



**SOUTH
DAKOTA
MINES**

// Programming to

SUPPORT ACCESS AND SUCCESS OF AMERICAN INDIAN STUDENTS

Summary Report 2021-2022

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South Dakota Mines has several activities and programs geared toward supporting the access and success of the American Indian student and surrounding community. Whether through pre-college orientation, summer bridge programs, research, or undergraduate and graduate education, there are many opportunities to support South Dakota's largest minority group. All programs described in this report are facilitated by someone on the Mines campus.

// RECRUITMENT

American Indian Science and Engineering Society (AISES) Pre-College Outreach

The South Dakota Mines chapter of the American Indian Science & Engineering Society (AISES) provides science and engineering experiences for places with high concentrations of American Indian children such as the Black Hills Children's Home. They also strive to strengthen AISES Region V, by assisting other institutions to develop associate AISES chapters. In the past, AISES members have worked with the Mines faculty with a science-based program at Central High School as well as offered tutoring. The chapter is also invited to speak to K-12 reservation-based schools when they visit campus. The purpose of the pre-college outreach is to build a foundation among American Indian youth to pursue higher education, particularly in the STEM fields.

Contact:

Jesse Herrera, AISES Advisor, Director of Inclusion

Office of Admissions Outreach

South Dakota Mines' Office of Admissions makes concerted efforts to connect with high school students, school 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 South Dakota Mines. South Dakota Mines participates in College Application Period. This program provides fee waivers for students at all high schools across the state, many of which are tribal schools.

Connection is accomplished in a variety of modalities including technology, media and literature, but primarily through in-person contact such as: high school visits; college fairs (Mobridge, Eagle Butte, Winner, Pine Ridge, etc.); representation at Lakota Nations Invitational basketball tournament in Rapid City (specifically at the LNI college fair); presentations to middle and high schools visiting the campus; encouragement and recruitment of current students to both reach out to their home high schools, family, and friends regarding education at South Dakota Mines and represent the university through the Student Ambassador program. The Office of Admissions is newly focused on developing a partnership with Lakota Tech High School. Because two of the academies within this high school focus on STEM and healthcare careers, they are a natural partner. Aside from this, Admissions has put together a group geared toward creating marketing material geared toward American Indian students and their families.

Contact:

Molly Moore, Associate Vice President for Enrollment Management

CAREER: Integrin-Mediated Mechanotransduction in Articular Chondrocytes

This project has several components, some of which are directly related to the American Indian community. These specific components are listed below.

Storybooks:

Work with a local award-winning children's author, Jessie Taken Alive-Rencountre, to co-author a book targeted specifically to very young (i.e., K-2) students, introducing them to the research in this project through the context of the healing power of drums and music in Native American tribal culture (tied to the frequencies we observe in our vibrational analyses, which, when put together on a drum synthesizer, form a variety of almost musical beats). We will also write a separate, more detailed version of this book for older elementary students.

AIS PREP:

American Indian Services Pre-Freshman Engineering Program (AIS PREP) is a STEM program for 7th-8th grade students to prepare them for advanced high school courses and inspire them to graduate college. For this project, there will be a speaker involved with AIS PREP students each summer, incorporating the tensegrity activity described for Camp Biomed as well as recordings of the outcomes from the workshop described below.

Rhythms in Health and Disease Summer Workshop:

In this objective, the program will leverage local connections made within the Native American community as a result of this project to develop a 4-day (~9 am – 3 pm) workshop, Rhythms in Health and Disease, for local Native American high school students held on the Mines campus. For this workshop, audio files will be generated of synthesized drumbeats based of the various frequencies we have observed in both normal and OA chondrocytes using polymeter software in various time signatures.

The first day of the workshop will be spent teaching the students about cell biology with emphasis on BMMB concepts related to this project, including each of the hands-on camp activities described above, and building and decorating their own drums from kits (Prairie Edge Trading Co.).

The second day will begin with a guest lecture from a local Lakota elder describing the healing power of the drum in Native American culture as described above. The various audio files of the synthesized beats will be played for the students. These beats are stochastic in nature and are almost, but not quite, intrinsically musical. As such, the students will be led in a drum circle in which we will discuss and play around with the various beats that they hear in the recordings. Presenter then work with the Lakota elder to help them to use those rhythms to develop their own drum-based story of health and disease, incorporating elements of Lakota culture and storytelling.

The third day will be spent practicing and refining their story.

The final day will begin with a brief practice session of their story before taking the students and their families on a tour of the Mines campus including BME and NANO facilities, then finishing with an evening recital of their story by the students for family, friends, and community members. Connections made through the activities of this project could lead to students performing their story (introduced with a brief explanation of how it connects to the research in this project) at the annual Black Hills Powwow at the Rapid City civic center.

Contact:

Dr. Scott Wood, Assistant Professor Nanoscience and Nanoengineering, PI

Supporting Native American student participation in youth camps

Water quality and quantity are two critical issues both globally and locally. A new youth camp, "Water World", aims to provide students (8th-12th grade) with an overview of the water cycle, issues relevant to water quality and quantity in western South Dakota, and hands-on learning for the collection and analysis of water. In addition, relevant professionals from the region will give students an overview of careers and pathways related to water and environmental sciences. Access to sustainable and safe water resources is a real challenge faced by many in our region, particularly in areas like Pine Ridge, where approximately 6% of households lack clean drinking water. Solving our existing and emerging water crises in the region requires investing in the next generation of scientists, giving them the foundation and inspiration to help local communities. Scholarships for full support to participate in the 3-day camp are available to Native American students.

<https://www.sdsmt.edu/Academics/Events-and-Outreach/Summer-Camps/Camp--Water-World/>

Contacts:

Dr. Sarah W. Keenan, Assistant Professor, Geology and Geological Engineering

Dr. Scott Beeler, Research Scientist II, Engineering and Mining Experiment Station

Tribal Liaison

The Chief of Staff in the Office of the President serves as a liaison between the university and tribal schools and organizations. The liaison has assists in the planning of outreach events for tribal school students and frequently represents the university in discussions involving collaboration with tribal organizations.

Contact:

Jade Herman Ed.D., Chief of Staff, Office of the President



// RETENTION/SUPPORT

Office for Inclusion Pre-Orientation

This program invites self-identified, incoming students of color which includes non-traditional and transfer American Indian students. At the start of the fall semester, students come to campus the week before classes begin to start the acclimation process to college life. The Office of Residential Life allows students to move in prior to official move-in day. During this time students attend sessions to get oriented to their class schedule, meet their advisors, are paired with mentors, build relationships with each other, and learn how to be successful in college.

Contact:

Jesse Herrera, Director of Inclusion

Mentor Program

To ensure that no American Indian student feels isolated or unsupported, peer mentorship is offered to all students who participate in the Office for Inclusion Pre-Orientation as well as those who feel they could benefit from such a relationship. Mentors provide guidance, connection and support throughout the first semester. Although the commitment for students is only for the first semester, many continue their relationship well into the future. The goal of the program is to positively impact retention rates of American Indian students. Related objectives are for underrepresented students to have a successful and satisfactory first year, whether they are first-time freshmen, transfer, or non-traditional students. The program is also geared toward reinforcing a Native support system for students who may feel out of place. Mentors are volunteers, but the Office for Inclusion compensates students when funds are available.

Contact:

Jesse Herrera, Director of Inclusion

National Science Foundation (NSF) OSSPEEC II Grant

A Pre-Engineering Education Collaborative with Oglala Lakota College, South Dakota State University, and South Dakota Mines. The project aims to increase recruitment, retention, persistence, and completion rates in pre-engineering and engineering for Native American students. OSSPEEC II provides culturally centered and integrated project based experiential learning through pre-engineering classroom activities and co-curricular activities consisting of research on reservation needs in the areas of water quality and quantity, geology, and sustainability. The project also investigates and elucidates the impact of the OSSPEEC model which emphasizes the importance of experiential learning and incorporation of the Lakota world view as the basis for making essentially correct preconceptions in engineering. The program is designed for Native American students to complete their first two years of engineering education at Oglala Lakota College and then to complete their engineering education at South Dakota State University or South Dakota Mines. An additional goal of the OSSPEEC II project is to improve the quality of engineering education at Oglala Lakota College through professional development of faculty and staff.

Contact:

Dr. Sarah Keenan, Assistant Professor Geology and Geological Engineering, PI

Dr. Foster Sawyer, Professor Emeritus Geology and Geological Engineering, Co-PI

Emergency Fund

The Emergency Fund is intended for students with a dire financial need. The purpose is to assist students with unexpected expenses which may put them at risk for dropping out of school. Funds may be used to pay for vehicle repairs, utility bills, textbooks, and other support. This fund has also helped many students who have encountered unique financial need due to illness or injury, or loss of employment. Funds are accumulated from private donations. The Emergency Fund is open to all students including American Indian students.

Contact:

Dr. Joe Dlugos, Associate Vice President for Student Development and Dean of Students



American Indian Science & Engineering Society (AISES)

South Dakota Mines has an award-winning AISES chapter that promotes excellence, leadership, and opportunities in education and professional development of students. AISES participates in national and regional conferences, scholarships, job placement assistance, internships and co-op opportunities, networking and social support, community service and campus involvement. The chapter also helps to support the American Indian Honoring Ceremony.

Contact:

Jesse Herrera, Director of Inclusion

Office for Inclusion

Provides direct student support services for all underrepresented students, including self-identified American Indian students. Support services include, but are not limited to, scholarship alerts, internship/co-op information, as well as providing opportunities for leadership and professional development. This office also provides leadership and helps to facilitate the coordination of programs to underrepresented groups, especially those related to American Indian students. The office reaches out to all underrepresented populations; holds free student lunches for networking and social support each semester; and coordinates the Honoring Ceremony for American Indian graduates. The Office for Inclusion also collaborates with several departments across campus to promote diversity and inclusion initiatives for students, staff and faculty.

Contact:

Jesse Herrera, Director of Inclusion

American Indian Honoring Ceremony

The Office for Inclusion coordinates and sponsors the American Indian Honoring Ceremony established in December 2008. This is a special ceremony held in the spring the day before campus commencement. It celebrates and honors South Dakota Mines Native graduates by providing a traditional meal for graduates, family, and invited community. Speakers are drawn from faculty, staff, alumni, and tribal communities. The Honoring Ceremony includes an invocation, prayers, songs, a traditional meal and presents to the graduates from their families.

Contact:

Jesse Herrera, Director of Inclusion

Research Experiences for Undergraduates (REU)

South Dakota Mines is host to two NSF REU programs, the NSF REU “Back to the Future” Site and the NSF REU “Security Printing and Anti-Counterfeiting Technologies (SPACT)” Site. These programs provide research opportunities for underrepresented students (particularly Native American students). The REU sites engage students in a funded 10-week summer undergraduate research experience. The sites are open to students from all backgrounds that are interested in science and engineering.

The theme of the “Back to the Future” site is Metallurgical/Materials engineering research, with many of the projects having historical, cultural, or artistic significance. Supplementary activities include many hands-on workshops involving art, history, and metallurgy some of which are led by local Lakota artists. The program website is located at: <http://met.sdsmt.edu/reu/>.

The REU SPACT site focuses on research to combat counterfeiting. Several of the past projects engaged students in the authentication of Native American artifacts. Recently, the SPACT research team and students have teamed with area museums such as the Heritage Center at Red Cloud Indian School to address issues with counterfeiting of Native American art. The program website is located at: <http://spact-center.org/reu/>.

As part of the site activities, undergraduate students are also involved in outreach activities which support ongoing programs that support Native American high school students such as the Army Educational Outreach REAP program. Recent highlights include student presentations at the national American Indian Science and Engineering (AISES) conference and student mentoring of local Native American high school students. The sites have had an average participation of nearly 20% Native American students.

Contacts:

Dr. Michael West, Department Head and Associate Professor Department of Materials and Metallurgical Engineering

Dr. Grant Crawford, Associate Professor Department of Materials and Metallurgical Engineering

NSF Tiospaye Scholar Program

American Indian students at South Dakota Mines may qualify for the Tiospaye Scholar Program. This program is dedicated to increasing the numbers of American Indian students receiving STEM degrees by providing support in five areas: financial, academic, professional, cultural, and social. In the current version of the program, students in approved STEM majors are eligible to apply for the NSF All Nations AMP stipend after one semester of attendance. Students with cumulative GPAs exceeding 2.5, 3.0, and 3.5 are eligible to receive \$1200, \$2400, and \$3600 annually. Once AMP scholars confirm AISES membership, they become Tiospaye Scholars and become eligible for the support components. Since inception in 2009, we have graduated 55 Tiospaye Scholars. We currently have 17 Tiospaye Scholars. A major initiative is underway to secure private funding to establish two permanent endowments to support the program for the future. The Tiospaye Scholar Program is housed on the garden level of the Devereaux Library and is co-located with the Industrial Engineering Department.

Contact:

Dr. Carter Kerk, Professor of Industrial Engineering; Director, Tiospaye Scholar Program

Tribal STEM Faculty Group

At South Dakota Mines, we have approximately 15 faculty from 6 departments that have been meeting monthly. The group was initiated two years ago to bring together the faculty from multiple disciplines and support 1) raising scholarship funds for both undergraduate and graduate students, 2) curriculum development and coordination to work towards a minor and/or certificate program, and 3) directly supporting research for and with Tribes. In addition to submitting proposals for external funding in multiple avenues during 2021-2022, we have brought in visitors from Ogalala Lakota College, Sinte Gleska University, Black Hills State University, Oglala Sioux Tribe, SD EPSCoR, and presented our initiatives to the Great Plains Tribal Water Alliance. We are planning to continue growing our collaborative efforts with industrial partners as well.

Contact

Dr. Lisa Kunza, Associate Professor, Department of Chemistry, Biology, and Health Sciences



NSF RII Track-1: Building on The 2020 Vision: Expanding Research, Education & Innovation in South Dakota

This +\$20 MM dollar grant, for which SD Mines is a core research partner, has established the 2-Dimensional materials Biofilm Engineering, Science and Technology (2D-BEST) Center. 2D-BEST's vision is to develop the next generation of nanoscale, conformal, two-dimensional (2D) coatings to control biofilm formation on technologically-relevant materials in agricultural, industrial and commercial applications. An essential strategy to achieve this vision is the Futures workforce develop program to prepare a diverse cadre of competitive STEM undergraduate and graduate student researchers for careers in 2D BEST relevant bioscience and materials science areas. The Native American Graduate Assistantship Program provides stipend support and tuition remission to applicants who are accepted into or enrolled in a SD Mines graduate program. There are also opportunities for Native American undergraduates to participate in 2D BEST research at South Dakota Mines.

Contact:

Robb Winter, NSF RII T-1 2D BEST Research Lead, Professor/BME Program Coordinator
Venkata Gadhamshetty, 2D BEST Area 1 Research Co-Lead, Associate Professor CEE
Rajesh Sani, 2D BEST Area 1 Research Co-Lead, Professor CBE & CBHS

Collaborative Research: Understanding the influence of tectonic setting on the depth of magmatic processes in the mid-ocean ridge system

Broader Impacts component of our recent NSF grant is tied to the support of infrastructure, teacher training, and research projects for undergraduate students in partnership with the Tiospaye Scholars program and Oglala Lakota College (OLC). What we would like to achieve is to serve as an accessible resource for OLC students - available to students remotely as well as in person. This initiative involves some very specific goals:

- Providing opportunity to undergraduate students at Oglala Lakota College to use state-of-the-art equipment and learn to work together as a research team under the direction of the PI and co-PIs. Such projects can function as a gateway for interested STEM students at OLC to continue at Mines.
- Enhancing their infrastructure by providing maintenance/training advice as appropriate on the OLC equipment for their staff and students. Over the past 20 years equipment was acquired at OLC that included a Leica petrographic microscope (2015), a Rigaku XRF (~2002), and a Rigaku XRD (~2002). This equipment has not, had the benefit of regular use or maintenance nor have there been training programs for OLC students or staff.
- Recruit undergraduate students from the STEM program at OLC to participate in undergraduate research projects using the equipment at OLC and Mines. This is done by participating in the existing OLC summer teacher training program next year by designing a two-day component of the program. This helps teachers to understand how research is done, and how to translate that knowledge into classroom exercises.

Contact:

Dr. Gokce Ustunisik, Assistant Professor Geology and Geological Engineering, PI
Dr. Roger Nielsen, Academic Policy Coordinator, Academic Affairs and Office of the Provost; Research Scientist IV, Geology and Geological Engineering, Co-PI



// SCHOLARSHIPS

South Dakota Mines is a member of the NSF All Nations Louis Stokes Alliance for Minority Participation headquartered at Salish Kootenai College. The program provides merit-based scholarships for up to \$3600 per semester. Since 2009, 65 SD Mines students have received over \$115K in stipends.

Scholarships

In addition to the above programs, the South Dakota Mines Center for Alumni Relations and Advancement has sought out and awarded over \$100,000 in scholarships. These figures do not include the Tiospaye Scholarship, departmental scholarships, or other outside scholarships.

Award Name	AY 21-22 Available
<i>Native American as part of criteria</i>	
Frank F. & Clare M. Aplan Native American Fund in Metallurgy	\$2,700
Lowell A. Jobe Scholarship	\$900
Barry Halfred Memorial Scholarship	\$1,000
Native American Scholarship	\$250
Navajo Transitional Energy Company (NTEC) Scholarship	\$10,000
Stephans American Indian Student Assistance Scholarship	\$25,000
Robert Westby and Anita Moss Scholarship	\$10,000
AISES/Dr. Jack Weyland Scholarship	\$200
Wayne Dalke Native American Scholarship	\$1,200
Pete Lien & Sons Scholarship	\$1,400
Walter Hansen & Marilyn Jackson Native American Scholarship	\$3,700
Allan Hins Native American Scholarship	\$4,000
Otto Jenny Scholarship	\$8,400
Joseph & Alys Ratigan Scholarship	\$4,000
Jack (John) & Winnie Shedd Scholarship	\$3,000
Paul Dirksen Smith Endowed Memorial Scholarship	\$2,000
Total	\$77,750
<i>With Preference (but not requirement) of Native American (or another underrepresented group)</i>	
Garrison Family Minority Scholarship	\$5,510
David A. Sonstegard Presidential Scholarship	\$15,000
Bill & Janet Pearson Scholarship	\$2,200
C. Robert & Dorothy Todd Scholarship	\$4,600
Total	\$27,310

// OTHER RESOURCES

NASA South Dakota Space Grant Consortium (SDSGC)

South Dakota Mines is the lead institution of the SDSGC and seeks to expand opportunities for Native Americans in particular through education, research, and public services in the fields of aerospace, earth science, and supporting STEM disciplines. The goal of the SDSGC Fellowship/Scholarship program is “To administer a Fellowship/Scholarship program that offers educational and research opportunities to students from diverse backgrounds who are pursuing degrees in fields of STEM that align with NASA’s mission and those of SDSGC members and affiliates.” SDSGC’s Diversity goal is “To model diversity in all Consortium programs and activities, with an emphasis on Native Americans, which make up the state’s largest minority group.” During the 16-year period spanning FY2005-2021, SDSGC provided \$2.69 million in scholarships and fellowships to 869 students at ten South Dakota public, private, and tribal colleges/universities and almost always meets its objective of providing at least 15% of its awards to minority students; most of whom are Native American. Over this same period, a number of Native American students at South Dakota Mines have conducted both summer and semester-long internships at NASA Centers.

Contact:

Thomas Durkin, Deputy Director of South Dakota Space Grant Consortium

South Dakota NASA EPSCoR Program

Under a Tribal College Collaboration Grant, SD NASA EPSCoR is funding a project at SDSMT titled “Leveraging the Resilience and Recovery in the Pine Ridge Indian Reservation area through the Analysis of Spatial-Temporal Data-Driven Aerial Imagery.” The principal investigator is Dr. Hyeong Suk Na in the Department of Industrial Engineering. Dr. Na will collaborate with Dr. Liangping Li in the Department of Geology and Geological Engineering and with James Sanovia of Oglala Lakota College (OLC). The two-year grant provides \$18,500 for the project, which includes support for one student from OLC each year. The project will use aerial photography as well as NASA satellite remote sensing data to develop an automated damage assessment tool that can be applied to natural disasters including snowstorms, prairie fires, and flooding on the Pine Ridge Indian Reservation. An important goal of the project is to enable the OLC students to enter an undergraduate engineering program at South Dakota Mines at the junior level with the help of the Tiospaye Scholar Program (TSP) supported by NSF.

Contacts:

Dr. Edward Duke, South Dakota Space Grant Consortium;

Dr. Hyeong Suk Na, Assistant Professor, Department of Industrial Engineering

Improving Water Geochemistry Analytical Capabilities

This NSF award supports the acquisition of an ion chromatography system and sample preparation equipment at South Dakota Mines to enable a diversity of low-temperature geochemical analyses currently not possible in the region. Ion chromatography is used to measure major and minor element concentrations in a range of sample materials including natural waters and soil and rock extracts. Access to an ion chromatography system will facilitate projects focused on a range of topics including water quality and soil chemistry. The instrument will be part of a multiuser research facility, enabling the growth of low-temperature geochemistry research on campus and provide access to users from across the greater region. The instrument will also be incorporated into courses for our undergraduate geology students, training the next generation of Earth scientists. Funds will also be used to support: (1) hands-on workshops for training on the instrumentation for students and staff at Mines and local tribal colleges including Oglala Lakota College (OLC); (2) Repairs to an existing ion chromatography instrument at OLC; and (3) Training of OLC staff/technicians on the new instrument. Learning together, we hope to improve the analytical capabilities at SD Mines and OLC focused on water quality.

Contact:

Dr. Sarah Keenan, Assistant Professor Geology and Geological Engineering, PI

Dr. Scott Beeler, Research Scientist II, Engineering & Mining Experiment Station, Analytical Chemistry, Co-PI



Kootenai River Aquatic Ecology

Supporting aquatic ecology research for Kootenai Tribe of Idaho, Dr. Kunza has two grants totaling \$180,000 for this two-year effort. Her team is examining the influence of excessive nitrate loading on ecosystem processes and the base of the food web in the Kootenai River in Montana and Idaho. The Kootenai River White Sturgeon is an endangered species and there are a few other species of concern in the river as well. Working in a remote location can be challenging at times but working on the Kootenai River with a great collaborative group of stakeholders is the environment we hope for while introducing our students to cutting-edge science.

Contact

Dr. Lisa Kunza, Associate Professor, Department of Chemistry, Biology, and Health Sciences

Apex Gallery

The Apex Gallery has a tradition of exhibiting Native American artists and has shown the work of local, regional, and national tribal members.

Contact:

Matthew Whitehead, APEX Gallery Director & Lecturer of Fine Art

Museum of Geology

The Museum of Geology provides tours and outreach activities for students in Rapid City and those students attending schools on the Pine Ridge Indian Reservation, including Little Wound School and Lakota Tech.

Contacts:

Ms. Emily Berry, Assistant Director Museum of Geology

Dr. Nathaniel Fox, Associate Director Museum of Geology

// MOVING INCLUSION FOWARD

The South Dakota Board of Regents Factbook for the fiscal year of 2021 shows that American Indian students comprise of 2.8% (66 self-identified AI students) of the total student body (2,361) in the fall 2021 at Mines. In comparison to the previous year, there was a slight increase of 0.38% (60 AI students). Also, in fall 2021, there were nine American Indian students pursuing graduate degrees and one pursuing a doctorate. Many institutions are still feeling the effects of the pandemic. During the course of the pandemic, there has been a decrease in almost all student populations, not only at Mines but across the entire BOR.

The Office for Inclusion Mission Statement:

Cultivate an inclusive campus climate that supports underrepresented populations, fosters respect for those with diverse backgrounds, and promotes cultural proficiency among faculty, staff and students.

Note: "Cultural proficiency" means being able to have meaningful interactions and discussions with various thoughts, ideas, perspectives and ideologies.

The South Dakota Mines Inclusion Statement:

South Dakota Mines is committed to cultivating an inclusive learning environment where faculty, staff, and students can grow and succeed. We value the diversity of unique backgrounds, experiences, perspectives, and talents within our community. It is our goal to promote a culture of respect, honor, understanding, integrity, and collaboration. It is through this diversity and inclusion that we find our strength.

<https://www.sdsmt.edu/Inclusion-and-Diversity/>

With the values of **integrity**, **ingenuity**, **inclusion**, and **impact**, South Dakota Mines operates through Strategic Priorities, each with implications for American Indian support and access.

<https://www.sdsmt.edu/About/Strategic-Plan/>



// CONTACT LIST

Name	Title	Program
Beeler, Scott	Research Scientist II, Engineering and Mining Experiment Station, Analytical Chemistry	Improving Water Geochemistry Analytical Capabilities
Berry, Emily	Assistant Director Museum of Geology	Museum of Geology
Crawford, Grant	Associate Professor, Materials and Metallurgical Engineering	Summer REUs
Dlugos, Joe	Associate Vice President for Student Development, Dean of Students, Student Development	Emergency Fund
Duke, Edward	South Dakota Space Grant Consortium	South Dakota NASA EPSCoR Program
Durkin, Thomas	Deputy Director of South Dakota Space Grant Consortium	South Dakota Space Grant Consortium
Fox, Nathaniel	Associate Director Museum of Geology	Museum of Geology
Gadhamshetty, Venkata	Associate Professor Civil and Environmental Engineering	NSF RII Track-1
Herman, Jade	Director of Planning & Events, Office of the President	Tribal Liaison
Herrera, Jesse	Director of Inclusion	Office for Inclusion, AISES, Pre-Orientation, Mentor Program, Honoring Ceremony
Johnson, Brad	Vice President for Development	Center for Alumni Relations and Advancement
Keenan, Sarah	Assistant Professor Geology and Geological Engineering	NSF OSSPEEC II, Improving Water Geochemistry Analytical Capabilities
Kerk, Carter	Professor, Industrial Engineering; Director NSF Tiospaye Scholars Program	Tiospaye, ANLSAM
Kunza, Lisa	Associate Professor, Department of Chemistry, Biology, and Health Sciences	Tribal STEM faculty group, Kootenai River Aquatic Ecology
Moore, Molly	Associate Provost for Academic Administration; Director of Admissions	Admission Outreach
Na, Hyeong Suk	Assistant Professor, Department of Industrial Engineering	South Dakota NASA EPSCoR Program
Neilsen, Roger	Academic Policy Coordinator, Academic Affairs and Office of the Provost; Research Scientist IV, Geology and Geological Engineering	Collaborative Research: Understanding the influence of tectonic setting...
Rankin, Jim	President	South Dakota Mines
Sani, Rajesh	Professor Chemical and Biological Engineering and Chemistry Biology and Health Sciences	NSF RII Track-1
Sawyer, Foster	Professor Emeritus, Geology and Geological Engineering	NSF OSSPEEC II

// CONTACT LIST continued

Name	Title	Program
Ustunisik, Gokce	Assistant Professor Geology and Geological Engineering	Collaborative Research: Understanding the influence of tectonic setting...
West, Michael	Department Head and Associate Professor, Materials and Metallurgical Engineering	Summer REUs
Whitehead, Matthew	APEX Gallery Director & Lecturer of Fine Art	APEX Gallery
Winter, Robb	Professor/Biomedical Engineering Program Coordinator	NSF RII Track-1
Wood, Scott	Assistant Professor, Nanoscience and Nanoengineering	CAREER: Integrin-Mediated Mechanotransduction in Articular Chondrocytes