SUBJECT: Promoting Opportunities and Success for American Indian Students

During the past few years there have been a number of system-wide discussions focused on increasing opportunities for American Indian students. Most recently this has included the campuses engagement with the state’s College Access Challenge Grant program. As system leadership discussed this effort, it was noted that a formal inventory of programming offered to promote success for American Indian students would be helpful. While campuses commonly have provided oral summaries as meetings are held, it was observed that gathering this information now would provide opportunities to benchmark efforts as we go forward.

To accomplish this, Board staff contacted each campus and asked that an inventory be compiled of existing efforts, programs, and partnerships that focus on American Indian student recruitment, retention, and graduation. To provide common structure, campuses were asked to include:

1. a title/name for the activity,
2. a brief summary of the activity (one or two sentences),
3. information about the number and characteristics of the current/potential students served, and
4. a summary of outcomes.
5. If the activity is grant funded include the granting agency, amount of the award, and the duration of the grant.
6. For each entry, feel free to include anything else that’s noteworthy.

In addition to this summary of activities, each campus was asked to forward any references to American Indian students in tactical or strategic plans of the institution or any of its units.

The reports from the campuses have been received and these are included here. This has been circulated back to the respondents for review. This will be finalized and forwarded to COPS at their next meeting.

RECOMMENDED ACTION

Information Only.
AIEF Scholarship Challenge Grant Award ($60,000 potential value) American Indian Education Foundation awarded CAIS the American Indian College Student Scholarship Challenge Grant as a three-year award. The grant has been extended for one year. The 2010-2011 academic year will be the fourth and final year to raise matching funds. The grant will match the first $10,000 raised in new monies and contributes up to an additional $10,000 for total cash received up to $50,000.

To date: 40 students have received scholarships ranging from $650-300.00

S-STEM Scholarship National Science Foundation Grant ($600,000 over 5 years) awarded to BHSU through the Biology Program with the undergraduate component administered by CAIS. To date, over $75,000 has been award in scholarships has high as $2,500 to 46 individuals, with 80% of them being American Indian.

Wicoiye: An Institute in Native Language Teaching Methods for South Dakota Instructors of Lakota a grant funded through the Native Voices Endowment: A Lewis & Clark Bicentennial Legacy Program supported by the Endangered Language Fund and Seventh Generation. This grant awarded BHSU $9,877 to support a one-week summer institute in Lakota teaching methods for twelve (12) students. The Institute was held in August 2010. BHSU Lakota Language students were integral in developing course material and organization.

Black Hills State University's American Indian Transitional Camp is a Bridge Program that was funded by the American Indian Education Foundation and BHSU. The first year program supported the transition of nineteen (19) American Indian incoming freshmen. The college transition model was designed to increase competency and skills by participating in a series of experiences designed to help the students successfully transition from high school to college. Sessions included: financial aid, Student Support Services, advisor luncheon, registrar, loan counseling, counseling center, residence life, career center, cultural mapping, cultural journaling, leadership, and much more. There was a total of 25 sessions. This does not include the social activities. This program’s goal is to increase the college retention rate and graduation rates for American Indians. The program ran from August 25 through August 30, 2010.

Black Hills State University Indian Science Talent Expansion Program (INSTEP) is a National Science Foundation grant that was submitted in September 2009. This is a proposal that would award BHSU $499,159.00 over five (5) years if successful. The proposed STEP program seeks to replicate the success of the Alaska Native Science and Engineering Program (ANSEP) at the University of Alaska to develop a strong cadre of highly successful American Indian STEM majors. BHSU’s program INSTEP, will recruit cohorts of ten (10) students a year, seeking to mirror ANSEP’s retention rate (70%) and graduation success through a comprehensive targeted program.

BHSU's CAIS and the Science Department are still actively pursuing the INSTEP grant.

South Dakota College Access Challenge Grant (CACG) is a grant to help BHSU further develop their successful retention and transition programs. This newly funded grant will also provide the CAIS the support to hire a full time Assistant Director to fulfill such programs.

Awareness & Outreach Activities

Red Cloud High School Mentoring Program is a new program being developed by the CAIS and Red Cloud High School. This faculty mentorship program will have students who are Gates eligible work closely with BHSU faculty members to complete the Gates Scholarship application. An MOU has been signed by both institutions and the Mentoring Program will start during the 2011-2012 academic year.
10th Annual Red Shirt Cultural Holiday Exchange, nearly 150 toys, 26-arts and crafts boxes (donated by the BHSU Bookstore and BHSU’s Anthropology class) and refreshments; were delivered to the Red Shirt Table School. There were around 75 individuals ranging in age from elderly to head start level who received gifts and food. Sponsored by CAIS, Lakota Omnicye Club, AISES, Wal-Mart, and Siouan Tribal Culture class lead by Assistant Professor Jace DeCory.

American Indian Awareness Week (April 12 – 18, 2010) Each year the CAIS and Lakota Omnicye develop a substantial Indian Awareness Week with a week-long event hosting 19 + activities and speakers. The 2009-2010 academic years awareness week and powwow theme was “Leading With Action: Walking the Talk” focusing on contemporary Indian Leaders in academics, art, mass communication, National Parks, and law, just to name a few.

This year’s American Indian Awareness Week’s theme is: Let the Wisdom from the Past, Be the Vision for the Future; focusing on oral history and traditions from the past and of today. The Lakota Omnicye Club is actively soliciting donations, organizing the weeklong events and powwow, and co-writing grants from the South Dakota Humanities Council.

27th Annual Lakota Omnicye Wacipi (Powwow) is always well designed and ahead of budget. An estimated 3,000 total individuals from a five state region attended the four sessions April 16, 17, and 18, 2010. (Total estimated annual operating budget exceeds $21,000.) The head wacipi staff, which includes two (2) head announcer, an arena director, and security director are all BHSU alumni and are huge supporters of BHSU throughout the event.

The 28th Annual Lakota Omnicye Wacipi will be April 15, 16, and 17, 2011.

26th Annual Feast and Feathers Honoring Ceremony was the largest to date. This year the family of Jace DeCory and the CAIS honored sixteen graduates from the 2009-2010 academic year.

Off Campus: Recruitment & Retention
- BHSU Showcase in Rapid City - recruitment
- Information tables at the Lakota Nations Invitational, December 2010
  Urla Jace DeCory and six students man the BHSU Information Booth during the Invitational
- Information tables at Black Hills Powwow in Rapid City, October 2010
  Urla Jace DeCory and five students man the BHSU Information Booth during the Powwow
- Student Presentations for Pine Ridge High School, Little Wound High School, Red Cloud High School, and Eagle Butte High School
- Presentations at Lame Deer High School and St. Labre High School on the Northern Cheyenne Indian Reservation, Montana as well as Broadus and Colstrip High Schools in MT.
- Student presentations at Colstrip High School, Montana
- Student presentation for participants of the Fort Robinson Break Out Run in Belle Fourche, SD January 2010. Will present at this year’s event on Wednesday, January 12, 2011.
- Red Cloud Science and Cultural Building Grand Opening, October 2009
- Presented at the Crazy Horse Journalism Conference, Crazy Horse Monument, April 2010
- Faculty, staff, and students informally recruit on a continual basis both inside and outside of the CAIS

On Campus: Recruitment & Retention
- Visited with Red Shirt, Red Cloud, Pine Ridge, and Crow Creek high school students in the CAIS
- Visited with Rapid City Central High School students during American Indian Awareness Week
- Lame Deer and St. Labre High School are planning on attending this year’s Awareness Week which will be held in April of 2011
- Student presentation for the South Dakota Gear UP from South Dakota School of Mines & Technology, 45 students from various towns throughout South Dakota
- Jace DeCory attended 10 New Student Days
- Jace DeCory attended 2 Preview Days
• Urla attended 14 New Student Days
• Urla attended 6 Preview Days

Retention Activities [Enrollment: Spring 2008 (123), Fall 2008 (160), Spring 2009 (126), Fall 2009 (146), Fall 2010 (257)]

• Critical to our success is the one on one contact between Urla Marcus, our CAIS faculty and our Indian Work Study with the individual Indian students. Preliminary indications suggest that addressing and coordinating their needs has been very successful.
• The Lakota Omnicye Club, with a membership of 20+ students, meets in the CAIS every Wednesday to discuss club activities, powwow planning and organization, institutional updates and policy requirements.
• American Indian Education Foundation visited the CAIS and current students about current scholarship activities and mentoring possibilities.
• Urla attended 18 ARTISTS meetings during 2009-2010 focusing on retention efforts conducted by the Center for Academic Success.
• Center assistance continues to provide scholarship and internship applications.
• CAIS schedules the Math Assistance Center to hold Algebra tutoring sessions on a weekly basis
• CAIS schedules the Writing Center once a week to meet with students
• The CAIS schedules tutoring sessions for American Indian Studies on a weekly basis
• CAIS held Scholarship Writing Workshops hosted by Deaver Treywick, the Director of the Writing Center
• Students participated in on campus activities such as ITOLD workshops, leadership seminars, and Awards Banquets.
• Placement of two work study both in the Fall and Spring semesters
• 1st & 2nd Annual BHSU American Indian College Scholarship – 29 Native American Students were awarded scholarship for the 2009-2009 and the 2009-1010 academic year, 11 more students will be awarded scholarships during the 2010-2011 semester
• Collaborated with the Science Department with the S-STEM Scholars, students from unrepresented groups majoring in Science, Technology, Engineering, and Math. Fall 2007 semester 11 scholarships awarded (9 Native, 2 Non-Native = 9 being female), Spring 2008 semester 11 scholarships awarded (8 Native, 3 non-Native, = 9 being female), Fall 2009 semester 15 scholarships awarded (11 Native, 4 non-Native, = 9 being female), Fall 2010 semester 9 scholarships awarded (All Native = 4 being female).
• Presenting & developing a break-out session for the 2010 Indian Education Summit in Chamberlain, SD. The session is a panel discussion with five BHSU students, 1 SDSM&T student, and one senior in high school (from Pierre HS).

Planned and continuing activities for 2010-2011 academic year:

• Financial aid advising & loan counseling
• Scholarship Writing Workshops
• Undergraduate Research Opportunities
• Tutoring Sessions
• Student Interaction/collaboration with South Dakota School of Mines and Technology: AISES Regional Conference, Wacipi
• Continued collaboration with Student Support Services and Upward Bound
• Leadership Workshops
Vision Statement:
Black Hills State University will be recognized as an innovative, high-quality university in the Black Hills region, the state, the nation, and the world.

Positioning Statement:
Transforming lives through innovative, high-quality academic programs and a dynamic learning community.

Mission Statement:
The Legislature established Black Hills State University as a liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs.

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in Western South Dakota.
We are Committed to Scholarship:
We engage in the scholarship of research and creative activity to contribute knowledge and art to the community, the state, the region, the nation, and the world; we engage in the scholarship of teaching by using relevant and cutting edge practices to prepare students for the future; and, we engage in the scholarship of service by accepting leadership roles in society and making meaningful contributions to the profession and to the general public.

We are Committed to Being Student-Centered:
We accept the responsibility of transforming student lives and make every effort to treat each one with dignity and respect.

We are Committed to Educational Excellence & Life Long Learning:
We engage in doing quality work by reflecting on our performance to assess our creativity and ingenuity in continuously challenging ourselves to improve.

We are Committed to Integrity:
We adhere to ethical standards of excellence and accept accountability for personal decisions and actions, which impact our reputation as a dynamic and resourceful institution of higher learning that places students front and center.

We are Committed to Diversity:
We embrace the multi-dimensions of human differences by practicing inclusive education and unconditional positive regard, supporting multicultural learning experiences for all, and encouraging international exchange.

We are Committed to Innovation and Change:
We anticipate future needs and use our imaginations to be responsive to unique opportunities for growth by encouraging respectful dialogue that encourages an open-minded exchange of ideas whereby active listening and critical thinking sustain a vibrant learning community for students, staff, faculty, administration, alumni, and the public.
GOAL ONE:
Black Hills State University will provide a learning environment that inspires and facilitates personal transformation and instills life-long learning to meet the changing needs of society.

GOAL TWO:
Black Hills State University will engage in strategic partnerships.

GOAL THREE:
Black Hills State University will be an inclusive and socially responsible learning community.

GOAL FOUR:
Black Hills State University will secure and allocate fiscal resources to be recognized as an innovative, high-quality university.
Black Hills State University: Strategic Action Plan

**Goal One:** Black Hills State University will provide a learning environment that inspires and facilitates personal transformation and instills life-long learning to meet the changing needs of society.

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<th>TARGET</th>
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<th>ACTION STEPS</th>
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<tr>
<td>1.</td>
<td>High Quality Academic Programs</td>
<td>A. University assessment infrastructure is aligned with New Pathways Demonstration Project offered to pioneer institutions for continuing accreditation with the Higher Learning Commission</td>
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<td>i. Complete contract with Higher Learning Commission to participate in New Pathways Demonstration project by December 2009</td>
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<td>ii. Actively participate in Higher Learning Commission orientation and project development meetings throughout 2009-2010</td>
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<td>iii. Determine quality assurance and quality initiative leadership teams by Spring 2010</td>
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<td>iv. Assign members of the University Assessment Committee as liaisons to each program to assist in using the assessment process to document how data is used to improve student learning during the 2009-10 and 2010-11 academic year</td>
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<td>v. Increase completed number of academic program self studies from 12 to 25 by May 1, 2010 to document how data drives curricular and instructional decisions in the previous three years</td>
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<td>B. Administrative and financial support is provided to seek, secure and sustain academic program accreditation for each area with such credential</td>
<td>i. Allocate staff and funds to seek new program American Chemical Society accreditation for Chemistry by December 2010</td>
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<td>ii. Allocate staff and funds to seek Association To Advance Collegiate Schools of Business accreditation in 2011</td>
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<td>iii. Allocate staff and funds to prepare for National Council for Accreditation of Teacher Education, SD Department of Education &amp; WY Department of Education continued accreditation in spring 2011</td>
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<td>iv. Allocate staff and funds to prepare for National Association of Schools of Music continued accreditation in 2010</td>
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<td>C. Student Life assessment process uses learning outcomes for continuous improvement</td>
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<td>i. Review student life programs with emphasis on benchmarking and best practices by May 2010</td>
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<td>ii. Develop experiential learning outcomes and identify assessments for student programming by May 2010</td>
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<td>iii. Collect and analyze quantitative and qualitative data to drive student programming decisions by May 2011</td>
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<td>iv. Evaluate impact of TRIO, Disability Services, and CAS programs on academic achievement of each targeted group at the end of each semester, beginning spring 2010, and use results to improve programs for students to achieve 2.6 cumulative GPA’s or higher</td>
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<th>2. Human Resources</th>
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<tr>
<td>A. On-going orientation for new faculty and staff during first year of employment is provided and evaluated</td>
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<tr>
<td>i. Starting fall 2009, monthly follow-along meetings will be offered for new faculty and professional staff to offer problem-solving support, linking with university resources, and encourage interdisciplinary networking during their first year</td>
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<td>3. Instruction and Active Learning</td>
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<td>4. Off campus Learning Opportunities</td>
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| 5. Innovative Program Development | A. Conduct research to determine new degree programs to address student interest and workforce needs | i. COE will survey regional interest in adding emphases to the MSCI via distance education; and if viable, develop intents to plan by May 2011  
ii. COBT will survey the potential interest for adding additional management administration programs; and if viable, develop intents to plan by May 2011 |
| B. Rapid City courses and programs are increased to meet the needs of branch campus students by 2012 | i. Complete construction of new facility by December 2010 to offer classes by spring 2011  
ii. Conduct search and screen to hire executive dean to oversee Rapid City operations by spring 2011  
iii. Use results from Noel Levitz survey of adult learners to plan for providing academic support services in Rapid City spring 2010  
iv. Analyze Rapid City operations, conduct market analysis, and recommend program development by fall 2011 |
| vii. Establish video repository for use in appropriate online courses by spring 2010 |
### 6. Scholarship & Creative Activity

**A. Faculty Research grants** are aligned to emphasize the importance of engaging students in collaborative research/creative activity projects:

- **i.** Increase number of Faculty Research mini grants that involve student engagement in research activity by 10% by May 2011.
- **ii.** Recognize use of Scholarship of Teaching & Learning (SoTL) across the disciplines as a collaborative model to engage students in research/creative activity for publishing in peer reviewed journals and/or presenting at juried conferences as a standard of excellence in teaching and relevant discipline scholarship by May 2011.

**B. Refereed publications in discipline specific journals** are increased by 10% during 2009-11 academic years:

- **i.** Establish baseline for faculty publications during 2008-09 for each department.
- **ii.** Realign workload commitments to increase percentage of time for research & publishing activity beginning fall 2009.

iii. CAS will survey regional interest in developing Associate & BS degrees; and if viable, develop intents to plan by May 2010.
<p>| 7. Learner Satisfaction and Academic Success | A. National average scores on standardized exams are achieved | i. Establish task force to develop “bridge program” to be offered fall 2010 |
|                                           |                                                              | ii. Establish maximum number of students admitted conditionally to provide academic support required to achieve 2.0 GPA during first semester for freshmen cohort entering fall 2010 |
|                                           |                                                              | iii. Increase mean ACT composite of entering freshmen to 23 by fall 2011 |
|                                           | B. Retention and graduation rates are increased to compete with system averages | i. Establish university task force to evaluate multiple initiatives to address retention concerns by May 2010 |</p>
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<th>ii. Formulate two year enrollment management plan to increase retention rate and graduation rate to be equitable to the SD BOR System rates by June 2010</th>
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| C. Student use of university technologies are expanded | i. Establish web portal for prospective and newly admitted student use by fall 2010 

ii. Establish action team to identify issues and define processes regarding student use of e-curricular transcripts by June 2010 |
| D. Academic Affairs collaborates with Student Life to develop meaningful and relevant experiential learning activities | i. Provide learning-centered environment for Career Services, Center for Academic Success, Disability Services, Student Support Services, and Academic Support in common location by spring 2010 

ii. Evaluate impact of workshops for students on study skills, test-taking techniques and stress beginning May 2010 

iii. Evaluate impact of workshops for students on study skills, test-taking techniques and stress beginning May 2010 |
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<th>iv. Evaluate faculty use of PASS system beginning spring 2010</th>
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<td>v. Establish task force to examine integrating GS 100 with academic learning communities to improve and expand transition experiences and prepare proposal by June 2010 for administrative approval to pilot fall 2010</td>
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<td>vi. Establish task force to expand institutional graduation requirement beyond undergraduate research/creative activity as culminating experience and prepare proposal by fall term 2010 to seek BOR approval by Spring 2011</td>
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<td>vii. Prepare for general education review to integrate experiential learning across the curriculum</td>
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**Goal Two:** Black Hills State University will engage in Strategic Partnerships.

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<th>TARGET</th>
<th>OUTCOME</th>
<th>ACTION STEPS</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>1. Community relationships</td>
<td>A. Increase BHSU’s presence in the community</td>
<td>i. Maintain active University membership and participation in 6 local chambers</td>
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<td>ii. Increase participation in community events by encouraging faculty and staff to participate in programming and serve as experts in the region (at least 20 per year for each of the next two years)</td>
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<td>iii. Sponsor community events in the region (at least four major events per year for the next two years)</td>
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<td>iv. Host are Legislative Cracker Barrels; be active in legislative issues</td>
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<td>B. Increase the community’s awareness of BHSU</td>
<td>i. Publicize updated University Points of Pride to internal audience, the Board of Regents, legislators, and the community</td>
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<td>ii. Increase the number of businesses that promote BHSU apparel and gifts</td>
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</table>
| 2. Business, industry and state agencies | A. Increase partnerships with state agencies related to our majors and programs | i. Increase state agency collaboration and research contracts  
ii. Represent and promote BHSU research and consulting strengths  
iii. Increase the number of internships and student teaching positions in schools and agencies in the region |
| B. Increase partnerships with business and industry | i. SD Center for Enterprise Opportunity will work with entrepreneurs from the region  
ii. Implement suggestions from advisory boards; evaluate annually  
iii. Offer additional non-credit training sessions and lifelong learning workshops on topics relevant to regional businesses  
iv. Increase the number of students placed in internships with regional businesses |
| 3. Native American community | A. Enhance relationships with Pine Ridge community | i. SD CEO contacts in Pine Ridge  
ii. Use results of BOR initiative to evaluate responsibilities to native American communities |
|-----------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                             | B. Increase collaboration with tribal schools and colleges | i. Involve high school students in BHSU activities including the powwow  
ii. Exchange programs by education students and other groups  
iii. Enhance Upward Bound programs |
| 4. SUSEL/DUSEL              | A. Create additional research opportunities for faculty and students to collaborate regionally, nationally and internationally | i. Increase additional faculty research project at SUSEL/DUSEL each year  
ii. Align faculty research funds to prioritize SUSEL/DUSEL research |
|                             | B. Promote Science Education initiatives          | i. Host annual public forum/lecture series on SUSEL/DUSEL  
ii. Take lead role in planning the Sanford Center for Science Education (SCSE)  
iii. Continue to develop Quarknet site at BHSU |
5. International

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<tr>
<th>A. Establish partnerships and MOUs with universities from other countries</th>
<th>i. Identify universities abroad whose academic programs synchronize with BHSU</th>
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<td>ii. Establish linkage that leads to shared benefit in study abroad, one-two-one and dual degree programs of study</td>
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<tr>
<th>B. Increase opportunities for BHSU students, faculty and staff to study abroad or participate in exchange program</th>
<th>i. Highlight international opportunities for faculty and staff through presentations and publications</th>
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<td>ii. Explore additional exchange possibilities</td>
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**Goal Three:** Black Hills State University will provide an inclusive and socially responsible learning community.

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<th>TARGET</th>
<th>OUTCOME</th>
<th>ACTION STEPS</th>
<th>PROGRESS</th>
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</table>
| 1. An inclusive learning environment | A. Expand opportunities to interact with others who are culturally and socially diverse | i. Establish and coordinate monthly venues for speakers, programs, activities, committees to address and embrace cultural and experiential differences  
ii. Design and support exchange programs, study abroad programs, international student programs to include a minimum of 1 per year per discipline/college | |
| | B. Establish a residential community that respects and engages students | i. Define residential campus for our residential and commuting populations by fall 2010  
ii. Incorporate learning communities in and out of classroom learning for on and off campus student by spring 2011 | |
| | C. Empower and recognize faculty and staff | i. Continue gold coin recognitions  
ii. Implement office recognition and celebration initiative by fall 2010  
iii. Implement mechanism for faculty recognition of teaching | |
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<th>D. Establish infrastructure to support students within a mutually inclusive environment</th>
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<td>1. Secure infrastructure – facilities and resources – to support a learning environment designed to celebrate, engage, support, and challenge students, faculty and staff from diverse backgrounds and experiences</td>
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<td>2. Encourage and support student, faculty and staff participation in campus and community events</td>
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<td>3. Work with consultant to finalize campus master plan to include residence halls by spring 2011</td>
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<td>E. Receive Board of Regents approval to construct a new residence hall and renovate existing residence halls, suites, and apartments</td>
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<td>1. Complete residence life facilities master plan</td>
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<td>2. Work on financing options for a new residence hall and renovations of existing stock</td>
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<td>2. Socially responsible and responsive community</td>
<td>A. Promote ethical decision making and pro-social behavior</td>
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<td></td>
<td>i. Offer curricular and non-curricular leadership classes, workshops and seminars by fall 2011</td>
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<td></td>
<td>ii. Implement campus wide focus on ethics and civility by fall 2010 in publications, workshops, and discussions</td>
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<td>iii.</td>
<td>Reorganize judicial and appeal board to reflect a restorative justice and academic integrity focus by fall 2010</td>
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<td>iv.</td>
<td>Implement professional development series for faculty and staff by fall 2010</td>
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<td>v.</td>
<td>Student, faculty, staff emphasis on wellness with measurable effects</td>
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<td>iv.</td>
<td>Partner with A’viands and Queen City Regional Health for programming and initiatives focused on wellness</td>
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<td>B. Advance ecological and energy saving initiatives</td>
<td>i. Reduce waste of consumables, utilities and increased use of environmental resources by 10% annually</td>
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<td></td>
<td>ii. Increase and improve sustainability efforts across campus with measurable outcomes and goals – using Student Union as a pilot program – to add one building per year</td>
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<td>C. Clearly articulated and communicated emergency plans</td>
<td>i. Build threat assessment, behavior intervention, emergency planning components into training, publications and websites by fall 2010</td>
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<td>3. Comprehensive enrollment plan</td>
<td>A. Campus-wide involvement in recruitment and retention initiatives</td>
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<td></td>
<td>i. Written and detailed enrollment management plan embraced by all campus constituents by spring 2011</td>
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<td>ii. Secure and coordinate cutting-edge recruitment and retention tools annually</td>
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<td></td>
<td>B. Development of specific foci for recruitment and retention of unique populations of students, faculty and staff</td>
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<td></td>
<td>i. Target recruiting areas annually: distance, online, Rapid City</td>
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<td>iii. Upgrade the HVAC system in Woodburn Hall by spring 2011</td>
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<td>iv. Monitor monthly electrical usage by building and promote conservation</td>
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<td></td>
<td>v. Use renewable resources to provide heat to BHSU</td>
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<td>C. Support initiatives, programs, and services to increase graduation rates</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>i. Increase retention rates to reach system benchmark and Consortium for Student Retention Data Exchange</td>
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<tr>
<td>ii. Increased graduation rates to reach system benchmarks</td>
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| ii. Increase enrollment and retention of culturally and socially diverse groups to reflect population growth, needs of South Dakota and regional population: South Dakota, Native American Adult Student, Nebraska/Colorado, Montana/North Dakota, Wyoming Colorado, International |

| i. Increase enrollment and retention of culturally and socially diverse groups to reflect population growth, needs of South Dakota and regional population: South Dakota, Native American Adult Student, Nebraska/Colorado, Montana/North Dakota, Wyoming Colorado, International |

| ii. Increase enrollment and retention of culturally and socially diverse groups to reflect population growth, needs of South Dakota and regional population: South Dakota, Native American Adult Student, Nebraska/Colorado, Montana/North Dakota, Wyoming Colorado, International |
**Goal Four:** Black Hills State University will secure and allocate fiscal resources to be recognized as an innovative, high-quality university.

<table>
<thead>
<tr>
<th>TARGET</th>
<th>OUTCOME</th>
<th>ACTION STEPS</th>
<th>PROGRESS</th>
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</thead>
<tbody>
<tr>
<td>1. Private Funds</td>
<td>A. A new performing arts center will be constructed</td>
<td>i. Conduct a capital campaign with a goal of $35 million (a five year goal)</td>
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<td>B. An alumni foundation and welcome center will be constructed</td>
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<td>C. Endowed professorships will be established</td>
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<td>D. AACSB accreditation will be supported</td>
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<td>E. Scholarship support will be commensurate with other SD universities</td>
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<td></td>
<td>i. Conduct a capital campaign with a goal of $35 million (a five year goal)</td>
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<tr>
<td>2. Federal Funds</td>
<td>A. Research will continue to grow exceeding the current $6 million level</td>
<td>i. Increase the number of federal grant applications submitted each year</td>
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<td>ii. Increase the total dollar amount of federal grants requested each year</td>
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<td></td>
<td>B. Jonas Science will be renovated</td>
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<td>C. The campus will be heated by with renewable energy</td>
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<td><strong>3. Other Funds</strong></td>
<td><strong>A.</strong> BHSU services will be provided to a diverse group of constituents increasing the awareness of BHSU faculty, staff, and facilities as a resource</td>
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<tr>
<td>i. Increase fee for service activities in the Center for the Advancement of Mathematics and Science Education, the Center for the Conservation of Biological Resources, summer camps, conferences, and other areas</td>
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<td><strong>B.</strong> Self-support revenues will increase beyond the current $6.4 million level</td>
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<td>i. Increase enrollment in Rapid City</td>
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<td>ii. Increase internet offerings</td>
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<td>iii. Increase non-credit enrollments</td>
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<td><strong>C.</strong> Business and industry relationships will be enhanced</td>
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<td>i. Increase the number of other grant applications each year</td>
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<td>ii. Increase the total dollar amount of other grants requested each year</td>
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<tr>
<th><strong>4. State Funds</strong></th>
<th><strong>A.</strong> Seek innovative ideas in budget request that are congruent with the Board of Regents’ and State of SD’ goals</th>
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<tr>
<td>i. Involve the strategic plan committee in budget discussions</td>
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<td>ii. Establish focus groups to generate ideas</td>
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Dakota State University

Efforts, Programs and Partnerships to Support Access and Success for American Indian Students

All Office of Diversity Services outreach, programs and presentations are geared towards the Dakota State University (DSU), Madison and larger communities. We celebrate each particular ethnic group with activities throughout the academic year, but rarely provide programs for only one population or another; there is neither the community interest nor personnel to support this.

When given the opportunity to create a recognized cultural student organization, DSU’s student population of color, instead of factioning into separate groups based on racial identification, chose to form the inclusive Dakota State University Diversity Student Union (DSU²). This organization has sponsored specific programming for/by the four historically disadvantaged groups and collaborated with the Office of Diversity Services to provide DSU with culturally-relevant activities and presentations.

Currently, the Office of Diversity Services is the primary point of contact for issues surrounding difference at DSU. Though, we assist in some recruitment-related activities, in conjunction with Admissions, there are no American-Indian student specific recruitment or retention activities that in place. This particular population is addressed with our overall recruitment and retention efforts. It is important to note the DSU is among the lowest of all system schools in the retention and graduation of our American Indian student population.

Below are some American Indian specific and non-specific activities that have been implemented at DSU. As noted previously, the activities that are sponsored through the Office of Diversity Services are intended to address a variety of areas within multiple ethnic groups. All students are encouraged to participate.

We have formed a relationship with the Dakota 38+2 riders and, referencing the documentary of their 2008 ride, have hosted them at DSU with participation and support from the University and Madison community and schools (http://www.smoothfeather.org). This initial contact has enabled us to form a relationship with residents at Crow Creek, Pine Ridge and other tribal members who participated in the ride. Peter Lengleek approached me about a possible partnership on development of a Dakota language series; the telling of traditional stories for children. My office hopes to begin development of this project with support from other DSU departments and our American Indian students in spring 2011.

Every year we have the Flandreau Indian School (FIS) drummers and dancers perform and hold a concurrent Indian taco fundraiser. Beginning in 2008, our students have visited with the FIS cultural coordinator’s classes, held a Discovery Day for our FIS performers, and continue to nurture a rapport. American Indian students, in fall 2010, proposed a more permanent partnership with FIS in the form of language classes or other culturally-relevant programs to be led by the FIS cultural coordinator and his classes. In spring 2010, one of our American Indian students hosted a hands-on dreamcatcher workshop with discussion of the history and the
materials/steps to make a dreamcatcher. Our American Indian students have been interested in culturally-specific programs and attend them when offered.

Student labor and workstudy positions in the Office of Diversity Services for the 2010-2011 academic year included three American Indian students.
<table>
<thead>
<tr>
<th>Title of Activity/Program Summary</th>
<th>Audience</th>
<th>Outcomes</th>
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</table>
| **Freshman Orientation** | The audience is comprised of students of color and majority students who have constant contact with all new freshman, students living in the residence halls, and new students.  
- Resident assistants and Resident Directors  
- GO Leaders  
- GS100/GO groups | Utilizing role play and discussion sessions:  
- Present information and practice of intercultural communication  
- Identify problem-solving techniques  
- Build leadership skills  
- Learn of available resources from the Office of Diversity Services |
| **In-class and campus presentations for** |  
- Freshman Seminar - GS100  
- Human Relations - EDFN475  
- Basic Writing - ENGL033  
- English Composition - ENGL101  
- General Psychology - PYSCH101  
- Student Senate teambuilding |  
- Introduce the ideas of diversity and inclusion  
- Explore student perspectives on oppression  
- Integrate diversity in the classroom and curriculum |
| **Outreach** |  
- Tiospa Zina students and parents attending College Night (DSU invited to attend/present at school College Night)  
- Flandreau Indian School |  
- Provide examples of American Indian post-secondary students, one of whom is alum of the school  
- Introduce/confirm viability and success of attending college or university  
- Provide DSU students with opportunities for public presentation and building soft skills |
| **Dance and Drum performance** | Flandreau Indian School students and faculty, staff and students at DSU (ranges from 40 to over 60) |  
- Offer both communities of color and majority community to interact and learn |
<table>
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<tr>
<th>Risk Area</th>
<th>Description</th>
<th>Objectives</th>
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| **Partnership with Flandreau Indian School** | Flandreau Indian School students and DSU American Indian students - Collaborations and contact with cultural coordinator and his class(es) | • Provide examples of American Indian post-secondary students  
• Build relationship and trust with Flandreau community and students from both SD and surrounding state tribes  
• Supply cultural support and positive validation for both high school and higher education students |
| **Annual Multicultural student meet and greet (An opportunity for all self-identified students of color to meet each other at the beginning of the academic year)** | All students of color and allies are invited to attend. Participation is dependent on sports schedules and athletic department support of these outreach services; from 15 – 40 students. | • Locate the office of diversity services  
• Introduction to the support systems at the university  
• Begin building a community of affirmation |
| **Trojan Host family program** | Collaborative program between Athletics and the Office of Diversity Services pairing student athletes with volunteer “host” families from the DSU and community Student involvement is dependent upon the athletic program participating For example, last year we focused on the football team with over 100 participants. This year we are working with the men’s and women’s basketball teams, so our numbers are around 21. Last year’s demographic breakdown included three self-identified American Indian students. This year, we had none. | • Introduce students, faculty and staff to people from a different culture of origin than their own  
• Provide support to students from other areas of the country and world  
• Encourage faculty and staff involvement and vesting in DSU  
• Retain student athletes |
| **Annual Book discussion group** | Participants included 14 DSU faculty and staff plus a Madison community member. The sessions were attended by predominately students of color, including 2 American Indian students. This group met for approximately five weeks to discuss issues raised in the featured book, Overcoming Our Racism: The Journey to Liberation. Due to the interest and explorations resulting from our discussions, the dialogue has continued and been moved to an online location. | • Define racism, white privilege, systematic and institutionalized racism  
• Explore relevance and presence at DSU and the global community  
• Identify proactive ways to confront racism and its resulting systems of oppression |
| **Black and White formal** | Open to all DSU students, the audience is comprised of majority and minority students – attendance is 125+ Our largest fundraiser and annual event for students, the Black and White formal encourages interaction with DSU peers and | • Development of appropriate social skills and contact with peers  
• Informal interaction between students of various peer groups |
allows for a non-alcoholic choice of entertainment.

| Great Plains Diversity Forum | Monthly dialogue on topics of diversity  
|                              | • “Gay is not an adjective”  
|                              | • Who was the Buffalo Soldier?  
|                              | • Provide an opportunity for dialogue on topics relevant to diversity  
|                              | • Bring differing viewpoints together in a non-judgmental, safe space  
| Sex in the Dark              | Program is open to all students with participation ranging from 10-25. A frequently requested program -  
|                              | • Provide a space to talk about safe sex in anonymity  
|                              | • Present factual information to debunk any sex-related myths  
| Women’s self-defense         | For women only. This has been a residence hall floor program also – the 8 – 20 participants are both students of color and majority  
|                              | • Offer personal training and information for self-defense  
|                              | • Involve students from differing peer groups  
| Collaborations with other student groups | • Veteran’s Day volunteer community raking project  
|                              | • Chinese Medicine  
|                              | • Partnership and community-building with other student groups  
|                              | • Visual representation of active, positive students of color  
| Discover West Africa         | Food and music hosted and performed by a West African student  
|                              | • Opportunity to teach others about culture of origin  
| World AIDS day observation   | Jeopardy competition  
|                              | • Informal presentation of HIV/AIDS in South Dakota statistics and facts  
|                              | • Chance for students to work on cross-cultural teams  
|                              | • Interaction with individuals from different peer group |
Summary of Activities that Promote American Indian Student Success

• 2010 Pre-orientation
  o Summary: A two-day orientation session led by the office of Multicultural Student Affairs that targeted new identified domestic-underrepresented students.
  o Number served: 17 students attended and continued to meet weekly with MSA staff throughout the remainder of the semester.
  o Outcomes: Michelle Two Hearts was hired on the Exponent and very involved. Collin VanLint was hired as a resident assistant. Ashley Larkin, Kellrama Hinton and Julia Westly are leaders in the Black Student Union; Willam Blake, Semisi Malolo and Viliami Masaniai play for the men’s rugby club; Sergio Oropeza works in the Multicultural office.
  o Grant award: in 2011, funding from the Access grant will be allocated towards this project

• Multicultural Office
  o Summary: strategically located on the main floor of the Student Center. Serves as an academic, social and cultural hub.
  o Number served: there are 401 self-identified students but services are open to all NSU students and often utilized by domestic ethnic minority, international and Caucasian students for various reasons.
  o Outcomes:
    ▪ Student involvement and success: Tomee Brown, 2010 Student Affairs graduate assistant, Natasha Valnes, 2009 Counseling Center intern, Bobbi Jo Piaseki, 2009 NSU Outstanding Non-traditional Student of the Year and current reading lab tutor. Marv Thigh, 2008 NSU Outstanding Non-traditional Student of the Year. Renelle White Buffalo, 2007 NSU Freshman of the Year. Raelynn Her Many Horses, former resident assistant.
    ▪ Educational programming: on and off campus diversity/cultural sensitivity presentations and trainings
    ▪ Cultural programs: Diversity Week, International Food Fair, ethnic months...
    ▪ Recruitment and outreach programs
  o Grant award: in 2011, funding from the Access grant will be allocated towards such programming and the part-time American Indian Advisor
• **Active Native American Student Association**
  o Summary: Student organization created to serve the unique needs of American Indian students.
  o Number served: 70 enrolled American Indian students. 15-20 directly involved in NASA.
  o Outcomes: earned “2010 Outstanding Community Service Project: Cheyenne River Day of Service” and “2010 Outstanding Program of the Year: Pow Wow.” Reflective of the “2007 Outstanding Community Service Project of the Year” and “2006 Student Organization of the Year”
  o Grant award: in 2011, funding from the Access grant will be allocated towards assisting NASA with programming and events

• **American Indian Month Celebration**
  o Summary: Annual educational and cultural celebration during November
  o Number served: 530+
  o Outcomes: increased participation, awareness and appreciation
    ▪ Cultural awareness presentations in classrooms and residence halls
    ▪ Presentations: beading and dream catcher classes, wacipi etiquette, history
    ▪ Events: such as 3-on-3 basketball tournament, concerts: Kevin Locke, Jackie Bird, Vic Runnels and hand games
  o Grant award: in 2011, funding from the Access grant will be allocated towards assisting such programs and events

• **Annual Native American Student Association Pow Wow**
  o Summary: annual pow wow, usually held in November in the Barnett Center
  o Number served: 450+
  o Outcomes: administration, faculty, student and community support. Involves various student organizations in a range of capacities (Polynesian Club, Korean Student Assoc., Black Student Union, S.E.R.V.E)
  o Grant award: in 2011, funding from the Access grant will be allocated towards assisting components of the annual wacipi

• **Residence Life: Residence Life Leadership Training**
  o Summary: this team receives extensive training throughout the year and has been proactive by way of including diversity awareness and multicultural topics in trainings. Important as they lead the daily retention efforts by creating welcoming communities.
  o Number served: 40 staff
  o Outcomes: creation of the Global Community, support of the Living Community
  o Grant award: in 2011, part of the Access grant will be allocated towards the Living Community
• **American Indian Scholarships**
  - **Summary:** scholarships specifically for American Indian students
  - **Number served:** 17 students and 6 scholarship sources. Tom & Danielle Aman Foundation scholarship, Kathleen Robbie Memorial scholarship, Earl A. & Kathryn Roth Memorial scholarship, St Anonymous scholarship, NSU Minority scholarship and Crazy Horse Memorial scholarships.
  - **Outcomes:** assistance with recruitment and retention of American Indian students
  - **Grant award:** n/a

• **On-campus Childcare Center**
  - **Summary:** affordable childcare services located at Lindberg Hall
  - **Number served:** The center is licensed by the South Dakota Department of Social Services for a capacity of 78 children, ages four weeks to six years of age.
  - **Outcomes:** these services make it possible for students to pursue their education
  - **Grant award:** n/a

• **Discovery Program**
  - **Summary:** recovery support services for on and off campus students which provides comprehensive relapse prevention
  - **Number served:** 27
  - **Outcomes:** the unique program has attractive interest of many students that would otherwise pass the opportunity to pursue a college education
  - **Grant award:** n/a

• **Counseling Center**
  - **Summary:** The NSU Counseling Center offers individual and group counseling, as well as substance abuse prevention, education and early intervention.
  - **Number served:** 400 clients
  - **Outcomes:** support and safe environment
  - **Grant award:** State Department: Division of Alcohol and Drug Abuse and South Dakota Division of Mental Health

• **University College**
  - **Summary:** provide academic services: advising, appropriate tutorial assistance, and academic skills development. These services are designed to provide an integrated academic experience that guides students in the development of their intellectual and personal potential.
  - **Number served:** 2,000
  - **Outcomes:** retention and academic progression
  - **Grant award:** federal Trio grant
• **Office of Student Success**
  o **Summary:** an Academic and Student Affairs effort to address student retention through an early alert system. The program identifies at-risk students and connects them with needed services
  o Number served: 1,300
  o Outcomes: increased retention and high quality services to at-risk students
  o Grant award: n/a

• **Veteran and Active Military Services**
  o **Summary:** committed to serving and supporting active military and veteran students seeking an education at our campus
  o Number served: 70
  o Outcomes: available services for growing population
  o Grant award: n/a
South Dakota School of Mines and Technology
Programming to Support Access and Success of Native American Students
Summary Report

South Dakota School of Mines and Technology (SDSM&T) has at least 21 faculty and staff who work with Native American initiatives and/or populations in pre-college, bridge, undergraduate, and graduate education efforts in some direct and concerted way. The following is a summary of programming and activities that are currently taking place on campus to support access and success for American Indian students:

Pre-College Programming

AISES Pre-College Outreach—SDSM&T’s chapter of the American Indian Science & Engineering Society provides science and engineering days for places with high concentrations of American Indian children like Black Hills Children’s Home and Rapid City Club for Boys. They also assist high schools that want to start an associate chapter of AISES.

Admissions Outreach – SDSM&T’s Department of Admissions makes concerted efforts to connect with high school students, school guidance counselors and math and science teachers at tribal high schools and high schools with high concentrations of Native American students in South Dakota and surrounding states. The purpose of these connections is to educate Native American parents and pre-college students about the value and process of entering higher education, as well as the benefits of a science or engineering education at SDSM&T. Connection is accomplished in a variety of modalities including technology, media and literature, but primarily through in-person contact such as: high school visits (most recently to Oelrichs, Pine Ridge, Red Cloud, Little Wound and Crow Creek); representation at Lakota Nations Invitational basketball tournament in Rapid City; collaboration with the SD GEAR UP summer program on SDSM&T campus; collaboration with the AISEP program (see below); participation in Tiospaye luncheons and OMA networking luncheons (see below) to encourage and recruit current students to reach out to their home high schools, family and friends regarding education at SDSM&T.

American Indian Science and Engineering Program (AISEP) provides an opportunity for students from Rapid City and Pine Ridge Reservation high schools to prepare for science and engineering degree programs. Funded in part by NSF through University of Alaska, Anchorage, SDSM&T’s AISEP program brings high school students to campus to teach them to build their own computer which they keep upon successful completion of the program. Requirements include completing high school trigonometry, chemistry and physics, receiving ongoing tutoring, and providing mentoring for younger students in the program.

Twenty-six students are in the program. Four have graduated. Of these graduates three went on to college (two to Mines) and one entered the military. Four are expected to graduate in 2011. As of the last conversation with these students, three are planning to apply to Mines and the fourth was uncertain.

As for funding, we received $94,000 from the University of Alaska, NSF grant. These funds were to be matched. To date, we have received $75,000 from 3M, $10,000 from a private individual, the remaining is an in kind donation for administrative support from the School of Mines.

Embracing Science – From the ‘Field to the Fair’ (Proposal submitted to NSF in November, 2010) - activities are planned by Oglala Lakota College (OLC) and South Dakota School of Mines and Technology (SDSM&T) to broaden Native American participation in Earth and Atmospheric Sciences education and career pathways. The proposed activities are spanning the entire year with activities connected to a summer field camp followed by science project preparation with participation in regional science fair activities. The targeted audience is the Native American middle-school and high-school students, who missed the enrolment deadline for the SD GEAR UP program, in an effort to encourage them for considering career pathways in STEM.

SD GEAR UP is a year-round program funded by the US Dept. of Education that prepares American Indian K-12 students for college. SD GEAR UP is operated by the SD Dept. of Indian Education and SDSM&T is privileged to partner with the program as the host site for the summer grade 6-12 component. The program is in its 19th year. In 2010 SDSM&T hosted over 275 GEAR UP students from all nine SD reservations as well as other schools.
Youth Programs & Continuing Education (YPCE) offers a series of camps and classes for elementary, middle school and high school students to increase interest and knowledge about science, engineering and higher education. For 2010, there were 262 American Indian students attending these offerings. Scholarships are also provided to American Indian students for these activities. In 2010 a total of $20,135 in scholarships were awarded to 65 students to attend camps and classes.

Additionally, YPCE conducts outreach to schools with high concentrations of American Indian students. In 2010 these included: Six classrooms for robotics project at North Middle School, two after school robotics programs at North Middle School, one four-hour workshop with the Robotics Team at Cheyenne-Eagle Butte, four hands-on chemistry workshops at North Middle School, and two hands-on chemistry workshops at South Middle School.

Bridge Programming
Beginning in 2011, SDSM&T will begin a new early arrival Bridge Program for incoming first year students. Students will come to campus the week before classes start in the fall semester to reinforce math skills, get oriented to their class schedule, get to know their advisors, be paired with mentors, build relationships with each other, form study circles, learn about college success, get acclimated to the campus, buy their books, etc. Students will be awarded a book stipend for participation. This program is anticipated to be funded through the US Dept. of Ed. College Access Challenge Grant.

The grant is for $200,000 across a five-year project period ($40,000/year). It is expected to serve up to 30 first year students each year and throughout their time at SDSM&T.

NSF PEEC Grant is a Pre-Engineering Education Collaboration with Oglala Lakota College, South Dakota State University and SDSM&T. The program empowers students at OLC to successfully complete the first two years of engineering education combined with Reservation-based service learning & research projects. Assistance from the state schools provides a fuller pre-engineering curriculum as well as guidance with the service learning and research projects. Graduates of the PEEC program receive the Associates degree and are ready to enter a four-year engineering program as juniors.

The grant currently is approved for five years with a total support level of $1.25 million awarded to Oglala Lakota College, $825,000 to South Dakota School of Mines & Technology, and $825,000 to South Dakota State University.

College Programming
SDSM&T is a member of the All Nations Alliance for Minority Participation headquartered at Salish Kootenai College. The program provides merit-based scholarships for up to $900 per semester, as well as travel funds for students to attend professional conferences.

American Indian Education Foundation’s (AIEF) Emergency Fund grant--$4,000 is funded annually through the National Relief Charities. The purpose of the AIEF Emergency Fund is to assist with unexpected expenses that students may face to help ensure they do not drop out of school. The Emergency Fund has helped many students who have encountered acute financial need due to illness or injury, or loss of a part-time job. Funds may be used to pay for vehicle repairs, utility bills, books, counseling, and other support. This program is available for a limited time.

American Indian Science & Engineering Society (AISES) - SDSM&T has an award-winning AISES chapter that promotes excellence, leadership, and opportunities in education and professional development of students. AISES provides national and regional conferences, scholarships, job placement assistance, internships and coop opportunities, networking and social support, community service and involvement. There are currently 25 members of the SDSM&T AISES chapter.

The Office of Multicultural Affairs provides direct student support services (counseling, problem-solving, scholarship coaching, internship/coop information, etc.) for American Indian students as well as leadership and facilitation in the coordination of all campus initiatives related to American Indian students and culture. The office reaches out to all American Indian students to offer services (2010 n=77 degree-seeking; 91 total); holds 26 free “Friday Lunches” for networking, social support and problem-solving each year ($780 per year from private donors); and coordinates feathering ceremonies for graduates the day before commencement ($1100 per year from office budget); and collaborates with the YPCE office to coordinate an annual Sustainability Conference that features American Indian leaders, helping to highlight the contributions of American Indians to important issues
facing society ($11,000 budget from industry partners and registrations).

**Tiospaye in Engineering and Tiospaye in Science** are two NSF-funded scholarship programs at SDSM&T. The programs provide financial, academic, professional, cultural and social support for undergraduate science and engineering students. Academically talented students may receive up to $8000 annually depending on need. The students are provided weekly mentoring sessions, recitations in key classes, biweekly lunches as part of the academic support programs. The programs are currently serving 31 students.

**Tribal Member Scholarships**—In addition to the above programs, SDSM&T has sought out and awarded through our Foundation over $66,000 in scholarships to 25 undergraduate students enrolled in federally recognized American Indian tribes. These figures do not include the Tiospaye Scholarship, PELL Grant, departmental scholarships, work study, or other outside scholarships.

**Graduate Studies Programming (Future Considerations)**

**Alliance for Graduate Education & the Professorate (AGEP)** - SDSM&T is partnering with Idaho State University, Black Hills State University & others to apply for a grant from NSF to support Native American students pursuing PhD’s and entering the college professorate.

**GEM Consortium**—SDSM&T is exploring membership in this organization that helps provide fellowships for minorities pursuing master’s and PhD’s in science & engineering.
PROGRAM PORTFOLIO AMERICAN INDIAN ACTIVITIES
AMERICAN INDIAN EDUCATION AND CULTURAL CENTER
SOUTH DAKOTA STATE UNIVERSITY

January, 2011

Note: This activity report is organized in the context of the strategic initiatives of the American Indian Education and Cultural Center at South Dakota State University. While the initiatives are dispersed across campus, the Center and its staff provides the broader framework, catalytic and coordinating energy needed to move this important university-wide agenda forward.

Vision:
SDSU will have a ‘best in class’ American Indian Education and Cultural Center and will be recognized nationally for excellence in American Indian student success, and as a campus that delivers culturally respectful, responsive academic, student support, community outreach and service programming.

Mission:
The Center is a welcoming home for American Indian students and visitors, a hub of innovative cultural, academic, student support and outreach programming, and a repository for American Indian cultural resources. The Center, its people and programs, honor the heritage of the region’s tribal people, serve as a catalyst for institutional change, and help fulfill the university’s land grant mission.

Values:
The following values provide a foundation for and are integral to the implementation of all activities associated with the American Indian Education and cultural center:

- Indigenous cultural values of bravery, fortitude, generosity and respect.
- Responsiveness to relevant and dynamic needs, issues and opportunities.
- Reciprocity -- sharing of information and resources in an equitable manner.
- Collaborative partnerships with partners on campus and in the community.
- Synergy, achieved through communication and working together.
- Assessment of our programs and use of results to guide improvement and best practices.
- Communication in open, honest, respectful ways.
- Empowerment approaches that guide and foster leadership development.
- Accountability to our students, university and communities.
- Integration and coordination of efforts and programming.
- Multiple sources of financial support.

Goals and Programs:

1. Student Recruitment:
SDSU will increase access to higher education for American Indian students by developing and enhancing a series of targeted recruitment efforts. Efforts will identify Native students for whom SDSU is good ‘fit’ and will follow up in an intentional, personalized manner with these students and their families with the information and support they need to enroll at SDSU and be successful.

Key partners:
Office of Admissions, Financial Aid, Scholarships, TRIO Upward Bound, SDSU/FIS Success Academy, reservation extension offices, tribal colleges, targeted high schools.
2014 Performance Indicators
American Indian freshmen student enrollment.
American Indian transfer student enrollment.
Native American graduate student enrollment.
Student Recruitment Highlights:

• **Upward Bound**: A program funded through the US Department of Education partners SDSU with first generation college students at three partner high schools in Sioux Falls, Flandreau and Sisseton. Program activities include Saturday academies, ‘homework help’ and a residential summer program, all aimed at enhancing academic preparation for college.

• **SDSU/Flandreau Indian School Success Academy**: Now in its tenth year, Success Academy is a collaborative early and intensive college preparatory program aimed at freshman through seniors at a nearby Bureau of Indian Education boarding school. Students at each grade level participate in a specific sequence designed to prepare them for college and make them comfortable at SDSU. The program includes an orientation for students who do enroll at State, a study table, and ongoing support through graduation. Financial support comes from SDSU, FIS and the Citi Foundation. A ‘spin off’ project in the College of Education and Human Sciences links current SDSU students with students at FIS in an ‘e-mentoring’ relationship.

• **SDSU College of Engineering/SDSMT Oglala Lakota College PEEC**: This multi-institutional effort (Pre-Engineering Educational Collaborative), with funding from the National Science Foundation is designed to develop a pre-engineering curriculum at Oglala Lakota College and aid OLC students in smoothly transferring to SDSU or SDSMT to complete baccalaureate degrees in engineering disciplines. SDSU, SDSMT, and OLC faculty are also involved in a series of reservation –based service learning opportunities.

• **St. Joseph’s Indian School Partnership**: This institutionally-supported program provides resources for several interactions with St. Joseph’s Indian School each year. SDSU staff visit St. Joe’s, and St. Joe’s students come to SDSU for a sporting event, college recruitment event (e.g. Senior Day in the fall or Junior Day in the spring), and a week-long summer institute, held in conjunction with the Upward Bound summer program. The College of Pharmacy also engages with St. Joseph’s Indian School students with support from the Walgreen’s Foundation.

• **Red Cloud Indian School Memorandum of Understanding**: A new partnership with this Jesuit high school on Pine Ridge includes reciprocal visits and SDSU faculty/staff assistance for Red Cloud students applying for the Gates scholarship.

• **High school visits and outreach**: SDSU’s Office of Admissions has a designated minority recruiter based in Rapid City, who make visits to Native serving high schools in the region and works closely with minority students and their families throughout the admissions process. In addition, SDSU staff attend important high school Native American student events such as the Lakota Nation tournament, and reservation/tribal educational and career fairs.

• **Native American health camp**: Coordinated through the College of Nursing’s West River Center, SDSU faculty work with prospective middle school students on the Pine Ridge
reservation in an experiential learning program designed to enhance their awareness of and preparation for health care careers.

- **GEMS and Ready Set Go!** Industry grants help support targeted outreach from the College of Engineering to interest young women (Native and non-Native) in STEM careers.

- **Tribal College visits:** SDSU regularly visits the state’s tribal colleges and hosts tribal college delegations to tour various aspects of campus, including setting up appointments for students with interests in enrollment. For example, in spring of 2010, we hosted a large delegation from science programs at Oglala Lakota College; in fall, 2010, a similar contingency visited form Sisseton Wahpeton College.

- **Scholarship programs:** SDSU has a portfolio of recruitment scholarships aimed at recruitment of Native students. These include several private gifts and a $120,000 multicultural scholars program from the United States Department of Agriculture.

- **Research Experiences for Undergraduates:** Faculty in the department of Plant Science are working with a National Science Foundation Research Experience for Undergraduates grants. Specific effort is made toward targeting American Indian students for participation in summer research opportunities.

- **Native American Journalism Recruitment:** SDSU plays a leadership and coordinating role (along with the Journalism department at USD and the Freedom Forum) with the annual Crazy Horse Conference on Native American Journalism Careers, aimed at attracting Native high school students to journalism careers.

2. **Student Retention and Development:**

SDSU will increase retention and graduation rates for American Indian students, and thus expand the number of Natives earning baccalaureate and graduate degrees from the institution.

A comprehensive approach to American Indian student success will construct a safety net/support network that empowers Native students through degree completion. These efforts will reflect a warm and welcoming campus environment, careful monitoring of student progress, and coordinate efforts to enhance advising, mentoring, personal development, enrichment activities, academic, financial, social and cultural support.

Key partners:
Academic colleges, Academic Affairs, Wintrode Center, Native American Advisory Committee, TRIO Student Support Services, Office of Student Activities, Office of Multicultural Affairs, Financial Aid, Residential Life.

**2014 Performance Indicators**
Six year graduation rate increased from 25% to 40%
Freshman/sophomore retention increased from 57.7% to 65%

**Student Retention and Development Highlights**

- **Opening of American Indian Education and Cultural Center:** During fall, 2010, SDSU opened its first American Indian Education and Cultural Center. The facility brings together staff with direct responsibilities for working with Native students and includes lounge, library, computer
laboratory and meeting space. Expanded space in 2011 will include additional offices, storage space and a classroom for American Indian Studies courses.

- **Native American student advisement:** SDSU employs a full time professional who works closely with Native students and programs to enhance their retention, success and graduation at SDSU. This individual coordinates programming at the Center and advises SDSU’s Native American Club.

- **Native American Club:** SDSU’s club has an active membership and meets weekly throughout the semester. They invite speakers, facilitate cultural programming and host the SDSU Wacipi.

- **SAIGES Orientation program:** Strengthening American Indian Generations Educational Success is the theme for an intensive three-day orientation program for Native American students that is designed as a supplement to the university’s June New Student Orientation program with special emphasis on the unique needs of American Indian students. Funded with support from the Citi Foundation.

- **Free tutoring support:** SDSU’s Office of Native American Advisement works closely with the campus Wintrode Center for Student Success. Native American students are provided tutoring free of charge.

- **Native American emergency fund:** Private gifts support this fund, administered by the Native American Student Advisor, provides emergency financial assistance in the form of small grants directly to students.

- **Expanded cultural programming:** SDSU’s Native American Club has expanded to include several culturally-based ‘spin-off’ groups including a beading group and group of Native singers.

- **Multicultural Scholars program:** The USDA grant cited above includes support for continuing Native students pursuing degrees in the food, agriculture and natural sciences. Students receive supplemental support to conduct undergraduate research with a faculty member in their area of academic/professional interest.

- **T.O.P. Program:** A collaboration between SDSU and University of Nebraska Lincoln are implementing a Transdisciplinary Obesity Prevention (graduate) Program. The program supports research and graduate education, along with tribal college outreach and undergraduate research opportunities for Native Americans.

- **TRIO Student Support Services:** Through a grant from the US Department of Education, special services including enhanced advising and tutoring is provided for minority, first generation, economically disadvantaged and disabled students.

3. **Faculty and Staff Recruitment and Development:**
SDSU will attract and retain increasing numbers of quality American Indian faculty and staff. By enhancing SDSU’s relationship with tribal colleges, creating recruitment incentive programs for colleges and units, building intentional faculty/staff recruitment programs for American Indians, and increasing the number of faculty exchanges, a more diverse faculty and staff will be attracted and supported through mentoring, networking and advocacy. Non-Native faculty and staff will enhance their understanding and appreciation of American Indian students,
communities, histories and cultures through an intentional, coordinated series of educational programs.

2014 Performance Indicators:
- Number of American Indian faculty/administration increased from 3 to 10
- Established tribal faculty mentor program
- Number of faculty participating in tribal-based faculty development programs

Key partners:
Human Resources, Academic Affairs, academic colleges, Student Affairs, Teaching and Learning Center.

Faculty Recruitment and Development Highlights
- **Cultural Tutorials**: SDSU offers a regular American Indian cultural tutorials for faculty and staff known as ‘talking circles’. These sessions are facilitated by a Native American staff person and engage participants in learning and dialogue about important issues related to work with American Indian students and building a respectful, welcoming campus climate for all.

- **Hiring Task Force**: Under the direction of the Provost, a team of university administrators drafted a new set of guidelines for hiring at SDSU. Attention in their report was paid to attracting a quality, diverse applicant pool, including specific approaches for recruiting American Indians.

- **Teaching and Learning Center programming**: SDSU’s Teaching and Learning Center provides annual workshops with a focus on working with Native students in the classroom environment through the Teaching and Learning Center.

4. **Academic Excellence and Scholarship**:
SDSU will be a national leader in the delivery of academic programs and scholarship relating to American Indians. This will include the strengthening of the current American Indian Studies minor, development of an American Indian Studies major, and integration of American Indian perspectives (and reservation-based service learning opportunities) across the curriculum. These courses, perspectives and experiences will enhance learning opportunities for both Native and non-Native students. In addition, the institution will craft a broad, collaborative scholarly agenda to address the needs and interests of the state and region’s tribal peoples.

Key partners:
Academic Affairs, Office of Research and Sponsored Programs, academic colleges.

2014 Performance Indicators:
- Students enrolled in American Indian Studies minor increased from 40 to 65.
- American Indian Studies major established with an enrollment of 40 students.
- Research agenda developed and extramural funding secured in support of it.

Program Highlights: Academic Excellence and Scholarship
- **American Indian Studies**: SDSU delivers a minor in American Indian Studies. An intent to plan for a major in American Indian Studies at SDSU has been submitted to the SD Board of Regents Office.
• **Native American Student Empowerment:** A new course aimed to enhance the retention and academic development of Native students is focused on American Indian intellectual traditions and what it means to be a Native scholar.

• **Service Learning:** Numerous SDSU courses incorporate service learning aimed at American Indian communities each semester. These often include visits to reservation schools and agencies relevant to the subject matter under examination (e.g. human development, health and wellness, parks and recreation, agriculture/natural resources, etc.).

• **Scholarly work:** A wide range of faculty at SDSU are actively engaged with tribal entities in scholarly work, creative activities and research. A few highlights are:

  o **Buffalo with tribes:** Currently a grant from USDA supports collaborative development with Flandreau-Santee Sioux Tribe and Intertribal Bison Cooperative to develop a sustainable organic tribal bison production system. Preceding research has explored best management practices, marketing approaches and nutritional value of tribal bison.

  o **Nutrition/diabetes:** Faculty are engaged with tribal agencies to explore the use of traditional foods and culturally-based nutrition education as a means to combat chronic diseases such as diabetes. Faculty in the College of Pharmacy have support from the Centers for Disease Control for a Diabetes Education Project for underserved (including Native) patient populations.

  o **Organ donation:** Faculty from the College of Nursing have worked on the Cheyenne River Indian reservation to provide community education and support for Native organ donation.

  o **Healthy Lifestyles-- Coaching American Indian Families and Communities:** With support from USDA, faculty and extension educators from Education and Human Sciences are facilitating a project to ‘coach’ tribal families toward meeting health behavior goals and facilitate community groups toward providing contexts more conducive to health behaviors.

  o **Traditional plants, land reclamation and sustainable development:** Faculty from the College of Agriculture and Biological Sciences are working with Sisseton Wahpeton and Cheyenne River tribes with an ambitious ethnobotany approach that includes instruction (e.g. tribal college courses), outreach (i.e. community education) and research (i.e. using traditional Native plants for conservation and reclamation).

• **Academic Conferences:** SDSU hosts an annual American Indian Histories and Cultures Conference each year which features speakers and programming related to American Indian issues. Faculty, students and community members participate. ‘Story-telling’ was the theme of the 2009 conference, featuring acclaimed Native author, Susan Power; the 2010 conference will focus on the “Dakota 38 + 2: Engaging History”. Each fall, the Consider the Century conference engages the campus community in dialogue and reflection around tribal perspectives on the last 100 years.
5. **Outreach and Service:**

SDSU will support outreach activities to enhance relationships and programming with the state’s tribal citizens. This will include regular administrative, faculty, staff and student interactions with tribes, tribal agencies, and tribal colleges/school systems. Through partnerships, coordination, and program development, SDSU will be a trusted, preferred provider of quality American Indian programs in teaching, research and service.

Key partners:
SD Cooperative Extension Service, tribal collaborators, Teaching and Learning Center, Academic Affairs, President’s Office.

**2014 Performance Indicators:**
Increased the number of collaborative teaching, research and outreach programs with tribal colleges and communities. Amount of external funding increased by 25%.

**Outreach and Service Highlights:**

- **SD Cooperative Extension Service (CES):** CES has two offices located on reservations, Pine Ridge and Rosebud. In addition many specialists and county offices offer educational programs targeted at tribal audiences. Among the recent portfolio of extension activities are:

  - **Rosebud Extension:** Developed and implemented a collaborative, needs-based range monitoring program; facilitated annual Rosebud rancher’s workshop. Assisted with work of local suicide task force coordinating family resource fair. Conducted ‘train the trainer’ workshops on Character Counts. Coordinated Lakota Youth Day showcasing educational and career opportunities associated with the tribe. Conducted nutrition/health workshops, training re small business development, and ‘leadership plenty’. Assisted with establishment of community and tribal member garden plots. Coordinated Rosebud Garden Fair in conjunction with annual Rosebud pow-wow.

  - **Pine Ridge Extension:** Pesticide applicator trainings for Pine Ridge farmers and ranchers, workshops on drought management, integrated pest management, prairie dog management, record-keeping and rangeland monitoring. The Sustainable Agriculture Research and Education program (SARE) facilitates a ‘Circle of Sustainability’ program for Native farmers and ranchers on Pine Ridge, and CES facilitates a ‘beginning farmer/rancher’ program on the reservation. A meat goat grant supported a multi-state conference and ongoing research. Extension partnered with the tribe USDA NRCS and Badlands National Park to develop a comprehensive environmental management plan. Youth programming includes community gardening, tree planting, rodeo, traditional cultural games and arts, ecology, and culturally-based horse programs. The Character Counts program has been adapted to Lakota virtues and delivered in more than 200 training presentations. The Northwest Area Foundation’s Horizons Community Leadership program has been implemented in two Pine Ridge communities, Kyle and Porcupine. This process includes facilitated study circles, leadership training, planning and implementation. A tribal-based, extension-facilitated West Nile task force reached 3000 youth and adults in 14 reservation schools.

  - **Multi-state Conference:** SDSU extension personnel coordinated a multi-state conference in Fort Yates, North Dakota, focused on ‘Building Relationships on Reservations’. The meeting assisted participants in becoming informed about historical aspects of work with Native communities; gaining familiarity with agencies serving tribal communities in North and South Dakota (along with their priorities); developing
networks to support educational programs for tribal members; and understanding the elements of establishing trust and relationships with Native American communities.

- **Tribal College visits**: Contingencies from South Dakota State University strive to visit each of the state's tribal colleges at least one time each academic year. Usually, one of these visits is in conjunction with the tribal college commencement ceremonies. Additional visits are more focused on strengthening collaborative efforts across the institutions and may include faculty, students and program-specific administrators. Visits to tribal colleges and communities are also typically included as part of President Chicoine’s ‘on the road’ tour.

- **Oak Lake Writer’s Retreat**: Coordinated by the Department of English and supported by the Office of Diversity Enhancement and American Indian Studies program, the annual retreat invites tribal writers from throughout the region to SDSU’s Oak Lake Field Station for a week of reading, writing, dialogue and fellowship. An acclaimed Native author along with Distinguished Professor of English, Dr. Charles Woodard, serve as mentors to the visiting writers. The week culminates in a reading that is open to the public and well attended. The Oak Lake Writer’s Society has had several volumes of its work published.

- **International Indigenous Outreach**: A series of grants from the United States Department of Agriculture and National Science Foundation have helped build relationships between SDSU, tribal college and an indigenous (Amayra/Cechua) serving institution in Bolivia, Unidad Academica Campesina. Activities have included publication of a collaboration guidebook, reciprocal faculty/student travel/exchange, development and execution of shared research projects, and implementation of a shared internet course on the international ethics of science and engineering.

**Funding**: The efforts above are supported through a wide range of funding sources, including federal grants and private foundation support. The attached spreadsheet, with information collected by SDSU’s Office of Research and Sponsored Programs features an active grant portfolio aimed at tribal audiences in excess of $2 million, with another approximately $1 million of proposals currently under review.

**Coordination and Leadership**: An advisory committee, known as the Tiospaye Council-- consisting of faculty, students, staff and community members--helps guide the work of the Center, and broader institutional efforts in support of tribal students. Staff support for the Council comes from Director of Diversity Enhancement, Native American Student Advisor, SDSU/FIS Success Academy Coordinator and faculty in American Indian Studies; it is chaired by Dr. Charles Woodard, Distinguished Professor of English. College and program level committees and task forces also exist, most prominently in the Colleges of Education and Human Sciences and Nursing. As a portion of the institution’s strategic plan, and as part of our land grant mission to serve all the people of the state, each unit on campus plays an important role in advancing our work with Native students and communities. The Center’s role, then, is to play a catalytic, synergistic, coordinating role with this broader collection of university activities. Indeed, they are all related.

**Summary/Looking Ahead**: While effort has been made to be inclusive in this report, it should not be considered comprehensive; as much additional good work in support of tribal students goes on unheralded, in the trenches, across campus. As an institution, we are proud of our work and progress in support of Native students, which has expanded significantly, even during recent years with very limited budgets. As we move forward, we hope to enhance our coordination of existing programs and more thoughtfully assess them for optimal impacts. Lessons learned will help move SDSU forward toward its objectives in a more thoughtful, informed, strategic manner. Toward that end, the recent College
Access grant will be extremely valuable for improving our success with the recruitment, retention and graduation of American Indian students at SDSU.

Compiled by T. Nichols
1/10/2011
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Native Student Activities Inventory
University of South Dakota – January 2011

This list represents the existing efforts, programs and partnerships that focus on Native student recruitment, retention and graduation at the University of South Dakota. The list does not include new programs that will be funded by the South Dakota College Access Challenge Grant Program in 2011.

1. **Title/Name of Activity:** Institute of American Indian Studies
   - **Summary of Activity:** The Institute of American Indian Studies conducts research and policy development on tribal governance and issues in contemporary American Indian society. The Institute also develops, coordinates and funds interdisciplinary research projects, sustains relations with tribes and tribal colleges, advises on tribal relations and culture, issues publications, administers several endowments supportive of Native American education and student life, and hosts numerous lectures and conferences on topical Native American questions.
   - **Number/Characteristics of Current/Potential Students Served:** The Institute’s activities affect the entire community as well as significant numbers of Native and non-Native students at the University of South Dakota.
   - **Summary of Outcomes:** The Institute oversees several of the activities described below.

2. **Title/Name of Activity:** Ullyot Lakota Scholarship Program
   - **Summary of Activity:** This premier scholarship recognizes Native high school seniors who demonstrate strong academic potential. The full Ullyot Scholarship is valued at $20,000 over a four-year period. With its substantial and long-term financial commitment, the Ullyot Scholarship is among the most prestigious freshman scholarships awarded by USD, alongside the Mickelson and the Presidential Alumni Scholarships. Recipients are required to maintain a minimum cumulative GPA of 3.0. Partial, one-time scholarships also are available to Native students who demonstrate a commitment to academic learning. The Ullyot Lakota Scholarship is administered by the Institute of American Indian Studies.
   - **Number/Characteristics of Current/Potential Students Served:** 3-4 Native students in each entering class.
   - **Summary of Outcomes:** Ullyot funds were directed towards entering students for the first time for the 2008-09 academic year. The first Ullyot Scholars have not yet graduated.
   - **Grant Funding:** Funded by the Ullyot Lakota Education Endowment. Administered by the Institute of American Indian Studies.

3. **Title/Name of Activity:** Native American Essay Competition
   - **Summary of Activity:** This annual essay competition asks USD Native freshmen, sophomores and juniors to consider a topic relevant to Native issues. The 2011 competition asks students to “discuss how your higher education experience will positively influence the sustainability of the well-being of Native nations and their peoples.”
   - **Number/Characteristics of Current/Potential Students Served:** Dozens of students write essays for the competition each spring.
   - **Summary of Outcomes:** Three Native students receive scholarships based on their essays.
   - **Grant Funding:** This competition is supported by an anonymous gift to the USD Foundation.
Administered by the Institute of American Indian Studies.

4. **Title/Name of Activity**: Ullyot Graduate Research Assistantship
   **Summary of Activity**: This Research Assistant participates as an active staff member of the Institute of American Indian Studies, in addition to reviewing and evaluating literature and program material and administrative tasks as assigned. Compensation includes a financial stipend and tuition remission.
   **Number/Characteristics of Current/Potential Students Served**: One Native graduate student each academic year.
   **Summary of Outcomes**: Ullyot GRAs have provided essential research and administrative support for the Institute of American Indian Studies.
   **Grant Funding**: Funded by the Ullyot Lakota Education Endowment. Administered by the Institute of American Indian Studies.

5. **Title/Name of Activity**: Joseph Harper Cash Memorial Lecture
   **Summary of Activity**: This annual lecture series was inaugurated in the Fall of 1995 to fulfill the part of the Institute of American Indian Studies' mission that calls for it to organize "campus programs to promote education and awareness of American Indian culture, issues, and problems." Featuring scholars in the fields of Indian studies, frontier, western, and mining history, the University community is annually enlightened on current scholarship in these four major areas of study, which reflect the interests of the late Dean Cash.
   **Number/Characteristics of Current/Potential Students Served**: This lecture is open to the entire community and is regularly attended by significant numbers of Native and non-Native students.
   **Summary of Outcomes**: The Cash Memorial Lecture contributes to the academic vibrancy of a diverse campus environment.
   **Grant Funding**: The Cash Memorial Lecture series was developed through private donations from Dr. Cash's family and friends and continues to grow as other contributions are received. Administered by the Institute of American Indian Studies.

6. **Title/Name of Activity**: Oscar Howe Memorial Lecture
   **Summary of Activity**: The Oscar Howe Memorial Lecture was established in 1989 by the Oscar Howe Memorial Association at USD. Its purpose is to perpetuate and honor Howe's message that American Indian art is a vital and contemporary cultural force in today's world. In this spirit, the Association has dedicated the annual lecture to issues relating to the American Indian Fine Arts Movement.
   **Number/Characteristics of Current/Potential Students Served**: This lecture is open to the entire community and is regularly attended by significant numbers of Native and non-Native students.
   **Summary of Outcomes**: The Howe Memorial Lecture contributes to the academic vibrancy of a diverse campus environment.

7. **Title/Name of Activity**: American Indian Journalism Institute
   **Summary of Activity**: The American Indian Journalism Institute is a summer training program for Native American college students at the University of South Dakota that has produced several
professional journalists now working at daily newspapers.

**Number/Characteristics of Current/Potential Students Served:** 25 students each summer

**Summary of Outcomes:** Graduates of the program may receive two hours of college credit awarded by the University. Top graduates of the program will receive paid internships as reporters and photographers at daily newspapers or the Associated Press for the remainder of the summer. Graduates also will have the opportunity to join the staff of reznetnews.org, the online Native American college newspaper, as paid reporters or photographers when they return to school. With only a few exceptions, all reznetnews.org staff members are graduates of AIJI.

**Grant Funding:** The Freedom Forum Diversity Institute, a nonpartisan foundation promoting employment diversity in America’s newsrooms, fully funds and runs the annual program.

8. **Title/Name of Activity:** Summer University Program at Crazy Horse Memorial

**Summary of Activity:** Native students spend 10 weeks at a dormitory/classroom complex at the Crazy Horse Memorial taking college preparation and freshman level studies in English, algebra and American Indian studies. Students also worked in paid internships at the Memorial

**Number/Characteristics of Current/Potential Students Served:** 18 Native students from 5 states completed the program.

**Summary of Outcomes:** 18 out of 19 students enrollment completed the program.

**Grant Funding:** The program’s costs are paid by investment revenue generated by the $5 million “Crazy Horse Centennial Fund” open endowment established with the South Dakota Community Fund.

9. **Title/Name of Activity:** Oscar Howe Summer Art Institute

**Summary of Activity:** The Oscar Howe Summer Art Institute (OHSAI) is open to selected high school and college students with a demonstrated interest in the visual arts and American Indian culture. Each summer the Institute provides workshops for a small group of talented and committed art students to learn about contemporary Native American Fine Arts with a focus on Native American culture, history and traditions. All courses are taught by professional artists and all students attend through scholarships which provide food, housing, instruction and art supplies.

**Number/Characteristics of Current/Potential Students Served:** Generally this workshop hosts 10-15 high school students per year.

**Summary of Outcomes:** Students from the OHSAI have gone on to become professional artists and students at USD and other higher education institutions.

**Grant Funding:** This workshop has been funded for the past 20 years through donations and no grant funding.

10. **Title/Name of Activity:** Native American Law Student Association

**Summary of Activity:** NALSA’s principal goals are to provide a local and national network of mutual support for Native law students, to focus attention on Indian Law issues of interest to the Law School community, and to serve as a minority and cultural resource within the University community.

**Number/Characteristics of Current/Potential Students Served:** About a dozen in any given year, which is 5-6% of the Law School’s total enrollment.
Summary of Outcomes: USD NALSA assists in recruitment at the annual Building Bridges conference, and by presenting information at the Native American Cultural Center for incoming freshman at a welcoming dinner in the fall. In March during their spring break, NALSA members provided an “Indian Wills Project: 40 Wills in 4 Days,” when students traveled to reservations in South Dakota and helped people draft 40 wills in 4 days, pro bono. This project brought attention to the state’s only School of Law and inspired people to consider attending the University. Additionally, NALSA has provided fund-raising activities to assist with other pro bono work within that community, bringing positive attention to the University and the Law School – all on a voluntary basis. NALSA also gathers toys and winter coats for reservation children. Christmas 2009 came early to the Rosebud Sioux Tribe as USD NALSA members delivered gifts to 175 children of the Rosebud Sioux Tribe just in time for the holidays, and planted some “seeds of higher education” during the visit. USD’s NALSA chapter also received the 2010 Chapter of the Year award at the 35th annual Indian Law Conference in Santa Fe, N.M., where USD NALSA President Lonnie Wright, then a second-year law student, was elected President of National Native American Law Students Association.

11. Title/Name of Activity: Law School Recruitment
   Summary of Activity: Law School recruitment plans include visits to reservation schools, such as Sinte Gleska (Rosebud), Sitting Bull College (Standing Rock), Oglala Lakota College (Pine Ridge), and Marty Indian School (Yankton Sioux Tribe), and others. The Law School regularly recruits at fairs held in other, larger communities where large minority populations live, including Kansas City and Chicago. Our recruitment plans also include regular contact with professors and others on other South Dakota (BOR) campuses.
   Number/Characteristics of Current/Potential Students Served: Numbers vary from year to year, but average over 400 each year.

12. Title/Name of Activity: Indian Law Outreach
   Summary of Activity: Each fall, the Law School’s Indian law class travels to the Rosebud Sioux Tribal Court, where Professor Frank Pommersheim introduces the students to court officials and students join in assisting actual clients. Our Indian Law professors, nationally-recognized experts, also worked closely with the State Bar of South Dakota and the Supreme Court in formulating an Indian Law question on South Dakota’s bar examination. South Dakota is one of only three states doing this.
   Number/Characteristics of Current/Potential Students Served: Approximately 25 law students each year.
   Summary of Outcomes: USD law students receive real-world exposure to Native legal issues while simultaneously serving the larger Native community.

13. Title/Name of Activity: National Native American Law Student Association Moot Court Competition
   Summary of Activity: In February 2010, the School of Law hosted the National Native American Law Student Association Moot Court Competition, featuring 42 teams from law schools across the U.S., an impressive and inspirational two-day program that placed USD in the national spotlight. The Competition also provides an opportunity for law students interested in Federal Indian and Tribal law to meet each other and practitioners.
   Number/Characteristics of Current/Potential Students Served: Approximately 90 Native students
from across the country participated.

**Summary of Outcomes:** At the end of the competition, Columbia University School of Law indicated its intention to apply to host the competition in 2011. The faculty advisors from Columbia, one of the nation’s most prestigious law schools, said they were inspired to carry forward the legacy of USD’s success as the 2010 host.

14. **Title/Name of Activity:** GoTeachSD: A Partnership for Teacher Quality

**Summary of Activity:** Students are recruited to enter the redesigned teacher education program at USD, participate in community based studies as part of their field experiences, receive support from specially trained mentors, access the online GoTeach community, and then teach in one of the high-need South Dakota schools with support during the induction years. Coursework, experiences, and support are geared specifically to the context of the grant schools: rural, poverty, teacher need, and high American Indian populations.

**Number/Characteristics of Current/Potential Students Served:** Recruitment goals are: 10 students in year one (actual recruitment: 12), 15 in year two, 20 in year three, and 25 in years four and five for a total of 95 recruits. Focus is on students from the high-need areas, specifically American Indian students.

**Summary of Outcomes:** Two American Indian students are currently in the program and at least two more have been recruited for the next group. Students just started their coursework in fall, 2010, so outcome data is not yet available.

**Grant Funding:** Teacher Quality Partnership Grant, United States Department of Education, $6,955,323 over five years (2009–2014). (USD’s portion of the award is $2,574,103.)

15. **Title/Name of Activity:** Tiospaye U. Student Council

**Summary of Activity:** The Tiospaye U. student group exists to make Native Students as well as others feel at home and with family while they are away at college.

**Number/Characteristics of Current/Potential Students Served:** Tiospaye serves 125+ Native students on campus.

**Summary of Outcomes:** Tiospaye U. has weekly meetings throughout the academic year and sponsors a series of social events. The organization also overseas preparations for an annual Wacipi in Vermillion held every spring that draws participants from throughout the Northern Plains region.

16. **Title/Name of Activity:** Red Road Healing Gathering

**Summary of Activity:** This two-day event provides a compassionate healing environment through culturally-based information and supportive activities for all participants. Additionally, the activities are used to de-stress, network and heal as each day starts with a Prayer Walk at 7 a.m. Both days feature presentations by nationally- and internationally-renowned presenters and speakers sharing stories of healing and health recovery.

**Number/Characteristics of Current/Potential Students Served:** Open to all Native and non-Native students, as well as participants who come from across the United States and overseas.

**Summary of Outcomes:** Red Road is an important activity that links the local Wase Wapka community of elders with students, creating a local support network for those far from home.

17. **Title/Name of Activity:** Building Bridges Conference
Summary of Activity: Building Bridges provides opportunities for students and faculty to learn effective ways to make higher education a positive experience for all students, but especially Native American students, through an annual conference held each spring.

Number/Characteristics of Current/Potential Students Served: Open to all students on campus, with additional marketing directed at all Native students. Conference attendees also include well over 100 Native middle and high school students each year.

Summary of Outcomes: Annual post-conference assessments indicate that Building Bridges is achieving its goals. Those goals include: to provide survival skills for students and concrete solutions for educators who work with them; to expose conference attendees to Native American role models; to provide information related to bicultural competence; to engage Native American students in pursuing undergraduate college education; to build strong networks between local, regional, public, and tribal colleges for the long term goal of successful recruitment and retention of First Nations students in higher education; to focus on bicultural competence.

18. Title/Name of Activity: American Indian Studies Club
   Summary of Activity: This is a student organization dedicated to the discussion of academic issues associated with the discipline of Native Studies
   Number/Characteristics of Current/Potential Students Served: 10-15 students each academic year.
   Summary of Outcomes: The American Indian Studies Club has served as the organizing body for USD students presenting at the national American Indian Studies Association annual meeting.

19. Title/Name of Activity: Annual Wacipi
   Summary of Activity: This annual event (28th Wacipi was hosted in 2010) is organized by Tiospaye U. and draws participants from throughout the Northern Plains region. Participants include students, community members, competitive dancers and tribal members from South Dakota and beyond.
   Number/Characteristics of Current/Potential Students Served: Serves the 125+ Native students on campus.
   Summary of Outcomes: This event links Native students at USD with their family and extended networks. It also serves as an important cultural event for Native and non-Native residents of the Northern Plains.

20. Title/Name of Activity: INMED (Indians into Medicine) transfer Program
   Summary of Activity: A partnership between Sanford School of Medicine (SSOM) and the INMED program (located at the UND School of Medicine in Grand Forks, ND) was begun in 1989 as an effort by both schools to increase the number of American Indian physicians. Through this agreement, INMED was able to increase the number of entering INMED medical students at UNDSM from 5 to 7 each year, with 2 of the INMED medical students transferring to SSOM at the start of their third year of medical school. These students complete their medical training in SD and graduate with the MD degree from SSOM.
   Number/Characteristics of Current/Potential Students Served: 6 students currently attending the Sanford School of Medicine.
   Summary of Outcomes: Since 1989, SSOM has graduated 24 INMED MDs with 6 additional INMED students currently in various stages of completion of their medical training at SSOM.
21. **Title/Name of Activity:** INMED Satellite Office  

**Summary of Activity:** The INMED Satellite office was established through agreement with the INMED home office in 2000. The INMED Satellite Office has an annual contract from INMED (Currently about $59,000/year) and is a tasked with the recruitment of American Indian middle school and high school students, from reservation communities and schools in SD and NE, to attend the 6 week-long INMED Summer Institute (a residential summer enrichment program located at the University of North Dakota). The INMED Satellite office also provides some funds in support of American Indian directed mentoring and retention programs, such as Building Bridges, STAR, and Wawokiya programs at USD, and uses the recruitment trips to reservation schools and communities as opportunities to inform American Indian students about healthcare-related training programs and other education opportunities available at USD.

**Number/Characteristics of Current/Potential Students Served:** Almost 800 middle and high school students.

**Summary of Outcomes:** In 2009-10 INMED satellite office staff visited over 60 Schools in SD and Ne and interacted with an estimated 430 middle school students and over 350 high school students regarding careers in health care professions and educational opportunities at USD and UND/ INMED.

22. **Title/Name of Activity:** Native American Scholars Program (NASP) and the Summer Undergraduate Research Experience (SURE) program

**Summary of Activity:** The Native American Scholars Program (NASP) and the Summer Undergraduate Research Experience (SURE) program established in July 2010 is a component of the Research Training and Education Core of the USD Center of Excellence on Minority Health and Health Disparities. NASP and SURE programs were developed through a partnership between USD and Sanford research. NASP is designed to target American Indian students at USD who have expressed interest in pursuing careers in healthcare professions. NASP provides for mentoring/advising, education and healthcare career development opportunities of NASP students in an attempt to encourage American Indian student to pursue career in healthcare professions. The SURE program will start in the summer of 2011 and will provide a structured 10-week summer research experience for American Indian undergraduates interested in learning more about research opportunities in biomedical and social science settings. Both NASP and SURE are designed to help American Indian students develop skills and understanding so as to be able to address issues relative to American Indian health and health disparities.

**Number/Characteristics of Current/Potential Students Served:** The first NASP class produced five Native students interested in pursuing healthcare professions. There is potential to add up to five each year for the next four years. The SURE program has capacity for eight students each summer, with four of those eight coming from USD.

**Summary of Outcomes:** Program has just started.

**Grant Funding:** NASP and SURE are funded through a 5-year grant awarded to USD in July 2010 by the National Institutes of Health.

23. **Title/Name of Activity:** University Housing Training

**Summary of Activity:** The Director of Native Student Services conducts annual training with University Housing staff on Native religious and cultural practices, including the burning of sage, sweetgrass and cedar, so that the staff better understands the needs of our Native students in a university environment and their cultural context.
**Number/Characteristics of Current/Potential Students Served:** 40+ Native students in University Housing.

**Summary of Outcomes:** This program has led to greater awareness and understanding by University Housing staff of some of the cultural activities performed by Native students in the residence halls, with the intent of making Native students feel more at home while on campus.

24. **Title/Name of Activity:** The Native S.T.A.R. (Student Tracking Advocacy Retention) Program

**Summary of Activity:** This program, a project designed and implemented by Native Student Services and coordinated with other campus entities, creates programming that runs from orientation before the start of the fall semester through a picnic at the end of the academic year. This programming includes Orientation and Welcome Week, monthly social activities, individual monthly meetings with a Native Student Services staff member, meetings with advisors before the fall and spring registration periods, information sessions devoted to scholarships and financial aid, dinners designed to encourage students at key points in the academic year, the annual Tiospaye Wacipi, and attendance at a Native Graduate Honoring ceremony just before graduation.

**Number/Characteristics of Current/Potential Students Served:** Aimed primarily at 30-35 first-year Native students, but some activities include more advanced students as well.

**Summary of Outcomes:** This is the umbrella program that has contributed to an increase in Native retention rates over the last five years.

25. **Title/Name of Activity:** Wawokiya Mentoring Program

**Summary of Activity:** This program matches sophomore, junior, and senior student Peer Mentors with freshmen and transfer Native American students looking for a smoother transition into the college environment via cultural programming. Peer Mentors keep weekly contact with their mentees throughout the school year and assist them in getting acquainted to campus and campus resources. Peer Mentors and the Wawokiya Coordinator plan three group activities per semester. Such activities include an academic and/or cultural component, such as guest lectures and powwows, as well as a social component, such as bowling and movies. Wawokiya Professional Mentors are USD faculty who engage with the Mentees through their particular area of academic expertise to allow the student a practical experience within their academic major or area of interest. This relationship usually involves meeting very informally with the student a few times a semester during their first year at USD to talk about their concerns, goals, and options in their field of interest. The Mentees complete simple academic activities designed to help them become accustomed to campus and campus resources. The Wawokiya Coordinator is also available to the mentees for advising and assistance.

**Number/Characteristics of Current/Potential Students Served:** 30-35 first-year Native students.

**Summary of Outcomes:** This is one component of the Native S.T.A.R. Program that has contributed to an increase in Native retention rates over the last five years.

26. **Title/Name of Activity:** Beyond the Beads First Year Experience

**Summary of Activity:** The university has a very active First Year Experience (FYE) program aimed at all first-year students. For the past three years, that program has included a section designed specifically for Native students taught by an advisor from the Academic and Career Planning Center who focuses on mentoring Native students.
Number/Characteristics of Current/Potential Students Served: 15-20 students each academic year.
Summary of Outcomes: This is one component of the Native S.T.A.R. Program that has contributed to an increase in Native retention rates over the last five years.

27. Title/Name of Activity: Native Student Advising
   Summary of Activity: The Academic and Career Planning Center has dedicated a professional academic advisor to work with first- and second-year Native students. The advisor closely monitors the academic progress of each student.
   Number/Characteristics of Current/Potential Students Served: 55 students each academic year.
   Summary of Outcomes: This is one component of the Native S.T.A.R. Program that has contributed to an increase in Native retention rates over the last five years.

28. Title/Name of Activity: Native Student Orientation
   Summary of Activity: This orientation program is designed for entering Native students and introduces them to campus resources that will help them succeed in the transition from high school to college.
   Number/Characteristics of Current/Potential Students Served: 30-35 students each academic year.
   Summary of Outcomes: This is one component of the Native S.T.A.R. Program that has contributed to an increase in Native retention rates over the last five years.

29. Title/Name of Activity: Native Study Tables
   Summary of Activity: The Native American Cultural Center coordinates and offers study tables for students each week where they can get extra academic help from faculty and graduate students who volunteer their time and expertise.
   Number/Characteristics of Current/Potential Students Served: 40+ students each semester.
   Summary of Outcomes: This is one component of the Native S.T.A.R. Program that has contributed to an increase in Native retention rates over the last five years.

30. Title/Name of Activity: Native American Cultural Center Graduate Assistantships
   Summary of Activity: The University of South Dakota funds two graduate assistantships to support retention, mentoring and cultural activities in the Native American Cultural Center
   Number/Characteristics of Current/Potential Students Served: Two graduate students each academic year.
   Summary of Outcomes: These graduate students help organize and carry out retention efforts. Coupled with the Native S.T.A.R. Program, they have helped increase Native student retention significantly on campus.

31. Title/Name of Activity: Campus Diversity Enhancement Group
   Summary of Activity: The Campus Diversity Enhancement Group (CDEG) is charged with planning, implementing, monitoring, and evaluating diversity initiatives across the University of South Dakota campus.
   Number/Characteristics of Current/Potential Students Served: CDEG serves the entire student
body, both Native and non-Native.

**Summary of Outcomes:** CDEG has a record of fostering collaborations with other groups, organizations, and departments on campus in developing and sponsoring diverse events on campus. It also monitors diversity on campus in relation to CDEG Strategic Plan and advocates for diversity on campus. This helps to create an environment that is more welcoming for Native students.

32. **Title/Name of Activity:** TRIO Programs

**Summary of Activity:** TRIO programs are educational outreach and enrichment programs designed to motivate and support students from disadvantaged backgrounds. The programs are targeted to serve low-income, first-generation college students (which includes many Native students) and students with disabilities to advance their education beyond high school level. Participants are selected according to their potential for academic success. The university’s TRIO programs (Upward Bound, Math & Science Program, and Educational Talent Search) serve high school students throughout the state.

**Number/Characteristics of Current/Potential Students Served:** Upward Bound serves 77 students per grant year. Math & Science Program serves 50 students per grant year. Educational Talent Search serves 200 students per grant year.

**Summary of Outcomes:** These programs introduce over 300 students each year to the idea of attending an institution of higher learning after high school and equip them with some of the skills they will need to succeed in doing so.

**Grant Funding:** TRIO programs are funded by the US Department of Education.

33. **Title/Name of Activity:** Native Studies Department

**Summary of Activity:** The Native Studies Department is the only academic department of its kind in the state of South Dakota. The department supports and provides an intellectual environment where teaching and research are based on the priorities and knowledge of South Dakota's Indian communities, while placing it within the fabric of South Dakota, the whole of North America, and within the context of emerging, global indigeneity.

**Number/Characteristics of Current/Potential Students Served:** The department serves approximately 25 majors and 20-30 minors each academic year.

**Summary of Outcomes:** The Native Studies Department contributes to the academic vibrancy of a diverse campus environment. In the last two years, the department has initiated a successful curriculum overhaul that will offer a program grounding students in the fundamentals of the discipline as well as preparing them for the challenges that are unique to Native Peoples and Native Country. The program will be flexible enough for students to explore questions of major intellectual interest, to allow opportunities for meaningful undergraduate research, and to engage questions unique to Native Country through special topics courses and the senior thesis, and to prepare its majors for living and working in a global setting.
Strategic Plan References

The following references to diversity goals that positively affect Native American students are found in the University of South Dakota’s 2007-2012 strategic plan, *Building an Extraordinary University*

**GOAL 1.1**
Be recognized among the best liberal arts institutions in the country for undergraduate teaching and learning resulting in graduates who are citizens well-prepared to make a positive contribution to our world.

- **Strategy 1.1a** Recruit, retain, and develop at all career stages a diverse faculty of teacher/scholar/citizens dedicated to great teaching and mentoring.

**GOAL 1.3**
Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

- **Strategy 1.3a** Implement collaboration between academic and student affairs that results in a diverse and vibrant learning environment, with special attention to the first two years of study.

- **Strategy 1.3b** Embrace diverse populations with special recognition to the Native American heritage of our state and region.