, Chief Financial Officer
   **Outcome:** Competitive salary scales in place and implemented
   **Activity Complete:** May 2001

b. **Evaluation:** Establish a faculty committee to research appropriate evaluation instruments for college faculty and develop methods of peer and supervisory evaluation unique to a Lakota university, but mindful of its role in improving teaching and learning.

   **Participants:** All academic departments
   **Responsibility:** Council of Deans
   **Outcome:** Faculty evaluation procedures in place and implemented
   **Activity Complete:** December 2001

c. **Faculty Handbook:** A faculty committee will update the Faculty Handbook to include rights, responsibilities, expectations, duties, and policies and procedures for all instructional staff. This committee will also explore creating a Faculty Council that advises the faculty representative to the Board of Regents.

   **Participants:** All academic departments, all interested faculty
   **Responsibility:** Department Chairpersons
   **Outcome:** Faculty Handbook revised
   **Activity Complete:** August 2001

d. **Faculty Development:**

   1) **Planning:** The Faculty Development Committee will conduct activities designed to strengthen assessment of teaching and learning. These activities include monthly faculty gatherings, conferences with faculty from other South Dakota tribal colleges, a locally sponsored workshop, and attendance at a regional conference.

   **Participants:** All full and part-time faculty
   **Responsibility:** Dean of Education; *Faculty Development Coordinator
   **Outcome:** Faculty development planning activities implemented
   **Activity Complete:** May 2000 [COMPLETED]
2) Comprehensive Plan: Prepare a three year faculty development plan proposal for submittal to a private foundation funding resource.
   Participants: Faculty, Faculty Development Committee
   Responsibility: Dean of Education; Faculty Development Coordinator; *Director of Planning; Grant Officer
   Outcome: Funds secured for comprehensive development plan
   Activity Complete: July 2000 [COMPLETED]

3) Academic Credentials: The Faculty Development Committee will create a process for increasing academic credentials. This process will include leave policy, financial assistance, and research and teaching responsibilities to the University. The University will expand its ability to offer distance learning classes in an effort to enable full and part time faculty to increase credentials.
   Participants: Faculty, Faculty Development Committee, Resource Development Team, Director of Planning, Technology Committee
   Responsibility: Council of Deans
   Outcome: Process for improving academic credentials in place and implemented
   Activity Complete: On-going; May 2002

d. Staff Development: A Staff Development Committee will create a process whereby support staff can have the opportunity for further training and skill enhancement. This committee will conduct an interest survey on training needs, schedule training sessions locally, research and assess regional and national opportunities, and work with Department supervisors on inter-departmental cross-training.
   Participants: Support Staff, Department Supervisors
   Responsibility: Vice President for Administration
   Outcome: Staff training plan implemented
   Activity Complete: On-going; May 2000-August 2004

OBJECTIVE 3: Strengthen student services.

ACTIVITIES
a. Advisement: Design and implement a student advisory system which defines faculty/student interaction, practices and procedures for course selection, financial aid options, makes referrals for counseling and tutoring, and ensures that students are informed regularly of progress toward fulfilling graduation requirements
   Participants: Faculty, Students, Counselors, Staff
   Responsibility: *Director of Student Services, Financial Aid Director, Student Support Services Director
   Outcome: Student advisory system in place and implemented
   Activity Complete: August 2001
b. **Student Records:** Design and implement a student records system within each academic department that corresponds to Registrar and Financial Aid records.

   **Participants:** Department Chairpersons, Faculty, Students, Registrar, Financial Aid Director, Student Systems Analyst

   **Responsibility:** *Director of Student Services, Registrar

   **Outcome:** Student record system implemented

   **Activity Complete:** July 2001

c. **Student Activities:** Assign faculty advisors to all student clubs and organizations. Develop job descriptions that outline advisory responsibilities and establish a fair compensation scale for advisors. Revise or establish mission statements, goals, and policies and procedures for each student organization that include governance, reporting, and fiscal accountability.

   **Participants:** Faculty, students

   **Responsibility:** *Director of Student Services, Director of Institutional Activities

   **Outcome:** Policies and procedures for student organizations in place; faculty advisors hired for each organization

   **Activity Complete:** May 2001

d. **Support Services:** Evaluate transportation, child care, food service, housing, and bookstore programs at the end of each semester and make recommendations for improvements and/or expansion.

   **Participants:** Staff--Student Transportation, Day Care, Food Service, Housing; Director of Student Services, Students, Tribal Partners

   **Responsibility:** Director of Student Services, VP of Administration

   **Outcome:** Student services evaluated each semester

   **Activity Complete:** Each Semester--December/May 2000-2004

e. **Scholarships:** Initiate a scholarship information and referral service. Help students access private scholarship information, including guidelines, eligibility, and application process. Help students access American Indian College Fund scholarships. Develop Memorial Scholarships in the name of each deceased student, faculty, staff, and board member.

   **Participants:** Director of Student Finance, Student Systems Analyst, Students, Staff, Faculty

   **Responsibility:** Director of Student Services, *Student Systems Analyst

   **Outcome:** Scholarship information and referral service implemented

   **Activity Completed:** Ongoing; May 2000–August 2004
OBJECTIVE 4: Increase student retention and extend student recruitment efforts.

ACTIVITIES
a. Retention: A student retention committee will develop a plan of activities that has as its goal the improvement of student retention and graduation by 10% each year.
   Participants: Faculty, Students, Registrar, Financial Aid Staff, Counseling Center Staff
   Responsibility: *Director of Financial Aid, Vice President for Academic Affairs
   Outcome: Retention Plan in place; student retention increases 10% each year
   Activity Completed: Ongoing, August 2000-2004

b. Recruitment: A committee focused on recruiting new students will be established. This Committee will develop a plan that has as its goal an increase in student enrollment of 5% per year. The recruitment effort will promote all University academic programs to potential students on the reservation, in the region, and prepare materials that respond to national inquiries. This plan will include the delivery of pertinent information on academics, extra-curricular activities, student clubs and organizations, and financial. Recruitment outreach will be a regular University activity.
   Participants: All academic departments, Director of Student Finance, Registrar, Director of Alumni Recruitment
   Responsibility: Vice President for Administration, *Director of Student Services
   Outcome: Recruitment Plan in place; student enrollment increases 5% per year
   Activity Completed: August 2000, Ongoing 2000-2004

OBJECTIVE 5: Strengthen library services.

ACTIVITIES
a. Assessment: Assess current library services, including book collections, periodical collections, electronic services, and access and availability and initiate a community survey to help determine community/tribal needs.
   Participants: Director of Library Services, Library staff, Students, Community members, tribal officials
   Responsibility: Director of Library Service
   Outcome: Assessment of library services completed
   Activity Completed: May 2001
b. **Advisory Board:** Initiate an Academic Advisory Board to ensure growth of departmental collections, availability of academic resources for student and faculty research, and to identify books, periodicals, and electronic services needed to increase and improve the library collection.

   **Participants:** Director of Library Services, Academic Department Representatives, Faculty, Students

   **Responsibility:** *Director of Library Services, VP for Academic Programs

   **Outcome:** Academic Advisory Board meets regularly

   **Activity Completed:** May 2001

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c. **Technology:** Purchase the equipment needed to fully activate the University Web Page. Provide training on Web Page design and maintenance to all academic and support departments.

   **Participants:** Web Page Designer, Director of Library Services, MIS Director

   **Responsibility:** Director of Library Services

   **Outcome:** University Web Page available on-line

   **Activity Completed:** May 2001

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**OBJECTIVE 6:** Ensure adequate resources, including access to technology tools, for all students and faculty.

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**ACTIVITIES**

a. **Assessment:** All academic departments will develop a list of needed resources based on established learning goals. These resources include equipment and supplies such as computers, printers, and peripherals that are needed by faculty and students in order to meet department learning goals, course objectives, and which will enhance teaching and learning.

   **Participants:** All Academic Departments, Faculty, Students

   **Responsibility:** *Department Chairpersons, Property & Supply Coordinator

   **Outcome:** Annual resource assessment

   **Activity Completed:** Yearly--May 2000-2004
c. **Training**: All faculty, students, and staff may participate in regularly scheduled training sessions that will help ensure proficiency in the use of computers, printers, and other equipment used to enhance teaching and learning. Training in the use of the distance learning classrooms will also be provided on a regular basis.

*Participants*: Faculty, Students, Staff  
*Responsibility*: MIS Director, *Dean* of Education  
*Outcome*: Training schedule for technology users in place; training offered according to schedule  
*Activity Completed*: **May 2002**

**OBJECTIVE 7**: Strengthen the capacity of faculty, students, and staff to conduct meaningful research in our tribal region.

**ACTIVITIES**

a. **Policies and Procedures**: Establish a committee consisting of faculty, students, staff, community members, and tribal officials that outlines tribal and university policies for conducting research on topics dealing with the Sicangu Lakota. Publicize policies and procedures in the Faculty Handbook and Student Handbook.

*Participants*: Faculty, Staff, Students, Community Members, Tribal Officials, Lakota Archives Staff, Policy Institute Staff, Publications Coordinator  
*Responsibility*: Director of Graduate Studies  
*Outcome*: Policies and Procedures for local research written and implemented  
*Activity Completed*: May 2002

b. **Opportunities**: Prioritize local research opportunities as a classroom teaching strategy in all academic departments. Ensure adequate time and resources through policies and procedures and yearly planning and budgetary process.

*Participants*: Faculty, Students, All Academic Departments  
*Responsibility*: Department Chairpersons, Council of Deans  
*Outcome*: Students and faculty involved in local research  
*Activity Completed*: On-going, August 2000-2004
c. **Lakota Archives and Historical Center**: Activate an Advisory Board consisting of community members, tribal officials, faculty, and staff. This Board will promote the Archives as the official repository for all archival records of the Rosebud Sioux Tribe and Sinte Gleska University. It will also provide guidance for the following Center activities: Cultural Learning Center, NAGPRA, historic preservation, archaeological and historic site identification and preservation, and the establishment of a Tribal Historic Preservation Office.

- **Participants**: Faculty, Students, Community Members, Tribal Elders, LAHC staff
- **Responsibility**: Archivist
- **Outcome**: Advisory Board meets regularly
- **Activity Completed**: On-going, May 2000-August 2004

**OBJECTIVE 8**: Increase opportunities for program growth and influence.

**ACTIVITIES**

a. **Doctoral Program**: Implement a thorough planning process that has as its goal the delivery of a doctoral degree program to interested students.

- **Participants**: Chairperson of Graduate Studies, Department Chairpersons, Council of Deans, President, Faculty, Students, Community Members
- **Responsibility**: Chairperson of Graduate Studies
- **Outcome**: Doctoral Program accredited
- **Activity Completed**: August 2002

b. **International Exchange**: Create a full-time position that handles all international inquiries and partnerships, particularly as applied to Lakota language preservation and retention and economic development.

- **Participants**: Resource Development Team, Lakota Studies Staff, Faculty, Students, Community Members
- **Responsibility**: President
- **Outcome**: Office for International Exchange established
- **Activity Completed**: December 2000; On-going 2000-2004
CRITICAL ISSUE TWO:

BUILDINGS and FACILITIES MANAGEMENT
GOAL: Sinte Gleska University will assure that adequate buildings and facilities are provided for all academic programs, Institutes, and community outreach.

OBJECTIVE 1: Conduct a needs assessment to determine the current status of University facilities and to identify what is required for the future.

ACTIVITIES
a. Building Audit: A consultant will be hired to conduct an inspection of each University building. The inspection will yield a report outlining the cost of yearly maintenance, major and minor repairs essential for ensuring safety, and a regular schedule detailing maintenance needed on a daily, weekly, and monthly basis.
   - Participants: Building Inspector, Director of Plant Management, Maintenance Staff
   - Responsibility: Vice President for Administration
   - Outcome: Building audit complete; maintenance and repair plan in place.
   - Activity Completed: August 2000

b. Identify Needs: Extend the scope of responsibilities of the Construction Team. This group will prioritize building projects based on information from the facilities audit, ADA compliance, departmental planning for current and future program needs, the availability of land and/or buildings, and a cost analysis of the facilities required.
   - Participants: Construction Team [Faculty, Staff, Owner’s Representative]
   - Responsibility: Vice President for Administration
   - Outcome: Process for prioritizing building needs in place and implemented
   - Activity Completed: December 2000

c. Departmental Assessment: Hire a consultant to assess current and pending departmental construction needs. This assessment will take place while classes are in session to get a realistic view of current building and space usage.
   - Participants: Building Inspector, Director of Plant Management, Maintenance Staff, Academic and Support Departments
   - Responsibility: Vice President for Administration
   - Outcome: Building audit complete; needs assessment plan in place.
   - Activity Completed: December 2000
OBJECTIVE 2: Develop a Campus Plan for new construction.

ACTIVITIES

a. **Construction Manager:** Hire a Construction Manager to oversee campus planning, represent the University in all new construction and renovation decisions, and work with the Construction Team and Campus Planning Committee.
   
   **Participants:** President, Vice Presidents
   **Responsibility:** Personnel Director, *Vice President for Administration
   **Outcome:** Construction manager hired
   **Activity Completed:** January 2001

b. **Committee:** Establish a Campus Planning Committee that includes Faculty, Students, Staff, and Community Members. This committee will be responsible for providing input on community needs, working with the Construction Team on University needs, commissioning feasibility studies on projects recommended by the Construction Team, and completing a construction plan for the new Antelope campus area.
   
   **Participants:** Faculty, Students, Staff, Community Members, Construction Team
   **Responsibility:** Vice President for Administration, Director of Planning, Director of Facilities Management
   **Outcome:** Campus Plan written and implemented
   **Activity Completed:** December 2000

c. **Financial Resources:** Initiate a Capital Campaign to assure that money is available to construct, operate, and maintain all buildings.
   
   **Participants:** Foundation Staff, Resource Development Team, Chief Financial Officer
   **Responsibility:** Vice President for Administration, Foundation Director, Director of Planning
   **Outcome:** Capital Campaign achieves monetary goal.
   **Activity Completed:** February 2004
OBJECTIVE 3: Address on-going campus development.

ACTIVITIES

a. **Multi-Purpose Building Construction:** Complete the current construction project on time and within budget. Maintain monthly Construction Team meetings for oversight and direction on any construction-related problems that arise.

   - **Participants:** Construction Team, Owner's Representative, Architects, Contractors
   - **Responsibility:** Vice President for Administration
   - **Outcome:** Construction Team meets monthly; Multi-Purpose Building construction finished
   - **Activity Completed:** December 2000

b. **Security Plan:** Ensure the safety of students, faculty, and staff. Develop and implement a 24-hour campus security plan that includes all University buildings.

   - **Participants:** Faculty, Students, Staff, Security Staff, Maintenance Staff
   - **Responsibility:** Director of Facilities Management
   - **Outcome:** Security Plan written and implemented.
   - **Activity Completed:** August 2000

c. **Campus Beautification:** Develop a campus beautification plan that includes designing linkages between the present and new campus locations.

   - **Participants:** Faculty, Students, Staff, Community Members
   - **Responsibility:** Vice President for Administration
   - **Outcome:** Campus Beautification Plan in place and implemented
   - **Activity Completed:** May 2001
d. **Emergency Response:** Develop and implement an emergency response plan that considers evacuation for fires and procedures for severe storms.

*Participants:* Faculty, Students, Staff, Maintenance Staff

*Responsibility:* Director of Facilities Management

*Outcome:* Emergency Response Plan in place and publicized

*Activity Completed:* August 2000
CRITICAL ISSUE THREE:

FINANCIAL STABILITY
GOAL: Sinte Gleska University will strengthen its ability to secure the financial resources needed to support its programs.

OBJECTIVE 1: Ensure adequate financial resources for present and future programs.

ACTIVITIES
a. Resource Development: Create and implement a 5-year Resource Development Plan that includes using the Capital Campaign, the SGU Foundation, public relations, private and public grants, and special events to increase the University's endowment and provide for capital expenses.
   Participants: Resource Development Team, Chief Financial Officer
   Responsibility: Vice President for Administration
   Outcome: Five Year Resource Development Plan in place and implemented
   Activity Completed: May 2000

b. Foundation: Strengthen the Foundation's capacity to raise unrestricted funds for institutional needs by restoring the Foundation Office to full staff.
   Participants: President, Resource Development Team
   Responsibility: President
   Outcome: Foundation Office fully staffed
   Activity Completed: May 2000

OBJECTIVE 2: Strengthen financial management systems.

ACTIVITIES
a. System Analysis: Initiate a systems analysis of all business office functions, fund raising efforts, and fiscal accountability procedures.
   Participants: Chief Financial Officer, Business Manager, Business Office Staff, Resource Development Team
   Responsibility: Vice President for Administration
   Outcome: Systems analysis completed; recommendations implemented
   Activity Completed: May 2000
b. **Accounting Manual**: Upgrade the accounting manual by evaluating all business office functions, processes, policies and procedures, and update position descriptions.

   **Participants**: Chief Financial Officer, Business Manager, Business Office Staff, Auditor

   **Responsibility**: Chief Financial Officer

   **Outcome**: Accounting Manual revised and procedures implemented

   **Activity Completed**: August 2000

c. **Departmental Accountability**: Increase the capacity of each department and grant program to manage its finances by providing quarterly financial reports to all departments and scheduling training sessions on fiscal management.

   **Participants**: Chief Financial Officer, Business Manager, Department Chairpersons, Grant Directors, Grant Officer

   **Responsibility**: Chief Financial Officer

   **Outcome**: Quarterly financial reports distributed; department chairpersons and grant directors trained on financial management

   **Activity Completed**: Quarterly, July 2000-August 2004
CRITICAL ISSUE FOUR:

NUITRURE LAKOTA LANGUAGE
and CULTURE
GOAL: Sinte Gleska University will foster an institutional climate that demonstrates respect for Lakota culture and philosophy and nurtures and promotes the Lakota language and the Lakol wico'un (the traditional way of life).

OBJECTIVE 1: Identify issues critical to preserving, maintaining and promoting use of the Lakota language.

ACTIVITIES
a. Assessment: A Lakota Language Assessment Committee consisting of Faculty, Students, Staff, Community Members, and Tribal Leaders will be established. This Committee will evaluate the extent of Lakota language use on the Rosebud Reservation and the extent of success of Lakota language courses (Kindergarten through University level) in preserving and enhancing language and the corresponding cultural enrichment. The information generated by this committee will be used to develop strategies for teaching and learning the Lakota language.

Participants: Faculty, Students, Staff, Community Members, Tribal Leaders
Responsibility: Lakota Studies Department Staff, *Vice President for Academic Programs
Outcome: A current assessment of Lakota language use and teaching strategies formulated
Activity Completed: August 2001

b. Technology: Provide opportunities for fluent Lakota speakers, particularly Lakota Studies faculty, to work with the University’s Computer Information Systems staff on creating language programs using computer audio/video capabilities, videotape, compact disks, and distance learning technology.

Participants: Lakota Studies Staff, MIS Staff, Media Director, Students, Faculty, Tribal Elders
Responsibility: Council of Deans
Outcome: Lakota language teaching materials created using computers and other technological tools
Activity Completed: August 2001

c. Resources: Distribute or otherwise make available Lakota language videos, CDs, and other developed materials to schools, communities (through ABE Department), and area programs and services.

Participants: Lakota Studies Department, Audio and Video Department
Responsibility: Lakota Studies Department
Outcome: Lakota language materials distributed to local schools and programs
Activity Completed: August 2003
d. **Collaboration:** The University will lead an effort to involve other Lakota-speaking Tribes and tribal college staffs in addressing common concerns about language preservation. A leadership committee of University faculty, students, and community members will be established to conduct meetings and sponsor inter-tribal conferences that will determine collaborative approaches for promoting regular use of the Lakota language.

- **Participants:** Lakota Studies Staff, Faculty, Students, Community Members, Lakota-speaking Tribes, South Dakota Tribal Colleges
- **Responsibility:** President
- **Outcome:** University facilitates meeting with other Lakota-speaking Tribes; collaborative plans activated
- **Activity Completed:** Ongoing through 2004

**OBJECTIVE 2:** Integrate Lakota Studies curriculum throughout all academic programs and services.

**ACTIVITIES**

a. **Orientation:** Provide regularly scheduled, on-going orientation for all new faculty and staff that includes presentations by the Lakota Studies Staff and an introduction to social and cultural systems and expectations on the Rosebud. Present orientation programs in the community for TANF participants and other organizations.

- **Participants:** Personnel Officer, Lakota Studies Staff, all new Faculty and Staff
- **Responsibility:** Council of Deans
- **Outcome:** New Faculty and Staff participate in orientation
- **Activity Completed:** On-going; August 2000-August 2004

b. **In-Service Training:** Provide regularly scheduled in-service training to all Faculty and Staff that fosters an awareness of the needs and concerns of tribal college students and of institutional purposes, promotes cross-cultural understanding and collegiality, and provides assistance for integrating Lakota culture/thought/philosophy across the curriculum.

- **Participants:** Personnel Officer, Lakota Studies Staff, Faculty, Staff
- **Responsibility:** Council of Deans
- **Outcome:** Faculty and Staff participate in In-Service sessions
- **Activity Completed:** On-going; August 2000-August 2004
OBJECTIVE 3: Reclaim and reaffirm cultural ways of relating in all University interactions.

ACTIVITIES

a. Policies and Procedures: Revise and upgrade all policy and procedure manuals, including Faculty Handbook, Student Handbook, and institutional policies and procedures, to reflect kinship values.
   Participants: Faculty, Staff, Students
   Responsibility: Vice President for Academic Programs, Vice President for Administration
   Outcome: All handbooks and policy and procedure manuals revised; emphasize respect in all University personnel interactions
   Activity Completed: August 2001

b. Board of Regents: Conduct a review by an independent evaluator of the function, training needs, procedures and by-laws, and membership requirements of the Board of Regents. Revise by-laws to reflect recommendations.
   Participants: Board of Regents, President, Vice Presidents, Council of Deans, Evaluator
   Responsibility: President
   Outcome: Evaluation conducted; revised by-laws in place
   Activity Completed: August 2001

c. Partnerships: Form collaborative networks with tribal programs that help prioritize Lakota cultural values in addressing contemporary challenges such as economics, population growth, substance abuse, and welfare reform and dependence.
   Participants: Faculty, Staff, Students, Tribal Managers, Community Members
   Responsibility: President, Lakota Studies Staff
   Outcome: Networks formed with tribal programs.
   Activity Completed: Ongoing; August 2000-August 2004

d. Theater: Use theater as a method for enhancing cultural values, self-esteem, cultural learning, and self-assurance
   Participants: Faculty, Staff, Students, Community Members
   Responsibility: Theater Arts Staff
   Outcome: Cultural Theater Productions
   Activity Completed: On-going 2001-2004
e. **Forums:** The University will sponsor forums and other community-based educational opportunities that focus on reclaiming the Lakota values and family values of bravery, wisdom, patience, and fortitude, build up the Tiyospaye by building healthier families, and provide access to Lakota language and cultural teachings.

- **Participants:** Faculty, Staff, Students, Community Members
- **Responsibility:** President, Lakota Studies Staff
- **Outcome:** Forums held annually
- **Activity Completed:** On-going, 2000-2004
CRITICAL ISSUE FIVE:

TELECOMMUNICATIONS
GOAL: Sinte Gleska University will strengthen its telecommunications, technology, and media capability.

OBJECTIVE 1: Reactivate the Technology Committee.

ACTIVITIES

a. **Staffing:** Establish a Technology Committee that consists of faculty, staff, students, and representatives of local agencies and organizations and conduct committee work sessions on a monthly basis.
   - **Participants:** MIS Staff, Faculty, Staff, Students, Agency Representatives, Tribal Telecommunications Committee representative
   - **Responsibility:** MIS Director, *Vice President for Academic Affairs
   - **Outcome:** Technology Committee formed and meets monthly
   - **Activity Completed:** March 2001

b. **Planning:** Revise the Technology/Telecommunications Plan, “Blueprint for Furthering Education through Technology,” including revision of goals and timeframes for initiating distance learning and Internet course offerings, assessment of community needs in order to participate in telecourses, and development of media presentations (video, compact disks, Power Point) as regular teaching tools.
   - **Participants:** Technology Committee, MIS Staff, Faculty, Students, Tribal Representatives
   - **Responsibility:** MIS Director, *Planning Director
   - **Outcome:** Five-year technology plan developed
   - **Activity Completed:** December 2001

OBJECTIVE 2: Revise curriculum for computer information systems to reflect current local and regional needs.

ACTIVITIES

a. **Needs Assessment:** Conduct a needs assessment of local reservation organizations and agencies to determine personnel expertise required to maintain present computer/ information systems and to project future training requirements. This assessment includes personnel and financial requirements.
   - **Participants:** Technology Committee, Computer Science Staff, Resource Development Team
   - **Responsibility:** Computer Science Department Chairperson
   - **Outcome:** Needs Assessment completed
   - **Activity Completed:** August 2001
b. **Program Assessment:** Assess current Data Processing and Computer Science courses to determine how well they provide for meeting current demands and projected future needs. This assessment will lead to revised course content, learning goals, and major emphases within the two programs. This assessment includes personnel and financial requirements.
   
   **Participants:** Data Processing Staff, Computer Science Staff, MIS Department
   
   **Responsibility:** Dean of Arts & Sciences, Dean of Education
   
   **Outcome:** Program assessment complete; course content revised
   
   **Activity Completed:** July 2001

**OBJECTIVE 3:** Expand the University’s video and audio production capability.

**ACTIVITIES**

a. **Assessment:** Conduct an assessment of University and community needs for video and audio production. Include information on current University and community use of video and audio as communication and teaching tool, equipment required to produce video and audio programs, cost analysis, and personnel preparation and training requirements.
   
   **Participants:** Media Director, Art Institute Director, Faculty, Students, Staff, Community Organizations
   
   **Responsibility:** *Art Institute Director, Director
   
   **Outcome:** Assessment complete
   
   **Activity Completed:** June 2001

b. **Plan:** Develop a Video Production Plan that addresses personnel and equipment needs, space requirements, staff training, faculty training on using video courses, and developing a Video Production tract within the Vocational Education Department.
   
   **Participants:** Media Director, Faculty, Students, Technology Committee, MIS Staff, Vocational Education Staff
   
   **Responsibility:** Art Institute Director, *Media Director, Planning Director
   
   **Outcome:** Video Production Plan complete
   
   **Activity Completed:** June 2001

c. **Staffing Needs:** Employ new staff in areas of Technology Instruction and Media to implement new programs and train current staff.
   
   **Participants:** Personnel Director, MIS Director, Technology Coordinator
   
   **Responsibility:** Personnel Director, *VP for Academic Programs
   
   **Outcome:** New staff hired
   
   **Activity Completed:** August 2001
Objective 2: Increase communication and program awareness among University departments and tribal constituent groups.

ACTIVITIES

a. Technology: Ensure that all employees and students have access to e-mail and use E-mail as a means of communicating inter-office memos as well as University events and news to tribal programs and regional and national affiliates. Reevaluate the University's electronic communication policy.

Participants: Publication Coordinator, MIS Director, Department Directors/Coordinators, Faculty, Staff, Students

Responsibility: Publication Coordinator, MIS Director

Outcome: Administrators, staff, faculty, and students use e-mail for communicating inter-University information

Activity Completed: May 2001

b. Media: A Media Committee will be established. This committee will assess the need for a University newspaper, radio station, local Public Access television programming, and a Press for publishing University-generated research and other books. The Committee will develop a plan for pursuing recommendations for media development.

Participants: Media Coordinator, Publication Coordinator, Faculty, Staff, Students, Director of Planning

Responsibility: Vice President for Administration

Outcome: Media Committee established; action on Committee recommendations for establishing media endeavors

Activity Completed: August 2001
CRITICAL ISSUE SIX:

TRIBAL NATION BUILDING
GOAL: Sinte Gleska University supports building of the Tribal Nation by assisting in community development initiatives which create networks and partnerships for planning and problem solving and provide education on important tribal issues.

OBJECTIVE 1: Address literacy, basic skills, and other adult competency needs on the Rosebud Reservation.

ACTIVITIES

a. **Literacy and Basic Skills**: Develop a literacy and basic skills plan that focuses on increasing the literacy levels of all Reservation age groups. This plan will use data from local schools, education departments, service providers, and the University’s Adult Basic Education Department to establish base-line data and set measurable goals for the next five years.

   **Participants**: Adult Basic Education Department, Student Support Services Department, Local School Officials, Local Education Program Staffs

   **Responsibility**: Adult Basic Education Director, *Dean of Education

   **Outcome**: Literacy and basic skills plan in place, including measurable objectives

   **Activity Completed**: December 2000

b. **Job Skills**: Provide training in job readiness, post-employment occupational and basic skill acquisition, and job retention to tribal and other agency employees. The Tribal Business Information Center Director will develop a training program that can be scheduled by area employers through the Employment Council.

   **Participants**: Tribal Business Information Center Director, Business Department, Staff, Faculty, Area Employers

   **Responsibility**: Tribal Business Information Center Director

   **Outcome**: Workplace education offered to area employers/employees

   **Activity Completed**: Offered Quarterly; August 2000-August 2004

c. **Lakota Language**: Provide community classes, workshops, and seminars on Lakota language, history and culture, song and dance, and traditional approaches to health and wellness.

   **Participants**: Adult Basic education Department, Lakota Studies Staff, Community Members, Faculty, Staff, Students

   **Responsibility**: Adult Basic Education Director

   **Outcome**: Lakota language, history, culture, song and dance, and traditional approached to health and wellness offered in the communities

   **Activity Completed**: May 2001; On-going 2001-2004
d. **Technology Training:** Upgrade the Learning Centers to Technology Centers by installing computers and Internet service so that community members have access to technology and opportunities for acquiring technological skills. Offer a training program that is available to all age groups.

**Participants:** Adult Basic Education Department, MIS Department, Faculty, Students, Staff, Community Members

**Responsibility:** Adult Basic Education Director

**Outcome:** Learning Centers upgraded to provide access to and training on computers.

**Activity Completed:** May 2000; On-going 2000-2004

**OBJECTIVE 2:** Increase the University’s involvement in economic development.

**ACTIVITIES**

a. **Employment Council:** Initiate an Employment Council consisting of all major tribal, federal, and private employers on the Rosebud. This Council will meet monthly and focus on improving the employment infrastructure including increasing employee awareness and productivity, and providing training and networking for employers in order to help reach organizational goals as well as improving the working climate on the reservation.

**Participants:** Tribal Business Information Center Director, Welfare To Work Staff, Local Employers

**Responsibility:** Tribal Business Information Center Director, Planning Director

**Outcome:** Employment Council organized and meeting regularly on local employment issues

**Activity Completed:** August 2000; Meets monthly 2000-2004

b. **Tribal Development:** Instill a sense of economic hope and revitalization by providing assistance to tribal government and tribal communities. Formulate a list of University “experts” in areas of tribal development: economics, business start-up, environment and natural resources, agriculture. Use quarterly forums on tribal development as a means of connecting the University experts with tribal managers and community developers. Provide education outreach in the communities.

**Participants:** Tribal Business Information Center Director, Rural Community College Initiative Staff, Tribal Managers, Community Members

**Responsibility:** Rural Community College Initiative Director

**Outcome:** Collaborative efforts on community development in place between the University and the Rosebud Sioux Tribe

**Activity Completed:** August 2001; Ongoing quarterly meetings
c. **Student Projects:** Promote economic development projects for and with students that can provide internships and serve as models for community businesses.

   **Participants:** Business Department Staff, Tribal Business Information Center Director, Rural Community College Initiative Director, Sicangu Policy Institute Management Analyst, Planning Director, Faculty, Students

   **Responsibility:** President

   **Outcome:** Economic development projects started with students

   **Activity Completed:** August 2002

d. **Education:** Establish working agreements with local schools and education entities that promotes collaboration on important issues such as Lakota language and history and culture course delivery, basic skill preparation, post-secondary preparation, and literacy.

   **Participants:** Education Department Faculty, Lakota Studies Department Faculty, Council of Deans, Director of Planning/Special Projects

   **Responsibility:** Vice President for Academic Affairs

   **Outcome:** Collaboration with local education entities in place

   **Activity Completed:** May 2000

e. **Non-Profit Organizations:** Provide regularly scheduled workshops to local non-profit organizations. Educational issues include management, board of directors development, fund-raising, and financial accountability, applying for and maintaining tax-exempt status.

   **Participants:** Business Department Staff, Tribal Business Information Center Staff, Faculty, Local Non-Profit Organizations

   **Responsibility:** Tribal Business Information Center Director

   **Outcome:** Workshops for non-profit organizations held

   **Activity Completed:** August 2003
OBJECTIVE 3: Strengthen partnerships with local communities and organizations through the promotion of community health and wellness.

ACTIVITIES

a. Outreach: Provide workshops and other training sessions to promote community education on critical tribal health issues such as lifestyle diseases (diabetes, heart disease, addictions) and mental health. Promote traditional approaches to health and wellness that includes land use as a means to physical health.

Participants: Faculty, Staff, Students, Land and Natural Resources Institute Staff, Community Health Organizations, Community Members

Responsibility: Human Services Department, *Sicangu Policy Institute Human Resource Developer

Outcome: Workshops on health issues held

Activity Completed: August 2001

b. Wellness Plan: Work with tribal partner organizations to complete a wellness plan through the Native Paths to Wellness Project. This plan will address the concerns of all age groups and special groups through forums and focus group meetings. The plan will be a result of determining common strengths and weaknesses and creating realistic goals that can be achieved through networking and partnerships. The W.K. Kellogg Foundation has committed to finding funds to implement the plan.

Participants: University Grant Management Team (Sicangu Policy Institute Management Analyst and Human Resource Developer, Special Events Coordinator, Planning Director), Tribal Organizations

Responsibility: Planning Director

Outcome: Wellness Plan for Rosebud Reservation written

Activity Completed: July 2000
OBJECTIVE 4: Provide assistance to tribal government officials and tribal managers.

ACTIVITIES
a. Education: Offer quarterly sessions on tribal government concerns: policy briefings, policy development, treaty rights, water rights, land management education, constitutional reform. Establish relationship with tribal government officials that promotes utilizing University staff and expertise as educational resources.

Participants: Sicangu Policy Institute Staff, Faculty, Staff, Tribal Council Representatives, Tribal Managers
Responsibility: Sicangu Policy Institute Director
Outcome: Quarterly training sessions held for tribal government officials and managers.
Activity Completed: August 2000; quarterly 2000-2004

b. Students: Arrange internships for students within the tribal government system. These students can serve as aides to Tribal Council Representatives, Tribal Committee Chairpersons, and Tribal Community Chairpersons as a means of increasing student knowledge of tribal government and providing assistance to tribal officials.

Participants: Department Chairpersons, Director of Student Services, Tribal Government Officials
Responsibility: Department Chairpersons
Outcome: Students work as aides/interns for tribal government officials
Activity Completed: August 2001

OBJECTIVE 5: Establish a Land and Natural Resources Institute for the development and dissemination of materials and implementation of projects relative to tribal natural resources and homelands.

ACTIVITIES
a. Institute: Create a University Institute on Land and Natural Resources by organizing all University programs involved in land, agriculture, and natural resources issues into one entity. Establish goals and outcomes for land and natural resources management education.

Participants: Permaculture Instructor, Natural Resources Instructor, Buffalo Project Director, Tribal Land Curriculum Developer, Sicangu Policy Institute Land and Natural Resources Manager
Responsibility: *Vice President for Academic Affairs, Council of Deans, Planning Director
Outcome: Institute on Land and Natural Resources created
Activity Completed: August 2001
b. **Curriculum:** Develop land-based curriculum that enhances tribal understanding of land management, issues, and practices.

   **Participants:** Tribal Land Curriculum Project Developer, Sicangu Policy Institute, Curriculum Advisory Board, Tribal Land Organizations

   **Responsibility:** Tribal Land Curriculum Developer

   **Outcome:** Tribal Land Curriculum in place (Kindergarten through University)

   **Activity Completed:** August 2004


OBJECTIVE 6: Increase the University's role in providing leadership on issues of common concern to the Great Sioux Nation.

ACTIVITIES:

a. **Consortium:** Appoint a faculty/staff person to coordinate efforts to establish a consortium of Tribes in the region (South Dakota, North Dakota, Nebraska). This Consortium will have as its purpose the protection of the Tribes' legal, historical, and economic rights. The University will provide organizational leadership and training opportunities for Consortium members.

   **Participants:** Faculty, Staff, Students, Community Members, Regional Tribes

   **Responsibility:** President

   **Outcome:** Regional Tribal Consortium established

   **Activity Completed:** December 2000


b. **Black Hills Outreach:** Develop a plan for extending the University's presence in the Black Hills. This plan will include an assessment of opportunities for establishing alternative University and other educational programs in the Black Hills area.

   **Participants:** Regional Tribal Educators, Interested Faculty and Students, Community Members from the Black Hills Area

   **Responsibility:** President, Vice President for Administration

   **Outcome:** University presence established in the Black Hills

   **Activity Completed:** August 2003
OBJECTIVE 7: Provide leadership on issues of common concern to tribal colleges.

ACTIVITY

a. Accreditation: Develop a model for accrediting tribal college programs and work with the North Central Association of Schools and Colleges to implement this process.

   Participants: Interested Faculty, Students, and Staff, Regional Tribal College Educators

   Responsibility: Dean of Education

   Outcome: Accreditation Model for Tribal Colleges Prepared and adopted

   Activity Completed: August 2003