

# DIVERSITY, EQUITY AND INCLUSION PLAN (2018-2023)



## PRESIDENT'S STATEMENT

Concordia University, St. Paul has a long-standing commitment to supporting diversity within its academic community and embracing the multicultural urban environment that surrounds us. This commitment is rooted in our ethos as a Christ-centered university. St. John writes: "We love, because he first loved us" (1 John. 4:19). In that spirit, we welcome all.

We recognize that living out this commitment is a perpetual, intentional, and holistic process. This process is stewarded by leaders at all levels of the organization, beginning with the Board of Regents, President, and senior administrators, and ideally permeates every corner of the organization. We further recognize that we will never "arrive" in our effort to live out our commitment to diversity. Nevertheless we embrace the opportunities we have within this university community to learn from, grow alongside, disagree with, and cherish each other amidst our differences.

We believe that our mission "to prepare students for thoughtful and informed living, dedicated service to God and humanity, and the enlightened care of God's creation, all within the context of the Christian Gospel," enhances the university's capacity to engage diversity in all its forms. While our strong commitment to the Christ of the Scriptures and the Bible as the inspired Word of God does inherently carry with it various perspectives around some aspects of diversity, we believe God's love for all of us in Christ provides an ideal context for living with and loving each other. We invite all who are stakeholders at this institution—regents, faculty, staff, students, supporters, friends, and community partners—to participate in the healthy conversations around diversity, which occurs within this context and see what great things can happen when love for God and love for each other intersect.

This Diversity, Equity and Inclusion Plan portrays our reality, paints a picture of our aspirations, and identifies the gaps that exist in our journey to be the kind of university we want to be from the perspective of diversity. As such, it is a living document that will shape us and be shaped by us for many years to come.

## PURPOSE OF THE DIVERSITY, EQUITY AND INCLUSION PLAN

Concordia University, St. Paul's Diversity, Equity and Inclusion Plan articulates an aspiration for an explicit, integrating, strategic, university-wide approach to our inclusion and diversity efforts. The plan challenges the University to live up to its promise of creating a dynamic and engaging environment in our multicultural and urban setting. It is a living document that will change to reflect the growth of the university. Moreover, the plan is this community's effort to acknowledge, celebrate, and claim our beliefs that diversity is an asset to who we are as an institution, and that it provides immeasurable benefits to us as individuals and as a collective. It enhances and embodies the mission, vision, and promises of the university (to view Concordia's Mission, Vision, and Promise statements, please refer to <https://www.csp.edu/about/mission-vision-promise>). Diversity is an important part of our history, our present and our future.

## HOW DO WE DEFINE DIVERSITY AT CSP?

Concordia University, St. Paul welcomes and affirms diversity in its many manifestations. CSP is proud to be one of the most diverse private universities in the state. It is our responsibility as a university of The Lutheran Church—Missouri Synod, to create an institutional culture that respects, values, and celebrates diversity. As such, CSP celebrates and embraces the rich dimensions of diversity included within each member of the Concordia community. Diversity includes identities and experiences of all students; it is our goal to serve and support underrepresented individuals and groups such as, but not limited to: new immigrant populations, students of various gender identities and sexual orientations, first-generation students, socioeconomic status, people of different religious faiths, veterans, and students, staff, and faculty from diverse backgrounds, ethnicities, races and cultures.

## SCOPE OF THE DIVERSITY, EQUITY AND INCLUSION PLAN

Concordia University encompasses staff, faculty, administrators, and students that are local and global, face-to-face and online, undergraduate and graduate. The Diversity, Equity and Inclusion Plan is relevant to all of these populations—lifting up and enhancing the work and learning environment for each and every member of the Concordia University community. It is our expectation that all faculty create curriculum that reflects our student population, enact pedagogies that welcome and affirm all members of our student community, and that all staff create an inclusive work environment.

The writers of the Diversity, Equity and Inclusion Plan acknowledge that the word, "campus" has a variety of definitions and connotations. The traditional understanding of "campus" defines it as an area of land where a university has its buildings and facilities. This definition of "campus" most often references our traditional undergraduate student populations who attend face-to-face classes in St. Paul. The scope of the plan begins by placing emphasis on this student's experience of Concordia University. It seeks to create a supportive and respectful environment for the populations that are studying and living within the walls of the traditional campus. However, we understand that Concordia University is not only defined by the traditional campus experience.

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## GOALS/OBJECTIVES/STRATEGIES

### Goal 1: Retention and Graduation Rates for Underrepresented Students

**Objective 1:** Increase the completion rate by 10 percent for students from underrepresented populations to graduate within four or five years.

**Objective 2:** Monitor and assess retention strategies to increase persistence for underrepresented students to graduate.

### Goal 2: Recruitment and Development of Staff and Faculty

**Objective 1:** Increase recruitment and retention of underrepresented faculty and staff at all levels of the university by 10 percent.

**Objective 2:** Develop persistent and sustained diversity and equity training to increase the knowledge, awareness, and skills for strengthening faculty and staff's work in and with our diverse community of learners and workers.

### Goal 3: Strengthen Curriculum and Instruction

**Objective 1:** Strengthen faculty and staff's ability to enact culturally responsive pedagogies.

**Objective 2:** Supporting and encouraging faculty and staff to follow the Curriculum Internationalization/Equitization objectives in order to meet the cultural, intercultural, international, and equity curricular dimensions and perspectives in their course offerings.

In consultation with faculty, a definition of Curriculum Internationalization was written to be inclusive of the diverse student body at CSP. Curriculum internationalization is defined as "incorporation of an international (global) and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study." (Leask, 2009)

### Goal 4: Campus Climate

**Objective 1:** Increase campus spaces that are reflective of our culturally rich environment.

**Objective 2:** Provide ongoing support for the Diversity Affairs office in leading the university community in creating a more open, inviting, and culturally rich environment.

## ASSESSMENT AND REPORTING

### A. Assessment

As part of the five-year plan, we will track various metrics that represent important factors in assessing progress toward our goals. In the near-term, we will track our progress on plan-related action steps such as implementation and participation in programs, development of partnerships and resources, and increased awareness. Longer-term measures not only will include trends in demographic composition of our campus over time, but also will take into account shifts in climate, faculty/staff intercultural competencies, and curriculum changes.

1. Categories for Initial Assessment of Diversity, Equity and Inclusion Plan
  - a. Progress on objectives and strategies
  - b. Demographic diversity of:
    1. Faculty/Staff
    2. Undergraduate students - completion and retention rates
  - c. Intercultural Effectiveness Scale (IES) for Faculty/Staff
  - d. Curriculum Review
  - e. Campus Climate Survey

### B. Reporting

The office of the Executive Vice President and Dean of Diversity along with the C.A.R.E. Committee Goal Leaders will oversee the ongoing improvements and will manage the overall reporting. An established Diversity, Equity and Inclusion Plan committee will review and assess the reports created by the Goal Sub-Committees yearly and identify areas where there is need for more accountability.

1. The Diversity, Equity and Inclusion Plan Committee consists of the following key leaders:
  - a. Executive Vice President and Dean of Diversity
  - b. Diversity Center Staff
  - c. Faculty/Staff/Alumni Representatives
  - d. Student Representative
  - e. C.A.R.E. Committee Representatives
  - f. Human Resource Director
  - g. Campus Pastor
2. Reporting Plan
  - a. September 2018: Plan Launch
  - b. June-August 2019, 2020, 2021, 2022—Yearly Review
    1. Assess and report on the progress
    2. Refine plan
    3. Launch updated plan
  - c. February-April 2021: Midterm Campus Wide Progress Review
    1. Assess and report on progress of the Diversity, Inclusion and Equity Plan
    2. Create mid-term report
  - d. June-August 2023: Evaluate progress of five year plan
    1. Assess progress against each goal and objectives
    2. Complete summary of five year plan progress
    3. Develop new or revised Diversity, Inclusion and Equity Plan as needed

## CONTACT US

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