



College of
Menominee
Nation

**Annual Report
2014-2015**



College of Menominee Nation

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REPORTING ON 2014-2015

GREETINGS FROM THE COLLEGE OF MENOMINEE NATION

Dear Friends,

Our College community arrived at significant milestones in academic year 2014-2015. We also negotiated challenging terrain that has become familiar to nearly every institution of higher learning.

The milestones included celebrating a Spring commencement that brought our total number of graduates over the 1,000 mark, taking major steps toward achieving greater administrative control and instructional flexibility through technology, and engaging in an accelerated academic program review to help right-size operations.

The challenges of the year centered on addressing the enrollment decline that has been plaguing colleges and universities everywhere and at last arrived at CMN. Improvement in the national economy customarily results in lower enrollments as prospective students find jobs and defer studies. In Fall 2014, student head count returned to 2008-2009 numbers, after growing by 29% through 2012-2013. We have worked diligently to realign our finances, program array and delivery resources while sustaining the mission and institutional quality.

The stories and profiles in this year's Annual Report provide just a snapshot of all that was accomplished between July 1, 2014 and June 30, 2015. I encourage you to learn more about our mission, programs, services and events by following CMN on its website – www.menominee.edu – and by visiting our Keshena and Green Bay campuses. You are always welcome here.

Sincerely,



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



Dear Friends,

As the 2014-2015 academic year comes to a close, so does my 22-year tenure on the College of Menominee Nation's Board of Trustees. I was honored to be among the first seven chosen for the College's Board and have been privileged to serve as President of the Board for 10 of those years.

A tribal college is a rare thing. There are only 34 accredited tribal colleges in the United States. Among this exclusive company, the College of Menominee Nation is exceptional in many ways. Our College has successfully evolved from humble beginnings. It began with a few general education courses. CMN was soon offering several Associate Degrees and Technical Diplomas, and since 2011 has been a baccalaureate institution, now offering three Bachelor's Degrees with more under development. Classes began in January 1993 in a small house on the Menominee Reservation. Today, our students attend well-established campuses incorporating more than 140,000 square feet of space in 10 buildings in Keshena and Green Bay. And of great importance, CMN gained accreditation early and has retained it at the highest level throughout its history.

While higher learning is CMN's mission, our College is also an economic engine for our people, with a regional economic impact exceeding \$37 million and an impact of nearly \$26 million alone on the Menominee Reservation.

Evolving institutions are a miracle combination of dreams, risks, challenges and perseverance. The College of Menominee Nation is no exception. I hope you find our Annual Report of interest and the good work of our College worthy of your advocacy.

Respectfully,



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

TRUSTEES OF THE COLLEGE

Serving in 2014-2015.

Profiles include current professional ranks and colleges and universities attended.

Bernard (Ben) Kaquatosh, Chairperson

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

Virginia Nuske, Vice Chairperson

Director of Higher Education, Menominee Indian Tribe
Northeast Wisconsin Technical College,
UW-Green Bay, UW Oshkosh,
University of the Philippines

Lori Corn, Secretary

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

Sarah Harkey

Nurse, Menominee Tribal Clinic
A.A., College of Menominee Nation;
B.S.N., Bellin College of Nursing;
M.S.N., University of North Dakota

Georgianna Ignace

Volunteer
B.S., Marquette University

Lynnette Miller

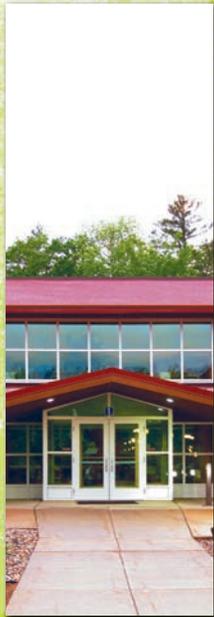
Executive Director, Menominee Tribal Gaming
Commission
B.S., UW-Green Bay; M.S., Silver Lake College

Elaine Peters

Retired
B.S., UW Oshkosh

Ada Deer (honorary member)

Retired
B.A., UW-Madison; M.S.W., Columbia University



REPORTING ON 2014-2015

THE COLLEGE IN PROFILE

Lists and sets of statistics give useful information about a year in the life of an institution, and so we present these. But it is the stories of the students, faculty and staff, and the evidence of their work, that reflect the purpose and value of the institution's year. For continuing news and features on the College of Menominee Nation, you are invited to follow us at www.menominee.edu.

FACULTY/STAFF

The following unduplicated numbers show that 79% of those who are employed at the College of Menominee Nation hold academic or technical credentials. Among them, 37% have earned advanced degrees at the master's and doctoral levels.

Faculty		56
Full Time	31	
Part-Time or Adjunct	25	
Staff		122
Total CMN Employees		178

Employee Degrees

Ph.D.	12	7%
Master's	53	30%
Bachelor's	45	25%
Associate	21	12%
Technical/Trades	9	5%
Some college/no degree	38	21%

Ethnicity

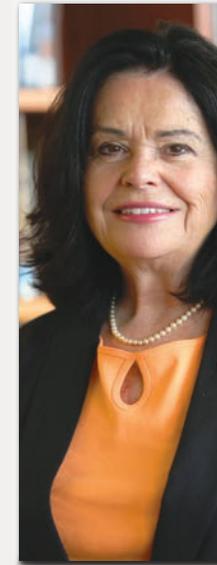
Enrolled/Descendant Menominee	70	39.3%
Other American Indian	20	11.2%
Other (Asian, Black, Hispanic, White)	88	49.4%



Faculty members Mary Maguire, left, Nursing, and Vicki Besaw, English



Dr. Nathan Ihrcke of the Biology Faculty



Education Professor Ruth (Cyndi) Pyatskowitz, near left, was named American Indian College Fund Teacher of the Year during May graduation ceremonies. The award recognized more than 30 years of professional experience including eight years at CMN developing, presenting and evaluating programs. She has led several grant-funded initiatives designed to help families and educators improve literacy among the very young.

PROGRAMS OF STUDY

CMN is accredited by the Higher Learning Commission (hlcommission.org). The College's Bachelor of Science in Education is approved by the Wisconsin Department of Public Instruction. The Nursing program is accredited by the Accreditation Commission for Education in Nursing (www.acenursing.org) and approved by the Wisconsin State Board of Nursing, Department of Regulation and Licensing, and Department of Health Services, Division of Quality Assurance.

Bachelor of Arts Degree

Public Administration

Bachelor of Science Degrees

Business Administration

Early Childhood/Middle Childhood Education

Associate Degrees

Accounting

Biological and Physical Sciences

Business Administration

Computer Science

Digital Media

Early Childhood Education

Liberal Studies/Humanities

Liberal Studies/Social Science

Materials Science and Pre-Engineering

Mathematics

Natural Resources

Nursing (Applied Science)

Public Administration

Sustainable Development

Technical Diplomas

Electricity

Business Office Technician

Practical Nursing

Sustainable Residential Building Systems

Welding

Certificates of Mastery

Criminal Justice

Entrepreneurship

Microcomputer Specialist

PROGRAM ENROLLMENT

Enrollment in Fall 2014 by program of study/career field

Bachelor of Arts	9	1%
Public Administration	9	1%
Bachelor of Science	28	5%
Business Administration	13	2%
Teacher Education	15	3%
Associate of Arts – Letters and Science (L&S) Degree	212	38%
Biological and Physical Science	8%	
Business Administration	5%	
Liberal Studies	9%	
Education	6%	
All remaining L&S programs	10%	
Nursing	87	16%
Associate Degree and Technical Diploma		
Technical Education	61	11%
All technical diplomas, excluding Practical Nursing		
Non-degree or Undeclared Major	161	29%
Certificate of Mastery	2	<.5%

STUDENTS

Fall 2014 from IPEDS Fall 2014-2015 (unduplicated numbers)

Total Enrollment

Headcount enrollment	560
Full Time Equivalent enrollment	370.4
Full time	165 29%
Part-time	395 71%
Male	132 24%
Female	428 76%

Student Ethnicity

American Indian*	331 59%
Other (Asian, Black, Hispanic, White)	229 41%

* Tribes represented at CMN in 2014-2015 included Brotherton, Cherokee, Chippewa, Crow, Ho-Chunk, Lac Courtes Oreilles Ojibwa, Menominee, Mohican, Navajo, Oneida, Potawatomi and Stockbridge-Munsee.

Age Distribution

Age 16-24	225 40%
Age 25-65	335 60%

ALUMNI

Cumulative since the opening of the College in 1993

Total Alumni	1,010
Male	301 30%
Female	709 70%

Average Age at Graduation

33

All-Time Top Degree Choices

Business, Education, Nursing

Degrees, Diplomas Awarded

Cumulative over CMN history.

Bachelor of Science/Bachelor of Arts*	30
Associate of Arts	595
Associate of Applied Science	214
Diplomas and Certificates	387
Total Awards	1,226

* First BS degree awarded in 2011 and first BA in 2014



Spring graduates hold distinction as the class bringing the number of CMN alumni to more than 1,000. Natural Resources graduate Trenton Miller, above, was chosen as class speaker for commencement. CMN's Glen Miller Hall is named in honor of his late father, a Menominee leader who encouraged establishment of the College. Loretta Webster of the Oneida Nation was honored at graduation with a special President's Award for facilitating a UW System affiliation for CMN in its first year of operation.



REPORTING ON 2014-2015

MAINTAINING A VITAL PROGRAM ARRAY

Societal needs evolve. Enrollment patterns change. Knowledge expands and technology explodes ... and academic programs are wise to pay attention. One way that higher education pays attention is through rolling program reviews, with each academic major scrutinized every two or three years.

The College of Menominee Nation community took a different approach

in 2014-2015 with an accelerated institution-wide review of all degree and diploma programs. The months-long effort resulted in a more streamlined academic array that goes into effect with the Fall 2015 semester.

“There are some things you do in higher education that are absolutely essential for the learning experience for your students but that may not have the greatest return on investment,” says Dr. Diana Morris, the College’s Chief Academic Officer. “At the same time, institutions have an obligation to apply their limited resources where they are needed most in order to meet their mission and balance the budget. Especially today, colleges and universities everywhere are taking a look at their program array and trying to see how they can

use their curriculum and their faculty and staff talent most effectively.”

The reasons for making a program temporarily inactive, or latent, can range from low enrollment or reduced job prospects in given fields to declining grant support. Decisions, while not easily reached, were focused on how best to serve students, strengthen the over-all array and balance resources.

In many cases, courses from an affected program remain available to students. Accounting transitions from a degree offering to an emphasis area in Business Administration. Courses from Sustainable Development and Mathematics will continue as core requirements for all CMN students. In CMN’s nurse-preparation selection, Certified Nursing Assistant courses

and the Practical Nurse diploma will continue enrolling new students, while the Associate Degree in Nursing segment will be latent in 2015-2016 for new incoming students.

Others moving to latency next Fall are in computer science, residential building and short-term certificates.

Majors added, planned

Program reviews can also result in new academics. At the Associate level, CMN added a Digital Media degree in Fall 2014. A Pre-Environmental Engineering Technology program was approved during 2014-2015 and will begin enrolling students in Fall 2015. It emphasizes practical environmental applications, instead of the theoretical coursework with heavy-duty

Teaching, administration and student support duties are part of the life of the College’s faculty and staff. Some also engage in research, scholarly writing or professional or academic organizations. Almost all in the CMN community – including those pictured here at work on their campuses – are involved in committee meetings, convocations and in-service sessions where information is shared, program ideas developed and quality-improvement plans pursued.



Dr. Katherine Hall, History



Professor Mwata Chisha, Public Administration



Dr. Lisa Bosman, Engineering

math, physics and chemistry found in traditional engineering programs. Credits earned in CMN's two-year Environmental Engineering Technology Degree will fully transfer to the Environmental Engineering Bachelor's programs at the University of Wisconsin in Green Bay or Oshkosh. Credits from CMN's Materials Science/Pre-Engineering Degree program fully transfer to engineering programs at UW in Madison and Platteville.

CMN's three baccalaureate programs remain in place, with the B.S. in Business Administration adding an emphasis in Accounting to its existing Management emphasis. The College looks ahead to two or more Bachelor's Degrees in coming years, with STEM-related and communication options being discussed.

Notable achievements of the College's faculty and staff

Dean Karen Bialcik was notified at the close of the 2014-2015 academic year that the Nursing program had received continuation of accreditation from ACEN, the Accreditation Commission for Education in Nursing (acenursing.org). The program's "exceptional integration of cultural, ethnic, and socially diverse concepts, particularly in relation to the Native American culture," was cited.

Eleven employees completed year-long training in CMN's new Shirley Daly Leadership Academy. They are faculty members Dr. Lisa Bosman (Engineering), Kelli Chelberg (Education) and Eric Jurgens (English) and staff Maurissa Bigjohn and Brandon Frechette (Continuing Education), Maria Escalante (Library); Michael Faulds, Melissa Larson

and Luis Ortiz (Green Bay/Oneida campus); Tessa James (Student Services), and Geraldine Sanapaw (Institutional Research/Registrar). The Academy is named for the late Shirley Daly, a leader and legislator of the Menominee Tribe who was among those fostering the idea of a tribal college in Keshena.

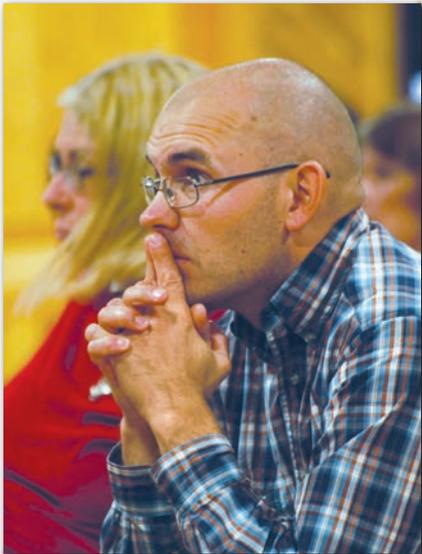
Two of the Academy graduates earned additional recognition during the year, as did Professor Alpha Creapeau of CMN's Education program. Bosman and Creapeau both completed their Ph.D. studies. Ortiz, who is pursuing graduate studies in Sustainable Management, was named a Master's Degree Fellow by the American Indian College Fund.

Scholarly achievements of the year include publications by CMN faculty. Writing by a CMN team was accepted by the peer-reviewed journal *Sustainability Science*. The article, "Sustainable development education, practice, and research:

an indigenous model of sustainable development at the College of Menominee Nation, Keshena, WI, USA," appeared April 15. It was written by Drs. Katherine Hall and William Van Lopik of the faculty, Christopher Caldwell, director of the Sustainable Development Institute, and Dr. Michael Dockry, former U.S. Forest Service liaison to CMN.

"Ken of Kin: Aesthetic Experience of the Forest" by Dr. Dennis Vickers was accepted for publication in the peer-reviewed publication, *Journal of Aesthetic Education*, a quarterly print and online journal of the University of Illinois Press.

Professor Ryan Winn is a continuing correspondent for the *Tribal College Journal*. TCJ published his book reviews throughout 2014-2015 and in May carried Winn's "An Open Letter" on flawed comparisons of tribal and other colleges.



Austin Retzlaff, Technical Education



Dr. Carol Cornelius, History



Dr. Dennis Vickers, Humanities



Stephanie (Dodge) King, Nursing



REPORTING ON 2014-2015 NURTURING THE STUDENT EXPERIENCE

College of Menominee Nation students have many choices for educational and personal enrichment beyond their classroom and laboratory experiences.

Along with the 25 who were selected for formal internship programs during 2014-2015, dozens of other students took part in research projects, special activities, travel and high-level conferences throughout the year. A benefit at CMN is that opportunities reserved for juniors, seniors and graduate students at many schools are available here for freshmen and sophomores, as well as upperclassmen.



Opportunities for student engagement never stopped at CMN's Sustainable Development Institute with events punctuating SDI's ongoing projects.

The Fall semester opened with students joining visitors from tribal, federal, state, higher education and non-profit organizations gathering for a four-day summit that included forest field trips, conference sessions and small-group talks. The October event titled "Shifting Seasons: Building Tribal Capacity for Climate



Change Adaptation" gave students a front-row seat with attendees, building relationships, sharing knowledge and discussing resources of benefit to both tribes and non-tribal entities.

Fourteen Spring semester interns from CMN and other colleges and universities met in June on the Keshena campus for SDI's Indigenous Planning Institute. The week-long program brought students together with Forestry staff from Menominee Tribal Enterprises (MTE), SDI staff and CMN faculty. Pictured above are institute

participants posed at a trail head on the Keshena campus.

Providing international insights to the interns was Dr. Manfred Schoelch, above right, visiting scientist at CMN from Weihenstephan University of Applied Science in Freising, Germany. A distinguished professor and author in the fields of silviculture and forestry science, Dr. Schoelch's research with MTE focused on canopy gaps and forest regeneration.



Elizabeth Rice and Michael Begay gained special recognition this year. Rice is CMN's 2015 Student of the Year. She holds a CMN Associate Degree in Liberal Studies and is studying for a B.S. in Business Administration. Along with earning high honors academically and tutoring other students, she has been active in CMN's theater arts program and as an intern with the Oneida Nation's Woodland Indian Arts Show and Market. Begay, who is a Digital Media program student, turned his Photoshop experience into an award-winning entry in the *Tribal College Journal's* creative writing, art and film contest for students. His image titled "Side Line" received an honorable mention in the Art category. Another Begay work was chosen for publication in 2016 as a *Tribal College Journal* cover.

Scholarly book commends the CMN student experience

A new book from the Harvard University Press gives praise to the learning experience offered students at the College of Menominee Nation, especially in the area of STEM (science, technology, engineering and math) pursuits. CMN and three other tribal colleges were included in the book as representatives of best practices in nurturing the educational efforts of American Indian students.

Educating a Diverse Nation, Lessons from Minority-Serving Institutions, is the work of authors Clifton Conrad and Marybeth Gasman. Along with

citing CMN for a number of effective programs and services aimed at creating a high-level of engagement and opportunities for success, the scholars also commended the College for assuring that sustainability and American Indian culture "are built into the fabric of the institution." Dr. Conrad is a Vilas Distinguished Achievement Professor at UW-Madison. Dr. Gasman is a Professor at the University of Pennsylvania and heads the Center for Minority-Serving Institutions.

Along with the four tribal colleges, their work also includes examples from select Hispanic-serving, Historically Black, and Asian American and Native American Pacific Islander institutions.



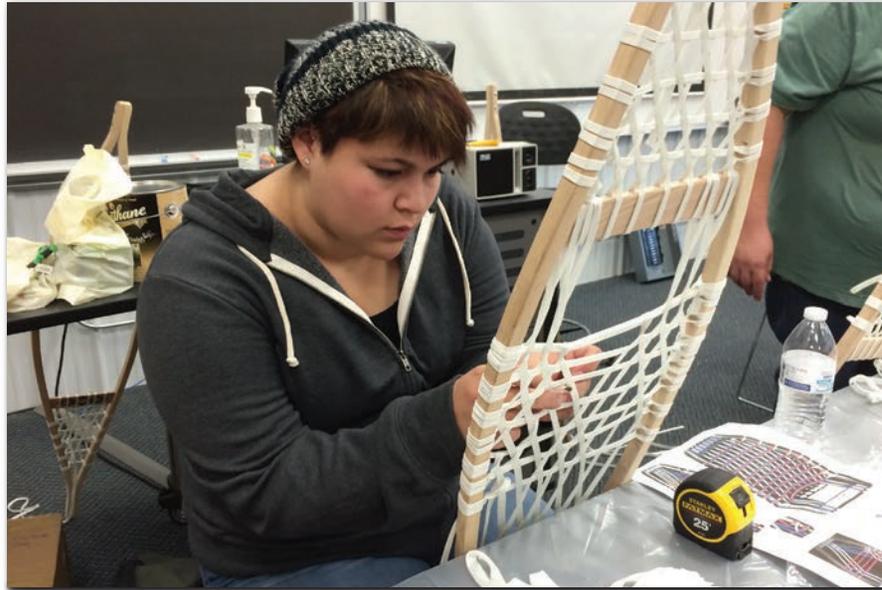
Career-focused travel opportunities for CMN students ranged from a week in Albuquerque for an education conference to a day-trip to Green Bay to tour the Cherney Microbiological Service laboratories. Among students traveling with faculty members to the American Indian College Fund's Ke'Early Childhood Initiative and Special Needs conference in New Mexico were Lariah O'Kimosh, above left, Markie Miller and Nakoa Chiltoskie.



Natural Resources major Alex Adamski, below, and other students visited Cherney, an ISO-accredited food testing laboratory and proficiency program provider.



Enrichment opportunities are also accessible close to home when the College invites notables to visit. A prime example came in Fall 2014 when author Sherman Alexie, above center, made time to meet with CMN students and their friends. Alexie's visit was in conjunction with the CMN Library's community read of his book, *The Lone Ranger and Tonto Fist Fight in Heaven*.



CMN student Tyler Ninham tries her hand at snowshoe construction in a traditional crafts workshop on campus.

REPORTING ON 2014-2015 PROVIDING SERVICE AND OUTREACH

In accord with its Charter, Mission statement and Land Grant status, the College of Menominee Nation is committed to community outreach and service.

In 2014-2015, that commitment to stakeholders took many forms – some unique to the College and some delivered in partnership with other institutions and organizations.

Adults, youth served

CMN's Department of Continuing Education (DoCE) played a major role in outreach during 2014-2015 with more than 2,500 program registrations. Participants logged 8,541 hours of instruction in 123 different sessions in the year.

Enrichment opportunities ranged from a food sovereignty lecture to a workshop on regalia making. DoCE programs funded by grants from the American Indian College Fund provided free instruction by local artisans on black ash basket making, snowshoe making and finger weaving.



CMN's Americorps VISTA worker, Sarah Tuori, and others from the College offered community members gardening knowledge throughout the year. Produce that was harvested in Summer was made available to anyone wanting it.

Other ongoing programs ranged from first aid and financial literacy to youth development and worker training. Among them were the Menominee Youth Empowerment Project (MYEP) and a Sawyer Workshop. In Fall 2014, local children enrolled in MYEP continued participation as a cohort. A U.S. Department of Health and Human Services grant funds the project's efforts to promote family resiliency and help participants avoid high-risk behavior. Thirty-five adult workers registered for the Sawyer Workshop to gain skills and certification for work with area industry. Training for the workshop was developed under a partnership of the College, Tribal Community Resource Center and Menominee Tribal Enterprises.

Time, talent are shared

Community sustainability had a hands-on component when a vegetable garden was created on a portion of the Keshena campus. The quarter-acre plot and related programming were a collaboration of CMN's Sustainable Development Institute (SDI), the Department of Continuing Education, and UW-Extension. Workshops and informal teaching helped students and local families learn the how-to of organic gardening with a goal of increasing healthy food choices for the community.

Student success was the focus of an outreach service initiated in Spring semester by CMN's Green Bay-Oneida

campus. Students and staff of the College provided weekly tutoring sessions in algebra and pre-algebra for Oneida High School students.

The Green Bay-Oneida campus was also the site for two youth programs lead by CMN's Dr. Lisa Bosman. Summer 2014 featured a NASA Academy for area high school students. In Spring 2015, the College partnered with the Greater Green Bay YMCA by offering an after-school program for 2nd through 5th grade students and teachers from high-risk schools. The National Science Foundation-funded project introduced students to renewable energy concepts and showed teachers how to incorporate solar energy education units in their classroom instruction.

Partnerships range from local to national

CMN continues its tradition of partnering with agencies ranging from federal and tribal levels to county level.

In late Spring the College welcomed its new USDA Forest Service Tribal Liaison, Dr. Jennifer Youngblood. She came to CMN from a U.S. Department of the Interior posting in Alaska working with tribal environmental professionals and federal agencies.

Menominee Job Center, which started full-time operations in the College's Community Technology Center (CTC) in Fall 2014, is the newest of the direct service programs to be based on campus. On average, the Job Center has delivered about 620 hours of service to clients each month since opening. In addition to the influx of new Job Center visitors, the CTC had an average of 40 individuals in the facility each day to make use of PCs, other technology and technical training offered by the staff.

Partnerships with the Menominee Indian Tribe and Menominee County enable CMN to provide two other important services on its Keshena campus. Menominee Vocational Rehabilitation serves Menominee and other American Indians who live within 30 miles of the Menominee Reservation. Housed with CMN's academic library, the Menominee Public Library provides both materials for loan and an array of reading programs for adults and children.



Jesse Kaqatosh-Williams, left, and others from the Green Bay-Oneida campus initiated a math tutoring program during the year for Oneida High School students.



Matt Safranski and other CMN students learned how to mentor grade-school children in science for a YMCA after-school program. His young training partner is Will Chelberg.

REPORTING ON 2014-2015

STRENGTHENING LINKS; BUILDING INFRASTRUCTURE

The College's year included many occasions for strengthening relationships at local, national and international levels, and the continued evolution of CMN's human and physical infrastructures.

Fostering opportunities

The talking points were different, but the goals were consistent — telling the CMN story, listening to visitors' stories, and purposefully exploring opportunities for the future.

Among the first dignitaries to arrive in 2014-2015 was White House Senior Policy Analyst Jodi Gillette, a member

of the Obama administration's Council on Native American Affairs. Also on campus was Smithsonian Institution staff, including Interim Under Secretary for Science John Kress. The Smithsonian visit focused on the agency's partnership with CMN's Sustainable Development Institute and provided staff with a look at monitoring plots established by SDI for collecting information on climate change impacts on forest ecosystems. The partnership also includes Michigan State University. For more on SDI's project titled "Measuring the Pulse of the Forest" visit www.menominee.edu/pulse.



President Fowler welcomed White House Policy Advisor Jodi Gillette, left, for dialog and a campus tour in August 2014.

A touring group of professors and doctoral students from Thailand, Malaysia, Myanmar, Cambodia, Vietnam, Singapore and Bangladesh made a stopover at CMN in Spring. Their meetings with CMN faculty, SDI staff and tribal representatives were on the concept of "indigeneity". Students arriving from Purdue University, UW-Madison and many other universities throughout the year participated in tours, workshops, internships and conferences that focused on topics such as sustainability, climate change and education.



Professor Ayoe Wang, center, of the Yunnan Nationalities University (China) was among a dozen international scholars from Asia visiting CMN and meeting with community members, including Joey Awonohopay, left, and Ron Corn.

Building the base

While the CMN's academic programs forged ahead with an accelerated review process, other branches of the institution and the College as a whole met similar challenges this year.

External consultants and internal teams worked at refining business and budgeting functions. In CMN's Information Technology department, staff were busy supporting nearly 900 computers this year – twice the number on the College's two campuses just six years ago. Their work also included state-of-the-art TelePresence equipment for classrooms at both campuses and aiding in technical improvements

to campus security and emergency responsiveness systems.

New technology aimed at improving administrative functions was being planned or put in place across many departments during the year. Advances included new systems and upgrades to existing systems.

The outcome across the board will be greater access to management data for staff and greater online access for students, employees and the public. Operational areas engaged in changes range from Business and Human Resources to Sponsored Programs, Student Services and the Registrar's Office.



New TelePresence technology is taking distance learning to a new level at CMN with audio and video capabilities far greater than Skype. With big screen two-way video and a third screen for instant document sharing in their classrooms, students at two or more sites can easily interact with instructors and among themselves. Professor Mwata Chisha, standing above, is simultaneously teaching classes in Keshena and Green Bay. By Spring 2016, more than 20 percent of all CMN academic program sections will be conducted with the point-to-point technology.



Dr. Lisa Bosman, left, explained the regional focus of CMN's solar energy research to community visitors during a Fall 2014 lecture-tour. The program coincided with installation of solar panel arrays on campus.

While a June 2015 trip to Belize, Central America, included sight-seeing at Mayan ruins for CMN student Ann Marie Spice, right, and others in her travel group, most of their time was devoted to service learning and cultural exchange activities.

The College's 20 travelers were led by CMN's Sustainable Development Institute (SDI) Director Chris Caldwell and Dr. William VanLopik of the faculty. Participants included CMN students serving as SDI interns and high school students from Menominee, Oneida, Shawano and Bowler who are part of the College's Sustainability Leadership Cohort.



With a general theme of sustaining families in indigenous communities, their research focused mostly on the regional Q'eqchi' and Mopan Maan familial structures. The agenda of the CMN contingent included time with Belizean grassroots development groups, village elders, nongovernmental groups, and other students from Belize and Guatemala.



In a Fall 2014 lecture, Dr. David Overstreet of the College's archaeology program described his work into the little-known agricultural legacy of the early Menominee. His talk was a centerpiece of dedication ceremonies for the College's new "Ancient Gardens" exhibit funded by gifts to CMN's Scott Zager Venture Fund.

INVESTING IN TODAY AND TOMORROW

Grants, gifts and revenue streams are the fiscal resources of the College. They represent an investment with compound interest for society as graduates go on to problem-solve and nation-build throughout their lives.

Direct investment in CMN students in 2014-2015 totaled more than \$3.6 million in scholarships and other aid. CMN programs and initiatives had more than \$8.76 million in current-year and multi-year grants, with \$6.9 million in Federal awards, just over \$1 million from State agencies, and the remainder from foundations and other sources.

During the year, STEM projects at the College received \$997,000 in awards from the National Science Foundation and Nuclear Regulatory Commission. Funds supported on-going solar energy research, new engineering programs, and other efforts to increase the number of underrepresented students in STEM careers. Prominent among other agencies sponsoring CMN programs in 2014-2015 were the U.S. departments of Education, Health and Human Services (HHS), and Agriculture (USDA).

Among more than 45 grants coming to CMN in the year were several addressing specific community needs. These included HHS awards in support of the nursing program and its students, and Wisconsin Fast Forward funding which trained 220 participants in CMN's Home Health Aide program. A Menominee Tribe grant aided the College in providing

public library services on its Keshena campus. Awards from the American Indian College Fund continued initiatives of the CMN Education program to improve educational success for Indian children.

Gifts equal leverage

Government grants provide significant aid for students, but rarely meet the total need. Annual donations, special gifts and other support from private sources help bridge the gap.

CMN's signature fund-raising event – an annual benefit golf outing – provides an opportunity for a wide range of sponsors and participants to aid the College's students. Over the past five years the outing has raised nearly \$90,000 for the College for scholarships and educational resources. The Spring 2015 event at Thornberry Creek in Oneida generated \$20,000,

Scholarship and Student Aid at CMN in 2014-2015

Pell Grants	\$1,000,564
Program Grants	\$994,314
BIA Grants	\$581,682
Student Grants	\$522,164
Private/CMN Grants	\$501,805
Total:	\$3,600,529

with all proceeds earmarked for CMN student scholarships.

Private gifts also give the College leverage for one-of-a-kind projects. A prime example that was completed in Fall 2014 is the new "Ancient Gardens of the Menominee" display which is permanently housed in the Cultural Learning Center on the Keshena campus. An award from CMN's Scott Zager Venture Fund supported student help to create the Ancient Gardens exhibit and purchased materials for the team of carpentry students who constructed the cabinetry. The Venture Fund was established and is sustained by family members as a memorial to the late Scott Zager. In the past seven years it has provide more than a dozen grants to students and student teams for special service or learning activities that could otherwise not be funded.



Mission

The College of Menominee Nation's mission is to provide opportunities in higher education to its students. As an institution of higher learning chartered by the Menominee People, the College infuses this education with American Indian culture, preparing students for leadership, 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.

Accreditation

The College is accredited by the Higher Learning Commission (HLC) (800-621-7440 or www.hlcommission.org). CMN applied for accreditation in 1995, gained candidacy status in 1996 following a self-study and evaluation, and received initial accreditation in 1998. Ten-year accreditation was granted in 2003 under HLC's rigorous traditional review process. In 2009 CMN became the first tribal college approved for HLC's Academic Quality Improvement Program (AQIP) which requires extensive, on-going documentation in several categories. In March 2014 CMN's accreditation was reaffirmed through 2021-2022.

Nursing's Associate of Applied Science is accredited by the Accreditation Commission for Education in Nursing (ACEN) (www.acenursing.org), formerly the National League for Nursing Accrediting Commission. Nursing has approval from Wisconsin's State Board of Nursing, Department of Regulation and Licensing, and the Department of Health Services, Division of Quality Assurance. CMN's Bachelor of Science in Early Childhood/Middle Childhood Education has Wisconsin Department of Public Instruction approval.

Affiliations

Among its many affiliations, the College is a member of the American Indian Higher Education Consortium (AIHEC) and 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 Northeastern 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. Bus service between the campuses is available for those who wish to use it.

