



**Central Lakes
College**

**Diversity Strategic
Plan**

We build futures.

2010-2014



Message from the President Larry Lundblad, President of Central Lakes College

This Diversity Plan for Central Lakes College includes goals and objectives that will direct our diversity efforts through 2014. The plan was developed by the Diversity Committee. Considerable effort has gone into developing a comprehensive plan that will build upon past efforts to create a more diverse workplace at CLC. The diversity program outlined in the plan compliments the college's equal employment opportunity program. Similarly, the Central Lakes College Affirmative Action plan compliments the goals and actions of our Diversity Plan. Although diversity and equal employment opportunity are interrelated, they are distinct principles.

CLC's commitment to diversity must be rooted in ACTION. Modeling and leading regional diversity initiatives is a goal in our strategic plan. This Diversity Plan provides the direction to carry out this goal. It is a plan that will transform the college and impact our region. As a college community, each one of us needs to become deeply committed to developing an inclusive, intercultural, and welcoming environment for a diverse employee and student population. This will require collaboration, community engagement and risk taking.

As a college, we will provide the financial and human resources and the necessary training and education to expand the cultural and professional competencies of our employees and students regarding diversity. We will review our curriculum to ensure that our students are empowered and challenged to acquire new ways of viewing themselves and the world around them, understand their lives in a global context, and evaluate their assumptions when they encounter others who have different life realities from their own.

I would like to thank the Diversity Committee for their great work in developing the Diversity Plan. Our work continues with a renewed focus and determination!

President, Larry Lundblad

Message from Mary Sam, Director of Diversity and Student Affairs

Recognizing that Central Minnesota is relatively new to addressing issues of diversity, intercultural and cultural competency, Central Lakes College is taking a leadership role to develop initiatives to strengthen diversity throughout our institution and our surrounding communities. We are committed to ensuring that every student will be provided access, opportunity and success at our college. Our goals and strategies target diversity in its broadest scope including, but not limited to race and ethnicity, disabilities, sexual orientation, gender, and the economically disadvantaged.



To date, both the college and surrounding communities have had a small population of people of color, but according to demographic trends and supporting statistical data, our rural central Minnesota counties are going to experience a rapid increase in our communities of color, American Indians and in all areas of diversity.

A review of the demographics surrounding the college communities indicates that there are: high numbers of families living at or below the poverty level (61%), low numbers of students of color accessing higher education's (0.9%), low numbers of students enrolling in post-secondary institutions after high school (26%), and a high number of parents who have less than a baccalaureate degree (68%). In spring, 2010, 72.5 % of our students were First Generation, Students, 42% were Low Income Students, 37% were both Low Income and First Generation and we have increased our Students of Color and American Indian student population from 4% last spring to 9% in fall, 2011. This region's biggest non-white racial/political population is the American Indian community, followed by the Latino, then African American community. With declining enrollment in K-12 education across the state, white families are having fewer children, and with the increasing populations of communities of color, it is essential to develop strategies to create access and opportunity for students in our region. With the Mille Lacs Band as our neighbors to the east, there will be increased efforts to work with and provide access to our American Indian populations.

In terms of age demographics, our region's senior citizen numbers are projected to grow at a significantly higher rate than the State of Minnesota as a whole.

Central Lakes College has a number of employees who are allies to the LGBT Community; both employees and students. Nearly one-fourth of our employees are trained in "Safe Spaces" to serve as allies to our LGBT community.

Central Lakes College is committed to providing access, opportunity and reasonable accommodations to students with disabilities and those with intellectual disabilities. CLC is one of the few two-year colleges with a designated Disability Services Coordinator, only one of three colleges in the State that offers an Occupational Skills Program and one of two colleges which offers a Check and Connect: Engaging and Retaining Students with Intellectual Disabilities in Higher Education Program.

The Office of Diversity embraces the following programs: Disability Services, Check and Connect: Engaging and Retaining Students with Intellectual Disabilities in Higher Education Program, Veteran's Resource Center, Student Senate and Student Life, Meta 5-Displace Home



Maker's Program, the American Indian Center/Skone Family Humphrey Center, and Non-discrimination and ADA Compliance.

As the State of Minnesota embraces the challenges of the 21st century, we hope that our neighbors will look to Central Lakes College both as a leader and partner in addressing diversity, race equity, intercultural relations, and cultural competency.

Director of Diversity and Student Affairs, Mary Sam

Central Lakes College Mission Vision and Goals

Mission: At Central Lakes College, we:

- * are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds,
- * offer liberal arts, technical education, and customized training programs of proven high quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning,
- * anticipate and respond to the needs of business and industry in a globally competitive economy,
- * encourage and support cultural enrichment, life-long learning, civic responsibility, and community development.

Vision: Central Lakes College will become Minnesota's leading Community and Technical College for lifelong learning.

Values: The following values guide individual and organizational behavior at Central Lakes College: Excellence, Access, Integrity, Service, Learning, Diversity and Innovation.

STRATEGIC DIRECTION AND GOALS:

Strategic Direction 1: Manage enrollment growth for long-term sustainability and student success.

Goal 1: Develop a strategic enrollment plan.

Goal 2: Strengthen regional cradle-to-college partnerships.



Strategic Direction 2: Offer educational programs and services that are responsive to regional needs.

- Goal 1:** Strengthen the process for determining educational, service, and training needs of the region.
- Goal 2:** Enhance quality of instruction and services in all delivery methods
- Goal 3:** Enhance relationships with the regional American Indian communities.
- Goal 4:** Produce globally competent graduates.
- Goal 5:** Model and lead regional diversity initiatives.
- Goal 6:** Expand opportunities for regional civic engagement and service learning programming.
- Goal 7:** Support regional vitality through social, cultural and artistic events and activities.

Strategic Direction 3: Serve as a recognized leader for innovation.

- Goal 1:** Expand CLC's role as a catalyst for economic and community development.
- Goal 2:** Expand services of the CLC Career and Transfer Center for students and the community
- Goal 3:** Expand programming, research, and demonstration for agriculture and renewable energies.
- Goal 4:** Explore offering baccalaureate degrees.
- Goal 5:** Explore artistic, economic, and regional/global partnership opportunities.

Strategic Direction 4: Achieve institutional effectiveness through continuous improvement and enhanced communication.

- Goal 1:** Develop a college-wide culture of assessment.
- Goal 2:** Foster a culture of excellence, innovation, and leadership
- Goal 3:** Improve the college-wide communication process to increase employee engagement and satisfaction.
- Goal 4:** Create a unified image through marketing and community involvement.

Strategic Direction 5: Sustain financial viability during changing economic and market conditions.

- Goal 1:** Implement the Integrated Planning Model
- Goal 2:** Improve policies, procedures, and organizational structure through Lean principles.
- Goal 3:** Improve Financial, Facilities and Environmental Measures.
- Goal 4:** Create a College Advancement Office



Glossary of Terms (provided by MnSCU)

Campus climate

Campus climate is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions. It refers to the experience of individuals or groups at the institution as they interact with community members. A healthy campus climate

is a place where people feel welcome, safe and valued. In an unhealthy campus climate people often feel isolated, marginalized, and even unsafe.

Cultural competency

This refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across culturesⁱ

Diversity

The Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. The Minnesota State Colleges and Universities system's commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

Inclusion

Inclusion today is more widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and connected through their work to the goals and objectives of the organization.

Miller and Katz (2002) present a common definition: "Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work." ⁱⁱInclusion is a shift in organization culture. The process of inclusion engages each individual and makes people feel more valued and essential to the success of the organization. Individuals function at full capacity when they are valued and included in the organization's mission. This culture shift creates higher performing organizations where motivation and morale soar.



LGBT: Lesbian-Gay-Bi-sexual and Transgender

Underrepresented

This group includes underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus first generation students and low income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.)

Underserved

These are students who have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial.

Underutilized

The pools of employees at the institution do not reflect the pool of employees that are available in the labor market to be potential employees.

Reference MnSCU: www.diversity.mnscu.edu/resources/glossary/index.html

MnSCU Diversity Plan: www.diversity.mnscu.edu

Central Lakes College Diversity Plan

Dissemination of the Diversity Plan:

The CLC Diversity Plan is available via the college website. (www.clcmn.edu) In addition, regular communications will be sent to students, employees via email, campus newspaper, employee orientation, staff development programs, campus posters and President Lundblad's updates.

Implementation of the Diversity Plan:

All Central Lakes College employees, the CLC Diversity Committee, Student Life, and the Student Diversity Leadership Council have an important role in the implementation of this plan. The Director of Diversity and Student Affairs will have primary oversight for the plan.



Evaluation of the Diversity Plan:

CLC is committed to transparency, accountability and evaluation. The Director of Diversity and Student Affairs will facilitate annual climate surveys and a “race equity” scorecard to measure the impact of our diversity efforts. In addition, CLC Leadership will monitor our P.A.C.E Survey data, CSSEE, and Access, Opportunity and Success Grant findings to evaluate both climate (student and employee) and academic achievement gap issues with underrepresented students. Evaluation will drive our diversity efforts.

Central Lakes College embraces the following diversity goals:

GOAL 1: Develop goals to address diversity in all forms and provide transparency and accountability across our campuses with the full engagement of the Management Team, President’s Cabinet, and the Leadership Council

Action:

1. Develop a vibrant Diversity Program by creating an Office of Diversity, led by the Director of Diversity and Student Affairs. This office/position will be integrated into the leadership structure of the college and will be funded to ensure the sustainability of the program.

Timeline: Fall, 2011

Outcome Driver: President and Director of Diversity and Student Affairs

2. Review the 2010 MAP IT Survey, CSSEE, and PACE Survey findings. Through a “diversity lens” discuss employee student development as it relates to the following strategies:

A. Provide opportunities for and engaging students in authentic, meaningful and life affirming experiences.

B. Empower students to acquire new ways of viewing themselves and the world in which they live.

C. Provide experiences that prepare students to think critically, understanding their lives in the global context.

D. Foster creativity by encouraging dynamic interaction among individuals with different perspectives, skills and values.

Timeline: Fall, 2011

Outcome Driver: President, Human Resources Director and Director of Diversity and Student Affairs



3. Develop college-wide strategies to engage the Cabinet and Leadership Council in diversity transformation.
Timeline: Spring 2012
Outcome Driver: President and Director of Diversity and Student Affairs
4. Develop and evaluate a comprehensive Enrollment Management Plan which in part focuses on the recruitment and retention of underrepresented students.
 - a. Identify aspects of existing programs which present challenges to the academic and social success of particular segments of a diverse student body; propose programs/actions to address these issues.
 - b. Identify conditions or circumstances of particular diverse segments of the student body which create obstacles to their academic or social success: propose programs/actions to address these issues.**Timeline:** Spring, 2012
Outcome Driver: Dean of Enrollment Management and Student Services and Director of Diversity and Student Affairs
5. Develop a comprehensive Diversity Program Marketing Plan, inclusive of a Diversity Program website.
Timeline: Spring, 2012
Outcome Driver: Director of Diversity and Student Affairs and Director of Marketing
6. Explore external sources of diversity funding.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs, Director of Human Resources and Vice President of Academic and Student Affairs
7. Secure funding and establish an employee and student recognition award to showcase innovation in diversity.
Timeline: May, 2012.
Outcome Driver: Director of Diversity and Student Affairs and CLC Foundation Director



8. In collaboration with the Diversity Committee, develop an “Equity Scorecard” that will be used to evaluate our campus commitment to diversity; specifically in the area of shared decision making, collaboration efforts, professional development, student development, inter-group and global relations and engagement across all levels to this work.

Timeline: Spring 2012.

Outcome Driver: Director of Diversity and Diversity Committee

Evaluation: The “Equity Scorecard,” CSSEE Data and P.A.C.E. Survey will ensure that we are reviewing and addressing the impact of our strategies.

GOAL 2: Continue to develop and expand strategies to recruit and retain college employees of diverse backgrounds.

Central Lakes College has established hiring goals outlined in the college's 2010-2012, Affirmative Action Plan, based on the college's current workforce. The Affirmative Action Officer and Director of Diversity and Student Affairs, with assistance from the Diversity Committee will identify obstacles to the successful recruitment of diverse employee's, identify

challenges to the retention of diverse employees and develop programs to remove or lessen the obstacles for successful retention. **Strategies may include:**

1. Identify ways in which an assessment of administrators ability and efforts to meet the college EEO and diversity efforts and integrate into annual performance appraisals.
2. Review and revise college publications, marketing tools and the college website to reflect the diversity of the campus.
3. Evaluate and implement where able, alternate or experience requirements for non-academic positions.
4. Develop a formal mentoring program for all new employees with sensitivity to new diverse employees.
5. Conduct systematic exit interviews to determine if the employees diversity/protected status or the environment within a program contributed to their departure. Ascertain what, if anything could have done differently to have retained the employee.

Timeline: 2012

Outcome Driver: Director of Human Resources/Affirmative Action Officer and Director of Diversity and Student Affairs

Evaluation: In addition to the Affirmative Action Measures and Reporting requirement, we will measure our effectiveness via the 'Equity Scorecard, and the P.A.C.E Survey.



GOAL 3: Institutionalize a college-wide Diversity Committee to assist in the transformation of a diverse college community.

Central Lakes College Diversity Committee is committed to modeling diversity. Representatives from management, human resources, disability services, faculty, instructors, support staff, and the Student Diversity Leadership Council serve on this committee. The Diversity Committee is committed strives for diversity including: age, race, gender, sexual orientation, economic status, and disability status.

Action:

1. Educate across the college campuses to gain acceptance, support and engagement in the Diversity Plan.
Timeline: Spring, 2014
Outcome Driver: Director of Diversity and Student Affairs and Diversity Committee
2. Review and update the Diversity Plan annually.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs and Diversity Committee
3. Assist search committees to ensure diverse representation in hiring practices.
Timeline: Ongoing
Outcome Driver: Director of Human Resources and Director of Diversity and Student Affairs
4. Develop a two-year diversity staff development plan for all employees.
Timeline: Spring 2012
Outcome Driver: Director of Human Resources and Director of Diversity and Student Affairs
5. Sponsor monthly diversity celebrations on campus which honor and celebrate women's history, disability awareness, cultural/ethnic and American Indian months.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs and Director of Student Life
6. Develop an annual 'Diversity Calendar of Events' which will be posted on the website.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs and Director of Student Life



7. Develop an “Equity Scorecard” in collaboration with administration which will ensure that equity is being assessed and made transparent annually throughout the college and college community.

Timeline: Fall, 2012

Outcome Driver: Director of Diversity and Student Affairs

8. Conduct an annual review of diversity-related employee and student data pertaining to climate and academic achievement gap issues.

Timeline: Ongoing

Outcome Driver: Director of Diversity and Student Affairs, Human Resources Director and Dean of Enrollment Management and Student Services

9. Monitor CLC compliance with the Office of Civil Rights regulations.

Timeline: Ongoing

Outcome Driver: Director of Diversity and Student Affairs

10. Provide an Annual Diversity Report to President Lundblad

Timeline: Annually

Outcome Driver: Director of Diversity and Student Affairs

Evaluation: Annual Report to President Lundblad discussing the findings in the “Equity Scorecard,” the survey finding, and establishing baseline data.

GOAL 4: Promote and create a campus environment free of harassment and discrimination.

Action:

1. Work with the Management Team, the Director of Security, Local Law Enforcement and the local human rights organization to monitor harassment and discrimination within the campus’s and the larger community.

Timeline: Annually, Cleary Act Reporting

Outcome Driver: Director of Diversity and Student Affairs

2. Provide training and information across the CLC Campuses (including work study students), on content and implementation of law and system policies relating to sexual and general harassment/discrimination as defined by the MnSCU Non-Discrimination 1B1 Policy and ADA Compliance.

Timeline: Annual

Outcome Driver: Director of Human Resources and Director of Diversity and Student Affairs



3. Inform staff and students of the procedures for filing and investigating complaints of harassment/discrimination through orientations, posters, student handbook, brochures and video options.

Timeline: Annually/Ongoing

Outcome Driver: Director of Human Resources and Director of Diversity and Student Affairs

4. Ensure that employee and student handbooks and the CLC website provide easy access to our Student Concern and Employee Complaint Process and Procedures.

Timeline: Ongoing

Outcome Driver: Director of Diversity and Student Affairs, Director of Marketing

5. Ensure that the established Student Concern Process allows for timely and thorough investigation of all complaints of harassment/discrimination.

Timeline: Annual review of complaints/Ongoing

Outcome Driver: Director of Human Resources and Director of Diversity

6. Ensure that English Language Learners (ELL) and Hearing and Visually Impaired students have clear and easy access to all procedures for filing harassment/discrimination complaints.

Timeline: Spring, 2012

Outcome Driver: Dean of Liberal Arts and Director of Diversity and Student Affairs

7. Sponsor a “Safe Space Training” for all interested employees and students who wish to understand and visibly support our Lesbian/Gay/Bi-sexual/Transgender (LGBT) employee and student communities. Train at minimum 25 employees who wish serve as “allies.”

Timeline: Fall, 2012 and Ongoing

Outcome Driver: Director of Diversity and Student Affairs

8. Review findings of fall, 2010 Office of Civil Rights (OCR) Review, develop and implement the OCR Compliance Plan.

Timeline: March, 2012

Outcome Driver: Director of Diversity and Student Affairs

Evaluation: Training evaluations to measure program effectiveness and to ensure participation and document staff attendance. Annual climate survey and “Equity Scorecard” will be used to measure effectiveness of our strategies. Compliance with Office of Civil Rights “Findings and Recommendations.” Establish baseline data.



GOAL 5: Develop and implement services to support the diverse needs of protected and under-represented groups and individuals.

Action:

1. Evaluate and modify student success strategies developed in the Access, Opportunity and Success Grant Program.
Timeline: Fall, 2011
Outcome Driver: Dean of Enrollment Management and Student Services
2. Identify models that provide access and success of students in programs of study, specifically non-traditional students by gender.
Timeline: Spring, 2012
Outcome Driver: Perkins Postsecondary Coordinator
3. Identify and adopt strategies and outcomes to overcome barriers for special populations and increase rates of access and success in Career and Technical Education Programs.
Timeline: Spring, 2012
Outcome Driver: Perkins Postsecondary Coordinator
4. Increase special population enrollments in Career and Technical Programs after high school graduation.
Timeline: Spring, 2012

Outcome Driver: Perkins Postsecondary Coordinator
5. Secure funding for a Multicultural Coordinator
Timeline: Fall, 2013
Outcome Driver: Director of Diversity and Student Affairs, President
6. Provide training and cultural coaching to employees working with Mille Lacs and Leech Lake Tribal College students.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs and TRIO/Upward Bound Director
7. Review and modify as required, all ELL (English Language Learner) policies and procedures to ensure student success.
Timeline: Fall, 2012
Outcome Driver: Dean of Liberal Arts and Director of Diversity and Student Affairs



8. Develop training for counselors and all staff to establish clear policies and procedures for recruiting and retaining our English Language Learners (ELL) students.
Timeline: Fall, 2012
Outcome Driver: Dean of Liberal Arts and Director of Diversity and Student Affairs
9. Establish a College Disability Services Advisory Council.
Timeline: Fall, 2011
Outcome Driver: Vice President of Academic Affairs and Director of Diversity and Student Affairs
10. Develop training and coaching for employees working with students with disabilities.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs, Dean of Technology and Disability Services Coordinator
11. Implement the Check and Connect: Engaging and Retaining Students with Intellectual Disabilities in Higher Education Program.
Timeline: 2014
Outcome Driver: Director of Diversity and Student Affairs and Check and Connect Staff
12. Establish a Disability Lab at the Staples Campus fully equipped with assistive technology.
Timeline: Spring, 2012
Outcome Driver: Director of Diversity and Student Affairs, Dean of Technology and Disability Services Coordinator
13. Establish Mental Health services at both Brainerd and Staples Campus.
Timeline: Fall, 2011
Outcome Driver: Dean of Enrollment Management and Student Services and Disability Advisory Council.
14. Evaluate and modify reasonable accommodations processes, procedures and services for students and employees to maintain compliance of the Americans with Disabilities Act.
Timeline: Fall, 2012
Outcome Driver: Director of Human Resources, Director of Diversity and Student Affairs, Disability Services Coordinator
15. Support employees to serve as advisors for inter-cultural organizations on campus such as: Diversity Leadership Council, and the Equality Coalition, which will assist with the recruitment and retention of students of color and/or LGBT students.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs and Director of Student Life



16. Develop strategic plans with diversity focused student organizations; including: Diversity Leadership Council, Equality Coalition, American Sign Language Club, International Club and our Spanish Club.
Timeline: Fall, 2012
Outcome Driver: Director of Diversity and Student Affairs and Director of Student Life
17. Develop a one credit course on Diversity Leadership for Liberal Art students, Technical College students, and student clubs and organization members.
Timeline: Fall, 2012
Outcome Driver: Director of Diversity and Student Affairs, Diversity Leadership Council Advisor, Dean of Liberal Arts
18. Establish a Council of American Indian Student organization.
Timeline: Spring, 2012
Outcome Driver: Director of Diversity and Student Affairs
19. Develop student focused cultural/diversity workshops throughout the school year, including specific presentations on “Student Success Days.”
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs, Student Life Director, and club advisors
20. Develop a diversity education and student retention program for coaching staff.
Timeline: Fall, 2012
Outcome Driver: Director of Diversity and Student Affairs, Dean of Liberal Arts, Dean of Enrollment Management and Student Services, Director of Athletics
21. Establish a partnership between the Diversity Leadership Council and area local K12 schools to provide cross-cultural leadership and mentoring services.
Timeline: Spring, 2012
Outcome Driver: Director of Diversity and Student Affairs and Diversity Leadership Council Advisor
22. Develop a college access plan to recruit and retain students from the Long Prairie Community.
Timeline: Fall, 2012
Outcome Driver: Director of Diversity and Student Affairs, Dean of Enrollment Management and Student Services, Dean of Workforce, Economic and Regional Development, Director of TRIO/Upward Bound



Evaluation: Use of services by staff, students and the community. Equity Scorecard. Fewer discrimination concerns and complaints. Enrollment and retention of students of color increased. Establish baseline data.

GOAL 6: Improve campus-wide diversity awareness, appreciation and engagement.

Action:

1. Develop an online diversity resource/speakers directory.
Timeline: Spring, 2012/Ongoing
Outcome Driver: Director of Diversity and Student Affairs, Director of Student Life, Diversity Committee, Faculty and Staff
2. Infuse diversity education into curriculum across all academic and technical programs.
Timeline: Spring, 2014
Outcome Driver: Director of Diversity and Student Affairs, Dean of Liberal Arts, Dean of Career and Technical Programs & Staples Campus
3. Student organizations will host the ‘Celebration of Nation’s event each spring.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs, Director of Student Life, Club Advisors
4. Host “Cultural Thursdays” programming each month to create awareness of the rich histories, traditions, values, contributions of diverse communities as well as highlighting regional and global historic and current injustices.
Timeline: Ongoing
Outcome Driver: Spanish Faculty, Dean of Liberal Arts and Director of Diversity and Student Affairs
5. Develop a Student Life Strategic Plan which will include the following components:
 - A. Increase student participation in diversity/climate surveys.
 - B. Increase student participation in diversity planning and extra curricular activities.
 - C. Assist Diversity Committee to create a diversity community calendar of events.
 - D. Provide diversity training to Student Senators.
 - E. Showcase student work that celebrates and emphasizes diversity via collaboration with faculty and staff.
 - F. Develop a training video, created by students to assist in new employee



- orientation and freshman orientation specific to diversity issues. September, 2013
- G. Student Life/Senate will create a global photography wall on the Brainerd Campus, to be located on the back wall of the Humphrey Center and surrounding hallways. Completed, 2014
Timeline: Completed, 2014
Outcome Driver: Director of Diversity and Student Affairs and Director of Student Life
6. Increase service learning/civic engagement opportunities to focus on intercultural awareness, appreciation and involvement.
Timeline: Fall, 2013
Outcome Driver: Dean of Workforce, Economic and Regional Development
7. To promote and encourage diversity engagement, collaborate with Customized Training, faculty and community partners, host training in the area of: SEED Training, Public Speaking in Cross Cultural Communities, Bias and Hate Crime: for Law Enforcement, Anti-Racism Study Dialogue Circles, Historical Oppression, Boarding Schools, Impact of Adoption in the American Indian Community and Addressing the Hidden Rules of Poverty.
Timeline: Ongoing
Outcome Driver: Director of Diversity and Student Affairs and Dean of Workforce, Economic and Regional Development
8. Partner with the Rosenmeier Board to offer opportunities for the community to become aware of issues relating to diversity and affirmative action.
Timeline: Spring, 2014
Outcome Driver: Director of Diversity and Student Affairs and Dean of Liberal Arts
9. Evaluate and expand the 'Resource Center for Cultures and Languages of the Americas' who promotes numerous activities within the college and larger community.
Timeline: Fall, 2014
Outcome Driver: Spanish Faculty, Dean of Liberal Arts and Director of Diversity and Student Affairs
10. Develop strategies to recruit and retain veterans of color and American Indian veterans.
Timeline: Fall, 2013
Outcome Driver: Director of Diversity and Student Affairs, Veterans Resource Center Coordinator and Director of TRIO/Upward Bound



11. Develop strategies to recruit and retain underrepresented students in our High Honors Program.

Timeline: Spring, 2012

Outcome Driver: Dean of Enrollment Management and Student Services, Dean of Liberal Arts, and Director of Diversity and Student Affairs

Evaluation: Increased participation at cultural activities. An increase in diversity awareness, support, and student academic improvement, as indicated in campus climate surveys, Access & Opportunity findings, P.A.C.E Survey and CSSEE results. Increase the number of underrepresented students in our High Honors Program by 10%, by spring 2014. Establish a baseline of data.

Goal 7: Establish a Community Diversity Collaborative

Action:

1. Establish a Community Diversity Collaborative.

Potential partners may include: Brainerd Schools, elected and appointed public officials, local clergy, members of the Brainerd Retired Teachers Association, Crow Wing County Child Protection (and other services), Lakes Area Restorative Justice Program, Lakes Area Human Resource Association, American Association of University Women, League of Women Voters, Local Law Enforcement, Youth Wellness Initiative, and local LGBT and human rights organizations.

Timeline: Fall, 2013

Outcome Driver: Director of Diversity and Student Affairs

2. Provide liaison to Crow Wing County Human Rights Commission to help promote community awareness and to collaborate on diversity efforts.

Timeline: Ongoing

Outcome Driver: Director of Human Resources

3. Establish state wide partnerships to develop strategies to reduce the academic achievement gap of students of color and American Indian students, student in poverty and first generation students.

Timeline: Spring, 2014

Outcome Driver: Director of Diversity and Student Affairs and Dean of Workforce, Economic and Regional Development



4. Host the “Partners Leading to End Poverty” initiative through the Blandin Foundation at both Brainerd and Staples Campus.

Timeline: Spring, 2013

Outcome Driver: Director of Diversity and Student Affairs and Director of the Meta 5 Displaced Home Makers Program

5. Host the ‘Leading in Ethnically Diverse Communities’ Initiative through the Blandin Foundation.

Timeline: Spring, 2014

Outcome Driver: Director of Diversity and Student Affairs

Evaluation: Development of a Community Diversity Committee. Increase regional partnerships. Establish baseline data. Dedicated funding in place for diversity initiatives.

GOAL 8: Increased efforts to collaborate with Tribal governments and leaders to improve and provide culturally sensitive access and opportunities for our American Indian students.

Action:

1. Establish a CLC American Indian Advisory Council made up of tribal leaders, community members and students.

Timeline: Spring 2012

Outcome Driver: Director of Diversity and Student Affairs

2. Develop collaborative initiatives within MnSCU institutions which promote best practices to increase American Indian student success in higher education.

Timeline: Fall, 2013

Outcome Driver: Director of Diversity and Student Affairs

3. Host training for campus and k-12 educators in the area of best practices in working with American Indian Learners.

Timeline: Spring, 2014

Outcome Driver: Director of Diversity and Student Affairs

4. Facilitate “Teaching Circles” and cultural diversity and intercultural competency training.

Timeline: Ongoing, Spring, 2014

Outcome Driver: Director of Diversity and Student Affairs and Director of



TRIO/Upward Bound

5. Develop a regional American Indian Business Leaders Camp for high school and college students.

Timeline: Spring, 2013

Outcome Driver: Dean of Workforce, Economic and Regional Development and Director of Diversity and Student Affairs

6. Pursue partnerships with tribes in the area of technical programs, business and industry, workforce development.

Timeline: Ongoing

Outcome Driver: Dean of Workforce, Economic and Regional Development, Director of Diversity and Student Affairs and Dean of Career and Technical College

7. Work with Access & Opportunity Grant employees to implement culturally based 'best practices' for engaging American Indian students.

Timeline: Ongoing

Outcome Driver: Director of Diversity and Student Affairs and Director of TRIO/Upward Bound

8. Host and American Indian Student Awards Feast.

Timeline: May, 2014

Outcome Driver: Director of Diversity and Student Affairs, Director of TRIO/Upward Bound, Meta 5 Program Director

9. Host a campus/community Veterans Pow Wow.

Timeline: Fall, 2012

Outcome Driver: Director of Diversity and Student Affairs and Veterans Resource Center Coordinator

Evaluation: Establish a baseline of data. CLC and the surrounding communities will become a more welcoming environment for individuals of protected groups, as monitored in our climate surveys and Equity Scorecard. Increase in American Indian student recruitment and retention. Increase in partnerships with tribal governments.



GOAL 9: Develop programming at the Skone Family/Humphrey Center on the Brainerd campus of CLC and revitalize the Indian Studies Programs.

Action:

1. Secure funding to build an interactive learning center within the Skone Family/Humphrey Center.
Timeline: Fall, 2013
Outcome Driver: Director of Diversity and Student Affairs
2. Develop American Indian programming in the Humphrey Center targeted to CLC community and K-12 students.
Timeline: May, 2014
Outcome Driver: Director of Diversity and Student Affairs
3. Develop curriculum targeted to college and K-12 faculty on cultural, education, and economic issues facing the American Indian population in Minnesota to foster understanding and awareness.
Timeline: May, 2014
Outcome Driver: Director of Diversity and Student Affairs and TRIO/Upward Bound Director
4. Revitalize our American Indian Studies Program, exploring the idea of developing an 'Indigenous Community Development Certificate' and four-year Indian Studies Program in collaboration with Bemidji State University.
Timeline: Fall, 2013
Outcome Driver: Dean of Liberal Arts and Director of Diversity and Student Affairs
5. In collaboration with area tribes and MnSCU Colleges and Universities, establish training and initiatives which promotes 'best practices' to increase American Indian student's access, opportunity and success in higher education and workforce preparedness.
Timeline: August, 2014
Outcome Driver: Director of Diversity and Student Affairs
6. Establish an American Indian Mural and Inter-cultural Photo Gallery on the back wall of the Humphrey Center.
Timeline: Fall, 2014
Outcome Driver: Director of Diversity and Student Affairs and Director of Student Life
7. In concert with Customized Training and the Gordon Rosenmeier Foundation Board, host training that emphasizes and promotes American Indian history.
Timeline: May, 2014
Outcome Driver: Director of Diversity and Student Affairs, Dean of Liberal Arts



Evaluation: Indian Studies Program is established. Skone Family/Humphrey Center is being utilized by students, employees and community. Teacher Training Academy in place. Establish a baseline of data.
