

Gallery walk participants provided many SWOT items that added to those already identified by Tokatakiya Okolakiciye members earlier in April

**Strategic Planning Meeting**  
**April 10, 2015**  
**Multipurpose Facility – Gymnasium**  
**All Staff Meeting – All Day but Strategic Planning from 1-4**

*Note: This document is a compilation of the SWOT activities from the All Staff meeting on April 10, 2015.*

**Following the Gallery Walk to look at the SWOT posters that were created by the Tokatakiya Okoloakiciye, each person was given Post-It Notes to list their ideas for each of the four categories. These post-it notes were then placed with the posters for large group review. \*\* If more than one idea was listed on the post-it, the ideas are included under one bulleted area. All comments are recorded as they were written.**

**Strengths:**

- Provides local education opportunities for our community/tribal members
- Strong ability to communicate with instructor easily
- Business department has super instructors who always make time for students in need
- Increased sense of accomplishment
- Increase self worth “I can do this” attitude
- Highly compassionate
- Graduates successful
- Good collaboration
- Great support from IT
- Potential with the Mission Statement
- Education and buildings
- People who continue to envision the way Lakota should conduct themselves
- Faculty
- Community support and awareness
- Based on Lakota values
- Being a native university, being an awesome resource for our Native people to empower and help our nation
- Academics/faculty
- Sinte demonstrating eating traditional healthy food at lunches and gatherings
- Strong mission to guide us
- Family-like organization; quality education; good social ties
- Ability to accomplish a lot with limited resources
- Fiscal accountability
- Community outreach programs that affect individual, family and community change
- What we do impacts/improves the tribal nation

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- Services provided so students can attend SGU – transportation, food service, child care, day and evening classes
- President; Lakota mentality; transportation; structural – bldgs.
- Family oriented; compassionate and empathetic; dedicated and educated employees
- Learned Lakota values; Mitakuye oyasin; Tiwahe; tiospaye
- Gives our people the opportunity to further their education
- Community amongst co-workers very important
- Culture and language; wolakota; respect; degree programs; spirituality; generosity; a logo
- A chance to really help the community grow; friendly atmosphere
- Family – past and future graduates
- Services provided to students as in free transportation, meals and daycare; personal, one-on-one assistance to students when applying for financial aid
- Reasonable tuition; lots of individual attention in class; long-term experienced teachers; available to help tutor students
- More information to students and faster technology; transportation; daycare; Heart Room for students with personal problems
- Individuality is promoted and valued
- SGU is a family; concern for family via hospitalizations, childcare, eldercare is paramount
- Lakota presence; all encompassing
- Faculty
- Keeper of traditional knowledge, language, culture
- Wifi for everyone on campus; excellent art gallery; beautiful lake campus; beautiful buffalo pasture
- Respect for autonomy
- Polite, respect for students; wise and mature faculty and staff; sense of community and fellowship; beautiful native buffalo; spiritual atmosphere; peace and quiet
- IT staff; network
- Transportation
- Transfer credits
- Flagship institution
- Open enrollment; excellent transportation for students; personal relationship of student/teacher; most teachers are sensitive to Lakota students
- Staff/students
- Education (#of graduates); how well we support students
- Culture
- Instructors with a wide array of skills and ability both in and outside their teaching area
- Strong Lakota Studies department
- Committed staff

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- SGU has grow it own; incorporating Lakota thought and philosophy
- Staff and faculty dedication
- Family oriented involving all employers family
- Degree programs allow graduates to gain employment based on community/reservation needs
- Prayer comes first
- Dedication from staff and faculty – long timers
- Academics is strong; diverse staff
- The same goal
- Amount of time here on reservation; well established
- Accessible to everyone (inclusive)
- Strong academic programs
- Integrity; tribal accreditation; true transparency
- Opportunity for students to come here back again and again if they need to
- Lakota foundation – people – history
- Close to communities; local instructors
- Lakota Studies department and culture resources; receptive to new ideas if you have a plan; offer non-trad resources for students – transportation, lunch
- Location directly affect our communities
- Athletics; internet courses; growth
- Feeling of community here at SGU
- All the knowledge we have here

### **Weaknesses:**

- Budgeting process
- Competing priorities among all the constituents; no meeting of the minds for compromise
- President's Council members should be training their replacements
- Being unfamiliar with each procedure and ability for working together
- Communications; road repair
- Retention
- Non-visible president; salaries – incentives; employment advancement
- Not trained as well as they could be to utilize technology to it fullest
- Communications; need friendly computer; too many secrets
- Funding; upgraded technology; student mentors for freshman and sophomores; individual student advisors; fresh instructors with NEW ideas; instructor housing and student housing
- Lack of communication; following policies and procedures; people letting their position take over their ego
- Lack of ownership; IE part of problem rather than part of solution; poor communication
- Need better advising; teachers not keeping tutoring hours; need to tap our graduates for funds; need better recruitment from high schools, etc

Gallery walk participants provided many SWOT items that added to those already identified by Tokatakiya Okolakiciye members earlier in April

- Lack of recruiting students and marketing; lack of communication between faculty and administration (support faculty input); salary levels
- Student involvement; more clubs; PSAs; retention; preparing HS waivers; job placements for grads
- Lack marketing and admission departments; IT staff too small; need to reach out to youth who might drop out; bike paths; no organic/healthy food available; lack of student food pantries
- No unity; lack of heart
- Leadership redundancy
- Lack of laboratory/classroom space; faculty morale and salaries
- Communication; recruitment; retention; financial resources; economy' employee morale
- Employee morale!!!; inconsistency; lack of consequences for policy and procedures violations; gossip mongering, rumor perpetuation
- Recruitment!; Admissions
- Students don't have computers; need tech/gaming club
- Communication; availability of more staff training; no budget policies or handbooks; staff turnover
- Lack of recruiting youth before and after they graduate high school
- Need more faculty in science department; replace professors that have passed on or moved on; proper maintenance of buildings; telescope is brand new but broken; accountability on all levels needs to be enforced
- Understaffed finance office
- Monarchy-type administration; no term limits
- Outdated training equipment; attract and retain qualified instructors
- Communication
- Looking to the past instead of having a "future" focus
- Lack of unity among staff or departments
- Deadweight staff and faculty
- Internal turmoil; communication
- Not outspoken (quiet)
- BOR must be elected and they must be fully qualified; BOR must have full autonomy; must coordinate with appropriate groups/individuals; must have qualified CFO; CFO must work under BOR; chain of authority for SGU with appropriate structure chart; budget should be transparent to all appropriate groups; budget should be balanced; salaries should be appropriate and meet the standards of budget policies; evaluation of SGU personnel should be from top to bottom and bottom to top
- Need to strengthen communication among entire institution; transparency in all aspects of governance and administration
- Politics locally creates uncertain environment
- Same people in administration and finance; lack of support for Lakota Studies department; allowing Lakota Studies to grow into an institution with masters degrees and PHD degree

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- Student advising (Pells, Financial); students (new and old) need guidance and they need to see all care – everyone at SGU
- Not enough student activities; student involvement
- Department and program (lack of motivation); student retention' communication with finance department; recruitment
- Short staffed in places and vice versa; poor promotion and marketing
- Classes for eastern part of the reservation
- Lack of community outreach; not recruiting students from area high schools (recruitment in general)
- Many staff not trained in tech/not up to date with rest of world
- Lack of incentives for part time staff
- Budget process
- Our voices not heard
- Communication can improve to help boost morale of staff and students alike
- All channels of communication need to be improved
- Lack of support; not open to new ideas; we become our own roadblocks
- Not enough being done to recruit new students; cancelling classes for having too few students – this makes students unable to fulfill requirements
- Not enough money/resources to accomplish what we want to improve; communication; what we offer to students
- Retention; limited finances
- Building maintenance and cleanliness a problem; technology access for faculty and staff
- Students, grads not being mentored to take over; involve more in projects; teaching they are smart
- Need to network more with local schools
- Lack of orientation for new employees at the university level and also at the department level; no accountability
- Lack of tech upgrades, housing, dorms
- Lack of including part-time staff in meetings for planning
- Stealing: 1) time – not being at work yet wanting to be paid; 2) materials, effort (others have to work harder to make up for those not being here); 3) good will – the negativity and lying about each other
- Funding
- Low morale; student retention; providing some sort of on campus living for students and instructors; too much internal friction
- Budget process
- Communication; budget communication; not empowering staff; advertising for SGU to attracting students
- Behind in technology compared to other TCUs
- Lack of proper resources
- Lack of commitment and follow-thru on academic integrity and rigor
- Gossip
- The turmoil between faculty, administration and students

Gallery walk participants provided many SWOT items that added to those already identified by Tokatakiya Okolakiciye members earlier in April

- Outdated resources/materials
- Lack of transparency causes rumors, gossip, lies and further weakness

### **Opportunities:**

- E-learning/distance learning
- Outreach opportunities – open house day for students at high schools to come to a class/science lab; get more students interested
- More degree/major choices
- Develop a direct mail program – think “go fund me”; solicit other funding sources
- More outreach to ALL communities
- Distance learning
- Strategic planning
- Open more GED centers to promote more potential students/enrollment
- Put up a foundry for bronze sculpture (art institute)
- Agricultural degree
- Fundraising by utilizing talented faculty/staff/students for concerts; hook a camera to a bison horn and let that guy loose to roam”; \$2000 per year to put a weather camera up – point at lakefront for KELOland
- Higher pay and lower course load for faculty/staff; more travel to conventions; faculty training; organic foods at greenhouse; sustainable housing development; visits with other indigenous groups and intl “tour visits
- More technology use; offer more opportunities in voc ed (auto, boats, motorcycles); better use of resources
- WINHEC accreditation
- Agricultural; Lakota teachers in the school system!
- Use of wind power
- Solar/wind energy
- Lakota culture and spirituality to lead us
- Future programs in the STEM field that could benefit students
- Shop classes for local businesses (carpentry, automotive, beauty schools, etc)
- Library/scholarship resource center; need a data resource center
- Hands on the real action of living the values of the way of life
- KSGU – tv/radio; media budget
- Distance learning
- KSGU TV; media budget; distance learning
- Media budget/online degrees
- Doctoral program
- Equine therapy for community; community health and healing; online sales of arts; boarding for students
- Upgrade the types of degrees offered; work more closely with local schools and tribal programs to increase enrollment; expand the greenhouse to help with living expenses

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- Peer support from both students and staff/faculty
- SGU should be a national leader in Native American Education research
- To educate children to be leaders
- GIS work-training
- Have better skills oriented AA degrees such as policy academy, beautician school, culinary, etc
- Masters Program – CRM for example
- A chance for network and technology learning which is greatly needed in SD; more funding to these would be a great opportunity
- To obtain an affordable high level of education; take advantage of vocational programs needed in community
- Affordable degrees – can receive up to a masters degree with no student loan debt; ability to offer cultural programs at little to no charge for CEU credits
- Athletics programs
- More online learning; use elders in community for knowledge
- Top Indian artwork
- Tap working students with more evening classes
- Hemp production (fibers, oils, clothing, paper, etc)
- Organic buffalo meat; butcher training; elite customer sales
- Food sovereignty with bison and greenhouse; bison production, we waste a lot of food with current butchering process; expand student farms and create jobs for students; form more relationships with tribal programs for training and job opportunities
- Winner and Valentine Radio; local TV
- Sport activities – utilize gym; encourage staff/faculty to use weight room; community PSAs
- More web presence; youtube/facebook/blog
- Add housekeeping certificate and use hands-on to help keep facilities clean
- Sell the University through media/students; do better recruiting; support each other out there
- Opportunity to collaborate and connect potential programs with existing programs at other state colleges and universities through media, journalism, etc and document
- Looking for more revenue through other outlets joining with the tribe to share costs of cultural events, such as Founders Day, NPIAM, and Elder dinner; good job placement program for graduates which will ultimately increase enrollment
- Bookstore is underutilized as a point of sales; economic opportunity for students/staff/and as a learning lab
- Recruit more military students
- Hold conferences/art shows here on Rosebud
- Exchange of world view initiative; virtual university; sharing of world cultures
- All animal students in mitocodin, for example, buffalo and prairie dogs

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- Go green; build green; wind energy
- Expand on natural resources; carpentry program sales; hemp and agriculture; turbine program
- More staff/faculty workshops culturally related
- Work with student energy and ideas to do more for children and families and communities
- Distance learning; increase recruitment and enrollment
- Provide high quality education and highly qualified faculty
- University hemp crop; short term certificates
- Expand academic programs
- Grant opportunities for new programs and networking with other agencies
- Potentially large student population; become hub for resource for tribal govt and economic development; online Lakota Studies classes worldwide
- Involving out youth at younger ages in projects to show them college is a positive direction to go in
- Having an outside arena for wacipi; to be able to strengthen our teachers using more technologies
- Entertainment using SGU resources; educating tribal employees without degrees
- Student housing and dormitories
- Completely “ameloirate”
- More trade classes – ex: auto mechanics; Lakota immersion class; more workstudy positions; more sports like a BB team for men and women
- Build on the athletics for a university team in various sports (athletic director)
- Collaboration with tribal and community programs with other state colleges and universities and tribal colleges; research; student engagement; new generation/leadership
- Improved facilities and office spaces; professional development
- Opportunity to develop our own direction and future of our people
- Incredible opportunities to partner with tribal agencies for community-based projects, activities – the time is right – most of agency leaders are SGU grads
- University information both at local high schools and surrounding counties: Mellette, Trip, Gregory, etc
- Ability and talent to develop new programs; we were forced into industrial revolution; we are currently in an information/technology generation
- Online registration and online degrees; expand dual credits; more professional development on campus; distance learning

### **Threats:**

- Native people hurting native people
- Social forces affect students; lack of positive for people to recreate; HLC accreditation committee
- Rumors; negative energy



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- Overwhelming community expectations take priority over student needs
- Department heads losing their spunk for their position
- Limit on student class enrollment; drugs
- HLC
- Reliance on grants
- Community violence; monitor outside activities to market and be involved
- Lack of a work ethic; problems within families; lack of transportation; money
- Student retention; transportation; lack of student education in financial roles; holding accountability; staff education
- Fear of change
- Cherry-Todd; security needs stronger presence; faculty morale; salaries/funding
- Losing federal funding
- Federal fund drying up
- Unqualified administration
- Lack of information on who we are
- Quality of education is lessened by less class time: possible solution – sub list for instructors
- Haters spreading rumors creating poor public image of SGU
- Lack of knowledge of situation
- Mismanagement of funds
- Low moral with staff and faculty; this transfers to students, as does negative energy felt as an institution
- Federal funding
- \$s for funding
- Federal funding
- \$ cuts
- Poverty and social burden; everything is shipped/trucked in. We can offer labor and recycling metals; spending too much
- Spend too much
- Jurisdiction issues – state vs tribe; termination issues – federal vs tribe; environment disaster; doctrine of discovery rights; civil rights issues; HLC; federal funding; treaties
- Republicans war on minorities means we have to make sure we do things right or they won't hesitate to take our accreditation away
- Funding
- Outside perception of who we are
- Running out of money; not only as institution but as a student (pells used up)
- Limited funding
- Cherry Todd
- Cherry Todd's higher light bills keeps our people from having the opportunity to come to SGU. They have to work instead to care of their families

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- Lack of teachers; no community involvement to keep students in school; meth/drug use
- Internal racism cannot continue
- Negative rumors (many people in the surrounding area think SGU is not accredited)
- Internal governance or lack thereof
- Drugs; government control; negativity
- Internal problems; Cherry Todd Electric rate hikes
- Lack of diverse upper management; no real community decisions; change president and no hiring family only
- Threats; tribal negative influence; facebook
- People spreading misinformation based on inaccurate facts
- Historical oppression; lack of understanding of higher education; treating the university like a program
- HLC threats; tribal politics; funding (lack of)
- Economic conditions; political majority (rep vs dem)
- Feeling personal ownership of programs so unable to collaborate
- Not able to accomplish mission; no orientation to include the mission; no graduate job placements on and off rez
- Outside threats; gossip; pessimistic outlooks; unwillingness to understand
- Western organizational structures that limit SGU's ability to create new models
- Each other – people from different departments getting involved in other department's business making unethical changes
- Cherry Todd Electricity "dirty" electricity
- Funding amounts vs actual costs to provide services
- Loss of interest in education with youth; graduates not getting employed or passed over for non-graduate contributes to loss of interest
- Negative press; pressure from outside sources to perform
- Security; need for increased education for staff
- Other community colleges opening up soon as competition, such as the rumored one in Valentine
- Lack of transparency; current negative impressions/views of community; lack of coordinated fundraising/grant applications
- Rumors; HLC probation
- Being flexible; open minded; listening closely to each other
- Not moving with the times of change; revolving; not enough support staff
- Transportation; lack of finances; need strong advisors
- The economy; clear policy; job placement – none
- Racism/ignorance from people in power – national, state, bordering comm.
- Internal negativity

**Sinte Gleska University  
Strategic Planning Meeting  
April 10, 2015**

**Participants were asked to identify the most important strength, weakness, opportunity and threat and to write them down on blue ballots.**

Note: Seventy-four (74) ballots were returned; notes were recorded as they were written.

Compiled by: Cheryl Medearis

**Strengths:**

- Institutional Mission Statement
- We all want to hang on to the Lakota way of life
- Sicangu Lakota Oyate
- Input from grass roots
- Knowledge and loyalty
- Spiritual power
- Strong Lakota Studies
- Lakota spirituality and culture
- Highly compassionate
- Community interaction
- Dedicated individuals (staff/faculty/community members)
- Teacher/student relationships
- Strong belief in culture
- Loyal staff and faculty
- Huge language resource
- Focus on nation building
- Students that are 3.5 GPA or higher
- Diversity of staff and faculty
- The ability to make change for our people
- Stability
- The atmosphere and belief
- Faculty and staff
- Employees and staff
- Hope and culture of the people
- Culture
- Opportunities
- Commitment to education
- Leadership
- Education
- Culture
- Friendliness
- Culture, language degree programs

- Resources
- Dedicated staff and faculty
- Sicangu Lakota culture
- Family-like cohesiveness
- 40 plus years
- academics/education
- Committed faculty
- The moral courage of some to not buckle under stress
- Cultural sustainability
- Dedicated faculty and staff
- Academic programs/faculty
- Family
- Reasonable institution
- Services provided for students, such as fee meals, daycare, and rides
- Technology/degree programs
- Commitment to students
- Staff/faculty dedication
- Strong mission
- Faculty and students
- Connection to Sicangu community
- Dedication
- Stable network
- Dedicated staff
- Students
- Higher learning institution for natives; build by natives
- Vision/history
- Transportation
- Willingness to do what needs to be done
- Staff and faculty dedication to the mission
- Flagship institution (tcu)
- SGU provides local education opportunities for community & tribal members
- Identity
- Academics
- Instructors who actually care about students who could get paid more elsewhere
- Academics
- Students
- Graduates who are employed at home
- Diversity in courses
- Teacher dedication to students
- Based on Rosebud – accessible for all students
- Prayer
- Community university

## **Weaknesses:**

- Communication/Transparency
- We give up on ourselves
- Reaching consensus
- Uninterested staff or faculty – those not interested in improving
- Student advising – some need to be more friendly to students
- Some people in admin
- Lack of interpersonal relationships
- Not being informed of what's going on so communication and money to keep instructors satisfied with their pay
- More spiritual growth
- Budgeting process
- Lack of Lakota Spirituality and culture – not totally integrated
- Employee dedication to job
- Recruitment and retention
- Lack of motivation for growth
- Internal conflict
- Political environment
- No committee to pick student of the year
- Inter-structural participation opportunities
- Desire to make positive change
- Financial
- The boards
- Financial resources
- Communication and transparency and financial resources
- Lack of leadership
- No unity
- Collaborative efforts
- Internal friction
- Transparency
- Government
- Enrollment
- Transparency
- Communication
- Communication/transparency
- Long distance learning
- Internal cliques; non-inclusive, secretive, negative to others
- Communication/transparency
- Lack of financial supports
- Dead weight
- Uneven distribution of salaries
- Exhaustion of staff/faculty

- Bad roads
- Communication
- No recruitment
- No advisement plan
- Lack of funds
- Employee morale
- Water fountains of campus
- Communication/transparency
- Facilities
- Not working together toward mission
- Salary level for faculty
- Reach out to encourage students before they drop out of high school
- Transparency
- Funding/revenue
- Lack of grants/funding
- Graduation rates in some departments
- Not following policies and procedures
- Declining number of courses offered
- Unaccountability with staff and faculty
- Communication/transparency
- Decision making is a very time consuming process around here
- Dead weight (staff/faculty)
- Lack of “future” focus, too much look at the past or “old ways”
- Communication
- Inconsistency in academic support
- Inner conflict of staff, admin and students
- Leadership
- Gossip
- Retention of students
- Low morale among staff
- Lack of communication university-wide
- Slow progression compared to other institutions
- Getting where one comes from
- Funding

## **Opportunities:**

- Grants
- Program growth
- Athletic programs
- Technological grants
- Tribal entities resources and support
- Committee to pick student of the year
- More program opportunities
- Involving high school students
- Employment
- Growing hemp
- Distance learning/online
- Involving more elders
- Create a truly Lakota Higher Education System
- Distance learning
- Get more grants here and more scholarships for students
- Improved recruitment and retention efforts
- (undecipherable)
- Using SGU's story for fundraising
- Lakota Spirituality and culture still here – just need to take it to heart
- The graduates
- Expanding educational offerings
- Working with local employers on hiring our graduates and educating their employees
- Collaboration within and outside of SGU
- Marketing
- Teaching Lakota/Wolakota
- Expanding education programs
- Open
- Meeting
- Focus more on our students and enhance short term programs
- GED
- To learn Wolakota
- Food sovereignty
- Online registration
- Research
- Quality education/very affordable
- Graduates successes
- Distance learning
- Collaborations with other university
- Solar/wind power/recycling

- Have everyone speak the language
- Increased recruitment
- Raise enrollment
- Re-visualize the future
- Individual instruction
- Good job placement program for graduates
- More PSAs
- Expanded programs
- Land grant status
- Community interaction
- Grow student numbers/recruit
- Organic greenhouse – food environment
- Distance learning
- Internet/tech/media revenue
- Greater visibility
- Recruiting students
- More degrees offered
- Courses offered in Lakota language
- Moving forward in unity
- “change” for the better in all areas – development
- uses of new technology to recruit students and funds
- Distance learning
- SGU should be a national education research leader in Native American Education war
- Recruitment
- E-learning
- Babies being born daily keep our student coming
- Higher enrollment; worldview acknowledgements
- Peer support/student to student/staff to staff/facilitating
- Grow economically through our programs
- Outreach to high schools
- Online classes/degrees
- Able to receive GED/BA/BS/AA/AS/ Masters of Education
- Be more outspoken
- Sharing cultural knowledge



## **Threats:**

- Fear, lack of motivation to change
- Poor public perception
- Our own instability
- Government control
- Lack of spiritual power
- Ourselves
- Cultural genocide
- Inability to overcome colonized organizational structures
- Politics – internal and external
- Not enough jobs for SGU graduates; high utilities for families
- Conditions of external environments
- Community collaboration
- Security (lack of)
- Oppression/faculty/staff
- Lack of accountability
- Lack of cohesiveness
- Who picks student of the year?
- Politics
- Negative people in high positions
- Tribal policy
- The boards
- HLC
- Loss of interest
- Fear of change
- Not wanting change
- Gossip
- Negative press
- Politics
- Media
- Transparency
- Social media
- Holding accountability, staff, education
- Greed/fear of change
- Federal funding
- Poverty/social and economic oppression
- Miscommunication and gossip
- Financial support
- Maintenance and security
- Internal negativity
- Republicans
- Drug abuse, alcohol abuse; breakdown in family

- HLC Probation
- Unqualified personnel
- Inequitable treatment
- Drugs and alcohol
- New community colleges opening up; locally in the vicinity
- Road conditions/housing
- (Left blank)
- Reliance on grants
- Alcohol/drugs
- Federal funding pressures
- Possible closure by HLC accreditation committee
- Funding
- HLC
- Internal feuding
- Cancelling classes after registration
- HLC committee
- (Left blank)
- \$
- competitive on-line courses with other institutions, SGU needs to get on it ☺
- By keeping the administration circle “small”; unable to gain fresh perspectives
- Federal funding
- Republican war on minorities and poverty
- Stagnation
- \$
- Instructors who care are leaving
- Lack of changing – all talk; no doing
- Funding
- Funding
- Low enrollment
- Outside funding
- Interference of tribal politics
- Silence
- Assimilation; termination-minded Congress

**Strategic Planning Meeting  
April 10, 2015**

**List of Top Strengths/Weaknesses/Opportunities/Threats**

**NOTE: Each group was asked to list their top strength, weakness, opportunity and threat (this group exercise followed the individual exercise that had participants identifying their top SWOT choices)  
Compiled by Cheryl Medearis from group charts**

**Group #1:** Frank Kills In Water; Jim Marshall; Bud Poor Bear; Marlies White Hat; Jim Spessor; Marilyn Marshall; and Linda Boes

**S** - Wolakota

**W** - Funding

**O** - Unlimited (only by funding)

**T** - Impact of Social Issues

**Group #2:** Mary Henson; Jerry Lester; Nancy Fargo; Tom Cox; James Cortez; Jack Williams; Sammie Bordeaux-Seeger; Danielle Spotted War Bonnet; Lisa Krug; Roger Ellert, Jr.; unable to read signature

**S** - Our value, connection, dedication and resource to the Lakota Oyate

**W** - Lack of consensus

**O** - Distance Learning

**T** - Internal and External Politics

**Group #3:** Della Spotted Tail; Karen Moore; Vanessa Wandersee; J. Antoine; Michelle Chauncey; Sheryl Klein; Denise One Star

**S** - Strong history, vision; academics that are accessible and provided by dedicated staff

**W** - Communication; inadequate resources (Jenzabar training, library, lab chemicals, classroom tech/materials, etc) to support academic mission

**O** - working with the language; creative and innovative in kinds of classes and how they are delivered - day and night time; using tech, etc.

**T** - Inadequate \$s

**Group #4:** Michele Reifel; Midas Gunhammer; Dwayne Stenstrom, Jr; Josh Elder; Tina Martinez; Jacque Padgett; Marianne Left Hand Bull; Sarah Arobba; Chad Whirlwind Soldier; Kathleen Boyd; Gina One Star

**S** - Culturally based tiospaye environment (Wolakota)

- W** - Communication, Transparency
- O** - Affordable education
- T** - Misinformation creating negativity

**Group #5:** Carmelita Sully; Ann-Erika White Bird; Jock Scheirbeck; Pat Boyd; Manda Brave; Kateri Douville; Jim Poignee; Ieshia Poignee; Pat Hawk; Bobbie Young

- S** - The spirit and culture of diverse staff and faculty with the ability to work together with limited resources
- W** - Lack of communications, transparency, and financial resources
- O** - Collaboration with local entities (employers, tribal programs, schools, businesses and within SGU itself)
- T** - Economy, funding and stability (and Republicans)

**Group #6:** Dana Gehring; Sherry Red Owl; Jeanie Cozad; Rod Bordeaux; Sheila Wheeler; Florine Burning Breast; Terry Gray; Mark Bordeaux, Sr; Carole Good Shield; Ron Hutchinson

- S** - Provides the model for post-secondary education which fulfills the mission statement by way of academic programs which enforces Lakota culture and language delivered by dedicated, compassionate staff, faculty and students committed to self-empowerment
- W** - Lack of accountability, evaluation, recruitment, guidance, allocation of resources and planning are the result of poor communication and transparency exacerbated by a weak governance structure
- O** - Plan for expansion of academic and community education programs through collaboration with other institutions, planning and expanded resource development
- T** - Threats to SGU are derived from the social environment of the reservation that has created a social and family structure limited by drug and alcohol abuse, poverty, unemployment leading to self-destruction as a result of government conservatism and colonization

**Group #7:** Patrice Wright; Mike Leneagh; Ned Day; Bianca McCloskey; Dwayne Stenstrom Sr; Stacy Charging Hawk; Shannon DuBray; Julia Cahill; Debra Bordeaux

- S** - Lakota spirituality and beliefs is the foundation of our institution
- W** - Communication between all entities
- O** - Research institute for American issues/studies (Education/Human Services)
- T** - Funding, politics (government) and HLC

**Group #8:** Shawn Bordeaux; Kevin DeCora; Amber Medearis; Diana Dillon; Mike Dillon; Kelly Brings Three White Horses, Nick Emery

- S** - Accessible university; family orientation and cultural promotion
- W** - Lack of resources for growth

**O** - Athletics

**T** - Community involvement; drugs