

ANNUAL REPORT 2022-2023



3 YEARS



1993 - 2023

Restoring Nations Through Education

Reporting on 2022-2023

CAMPUSES AND CONTACTS

The College of Menominee Nation (CMN) is located in Northeastern Wisconsin in the homeland of the Menominee People. The College's flagship campus is in Keshena on the Menominee Reservation. CMN also serves students from facilities in Green Bay, 45 miles southeast of the main campus. The rural and urban locations share faculty and most programs. Students may elect to study at either or both locations.

Keshena Campus

N172 Highway 47/55

P.O. Box 1179

Keshena, WI 54135

715-799-5600

Toll free: 800-567-2344

Green Bay Campus

2733 S. Ridge Road

Green Bay, WI 54304

920-965-0070

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www.menominee.edu

 College of Menominee Nation

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 College of Menominee Nation



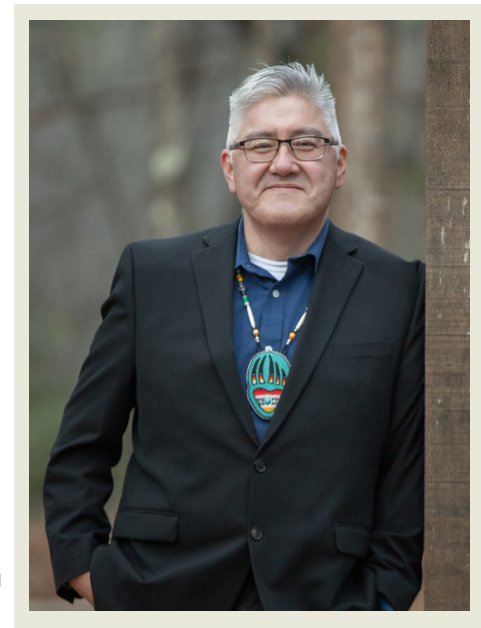
A Message from President Caldwell

Pōsōh mawaw new weyak (Greetings to all of you),

Welcome to a snapshot of the College of Menominee Nation's 2022-2023 year! This year was historic for the College as we celebrated 30 years of education through the Restoring Nations Through Education (RNTE) initiative.

Aligned with our 30th anniversary, 2023 also marked the 50th anniversary of the Menominee Indian Tribe's Restoration Act, a broader movement of sovereignty and self-determination that the College itself is part of. As we close out 2023, we acknowledge the significance of the Restoration Act. Its intent focused on restoring our tribes and tribal communities to the sustainable societies we always had before colonization and assimilation efforts. Building the College of Menominee Nation, was an act of sovereignty because it meant we were taking back control of the education of our future.

As we pause to reflect on how far the College has come, it is also a point of envisioning what is to come. Our future leaders are walking these hallways, whether they are students, staff, or faculty. We invite you to join us in celebrating our College, not only during this significant time, but as we continue on.



Board of Directors 2022–2023

All are enrolled members of the Menominee Indian Tribe.

Gary L. Frechette, *Chairman*

Sara LaBarge, *Vice-Chairwoman*

Crystal Chapman-Chevalier

Shannon M. Chapman

Michael Delabrué

Marcus Denny

Justin Lepscier



Accreditation

Accreditation indicates that an institution of higher education is providing quality education. Most colleges in the United States, including the College of Menominee Nation, are accredited through the Higher Learning Commission (hlcommission.org). In 2023, the College of Menominee Nation received reaffirmation of accreditation for CMN for the next ten years.

The decision came after a thorough review of extensive documents, an onsite visit with employees and students, and comes with no monitoring reports. CMN is encouraged to find new pathways for continuous improvement.

CMN is reviewed on academic and institutional criteria addressing the mission, education quality, and integrity, as well as compliance with federal regulations. CMN maintains accreditation through a process called Open Pathway. The Open Pathway is a ten-year cycle focused on quality assurance and institutional improvement. This process includes regular monitoring, an assurance review in year four, quality initiative work in years five through nine, and a comprehensive visit in year ten.

"This is truly a moment to celebrate and recognize for all your commitment to our college, our students, and the communities we serve. I could not be prouder of everything that CMN stands for today and as we move into the future."

Chris Caldwell, *President*



"We recognize the rewarding work of the College for achieving this reaffirmation and it shows our commitment to a quality education."

Geraldine Sanapaw,
Chief Academic Officer



Class of 2023

In the following list of the graduating class of 2023 from CMN, *** signifies highest honors, ** signifies high honors, and * signifies honors:

Bachelor of Science Degree:

Business Administration - Morgan Fregien*, Dylana Kinepoway*, Rita Reiter, Martina Thomas**, Rayna Tucker*
Early Childhood/Middle Childhood Education - Teniesha Cole**, Jenna Corn
Elementary/Middle School Education - Tina Driscoll**, Ramona Lyons

Associate of Arts and Sciences Degree:

Business Administration - Claude Sanapaw**,
Early Childhood Education - Gerald Danforth*, Schuyler Davids, Tatum DePerry***, Sonya Franklin, Kelsey Kitson**,
Warren Miller, Marisa Munoz, Kayla Stefanski*, Chenoa Webster**, Alicia Wilke**
Liberal Studies/Humanities - Rachel Otradovec
Liberal Studies/Social Science - Thomas Seidler, Nicole White
Natural Resources - Sharissa Jeff, Dulce Moeller*

Associate of Applied Science Degree:

Substance Abuse Counselor - Courtney Behrendt

Technical Diploma:

CNC Machinist - John Heczko IV
Welding - John Metoxen*, Calvin Waukau**, Chad Wilber**



Sustainable Development Institute

The purpose of the Sustainable Development Institute (SDI) is to ensure the principles of sustainability committed to by the College of Menominee Nation and integrated in our Menominee culture and values, influence the activities of our Institute, our College, our community, and our tribe.

SDI has had many opportunities spanning 2022-2023, including the Sustainable Agriculture program experimenting to build a deeper understanding of ancient Menominee farming practices by examining the effect of different soil amendments on the growth of major Indigenous crops.

There is so much more we would love to share, for now here is a snapshot of what SDI has been up to!

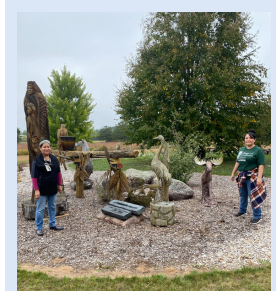
Coordinated a Winter's Farmers Markets and Eat 'N' Greet Series "Micehsinon Mesek Esigtawekaenon featuring local Indigenous agriculture businesses

Installed a Solar Grid System via collaboration with the Sustainability Coordinator, Rebecca Edler, SDI interns, Ryan Fish, Jr., Savannah Chevalier, and Alan Waukau, and Indigenized Energy and held a workshop for the Menominee community

Traveled to Indigenous communities including the Sami Indigenous Peoples of Norway and the Iłisaḡvik College in Utqiagvik, Alaska

Midwest Tribal Climate Resilience Liaison, Sara Smith, hosted a half-day Ethical Tribal Engagement Training for staff, leadership, and researchers focusing on Tribal sovereignty, cultural awareness of Indigenous Peoples, climate impacts on Midwest Tribal Nations, and best practices for working in Tribal communities

SDI staff Christina Petrakis and Dulce Moeller spent time at CMN's Environmental Research Station preparing the plants and garden for winter



“Learning about Place from Wild Rice”

Written by Geoscience faculty member, Dr. Kate Flick.

If you were kenēw (eagle), you may have recently seen CMN SDI interns paddling the Wolf River below Balsam Row dam, through the channel, to Shawano Lake. "What are they up to," kenēw might have wondered?

“It is important as students of this Menominee Place to imagine the lifeways of the past, present and future,” notes Geoscience Faculty Dr. Kate Flick. “We know wild rice is an important relative for Menominee, People of the Wild Rice, and experiencing and imagining a river dabbled with wild rice which opens to a large lake filled with wild rice is part of that.”

Wild rice camps were common on Shawano Lake until as recent as the early 1900s. Learning from wild rice means taking a look not just at the close relationship Menominee have with the Manōmaeh (wild rice), but seeing through a Netānawemākanak (all my relatives) lens. This perspective includes exploring cultural, biologic, and geologic connections that tell stories about the health of Manōmaeh. Importantly, using western scientific ways of knowing braided with traditional knowledge, CMN SDI interns took a dive into the past, present, and future of Manōmaeh on and around the Menominee Reservation in an experience that included data collection and analysis measuring important water quality and quantity parameters on the Wolf River and Shawano Lake, as well as taking in water teachings from cultural and scientific experts.



Menominee Cultural Resource Protector Paemapemeh (seen going by), Jeff Grignon, explained to students that Manōmaeh has many reasons for not being as abundant as it was once was in the area—including changing hydrologic regimes, changing temperatures, changing water chemistry, and histories of landscape change.

CMN’s emerging geoscience associates degree and research program hopes to expand these connections. A step towards this goal included hosting Dr. Crystal Ng, a hydrogeology professor from the University of Minnesota-Twin Cities, to hear about how she learns from Manōmaeh in her work. She is part of Kawe Gidaa-naanaagadawendaamin Manoomin (First We Must Consider Manoomin/Psinj)--a collaboration among tribes, intertribal treaty organizations, and University of Minnesota faculty, staff, and students, which prioritizes tribal views and needs as they work together to protect Manōmaeh / Manoomin / Psinj (Wild Rice). Crystal led hands-on activities at Shawano Lake and Wolf River with the CMN SDI interns that demonstrated methods for monitoring surface water levels, groundwater, and water quality - all factors to which Manōmaeh is sensitive. She plans to return in the coming months to provide input on further ways to incorporate scientific teachings around Manōmaeh in the new geoscience program, while learning more about how the Menominee people cared for Manōmaeh.

CMN SDI Interns have been researching various aspects of geoscience, agriculture, orchards, water, Indigenous international partnerships, and more this summer. Whatever the focus of their research, interns could see connections to Manōmaeh. When reflecting on the data, Renewable Energy Research Intern Mary Corn Fischer wondered if the health of wild rice could be linked to the human connection. Paemapemeh confirms that Manōmaeh is a very human-oriented plant linked to the sustained health of the Menominee, which was gifted to the People in the time of great change and renewal of health as glaciers receded from the landscape.



Restoring Nations Through Education 1993–2023

The College of Menominee Nation celebrated its 30th year of existence in 2023, highlighting significant milestones in our history. Following the anniversary's theme of Restoring Nations Through Education, six weeks have brought different aspects of our past, present, and future into stark relief, honoring topics from our initial Charter, signed on March 4th, 1993, to Commencement and the Menominee Restoration Act.

Charter Week

February 27–March 3

Celebrations began in March with Charter Week, where we honored Presidents of the College, past and present, including a special dedication to the late Dr. Verna Fowler. The newest iteration of the College's flag was flown for the first time, and our RNTE lecture series began when London-based journalist, Fred Pearce, visited the College for a live Q&A related to his book, *A Trillion Trees*.

Reflecting on the events of Charter Week, Chief of Staff Melinda Cook said that it "proved to be a week of celebrating CMN. From honoring our roots, hearing from our leaders, and honoring our employees who continue those early dreams of a College on Menominee lands. We were blessed with the wisdom and opportunity to hear from our late founding President Dr. Verna Fowler during the Leaders Panel and were gifted with the wisdom of our leaders past and present."



Earth Week

April 17–21

April brought us a celebration of Earth Week and a focus on "Sustaining Nations for Future Generations." The RNTE lecture series continued with President Caldwell's presentation of his doctoral research, reflecting on CMN and SDI's shared history. A campus clean-up event was held, and a screening of the documentary *Indigenous Sustainability Practices on Turtle Island* presented by SDI was shown throughout both campuses in anticipation of our celebratory Earth Day luncheon.

Rebecca Edler, Sustainability Coordinator, reflected on the week stating, "Passing the Menominee values of sustainability to future generations is central to our work. This year, as we celebrated, we reflected upon Menominee's rich history and recognized 50 years of Tribal Restoration and 30 years as a Tribal College."



Commencement Week

May 15–20

May allowed us to honor students of the past and present with Commencement Week, the celebration at the heart of the institution. We honored the flags of the tribal nations of students we have served, met our graduating class for breakfast with the President, and continued our RNTE lecture series with a visit from alumnus Justin "Jud" Gauthier, who spoke on the experiences of being an Indigenous actor and performer. Commencement ceremonies included honoring the late Dr. Verna Fowler, the College's founding President.

As stated by President Caldwell in his post-commencement message to staff and faculty, "You can see the significance of this milestone for our students in the smiles, the tears, and the laughter. They have achieved something great in their lives, and it is all because of your hard work and dedication."



Student speaker, Martina Thomas, said in her speech, "I would like to say lila wopila tanka eciciyapi, thank you very much, to all our supporters. All those who encouraged and inspired us. Thank you for your support, understanding, encouragement, and walking this journey with us. We couldn't have done it without you."

Restoring Nations Through Education 1993-2023

Tribal College Land-Grant Week

July 17-21

We moved through June and into July to begin Tribal College Land-Grant Week, recognizing the importance of the Tribal College movement. USDA Chief Scientist and Undersecretary for Research, Education, and Economics Dr. Chavonda Jacobs-Young visited the College to celebrate our new Aquaponics program, a Family Activity Day was held to celebrate the CMN community, and our RNTE lecture series continued with SDI Director Jennifer Gauthier's presentation on "Asserting Sovereignty through Land-Grant Partnerships."

Brian Kowalkowski, Dean of Continuing Education, shared his thoughts on Tribal College Land-Grant Week in saying, "Certainly, the value of community engagement was a major theme of the week. Service to the community and the Tribe fits into the original purpose of Land Grant institutions to bring resources and education to rural communities. Our community really showed up for both events, Family Day and the Farmers Market, and learned what CMN had to offer and is doing here on campus."



Tribal Nations Self-Determination & Sovereignty Week

October 9-13

October brought us Tribal Nations Self-Determination & Sovereignty Week, focusing on CMN as part of the broader Tribal College and University movement, reflecting the spirit of self-determination and sovereignty of the Tribal Nations and the Indigenous Peoples they serve. In addition to a celebration of Indigenous Peoples' Day, CMN and the Sustainable Development Institute hosted the second Women's Empowerment Summit & Training (W.E.S.T.).

Speakers and panelists from around the country convened to engage in discussion and train the community in traditional wellness activities. During this time, First Lady Dr. Jill Biden, Secretary of Interior Deb Haaland, and Assistant Secretary for Indian Affairs Bryan Newland, visited the College of Menominee Nation, the Menominee Reservation, and attended W.E.S.T.

The RNTE lecture series continued with Dr. Nick Peroff visiting the College to speak about his book, *Menominee Drums: Menominee Termination and Restoration*.



Menominee Restoration Act Week

December 18-22

The Menominee Restoration Act re-established federal recognition of the Menominee people.

This grassroots effort signified a number of changes and reversals, the creation of a tribal constitution, re-establishment of control over the Menominee forest, enrollment, and numerous other social, economic, and cultural opportunities.



Honoring Indigenous Education

CMN's Teacher Education Department hosted their inaugural Honoring Indigenous Education Round Dance and Teaching this spring. What started in the Glen Miller Hall basement as a brainstorming session for ways to empower and engage students in experiential learning and traditional teachings led the department to host a Round Dance. These associated teachings brought together CMN students, community members, and new friends from across the Upper Midwest. Collaborating with Sofie Teller and Menominee 4H Nicianak Club, they held drum-making teachings for male teacher education students, 4H members, and community members to learn and make hand drums. In addition, they provided a ribbon skirt-making teaching for women and girls to sew their ribbon skirts to wear to the round dance. These opportunities provided rich learning opportunities for all participants. Special guests Lee Tootoosis and Delia Waskewitch were invited to provide teachings on the origin of the round dance and special guests to serve as Stickman, Whipman, and Pipeman. Local singers were invited, and the department hosted hand drum, back-up singing, sidestep, and two-step contests. Teacher Education students served on the Round Dance Committee, providing leadership and oversight. This highly successful event had nearly 500 attendees. This event was funded in part with the American Indian College Fund - Ihduwiyayapi Indigenous Early Childhood Education grant funding, U.S. Department of Agriculture- National Institute for Food and Agriculture, Native American Career and Technical Education Program, and CMN's Indigenous Wellness Director.



Privately-Funded Scholarships

Privately-Funded Scholarships are created from the donations made by individuals, families, corporations, foundations, alumni, faculty, staff and others to the College of Menominee Nation. The awards and award criteria are established by the College of Menominee Nation's Advancement Office with donor resources. Privately-Funded Scholarship awards are based on professional standards, donor restrictions, and endowment terms.

"It has become easier to accomplish goals of mine through scholarships like these."

-Jeffrey Vele, Jr.

Purposes:

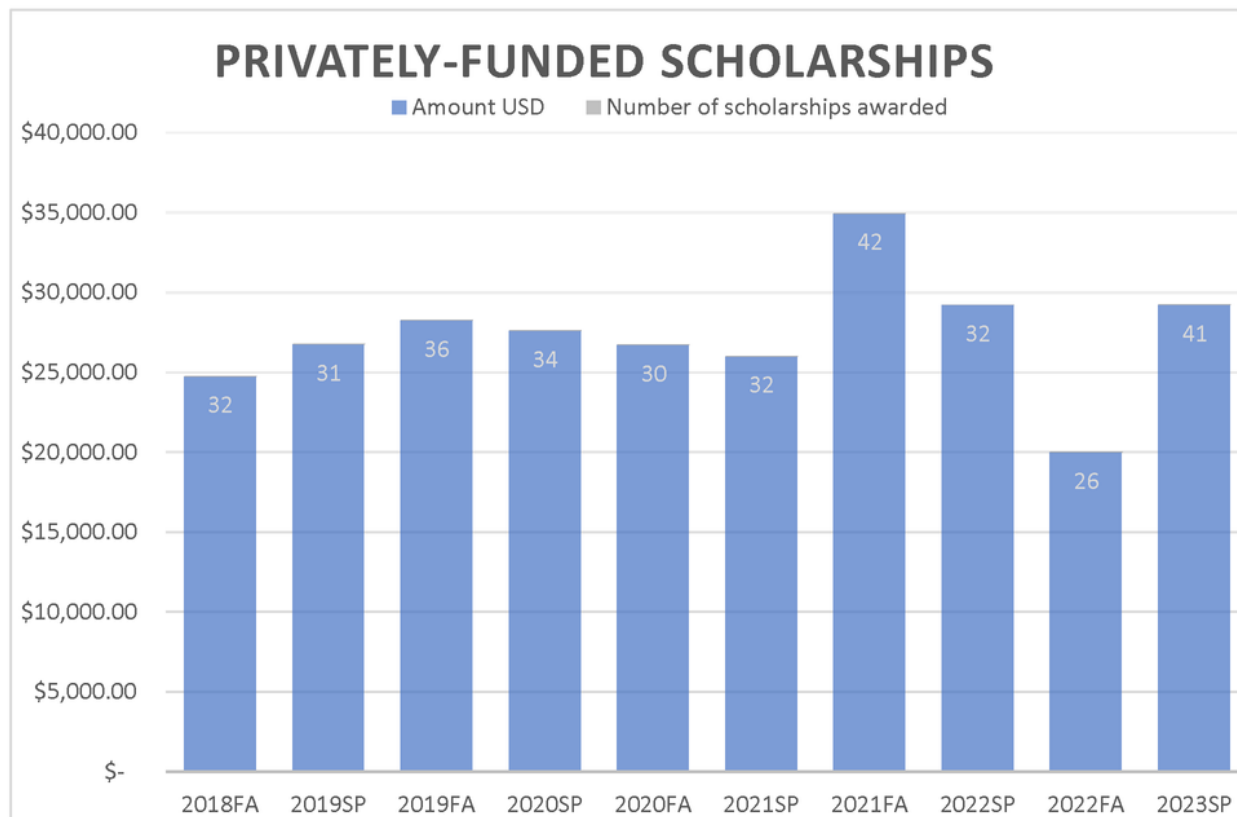
- Equitably distribute scholarship dollars to CMN students
- Provide scholarship applicants with insights and instruction on effectively communicating their abilities and interests through an essay and application process
- Introduce students to philanthropic giving through personal experience with donors
- Provide stewardship for funds contributed to the College
- Sustain the College and advance its mission through thoughtful and purposeful recruitment and retention efforts

"Scholarship opportunities like this one are a huge part of why I am successful as a student."

-Catishe Grignon

"I feel much more secure in life when I receive these awards and it gives me the motivation to keep going for my daughter, for myself, and for my family. I am not always sure of where college will take me, but I know I have the tools to be somewhere great."

-Savannah Chevalier



Leveraging A Debt-Free Degree

You may have heard President Caldwell say, “our future leaders are walking these hallways,” and in the case of Melinda Cook, she really did walk the halls of CMN before becoming a leader. Graduating from the College with both an associate and a bachelor’s degree in Public Administration, Cook serves as CMN’s Chief of Staff.

“My entrance into the College of Menominee Nation was similar to many students who entered our doors. Opportunity and the need to fulfill a promise made years prior became a reality. I was fortunate to have been hired in the President’s Office, and the opportunity allowed me to be considered for a prestigious scholarship with the American Indian College Fund. I eventually received my associate degree and continued on to receive a bachelor’s degree in Public Administration. Many people along the way helped to support the mission I was on, personally and professionally. The College gave me hope and purpose as a student and employee. The road was not easy, but it provided me with a path to improve and grow as a person, student, and employee of the College.

As a non-traditional student, challenges were often in time management workload while maintaining a home life. Balancing all of this proved impossible at times, but my support from colleagues, family, and instructors helped me continue the fight and push to the end. I have benefitted immensely from scholarships provided by donors to our College. I received a bachelor’s degree without any debt. The opportunities for assistance were around every corner, and I took advantage of those opportunities; foundational scholarships, multi-jurisdictional scholarships, and privately-funded scholarships all helped me to achieve my degree.

The added benefit of applying for and receiving assistance outweighed my worrying about fully funding my education. I could focus on my family and my studies and create pathways for my life that supported the changes coming with each semester. There was no turning back after I received my associate degree. Change became part of my life as I changed and grew by supporting my fellow students and taking what I was learning into my professional life. Many lessons were learned along the way: research, scholarship, community service, appreciation for philanthropy, and appreciation for the people who not only educate, but fulfill the mission of the College every day.”

“Our College is often seen as a beacon in our Menominee community, and I fully agree. This institution supports the whole person and strives to better the lives of so many. I am grateful to be a part of this history and change and proud to be an alumna of the College of Menominee Nation.”



Melinda Cook, *Chief of Staff*

Leveraging A Debt-Free Degree

In her words, Jasmine Neosh is a “proud two-time TCU graduate.” Neosh graduated from CMN with an associate degree in Natural Resources and a bachelor’s degree in Public Administration. She is a Juris Doctorate candidate at the University of Michigan Law School and currently works as a legal intern at the Menominee Indian Tribe and an associate editor for the Michigan Journal of Environmental & Administrative Law.

“I had gone to a few different schools when I first graduated from high school. I was seventeen and those schools weren’t a good fit for me. I didn’t realize it at the time, but even though I had gone to non-reservation K-12 schools, I was uncomfortable being the only Native person there. As I got older and worked mostly restaurant jobs, I felt that I was not really using my potential as much as I could. My parents both expressed an expectation that they had had that I would have used my skills for the benefit of my People when I grew up and were surprised that I had not. When Standing Rock rolled around, and I realized that I had come to the limits of what my education allowed me to do and if I wanted to help anyone, including myself, I needed to get to another level. I was discouraged by national environmental policy and felt that if I was going to come up with some answer for how this could be improved, I needed to see environmental policy that worked. It finally occurred to me that the best answer was at home. I came with the intention of transferring after two years, but I loved the environment and the people and the challenges so much that I stayed.

When I got to CMN, I needed to work to support myself while in school and I didn’t have the money for a place of my own because housing there is expensive. I slept on a couch or a floor for almost the entire first two years of school, and relied heavily on public transit to get back and forth from school. The only thing that kept me going was the support of my family and my community, and the certainty that the work that I was putting into this was for the benefit of not just myself and my family, but eventually for the People.

“If CMN had a law school or a masters program, I probably would never have left.”



Scholarships literally change lives by opening up more options to you in a practical sense. People underestimate how incredible a burden student loans can be and how much they influence a person’s future choices. I know a lot of people who are working jobs they hate and that drain the life out of them because they have six figures of debt for a degree they were told would be enough to get into any job they wanted. Scholarships alleviate that burden and make it easier for students to do the work that their communities need done that might not pay as highly at entry-level or the work that they actually want to do for fulfillment without having to worry about their families living under a crushing amount of debt.

I have been in interviews with employers and they have asked specifically about the scholarships that I listed on my resume. Scholarships seem to signal to employers that you’re a competitive candidate and that you’re capable of writing persuasively. There’s also a crowd mentality– ‘if someone else thinks you’re worth giving this much money to, you have to be worth some investment of time and opportunity as well.’

I think receiving a scholarship helped me to achieve my goals by giving me a much-needed boost of confidence that the work that I was doing was valuable and that people saw me as someone worth investing in.”

Jasmine Neosh, *JD candidate*

College of Menominee Nation's Loss of Two Leaders



Dr. Verna Fowler was the founding President of the College of Menominee Nation, but additionally she was our friend, advocate, leader, and teacher.

Dr. Fowler received her bachelor's degree from Silver Lake College and devoted her career to advancing educational opportunities for American Indians. She was a teacher at all elementary and secondary school levels and in colleges in Northeastern Wisconsin.

Dr. Fowler went on to continue her educational journey receiving her Master of Arts and PhD from the University of North Dakota. She then received a call from the Menominee Tribal Legislature, asking her to return to the Menominee Reservation and help re-establish a tribal education program.

This distinguished advocate of American Indian Education played a critical role on advisory committees, including the White House Initiative on Tribal Colleges and Universities (under President Clinton and Bush), and was a leader who served as President of the American Indian College Fund and Vice President of the American Indian Higher Education Consortium.

Her legacy of a successful, accredited, and fully functional tribal college is honored here.

Dr. Verna Fowler

July 1, 1942 - August 12, 2023



Photo courtesy of Wisconsin Historical Society Archives, IMAGE ID 115579

Ada Deer

August 7, 1935 - August 15, 2023

Ada Deer was an honorary member of the College's Board of Directors. She was a trailblazer, changemaker, and advocate for tribal sovereignty. Deer was a key member in the Restoration Act for the Menominee Indian Tribe.

Deer organized grassroots political movements that fought against the Termination Era in the early 1970s, eventually leading to the restoration of the Menominee Tribe's rights in 1973.

In 1993, Ada Deer was appointed the head of Bureau of Indian Affairs in 1993 by President Bill Clinton, sworn in at the Menominee Contest Powwow.

Deer was inducted into the National Native American Hall of Fame in 2019. Years before her passing, she was still active in academic and politics, writing a memoir in 2019.

In August, Wisconsin Governor Tony Evers proclaimed August 7 as Ada Deer Day. She celebrated her 88th birthday that day.

The work that Ada Deer did for the tribe is significant to the College of Menominee Nation.

Programs of Study

Bachelor of Arts

Education
Public Administration

Bachelor of Science

Business Administration
Elementary/Middle School Education
Sustainable Agriculture

Associate of Applied Science

Substance Abuse Counselor
Pre-Engineering Technology

Associate of Arts and Sciences

Biological and Physical Sciences
Business Administration
Digital Media
Early Child Education
Liberal Studies
Natural Resources
Pre-Engineering
Public Administration

Technical Diplomas

CNC Machinist
Electricity
Medical Office Technician
Welding

Mission

As a Land Grant institution of higher education chartered by the Menominee People, the College of Menominee Nation infuses learning with American Indian culture and prepares students for leadership, careers, and advanced studies in a multicultural world. The College commits to research and promotion, perpetuation, and nurturance of American Indian language and scholarship.

Vision

An American Indian center for lifelong learning, integrating exemplary academic preparation and research to enhance nation building.

Values

American Indian Culture
Community Engagement
Culture of Service
Diversity
Ethical Behavior
Sustainability

Accreditation

The College is accredited by the Higher Learning Commission (hlcommission.org).

The Bachelor of Science program in Elementary/Middle School Education is approved by the Wisconsin Department of Public Instruction.

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.



Fall 2022 & Spring 2023 Privately-Funded Scholarship Recipients