



College of
Menominee
Nation
KESHENA • GREEN BAY

A Vision to Action: A Path Forward on Institutional and Student Success

Institutional Strategic Plan

2022-2025

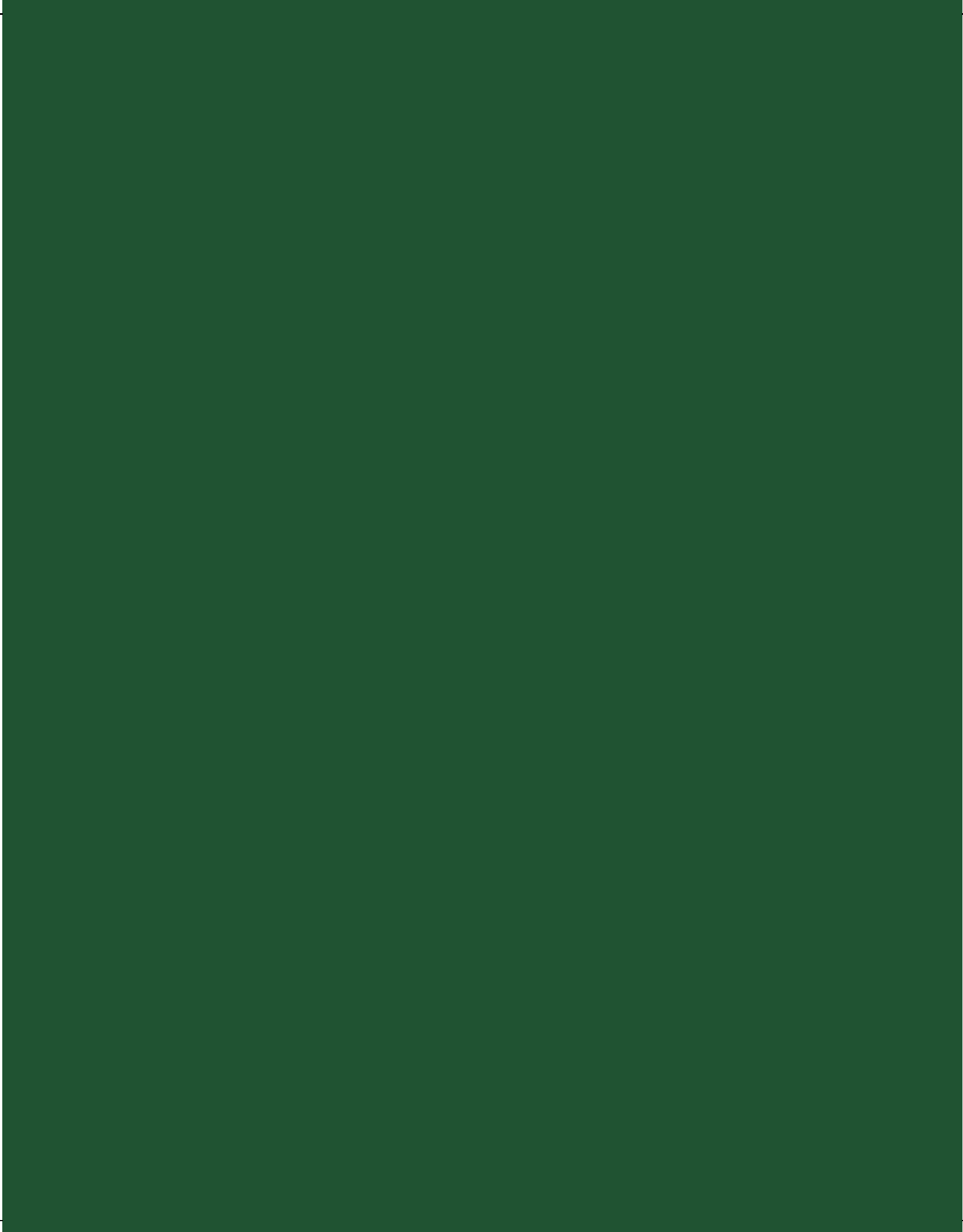


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Strategic Planning Initiative

Project Development Team

College of Menominee Nation Board of Directors



Gary Frechette



Shannon Chapman



Crystal Chapman-Chevalier



Michael Delabru



Marcus Denny



Sara LaBarge

Not Pictured:
Jesse Waukau

Project Personnel



Christopher Caldwell
President



Geraldine Sanapaw
Interim Chief Academic
Officer



George Otradovec
Interim Chief Financial
Officer



Melinda Cook
Chief of Staff



Dr. Lucy Fenzl
Interim Dean of Letters
and Science



Tessa James
Director of Advancement
and Enrollment



Brian Kowalkowski
Dean of Continuing
Education

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

Our vision is to serve as a center for lifelong learning, providing exemplary academic preparation and research.

Values

American Indian Culture

Applying knowledge to create a caring community aligned with American Indian traditions.

Diversity

Recognizing the value of all people and supporting their growth to the fullest potential.

Sustainability

Fostering the dynamic relationships among the six dimensions of the Menominee Theoretical Model of Sustainability.

Community Engagement

Empowering people through lifelong learning to serve community needs. Providing outreach workshops and community service, improving the quality of life.

Ethical Behavior

Promoting a spirit of mutual trust, respect, and cooperation.

Culture of Service

Modeling and promoting commitment to community by students, staff, and faculty. Preparing stakeholders to use new-found skills by inspiring them to give back to the community.

Letter from the President

Chris Caldwell

Chris Caldwell was named President of the College of Menominee Nation in July 2021 by the Board of Directors. Prior to that, he had been serving as Interim President since February 2020. Caldwell is the fourth person to lead CMN since its inception in 1993.



Caldwell served as Director of the Sustainable Development Institute at the College for eight years. Caldwell is currently pursuing his Ph.D. in Environment and Resources at the University of Wisconsin- Madison Nelson Institute. He holds a Master's Degree in Environmental Science from the University of Wisconsin- Green Bay and a Bachelor's Degree in Natural Resources from UW-Madison. He began his academic journey at the College of Menominee Nation, receiving his Associate Degree in Sustainable Development. He is an enrolled member of the Menominee Tribe.



Posoh mawaw new weyak (*greetings to you all*),

On behalf of the College of Menominee Nation, I say wāēwāēnen (*thank you*) for reading our strategic plan and learning more about our plans for the future. Our mission as a tribally chartered institution of higher education and a tribal land grant institution is essential to many who are a part of our story.

The Menominee people first created our institution through a constitutional charter, which expressly tasked us with educating our students in the Menominee way of *learning by doing*. In meeting this mandate, we allow each student to reach their individual higher educational goals while providing for the advancement of the Menominee Nation as a whole.

Our history of educating students builds upon a relationship with the Menominee people's story and our connection to the forest and the ancestral lands we walk upon today. With this relationship comes an understanding of respect, reciprocity, and responsibility as a Menominee institution of higher education.

I'm incredibly proud of this document because it represents a combined effort of long-serving and newer CMN employees coming together to plan our future. I am also thankful for our Board of Directors who challenged us to bring this forward. This plan is just the beginning of our renewed effort and commitment as one of 37 Tribal Colleges and Universities (TCUs) in the nation to advance language and culture as part of our efforts to collaboratively develop solutions to the issues our tribal, national, and global communities face.

On behalf of the College of Menominee Nation, I invite you all to come and see the work we are doing on behalf of our ancestors, the communities we serve today, and our future generations.

Wāēwāēnen mesek pemāēnesekon
(*thank you and take care of yourselves*)

Christopher M. Caldwell
President
College of Menominee Nation

Letter of Support

Board of Directors

The College of Menominee Nation is chartered by the Menominee people through its Charter with the Menominee Indian Tribe of Wisconsin. It is governed by a seven-member board with members serving a seven - yearterm. The Menominee Tribal Legislature governs the appointment announcements and process in the Spring of each year. Positions that become vacant are filled by appointment through decision of the Board of Directors.

Board Members 2021-2022

Gary L. Frechette, Chairman beginning June 2020

Sara LaBarge, Vice-Chairwoman beginning June 2021

Crystal Chapman-Chevalier, appointed by the Menominee Tribal Legislature in June of 2020

Shannon M. Chapman, appointed in 2017 by the Board of Directors. The Menominee Tribal Legislature appointed her in May of 2021

Michael Delabruue, appointed by the Menominee Tribal Legislature in April of 2018.

Jesse Waukau, appointed by the Board of Directors in April of 2016

Marcus Denny, appointed by the Board of Directors in May of 2021



Posoh,

On behalf of the College of Menominee Nation Board of Directors, we are pleased and excited to share the College of Menominee Nation's 2022-2025 Institutional Strategic Plan. As an institute of higher education, the college strives to meet its requirements to the Menominee People and that of a Land Grant institution and a community college.

The College of Menominee Nation is young and vibrant and looks to ensure the best possible education for its students. This plan is a driver of the college's mission and vision, focusing on student success and demonstrating its commitment to the Menominee People. With increases in the success of students comes the increase in enrollment at the college. The Board of Directors appreciates all of the voices that helped to shape this document. There is an understanding that it is challenging to ensure all voices are heard; CMN ensured a process was in place to collaborate across departments and the community.

This document fulfills numerous administrative requirements, and the Board of Directors recognizes that having the document is not enough. The next step of execution will be just as strenuous. We pledge our support in ensuring we maintain our role in helping to mobilize this plan, building on small successes and future strategic planning processes.

Gary Frechette
Board Chairman

Shannon Chapman
Board member and Strategic Planning Committee Chair

CMN is an accredited, tribally controlled, four-year community college. The College serves the Menominee Nation, neighboring tribal nations, and surrounding communities. The main campus is located on the Menominee Reservation in Keshena, Wisconsin, with a second campus located near the Oneida Reservation in Green Bay, Wisconsin.



In 2008, CMN was approved for a change in degree status to provide a baccalaureate program in Elementary Education, with a focus on Science and Math. Since then, CMN has gone on to develop additional baccalaureate degree programs and completed the North Central Association Higher Learning Commission's rigorous accreditation process to change its status to a four-year baccalaureate degree institution.

Currently, CMN offers six baccalaureate degree programs, nine associate degree programs, and four one-year technical diplomas. The associate-level programs are tied to regional four-year programs with various four-year institutions.



History and Background

In 2018, the College of Menominee Nation Board of Directors met to revisit the mission, vision, and values of the institution laying the foundation for the development of a comprehensive strategic plan. The Board established the Strategic Planning and Leadership Committee to oversee the creation of goals that directly fall in line with the mission, vision, and values. Six of the eight current goals were established by this standing committee at that time and approved by the Board through formal action. Change in leadership and other unforeseen circumstances caused the process to stall.

In 2020, under new leadership and direction, the establishment of a working strategic plan became one of the four goals established by the new administration. The mission, vision, values, and previously approved goals were all reaffirmed by the Board of Directors to ensure clarity. In addition, two new goals were added: “Excellence in Resource Utilization” and “Excellence in Institutional Climate and Culture”. The Board approved Strategic Planning and Leadership Committee met frequently to lay the groundwork for a functioning strategic plan for the 2021 academic year, committing to a three-year plan. This task was then given to Senior Leadership consisting of the President, Chief of Staff, Interim CFO, Interim CAO, Director of Advancement and Enrollment, Interim Dean of Letters and Science, and the Dean of the Department of Continuing Education. In order to actualize this Strategic Plan across the institution, the group divided each of these goals throughout the College, recruiting individuals to lead their development and realization. Each goal received a leader and co-leader, who began building teams they felt best represented their goal and the institution with regards to the eight desired areas of excellence: Education, Promoting the Menominee Theoretic Model of Sustainability, Fiscal, Community Engagement, Faculty and Staff, Student Services, Resource Utilization, and Institutional Climate and Culture.



Senior Leadership met with all of the team leaders and discussed the mission, vision, and values as set forth by the CMN Board of Directors. Working templates were developed to define objectives for their assigned goals that would be achievable and measurable in the three years. Instructions were provided regarding the writing of those objectives, the defining activities that will achieve them, the evaluation of those activities, and - ultimately - the outcomes of a successful realization. The group sought to identify success milestones within each objective to provide “check-ins” along the way celebrating success even if the full objective has not yet been achieved. This can then lead to further discussion, including the development of an Annual Operating Plan in alignment with an Annual Budgeting Process to guide day-to-day implementation across the College.

Goal workgroups were able to create each strategic goal based on their knowledge and background within the institution. This allowed for greater input from areas typically not a part of the administrative process, from students and alumni to faculty. Each member of Senior Leadership took on the role of mentor for one of the eight groups. This gave Senior Leadership the ability to ensure each goal workgroup utilized the resources provided to them, as well as reducing the likelihood of breakdowns in the process. Goal leaders, along with Senior Leadership, met on a monthly basis to share and look for areas of overlap between the goals as well as to ask questions.



Action Plan Model Flow Chart

GOAL 1: *Educational Excellence*

Objective 1: Define Educational Excellence for CMN, based on input from community members, Tribal Government, business leaders, and students. Utilize our guiding principles in this definition where they relate to student success.

1. Create a survey to distribute to stakeholders, as listed in Objective 1.
2. Identify and attend tribal and community gatherings/events to survey participants regarding their definition of Educational Excellence and engage with the community.
3. Analyze findings, using them to develop a definition.
 - a. Identify guiding principles of Educational Excellence tied to student success.
4. Seek feedback on Educational Excellence definition from stakeholders.

Objective 2: Dissemination and implementation of Student Success definition across the institution.

1. Identify ways to position our current Student Success definition so that it is applied and prioritized as an enduring central focus across the College of Menominee Nation.
2. Dissemination and implementation of the definition of Student Success to all stakeholders. Introduce at convocation and reinforce/revisit at faculty/staff meetings.

Key Performance Indicators

- Survey completions
- List of participants from community engagement activities
- Percentage of surveys proctored
- Accumulation of qualitative and quantitative feedback from survey responses
- Definition and refinement of Educational Excellence based on community engagement and feedback
- Revisions and changes of Educational Excellence definition based on feedback
- Post-survey to measure awareness and understanding of Student Success definition across the institution
- Evidence in printed materials
- Record of community meetings regarding definition of Educational Excellence

Outcomes

- Definition of Educational Excellence
- Relationship building with community
- Community engagement and awareness
- The definition of Student Success visible for all stakeholders
- Definition of Student Success is prioritized and applied as an enduring central focus across the institution

GOAL 2: *Excellence in Promoting the Menominee Theoretical Model of Sustainability (MTMS)*

Objective 1: Increase the use of the MTMS in curricular and co-curricular activities at the College of Menominee Nation.

1. Take inventory of existing materials to determine a baseline dataset.
2. Host a set of annual introductory training workshops for faculty, staff, and students.
3. Develop hands-on training and practical applications.
4. Annual presentation or training with CMN student government.
5. Develop onboarding materials for new staff and faculty.
6. Integrate the MTMS into research proposals, internships, and student work plans.

Objective 2: Utilize the MTMS to guide institutional decision making.

1. Develop a means/guide to utilize the model for internal decision-making.
2. Develop an evaluation tool on the model's use.
3. Sustainability Committee provides recommendations based on the utilization of the MTMS to leadership and all campus departments.
4. Sustainability Committee reviews current CMN workflow processes to identify and implement best practices.

Objective 3: Position CMN as a primary resource for the promotion and utilization of the MTMS.

1. Generate new material to examine the model in greater depth, iterating and explaining it to new, different, and previously uncaptured audiences.
2. Compile a resource for accessing the body of work around the MTMS.
3. Create an outreach plan for the MTMS.
4. Create a standardized curriculum for the MTMS.
5. Convene public meetings to discuss current issues and gather input on all the dimensions of the MTMS.

Key Performance Indicators

- Data set of existing materials identified
- Talking circles after workshops
- Curriculum integration of the MTMS by 25% of faculty by 2023
- Evaluations of comfortability in applying the MTMS
- Increased use of the MTMS, year over year
- 100% of student government receives the MTMS certificates
- Creation of written, digital, and video onboarding materials
- All intern work plans encompass the MTMS
- CMN proposals integrate the MTMS by 2024
- Guides and evaluation tools referenced by decision-makers (2022)
- Outreach plans created to meet the needs of different communities
- Micro-curriculum created and offered (2023)
- One yearly public input meeting and report of findings

Outcomes

- Utilized identified materials to create an inventory of curricular and co-curricular activities at CMN
- A greater understanding of the MTMS for faculty and staff
- Staff, faculty, and students can apply the MTMS to real-world issues and topics
- Student government gains experience integrating the MTMS into decision-making
- Staff, faculty, and students have resources to further understand MTMS
- Interns are able to integrate the MTMS into research
- All CMN proposals integrate the MTMS
- The means/guide will be referenced by internal decision-makers
- The MTMS evaluation tool will be used by CMN faculty and staff
- MTMS recommendations will be instituted by leadership and departments
- The Sustainability Committee will review and provide best practices to leadership
- CMN will release new publications on the MTMS to the public
- CMN will release new materials on the MTMS to youth
- A better understanding of the MTMS throughout the community
- Better collaboration internally between departments to incorporate the model
- Input from the public to support use of the model in decision making

GOAL 3: *Fiscal Excellence*

Objective 1: Restore a solid foundation of policies, procedures and processes across the Finance Department.

1. The Finance Department will work with department heads to develop written financial policy, procedures, and processes.
2. Hire outside audit consultant(s) to help guide the finance policy, procedures, processes, and monthly reconciliation.
3. The Finance Department will create an in-house monthly reconciliation to notify department heads of any findings.

Objective 2: Educate all staff to gain a thorough understanding of the current software being used within the Finance Department.

1. Department heads/P.I.s will learn to run their own current monthly reports from the accounting system.
2. Creation of a financial professional development plan for staff and faculty.

Objective 3: The Finance Department will meet and exceed governmental accounting standards (GASB).

1. The Finance Department staff will take professional development courses and training pertaining to the department's governmental accounting standard requirements.
2. The Finance Department will update and adhere to required internal controls.

Key Performance Indicators

- Audit compliance minimum findings
 - Y1 50% fewer findings
 - Y2 75% fewer findings
 - Y3 95% fewer findings
- Establish baseline data on returned paperwork
- Findings reconciled monthly
 - Y1 50% fewer findings
 - Y2 75% fewer findings
 - Y3 95% fewer findings
- Finance Department staff credential on file with HR Department
 - Y1 50%
 - Y2 75%
 - Y3 100%
- Number of budget modifications needed
- Number of retroactive cost transfers

Outcomes

- Ability to operate without disruption if primary Finance staff are unavailable
- All Finance Department staff will have an understanding of up-to-date departmental policies and processes to guide them in office duties
- Review of finance policies, processes, and monthly reconciliation that aligns with the College's mission and values
- Fewer audit findings
- Increased turn-around time for processing financial requests
- More real-time financial access for department heads
- Improved financial, auditing, and professional skills of Finance staff
- The Finance Department will have a stronger understanding of their roles and responsibilities
- Customer satisfaction and minimal errors in paperwork
- The Finance Department appropriately staffed for success

GOAL 4: *Excellence in Community Engagement*

Objective 1: Promote the value of community engagement.

1. Determine a way to define and differentiate between recruitment and engagement events.
2. Document CMN's community engagement efforts.

Objective 2: Increase staff and faculty involvement in community engagement.

1. Create a document that lists annual community engagement opportunities.
2. Staff will be required to participate in two community engagement events annually.
3. Community engagement will be included within contracts for full-time and adjunct faculty.
4. Collaborate with Human Resources to add community engagement leave to the employee benefits package.

Objective 3: Increase student community engagement opportunities.

1. Identify current student community engagement opportunities.
2. Create new student community engagement opportunities.
3. Establish a policy to oversee the development and approval of student community engagement opportunities.
4. Develop baseline data regarding what current opportunities are in place and what could be offered that is not.

Key Performance Indicators

- Documentation of participation in recruitment and engagement events
- AIHEC AKIS survey (Increase community engagement by 30%)
- Community engagement opportunity document kept up to date
- Number of staff and faculty participating in community engagement opportunities
- Number of hours community engagement leave utilized
- Number of new student engagement opportunities
- One student engagement opportunity created following the establishment of policy and process
- Baseline data is created in a format that can continue to be measured against

Outcomes

- Staff and faculty aware of annual community engagement opportunities
- Build and strengthen relationship between CMN and community stakeholders
- CMN staff participate in community engagement opportunities
- CMN faculty participate in community engagement opportunities
- Organizational representation in the community
- Staff and faculty will have more enthusiasm to participate in community engagement
- Larger selection of community engagement opportunities for student to engage in
- A process for development of new student groups
- Solid baseline data that will be able to be tracked annually

GOAL 5: *Faculty and Staff Excellence*

Objective 1: Promote a diverse and inclusive community of faculty and staff committed to our vision.

1. Create a collaborative, culturally sensitive institutional page that compels CMN employees towards communal, open, and inclusive communication.
2. Develop unifying terminology, activities, and processes that foster a positive institutional culture.

Objective 2: Develop and implement a professional development model for faculty and staff.

1. Create a process and procedure that ensures an equitable division of labor among people within each department.
2. Creation of a humanistic, goal-orientated review process driven by employee and mentor input.
3. Create culturally responsive surveys to assess needs for training models for employees as part of their semesterly review process.
4. Creation of an annual calendar of culturally responsive training based upon employee survey findings.

Objective 3: Retain faculty and staff by fostering a community of culture that values, respects, and promotes collaboration.

1. Implementation of an equitable wage review using a wage grading system.
2. Revise personnel policy to better encourage staff to continue their educational journey at CMN and beyond.

Key Performance Indicators

- Establishment of an institutional landing page
- Defining an approved single, unifying term for all internal and external communication
- Fostering a collaborative institutional environment
- Realization of equitable wages across the institution
- Humanistic, goal-oriented employee review process implemented
- 75% survey participation, allowing semesterly reviews and employee training models to be tuned and adjusted
- Annual calendar produced and shared
- 100% achievement of equitable wages across the institution
- 75% of CMN's lifelong learners will provide transcripts or documentation when furthering education

Outcomes

- Recognition of who fulfills which roles at CMN
- Break down "silos" between faculty and staff in verbiage
- Break down "silos" between faculty and staff
- An equitable division of labor among people within each department
- Application of a humanistic, goal-orientated review process that reinforces the CMN values
- Application of culturally responsive surveys to assess needs for training models for employees as part of their semesterly review process
- An approved calendar containing culturally responsive training
- Employees are recognized and compensated based upon the outcomes of the CMN employee development and evaluation plan
- An approved process that affirms CMN's commitment to lifelong learning

GOAL 6: *Excellence in Student Services*

Objective 1: Increase the quality of Student Services.

1. Work with the Database Specialist to update graduate survey responses within the graduate survey dashboard.
2. Assess feedback from graduate surveys to see if the quality of student services is getting better.

Objective 2: Increase persistence and retention rate from 5-year benchmark.

1. Survey students who did not persist to find out why.
2. Take part in workshops and training related to persistence and retention to find best practices.
3. Identify recurring themes from survey feedback and best practices.

Objective 3: Increase conversion rates of Applicants to Finally Accepted students, and Finally Accepted to Registered students.

1. Survey students who did not complete the admissions funnel and find out why.
2. Take part in workshops and training related to admitting students to find best practices.
3. Identify recurring themes from survey feedback and best practices.

Key Performance Indicators

- Increase quality of Student Services based on 2015 data
- Increase the average retention rate of students persisting from fall to the spring semester based on 2016 data
 - Spring average conversions
 - Applicant - Final Accepted=61.91%
 - Final Accepted - Enrolled=83.03%
 - Summer average conversions
 - Applicant - Final Accepted=54.55%
 - Final Accepted - Enrolled=69.57%
 - Fall average conversions
 - Applicant - Final Accepted=60.95%
 - Final Accepted - Enrolled=81.56%

Outcomes

- Increase in the quality of Student Services showcased by the graduate survey response
- Increase in retention rates each year
- Increase in persistence rates of students
- Increase conversion rate for applicants to “finally” accepted students
- Increase conversion rate for “finally” accepted to registered students

GOAL 7: *Excellence in Resource Utilization*

Objective 1: Increase engagement with CMN technology.

1. Redesign website to be user-friendly.
2. Schedule required training for CMN staff, faculty/adjunct, and students.
3. Promote the use of technology in classrooms.

Objective 2: Maximize personnel contributions by department.

1. Identify institutional structural gaps and overlaps.
2. Analyze departmental contributions in processes.
3. Create departmental standard operating procedures.
4. Improve CMN's onboarding process.

Objective 3: Effectively manage assets and inventory.

1. Redesign procurement process for purchasing.
2. Implement a routine process for tracking assets and inventory.

Key Performance Indicators

- Increase in website traffic
- Percentage of staff and faculty training in technology
- Responses to student technology survey
- Ratio of adequate staffing/departments to Industry Standards
- Percentage of open positions filled from internal candidates
- Employee satisfaction survey
- Onboarding satisfaction check-in with new employees at 6-month interval
- Increased percentage of purchases through Purchasing Manager
- Increased knowledge of deliveries being made to CMN
- Increased accuracy of Purchasing Department's asset audit

Outcomes

- User-friendly website
- Fully prepared faculty and staff
- Increased student confidence with CMN's technology resources
- Effective organizational structure
- Succession plan
- Departmental workflow plans
- Institutional knowledge retained
- Well informed staff and faculty
- Increase spending efficiency
- Standardization of equipment
- Audit protection
- Functioning asset management system
- Centralized purchasing

GOAL 8: *Excellence in Institutional Climate and Culture*

Objective 1: Create more consistency in institutional communication.

1. Require staff and faculty to participate in professional communication training (email etiquette, meetings in person and virtually).
2. Purchase proofreading software for all employees.
3. Conduct internal and external relations assessments.
4. Develop a communication strategy that encourages employee input.

Objective 2: Design a clearly aligned governance and staffing structure.

1. Identify what areas and decisions need a committee structure.
2. Update organizational chart in document form for the entire organization.
3. Create standard operating procedures for departments to work together, share, and institutionalize resources.

Objective 3: Develop clear employee expectations.

1. Reboarding – Ensure employees are aware of all personnel policies and have them available for easy access.
2. Reboarding – Work with HR and directors to ensure employee job descriptions are reviewed annually.
3. Reboarding – Develop a standard index that pertains to personal appearance and office appearance that is shared and signed off on by employees.
4. Code of Conduct created.

Key Performance Indicators

- 75% completion of communication training
- Gap analysis completed on communication internally and externally
- Number of employees participating in monthly President's meeting
- 80% retainment of staff and faculty
- 75% employee reboarding completions in the first year

Outcomes

- More effective use of communication
- Professional communication development plan
- Institutional communication plan
- Transparency
- Committee structure that meets the needs of the College's system
- Defined and approved organizational chart
- Decreased duplication of programming
- Clear and precise identification of tasks and responsibilities
- Shared leadership
- Each employee is aware of the accountability that is required of their position

Goal Leaders

Goal 1



Dr. Kelli Chelberg
Faculty



Vicki Besaw
Faculty

Goal 2



Rebecca Edler
Sustainability Coordinator



Thomas Kenote Jr.
Director of SDI

Goal 3

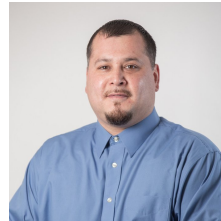


Joleen White
Data Systems Coord.



ChristaLee Waupoose
Accountant/Payroll

Goal 4



Brandon Frechette
Youth Program Coord.



Miranda Gollnow
Community Training Coord.

Goal 5



Debra Downs
Technical Education Coord.



Ryan Winn
Faculty

Goal 6



Luis Ortiz
Enrollment Manager



Norman Shawanokasic
Director of Retention

Goal 7



Sarah Lyons
HR Generalist



Tracy Wilber
Database Specialist

Goal 8



Senior Leadership

Appendix

	Goal 1		Goal 2			Goal 3			Goal 4			Goal 5			Goal 6			Goal 7			Goal 8		
Responsible Party P-Primary S-Secondary	Objective 1	Objective 2	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3
Academic Affairs			S						P	P													
Advancement									P														
Campus Support																				P			
Dept of Continuing Education			S		S				P	P	P												
Faculty	P	P								S													
Finance						P	P	P															
Green Bay Campus																							
Human Resources									P	S									P			P	
Information Technology																		P					
Library																							
President's Office	S	S	S	P	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	P	S
Retention									S						P	P	P						
Sustainable Development Inst.			P	P	P																		
Student Govt.			S	S	S						S												
Sustainability Committee			P	P	P																		
Senior Leadership			S	S					P	S												S	P
Budget Committee						P	P	P															
Institutional Research	S	S	S	S	S	S	S	S	P	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Purchasing																							
Deans and Directors				P																	P	S	P
Alumni	S	S																					
Students	S	S	S																				
Marketing and Communication					S				S														
Enrollment															P	P	P						



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2022-2025