

For each of the civic action plan statements, the College of Saint Benedict and Saint John's University identify goals for one, three and five years. Within the first year, our goals seek to assess where we are at as a campus community and identify areas for growth. By the three-year mark, we will have taken steps toward a more civically engaged community. By the end of five years, we will be able to measure institutional change toward our goals. Our goals are highlighted below. Using a project management model, an individual will chair each pillar, invite appropriate participation by others, and as a team move the pillar forward

We empower our students, faculty, staff and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus - nearby and around world.

- Year 1: Begin to define what it means to be civically engaged as CSB/SJU community members; build a sustained practice of dialogue.
 - Action steps/notes: Invite the community in once/month to share with us what it means to be a good neighbor. We want people to be conscious that what they do/don't do impacts the greater community. It starts conversations about what it looks like as a two-way direction.
- Year 3: Allow community partners to have more agency in their involvement with our campuses.
 - Action steps/notes: Capitalize on existing relationships, as well as build new relationships, and seek input for how we can best structure ourselves as Academic Advising, Career Services, and ELCE come together. Focus on reaching out to the community to ask what they need and how we can help vs. us going to the community and telling them what we want to do.
- Year 5: Embrace a fully transitioned service-learning model that engages the community in projects that best serve them, thereby differentiating service-learning from volunteering as well.

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

- Year 1: Develop portable habits of what it looks like to be an ethical professional.
 - Action steps/notes: Career Services preps students before going to a fair; there should be something included encouraging students to think about what ethical professionalism looks like in their field. We already do this for service-learning and internships.
- Year 3: Audit of our pro-social, philosophical practices of the common good.
 - Be more explicit in our service-learning courses and help students explicitly talk about how their experiences can create people who can have positive impacts on the community.
 - Find places to tweak language that gets at this (ask Jon McGee to add a question in one of our cyclical assessments if we don't already have one)
- Year 5: How well do our students do in unpacking the common good?
 - Students figure out here what it means to be engaged citizens and then they take it into their communities wherever they go after they leave here.

We embrace our responsibilities as place-based institutions, contributing to health and strength of our communities – economically, socially, environmentally, educationally, and politically.

- Year 1: Focus on education.
 - Action steps/notes: Have SJU co-sponsor Create CommUNITY event so it is not just CSB participating; possibly host the event on campus, cover the room charge and find funding (grant or other) for transportation to make sure it is accessible for community members to get to St. Joe.
 - Leverage Department of Employment and Economic Development (DEED) presentation on why St. Cloud is an economically and financially great choice.

- Engage all alumni living in central MN; encourage opportunities to come to campus and talk about how they live as engaged citizens.
- Year 3: Strengthen ties with St. Joe, St. Cloud and central MN residents by creating opportunities to engage the community on our campuses in the work we do.
 - Action steps/notes: we do this well in the arts, but what about beyond the arts? Identify other departments and resources that could be accessible to community members.
 - Leverage Michael Hemesath's intentional personal and alumni efforts to get more Johnnies to talk about what it means for them to contribute to being engaged citizens.
- Year 5: Co-create our political future as central MN
 - Ensure we're at the table when it comes to our place-based initiatives of gathering community

We harness the capacity of our institutions - through research, teaching, partnerships, and institutional practice - to challenge the prevailing social and economic inequalities that threaten our democratic future.

- Year 1: Through Mellon grant, develop literacy around inequality as it relates to gender, giving us a common language.
- Year 3: Identify next steps in conversations based on data gathered; develop intentional partnerships.
 - Action steps/notes: look at data and see how it relates to goal #3 and figure out how to adapt. Ideas include explicit partnership with Career and Technical Education campus offered through District 742 (focusing on STEM, entrepreneurship, and health; explore how camps could be offered on our campus vs. just at SCSU and how we add those. How do we educate men and women to understand gender roles that create equal partnerships? Empower women to seek out leadership roles in their civic engagement work; collaborate with IWL and MDI. Look at pro-social behavior through a gendered lens, and naming what we are doing in terms of gender. We create gendered spaces, but what is happening with the conversations in those spaces and is it honoring the other gender and what are the end results? How do we reduce stereotypes?
- Year 5: Re-evaluate and re-establish
 - Action steps/notes: Ties to ecosystem, inclusion plan. CSB/SJU lead in terms of gender and instead of following, get data related to employment, gender, etc.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of campus community to contribute to their achievement.

- Year 1: Develop collaborations and put into place answers to some of the Campus Compact/Carnegie classification questions; audit the community's perception of CSB/SJU, including resources we have to offer.
 - Action steps/notes: our new office structure could be a strong place for this. Richard could play a key role as well. Address the benefit of education and what it does for the community vs. an elitist mentality, which also ties in conversations about classism and class divide.
- Year 3: Assess the relationship; sustained conversations in place.
- Year 5: Institutionalize how we are in a community with one another.
 - Collaborate with SCTCC and SCSU; have all institutions talk about our role in the community. Capitalize on the Welcome Back campaign; central MN needs to understand itself as a college town; how do we embrace the community being able to engage with the college communities. Let the community know our goals, why that is important, and what we pledge to the community.