DEIJ Strategic Plan

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Executive Summary

The strategic plan outlined for CSB and SJU aims to continue and expand upon our commitment to Diversity, Equity, Inclusion, and Justice (DEIJ) through a comprehensive approach across various facets of institutional life. Inspired by the Becoming Community initiative, which emphasized transformative inclusion, the plan sets ambitious goals to embed Diversity, Equity, Inclusion, and Justice principles into the core fabric of the institutions.

Key elements of the plan include:

1. **Culture and Climate of Transformative Inclusion**: Creating a campus climate where all community members feel a sense of belonging and well-being. This involves addressing behaviors that marginalize populations, providing training for staff, and developing inclusive living and learning environments.

2. **Infrastructure and Accountability**: Establishing an office dedicated to Diversity, Equity, Inclusion, and Justice efforts with allocated resources and staffing. This office will coordinate institutional Diversity, Equity, Inclusion, and Justice initiatives and ensure transparency and accountability across departments.

3. **Student Enrollment and Success**: Increasing recruitment and retention of BIPOC, first-generation, and Pell-eligible students. Goals include enhancing support structures, fostering equitable access to resources, and promoting student success through high-impact practices.

4. **Workforce Development as Tools for Transforming Community**: Implementing strategies for recruiting and retaining diverse faculty, staff, and administrators. This includes setting representation goals, providing bias training for search committees, and creating mentoring programs.

5. **Education and Development**: Integrating Diversity, Equity, Inclusion, and Justice into curricular and co-curricular content, and offering professional development opportunities for faculty and staff. This includes ongoing training, creating a Diversity, Equity, Inclusion, and Justice certificate program, and supporting research initiatives in Diversity, Equity, Inclusion, and Justice.

6. **Building and Sustaining Partnerships**: Strengthening collaborations with local and regional communities, including BIPOC organizations and Native Nations. Initiatives focus on community engagement, outreach, and supporting diverse local businesses through responsible purchasing practices.

Overall, the plan emphasizes the intersectionality of Diversity, Equity, Inclusion, and Justice with the Benedictine values of the institutions, aiming for comprehensive institutional

transformation. It underscores the ongoing nature of Diversity, Equity, Inclusion, and Justice work as a critical component of educational excellence and community engagement.

Introduction

Our community is always becoming.

Inspired by the work of the Becoming Community initiative, which aimed to create transformative inclusion among faculty, staff, monastics, students, alumnae/i and community partners, this strategic plan charts a course forward that honors that work and propels us toward transformative inclusion. Our goal is to create a community where all students, faculty and staff across identities may attain successful outcomes in a climate that is characterized by our pursuit for **transformative inclusion**[1].

Our focus must be on both increasing individual knowledge and systemic change, which transform our institutions' policies, practices, curriculum, and outreach in ways that allow us to increase our capacity to educate our students and create just campuses and society. The strategies recommended here are intended to be aspirational and drive institutional change and transformation, not an exhaustive "to do" list. Instead, this plan is meant to provide a high quality, comprehensive approach for achieving an inclusive and welcoming campus and community. This plan is a living document designed to be an iterative process for making sure that integration of Diversity, Equity, Inclusion, and Justice are recognized as interdependent and must be nimble to respond to the ever-changing needs of our students. This requires making investments essential to our viability and relevance as competitive institutions of higher education in the 21st century.

The work proposed and guided by this plan sets out an infrastructure, awareness and expertise in crucial areas of the institutions; builds and maintains a community that is centered on meeting the needs and aspirations of students, emphasizing leadership and a personal development profile that includes intellectual, spiritual, emotional and physical development; develops a wide range of relevant professional development opportunities for campus leaders, administrators, faculty, staff and monastics to actively strive to live our Benedictine values and to become anti-racist and inclusive institutions over the next five years; and continue to cultivate an **inclusive ecosystem**[2] that encourages, supports, builds and values the

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[1] Transformative inclusion is both theory and practice that the people who make up community are transformed and made better not in spite of, but because of the presence of others in our community. https://youtu.be/i83U0mwcmFg

[2] Like a biological ecosystem of living organisms that exist together to create an environment for all its elements to survive, an inclusive ecosystem is a community that consists of parts of the university working together on Diversity, Equity, Inclusion, and Justice that allow all members of the community to thrive. The inclusive ecosystem brings together all parts of the university, including policies, procedures, systems of accountability, connections with community and pedagogy, to create a culture and climate that is positive for all.

contributions, experiences and expertise of all community members recognizing that diversity, equity and inclusion is everyone's work. Our work then begins with a shared understanding of the terms that help define this inclusive ecosystem:

> **Diversity:** The presence of the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. It is the lived experience with "the other" in our midst.

> **Equity:** Having fair and just practices that ensure access, resources, and opportunities are provided for all to succeed and grow.

> **Inclusion:** The involvement and empowerment, where the inherent worth and dignity of all people are recognized.

> **Justice:** Creating environments and systems that support all equitably without regard to race-ethnicity, gender identity, religion, learning potential or other forms of difference. Justice is equity at the systemic level.

About Becoming Community

The Becoming Community Initiative, funded through a grant from the Mellon Foundation, aimed to create transformative inclusion among faculty, staff, monastics, students, alumni, and community partners at the College of Saint Benedict (CSB) and Saint John's University (SJU). The grant project involved and was significantly shaped by the contributions of hundreds of community members, both from on campus and from our surrounding communities.

At the heart of the Becoming Community work was the idea that inclusion requires a transformative, instead of a merely additive, process wherein our community is necessarily reformed and enriched through deep engagement among all members. Thus, true inclusion is not an end goal, but an ongoing process as we engage continually in becoming an inclusive community.

The project aimed to provide the members of our community with the tools to create space for all to be heard and for all to thrive by creating a place where more people can feel authentic, recognized, accepted and wanted.

Becoming Community initiatives were organized around seven distinct themes: Programming, Structural Change Implementation, Resource Development, Empowerment, Assessment, Organization, and Marketing and Communication.

Diversity, Equity, Inclusion, and Justice and Mission-Centered Practice

The College of Saint Benedict and Saint John's University are Catholic and Benedictine, liberal arts, residential colleges founded and enriched by Saint Benedict's Monastery and Saint John's

Abbey. Our academic communities are dedicated to the intellectual, spiritual and ethical formation of all members and to academic excellence in the search for truth in an ever-changing diverse world. Our education, informed by the principles of Catholic Social Teaching, is focused on the transformation of the human mind and heart considering the contemporary social, political and economic landscape.

Our Benedictine values are not at odds with DEI (Diversity, Equity and Inclusion). In fact, these values provide each other with mutual reinforcement of the central purpose of higher education — to challenge students and all members of our community to think about their own perspectives, whatever those might be, and how they may best serve the common good. Like our Benedictine values in education, Diversity, Equity, Inclusion, and Justice is not presented as indoctrination. Instead, both are tools to connect us through academic, professional and social pursuits and interactions. We prioritize community building, the awareness that we are part of a larger ecology, and the just and sustainable use of resources.

The Monastic communities are key to this work as we develop a compelling framework and programs to enhance the interplay and integration of Catholic Benedictine values and Diversity, Equity, Inclusion, and Justice in contemporary society; increase factual and conceptual understanding of the Catholic Benedictine mission and Diversity, Equity, Inclusion, and Justice; and empower and build learning to enhance, apply, and live out the mission in all our community interactions culminating in institutional and personally transformative experiences.

CSBSJU Institutional Strategic Plan

Diversity, Equity, Inclusion, and Justice may be thought of as a "red thread" that flows through all the work we do as institutions. It is etched into the fabric of the institutions. The priorities of this plan align with our missions and strategic priorities set forth in the CSBSJU institutional strategic plan. *Moving Forward, Together* centers the student experiences (which include curriculum, co-curriculum and overall climate), operational and financial health of the university (which includes workforce and optimal student enrollment), and mission-centered practice with Diversity, Equity, Inclusion, and Justice as a key element, which, along with Benedictine values, permeate all areas of the plan.

Diversity Equity Inclusion and Justice Strategic Priorities

We have identified the following priorities related to Diversity, Equity, Inclusion, and Justice. These priorities align with the recommendations from the final Becoming Community evaluation report, based on dozens of conversations and research with CSB and SJU community members and reports that provided assessment of the student, employee satisfaction, and institutional branding.

1. Culture and Climate of Transformative Inclusion

At the heart of the work of Diversity, Equity, Inclusion, and Justice is shifting culture. We want to develop and maintain a campus climate and culture where all community members experience a sense of belonging and well-being that is supported through academic success, respectful engagement, authentic relationships, growth, and flourishing. We need to articulate authentically our intentionality in serving a diverse population of students and employees, including how a culture of transformative inclusion is cultivated and supported.

Goal 1: Develop and maintain a positive campus climate and culture for students, staff and faculty where all community members experience a sense of belonging and well-being that is supported through academic success, respectful engagement, authentic relationships, and growth.

Objective 1: Address behaviors in the classroom, workplace and across our campuses that negatively impact the living, learning and working environment for marginalized populations of students, staff and faculty (i.e. microaggressions, tokenism, exclusion, etc.).

   a. Offer campus-wide and unit-specific educational programs for staff to understand and address these behaviors among colleagues and students.
   b. Collaborate with and support the work of the Center for Teaching and Learning related to Diversity, Equity, Inclusion, and Justice and inclusive pedagogies, civil discourse, and equitable practices.
   c. In partnership with Residence Life and other entities, develop programming and processes to support a positive living and learning environment for students from traditionally underrepresented populations (LGBTQ+, BIPOC students, first-generation students, Pell-eligible students, and students with disabilities).

Objective 2: Address workplace inclusion as a start to building and maintaining a positive campus climate.

   a. Develop opportunities for employees who are underrepresented to gather and network (i.e., BIPOC, non-Christian, parents of young children, adults caring for aging parents, LGBTQ+, veterans).

b. Support efforts to make our institutions more family-friendly[3], to support all employees.

Objective 3: Consistently monitor campus climate for Diversity, Equity, Inclusion, and Justice for students, faculty and staff.

a. Continue conducting the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey of students, faculty and staff to provide information about areas on which to focus.
b. In conjunction with the climate survey, conduct focus groups or use other methods to collect qualitative data to enhance the survey results.

Goal 2: Create and maintain complementary, accessible facilities, leveraging resources and technology that provide culturally welcoming and inclusive personal and communal spaces across the campuses based on guidelines of Universal Design[4], WELL Buildings and LEED practices.

Objective 1: Visibility of services

a. Include Universal Design in campuses' Master Planning efforts to allow members of the community to fully participate and feel included in the university.
b. Provide an intentional focus on language accessibility such as ASL interpreters and Spanish language interpreters at university events.
c. Provide gender-inclusive restrooms, safe space, and other appropriate signage.

Objective 2: Inclusive Stakeholder Engagement

a. Involve diverse stakeholders, including underrepresented community members, in the planning process to ensure their needs and perspectives are considered.

Objective 3: Cultural Competence

a. Incorporate cultural competence into the design and operation of facilities to ensure they are welcoming and respectful of all cultural backgrounds.

Objective 4: Digital Accessibility

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[3] **5.4.6.3 Joint Faculty Senate Committee on Family-Friendly Policies and Practices**
The Joint Faculty Senate Committee on Family-Friendly Policies and Practices provides advice to the Joint Faculty Senate and campus community members on family-friendly policies and their implementation in practice, including work/life matters beyond the scope of parenting. The committee is to give voice to concerns of the community members, including faculty, staff and student parents, to help ensure that their work/life needs are being met.

[4] The goal of Universal Design is to maximize usability by individuals with a wide variety of characteristics. Whether we are talking about learning strategies or physical space, Universal Design operates by a set of principles designed to maximize access by everyone.

a. Ensure that our online resources and digital communications are accessible to everyone, including individuals with visual and hearing impairments.

Objective 5: Sustainability and Resilience

a. Plan for sustainable and resilient facilities that can adapt to changing needs and conditions, benefiting all community members

Goal 3: Develop a distinctive, impactful, fun, and nationally recognized Residence Life and Student Life experience grounded in Benedictine practices and Diversity, Equity, Inclusion, and Justice that will complement our curriculum, other high-impact practices, and the pursuit of our Institutional Learning Goals.

Objective 1: Utilize a curricular approach which designs a series of successive learning and engagement opportunities for students that are measurable against defined objectives.

2. Institutionalizing and Transformation

It is important to build and maintain an infrastructure that includes ongoing assessment and measures of accountability that moves Diversity, Equity, Inclusion, and Justice from the margins to the center of institutional functions. This is best done by ensuring the campus commitment to Diversity, Equity, Inclusion, and Justice is clear, transparent, and evident at the highest levels of the institutions and throughout every office and department. This will require us to address the challenges of capacity as it relates to sustaining Diversity, Equity, Inclusion, and Justice efforts. The work cannot be sustained when simply added to community members' existing responsibilities if it is to be truly institutionalized.

Goal 1: Develop infrastructure for the coordination of Diversity, Equity, Inclusion, and Justice work across the institutions.

Objective 1: Create an office for Diversity, Equity, Inclusion, and Justice efforts with dedicated resources, staffing, and budget allocations.

a. Dedicate staff/faculty time (such as course releases for faculty) to Diversity, Equity, Inclusion, and Justice implementation and/or create new positions.
b. Develop a budget for the Diversity, Equity, Inclusion, and Justice office including funding for new positions, support for work already being done, and the development of programs, sponsorships, and other opportunities for the CSB and SJU community.

Goal 2: Emphasize the importance of diversity, equity, and inclusion efforts by utilizing a wide range of communication strategies and tools that demonstrate support for Diversity, Equity, Inclusion, and Justice.

Objective 1: Ensure ongoing, consistent messaging and modeling from leaders that Diversity, Equity, Inclusion, and Justice work is a priority.

a. Create an active marketing and communication plan to support campus and community-wide recognition of Diversity, Equity, Inclusion, and Justice goals and achievements.
b. Create a transparent communication plan for ways to keep the community informed about Diversity, Equity, Inclusion, and Justice efforts.
    i. Regular campus-wide emails from leadership.
    ii. Regular community forums about progress of work and plans to move the work forward.
c. Expand the Diversity, Equity, Inclusion, and Justice page on the university website to provide educational resources and other resources related to Diversity, Equity, Inclusion, and Justice.

Goal 3: Build collaboration across and within CSB and SJU to make Diversity, Equity, Inclusion, and Justice a "red thread" that intersects with all areas of institutional functions.

Objective 1: Provide support for all departments (academic and functional areas) to examine their work through a Diversity, Equity, Inclusion, and Justice lens and to create action plans to improve Diversity, Equity, Inclusion, and Justice work in their areas.

a. Develop a process to facilitate each department, division, and unit in identifying and implementing Diversity, Equity, Inclusion, and Justice goals.

Objective 2: Collaborate with mission-focused entities such as the monastic communities, Campus Ministry, Department of Theology, and Benedictine Institute to clearly define and enhance connections between Diversity, Equity, Inclusion, and Justice and Benedictine values.

Objective 3: Review and amend policies, procedures, and systems to ascertain if they are inhibiting Diversity, Equity, Inclusion, and Justice efforts or causing inequities.

a. Develop and implement a tool for conducting audits of policies, practices, and procedures using an inclusive lens.
b. Leverage practices and technology to be more inclusive of identity cohorts (i.e., usernames other than legal first names).
c. Establish a process to track all bias incidents and issues related to campus climate and analyze data for systemic change.

Objective 4: Provide opportunities for interested faculty, staff and students to engage in Diversity, Equity, Inclusion, and Justice work.

a. Examine the function and makeup of the Diversity, Equity, Inclusion, and Justice coordinating council to include more people and expand its reach.

Goal 4: Develop and implement a comprehensive evaluation process and data-informed culture to measure that the campuses are meeting their Diversity, Equity, Inclusion, and

Justice commitments and that activities designed within this plan are achieving their intended outcomes.

Objective 1: Establish metrics by which to measure our work and make better informed decisions about areas upon which to focus.

   a. Ensure that every department sets goals and is held accountable for Diversity, Equity, Inclusion, and Justice success in their area.
   b. Each academic and nonacademic/operational department will establish Diversity, Equity, Inclusion, and Justice goals that align with and support institutional goals.
   c. Enhance Diversity, Equity, Inclusion, and Justice development in performance reviews of staff.

3. Student Enrollment and Success

Growing a more diverse community of students brings a wider range of perspectives, expands networks of support, and enriches the entire CSB and SJU community. At the same time, some measures of student success for domestic students of color and first-generation students, such as graduation rates and grade-point averages, continue to lag behind those of their white and non-first-generation peers. A more equitable campus means students from different backgrounds have access to a liberal arts education and resources to ensure their academic and professional success. Guided by our Benedictine values, we are called to recognize and eliminate inequities that exist.

Goal 1: Increase recruitment of domestic BIPOC students so that the percentage of BIPOC students at CSB and SJU (currently 17.5% combined) are above the median of MPCC peer institutions[5] (See Appendix 1).

Objective 1: Establish and achieve optimal undergraduate enrollment goals, pursuing strategic graduate enrollments, and implementing new strategies for transfer and international students, continuing education, and certificate programs, informed by demographic shifts.

   a. Develop a strategic approach to coordinating existing diversity pipelines and programs (e.g., Intercultural LEAD, national Cristo Rey, Immokalee, FirstUP, YES Prep/Uplift, INROADS) to achieve successful recruitment and enrollment of BIPOC, Pell-eligible and first-generation students.
   b. Build language capacity (especially Spanish) to better meet the needs of non-English speaking students and families.
   c. Assess funding and funding needs to support diversity recruitment efforts.

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[5] Domestic BIPOC students accounted for 27.8% of overall MPCC enrollment in Fall 2023. For the six institutions located outside the seven-county Twin Cities metropolitan area, similar to CSB+SJU, domestic BIPOC students are 17.5% of total enrollments.

    d. Explore summer bridge programs for targeted populations and admission partner schools.
    e. Increase participation of BIPOC, Pell-eligible and first-generation prospective students in visit days and other Admissions events (e.g., Greater St. Cloud, Twin Cities).

Goal 2: Increase enrollment, retention, and graduation rates of BIPOC, first-generation, and Pell-eligible students to be equivalent to those of other students (i.e., eliminate achievement gaps).

Objective 1: Reduce barriers to student success.

    a. Review and rewrite key policies to reduce hidden curriculum to improve equity.
    b. Support faculty development (on topics such as microaggressions and tokenism in the classroom and anti-racist pedagogy) to improve teaching a diverse student body.
    c. Support improved leveraging of HIVE by faculty and staff.
    d. Ensure equitable participation for students with high financial need to participate in any aspect of student life.
        i. Develop a hub illuminating financial and other obstacles impacting participation that can be mitigated with institutional action and streamlining access to services for students.
    e. Develop specific mentorship opportunities for unique groups of students (i.e., first-generation, specific states, LGBTQ+, international, etc.) that allow students to connect with faculty/staff who share that affinity.

Objective 2: Provide opportunities for academic development and support. Fund robust academic support systems that fully meet the academic support and student accessibility needs of our current and future students, such as TRIO Student Support Services.

    a. Provide supports and planned interventions for students who are conditionally admitted.

Objective 3: Promote access for all students to engage in High-Impact Practices (HIPs), guaranteeing equitable access to resources needed to complete at least one of these key HIPs: Internship, Undergraduate Research, and Study Abroad.

    a. Examine and establish mechanisms for students, faculty and staff to receive the resources needed to design, implement and manage HIPs.

Goal 3: Provide and promote positive, culturally appropriate student mental health and support resilience for academic success.

4. Access and Success of Historically Underrepresented Employees

Serving our students and creating a good working environment for faculty, staff and administrators requires recruiting and retaining diverse employees who can serve as role models for students, offer different perspectives and support each other. It is incumbent upon

us to develop employee experience that attracts and retains diverse talent and makes us an employer of choice. CSB and SJU's employees are our most valuable assets, and this initiative focuses on ensuring we are supporting and developing our people in an ongoing way. We must create an inclusive environment that promotes the recruitment and retention of diverse campus administrators, faculty and staff.

Goal 1: Develop effective proactive recruitment strategies that increase diversity in candidate pools, reduce bias in the search process, and retain a diverse staff and faculty.

Objective 1: Set goals for employee ethnic, racial, and gender representation that is linked to a meaningful standard. We suggest that faculty and staff representation at least mirror the CSB+SJU student body and remains above the average for MPCC schools (see Appendix 2).

Objective 2: Explore, fund, and expand evidence-based practices for search committees so that they are part of each search process.

  a. Evaluate the utilization and success of the search advocate program.
  b. Provide ongoing continuing education opportunities for members of search committees and managers.
  c. Increase capacity in Human Resources to develop and provide professional development for all employees.
  d. Provide consistent implicit-bias training for search committees.

Objective 3: Determine and implement specific strategies for targeted proactive recruitment and retention, such as cluster hiring, cohort models, pipeline/pathway development, placing job ads in professional organizations for underrepresented professionals and other possibilities.

Objective 4: Implement strategies to intentionally engage BIPOC and other historically underrepresented faculty, staff and alumnae/i in employee retention efforts.

  a. Create mentoring programs for underrepresented faculty, staff and administrators.
  b. Recognize individuals who excel in Diversity, Equity, Inclusion, and Justice in their annual performance evaluations and Rank and Tenure process.

5. Education, Learning and Development as Tools for Transforming Community

The work of transformative inclusion is inherently ongoing and extends across curricular, co-curricular, and professional development efforts. As Becoming Community demonstrated, activities like the mini-grants, certificate series, and dialogue groups, were both individually impactful and, together, formed the foundation of transformative inclusion. We must enhance and maintain an intentional focus on curricular and pedagogical innovation, as well as enhanced co-curricular offerings and professional development for students, faculty and staff. This will require us to be forward thinking in enhancing our existing programs and identifying potential innovative programs, including undergraduate and graduate offerings, certificate

programs, academic centers of excellence, and other academic opportunities that attract diverse students, are mission- and market-driven, and leverage our strengths.

Goal 1: Develop strategies for integrating and enhancing Diversity, Equity, Inclusion, and Justice work by increasing understanding and knowledge in curricular and co-curricular content for all members of the CSB and SJU community.

Objective 1: Integrate, enhance, and evaluate Diversity, Equity, Inclusion, and Justice in curricular and co-curricular content.

a. Develop strategies to work collaboratively with faculty to enhance Diversity, Equity, Inclusion, and Justice in the Integrated Curriculum to provide all undergraduate students with a foundation in Diversity, Equity, Inclusion, and Justice.
b. Provide multiple pathways to high-impact practices for students of diverse identities to counteract historical oppressive practices that have had negative impacts on their academic trajectory/record.
c. Support and implement the inclusion of a Diversity, Equity, Inclusion, and Justice action plan as part of the 10-year academic program review process.
d. Develop strategies to ensure that Diversity, Equity, Inclusion, and Justice is scaffolded throughout the undergraduate curriculum.

Objective 2: Provide faculty and staff professional development opportunities to build capacity for supporting and implementing Diversity, Equity, Inclusion, and Justice.

a. Implement a Diversity, Equity, Inclusion, and Justice training suite in employee onboarding.
b. Institutionalize continuing education for all community members through a suite of Diversity, Equity, Inclusion, and Justice activities and programming (based on what we learned from Becoming Community).
   i. Fund an employee position (course release or staff compensation) to facilitate Dialogue and Action groups, similar to those in the Becoming Community initiative.
   ii. Create a Diversity, Equity, Inclusion, and Justice certificate program that incorporates ongoing participation in Diversity, Equity, Inclusion, and Justice activities and programs.
   iii. Support the work of the Center for Teaching and Learning through appropriate resources to fully realize its Diversity, Equity, Inclusion, and Justice mission.
   iv. Continue offering Diversity, Equity, Inclusion, and Justice pedagogy trainings to enable more faculty to engage Diversity, Equity, Inclusion, and Justice more deeply in the classroom in CSD courses and beyond.
   v. Include Diversity, Equity, Inclusion, and Justice presentations and discussions in new faculty, staff, and student orientation sessions in the beginning of the semester and in colloquia for returning faculty, department chairs and program directors sponsored by Academic Affairs.

vi. Provide education to departments on developing, implementing and assessing Diversity, Equity, Inclusion, and Justice goals and activities in their respective areas.

Objective 3: Support research projects to allow individuals to pursue transformative inclusion in their own institutional context and create opportunities for faculty, faculty/student, and student-led collaborations.

6. Building and Sustaining Partnerships

An essential function of American higher education is to serve democracy. This propels us to improve and maintain collaboration with community constituents to develop mutually beneficial initiatives regarding community development and civic engagement. It is important to develop and support the growth of existing and new community partnerships to build stronger connections with diverse local communities.

Goal 1: Create sustainable, intentional, and deep connections with local and regional partners to identify needs of organizations, our students, and our academic programs to develop meaningful experiences that align with mission-centered practice and support the needs of culturally diverse students, employees, and communities. Increase presence in local and regional community initiatives and organizations, health care and business, and engage local K-12 students in career areas and the liberal arts.

Objective 1: Establish and maintain relationships with St. Cloud community organizations and other local communities.

a. Explore ways to develop an infrastructure for relationship-building.
b. Identify specific local BIPOC nonprofits or organizations to build collaborative, mutually beneficial partnerships (e.g., Higher Works Collaborative, Fe Y Justicia).
c. Have an institutional presence at key St. Cloud community events (e.g., MLK Celebration, Juneteenth, Somali Independence Day).
d. Strengthen interfaith collaboration and relationships between Campus Ministry, Interfaith Leadership Team, the Jay Philips Center, the Diocese of St. Cloud's Ecumenical and Interreligious Commission, and leaders from various faith traditions in St. Cloud.
e. Provide consistent communication to the local community about key institutional events open to the public, especially major speakers (e.g., McCarthy Lecture, heritage month speakers).
f. Execute a formal agreement with CentraCare for support of existing and expanded programming.
g. Gather information and prioritize opportunities for potential partners within existing relationships across campus.
h. Identify gaps in partnership potential for success of new academic centers and programs.
i. Develop an evaluation rubric to quickly assess large-scale partnerships (including acquisition opportunities.

Objective 2: Develop a mission-driven, inclusive and K-12 focused, institutions-wide community visibility strategy in the greater St. Cloud region that includes but is not limited to:

- Event sponsorships
- K-12 collaborations
- Camps and campus programming
- CSB+SJU external volunteer opportunities
- Community outreach

Objective 3: Continue institutional efforts to engage, collaborate with, and serve Native Nations (e.g., Native Nations Task Force, INNR) in ways defined by Native communities.

Objective 4: Support high-quality and meaningful opportunities to engage with communities.

a. Pursue Community-Engaged Learning Classification from the Carnegie Foundation.
b. Develop a sustainable framework for community-engaged learning potentially using the Honors Program, Initiative for Native Nations Relations and Bonner Leaders as early adopters.

Objective 5: Coordinate with alumnae/i relations to involve alumnae/i in building relationships with historically underrepresented prospective and current students.

Objective 6: Leverage buying power to support Diversity, Equity, Inclusion, and Justice and Benedictine values through supplier diversity and responsible purchasing practices.

a. Create standards and a list for ethical, local, women- and minority-owned businesses.
    a. Prioritize purchasing products and services from this list.
    b. Share this list with students to encourage ethical purchasing habits.
b. Ensure CSB and SJU has culturally appropriate products on campus to meet student needs (e.g., Black hair care products purchased from a St. Cloud store).
c. Work with catering and food services to allow for more use of outside suppliers to support ethical, local, and women- and minority-owned businesses that produce culturally appropriate food.
d. Work with bookstores to ensure ethical purchasing (consider organizations like EthixMerch and newly formed Catholic Ethical Purchasing Alliance).

Goal 2: Tell a distinctive story of the outstanding Catholic, Benedictine, liberal arts, residential student experience and outcomes delivered by CSB and SJU. Strategic communication and marketing of our distinctive CSB and SJU attributes, including the diversity of our community and our commitment to Diversity, Equity, Inclusion, and Justice, will make us more widely recognized locally and nationally.

Key Terms and Concepts

Ableism: Beliefs or practices that rest on the assumption that being able-bodied is "normal" while other states of being need to be "fixed" or altered. This can result in devaluing or discriminating against people with physical, intellectual, or psychiatric disabilities. Institutionalized ableism may include or take the form of un/intentional organizational barriers that result in disparate treatment of people with disabilities.

Accessibility: The "ability to access" the functionality of a system or entity and gain the related benefits. The degree to which a product, service, or environment is accessible by as many people as possible. Accessible design ensures both direct (unassisted) access and indirect access through assistive technology (e.g., computer screen readers). Universal design ensures that an environment can be accessed, understood, and used to the greatest extent possible by all people.

Accommodation: Any change, alteration or modification to the way things are customarily done, which provides an equal opportunity for those with disabilities and/or chronic medical conditions. Examples of accommodations include sign language interpreters, materials in alternative formats (such as braille, different font size or digital format), preferential seating, and assistive listening devices.

Antiracist: Someone who is supporting an antiracist policy through their actions or expressing antiracist ideas and makes a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life.

Assimilation: The process by which a minority integrates socially, culturally, and/or politically into a larger dominant culture and society. Under assimilation the two distinct groups do not just compromise or otherwise agree to get along with each other, they become so much like each other that they are no longer distinguishable as separate groups. Since assimilation is a social process, it is a characteristic of group life in general and is not limited to kinds of groups.

Benedictine Values: An expression of the Catholic intellectual tradition. This tradition was inaugurated by St. Benedict, a sixth-century monk who wrote a rule for communal living known for its humanity, balance, and moderation. The Benedictine way of life is animated by Christ, who is encountered in Scripture, in the human person, and in the Rule of Benedict as it is lived in community. The core values are: Awareness of God, Community Living, Dignity of Works, Hospitality, Justice, Listening, Moderation, Peace, Respect for Persons, Stability, and Stewardship.

Bias Incident: Verbal, nonverbal and written conduct or behavior that is threatening, harassing, intimidating, discriminatory, and is based on an individual's identity or group affiliation, such as race, age, disability status, gender, gender identity/expression, national origin, sexual orientation, or faith tradition. Some examples of bias incidents include graffiti or signs, written/verbal slurs, or threats, physical or verbal confrontation, gestures, and threatening physical or digital communications.

BIPOC: Acronym for Black, Indigenous and People of Color. This term is used because it calls out the unique histories of Black people and of Indigenous peoples in the U.S (United States).

Catholic Social Teaching: The part of Catholic teaching that addresses matters of social, economic, and ecological justice in the world. It is mainly concerned with inter-group or social relationships rather than interpersonal relationships. Themes include:

- Life and Dignity of the Human Person
- Call to Family, Community and Participation
- Rights and Responsibilities
- Option for the Poor and Vulnerable
- The Dignity of Work and the Rights of Workers
- Solidarity
- Care for God's Creation

Cultural Fluency: A set of congruent behaviors, attitudes and policies that enable a system, agency, or professional to function effectively in cross-cultural situations. Like other types of competence, cultural competence is developed over time through training, experience, guidance, and self-evaluation.

Culture: Patterns of shared basic assumptions, behaviors, and experiences within a group of people that are learned by and taught to new members in order to guide them in the appropriate and inappropriate ways of perceiving, thinking, feeling, and acting.

Disability: A physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such an impairment; or being regarded as having such an impairment (from the Americans with Disabilities Act of 1990).

Discrimination: The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or gender identity.

Diversity: The presence of the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. It is the lived experience with "the other" in our midst.

Equality: The state or quality of being equal; correspondence in quantity, degree, value, rank, or ability. Everyone has the same amount of something, regardless of individual needs.

Equity: The state, quality or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. Equity involves trying to understand and give people what they need to be successful.

Ethnicity: The social categorization based on an individual's membership or identification with a particular culture including their language, heritage, religion, and customs.

Gender: A set of social, psychological, and/or emotional traits, behaviors, and/or expressions, often influenced by societal expectations, that classify an individual within a spectrum of man, woman, nonbinary, genderqueer, etc.

- Gender Binary: The classification of gender into two discrete categories of male and female. Related to "genderism" below. See also "gender spectrum" below.
- Gender Dysphoria: Discomfort or distress related to an incongruence between an individual's gender identity and the gender assigned at birth.
- Gender Expression: Clothing, physical appearance and other external presentations and behaviors that express aspects of gender identity or role.
- Gender Identity: An internal sense of being male, female or something else, which may or may not correspond to an individual's sex assigned at birth or sex characteristics.
- Gender Nonconforming: Describes an individual whose gender identity or gender expression differs from the gender norms associated with the sex they were assigned at birth.
- Gender Spectrum: The concept that gender exists beyond a simple man/woman binary model but instead exists within a spectrum. Some people fall toward more masculine or more feminine aspects, some people move fluidly throughout the spectrum, and some identify off the spectrum entirely.
- Genderism: The belief that gender exists as a binary, comprising of male and female, and that a person's gender is inherently linked to the sex they are assigned at birth.
- Genderqueer: Describes an individual whose gender identity does not align with a binary understanding of gender, including those who think of themselves as both male and female, neither, moving between genders, a third gender or outside of gender altogether.

Implicit Bias: Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Implicit bias occurs automatically and unintentionally but affects judgments, decisions, and behaviors.

Inclusion: The practice or policy of providing equal involvement, empowerment and access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minoritized groups. In an inclusive community, the dignity and worth of all members are recognized.

Intercultural Competence: The capability to shift one's cultural perspective and appropriately adapt behavior to cultural differences and commonalities. It is the ability to understand and respect each other across all types of cultural barriers.

Intersectionality: The interconnected nature of social categorizations such as race, class, gender identity, sexual identity, and disability as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage (such as racism, genderism, classism, etc.).

Intersecting Identities: The concept that an individual's identity consists of multiple, intersecting factors including but not limited to race, class (past and present), ethnicity, religious beliefs, and gender.

Justice: Creating environments that support all equitably without regard to race-ethnicity, gender identity, religion, or learning potential.

Microaggression: Brief and commonplace "verbal, behavioral, and/or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative … slights and insults" (Derald Wing Sue).

Minoritized: To make (a person or group) subordinate in status to a more dominant group or its members. Being minoritized is about power and equity, not numbers**.**

Personal Pronouns: A pronoun typically used to refer to a speaker or to the people or things that a speaker is referring to. Often, personal pronouns are used to replace proper names. A person's chosen pronouns do not necessarily identify a person's gender, gender identity, or sexual orientation.

Power: A relational term; understood as a relationship between human beings in a specific historical, economic, and social setting. It is an entity or individual's ability to control or direct others.

Privilege: An unearned advantage that comes from historical oppression of other groups; can be seen in race, gender, sexuality, ability, socioeconomic status, age. Acknowledging it is not meant to shame those with certain privileges but rather to challenge the systems that make it exist.

Race: Socially constructed concept of dividing people into groups based on skin color and physical characteristics.

- Racism: Combination of individual prejudice and individual discrimination, on one hand, and institutional policies and practices, on the other, that result in the unjustified negative treatment and subordination of members of racial or ethnic groups that have experienced a history of discrimination. Prejudice, discrimination, and racism do not require intention.
- Racial Oppression: Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.
- Racial Justice: Proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all.

Social Justice: Both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a

vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure.

Stereotype: An often unfair and untrue belief about all people or things with a particular characteristic.

Transformative Inclusion: Theory and practice that the people who make up community are transformed and made better because of the presence of others in our community.

Universal Design: Also known as "inclusive design" and "design for all," it is an approach to the design of products, places, policies, and services that can meet the needs of as many people as possible throughout their lifetime, regardless of age, ability, or situation.

White Supremacy: Belief that white people dominate society, typically to the exclusion or detriment of other racial or ethnic groups.

Xenophobia: Fear of strangers but also used to describe hostility toward a particular culture that is not one's own. This kind of xenophobia often manifests in stereotypes against particular cultures and, in its worst forms, violence and hate crimes.

Special Thanks

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Appendix 1

College of St. Benedict & St. John's University Enrollment by Race Compared to Minnesota Private College Council

MPCC schools within the seven-county Twin Cities metropolitan area and Duluth had significantly higher numbers of BIPOC students.

Table 12:	Undergraduate Headcount Enrollment by Race/Ethnicity Fall 2019 to Fall 2023				
	2019	2020	2021	2022	2023
College of Saint Benedict					
White	1394	1334	1243	1166	1,114
Black	46	55	46	39	39
Asian	83	64	55	50	45
Hispanic	147	149	159	137	141
Native American	12	14	7	5	11
International	65	50	44	44	49
Hawaiian/Pacific Islander	1	2	3	2	5
Two or More Races	0	0	0	0	1
Race/Ethnicity Unknown	0	0	0	0	5
Total	**1,748**	**1,668**	**1,557**	**1,443**	**1,410**
Total American Minority	289	284	270	233	296
Percent of Total	16.5%	17.0%	17.3%	16.1%	21.0%
Saint John's University					
White	1276	1231	1283	1224	1,175
Black	71	74	72	63	65
Asian	62	64	58	59	53
Hispanic	125	116	135	104	113
Native American	12	14	24	17	10
International	78	64	76	53	53
Hawaiian/Pacific Islander	5	6	5	4	6
Two or More Races	0	0	0	4	2
Race/Ethnicity Unknown	0	0	0	0	4
Total	**1,629**	**1,569**	**1,653**	**1,528**	**1,481**
Total American Minority	275	274	294	251	306
Percent of Total	16.9%	17.5%	17.8%	16.4%	20.7%
Minnesota Private Colleges					
White	27,702	26,518	25,136	26,255	N/A
Black	2,491	2,655	2,799	3,016	N/A
Asian	2,612	2,669	2,508	2,518	N/A
Hispanic	2,947	3,107	3,132	3,333	N/A
Native American	153	166	188	192	N/A
International	1,776	1,593	1,649	1,788	N/A
Hawaiian/Pacific Islander	47	49	50	45	N/A
Two or More Races	1,536	1,578	1,524	1,703	N/A
Ethnicity Unknown	1,127	1,083	1,129	1,115	N/A
Total	**40,391**	**39,418**	**38,115**	**39,965**	**N/A**
Total American Minority	9,786	10,224	10,201	10,807	N/A
Percent of Total	24.2%	25.9%	26.8%	27.0%	N/A

American Students of Color As Percent of All CSB/SJU Undergraduates Fall 2019 to Fall 2023

■ College of Saint Benedict
■ Saint John's University

Sources: CSB and SJU Registrar's Office, Minnesota Private College Council
Notes: Updated on 11/6/2023
1. Headcount enrollment reflects regular and special enrollment.
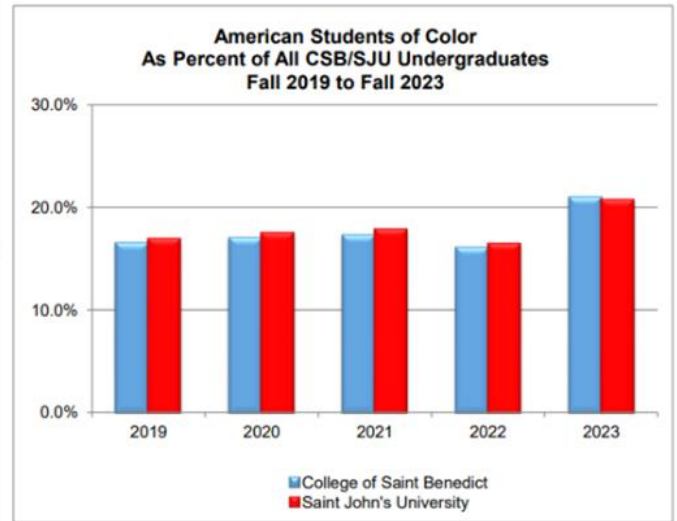
CSBSJU Factbook 2023-2024

Appendix 2

MPCC Employee Racial Demographics

Institution	% of Full-time Faculty who are People of Color, Fall 2022	% of Full-time Staff who are People of Color, Fall 2022
Augsburg University	21	28
Bethany Lutheran College	9	6
Bethel University	8	9
Carleton College	28	21
College of St. Benedict	11	7
Concordia College at Moorehead	11	9
Concordia University- St. Paul	2	13
Gustavus Adolphus College	14	9
Hamline University	15	16
Macalester College	30	26
Minneapolis College of Art and Design	6	19
St. John's University	13	7
St. Mary's University of Minnesota	8	8
St. Catherine University	13	19
St. Olaf College	16	15
College of St. Scholastica	8	10
University of Northwestern- St. Paul	9	12

University of St. Thomas	18	20
Median	12	13
Average	13	14

Minnesota Private College Consortium (2022)