

1. Strengthening the institution: open communication, transparency, future planning, shared governance, and sound fiscal and institutional practices

Strategies-ways of working	Key party/division responsible	Task(s)-brief details	Desired Outcome	Cost and resource identification	measurement-is the strategy effective?	Start date, estimated completion date or ongoing	Status-bi-monthly reporting: August 2015 updates
1.1 Promote transparency in SGU Governance	Chief of Operations	Publish minutes of all elements of formal governance structure, including President's Council, Tokatakiya Okolakiciye, Student Association, General Council, and Faculty Council	Decisions made through shared governance structures are shared with all employees	No additional funding needed	Program review: Check monthly to ensure minutes are being posted and document results in monthly report to president	Start June 2015 and ongoing	BOR, Fac. Coun. Minutes on web. Pres. Coun. Minutes need to be posted
1.2 Promote transparency in budgeting	Chief of Operations facilitates with Tokatakiya Okolakiciye, MIS staff, and CFO	Follow Finance Manual prescriptions for budget creation and financial reporting and ensure all parties are informed during All Staff meeting and through email communication. Schedule and implement training in Jenzabar usage that will provide user access to budget information; Review operations of Finance Office; Hire full time CFO; Provide clear guidance to all divisions regarding budget requests and budget modifications; ensure that budget is entered into Jenzabar and that monthly expenditure reports are provided to the administration and Board of Regents.	All employees will participate in and understand the overall budget and budget process, and will be fully informed regarding their division budget and expenditures.	Support for two general meetings on FY2016 budget in summer and early fall 2015 and in following years estimated at \$400/meeting x 2 = \$800/annum from General Fund; Consultant cost for review of finance operation in summer 2015 @\$3,500; Jenzabar training @30 hours x 200/hour = \$6,000/annum from Title III for FY2016-2019.	Program review data: reports from meetings; drafts of budgets, final budget, Assurance that FY 2016 and succeeding budgets are entered into Jenzabar; Hiring of FT CFO; Documentation of review of Finance Operations;	Start Aug 2015 in time for FY 2016 Budget year starting Oct. 1	Jenzabar budget module purchased July 2015 w/training scheduled Sep and Oct 2015; Overview to fac/staff provided by Junior Acct. at All Staff on August 7, 2015. Meeting with Directors scheduled for Aug. 2015.
1.3 Increase revenues and provide for sustainability	Foundations Office, President's Council	Develop fund raising plan; include provisions for reducing General Fund deficit, develop reserve operating fund, invest endowment to increase return, develop grants management protocols and grant application processes, develop salary scale for faculty and staff.	Increased revenue by average of 10% per annum for next four years; increased return to endowment of 3%/annum beginning in FY2016; set aside sufficient funds so as to have a reserve operating fund that would provide 3 months of support and accomplish by 2017.	Ca. \$1700/annum for development and implementation of revised investment portfolio, with funds to come from General Fund, filling of Grants Management (SPO Sponsored Program Officer) position @ \$37,000/annum from Title III, Part F.	Review quarterly with first review in August 2015. Document progress and append to status column in strategic plan document.	2015-2019: President's Council adopts initial fundraising plan in June 2015; Post SPO Position in May 2015.	SeaCrest and Wells Fargo submitted plans for investment of endowment in June and July 2015; Pres. Council and BOR to consider in Aug 2015; SPO position description completed in Aug. and position advertised and to start in Oct. 2015.
1.4 Increase enrollment at SGU	VP Administration with support from Chief of Operations	Create student services manager position; reach out to high school students and graduates; recruit GED students; do campus tours; develop recruitment materials including videos, flyers, PSAs; do community outreach; consider reinstitution of tuition policy waiver; do a "fair" similar to the Job Fair; showcase alumni; review scholarship availability and increase as indicated; add transportation leg to Valentine; provide schedules of classes for coming semesters no later than one semester in advance; provide rotations for degree attainment and publish on website;	Goal of 100 student increase in Fall 2015 compared to Fall 2014; 15 student increase in succeeding semesters through Fall 2018.	Identify funds for full time student services manager position from Title III or General Fund; Use USDA grants to hire recruiter;	Correlate the adoption of strategies with number of students enrolled per semester starting in fall semester 2015 and ongoing.	Full-scale recruitment plan in place by mid-July 2015.	Decision made to fill Student Services VP position and not to go forward with hiring of "student services manager," Debbie Bordeaux, M.Ed. Placed as interim July 29, and will develop Recruitment and Retention plan by Dec. 2015. 4 Recruiters hired temporarily in July to serve until end of Aug. Then, FT position will be developed. Registration moved ahead two weeks. Much PR through radio stations on Rosebud Res. in July and Aug plus in neighbor towns of Valentine NE and Winner SD. Brochures developed and distributed. Orientation expanded by one week. Advisors from faculty present through the week.
1.5 Increase student retention rates	VP Administration	Develop comprehensive package of student services with seamless delivery that includes: strengthened advising, incentives for students based on academic standing; collaboration across departments; enhanced student orientation; better marketing; Reorganize Student Services to include transportation.	Increase retention by 5% per annum starting with 2015-2016 academic year.	Cost to be determined by end of summer session 2015.	Calculate retention rates per same formula as IPEDS and review each semester.	Commence in fall semester 2015.	Debbie Bordeaux placed as VP Student Services on July 29, 2015 and will develop recruitment and retention plan. Services, including transportation and daycare, present during orientation.
1.6 Provide state-of-the-art technology to support student learning and streamline administration	MIS Co-Directors	Secure 300 hour training agreement with Jenzabar; negotiate purchase of JICS with staff, student, and faculty modules; schedule and conduct needed training sessions to implement JICS and other Jenzabar functionalities; Assess and purchase needed IT equipment for classrooms; provide annual review assessing technology and identifying needs for SGU; Develop new tech position for Jenzabar support; provide training for basic computer skills to assist staff, faculty and students; research and develop new technologies on campus; assess technology needs and desires on campus and use assessments to create Annual Review of SGU technology and future needs.	Current technology in classrooms and facility in use by faculty; college-wide database use to increase by 15% per annum from 2015-2018.	Cost: training needs for employees after JICS update to Jenzabar data management system. Cost includes Jenzabar trainer onsite for three days, for total of \$4,500 including travel and lodging, for "go-to" meetings with Jenzabar for division heads at \$300 apiece x 6 = \$1,800 for total of \$6,300. Cost to be charged to Title III, Part F for FY 2015 and followup cost to Title III, FY 2016-2018; Continued allocation from Title III Part F for technology upgrades.	Review and report by MIS Co-Directors due to Chief of Operations in August 2015; Purchase JICS NLT May 2015; Schedule training NLT June 2015 and publish schedule; purchase upgraded technology for classrooms in summer 2015 and annually thereafter; Rate of increased use of database (Jenzabar) assessed through review of module use by faculty and staff members - baseline established in 2014 per Jenzabar report dated May 2015.	Schedule Jenzabar training and submit contract for payment by May 15, 2015. Training begins in June, to be completed in August 2015. (Followup training may be needed.)	300 plus hour packet of Jenzabar training hours purchased for \$56,000 from Title III, Part F - this in June 2015. Allied Health grant pays for ca. \$10,000 to upgrade SGU servers in August, 2015. Loss of Epscor grant due to reporting failure meant more than \$80,000 no longer available for STEM and material purchase that could have supported this initiative. USDA Community Facilities Grant used to purchase more than \$50,000 in technology upgrades for Business Management Building classrooms in July 2015. JICS (Jenzabar Internet Campus Solutions) purchased in June 2015 using Title III funds (\$32,000) and training for HR module held in July 2015. More training for other modules scheduled by MIS for fall semester 2015.
1.7 Provide facilities according to the master plan's focus on Antelope Lake Campus	President's Council	Chief of Operations develop timeframe for construction project; Advertise for A&E; Advertise for construction bids; Select construction manager; Obligate funds;	Facility that provides student union, daycare, classrooms, large "green space," tutoring space; office space; space for Education Department	Ca. 2.5 million dollars from Title III Part F. (2,000,000 available in FY 2016).	Documentation of RFP, bid letting, construction plans, construction itself.	RFP for A&E June 2015; Bids in July 2015; Obligate funds August 2015; Construction begins Sep 2015; Completion in Oct 2016.	RFP for A&E unit in early June 2015 and received three responses. Encompass Architects chosen. Meetings in July and Aug resulted in 4500 sq. foot plan for Education Dept. classrooms and offices as extension to Student Services building and an 8,000 square foot student union. Buildings scheduled to be completed in fall semester 2016.
1.8 Conduct a comprehensive review of SGU's organizational structure and make recommendations for changes as indicated	President's Council	Review job descriptions and revise as needed; Revise organization chart in accord with principles of effectiveness and efficiency; Ensure that SGU organizational structure serves SGU's mission insofar as resources allow.	Clear lines of authority; collaborative decision making; effective planning for the future.	Additional costs may be incurred depending on whether new positions are recommended.	Revised organizational charts; notes from President's Council meetings; Board of Regents minutes.	Conduct initial review in April 2015 and reviews continue quarterly starting in June 2015.	BOR approved new organization chart, April 2, 2015, creating Chief of Operations position with several other changes. On July 29, 2015 BOR approved further changes, including the integration of VP of Finance and Chief Financial Officer positions, streamlining governance at SGU. Position description review lags: Assistant Personnel position drafted in August and is needed to assist with backlog in Personnel Office.
1.9 Strengthen family atmosphere and sense of commitment to SGU's future	President's Council	Conduct Lakota ceremonies annually, early in fall semester; integrate Lakota practices into group events on regular basis; conduct All Staff meetings monthly and share information with all parties.	Staff and faculty cooperate and collaborate in the spirit of wolakota	Meeting costs of 300.00/month for All Staff meetings: 12 x 300 = 3,600 paid for from General Fund monies under President's Office	Notes from All Staff Meetings, annual survey of faculty and staff	Healing ceremony scheduled for first All Staff in fall semester 2015; All Staff meetings scheduled regularly starting in March 2015.	All Staff meetings held in March, April, May, June, and August 2015. Those meetings include Lakota ceremony, wockeiyi, and dlowan. Food served at each of those meetings. In addition, students fed each day during entire week of orientation.

Approved by SGU's Board of Regents on July 29, 2015

2. Academic Enhancement: Strengthened and additional academic and community educational programs that meet the social, cultural, and economic aspirations and needs of SGU students

Strategies-ways of working	Key party/division responsible	Task(s)-brief details	Desired Outcome	Budget-estimated cost and brief description	measurement-is the strategy effective?	Start date, estimated completion date, or ongoing	Status-bi-monthly reporting: August 2015 updates
2.1 Conduct internal review of programs and strengthen, expand, reduce, replace, or augment programs as indicated.	VP Academic Affairs	Follow Program Review protocol adopted in March 2015; conduct program review of academic programs including certificates, associate, bachelor and master's degrees	Clear picture of SGU programs, their situations, and their needs that will be the basis for recommendations for enhancement	Additional funding may be indicated depending on outcome of program reviews. Funding may be accessed from General Fund and Title III, Part F	Program review reports submitted by Departments will be reviewed by Faculty Council, President's Council and Board of Regents. Recommendations for action will be documented and implementation will be qualitatively reviewed by VP Academic Affairs	First round of program reviews to be completed by end of fall semester 2015, with 4 year cycle thereafter	Program reviews of Art, Business Management, Education, and Human Service completed in June 2015.
2.2 Provide online courses, especially to serve students who otherwise cannot attend classes.	Chief of Operations	Seek HLC approval for offering online courses; Assess LMS (Learning Management Systems) for intuitive use, cost, and compatibility with Jenzabar; purchase software, provide needed training, support curriculum development, deliver online courses	Quality online courses provided	Cost of software and training for Canvas or like LMS estimated at \$12,000 per annum with cloud storage. Training to be provided by MIS staff.	Program evaluation at 6 months after inception will determine whether adequate progress is being made; thereafter assessment focuses on number of students, cost of delivery, quality of outcomes	Identify and purchase LMS in June 2015 with rollout of first classes after HLC approval. Target date set for spring semester 2016.	This initiative has stalled. New employee working for Allied Health given the charge of comparing software platforms for online instruction and initiating request to HLC.
2.3 Ensure that faculty and leadership are in place for academic programs	VP Academic Affairs	VP makes recommendations to SGU President for appointment of department chairs; VP works with Personnel Director to ensure advertisements for vacant faculty positions are posted and that advertisements are widely distributed in order to recruit quality faculty.	Fully staffed and led academic departments	Costs for faculty slots currently vacant have been budgeted.	Basic evaluation: how many positions are open over time, for how long, and how successful have recruitment efforts been? Report to be provided annually by VP Academic Affairs beginning in spring 2016.	Begin in June 2015 and ongoing with annual reports made by VP Academics starting in spring semester 2016.	All vacant faculty positions were advertised in May 2015. FT English instructor hired in August 2015. Environmental Science and Chemistry instructors advertised. Arts and Sciences Chair identified in August 2015. Business Management Chair resigned in August 2015.
2.4 Strengthen existing, and develop more, Master's programs	VP Academic Affairs and respective Department Chairs	Link this initiative to program reviews in 2.1; Develop curricula and forward through channels;	Increased access to Master's programs for SGU students	Dependent on program development and outcome of program reviews. May entail hiring of new faculty.	Qualitative review of program development; quantitative evaluation of student numbers	Earliest decision by end of fall semester 2015	Human Services and Education have Master's degrees. Both departments completed Program Reviews in June.
2.5 Strengthen dual-enrollment offerings	VP Academic Affairs	Conduct liaison with responsible parties at every high school on Rosebud Reservation toward establishing regular dual-credit offerings at those schools.	SGU provides Dual-enrollment course opportunities to every high school on Rosebud Reservation by 2016.	Costs for local travel to reservation high schools; costs not expected to exceed revenues from Indian Student Count	Institutional Research: Number of dual-enrollment students over time collected each semester.	Liasion with high schools during summer 2015 and each semester thereafter through 2018.	Up to 5 dual credit offerings scheduled for fall semester 2015 at St. Francis. Others in process of negotiation, including Lower Brule.
2.6 Establish tutoring center	Chief of Operations	Assess current tutoring provision in June 2015; make recommendations in October 2015; Determine funding needs prior to October 2015 and budget accordingly; Gather data on success rates and identify bottlenecks by September 2015; Identify timing and placement of tutoring opportunities by October 2015; provide tutoring center in new building planned for Antelope Lake Campus.	Students have access to tutoring 5 days/week for at least 6 hours per day.	Costs to be determined prior to submission of FY2016 budget request to Board of Regents.	Logs of numbers of students tutored, including hours and subjects; assessment of tutored students and their educational outcomes starting in spring semester 2016.	Work begins on tasks in June 2015; tutoring center to be established, including published protocols, by summer 2016.	This initiative has not gotten underway. It will be addressed in the recruitment and retention plan due to be completed by December 2015.
2.7 Provide systematic professional development opportunities for faculty.	Department Chairs	Department chairs provide annual report on needs and ideas for professional development beginning in July 2015 and incorporate into annual budget requests.	Faculty have opportunities for individual and/or group experiences at least x1/annum that contribute to their professional development	Budget professional development into department budgets starting in FY 2016 budgets and annually thereafter.	Qualitative and quantitative reports provided as part of the annual reports from Department Chairs to the VP Academic Affairs.	Faculty engage in retreat in June 2015; Chairs provide budget input re. professional development along with other budget requests in August 2015 and annually thereafter.	SGU commits to designate \$50,000 from Title III, Part A for faculty professional development for 2015-2016 academic year.

Approved by SGU's Board of Regents on July 29, 2015

3. Lakol Wicoh'an na Wolakota: learning, practicing, and celebrating Lakota language, lifeways, and values

Strategies-ways of working	Key party/division responsible	Task(s)-brief details	Desired Outcome	Budget-estimated cost and brief description	measurement-is the strategy effective?	Start date, estimated completion date, or ongoing	Status-bi-monthly reporting: August 2015 updates
3.1 Promote Lakota Language Use	Lakota Studies Chair	Post comprehensive Lakota signage; provide word of the week through email and facebook; create bulletin boards showcasing the language; each employee learns Lakota name for their office, building, classroom, and position and can say them correctly; research online resources including Lip Logic Lakota and provide the resource to all employees; Develop Lakota immersion opportunities for students and employees.	Increased use of Lakota Language among students, staff, and faculty	Signage cost estimated @ \$1,500; budget in Lakota Studies Department Allocation for FY 2016	Documentation of new signage; survey employees regarding usage and knowledge of basic Lakota	Signs prepared by November 2015 and posted;	Word of week regularly posted and notice distributed via facebook and email June 2015 and ongoing.
3.2 Practice Lakota lifeways	VP Community Services	Develop more activities that involve students, staff, and faculty with buffalo herd, equine therapy, and sacred site visits	Deeper learning about the significance of Lakota relationships with the natural world and spiritual ways	Transportation and support cost for three sacred site visits @ \$1,400/visit = \$4,200; Cost of supplies and support for increased involvement with buffalo herd and equine therapy estimated @ \$1,800, for total of \$6,000. USDA Land Grant is a source of funding.	Survey of employees - same survey as in strategy 3.1 administered at same time and frequency.	planning begins in June 2015, with sacred site visits to Pes La and Hihan Kaga Paha and Mato tipi in year 1. Local activities focused on buffalo herd and equine therapy to begin in August 2015.	Visit to Mahto Tipi in July 2015 by staff and community youth in coordination with Boys and Girls club.
3.3 Enhance the development of community partnerships for the purpose of strengthening Lakota language and culture on campus	Lakota Studies Chair	Provide opportunities for faculty, staff, and students to hear Lakota language speakers talk, converse, and share stories.	Students, staff, and faculty learn about the culture and language.	Meeting expenses and stipends for community elders. \$2,000/annum starting in FY16.	Collect sign-in logs, document events, include question about significance in survey listed in strategies 3.1 and 3.2 above.	First event to occur in fall semester 2015 with one event or more per semester through spring 2018.	Planning needs to begin in August 2015
3.4 Continue to develop Lakota History curricula, including through learning from knowledgeable community members	Lakota Studies Chair with support from Chief of Operations	Identify and re-identify local resources and make those resources that can be shared for use by faculty available electronically; support continued efforts to work with knowledgeable local Lakota people to preserve historical knowledge.	Local historical knowledge will be continually available to the Lakota oyate.	Funds for transportation and for media archives work: budget 25,000 for needed equipment: included in FY2015 request for Community Facilities Grant from USDA	Baseline report on status due from Lakota Studies in September 2015; Quarterly progress reports required starting in January 2016.	Archival media equipment to be purchased in November 2015 if USDA award eventuates.	Rain Marshall, fluent in Lakota, with rich background, hired to fill Cultural Resource Management position in August 2015. She will focus on Lakota curriculum review and development and will teach Lakota studies classes.

Approved by SGU's Board of Regents on July 29, 2015

4. Tribal Nation Building: preparing students for a life of continual learning and engaged participation in their local, tribal, national, and global communities

Strategies-ways of working	Key party/division responsible	Task(s)-brief details	Desired Outcome	Budget-estimated cost and brief description	measurement-is the strategy effective?	Start date, estimated completion date, or ongoing	Status-bi-monthly reporting: August 2015 updates
4.1 Promote wellness, and alcohol and drug free lifestyles; support personal wellness of faculty, staff, students, and community	VP Administration	Provide EAP and SAP for staff, faculty, and students; collaborate with tribal and other programs on alcohol and drug issues, and on personal and community wellness	Increased support for and demonstrable actions that support wellness	\$5,000/annum cost for EAP and SAP through contract with providers; \$4,000 support for PR and wellness activities. \$9,000 cost from General Fund. \$1,000 for program evaluation by external consultant.	Program evaluation conducted by external consultant 4 months after start-up and annually	Develop EAP/SAP by January 2016; initiate collaboratio with Rosebud Sioux Tribe in Summer 2016 and continue through 2018.	No progress to date on addressing this other than discussion, though there is a staff member in place who can provide EAP and SAP services.
4.2 Expand GED program to prepare more people to pursue university degrees and certificates.	VP Academic Affairs	Assess current program and determine feasibility of increased outreach and support for successful completion; depending on outcome, make any indicated recommendations for expansion. In addition, recruit potential GED student through significant outreach and one-to-one interactions.	Increase students enrolled in GED program by 15%/annum over period of 4 years.	Depends on outcome of assessment but expansion by two GED teachers, one more site, and needed training can be accomplished for \$45,000/annum. In the short-run, fund recruiter through USDA grants, GED recruitment can be combined in a single recruiter position that also addresses recruitment for the university.	Measurement will be based on enrollment and by award of GED certificates	Commence wrok in September 2015 by advertising for recruiter. Complete plan of action by December 2015. Implement plan in spring 2016.	Initial discussion begun in August. Recruiters gathered information about community members who inquired about earning their GEDs. This is an area ripe for development.
4.3 Develop a wellness center	President's Council	Initiate wellness center in conjunction with student union in proposed new construction on Antelope Lake Campus or establish new facility on the campus.	Functional wellness center for SGU students	Cost estimated at 400,000 to 500,000. Consider allocation of Title III funds in FY2017	Wellness center open to students in 2017	Develop plan for center by November 2015; target opening by fall 2017	A smaller wellness center is now scheduled to be incorporated into the student union building to be completed by fall 2016. It will focus on physical wellness.
4.4 Provide opportunities for students to be involved in leadership and governance activities	VP Community Development	Involve students in tribal government; involve more students in governance activities at SGU.	Students learn and practice leadership skills	Budget for meeting expenses and student stipends. Stipends of 250/semester per student for 10 students starting in FY2016.	Document student participation in SGU governance and in Rosebud Sioux Tribal Council	Commence in fall 2015 with student involvement in SGU and in spring 2016 with student involvement with RST Council	This initiative needs to be addressed and a plan needs to be submitted to the President's Council by September 2015.
4.5 Develop vision and plan for SGU bison and horses that provides a sustainable future	VP Community Development	Work with RST and community partners to design a sustainable plan for buffalo and horses.	Sustainable buffalo and horse herds for SGU.	Dedicate up to 30% of net return from buffalo herd to planning and implementation starting in spring 2017.	Assess implementation of plan by considering economic and environmental factors in spring 2017 and annually thereafter	Plan in place by fall 2016	No movement on this as of August 2015. Needs to be initiated. Are there interested personnel?
4.6 SGU develops and fosters discussion and actions aimed at developing viable alternatives for tribal government under the treaties	President with President's Council	Host governance forums to stimulate thought and actions; provide technical assistance for development of ordinances and tribal codes; Assess SGU governance for alignment with Lakota values and practices. Students carry out service-learning projects on governance and publicize to the community via radio and website and at annual founders' day forums.	Drafts considered by Rosebud Sioux Tribe and Sinte Gleska University administration	Meeting expenses for this initiative to host two gatherings in multipurpose gym per year beginning with one in fall 2015. Consultant fees for outside presenters and facilitators.	Qualitative assessment based upon documentation of drafts created through this process. Measurement begins in Spring 2017 and annually.	Spring 2017 and ongoing.	President and members of President's Council attended two meetings on tribal economic development in summer of 2015. Meetings were sponsored by Rosebud Sioux Tribe Education Committee and were held at SGU.
4.7 SGU contributes to land use planning for the Sicangu Nation	Chief of Operations with VP Academic Affairs	Develop planning curriculum with Rosebud Sioux Tribe partners; Explore development of Bachelor and Master's degrees in this area.	Formal curriculum offering	Funds for adjunct instructors, dependent upon curriculum outcomes. Assess the budgetary needs in fall 2015.	Developed curriculum approved by SGU Board of Regents by fall semester 2015.	Conduct 4 meetings in summer 2015 and forward curriculum to Faculty Council not later than August 2015.	Two meetings held with Rosebud Sioux Tribe Land Office in summer 2015. Meetings included Business Management instructor and Science instructor. This initiative will take longer than projected.

Approved by SGU's Board of Regents on July 29, 2015