



Annual
Report
2009
2010



College of Menominee Nation

REPORTING ON 2009-2010

GREETINGS FROM THE COLLEGE OF MENOMINEE NATION



Dear Friends,

We celebrate the end of the academic year with a sense of accomplishment and great expectations for the future.

This report looks at achievements of our Keshena and Green Bay/Oneida campuses during the academic year of July 2009 through June 2010, a period we declared to be a special "Year of the Student." We

studied and found ways to improve the experience that begins for a student even before he or she applies for admission. The special designation year ends, but the commitment continues as service and program areas implement changes and pursue additional ways to help CMN students succeed.

Record enrollments and the largest graduating class in our history were two important markers for this year. Our faculty and staff traveled widely, providing service and consultation to others. CMN students engaged in exciting programs on campus, at leading institutions elsewhere, and with other indigenous communities locally and abroad. We welcomed outstanding educators and national leaders to our campuses for research, consultation and public presentations.

It is our purpose and pleasure at the College of Menominee Nation to share knowledge, ideas, values and resources. As always, you are invited to share your ideas and observations with me, and to visit the campus at any time.

Sincerely,

S. Verna Fowler, Ph.D.
President, College of Menominee Nation



Dear Friends,

I am pleased to join President Fowler and members of the College of Menominee Nation Board of Directors in offering this report on CMN's 2009-2010 academic year.

The College has many obligations to fulfill. As chartered by the Menominee people, its mission is

to educate students in career-oriented programs that are infused with American Indian culture. As one of only three Land Grant institutions in Wisconsin, the College is responsible for providing outreach and technical assistance to the Menominee reservation and surrounding communities. As a member of the North Central Association of Colleges and Universities, it is committed to maintaining the highest accreditation possible through NCA's Higher Learning Commission. The College is also responsive to its independent Board, which studies and advises on continuing operations and new initiatives, approves and monitors its budget, and provides consultation to President Fowler.

The following Annual Report addresses the College's success in meeting its obligations. We hope that you share our pride and confidence in CMN and that you join us in congratulating the students, staff, faculty and leadership of the College on another successful year.

Respectfully,

Bernard (Ben) Kaquatosh
Chairman, Board of Directors
College of Menominee Nation

Alumni Profile

The graduating class of 2009-2010 was the largest in the history of the College of Menominee Nation and brings the total number of CMN alumni and alumnae to 561.

Commencement ceremonies on June 5, 2010, at the Keshena campus featured an address by Lynn Malerba, health professional and tribal leader who was recently chosen for the lifetime role of Chief of the Mohegan Tribe of Connecticut. Her selection as commencement speaker followed the CMN tradition of inviting outstanding American Indian and other leaders to address graduates.

The following is a profile of College of Menominee Nation graduates since CMN's founding in 1993.

Ethnicity

| | |
|-----------------------|-----|
| Menominee Tribe | 44% |
| Other Tribes | 29% |
| All Other Ethnicities | 27% |

Gender

| | |
|--------|-----|
| Male | 26% |
| Female | 74% |

Average Age at Graduation

33

Graduates by Field of Study

More than three-fourths (82%) of CMN's 561 graduates have chosen majors in the following eleven programs:

| | |
|----------------------------|-----|
| Business Administration | 19% |
| Education | 17% |
| Microcomputer Specialist | 8% |
| Liberal Studies/Humanities | 6% |
| Accounting | 6% |
| Practical Nursing | 5% |
| Human Services/Social Work | 5% |
| Natural Resources | 4% |
| Sustainable Development | 3% |
| Electrical Studies | 3% |
| Welding | 3% |
| Office Technician | 3% |

| | |
|------------------------|-----|
| Leading eleven majors: | 82% |
| All other majors | 18% |





REPORTING ON 2009-2010 LEADERSHIP'S FOCUS: SUSTAINING QUALITY AND INTEGRITY

Board of Directors

**Bernard (Ben) Kaquatosh,
Chairperson**

Personnel Director, Menominee Indian Tribe
University of Wisconsin-Green Bay, UW-Milwaukee
Enrolled - Menominee Tribe

**Virginia Nuske,
Vice Chairperson**

Director of Higher Education, Menominee Indian Tribe
Northeast Wisconsin Technical College, UW System,
University of the Philippines
Enrolled - Menominee Tribe

Lori Latender, Secretary

Curriculum Coordinator, Menominee Indian School District
B.S., St. Norbert College; M.S., Marian College
Enrolled - Menominee Tribe

Georgianna Ignace

Volunteer
B.S., Marquette University
Enrolled - Menominee Tribe

Kathleen Kaquatosh

Finance Director, Menominee Indian Tribe
Northcentral Technical College
Enrolled - Menominee Tribe

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Elaine Peters

Retired
B.S., UW Oshkosh
Enrolled – Menominee Tribe

Lorene Pocan

Retired
UW Oshkosh
Enrolled – Menominee Tribe

Ada Deer (honorary member)

Retired
B.A., UW-Madison; M.S.W., Columbia University
Enrolled – Menominee Tribe

Administration

S. Verna Fowler, President

A.A.S., Milwaukee Institute of Technology;
B.A., Silver Lake College;
M.Ed. and Ph.D., University of North Dakota
Enrolled – Menominee Tribe

**Gary Besaw, Vice President,
Student Services**

B.S., UW-Stout; M.S., UW-Madison
Enrolled – Menominee Tribe

**Norbert Hill Jr., Vice President,
Green Bay/Oneida Campus**

B.A., M.S., UW Oshkosh
Enrolled – Oneida Tribe

**Ronald Jurgens, Vice President,
Planning and Operations**

B.S., UW-Green Bay;
M.P.A., University of Illinois-Springfield

**Donna Powless, Vice President,
Academic Affairs**

B.S., M.S., Ph.D., UW-Madison
Enrolled – Oneida Tribe

**Laurie Reiter, Vice President,
Finance**

B.S., University of Wisconsin-Green Bay
Enrolled – Menominee Tribe

**Holly YoungBear-Tibbets, Dean,
External Relations**

B.S., Bemidji State University;
M.A., Ph.D., UW-Madison
Descendant – Sac and Fox

**Melissa Cook, Director,
Sustainable Development Institute**

B.A., Marquette University;
M.A., UW-Milwaukee
Enrolled – Menominee Tribe

Irene Kiefer, Director, Development

B.A., Indiana University, Bloomington

Mission

The College of Menominee Nation's mission is to provide opportunities in higher education to its students. As an institution of higher education chartered by the Menominee people, the College infuses this education with American Indian culture, preparing students for careers and advanced studies in a multicultural world. As a Land Grant institution, the College is committed to research, promoting, perpetuating and nurturing American



Indian culture, and providing outreach workshops and community service.

Charter

On March 4, 1993, the Menominee Tribal Legislature chartered the College by Ordinance 93-2. In the Fall of 1996, pursuant to Article VIII, Section 4, of the Menominee Constitution and Bylaws, the Menominee people initiated a revised charter that reinforced and secured CMN's existence. The charter was unanimously approved by the Tribal Legislature on October 3, 1996.

Affiliations

Among its many affiliations, the College is a member of the American Indian Higher Education Consortium (AIHEC) and the North Central Association of Colleges and Universities (NCA), and is a partner institution with the American Indian College Fund.

Congressional authorization in 1994 made CMN one of only three institutions of higher learning in Wisconsin to have Land Grant status. The College is designated by the Bureau of Indian Affairs as a Tribally Controlled College under the Tribally Controlled Community College Assistance Act (P.L.95-471).

Facilities

The College is located in North-eastern Wisconsin in the ancient homeland of the Menominee people. The College's flagship campus is in the community of Keshena on the Menominee reservation. CMN's Green Bay/Oneida campus, serving about one-third of the student enrollment, is 45 miles southeast in the City of Green Bay metropolitan area.

The main and urban campuses share faculty and most programs. Students may elect to study at either or both locations. Inter-campus mini-buses that are free for students and staff make the circuit frequently each day.



REPORTING ON 2009-2010

INSTITUTIONAL COMMITMENTS: PLANNING AND ACCREDITATION

Strategic planning

The CMN strategic plan reflects long-standing commitments to sustainability and quality improvement, and also addresses the special 2009-2010 focus — Year of the Student.

College planning documents developed for 2009-2011 identify four strategic goals. For 2009-2010, CMN leadership chose a set of priorities that would relate to each of the goals, give direction to efforts on the campuses, and give markers against which programs and initiatives could be measured. They are:

Goal 1 –

Ensure institutional stability and sustainability, with the priorities being to use evidence-based decision-making to improve decisions; improve recruiting through development and implementation of an Enrollment Management Plan, and further embed the tribal cultural value of sustainable stewardship of the environment into campus culture.

Goal 2 –

Provide a learning environment and support services which prepare students for success, with priorities being to develop and implement a first-year student success program to support recruitment and increase retention, and develop a Student Retention Plan and a Co-curricular Learning Plan.

Goal 3 –

Develop and strengthen program content and delivery, with priorities of developing a focused Academic Plan and program guidelines, and focusing on “what we do well; stay the course.”

Goal 4 –

Continue to foster partnerships/collaborations with internal and external stakeholders, with priorities of developing preK-20 partnerships; identifying and cultivating a philanthropic base, and developing a comprehensive Communication Plan.

Many accomplishments and on-going work featured in the following pages address these goals and priorities.



Accreditation

The College achieved two important accreditation milestones in 2009-2010: nursing candidacy and acceptance in a new institutional accreditation process.

Nursing Candidacy

The new Associate of Applied Science in Nursing program became the first CMN major to pursue program-level accreditation. Candidacy status was granted by the National League for Nursing Accrediting Commission (NLNAC) in Fall 2009 and recommendations to grant initial accreditation were made in Spring 2010 by the Commission's site evaluators and readers panel. NLNAC's Executive Board approved the program's accreditation in late summer.

Quality Improvement

On an institutional level, the College was accepted for a new accreditation process offered by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, the accrediting body serving Wisconsin and 18 other states.

CMN gained institutional accreditation early in its existence under the HLC's rigorous traditional review process and received a ten-year re-accreditation in 2003. This year, CMN

became the first tribal college to be approved for participation in HLC's alternative re-accreditation program called the Academic Quality Improvement Program (AQIP).

In many respects more challenging than the conventional program, AQIP requires a continuous process of quality improvement in seven-year segments. Following the AQIP model, CMN programs and the institution, as a whole, will now pursue and do extensive documentation on process improvement in five categories:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

Action projects designed to make process improvement in areas of strategic importance are also an ongoing requirement under AQIP. The first projects adopted by CMN tie closely to the College's strategic goals. They are directed at increasing student retention through data-based decision making, measuring the usefulness of student portfolios, and infusing quality improvement tools across the institution.



REPORTING ON 2009-2010

ACADEMIC LIFE: CLASSROOM AND THE WORLD

Student engagement

Records set during CMN's "Year of the Student" included well over 600 students enrolled each semester and registration for 13,128 credits.

Classrooms and labs were busy all year, but dozens of students engaged in off-campus learning through travel, special programs and internships. Gary Besaw, Vice President for Student Services, calls the number and variety of exciting learning opportunities open to students beyond the classroom one of the distinguishing benefits of the College.

Among enriching experiences pursued by CMN students outside formal classes during 2009-2010 were these:

- The Five Clans Rocket Team based at CMN's Green Bay/Oneida campus completed its third year of building and launching rockets for competition with State and other schools. The team also helped organize the first-ever National First Nations competition and served as the Wisconsin tribal college host. Designing, constructing and deploying the rockets and payloads is experiential learning of the best kind, says Green Bay Vice President Norbert Hill, "Everyone's having fun and at the same time learning how to problem-solve in fields like physics,

flight and electronics." Funding by the National Aeronautics and Space Administration (NASA) supported student projects including the First Nations event.

- Two student organizations – American Indian Business Leaders (AIBL) and Strategies for Ecology, Education, Diversity, and Sustainability (SEEDS) – joined forces and won a Scott Zager Venture Fund grant to create a new entrepreneurial project on campus. Known as the Campus Grind Coffee Shop, the café opened in the Library foyer in early 2010. The project is based on an award-winning business plan developed by CMN AIBL members for the national AIHEC competition. Along with providing a sales venue for the SEEDS club's fair trade coffee beans, the shop employs student managers, provides work experience for student volunteers and generates revenue for student activities.
- A team of CMN students and faculty was in Washington, D.C., in April to receive recognition for a wind turbine prototype entered in the 2010 Argonne National Laboratory Indian Education Renewable Energy Challenge. CMN's engineering project tied for first place with Southwestern Indian Polytechnic Institute.
- Climate change research was the focus for CMN students on- and off-

campus in Sustainable Development Institute (SDI) programs supported by a NASA/AIHEC grant. One team studied with faculty in an indigenous community in Chiapas, Mexico. Another group gained experience in community-based science reporting through the production of a climate change video.

- Biodiversity and environmental stewardship were highlighted during an April BioBlitz event held on several campuses under auspices of the U.S. Forest Service (USFS) and Wisconsin Department of Natural Resources. The project for Keshena campus students and staff was a rapid biodiversity assessment to identify as many species as possible along the Keshena campus walking trail.
- Students like Matthew Johnson, Ben White and Lenayea Waupoose worked on independent projects to gain hands-on experience beyond the classroom. Johnson helped launch a new Junior Achievement chapter in Menominee County by co-teaching an entrepreneurship series at the Menominee Indian Middle School in Neopit. White served as a tribal water monitoring intern in collaboration with the UW-Extension Environmental Resources Center. Waupoose researched and produced an educational video and brochure

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Student Profile

Unduplicated numbers Fall 2009 from IPEDS Fall 2009-2010

Gender

| | | |
|--------------------------------|------------|-------------|
| Full Time Men | 134 | 38% |
| Full Time Women | 222 | 62% |
| Subtotal for Full Time: | 356 | 56% |
| Part-Time Men | 61 | 22% |
| Part-Time Women | 217 | 78% |
| Subtotal for Part-Time: | 278 | 44% |
| Total Enrollment: | 634 | 100% |

Ethnicity

| | | |
|--------------------------------|------------|------------|
| Menominee | 260 | |
| Oneida | 131 | |
| Stockbridge/Munsee | 22 | |
| Other tribes | 52 | |
| Subtotal for Native | 465 | 73% |
| White, Non-Hispanic | 154 | |
| Black (Non-Hispanic) | 8 | |
| Asian/Pacific Islander | 1 | |
| Hispanic | 6 | |
| Subtotal for Non-Native | 169 | 27% |

Age

CMN celebrates having diverse campuses that welcome students of all ages. In Fall 2009-2010, more than 7% of those enrolled at CMN were under the age of 18 and nearly 8% were age 50 or older.

| | Full Time | Part-Time | Total | Percent |
|---------------|------------|------------|------------|-------------|
| Under 18 | 1 | 45 | 46 | 7% |
| 18-21 | 112 | 25 | 137 | 22% |
| 22-29 | 118 | 66 | 184 | 29% |
| 30-49 | 107 | 115 | 222 | 35% |
| 50-64 | 17 | 26 | 43 | 7% |
| 65 + | 1 | 1 | 2 | <1% |
| Totals | 356 | 278 | 634 | 100% |

Marital Status

About 21% of all students identify themselves as married; 77% as single, and 41.8% self-identify as having dependents.

for tribal communities on identifying and defeating infestations of invasive emerald ash borer beetles. Done as part of an internship with USFS, her project used high-tech production resources of CMN's Apple Authorized Training Facility.

- Forest Service internships provided other CMN students with forest technician and other work experience in Lakewood and Florence/Eagle River ranger districts and at the USFS Oconto River Seed Orchard.
- Off-campus internships for CMN students included study at UW-Madison and University of Minnesota laboratories, and research experience at St. Olaf College, Northfield, Minn.
- Original plays on American Indian themes were written, produced, staged or read by CMN students during the year on the Menominee and Oneida reservations under direction of Professor Ryan Winn.
- The creative work of CMN students was showcased by Professor Dennis Vickers in two issues of the campus literary publication, *Feather Chronicles*.
- Continuing a tradition of awards at national AIHEC student conferences, CMN students attending the event this year in Montana brought home recognition in categories including art, speech, creative writing and business writing.
- A team of students in the College's bachelor's degree program in Early Childhood/Elementary Education traveled with faculty to the 2009 National Indian Education Association conference. Other Education majors traveled for special learning opportunities in science, instruction and curriculum topics in Chicago, Green Bay and Gresham.
- Lauren Stoehr was named American Indian College Fund Student of the Year at CMN.
- Destiny Welch and William Boivin Jr. were chosen to give student addresses at June 2010 commencement ceremonies.



REPORTING ON 2009-2010 PROFESSIONAL EXCELLENCE

Continuous professional development and service done by faculty and staff assure that teaching, the curriculum, and student support programs remain fresh and relevant. Highlights of the year included national conferences and community outreach.

Quality faculty and staff

CMN President Verna Fowler was in demand during the year for presentations at conferences and other programs around the U.S. In April, she traveled to the University of North Dakota to receive an Alumni Achievement Award

from the College of Education and Human Development. She earned her master's degree at UND in 1986 and Ph.D. in 1992.

Faculty from colleges and universities across Northeast Wisconsin gathered at CMN in spring for a technology and teaching conference presented by the NEW ERA organization and coordinated by Professor Stephanie Erdmann of the CMN Business and Public Administration faculty. Erdmann was named American Indian College Fund Faculty Member of the Year at commencement ceremonies in June 2010.

She is currently pursuing a Ph.D. in business administration.

Professor Alpha Creapeau of the Education faculty was awarded an Andrew Mellon Faculty Career Enhancement Fellowship through the American Indian College Fund. She will begin her doctoral dissertation in Educational Leadership through North Central University in Fall 2010.

Dr. Katherine Hall, History, attended the November annual meeting in San Francisco of the American Anthropological Association, which focused this year on "Inclusion, Collaboration and Engagement."

Participating in the 2009 Native American Literature Symposium in Albuquerque, NM, were Vice President Gary Besaw, faculty members Dr. Dennis Vickers and Ryan Winn, and Nicole Argall of the staff. As part of a panel at the symposium, Winn spoke on directing American Indian theater. He was also invited to talk on student protest plays as part of a featured panel at the 2009 Conference on College Composition and Communication (CCCC) in San Francisco. During the CCCC event, Winn was awarded one of two 2009 Tribal College Faculty Fellowships.

Members of the CMN Education program presented at the National Indian Education Association Conference in Milwaukee during the year

Technical Education staff participated in both state and national events sponsored by SkillsUSA, one of the

largest student leadership organization in the nation. CMN has applied for charter membership in the organization to enable trades students to take advantage of its rich array of leadership, teamwork, citizenship and character development programs.

Lecture invitations for Green Bay/Oneida Campus Vice President Norbert Hill included a presentation at Harvard University's John F. Kennedy School of Government in Cambridge, MA, and the keynote address at AIHEC's Student Conference in Montana.

Laurie Reiter, Vice President for Finance, studied in the summer 2009 Harvard Executive Leadership program, becoming the fifth CMN administrator and one of only a few tribal college representatives in the program.

Employee Profile

Unduplicated numbers

| | |
|---------------------------------------|------------|
| Faculty | |
| Full Time | 28 |
| Part-Time or Adjunct | 23 |
| Employees/Staff | |
| Full Time | 97 |
| Part-Time | 11 |
| Total CMN Employees | 159 |
| Employee Degrees | |
| Ph.D. | 14 |
| J.D. | 2 |
| Master's | 40 |
| Bachelor's | 36 |
| Associate | 17 |
| Ethnicity | |
| American Indian | 87 |
| Other (Asian, Black, Hispanic, White) | 72 |



SUBSTANTIVE PROGRAM ARRAY

The CMN Nursing program awarded its first Associate degrees during June commencement ceremonies in Keshena. The six ADN graduates are eligible for licensing exams leading to Registered Nurse designations.

New for the Nursing Program and Green Bay/Oneida Campus was the start in January of the first cohort of "Bridge" LPN-to-ADN students. The program is open to practicing Licensed Practical Nurses who wish

to advance their nursing education to the Associate Degree level. After taking a two-credit transitions course Bridge students are admitted to the ADN program for their final general education and nursing courses.

During 2009-2010, 25 students completed studies and graduated from the Practical Nurse program which is based at the Green Bay/Oneida Campus.

Partnerships to aid students included an arrangement this year between the Green Bay/Oneida campus and Northeast Wisconsin Technical College to provide supplemental English instruction. The eight-hour, small group sessions offered instruction in reading and writing skills.

In addition to community outreach programs reported later in this document, the Department of Continuing Education delivered thousands of hours of instruction in workshops in teacher education and job-based training. Programs included these:

- Employees from several area Head Start programs enrolled in CMN's four-session program that prepares workers for the required Child Development Associate Certificate. The 22 participants also received preparation for the Pre-Professional Skills Test required for teacher certification.
- Job-based training engaged 147 participants, including community members, professionals, leaders

and youth. Topics of the 16 sessions offered during the year ranged from health care provider training, road construction training and report writing to probable cause/reasonable suspicion and workplace safety. Instruction in this category totaled 3,165 workshop hours.

CMN's Department of Technical Education offered diploma courses in four programs during the year. Among participants, nearly 75% had completed studies or remained enrolled at year end. A total of 41 completed graduation requirements in 2009-2010. Programs of study are Sustainable Residential Building Systems, Welding, Electricity and Office Tech.

Fourteen workshops presented through Technical Education served 127 students in the year. Courses included Personal Care Worker, Pre-Apprenticeship, Beginning and Intermediate Welding, Basic and Intermediate Building, Trades and Welding introductions, and Medical Terminology.

While most workshops are offered once annually, the highly popular Personal Care Worker program was scheduled for seven sessions this year. Dean Deanna Bisley notes that interest in the workshop led program managers to develop the new Medical Terminology course and two PCW sessions that provide continuing education and additional skills for students.

Programs of Study

The following degree, certificate and diploma programs were offered at CMN during 2009-2010.

Bachelor of Science Degree

Early Childhood/Elementary Education

Associate Degrees

Accounting
 AODA Counselor (Applied Science)
 Biological and Physical Sciences
 Business Administration
 Computer Science
 Early Childhood
 Liberal Studies—Humanities
 Liberal Studies—Social Science
 Mathematics
 Natural Resources
 Nursing (ADN)
 Public Administration
 Sustainable Development

Certificates

Criminal Justice
 Entrepreneurship
 Microcomputer Specialist

Diplomas

Electrical Studies
 Office Technology
 Practical Nurse
 Sustainable Residential Building Systems
 Welding





REPORTING ON 2009-2010

OUTREACH AND SERVICE TO THE COMMUNITY

The College carries forth its mission and meets its obligation as a Land Grant institution through a variety of programs and services. Many of these take place on CMN campuses in Keshena and Green Bay. Others are taken to locations in communities that are served by CMN.

Sustaining Menominee Culture

For several years, dozens of Menominee elders and other adults have been learning to speak the traditional Menominee language, or to improve or practice their language skills through activities at CMN.

In 2009-2010, the College began administering a new three-year Menominee Language Project funded by the Administration for Native Americans and led by John Teller. The project has two distinctive components. It operates with a language table format in which lessons are led by an instructor. Opportunities are available for beginner and intermediate learners to converse with fluent speakers from the community. To accommodate elders and those who are place-bound, the project also takes learning off campus to Reservation communities including Keshena, Neopit, Zoar, South Branch and Middle Village.

The Menominee Language Project offered three sessions from November through June this year with an average of 127 participants and more than 800 hours of instruction in each session.

Other cultural offerings during the year included native crafts such as quillwork, beading and moccasin making. Educational displays included the Richie Plass exhibit, "Bittersweet Winds".

Resource for the Community

Outreach programs and service activities were offered during the year by several divisions of the College to assist the community and enrich lives.

- Sustainable development students and Sustainable Development Institute (SDI) staff brought green know-how to the business community with a waste stream analysis and sustainability and energy audit of a Shawano cafe. The work is part of a larger SDI initiative being done in conjunction with UW Oshkosh and the CMN Business Administration program to develop a Sustainable Business Scorecard.

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Library Profile

Completing its first full year of operation in 2009-2010, the academic library of the College has already become the heart of the Keshena campus and a popular resource for community members.

Circulation records capture one measure of library use, but many campus and community patrons visit the facility for informal research and study, and for educational and cultural programming.

Circulation by Patron Type

| | |
|--------------------------|--------------|
| Students | 1,121 |
| Faculty/staff | 669 |
| NEW ERA card holders | 78 |
| Total circulation | 1,868 |

Library Holdings (books, journals, media material, documents)

| | |
|--------------------------|--------|
| Total holdings July 2009 | 12,095 |
| Total holdings June 2010 | 15,436 |

Overall Facility

| | |
|-----------|--|
| Size | 18,600 square feet |
| Structure | Main, Lower and Mezzanine levels |
| Funding | U.S. Department of Housing and Urban Development (HUD) |

Areas Completed 2009-2010

| | |
|-------------|---|
| Mezzanine | 2 classrooms group study/teacher resource room |
| Lower Level | archive offices/ workrooms/storage IT office reading room |
| Foyer | student-managed coffee shop |

- Menominee Tribal Enterprises staff joined others from the community for SDI's 2010 workshop on Ash Tree Seed Collection.
- Staff and a team of eight students gave assistance to low-income, handicapped and elderly residents through VITA, the Volunteer Income Tax Assistance project of the Internal Revenue Service. CMN's Menominee Media Center staff provided additional educational support with development of a looping DVD advising VITA clients on wise use of tax returns.
- A Future Teachers Club was established at a local high school with assistance of the CMN bachelor's degree program in Education.
- Menominee Indian Middle School students learned about entrepreneurship in a Junior Achievement program offered during the January 2010 break and

facilitated by the CMN Business Administration program.

- Library outreach programming included meet-the-writer receptions for authors of books on AODA and teaching topics. Other activities included "Big Read" events. Funded by the National Endowment for the Arts, "Big Read" is designed to encourage adults and children to read for pleasure on a regular basis. Events including book discussions, family activities and presentations were scheduled at on-campus and off-campus locations. Library outreach efforts spanned age groups with Menominee Indian High School students reading to local 2nd grade children and senior center groups making plans for on-going book discussions.

Training Programs

Continuing Education and Technical Education departments of the College

reached hundreds of area professionals, trades workers, tribal employees and community leaders with programs including the following:

- American Heart Association CPR/AED/First Aid certifications were awarded to 274 community people following training at CMN.
- Native American Leadership was the topic for community leaders and professionals attending training offered through a partnership of CMN and Wellstone Action. Wellstone is a non-profit organization specializing in minority education and leadership development for community service.
- Training and job options were on the agenda in May when trade union affiliates of the College joined CMN staff as hosts of the Tech and Trades Expo on campus.



REPORTING ON 2009-2010

SUSTAINABLE DEVELOPMENT: INSTITUTE AND CORE VALUE

The CMN message and indigenous wisdom are shared across Wisconsin and carried to other states and nations. They go with visitors who have learned the CMN story and with CMN faculty and staff who are invited to present across the U.S. and abroad.

Campuswide commitment

Following wide consultation among faculty, staff and students, a "Sustainability Commitment" was presented and received approval of the CMN Board of Directors. It reads as follows:

"Guided by indigenous values, College of Menominee Nation commits to the highest level of sustainable practice by increasing its progress toward sustainability and environmental symbiosis."

Values expressed in the Sustainability Commitment are demonstrated at every level as faculty and staff work to incorporate sustainable practices across the curriculum. Among initiatives during the year was work to incorporate sustainability concepts into projects in the reading, writing, and thinking course titled Critical Literacy.

National partnership

The formal partnership between the College of Menominee Nation and the U.S. Forest Service (USFS) was reaffirmed in November when representatives of both bodies met in Keshena to sign a second five-year Memorandum of Understanding.

The original Memorandum, signed in 2003, facilitated the development of the CMN's Center for First Americans Forestlands, an educational research center designed to nurture the use of sustainable forestry practices and products on American Indian forestlands. The Center is housed in the College's Sustainable Development Institute (SDI).

The 2009 Memorandum continues the original partnership projects on education, research, technical assistance, policy analysis, and indigenous wisdom for sustainable forestry and sustainable forest products. It expands the partnership to focus on cross-boundary natural and cultural resource management, increase the engagement of tribal communities in forest management, and develop and recruit a diverse and skilled workforce for tribes and the U.S. Forest Service.

SDI projects

The Sustainable Development Institute (SDI) is a hub of research and service at the College, leading initiatives and providing a variety of student internship opportunities each year. Along with projects and support services mentioned elsewhere in this report, SDI staff focused on activities such as these:

- The CMN Sustainability Indicators Project continued through the year with SDI staff and student aids doing research to address two or three indicators each month
- For a comprehensive assessment of its operations, services, programs and outreach, SDI carried out a qualitative and quantitative three-month review at mid-year. Several dozen campus and external stakeholders shared insights and perspectives on the work of the Institute. Using an Appreciative Inquiry model, the project has provided a set of critical drivers to guide SDI leadership and staff.
- A workshop on Using Native Case Studies to Promote Student Learning was sponsored by SDI in spring term. Participants were introduced to methodologies developed in Evergreen State College's Enduring Legacies Project as tools for improving the quality of teaching and learning.



- The Institute brought a week-long series of events to campus to focus attention on the invasive Emerald Ash Borer and Ash tree management.
- SDI engaged in several major activities during the year that focused on climate change and improved understanding of the impacts of climate change on the Menominee tribe. Activities included the following:
 - ~ The Climate Change Impact Assessment Research Project is funded with a grant from the Tribal College Research Grants Program of the U.S. Department

of Agriculture's National Institute of Food and Agriculture. SDI work will assess Menominee understanding, perceptions, and actions relating to climate change. In the first year of this two-year project, efforts were focused on creating a conceptual framework for assessment based on a model developed by the Intergovernmental Panel on Climate Change.

- ~ As part of the Assessment Research Project, SDI sponsored workshop presentations by Dr. William Van Lopik of CMN on why climate change is important, and by guest speakers on the projected regional impacts

of climate change and impacts experienced by Alaskan villages as a result of climate change.

- ~ A student-led project titled Menominee Observations on Climate Change Video began in spring 2010 with funding from the National Aeronautics and Space Administration and the American Indian Higher Education Consortium. To create the project's 15-minute video, four CMN student interns engaged in climate change research, camera operation, and video editing and critique. The project is one of several being conducted with NASA/AIHEC support on tribal college campuses.
- ~ A student research experience titled Climate Change Impacts on Menominee Tribe and Tzotzil Indigenous People was conducted with funding from NASA/AIHEC. As part of the project, students studied climate change impacts on the Menominee tribe and Tzotzil Indigenous Community of Chiapas, Mexico. The late spring research visit was coordinated with the Just Coffee Fair Trade Travel Delegation.





REPORTING ON 2009-2010

FISCAL STABILITY THROUGH EVIDENCE-BASED DECISIONS

With a \$13.877 million budget and 159 employees in fiscal year 2009-2010, the College of Menominee Nation provided an estimated 440,000 hours of instruction in classes, workshops and training programs.

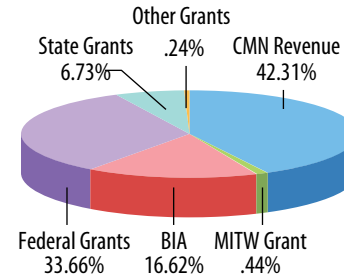
A guiding principle of the College, addressed in Goal 1 of the CMN strategic plan, is “institutional stability and sustainability” achieved through “evidence-based decision-making.” The College works to achieve this goal by remaining debt-free, assuring that

programs and services are financially sustainable, and providing transparency in all of its financial operations.

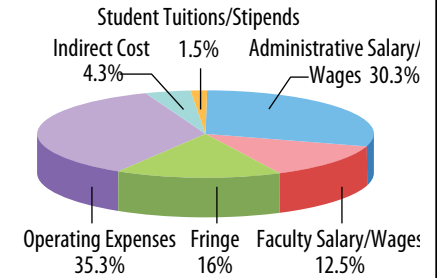
Charts on this page show a snapshot of revenue, which increased 10.75% over FY 2008-2009, and expenditures, which were closely monitored to assure a balanced budget at year end.

The 2008-2009 fiscal year audit is the most recent to be completed and continues the CMN standard of favorable financial reviews.

CMN Revenue Sources 2010



CMN Expenditures 2010



| CMN Expenditures 2010 | Total | General | Federal | State | Other | |
|----------------------------|-------------|---------------------|--------------------|--------------------|------------------|------------------|
| Adm. Salary/Wages | 30.3% | 4,204,509 | 2,386,156 | 1,420,037 | 340,901 | 57,414 |
| Faculty Salary/Wage | 12.5% | 1,728,867 | 884,098 | 822,798 | 8,931 | 13,039 |
| Fringe | 16.1% | 2,233,124 | 1,262,359 | 755,074 | 140,164 | 75,527 |
| Operating Expenses | 35.3% | 4,902,914 | 1,652,628 | 2,625,043 | 345,411 | 279,832 |
| Indirect Cost | 4.3% | 601,201 | 0 | 482,857 | 98,522 | 1,9821 |
| Student Tuition & Stipends | 1.5% | 206,432 | 9,135 | 174,354 | 0 | 22,943 |
| Total | 100% | \$13,877,046 | \$6,194,376 | \$6,280,164 | \$933,929 | \$468,576 |

CMN Revenues 2010

| | | |
|---------------------------|-------------|---------------------|
| CMN Revenue | 42.31% | 5,870,850 |
| Bureau of Indian Affairs | 16.62% | 2,306,760 |
| Menominee Indian Tribe WI | 0.44% | 61,501 |
| Federal Grants | 33.66% | 4,670,606 |
| State Grants | 6.73% | 933,929 |
| Other Grants | 0.24% | 33,400 |
| Total Revenue | 100% | \$13,877,046 |

Financial Aid to CMN Students

| | 2008-2009 | 2009-2010 |
|----------------------------|--------------------|--------------------|
| Federal – Title IV Total | 1,133,026 | 1,862,780 |
| Other Grants/Funding Total | 271,193 | 570,324 |
| CMN Scholarships Total | 165,771 | 156,540 |
| State of Wisconsin Total | 578,551 | 622,570 |
| Tribal/BIA Funding Total | 1,175,405 | 1,334,715 |
| Total: | \$3,323,946 | \$4,546,929 |

Other Financial Assistance Received for CMN Students

| | 2008-2009 | 2009-2010 |
|---------------------------------|-----------|-----------|
| Wisconsin Workforce Development | \$57,309 | \$ 28,622 |
| Direct-Pay Scholarships | \$81,657 | \$122,745 |
| Other Scholarships | \$90,100 | \$ 76,062 |

REPORTING ON 2009-2010

EXTERNAL FUNDING: SUPPORT FOR RESEARCH, PROGRAMMING

Federal Grants

Individual awards ranged up to \$694,628

- United States Department of Education (DOE), Tribal Colleges and Universities Title III Development continuation awards for academic library programming; endowment; four-year Elementary Education program; retention of low-income, first generation, and students with disabilities, and Vocational Rehabilitation Services
- DOE Native American Career and Technical Education programming grant
- U.S. Department of Agriculture (USDA) – Cooperative State Research, Education, and Extension Services, Tribal Colleges Extension Program continuation grant for community outreach workshops, programs and services to strengthen economic capacity in the CMN service area
- Department of Health and Human Services (HHS), Health Resources and Services Administration Health Care and Facilities grants for simulation equipment for the academic program in Nursing and for AED units, training and a public awareness campaign for the Menominee community
- National Science Foundation STEM Teachers of Excellence Education Project funding to achieve greater numbers of elementary teachers who are proficient in STEM knowledge and methods
- HHS Native Language Implementation Project grant for teaching the Menominee language in the community
- USDA research grant for study on the impact, adaptation and strategies for climate change on the Menominee forest-based community
- USDA – Rural Development awards for expansion and renovations to Glen Miller Hall, field study visitor services for the Terra Institute, and student intern work with Forest Service research activities at the Oconto River Seed Orchard

State Grants

Individual awards ranged up to \$300,000

- Wisconsin Technical College System grants to support technical education students in mathematics labs and in non-traditional occupations, improve retention of at-risk technical education students, and retain female students in the trades programs

- Wisconsin Technical College System Work-based Program award to upgrade the occupational skills of incumbent workers and provide occupational training to high school youth
- Wisconsin Department of Transportation (DOT), Summer Transportation Institute funding for programming to introduce youth to transportation related employment opportunities
- DOT Workforce Initiative Model, Transportation Alliance for New Solutions (TRANS) funding to coordinate employment outreach, preparation, and placement activities to ensure minorities, women, and others are available as laborers and apprentices on Wisconsin's highway construction projects
- Workforce Development awards for youth program capacity-building
- American Indian Higher Education Consortium awards for the November 2009 Native Peoples Native Homelands II Climate Change Workshop and to develop a documentary video
- Oneida Arts Program, Dollars for Arts Program award in support of American Indian theater and the artists who produce it
- Second Nature grant for staff training on sustainable construction
- Northwoods Nijji Enterprise Community award to present a certificate workshop in Rural Business Administration
- Potawatomi Foundation youth leadership curriculum development project award
- Argonne National Laboratories award to support student designed and built wind turbine models

Other Grants

Individual awards ranged up to \$80,000

- American Indian College Fund and Eli Lilly Foundation funding for development of Public Administration distance education courses
- United Negro College Fund Special Programs Research Incentive Grant award to introduce hands-on science to students in the Elementary Education program through science resource materials of The Einstein Project
- Clinton Global Initiative grants to support students in developing new fuel cell technology for the Menominee transit and in creating a community garden
- Ecological Society of America award to the student organization SEEDS for campus ecology maintenance
- Christian A. Johnson Endeavor Foundation award in support of student life initiatives for the Green Bay/Oneida campus



REPORTING ON 2009-2010

WELCOMING LEADERS, SCHOLARS AND FRIENDS

Each year, the College of Menominee Nation is host to visitors from across the country and around the world. Many come to learn about sustainable development and forest management practices based in Menominee tradition. Others come to share experiences and insights on tribal culture or important issues ranging from sovereignty to American Indian higher education.

Among the many special visitors to CMN campuses in 2009-2010 were the following:

- **Elouise Cobell**, a member of the Montana Blackfeet Tribe and lead litigant in the landmark Indian rights lawsuit, *Cobell v. Salazar*, visited CMN for presentations at the Keshena and Green Bay/Oneida campuses.
- **Lynn Malerba** of the Connecticut Mohegan Tribe, health professional, tribal leader and recently-installed lifetime Chief of the Mohegan was the 2010 commencement speaker.

- **Ernest L. Stevens Jr.** of the Oneida Nation, Chairman, National Indian Gaming Association, was on campus for spring commencement and discussions on NIGA's Spirit of Sovereignty Foundation
- **National Science Foundation leaders** from NSF's Biological Directorate, Engineering Directorate and Division of Education and Human Resources visited CMN for discussions with leadership and faculty on research.
- **U.S. Forest Service delegates** from USFS divisions in Washington, D.C., Pennsylvania, Minnesota and Wisconsin were at the Keshena campus for signing ceremonies that renewed USFS and CMN's five-year Memorandum of Understanding on cooperative programming.
- **American Indian College Fund 2010 Eco Tour** participants from California, Pennsylvania, Alaska, Michigan, Colorado and Wisconsin met with campus and community representatives for an immersion in Menominee history and culture, and the tribal college experience.

- Latin American scholars **Fernando Tzib** of Belize and **Armando Muyolema** of Equador addressed CMN students and staff on issues concerning Latin American indigenous communities.
- **Dr. Debal Deb** of India, Visiting Fulbright Fellow and freelance ecologist, met with Sustainable Development Institute staff and others on wide-ranging energy and resource topics.
- **Estate Management Tour Delegation** from Trinidad and Tobago were at CMN as part of management course field studies sponsored by the UW-Madison Land Tenure Center.
- **Larry Mercurieff**, Alaskan Aleut and member of the Alaska Native Science Commission, shared perspectives from his state with CMN students and staff in the SDI Climate Change Workshop.
- Emeritus **Professor John Young**, Wisconsin State Climatologist, Madison, another Climate Change Workshop participant, addressed the campus community and visitors on projected regional impacts of climate change.

- **Stephanie Koziski**, Tribal College Liaison (Eastern Region), U.S. Department of Agriculture, Washington, D.C., consulted with campus leadership on USDA programs and initiatives.
- **Dr. Clifton Conrad** of the Department of Educational Leadership and Policy, University of Wisconsin-Madison, and a delegation of UW graduate students interested in minority-serving institutions met with campus representatives on the unique tribal college experience.
- **Wisconsin Historical Records Advisory Board** met on the campus
- **Carol O'Loughlin Smart** of Waukesha, playwright and performer of "The Dr. Rosa Minoka Hill Story," gave a public performance in the Cultural Learning Center and met informally with guests from the regional medical community.
- **Ann Kendall**, Office of Management and Budget, Washington, D.C., and **Sean J. Hart**, Midwest Region, Minnesota, Bureau of Indian Affairs, visited CMN for a tour and briefing.
- **Faculty** members from across Northeast Wisconsin gathered on the Keshena campus for the 2010 NEW ERA Faculty Dialog Conference.



Ernest L. Stevens Jr.



Elouise Cobell



Lynn Malerba



American Indian College Fund Eco Tour presenters and visitors

A name and a motif...

The small graphic device used throughout this publication is a stylized representation of *mahnomin*, the cereal grass pictured at right that is the source of wild rice.



Wild rice once grew in abundance in the woodland territory that became Wisconsin. Many of the Native people living here relied on *mahnomin* as a dietary staple. Among them, one tribe became known as the people of the wild rice and continues to be known as the "Menominee."



Today, the College of Menominee Nation honors its name by providing nourishment of another kind through courses and programs infused with American Indian culture. To learn more about the College, visit the CMN website at menominee.edu, or visit in person. Faculty, staff and students of the CMN campuses in Keshena and Green Bay look forward to welcoming you.

