



State of the Nebraska Indian Community College

PO Box 428

Macy, NE 68039

844-440-6422 (NICC)

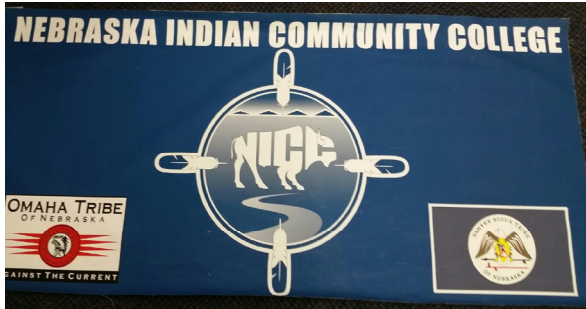
www.thenicc.edu



2019 - 2020

History and Geography Of The College

The Nebraska Indian Community College was founded in 1973 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Post-secondary Education. The grant was administered through



the Northeast Technical Community College in Norfolk Nebraska, to provide post-secondary education on the Omaha, Santee Dakota, and the Winnebago reservations.

The American Indian Satellite Community College established classrooms and administrative offices in

communities on each reservation, with the central office located in Winnebago. In 1979, the schools of the American Indian Higher Education Consortium, of which the Nebraska Indian Community College is a member, succeeded in persuading Congress to pass and fund Public Law 95-471, the Tribally Controlled Community College Act. Nebraska Indian Community College and other tribally controlled community colleges thus became eligible for direct funding from the federal government. With this newly available financial resource, the institution, established itself as a fully independent two year college. NICC was granted a charter by the governments of each of the Nebraska Indian tribes.

In serving its clientele, Nebraska Indian Community College has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped areas. The college libraries at each campus are developing collections of resources important to the history and culture of each tribe, and the nation.

In June of 1981, the North Central Association of Colleges and Schools (NCA) approved the college for accreditation at the associate degree granting level. The institution was granted a charter by each of the three Nebraska Indian Tribes. A Board of Trustees comprised of three members from each tribe was appointed by the individual Tribal Councils to govern the college. To reflect its independent status, the Board renamed the institution the Nebraska Indian Community College. In 1994, NICC was designated by federal legislation as a land grant institution.

Today, NICC serves the Omaha Tribe of Nebraska, at the Macy Campus, and the Santee Dakota Nation, at the Santee Campus, and maintains a campus site in downtown South Sioux City, Nebraska. Currently NICC is accredited under the Higher Learning Commission. Their address is 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604.



Nebraska Indian Community College

Office of the President

Macy Campus

P.O. Box 428 • Macy, Nebraska 68039
(402) 960-5176 • moltrogge@thenicc.edu

The Nebraska Indian Community College is pleased to share this 2019-2020 State of the College with you.

We are proud to be a Tribal College. We are proud to serve the Santee Sioux Nation and the Omaha Tribe of Nebraska.

We are particularly proud of the resiliency that all of our communities have shown during many different challenges of 2020. It has been an unprecedented year with a global pandemic, a US impeachment, devastating storms and widespread fires. Our faculty need to be applauded for your efforts in continuing to offer high quality education. Our students need to be thanked and recognized for the sacrifices in continuing your educational pursuits in such turbulent times.

Thanks to the remarkable dedication of our partners, the college will continue to offer high quality coursework, certificate and degree programs in safe and healthy learning and working environments. The college is proud of our graduates, their successes, and our Umo^{ho} and Dakota communities.

By taking good care of the programs and funds given to us, we can ensure that as much of it as possible goes towards our mission, and ultimately toward fulfilling our shared vision of a world in which everyone has the chance to lead a healthy, productive and culturally rich life.

I extend my deepest thanks to all of those who have helped grow NICC into the institution of higher learning that we have today.

Respectfully,

Michael Oltrogge, Ph.D.

President

Nebraska Indian Community College

Macy • Santee • South Sioux City

"An Equal Opportunity Provider and Employer"

MISSION

The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umonhon (Omaha), Isanti (Santee Dakota) and all learners.

CORE BELIEFS AND VALUES

The College is committed to the following Core Beliefs:

- We believe in empowering our students with tools for Tribal Nation building, so that our communities can achieve a higher level of sovereignty and self-determination.
- We believe in the cultural preservation, continuity, and revitalization consistent with the Umonhon (Omaha) and Isanti (Santee Dakota) peoples' needs, including languages and Tribal knowledge.
- We believe that learning is a life-long process, and the learner-centered atmosphere is of the utmost importance.
- We believe in a safe and healthy working and learning environment that promotes free expression and the exchange of ideas, so learners will be challenged to think holistically, and be able to live responsibly and productively in a Tribal and global society.

In addition, the College is committed to the following Core Values:

Umo ^h o ^h Core Value	Literal English Translation	NICC English Core Value	Literal English Translation	Dakota Core Value
o ⁿ wo ⁿ ghe see thay no ⁿ o ⁿ wó ⁿ gisithe nó ⁿ	we think about them / keep them in our mind	<i>student-centered</i>	they (the students) stand at the center of the camp circle	wó ^u ŋspe khuwápi éhokáta énažij
wee ⁿ kay xte wí ⁿ k ^h e xti	telling the real truth	<i>honesty</i>	truth, sincerity	wówičakhe
ou kgee kga ⁿ ukíko ⁿ	helping each other	<i>loyalty</i>	stay with one other	wónakičijij
geo ⁿ thah bah zhe kió ⁿ tha bazhi	staying by each other / not abandoning one another			
ou shkou da ⁿ úshko ⁿ údo ⁿ	good ways	<i>generosity</i>	to place something or somebody within your heart	wáčhąŋtohnake

ou thou dom bay uthúdo ^o be	consideration / restraint / thoughtfulness	<i>humility</i>	to humble oneself	wo'únšic'iyé
o ^o thay ee yay ó ^o the iye	speaking softly			
thah 'ay kee thah tha'é kitha	being kind to each other			
wah no ^o day hee day wanó ^o dehide	showing concern for others	<i>compassion</i>	to be compassionate	wó'uŋšida
thah 'ay wah thay tha'é wathe	kindness / pity			
ay kee ga ^o ék'higo ^o	alike	<i>equality</i>	alike, working together for same goal	tyúha ówanžina na'úŋžipi
ee hou thay ihuthe	getting permission in the right way	<i>respect</i>	respectful or polite	wóyu'onihan
ghe g'thee yay zhou bah kigthiezhuba	self-respect		self-respect	ihdu'onihan
o ^o xte ó ^o xti	honored / important	<i>honor</i>	to honor somebody by words of praise	wayu'onihan
ou thou nah zhe uthúno ^o zhi ^o	to depend on somebody	<i>trust</i>	trusting someone	wačhíŋyanpi
ay thay éthe	kin	<i>kinship</i>	family group	wótakuye
wah zhee ^o skah wazhi ^o ska	wise / mindful	<i>wisdom</i>	wisdom	wóksape
Wah kgo ^o dah wah thah ha ^o no ^o Wakó ^o da wathaho ^o nó ^o	prayerful	<i>spirituality</i>	Dakota spirituality	Dakhód wóchekiye

KINSHIP

Umo^hon - ay thay

Dakota - wótakuye

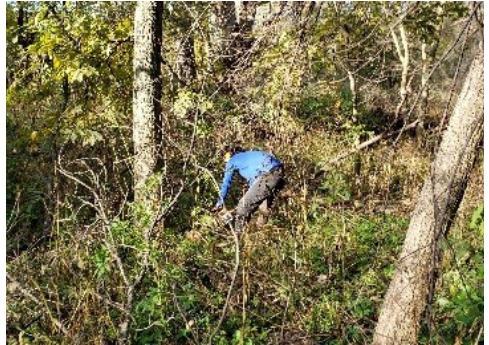
Service-Learning Projects for Student Success Strategies

Cutting wood for the Macy Community

Students in Mr. Brummel's Student Success Strategies class did a community service project in Macy Fall 2019. His students Ezra Lyons, Wakiyan Lyons, and Jimmy Frazier spent many hours cutting deadfall, splitting the wood, loading the trailer, and then delivering the wood to Macy residents. This fulfilled part of the class objectives.



Wakiyan Lyons splitting wood.



Ezra Lyons cutting deadfall.



"NICC students Ezra and Wakiyan Lyons unloading trailer for delivery."



NICC Instructor Ezekiel Brummels helping NICC student Pamela Nanek in an English Skills class Fall 2019.

Paul Fowler's Archery class practicing at the Briar N Bow in Sioux City - preparing for AIHEC 2019.

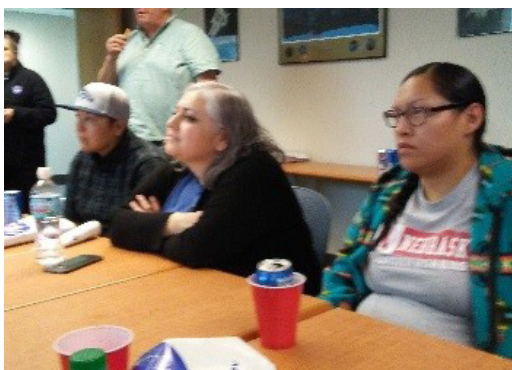


NASA Drone Meeting at UNO



Dr. Chenyu 'Victor' Huang, explaining drone procedures and limitations to NICC faculty and students. NICC science department is pursuing the use of drones for research purposes, especially from the rural campuses at Santee and Macy, where FFA drone flight procedures are not as limiting as in urban areas. For outside drone flights at least one person needs to be licensed by the FAA.

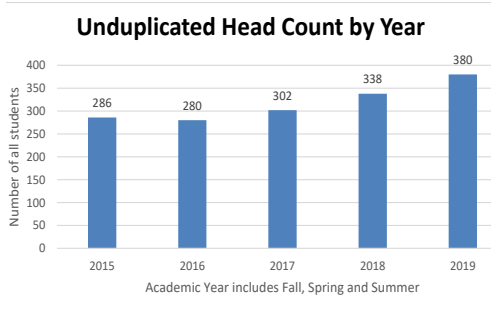
Above: Dr. Chenyu 'Victor' Huang, Aviation Institute Professor at UNO, demonstrating with LaVonne Snake. Right: Standing: Melissa Wragge NASA partner with NICC, Science and Math Department Head Hank Miller, sitting: student Estelle Farley, Science and Math Instructor Dasha Weatherman, student Faith Lyons.



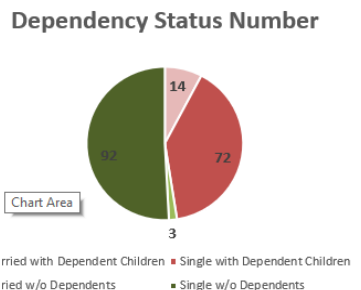
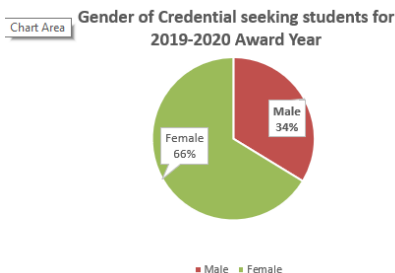
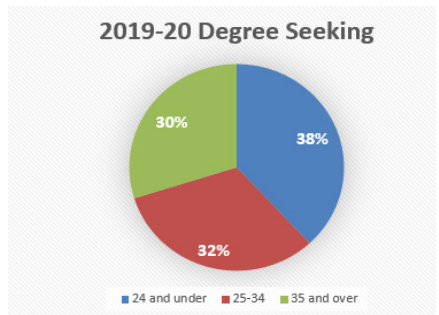
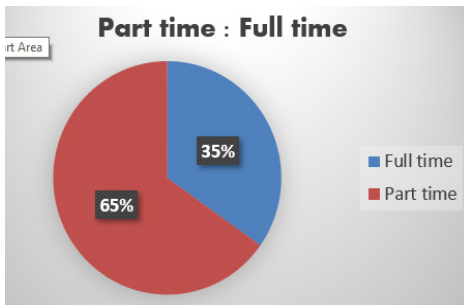
STUDENT-CENTERED

Umo'hoⁿ - onwon ghe see thay non

Dakota - wo'unspe khuwapi



Nebraska Indian Community College continues to increase our student counts – we are excited to show another record year of headcount for 2019! NICC had an increase in degree seeking students, due to Covid-19 pandemic. Over 75% of summer enrollment were degree seeking which is unusual for NICC. NICC continues to serve many part-time, single parent, students. All NICC team members work hard to meet the needs of our students.



HONOR

Umo^oho^o - on xte

Dakota - wayyu' onihan

Number of Graduates by College Program			
Program of Study	Graduates 2018	Graduates 2019	Graduates 2020
Certificate			
Carpentry Certificate	0	0	1
Associate of Applied Science			
Carpentry	1	0	1
Associate of Arts			
Business	2	3	0
Early Childhood Education	3	2	1
General Liberal Arts	5	4	6
Human Services	0	1	1
Native American Studies	0	0	0
Paraeducator	0	0	1
Associate of Science			
General Science Studies	3	2	1
TOTAL GRADUATES	14	12	12



From front to back: Leah John, Kenna Robinson, Jennifer Ross, Breanna Bickerstaff, Lakeya Williams, and Alexander White lined up to follow the flag into the Santee powwow grounds arena for 2020 graduation held in August.



Estelle Farley, valedictorian, giving her commencement address.



NICC Student Services Advisor, Terri Grant, carries the NICC flag during commencement 2020.

NICC FACILITY IMPROVEMENTS



Ariel view of the Macy campus with the new wing taken in Fall of 2019.

The event was open to the public and saw some familiar and new faces at NICC including collaborators, representatives of Nebraska government officials, and even students and faculty of Pawnee Nation College.

NICC employees hosted tours throughout the new wing, VTCs, and in the aquaponics building. Attendees were able to learn about the new facilities including: the library, textbook room, GED classroom, additional offices, archives, and meeting rooms.

Other areas of Macy Campus are seeing changes as well. As classrooms and offices have been moved to the new wing, spaces in the original area are changing. The science room has grown due to the relocation of the GED room, nearly doubling its size.



On Friday, October 11, 2019, NICC's Macy Campus unveiled its North Wing Addition, Aquaponics Greenhouse, and refurbished video teleconferencing classrooms. The Cedaring Ceremony began at 10:00 am and was done by Rufus White. The event was followed by a meal prepared by Chef Anthony Warrior, NICC alumni.

Archives at NICC

NICC Archives Development Committee celebrated a milestone of planning and development with the completion of construction of the Paul and Marjorie Brill Archive facility and Research and training room. Upon completion of construction NICC began comprehensive assessment, indexing and cataloging of the Brill collection in preparation for phase II of the project Rehousing and Preparation for Collection Digitization. NICC student interns and community volunteers have made great progress in the fall of 2019 and the beginning of 2020 on the start of phase II projects.

Spring 2020 brought a halt to the progress on the implementation of the Brill assessment and indexing. The Archive team have been meeting virtually, but no hands on work has been done since March 2020. NICC archiving team have hopes of starting work again in fall 2020.



Zeke Brummels moving archives box out of storage.



Wynema Morris and Karen Tyndall. donning protective gear.



Mike Berger giving instructions to Wynema Morris, Lani Moran-Samqua, and Karen Tyndall.

RESPECT

Umo^oho^o - ee hou thay

Dakota - woyu'onihan

...Before NICC, I was like a disembodied floating head. I had some knowledge and some experience about some subjects. I was able to stand in front of a classroom and talk about the genres of

Hollywood cinema or about Che Guevara. I could listen and mediate a conversation amongst students about those handful of topics, but teaching at Wayne State was like two or four seventy-five minute performances a week, followed by days of



Zeke Brummels giving his Faculty of the Year speech at NICC's 2020 Graduation Commencement.

By Zeke Brummels

downtime and preparation for the next act. And then I got to NICC, and the expectation was to know as much as I could about as many topics as I could and communicate that to students from a bunch of classes. And teaching was just part of the job. There was advising, committee work, tutoring, and anything else I could bring to the table including running a chainsaw. At Wayne State, my students were all between eighteen and twenty-one. At NICC, I had students, who were sixteen and students who were sixty. Instead of a student body overwhelmingly white, most of the time I was the lone non-Native in the classroom. It was overwhelming and awe-inspiring all at once.

At NICC, we are fond of saying everyone "wears a lot of hats." Trying to figure out which ones I could jam onto my misshapen head took up the space between the other responsibilities my contract laid out. Yet, I never felt alone or isolated. Because the faculty and staff are so few in number, they protect and nourish and empower the more junior employees.

Faculty by Status and Highest Degree Level 2019-2020			
Degree Level	Full-Time	Part-Time	Adjunct
Doctorate	1	0	5
Master's	10	1	15
Bachelor's	1	0	2
Associate's	4	0	6
High School	0	0	1

Faculty by Status and Ethnicity/Gender 2019-2020			
Ethnicity	Full-Time	Part-Time	Adjunct
Native American	9	0	10
Caucasian	5	1	19
Black	1	0	0
Asian-Indian	1	0	0
Gender	Full-Time	Part-Time	Adjunct
Male	8	1	10
Female	8	0	19

You're not just an ID number measured in credit hours and student count at NICC. The NICC family isn't just lip service or a slogan to the people who have made it their professional livelihood. It's part of the culture that's bigger than any one person... My students at NICC shattered and fragmented what I thought of as an average undergraduate experience. It quickly became clear to me that my job, especially as a writing instructor was only to help students harness their life stories and get them down on paper. If you can show someone the power of their own story, that's over half the battle. And the power contained in the stories of our students in NICC is boundless and infinite, if only we can bottle that feeling into empowerment.

I learn something every day from my students. Naming one thing wouldn't just be anecdotal—it would irresponsible... My students have taught me: 1. the power of a set of genealogy scrolls, 2. about a tiny slice of the universe of indigenous culinary arts, 3. how to tell a story in circular fashion, 4. that self-identifying with a learning disability is an act of empowerment, 5. where to find the beauty and splendor of Big Elk Park, 6. how to manage a Skype call while serving children breakfast, 7. about the administrative structure of the Native American Church, 8. that there is no question LeBron James is better than Michael Jordan, 9. how to "do a perimeter", which is faux-military jargon for walk around the campus prairie with Lani Moran-Samqua's six-year-old son Wakonda, 10. the definition of student success is in the eye of the beholder, 11. the distance between community and nation is smaller than I possibly could have imagined.

Clearing my mind and sorting through all the meals and hand games and field trips and conferences on both coasts and small and large epiphanies in the classroom, these past three years have overwhelmed the rest of my prior memories. With each passing day, it becomes increasingly difficult to remember what life was like before my time here at NICC.

WISDOM

Umo^ohoⁿ - wah zheen skah wazhinska

Dakota - woksape

Closed Campuses Open Doors to Online Learning



ZOOM picture showing the students online after the March 2020 Pandemic announcement In Spring of 2020, NICC's students and employees alike demonstrated one of the key factors in student success- resiliency. Pictures in the Zoom class above (clockwise from top left) Christopher Turner, Megan Miller, Adrianna Duarte, Hank Miller, Anthony Sharpfish, Melva Beltran, Nakomis Merrick, and Selena Parker.

In response to the Covid crisis, NICC transitioned nearly all courses online throughout the extended Spring Break. While NICC is no stranger to online learning (offering both online and blended courses each semester,) moving in-person courses online mid-semester is no small feat. Instructors adapted their curriculum and lectures to Canvas, Skype for Business, and Zoom, as well as ensured that their students were able to access these platforms.

NICC Faculty, Student Services, and staff worked together to get students connected with technology, internet access, and familiarity with online learning. This meant texts, phone calls, emails, social media posts, video tutorials, individual meetings, troubleshooting software downloads, having class virtually, loaning computers, and more. "Our instructors and student services have gotten really creative at opening communication with students," says Megan Miller, NICC's Resource Specialist/ Community Educator. "As instructors, we've also been learning so much. We've been having Faculty Sharing Sessions, which have been helpful for all of us to improve our curriculum and also address the needs of our students. We're learning from one another, and we're also learning from our students."

Our students are adapting too. Many students now have familiarity with applications and programs necessary for continued education or employment. Miller adds, "So many of our students are not only getting through being a student during Covid, but they're thriving. They're so far ahead in technology and ability to focus and prioritize. They can adapt to anything."

NICC received many funding sources and supported students with emergency aid that included internet access, rental and utility assistance, and food gift cards.

Miller honored with Bob Steffe Pioneer Award



Miller pictured in the Santee Campus prairie, which has been environmentally monitored through prairie restoration research.

02/14/2020

Press Release Received from Rhea Landholm on February 14, 2020 - 4:38pm
LYONS, NEBRASKA – The Center for Rural Affairs has chosen Hank Miller, head of the math and science division at Nebraska Indian Community College, to receive the 2019 Bob Steffen Pioneer Award. He will be recognized at an awards ceremony on Friday, March 13, in York, Nebraska.

The Bob Steffen Pioneer Award is bestowed by the Center for Rural Affairs each year to a person who works with the Center to make extraordinary contributions in building community engagement within their own communities. People who receive this award provide a model for innovation, stewardship, or community development.

“Hank invited and welcomed us to the Santee Reservation for our first work with Native American food systems,” said Sandra Renner, Farm and Community Program director with the Center for Rural Affairs. “When we started our work with the Omaha Tribe, Hank spoke out immediately about the reliability and skills the Center brought to the table—validating us in such a way that opened doors we would otherwise have been challenged to go through.”

Miller has provided assistance and guidance for developing family garden training in Santee, Nebraska. He helped make garden space at the Nebraska Indian Community College campus available for the Center’s demonstration garden and for community members.

“Hank’s encouragement and enthusiasm for our work has been a big push to keep developing our projects with the Santee and Omaha tribal communities,” Renner said. “He has been a champion for the Center’s starting work around water quality and quantity, and environmental issues.”

2019 Summer Umó^hoⁿ Íye Tí

NICC's Umó^hoⁿ Íye Tí and the Umó^hoⁿ Language and Cultural Center at the Umó^hoⁿ Nation Public School hosted the Third Annual Umó^hoⁿ and Póⁿka Gathering from 20-23 May 2019. The Gathering brought 75 relatives together to share and practice language and culture in a good way. We used a short activity format. Doran Morris, Jr., made the opening prayer. Both the Omaha Tribe of Nebraska and the Ponca Tribe of Nebraska made welcoming addresses. Doran Morris, Jr., and Ké'iⁿzhiⁿga (Councilman Edwards) delivered keynote addresses.



Our third Gathering featured more than 20 different tribal members,

both Póⁿka and Umó^hoⁿ, knowledgeable in various areas of úshkoⁿ t^he (ways) and íye t^he (words). Among the presenters were Alvina Webster, Donald Grant, Malcolm Tyndall, Dorothy Wells, Pat Phillips, Arlene Walker, Karen Tyndall and Vida Woodhull Stabler and many younger relatives. Eugene Pappan and Rufus White were among those who addressed the Gathering during our noon meals and social activities, including our Wednesday evening íⁿ'ut^híⁿ (handgame).

The Omaha Tribe of Nebraska provided major financial support to the Gathering. NICC Student Services and the Umó^hoⁿ Language and Cultural Center at the Umó^hoⁿ Nation Public School both helped staff and supply it. Additional donations were made by the Umó^hoⁿ Language and Cultural Center, Dorothy Wells, Arlington and Mary Saunsoci, Donald Grant, Vanessa Hamilton, Moⁿpazhiⁿga and Lani Moran-Samqua. The Language Conservancy donated banners and offered a printing discount. We are grateful to everybody, especially our presenters, facilitators, speakers and participants, who made the Gathering a success, and look forward to building on this sturdy foundation when it is safe!

Dedication of the Santee Library

On November 15th, 2019, the family of Leland and Wanda Henke, NICC staff and students, and both Santee and Niobrara communities joined together to celebrate the life of Mrs. Wanda Henke. NICC's Santee Campus Library was renamed the 'Wanda Henke Memorial



Library' in honor of the beloved librarian. Mrs. Henke was also given a Dakota name, Ta Cante Waste Yuha Omani Win, "She Walks With Her Good Heart". Mrs. Henke was a wearer of many hats including, but not limited to: librarian, teacher, GED tester, babysitter, writing help desk tutor, event coordinator, avid reader, friend, mother, wife, grandma, and so many more.

The dedication ceremony included: prayer and smudging/cedaring by Jim Hallum, dedication by Dr. Michael Oltrogge, as well as a prayer song by DeWayne Wabasha and honor song by Delray Coffman. Attendees were welcome to share memories. Kind words were shared by Santee Tribal Chairman Roger Trudell, friends, colleagues among many others. Terri Grant spoke about what a loving mentor and friend Mrs. Henke was. Grant gave Mrs. Henke's daughter, Robyn, a pair of beaded earrings in memory of her mother.



Others shared heartfelt stories of having Mrs. Henke as their teacher, librarian, and coworker.

Her imprint was undeniably felt throughout the event, and her passion for knowledge continues on through all the lives she impacted.

Students Highlighted

AIHEC Experience by Donna Pike

There are 37 Tribal colleges in the United States and in Canada, AIHEC is a Native American held conference where a few chosen students from each Tribal College are chosen to attend. The main purpose of AIHEC is to influence federal policies on American Indian higher education.

I was very honored to have been asked to attend this conference. At first, I wanted to turn it down because honestly, I was scared. I have a fear of speaking in front of people. Knowing I had to speak to our congressman was even scarier. When I first arrived at Washington D.C., we had a couple conference meetings that prepared us to speak to the congressman. AIHEC

also set up a tour bus for us to go sightseeing and that was awesome! I got to see all the historical monuments, which was also amazing.

On my first day of presenting my speech on why Tribal Colleges are important, I was breathing heavily, and my heart was racing. My nerves got the best of me that day, and it was horrible. That night after I went back to my hotel room, I met with my uncle, Lynn LaPointe, he asked me to sit down and visit. We talked about 1:00 in the morning in the lobby of the hotel. We had some laughs about my dad, and we talked seriously about Native Politics and our tribe. He told me not be scared to talk in front of the congressman, because they are just people like you and me in suits. He gave me great advice and after that something inside me switched I went to my next congress meetings fearless and my nerves were left behind.

Dr. Mike O. also was a big help when it came to public speaking. I got to know Dr. Mike. I came to find out that he has been a part of NICC for a while and, he cares for the NICC family dearly. He has done everything he can and still is to make NICC even more great then it already is. I remember when The NICC was so small fitting inside our tribal building. Now our college has its own building and classrooms with advanced technology. NICC has improved greatly.

Furthermore, Washington was not what I expected, it was like out of movie with people walking across streets in suits, ties, and grey/black dresses. Everyone looked so professional and sophisticated. I remember when I sat down to eat with people, I got nerves and tried to eat slowly with a napkin on my lap.

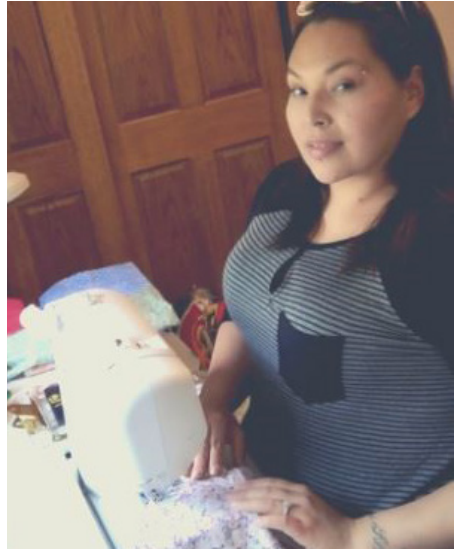
When I went in for a bite, I missed my whole mouth and the fork hit the side of my cheek and I dropped my food back on to my plate. I had good moments, embarrassing moments, and scared moments, but at the end of the day I know I thrived, and it was an amazing experience.



Entrepreneurship Courses: From Classroom to Community

Jamie Good Bird

Entrepreneurship Accelerated Certificate of Completion has helped business-owners, current and future, prepare for their next steps. Jamie Good Bird, took Entrepreneurship in Spring 2020. She details her experiences from the classroom and its reach beyond.



.....
Tell me about your business? What services do you provide?

Jamie Good Bird: Good Bird Made focuses on Native American clothing, Arts and Designs.

Good Bird Made highlights are beading and sewing. A newly added feature is Good Bird Photography.

How did you get started with your business?

JG: Good Bird Made was founded through creating my own dance regalia and family members'. Upon outside requests from near and far, I was motivated to start my own business.

What made you want to take the Entrepreneurship course?

JG: I decided to take classes and noticed NICC was offering the Entrepreneurship course. I thought to myself, 'I want to expand my business adventures.'

How has your business evolved since taking the class?

JG: The Entrepreneurship class helped me become an independent self-sufficient provider for my family. I learned how to organize my personal branding, my creations, gained new connections to my network.

What are your goals for the future?

JG: My goals for Good Bird Made is to someday open a trading post so local and surrounding communities have access to arts, crafts, and supplies.

Where can people reach you if they want to get connected to your products/services?

JG: Currently I am reachable through Facebook as Wambdi Ohomni Kinye Win and webpage @GoodBirdMade.

GENEROSITY

Umo'hoⁿ - ou shkou dan

Dakota - wachántohnake

	From 7/01/2016 to 06/30/2017 Audited Period Actual	From 7/01/2017 to 06/30/2018 Audited Period Actual	From 7/01/2018 to 06/30/2019 Audited Period Actual	From 7/01/2019 to 06/30/2020 Pre-Audit Period Actual
Revenues				
<u>Operating Revenue</u>				
Grant and Contract Rever	\$ 352,003	\$ 224,552	\$ 194,785	\$ 1,245,261
Tribal Appropriations	805,720	750,840	750,400	806,094
Tuition and Fees	418,024	504,589	540,718	600,596
Less Tuition Waivers	(652,209)	(154,107)	(258,159)	(385,190)
Less: Federal Grant Allow	(323,117)	(358,822)	(298,887)	(335,174)
Investment/Interest Inco	9,102	8,821	20,626	9,011
Donations Income	18,604	35,802	53,189	58,168
Miscellaneous Income	23,666	104,482	153,763	88,713
Total Operating Revenue	651,793	1,116,157	1,156,435	2,087,478
<u>Non-Operating Revenue</u>				
Federal Pell Grant Reven	323,117	358,822	298,887	335,174
Total Non-Operating Reven	323,117	358,822	298,887	335,174
Total Revenues	\$ 974,910	\$ 1,474,979	\$ 1,455,322	\$ 2,422,652
Expenditures				
Salaries	\$ 433,080	\$ 322,517	\$ 272,943	\$ 292,723
Payroll Expenses	94,871	58,613	84,128	164,229
Contract Labor/Consulting	202,687	118,004	123,537	127,688
Books and Institutional Sup	67,370	56,686	37,663	21,028
Utilities/Telephone	95,139	81,399	96,852	68,530
Bad Debt Expense	3,556	653	18,400	91,102
Maintenance and Repairs	44,933	70,890	59,364	56,219
Conferences and Conventior	19,289	10,126	3,080	11,355
Marketing and Recruitment	49,230	11,963	42,150	62,841
Office Expense	37,966	27,247	38,077	36,004
Dues and Subscriptions	56,359	26,899	33,909	43,533
Insurance	75,244	65,034	50,005	59,653
Travel	95,176	41,675	36,497	58,978
Board Expenses	46,038	25,164	18,522	31,878
Vehicle Expense	20,234	7,103	16,029	387
Capital Outlay	3,222	149	65,741	38,804
Miscellaneous	27,256	5,855	6,432	15,448
Interest and Penalties	851	404	191	175
Total Expenditures	\$ 1,372,501	\$ 930,381	\$ 1,003,520	\$ 1,180,575



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