

Assurance Argument

Xavier University - OH

Review date: 4/12/2021

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1.

Xavier University's Mission Statement reads:

Xavier is a Jesuit Catholic University rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex, and interdependent. Driven by our commitment to educating the whole person, promoting the common good, and serving others, the Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion, and informed action.

Led by a broadly representative [Mission Statement Task Force](#), the 2012 Xavier Mission Statement arose from a comprehensive re-examination of a twenty-year old statement that included three cycles of campus-wide vetting and revising. Five years later, a process to refresh the Mission Statement, which included campus-wide vetting, led to modest edits involving a change of voice to the first-person plural pronoun "we" to recognize populations beyond students and faculty who participate in the work of the University, and the addition of the phrases "educating the whole person" and "serving others" to explicitly highlight important University values. This refreshed and current Mission Statement, [with a companion Addendum](#), was [accepted](#) by Xavier's Board of Trustees on December 1, 2017.

1.A.2.

Xavier's Mission Statement is current—revised in 2017—and accurately reflects the educational and co-curricular activities of the University. It states that Xavier—a member of the Association of Jesuit Colleges and Universities—is a Jesuit Catholic University. It references Xavier's commitments to the liberal arts, professional programs, free and open inquiry, educating the whole person, diversity, inclusion, the common good, and serving others; these University activities and commitments will be presented throughout the Assurance Argument.

1.A.3.

Xavier's Mission Statement accurately identifies Xavier's constituents for its higher education offerings and services through learning opportunities that are both "academic and professional." The Mission Statement is therefore inclusive of undergraduate and graduate students. It accurately reflects Xavier's mission to serve each of its students, and does not distinguish or exclude students based on modality, location, part-time/full-time status, traditional or post-traditional status, or identity (including religion, gender, race, ethnicity, ability, sexual orientation, marital status, nationality, military status, etc.).

1.A.4.

Xavier's Mission Statement is current and inclusive with respect to educational offerings for undergraduates and graduate students. At the undergraduate level, Xavier aligns its mission and academic offerings most clearly through the general education program, the Core Curriculum. The Core Curriculum's [required courses](#) aim to ensure that a liberal arts foundation undergirds all students' paths through their degree work, and as a way of assuring their development in *liberalis*: the kinds of clear, effective thinking that will allow them to function successfully as free citizens in society. The Student Learning Outcomes of the core courses are mapped on [mission principles](#).

Xavier strives at every stage of its interactions with undergraduates to ensure a clear alignment of its mission with the education of students. The [Road To Xavier](#) and [The Road Through Xavier](#) guarantee clear communication of Xavier's mission to students before and throughout their time at the University. The Road To Xavier provides accepted students with an easy way to take placement tests, register for class, meet future classmates, and choose how they spend time on campus. The Road Through Xavier picks up where the Road To Xavier leaves off, providing students with a unique way of formation that features multiple, high-impact learning experiences throughout their time at the University. Both platforms clarify for students the intentionality with which faculty have aligned Xavier's Core Curriculum with students' chosen majors to ensure a rigorous academic path that employs best practices in co-curricular engagement.

Xavier maintains a mission-defined culture by encouraging (and for some majors, requiring) immersion programs of multiple kinds, including programs through the [Center for International Education](#), the [Dorothy Day Center for Faith and Justice](#), and the [Eigel Center for Community-Engaged Learning](#). During the 2018-2019 academic year, [more than 50%](#) of all undergraduates took part in some form of immersive learning. Comprehensive conversations involving the Core Curriculum Committee, Immersion Learning Task Force, and Faculty Committee aim to scale up immersive learning for our undergraduate students.

Xavier's graduate and professional programs prepare students for a diverse, complex, and interdependent world through curricula that deepen intellectual engagement, highlight the

intersection of the multi-faceted aspects of the professional world, and explore students' roles in addressing social needs in a way that embraces the Jesuit values of promoting the common good and serving others. These programs educate the whole person by emphasizing reflection on ethical and spiritual traditions that inform professional discipline leadership, knowledge, and practices. Xavier's graduate and professional programs are integrated with co-curricular engagement through its many college- and course-level values-based community engagement and service learning initiatives, described in 1.C.

Xavier's [2017 Academic Plan](#) reflects Xavier's mission, and [Xavier's Strategic Master Enrollment Plan](#) makes explicit the need to prioritize mission components, specifically the call for increasing access to Xavier for underrepresented and under-served communities as a way of building the University's planned growth. Xavier's [student support services are broad in nature and have a clear alignment to the mission](#), especially as the University "supports students as they cultivate lives of reflection, compassion and informed action."

As part of the National Survey of Student Engagement (NSSE), the Association of Jesuit Colleges and Universities (AJCU) institutional research teams include thirteen questions in [student surveys](#) to assess mission engagement. Results from the 2020 administration showed that both Xavier first-year students and seniors reported a significantly higher mean score than the pooled mean score of fifteen Jesuit universities that their "*experience at this institution contributed to your knowledge*" of "Understanding the Jesuit principle of being men and women for others." Xavier's seniors also had significantly higher scores than the Jesuit peer universities for "Demonstrating respect for others' differences," "Making connections between your intellectual and spiritual life;" and "Actively working toward a more inclusive community." Both first-year students and seniors indicated that Xavier contributed most (highest of the thirteen) to their "Demonstrating respect for others' differences," and both had the highest improvement scores from 2014 for "Actively working toward a more inclusive community." Xavier is the only AJCU school to include these same questions in [alumni surveys](#) to assess integration of the mission over time after graduation. These results, as well as [faculty/staff study results](#) funded by a grant from the Association of Catholic Colleges and Universities through Xavier, and [results](#) from a survey of AJCU trustees, confirm that these efforts have resulted in students, alumni, faculty, and staff who increasingly engage the world for the benefit of the common good.

1.A.5.

Xavier's [Vision and Mission Statements](#) are publicly articulated in several places, including [online](#) and in the [University catalog](#). A [broader explanation of the Vision Statement](#) and an [Addendum to the Mission Statement](#) provide context and clarity to both University stakeholders and the general public. Likewise, [Xavier's Values](#), which are Jesuit values, are publicly available as guiding values that undergird the University's Vision and Mission Statements, its [Core Curriculum](#), its [recruitment of new faculty and staff](#), and the [Annual Review Process](#) for both exempt and non-exempt staff.

These documents are made public in the following ways:

- The Vision Statement, Mission Statement, and Xavier's Values, are available within the Board of Trustees, faculty-staff, and student orientation materials and events, as well as the [President's](#) and [Center for Mission and Identity](#) webpages.
- The Mission Statement is found within the [University Catalog](#), [Faculty Handbook](#), and [Student Handbook](#).

- Xavier's [Strategic Plan](#), which includes mission goals, is found on the website.
- [Seeking Integration and Wisdom: The Xavier Way](#) (a foundational document articulating Xavier's Jesuit Catholic heritage through five creative tensions, was affirmed on 5/2/14 by the Board and determined "that it should be placed among the records of the University to inform and influence the University for years to come") has been used to orient [new faculty, staff](#), and [student leaders](#) and when in dialogue about potentially challenging issues.
- The 2014 Student Commitment is on the [University's website](#), posted outside on [large banners on Fenwick Place and Dining Hall](#). At student orientation, the incoming class sign a banner with the Commitment which is then hung in the Gallagher Student Center and the President shares it in his [opening remarks to the class and their parents](#) and at other ceremonies, including Spirit Celebration Mass and Commencement.

Xavier ensures that the Mission Statement is operationalized throughout the institution. With regard to trustees, in addition to the [Board of Trustees' Code of Regulations](#), each [committee charter](#) addresses the responsibilities of that specific committee in relation to the Jesuit Catholic mission of the University. Beyond Board members' [formal orientation to the mission](#), all serve on the [Jesuit Mission and Identity Committee](#) for the first two years of their tenure. While upholding their fiduciary responsibility to a thriving institutional mission and identity, Jesuit Mission and Identity Committee members also engage in mission [education](#) appropriate to their governance of the overall direction of the University. Additionally, a standing agenda item at each meeting of the full Board is dedicated to "Mission Reflection" and education. This ongoing integration process has been widely recognized as a leading model, including an invitation for Xavier's President and Chief Mission Officer to create a module within the Association of Catholic Colleges and University's Leadership Program on ["Integrating Mission and Forming Community: Board of Trustees and Mission Stewardship."](#)

[Structurally](#), Xavier has a Chief Mission Officer, the Center for Mission and Identity with its Conway Institute for Jesuit Education as well as the Dorothy Day Center for Faith and Justice with a principal focus on ensuring the lived mission. Strong institutional mission supports arise from a designated ["mission coordinator"](#) at each of the Accelerated Bachelor of Science in Nursing program sites (in Columbus, Cleveland, and downtown Cincinnati), "mission animators" representing mission-focused offices (Diversity and Inclusion, Brueggeman Center for Dialogue, Eigel Center, Community Building Institute, etc.) and the [229 Province Ignatian Educators of Distinction](#) currently on campus.

In 2015, the Society of Jesus called for the 27 Jesuit colleges and universities in the United States to engage in a [Mission Priority Examen \(MPE\)](#) process to identify areas of mission strength and growth. The [national peer review team noted](#), *"Among the most noteworthy of Xavier's achievements are the wide array of innovative, effective formation programs that enable students, staff, faculty, and trustees to understand and advance the University's mission. The [fecundity of these programs](#) goes beyond the walls of the University, enhancing the mission capacities of other schools within and beyond the network, as evidenced in the development and growth of online resource, [www.jesuitsource.org](#) [a specialized mission site recently reaching 3 million views from over 200 countries and territories around the world]."* In addition to innovative mission integration, the MPE Peer Review Team [highlighted Xavier's mission strengths](#).

Fr. Dan McDonald, SJ, the Jesuit Midwest Province Provincial Assistant for Jesuit Higher Education, has noted in his [annual reports](#) over the past seven years that Xavier is a leader among Jesuit universities regarding its integration of mission and identity throughout the University.

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1.

Xavier shapes its actions and decisions towards the public good. As a Jesuit Catholic University this is accomplished within the broader context of the world-wide mission of the Society of Jesus. One example is the [University's focus](#), as committed in the [Strategic Plan](#), on the Society's international priorities known as the Universal Apostolic Preferences, 2019-2029:

- To show the way to God through the Spiritual Exercises and discernment;
- To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
- To accompany young people in the creation of a hope-filled future;
- To collaborate in the care of our Common Home.

The execution of the [Mission](#) and the realization of the [Vision](#) is intentionally and widely shared: the entire "Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion, and informed action," whereby all of its members participate in the educational enterprise in the service of the public good. The "Purpose of the University," as outlined in the Board's [Code of Regulations \(Article 1 G\)](#), notes that "By promoting students' intellectual, moral, and spiritual development, the University strives to form students who can make significant contributions to the good of society, the Church, and the world."

Specifically, Xavier's entire educational enterprise is geared toward helping students to think in terms of the public good. The distinctive [Undergraduate Core Curriculum](#) seeks to educate the whole person and "promotes authentic human flourishing - that is, the Greater Good." The Core Curriculum flows out of Xavier's long-standing commitment to the liberal arts, the Catholic intellectual tradition, and Jesuit education. Rooted in this tradition, and [Xavier's six core values](#), which are Jesuit values, that flow from it, the Core Curriculum provides a roadmap with [goals and objectives](#) that seek to:

- liberate and humanize students by deepening their understanding, developing their abilities, and promoting openness and respect;
- bring faith into dialogue with reason, and thus addresses the whole person, intellectually, morally, and spiritually; and

- develop men and women for and with others - one for all - committed to Xavier's six distinctive Jesuit values.

The [Ethics/Religion and Society Focus courses](#) (and [supporting co-curricular programming](#)), are central to the Core experience for all students as they engage in “ethical and/or religious analysis of socially significant issues” through “critical attention to the philosophical and theological implications of social problems [and] to questions of peace and justice, [...] compassionate solidarity and service.” In addition, the Diversity Curriculum Requirement has students “examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview,” as stated in the Core Curriculum [learning objectives](#).

1.B.2.

Xavier’s primary mission is to educate students “intellectually, morally and spiritually.” This purpose is accomplished through the Jesuit Catholic liberal arts tradition. Xavier is a 501(c)(3) non-profit organization as defined by the IRS, and as such there are no shareholders or owners of Xavier who must be paid dividends or any return on equity. As an [independent, non-profit institution](#), Xavier focuses its strategic priorities, decision-making processes (i.e., salary increases, tuition increases), and resource allocation on the educational mission of developing people “of learning and reflection, integrity and achievement, in solidarity for and with others;” any surplus funds from the budgeting process are re-invested in the operations, including capital construction investment.

1.B.3.

Xavier engages with its external constituencies in numerous ways beyond immersion and academic service learning activities. The [Brueggeman Center for Dialogue](#) brings together scholars, students, and community leaders to foster true dialogue on the issues of our day. The [Community Building Institute](#) engages members of the University community in cooperative ventures with local community residents and organizations to mobilize collective talents and resources for neighborhood development.

Xavier encourages the involvement of the University community in a number of service opportunities in the local community, both large and small (e.g., [Xavier Days of Solidarity and Service](#)). The [Center for Catholic Education](#), a collaboration with the Archdiocese of Cincinnati Catholic Schools Office, assists primary and secondary Catholic schools. The [Xavier Leadership Center](#) and [Xavier Health](#) offer professional development programs for global, regional, and local business organizations and individuals. The [Eigel Center](#) supports collaborative community-based service-learning experiences that provide a mutually beneficial exchange of knowledge and resources. [Women of Excellence](#) provides alumnae with opportunities to grow as philanthropic leaders through mentorship and grant-giving.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1.

Building on a nearly 500-year-old tradition of Jesuit Catholic education grounded in the liberal arts, Xavier University prepares students for active civic engagement and workplace success in a diverse, multicultural society and globally connected world. Xavier's twenty-first-century undergraduate [Core Curriculum](#) fosters growth in every area of life – "intellectually, morally, and spiritually" – with emphases on critical thinking and skill development for the greater good of society. The [Ethics/Religion and Society \(E/RS\) Program](#), Xavier's "core of the Core Curriculum," explores implications of socially significant problems through ethical and religious lenses. These courses include PHIL 100: *Ethics as Introduction to Philosophy*, which is required of every student. This course specifically engages the question of justice: What is justice? What grounds exist for leading a just life? These questions are posed both as moral questions about individual conduct and, since all students read Plato's *Republic* in this class, also as questions with political significance: What makes a society just? How should citizens in a just society conduct themselves?

Xavier's University Core Curriculum requires each student to take at least one "[diversity flagged](#)" course through which they explain their own cultural perspective and make meaningful comparisons to other cultural perspectives to improve students' abilities to live and work effectively with diverse groups and individuals. These courses examine the social, economic, political, psychological, and cultural experiences and positions of individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities. Xavier's more than [90 majors and 60 minors](#) deepen students' understanding of active, global citizenship in preparation for their careers.

[98% of Xavier's graduates](#) are successfully [employed, serving in the military, engaged in active service, or enrolled in graduate school](#). To ensure this outcome, [Xavier's Student Success Center](#) provides all undergraduate students with a [Success Coach](#) to guide them in every step of the process throughout their first two years at Xavier. [Academic Advisors](#) in each department and [Peer Coaches](#) help students identify their majors, stay on track academically, and build resilience.

In 2016, Xavier's Mission Priority Examen Peer Review Visiting Team highlighted [one of Xavier's strengths](#) as supporting its "mission diligently through numerous curricular and co-curricular programs and initiatives." Among these initiatives, Xavier's [First-Year Seminar courses](#) and their

component parts (including the [Spark](#) and [Flame](#) events), along with six-week-long [Goa modules](#), are all designed to ensure a mission-confirming experience in the student's first year.

Each of Xavier's four colleges offer myriad opportunities to help students prepare for and contribute to a rapidly changing, multicultural society while preparing for jobs in their chosen sectors. The [Centers of Excellence](#) in Xavier's Williams College of Business (WCB), including the [Sedler Family Center for Experiential Learning in Business](#), provide students with curricular and co-curricular, hands-on practical training, such as managing a student-run business. The WCB's extensive [Business Profession Program](#) serves as the cornerstone of career preparation for undergraduate business students. In all four colleges, [Capstone and Undergraduate Research Projects](#) solidify students' intellectual and professional growth and send them confidently forward toward their next life pursuits. Events such as the [Celebration of Student Research and Creative Activity](#), run by the College of Arts and Sciences, offer students the opportunity to present the research they have conducted with or under the supervision of a faculty member. Numerous additional academic opportunities [prepare undergraduate and graduate students](#) for informed citizenship and workplace success in our diverse, multicultural society.

Xavier University has been identified by peer universities as a [stellar example of service learning](#) in surveys by *U.S. News & World Report*. Xavier's Mission Priority Examen Peer Review Visiting Team highlighted one of Xavier's strengths as its commitment to community service and engagement. Student learning for active citizenship at Xavier and beyond is augmented by the [Road Through Xavier](#) slate of signature experiences, including numerous opportunities for immersive learning. The Provincial Assistant for Jesuit Higher Education noted in his [2019 Annual Report](#), "I find that they [at Xavier] have employed a concrete way of redefining Jesuit Pedagogy for the modern age. They are intentionally working on not just the academic formation but the personal formation of students."

The [Eigel Center for Community-Engaged Learning](#) prepares faculty across the Colleges to utilize community-engagement as a pedagogy to teach students about issues of social concern and to explore ways in which they can tackle practical, contemporary dilemmas facing communities in the Cincinnati area. The Center provides opportunities such as the Eigel Center Community Engaged Fellows, Service Learning, and [Immersive Learning](#). Further, the Center maintains a database of over 150 community partners across the United States who offer service opportunities for students.

[The Center for International Education](#) facilitates opportunities for global learning through [programs](#) that engage domestic and international students in relationship building and through numerous options for [study abroad](#). Additional centers offer academic opportunities to further engage students in the complex questions of our diverse, multicultural society and globally connected world, such as [The Winter-Cohen Family Brueggeman Fellows Program](#).

Xavier's [Career Development Office](#) offers a wide range of opportunities for students to pursue mentorship, explore their interests and talents, prepare resumés and interviews, and attend graduate school, job, and internship fairs. Likewise, the [Division of Student Affairs](#) facilitates experiential learning opportunities, such as participation in [Student Government Association](#) and [Student Activities Council](#), to help students identify their passions, develop a sense of purpose, and establish leadership skills.

Xavier provides over twenty annual [Alternative Fall and Spring Break opportunities](#) to help students become civically engaged and address the complex questions about our diverse, interconnected world. Other co-curricular opportunities addressing multicultural inclusion and diversity in local and global

contexts include:

- [X-Change weekly service and reflection program](#)
- [Ignatian Family Teach-In for Justice](#)
- [Xavier Student Sustainability](#)
- [Community Action Day](#)
- [Dorothy Day Immersions](#)
- [Summer Service Internships](#)

1.C.2.

With a strong Jesuit Catholic foundation in social justice, Xavier is committed to diversity, equity, and inclusion. This commitment is evident in Xavier's broad and deep five-year [Diversity and Inclusion Strategic Plan](#) that reaches every aspect of University life. This Strategic Plan addresses specific strategies for increasing, supporting, and retaining a broad diversity of students, faculty, and staff throughout the University and for enhancing training for faculty and staff to create even more inclusive learning and work environments.

Xavier's commitment to diversity, inclusion, and equity is reflected in its leadership structure, which includes the [Board of Trustees' Committee on Diversity and Inclusion](#) and the [Vice President for Institutional Diversity and Inclusion](#). The [President's Statement on Diversity and Inclusion](#) places Xavier's emphasis on diversity and inclusion within both broader and local contexts. The President and the University's senior leadership engage in professional development with diversity experts as well as take part in an on-going "diversity learning circle" reading group. All senior administrators who directly report to the President develop [Annual Diversity and Inclusion Goals](#) for their areas to ensure Xavier's broad and concrete commitment to these efforts. Likewise, [each college](#), [each division](#) in the Provost area, and many [individual divisions](#) across the University, have diversity and inclusion goals or committees that guide the efforts of staff and faculty.

Xavier's [Equal Employment Opportunity Policy](#) is included in all job postings, making clear its commitment to a diverse workforce. All new faculty and staff are required to take part in [Everfi Diversity and Inclusion Training](#) and [Everfi Preventing Harassment and Discrimination Training](#) during their employee onboarding process. Likewise, all new students also are required to take [Everfi Diversity, Equity, and Inclusion Training for Students](#) and [Everfi Sexual Assault Prevention Training for Undergraduates](#) as part of their "Road To Xavier" process.

Xavier further demonstrates a commitment to the inclusive and equitable treatment of our diverse campus community by regularly assessing our campus climate and responding with structural and programmatic actions. In particular, the findings of the [2016 Campus Climate Survey](#) resulted in Human Resources partnering with a firm to assess pay equity for employees with a special focus on women and under-represented groups. [2018](#) and [2019 Pulse Climate Surveys](#) were created and conducted as ways to check in and determine any emerging themes. Both institutional and division-specific initiatives have resulted in response to the Pulse Climate Survey findings. Other policies impacting the campus climate have been approved by the University, such as a family-friendly application of FMLA ensuring equity for married employees. Additionally, Human Resources and the Office of Institutional Diversity and Inclusion reviewed recruiting and hiring policies and made [recommendations that were approved](#) by the President's Cabinet to ensure equitable processes and enhance diversity in the workforce.

The [Chief Title IX Officer](#) and [Program Director](#) work together to oversee preventative education and programming about gender-based violence as well as the equitable care of sexual assault complainants. The [Bias Advisory and Response Team \(BART\)](#), composed of student, faculty, and staff from across the University, responds to reports of student behavior that include bias on behalf of the University as part of the student conduct process. Likewise, the [Bias Education and Advocacy Team \(BEAT\)](#) serves as a consultative body to assist in responding to faculty and staff reports of bias-motivated behaviors of other faculty and staff.

In recognition of these efforts, Xavier received a [Higher Education Excellence in Diversity Award](#) in 2020 from Insight into Diversity.

1.C.3.

Given the recent civil unrest in our country, as well as concerns expressed by faculty, staff, and students, Xavier has further deepened its long-standing commitment to social justice, recently pivoting many of its diversity and inclusion efforts to focus specifically on anti-racism within our University community and beyond. Xavier is taking concrete steps to address these issues including: establishing an [Anti-Racist Action Plan](#) with [twelve collaborative commitments](#), [Xavier's Commission for the Advancement of Underrepresented Students](#), a [Faculty Learning Community on Anti-Racism in the Classroom](#), [Anti-Racism resolutions by the President's Cabinet](#) and [Faculty Assembly](#), and the establishment of [Mission Animator Grants](#) focused on anti-racism efforts.

Xavier employs a significant number of professional and support staff to lead the University's diversity and inclusion efforts. Directly reporting to the President, the [Office of Institutional Diversity and Inclusion](#) oversees Xavier's [five-year Diversity and Inclusion Strategic Plan](#) and drives University-wide efforts for diversity and equity throughout the institution. Additionally, the Office of Institutional Diversity and Inclusion manages ADA compliance, seeks to increase Xavier's supplier diversity particularly among minority and women-owned businesses, and coordinates identity-based [affinity groups for employees](#).

Xavier continues to make diversity, inclusion, and equity in the classroom a priority. During [Orientation for New Faculty](#), the Vice President for Institutional Diversity and Inclusion shares data on the campus climate and resources to ensure inclusivity and respect in the classroom. In 2017, the Center for Teaching Excellence, [Gender and Diversity Studies Committee](#), and Office of Institutional Diversity and Inclusion established Xavier's [Diversity and Inclusion Teaching Academy](#) to create more welcoming and inclusive environments within the classroom and facilitate difficult dialogue. More than two hundred faculty have taken part in this important initiative. [The Center for Teaching Excellence](#) offers [numerous programs](#) that engage diversity issues for faculty development. During the 2020-2021 academic year, Xavier established a [new recognition for faculty](#) and [staff](#) who model diversity and inclusion best practices.

During both the [New Faculty and Staff Luncheon](#) and the [President's Welcome Address during Manresa](#) for new first-year students, the University President outlines expectations for members of the campus community regarding Xavier's culture of openness and respect. Throughout the [Manresa Orientation Program](#) for first-year students and into each new student's first semester through participation in the Goa program, students become acclimated to Xavier's commitment to these ideals.

Within the Division of Student Affairs, the [Center for Diversity and Inclusion](#) continues to [expand its programming and outreach](#) across campus, including hosting listening sessions with students of color after the country's civil unrest during the Summer and Fall of 2020. Numerous student affinity groups have long histories of supporting students, including the [Black Student Association](#), [Muslim Student Association](#), [Hispanic Organization for Latinx Awareness \(HOLA\)](#), [Gentlemen Organized for Achievement and Leadership \(GOAL\)](#), [Ladies with Emphasis on Achievement and Distinction \(LEAD\)](#), and [LGBTQ+ Alliance](#). The Center for Diversity and Inclusion has an Assistant Director who specifically focuses on the University's LGBTQ population, while a new position was recently funded to primarily oversee [Smooth Transitions](#), the year-long persistence program for students of color and first-generation students.

Beginning in 2017, with leadership from faculty members and the Center for Diversity and Inclusion, Xavier spent three years [studying and engaging in open dialogue](#) regarding its institutional connections with slavery. This effort resulted in a number of initiatives, including the funding of [summer student leadership and development experiences in Senegal](#) for students of color, hiring an [artist-in-residence](#) for 2019-2020 to engage students and relate through art the ways in which slavery impacted the University, hiring three faculty in critical race theory in 2020, and renaming Xavier's largest residence hall [Justice Hall](#) (effective July 2021). Additionally, the [Stained Glass Initiative](#) was founded to engage projects that dismantle anti-Black racism; establish racial truth; and contribute to repair, healing, and reconciliation. [Mosaic Grants](#) were also established for projects that reach across and beyond the Xavier community related to racial healing and reconciliation. In 2019, Xavier partnered with the University of Cincinnati to host the [Universities Studying Slavery Fall Symposium](#).

The Center for Diversity and Inclusion annually hosts the [Inclusive Excellence Celebration](#) honoring student leaders and graduating seniors who have excelled academically and who have actively and intentionally engaged with diversity and inclusion on campus. The [Diversity and Inclusion Leadership Award](#) is presented annually to a student who has significantly impacted campus culture through educating about diversity and inclusion issues and building coalitions across difference. Various departments and organizations provide financial support for students of diverse populations, such as the [Antonio Johnson Scholarship](#) for students of African descent, the [Lavender Scholarship](#) and [Authentic Leadership Scholarship](#) for LGBTQ students, and the [Smooth Transitions Scholarship](#) for first-year students in the Smooth Transitions program.

Providing on-campus support for people of various faiths, the [Dorothy Day Center for Faith and Justice \(CFJ\)](#) includes [Muslim, Protestant, Baptist, and Jewish Chaplains](#), as well as Catholic staff. The CFJ [offers many programs](#) for diverse populations, [worship services for different faith traditions](#), and opportunities for [interfaith engagement](#). The [Brueggeman Center for Dialogue](#) convenes diverse groups to engage in dialogue on the critical issues of our day with conferences, research and publications; providing opportunities for interfaith dialogue and funding interfaith collaboration; incubating projects and non-profit organizations; and sponsoring international research trips for students. [Take It On](#) is Xavier's non-partisan, values-centered initiative to proactively promote better civil discourse and robust, peaceful engagement in politics.

Reflecting the Jesuit value of *cura personalis* (care for others and recognizing the uniqueness of each person), Xavier's [Office of Disability Services](#) works to accommodate students of all ability levels and advocates for their equitable care in and out of the classroom. As part of this effort, Xavier has created a position specifically to serve students on the autism spectrum through a program called [X-Path](#).

At the beginning of the academic year, the campus community gathers for a special Catholic Mass, known as [Spirit Celebration](#), which intentionally includes faith leaders from different faith traditions who offer blessings. Near the end of the academic year, the University hosts the [Annual Staff Appreciation Day](#) and the [President's Annual Service Reception](#), in which the contributions of members of the campus community are recognized and celebrated.

Xavier's Chief of Police and Public Safety Director has been selected to be a national/regional training facilitator for Project ABLE (Active Bystandership for Law Enforcement), which aims to create a police culture in which officers routinely intervene as necessary to prevent misconduct, avoid police mistakes, and promote officer health and wellness. In addition, Xavier's Chief of Police and Public Safety Director has created an eight-hour training in collaboration with the Mayerson Academy and the Nancy & David Wolf Holocaust and Humanity Center, "How Can We Be the Best of Humanity Today? A Case Study for Law Enforcement." The training uses character strengths and implicit bias awareness as a foundation for discussion while integrating historical studies of societies where law enforcement was manipulated to target or denigrate portions of communities.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Xavier University is a Jesuit Catholic University. Xavier's Mission provides the bedrock on which it develops all curricular and co-curricular programming, makes decisions, and, ultimately, impacts the world. Rooted in its 500-year-old liberal arts tradition, Xavier's Mission Statement was crafted out of extensive, campus-wide reflection. It is publicly stated and fully operationalized by its constituents and stakeholders; it is inclusive of both undergraduate and graduate programs. Students at all levels regularly engage Xavier's Mission during the application process, throughout their time on campus, and as alumni. Through the efforts of Xavier's Center for Mission and Identity, Center for Teaching Excellence, the Office of Institutional Diversity and Inclusion, and other departments, faculty and staff intentionally weave the Mission into their work. Xavier's Board of Trustees engages the Mission every time they meet. Finally, communities beyond Xavier benefit from the University's broader engagement with the world and commitment to the public good.

Xavier's Mission is most profoundly expressed through its undergraduate Core Curriculum based on the University's six core values. Within this Core, each student is required to take Ethics/Religion and Society courses considered the "core of the Core." Beyond the classroom, students engage a full range of co-curricular activities designed to help them succeed and become "men and women for and with others." Indeed, Xavier's entire educational enterprise is designed to "educate each student intellectually, morally, and spiritually," seeking to successfully prepare students for engagement with an increasingly diverse and interconnected global society. Members of the Xavier community strive for an inclusive and equitable environment in which all can thrive. The entire campus community understands that doing the work of Xavier University is doing the work of the Mission.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1.

As a private, Jesuit Catholic university, Xavier University is governed by a Board of Trustees as outlined in the Xavier University [Board of Trustees' Code of Regulations](#). The Board of Trustees is responsible for “planning, executing, and evaluating all general, academic, and financial policies governing the operation of the University and shall be responsible for the University’s financial health and welfare.” The Board's [Jesuit Mission and Identity Committee](#) is a standing committee of the Board, “established to monitor integration of mission into all University activities and ensure on-going mission education for all constituents – with emphasis on the Jesuit tradition, the values of Catholic higher education, and the University’s institutional heritage.”

For example, in December 2017, the Board passed a [resolution](#) approving a revised Mission Statement for the University after having [reviewed materials](#) related to the process used by the University to decide upon the proposed revisions. Prior to consideration by the full Board, the Jesuit Mission and Identity Committee met on multiple occasions with members of the [Mission Statement Task Force](#), which included representatives from faculty and staff.

2.A.2.

Several Board Committees work to help ensure that the University operates ethically and with transparency in its daily operations. The [Finance Committee](#) of the Board “oversees the strategies and activities for the University’s finances and physical campus and assists management in discharging its responsibilities to ensure financial stability and to develop and maintain the long term economic health of the University in support of its mission and priorities.” In this role, the Finance Committee of the Board oversees the annual budget, reviews the University’s debt policy, and makes a recommendation to the full Board with regard to any University spending greater than \$5 million. In 2019, Xavier’s financial health was assessed by [Moody’s Investors Services](#), [Standard & Poor’s](#), and [Fitch Ratings](#) and all assessments resulted in favorable changes to Xavier’s rating. The most recent [2021 Fitch Rating](#) affirms this rating.

The [Audit and Risk Management Committee](#) of the Board also works to ensure that the University operates in an ethical way. The University's finances are audited annually by a third party, and the [Audit and Risk Management Committee meets](#) annually with that external audit team, without management present, to discuss the work conducted by and the opinions of the audit team. To promote transparency, Xavier's [audited financial statements and Form 990](#) are available to the public on its website. The [Audit and Risk Management Committee also reviews](#) and, when necessary, takes action on employees' conflict of interest forms, which are completed annually pursuant to the [University's Conflict of Interest Policy](#) and the Board's [Conflict of Interest Policy](#). The [Governance Committee](#) of the Board annually reviews the conflict of interest disclosures submitted by the members of the Board and reports to the Executive Committee, which in turn would report any disqualifying conflict should one exist. The University relies on its [Internal Audit program](#) to ensure that the University maintains adequate systems of internal controls, operations efficiencies, and compliance with applicable laws and regulations. Internal Audit maintains a [compliance matrix](#) to assist this work. Internal Audit reports to the Board's Audit and Risk Management Committee at each of its regular meetings and reports administratively to the Vice President for Risk Management. Internal Audit oversees the operation of EthicsPoint, [Xavier's anonymous reporting hotline](#), a third-party system through which faculty, staff, students, and third parties can confidentially report potential ethical misconduct or breach of laws, rules, regulations, or policies.

In response to the 2009 HLC report, Xavier created the [University Planning and Resourcing Council \(UPRC\)](#) to provide oversight and monitoring of the budgeting process for its finances. The UPRC is an advisory body reporting to the President and serves as the primary conduit for faculty and staff input into financial resource allocation related to long-range financial planning and annual budgeting. The UPRC serves to ensure that faculty and staff feedback regarding strategic and operational plans and significant financial decisions is taken into consideration by the President and the Administration. The UPRC makes recommendations and provides advice to the President regarding financial resource allocation in support of the University's [strategic plan](#) and [institutional goals](#) and objectives, following a [defined process](#) and [workplan](#).

In 2019, the UPRC developed a [new charter](#) to place more focus on strategy, including a five-year plan rather than a single-year budget. In the same year, the UPRC increased representation to include two staff members and a fourth faculty member to represent the newly created fourth college, the College of Nursing.

The University's Purchasing Department includes a [policy and procedures document](#) addressing appropriate use of a University purchasing card, and [training](#) on use of and reconciliation of purchasing card transactions is offered on a regular basis. Purchases are approved through a well-defined [XavierBuy Purchase Process](#).

Policies and procedures regarding academic standards and regulations for [undergraduate](#) and [graduate](#) students are set forth in the University Catalog with additional guidance available on the [Registrar's webpage](#). Two [academic committees](#) – the Board of Undergraduate Studies (BUGS) and the Board of Graduate Studies (BOGS) – provide oversight to the undergraduate and graduate curriculum, and have the ability to initiate and recommend improvements in grading policies, including standards for graduation.

Expectations regarding student conduct, including ethical, honest, and respectful behavior, are set forth in Xavier's [Student Handbook](#) in six broad categories: Respect for Community, Respect for Oneself, Respect for Others, Respect for Property, Respect for University Values: Honesty and Integrity, and Respect for Community. The Student Handbook explains that it applies to every Xavier

student and applies in all instances when Xavier resources support a program, event, or trip. A report of conduct that violates the values set forth in these sections can be resolved through the [Student Conduct process](#), which is clearly defined in the Student Handbook.

The Student Handbook restates students' privacy rights under [FERPA](#), and sets forth the University's [commitment to non-discrimination](#) on the basis of "race, color, age, creed, religion, gender, sexual orientation, gender identity and expression, ancestry, national origin, disability, political beliefs, marital status, military status, or genetic information." Xavier's commitment to Title IX compliance for students is set forth in the Student Handbook. Additionally, for student athletics, the University adheres to all NCAA requirements. Xavier University and its Athletic Department are committed to creating and promoting an atmosphere of compliance among its student-athletes, coaches, administrators, and fans. This goal is achieved by [creating a comprehensive program](#) that involves education, monitoring, and enforcement of all NCAA and BIG EAST rules and regulations. Xavier has never had an NCAA Level 1 or Level 2 violation.

University level policies are located on the [Employee Guides](#) page and the University's [Policy Library](#). Xavier maintains and abides by its non-discrimination, [Equal Employment Opportunity](#) policy in its Human Resources functions. Xavier's Associate Vice-President for Human Resources (AVPHR) serves as the University's Affirmative Action Officer. To support integrity in hiring, each position at Xavier is supported by a position description which expressly states the qualifications necessary to perform the position. The AVPHR works closely with Xavier's [Title IX Officer](#), who reports through Xavier's Chief Student Affairs Officer and oversees Title IX concerns raised by and regarding students, faculty, and staff.

Xavier's [employee benefits](#) are publicized and reviewed regularly by the University [Benefits Committee](#), which advises the Office of Human Resources on the University's fringe benefits package and proposed changes in benefits. As articulated in the Faculty Handbook, certain benefits are reviewed annually by the Benefits Committee, which makes recommendations for modifications to the UPRC. The UPRC then recommends levels for the next year to the President. The President's action on such recommendations establishes the benefits for the next year.

Xavier's [Staff Handbook](#) also serves as a resource for employees in understanding University policies and procedures, including complaint procedures. The [Faculty Handbook](#) serves as a resource for faculty, setting forth the academic rights, duties, and responsibilities of faculty as well as the process for tenure and promotion at the University, and it provides a mechanism through the Faculty Hearing Committee for addressing grievances raised by faculty members. Reports of harassment or discrimination by employees are investigated and resolved through the [Harassment Code and Accountability Procedures](#), which also serves to address Title IX complaints made against faculty and staff. In July 2011 Xavier established the Office of General Counsel to provide in-house guidance and advice on legal matters and regulatory compliance.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1.

Xavier University's [website](#) provides access to accurate and current representations concerning its academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. Xavier includes information regarding its mission, vision and values, and its Jesuit Catholic heritage and provides the general public information about its [web privacy policy](#) and [website accessibility](#).

Xavier clearly and completely represents the following information to the general public on its website:

- Academic offerings: Information is available for [majors and programs](#) for the University's [undergraduate](#) and [graduate](#) academic programs. Information is available under [Visit](#) and [Events and Information Sessions](#) pages, including campus visits, daily tours, open houses, and information sessions. Information is available under [Apply](#) tab, which provides requirements for [undergraduate](#) first-time first-year, transfer, adult, and international applicants; and second bachelor's degree and [graduate](#) applicants.
- Requirements: Information is available for academic and admission requirements and process for its undergraduate and graduate programs. The [University Undergraduate and Graduate Catalog](#) provides information for academic and programmatic requirements for students. This includes information about the academic calendar; admission; financial issues; services and resources; policies and procedures; requirements for degrees, majors, minors, and certificates; core curriculum; course descriptions; and programs in Xavier's four colleges.
- Faculty and staff: The ability to search information for [faculty and staff contacts](#) is available by name and department. A comprehensive list of full-time faculty in the [University Catalog](#) indicates names, degrees earned, and titles. Contact information, faculty and staff directory, and profiles are also provided by individual departments. Xavier's academic departments provide additional pertinent faculty such as: academic specializations, research interests, scholarly contributions, and courses taught. Academic and student services departments provide names, contact information, and areas of responsibility for their professional staff.
- Costs to students: Information is available to the general public about tuition, fees, and financial opportunities. Important information is listed under [Tuition & Aid](#) and [Tuition & Fees](#) for both undergraduate and graduate students, including information about [scholarships](#)

and financial aid, grants, loans, and student employment opportunities. Available information includes a [net price calculator](#) and [net price information](#). The [Office of the Bursar](#) addresses billing, late fees, health insurance, payments and payment plans, and refunds and tuition credits.

- Governance structure: Information is available about the University governance structure and administration including members of the [University Administration](#) and [Board of Trustees](#). A link to the Xavier's mission, vision, and values is available via the [Office of the President](#).
- Accreditation relationships: Information is available for accreditation, approval, and licensure under [General Institutional Information](#). Information about the [Higher Learning Commission accreditation](#), [academic specialized accreditations](#), and [Accreditation and Memberships](#) is made available to the general public, including being reported in various departmental pages.

Xavier's social media accounts and marketing materials represent additional means of information dissemination to students and to the general public, including academics, events, campus life, and community engagement activities. Xavier utilizes social media communication channels such as [Twitter](#), [Instagram](#), [Facebook](#), [YouTube](#), and [LinkedIn](#) to present itself and its activities to the general public. Internal channels include [Employee Announcements](#), [Student Announcements](#), and [Today at Xavier](#) email communication. These correspondence vehicles routinely share information about faculty, staff, and student achievements, and University programs and events.

2.B.2.

Xavier ensures that evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development. The [2019-2020 Annual Report](#) provides evidence regarding Xavier's educational experience. The [Office of Student Affairs \(OSA\)](#), the [Life at Xavier](#) page provides links to student life experiences, such as: [student involvement](#), [clubs and organizations](#), [faith and service](#), [diversity and inclusion](#), and [recreational sports](#). OSA also provides resources for student success such as: [residence halls and dining](#), [health and wellness](#), [disability services](#), and [counseling and psychological services](#). Information is provided about academic and non-academic [community standards](#), and [support services](#), such as the [Office of Dean of Students](#) promotion of student integrity, [Bias and Advisory Response Team](#) in support of non-bias, and [Title IX Office](#) in support of non-discrimination. Information is provided for [Health Services](#), to enhance the health and well-being of the University community, and for the [Eigel Center for Community-Engaged Learning](#).

Xavier's [Office of Institutional Research \(OIR\)](#) has a mission to improve the accuracy, standardization, and accessibility of information provided by Xavier to students and to the general public. It prepares regular reports to federal and state agencies, accreditation and affiliated organizations, such as updates on [institutional data](#), [census enrollment statistics](#), and the [common data set](#) (enrollment, demographics, persistence, and graduation rates). It reports institutional data to [university and college accountability network](#), and [college navigator – U.S. Department of Education](#). OIR also provides published regular reports of institutional survey and assessment research, such as student engagement, campus climate, and alumni surveys. Xavier is transparent about its outcomes by providing a [University Factbook](#) about enrollment, student mobility, degrees and completions, and academics, admissions, tuition and fees, faculty and staff, and retention and graduation rates, including the [Student Right to Know](#) information.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1.

Xavier University is governed by a Board of Trustees. Article III, Section A of the Board of Trustee's [Code of Regulations](#) provides that the Board has "general responsibility and authority for planning, executing and evaluating all general, academic, and financial policies governing the operation of the University and shall be responsible for the University's financial health and welfare." The Board meets quarterly (September, December, February, and May) as a full board and in committee meetings.

During its annual meeting in September, Board Officers are elected and Committee members are appointed. New Board members are elected at each year's May meeting, and attend a [Board Orientation](#) prior to the annual meeting in September. Minutes of Board meetings, information regarding the charges, goals, and memberships of each of Board committee, and other important Board documents are housed on a password protected [Nexus SharePoint page](#), accessible to Trustees and necessary faculty and staff. In addition to the general, initial orientation offered by Xavier, first-time Board members are assigned to membership on the Diversity and Inclusion Committee and the Jesuit Mission & Identity Committee, where they receive regular, [ongoing orientation](#). In addition, there is a standing agenda item related to Mission understanding (Mission Reflection) at every meeting of the full Board.

Board Chairs routinely participate in retreats sponsored by the Association of Governing Boards along with the University President in order to establish the role of the Chair in leading the Board and to cement a solid working relationship between the President and the Chair. The President and Board Chair have attended these retreats for the reasons mentioned and to reflect on opportunities to make Xavier's Board more strategic, impactful, and consequential; each retreat attended has led to significant changes in Board processes and procedures. The themes of recent Board retreats include: "Risks and Opportunities for Xavier," "Xavier's Value Proposition and Educational Quality," and "The Context of Higher Education."

The Board [Code of Regulations](#) has established seven committees organized by Board priorities. During or prior to each meeting of the full Board, these committees meet to discuss, learn about, and give guidance on matters relevant to their plan of work. The committees receive perspective and feedback from various campus constituencies to ensure that they are appropriately informed about the matters before them; for example, the [Integrated Student Success Committee](#) meetings include the Provost and Chief Academic Officer; the Deans of each college; the Dean of the Graduate School; the Associate Provosts for Academic Affairs, Student Affairs, and Information Technologies; the Chair of the Faculty Committee; the Director of Accreditation; and regularly include the President of the Student Government Association. Each committee prepares and executes a plan of work to oversee and advise the work of the University.

2.C.2.

At each Board meeting there are multiple plenary sessions which are used to educate the Trustees on matters of importance in higher education in general and to Xavier specifically. In the past, [these educational sessions](#) have focused on topics from the results of a study on the University's pricing and brand strength; the impacts of and response to student mental health concerns; and review and discussion of the University's financial plan. These sessions are also used to allow the entire Board to discuss and debate together the appropriate direction and focus of the institution. In recent years, the Board has particularly focused on developing an Enterprise Risk Management strategy. A Risk Assessment was performed by an outside consultant and presented to the Board of Trustees at its September 2019 meeting. Both prior to and since, University management has worked diligently to identify strategies to respond to each area of risk identified in the assessment.

Board Committees discuss and deliberate issues that fall within their particular area of concern, and then make recommendations to the full Board for further discussion and action. For example, in September 2019, the [Audit and Risk Management Committee](#) debated whether to permit guns on campus. After discussion at its meeting, the [Committee presented its recommendation](#) to the full Board at its September 2019 meeting, where the issue was discussed further before the full Board voted in favor of a resolution on the matter, prohibiting them on campus except as required by Ohio law.

2.C.3.

Representatives from the Faculty Committee and Staff Advisory Committee are invited to attend each meeting of the full Board, and the Chair of the Faculty Committee is a regular attendee at the meetings of the Board Integrated Student Success Committee. As mentioned above, student representatives are often invited to attend regular meetings of the Integrated Student Success Committee and are [invited to dinner](#) with Trustees each year during the February meeting cycle (adapted during the COVID-19 pandemic); the discussions among Trustees and students at those dinners form the basis for a [discussion session](#) among the full Board the following day. Student speakers are frequent guests of the Diversity and Inclusion Committee.

Board Membership includes: multiple representatives of the Society of Jesus, as required by the [Code of Regulations](#); members of the local Cincinnati community; alumni; and parents and other family members of current and prospective students, all of whom are expected and encouraged to participate

fully in Board discussions and deliberations.

2.C.4.

The Board has adopted a [Conflict of Interest Policy](#), and pursuant to that policy, Trustees complete [disclosure statements](#) at least annually which are reviewed and analyzed by the Board Governance Committee (a sub-committee of the Executive Committee) [at its meeting prior](#) to the February meeting of the full Board. The Governance Committee is tasked with [identifying and recommending](#) new Board Trustees based on a matrix of necessary skills for effective stewardship, and evaluating the service of current Trustees with the aid of a Trustee self-evaluation. The Governance Committee developed and the full Board approved a document describing the ideal composition of the Board in terms of various dimensions that guides the recruitment of Trustees.

2.C.5.

The Board has delegated authority to take action in support of managing the day-to-day operations of the University by, among other things, [resolving](#) that only capital expenditures or debt obligations that exceed \$5 million require Board approval. The [Integrated Student Success Committee Charter](#) and the [Faculty Handbook](#) demonstrate the roles of shared governance and the oversight role of the Board in academic matters. For example, new academic programs are approved by the respective College Curriculum Committee, approved by either the Board of Undergraduate Studies (BUGS) or the Board of Graduate Studies (BOGS), approved by the Provost, and approved by the Integrated Student Success Committee of the Board, as evidenced by the [Honors B.S. in Data Science](#) approved in 2020.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D.

Xavier University is committed to academic freedom and freedom of expression for faculty, students, and staff, as supported in its [Mission Statement](#).

Xavier has reinforced and supported its commitments in many ways, including, but not limited to the following:

Section V of the [Faculty Handbook](#) describes for faculty the University's position of academic freedom.

For students, Xavier contributes to the commitment of freedom of expression by providing in its [Statement of Student Rights](#).

Moreover, there are multiple options for student expression within the undergraduate general education curriculum.

- First-year students select from a diverse range of [First-Year Seminar](#) options.
- The [Ethics/Religion and Society sequence](#) of courses help students develop intellectual, moral and spiritual capabilities to critically reflect on questions of social significance from various viewpoints.
- All students select a broad range of human experiences from multiple perspectives within their Core Classes, including creative, historical, mathematical, philosophical, scientific, and theological perspectives.
- Other courses focusing on various cultural understandings, skills, and flags provide opportunities for students to engage in differences, evaluate evidence, and make judgments of various perspectives.

Freedom of expression for students carries expectations for adhering to the policy of respect, order, discipline, and responsibility. All students are also expected to uphold standards of academic integrity, that to show "respect for University values, including honesty and integrity," as outlined in Section 2.2.5 of the [Student Handbook](#). Definitions of acts of dishonesty, including but not limited to cheating, plagiarism, forgery, and complicity, and the handling of student conduct matters, are described in Xavier's [Student Handbook](#), [Undergraduate and Graduate Catalog](#), in the College-level statements of academic standards and expectations, and in the Graduate School. In cases of academic grievances and appeals, academic policies and procedures for all students are outlined in the [Undergraduate and Graduate Catalog](#). Xavier is currently in the process of [updating its Student Handbook](#) with regard to academic integrity.

Xavier's University Library abides by the [American Library Association's](#) policies and statements

regarding intellectual freedom. So long as material fit within the general collection parameters of the library, all points of view and subjects will be considered without prejudice or censorship. The library staff ensures equity and freedom of access to information unimpeded by social or cultural barriers.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

Xavier University has established policies and procedures in support of its [Vision](#) of helping its constituents “become people of learning and reflection, integrity and achievement, in solidarity for and with others.” Xavier supports its faculty, staff and students in the responsible acquisition, discovery, and application of knowledge, and externally and internally funded research, training, and compliance through its [Office of Grant Services](#) and [Institutional Review Board \(IRB\)](#).

Grant Services “supports faculty and staff seeking external grant funding for research, scholarship, creative activity, and programs, while ensuring compliance with relevant regulations.” Grant Services staff assist faculty and staff with project development, proposal preparation, compliance, and pre- and post-award management. Grant Services also collaborates with the [Office of the Controller](#) to ensure the University follows federal, state, and University policies and regulations, ethical standards, and fiscal accountability related to grants. Xavier adheres to the Generally Accepted Accounting Principles (GAAP) outlined in the OMB 2 CFR 200, referred to as the Uniform Guidance. Grant Services works in collaboration with the University's [IRB](#), which safeguards the rights and welfare of human subjects in research in support of the general institutional policy delegated by the President through the Provost.

The IRB provides that “any research project involving human subjects that is conducted by or involving Xavier faculty, staff, or students is subject to review and approval by the IRB to ensure the protection of study participants.” The IRB's federally mandated policies originate from the Department of Health and Human Services' (HHS) [Office for Human Research Protections](#) (OHRP) and are in compliance with Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46). Key requirements for approval include:

- Risks to subjects are minimized and are reasonable in relation to the anticipated benefits
- Selection of the subjects is equitable
- If applicable, there are appropriate procedures for obtaining and documenting voluntary Informed Consent
- There are adequate provisions for the safety of subjects with special protections for vulnerable subjects

- There are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data

2.E.2.

In January 2010, the National Science Foundation (NSF) began requiring that applicant universities have a plan for providing “appropriate training and oversight in the responsible and ethical conduct of research” of its students and faculty. Xavier contracts with the [Collaborative Institutional Training Institute Initiative \(CITI\) Program](#) to provide online training courses on ethics education and responsible conduct of research (RCR) and scholarship. The courses are available to all Xavier faculty, staff, and students who conduct research, scholarship, and creative activities.

Xavier’s [Misconduct in Scholarship and Research Policy](#) provides the “policy and procedures for reporting and investigating all instances of alleged or apparent misconduct involving research or creative activity by members of the Xavier community.” University researchers are also subject to the [Conflict of Interest Policy](#), including completing an [Annual Disclosure Statement](#) of Conflict of Interest. Faculty and staff that seek external funding are required to read and sign a federal or non-federal Financial Conflict Policy.

Xavier’s [Division of Information Technologies](#) provides [Policy 3.06 Acceptable Use of Computers and Network Equipment for Faculty and Staff](#), including rules and strategies for acceptable use of information technologies and resources. Xavier requires all employees to complete a [mandatory Cyber Security Training](#) on privacy and digital security, including training on security awareness, common threats, and insider threats.

2.E.3.

The standard of student conduct is provided in the Student Handbook, [Section 2.3.6: Acceptable Usage of Computers Electronic Devices and the Internet](#), with specific sections on the acceptable use of University computers and network systems, illegal sharing and downloading, and social media and online communities. Students engaged in research are supported and guided by their professors and/or guidelines outlined in [program handbooks](#).

2.E.4.

Xavier enforces policies on academic honesty and integrity, and publicizes information on penalties for violations.

The [Student Handbook](#) guides both graduate and undergraduate students on academic honesty and integrity in Sections 2.2.5 “Respect for University Values: Honesty and Integrity” and 2.3.8.1 “Academic Honesty.” The Academic Honesty Policy explains that plagiarism, academic dishonesty, deception, and false attribution of intellectual work are grounds for disciplinary action. A faculty-led Academic Integrity Task Force has drafted [new proposed language](#) for the Student Handbook to address evolving issues surrounding academic integrity. The Center for Teaching Excellence (CTE) provides [Syllabus Design](#) guidance that encourages faculty to include Xavier’s Academic Honesty Policy in their course syllabi and review it with their students at the start of each semester. Xavier's

[Library](#) assists students in matters of academic honesty through the “Use Tutorial,” which deals with plagiarism and proper citation style as part of XU Tutor Quizzes on student research.

Xavier faculty are required to adhere to ethical guidelines, University policies and procedures, and comply with all federal, state, and other applicable laws in the conduct of their scholarship, including honest academic conduct, respect, ethical standards, and professionalism, as described in the [Faculty Handbook](#), Section IV- Statement on Professional Ethics, which endorses the principles and standards presented in the [American Association of University Professors \(AAUP\) Statement of Professional Ethics](#). In situations where matters of grave dishonesty and serious violations of University policies are in dispute, grievance and appeal processes are outlined in Section XII and XIII of the Faculty Handbook.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Xavier University considers its obligation to operate in an ethical and transparent manner as part of living up to its mission. Through the Board committee structure and orientation processes, Xavier's Board members are highly knowledgeable regarding the University's mission, practices, policies, and procedures. The Board meeting structures ensure that accurate, appropriate, and up-to-date information is obtained in order to effectively fulfill its governing responsibility. Similarly, Xavier has constructed policies and procedures to guide the responsible acquisition of knowledge by its students, faculty, and staff by preparing, publicizing, and enforcing standards of academic honesty and integrity.

Finally, through its website and social media channels, Xavier strives to present itself to the public accurately and with the greatest level of transparency feasible. This includes information shared with prospective students and their families, as well as with current students, faculty, and staff through a variety of modes of communication.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1.

Xavier University employs a variety of strategies of approval, assessment, and review to ensure courses and programs are rigorous, current, and appropriately target credential expectations.

Before any new program or course can be offered, a number of standards of quality must be met and affirmed by peer review of college-level and University-level curriculum committees. College curriculum committees review [new program proposals](#), which articulate program goals, objectives, learning outcomes, and methods for student assessment. Once approved by the college curriculum committee, the proposal is reviewed by the Board of Undergraduate Studies or the Board of Graduate Studies ([BUGS or BOGS](#)), depending on whether it is an undergraduate or graduate program. The Office of the Provost then makes recommendations for program approval to the Board of Trustees. For example, the [Honors B.S. in Data Science](#) was approved through this process in February 2020.

Before a new course can be offered, a [Course Inventory Form](#) must be completed that includes a prospectus and a syllabus in which learning goals, resources required and available, and requirements are specified. Course approval goes through the college curriculum committee and BUGS/BOGS; the Office of the Provost has the final approval. All information regarding course and program submission can be found in [Xavier University's Nexus SharePoint site](#). This consistency of process, which originates at the academic unit level, makes assessment an expectation and ensures that student performance is appropriate to the degree or certificate awarded.

Academic programs remain current through a regular program review that is either driven by specialized accreditation or by internal program review processes, discussed in 4.A.

Courses that are cross-listed between undergraduate and graduate levels differ in their expected student learning outcomes and the coursework appropriate to their level.

3.A.2.

Xavier articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

As an institution, Xavier has established learning goals for the [University Core Curriculum](#) that apply to all undergraduate students, discussed in 3.B.

Individual programs at all levels develop learning goals appropriate to their disciplines. This is assured through the [individual college curriculum committees](#) and through the approval processes of the [Board of Undergraduate Studies \(BUGS\)](#) and the [Board of Graduate Studies \(BOGS\)](#).

At the graduate level, program-specific learning goals are consistent with academic or professional standards as determined by faculty, with appropriate guidance or requirements from external accrediting bodies or professional associations. Each program defines its own learning goals at the graduate level, as distinct from the undergraduate level. The validity of these learning goals is assured through the college curriculum committees and through the Board of Graduate Studies program approval processes. For example, the Masters in Nursing Science (MSN) program has [overall program objectives](#) and each of the eight MSN tracks has its own specific objectives.

3.A.3.

Xavier's program quality and learning goals are consistent across all modes of delivery and all locations. To ensure the quality and consistency of online courses, Xavier faculty members are expected to complete the six-week [Introduction to Online Course Design \(IOCD\)](#) course. Courses and programs follow the same review process regardless of modality, as described in 3.A.1. This ensures that program quality and learning goals are consistent across sites and modalities. Courses that share the same course number adhere to the course goals and learning objectives as approved by the college curriculum process and BOGS/BUGS. Xavier participates in the State Authorization Reciprocity Agreements and follows [defined guidelines](#) to indicate course modality.

During the COVID-19 global pandemic, Xavier transitioned to remote learning for the Spring 2020 semester starting on March 23, 2020. To assist faculty in this transition, Xavier's Center for Teaching Excellence (CTE), Instructional Design & Technology, and Digital Media Services provided [resources](#), [guidance](#), [instruction](#), and [best practices](#) to assure Xavier's continuity and quality across its undergraduate and graduate curricula. Free vendor [digital, online databases, and collections resources](#) were also made available. In summer 2020, the CTE offered a series of week-long remote teaching workshops. The standard IOCD training was not expected of faculty at the end of Spring 2020 or in the academic year 2020-2021; most faculty who taught fully online without set meetings had nevertheless completed the IOCD training.

Xavier currently offers academic programs at two additional locations (as defined by HLC as a place where students can complete fifty percent or more of the courses leading to a degree program), both in Ohio: Middletown (Masters of Education) and Wilmington (Masters of Education, Education Administration).

Xavier also offers courses at these sites: Covington Catholic High School, Oak Hills High School, and West Clermont High School. Xavier's Accelerated Bachelor of Nursing (ABSBN) lab and clinical courses are offered at three sites in Ohio: Cincinnati (Elsinore), Columbus, and Cleveland. In addition, Xavier faculty regularly teach in faculty-led international programs.

Departments and programs ensure that courses in additional locations and other locations off of the main campus meet the same rigor and requirements as programs on the main campus. Courses taught in programs at additional locations and at other sites must have the same student learning outcomes as their main-campus equivalent. Courses taught in international programs follow the same curriculum review and learning goals as those offered on the main campus. In the ABSN program, the academic program is overseen by the Academic Director (Cincinnati) and Assistant Directors (Columbus and Cleveland). These Directors are Participating Faculty who coordinate the implementation and evaluation of the program and evaluate faculty. The Dean of the College of Nursing meets monthly with the Academic Directors.

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- XU_Academic_and_University_Committees_2020-2021.pdf (page number 13)

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1.

Xavier's revised undergraduate general education program, the University [Core Curriculum](#), went into effect in Fall 2015 following a careful discernment process described in 5.A. The University Core Curriculum, as described below, is appropriate to Xavier's mission as an institution rooted in the liberal arts tradition to educate each student intellectually, morally, and spiritually. Xavier articulates the purposes, content, and intended learning outcomes of the University Core Curriculum in its documented Core [Vision, Goals, and Student Learning Outcomes](#).

3.B.2.

The University Core Curriculum is rooted in Xavier's six distinct Jesuit values. In 2007 Xavier President Michael Graham, SJ, charged a Discernment Group of Administrators, Faculty, and Staff to explore effective structure, expression, and integration of Xavier's mission and identity into the future. The Group produced "[The Gifts of Our Ignatian Heritage](#)," which defined and placed at the heart of the University's mission [six Jesuit values](#): *magis*, reflection, discernment, *cura personalis*, kinship and solidarity, and service rooted in justice and love. These values form the basis for the Core Curriculum. The University Core Curriculum integrates into the Xavier academic experience a number of key University documents, including the [Xavier Vision and Mission Statements](#), President Michael Graham, S.J.'s [Expanded Vision Statement](#), the [Addendum—Thoughts on the Mission Statement](#), and [Seeking Integration and Wisdom: The Xavier Way](#).

Students explore the meaning and implication of the six Jesuit values through the Ethics/Religion and Society Program (E/RS), the core of the University Core Curriculum. Xavier first introduced

E/RS in 1992. The faculty have since periodically updated the program. E/RS now sponsors a [speaker series](#), supports the endowed [Besl Family Chair](#), and revolves around [four foundational courses](#):

- [THEO 111 Theological Foundations](#) uses the Jesuit values as a point of entry and framework for critical thought, creative imagination, and dialogue.
- [PHIL 100 Ethics as an Introduction to Philosophy](#) studies Plato's Republic, specifically Plato's notion of justice, a virtue integral to the Jesuit values, which develops concepts of both personal and social justice.
- [Literature and the Moral Imagination](#) (CLAS/ENGL/FREN/GERM/SPAN 205) explores important ethical questions within the context of the creative imagination.
- [E/RS Elective](#), a course that can be satisfied through a wide array of disciplines, develops more proficient and durable ability to reflect critically on ethical and/or religious questions of social significance.

While exploring a diverse range of subjects, each of the remaining 36 credits of the University Core Curriculum manifest at least one of the six Jesuit values.

- [CORE 100 First-Year Seminar](#), for example, critically assesses multiple perspectives on *magis*, or what is commonly called "the Greater Good."
- [Perspectives Courses](#) introduce students to six disciplines' ways of thinking. Each Perspectives requirement can be satisfied by a variety of electives that each showcase a disciplinary perspective through the careful examination of a topic selected by the instructor. Students take further elective courses in three areas.
- In addition, the Core requires courses in composition and language, and flagged courses in Diversity, Ethics/Religion and Society (E/RS), Oral Communication, Quantitative Reasoning, and Writing.

Faculty understanding of the Jesuit values that animate the University Core Curriculum is ensured in part through the Center for Mission and Identity. Since 1987, Xavier has intentionally fostered conversations and professional development in its liberal arts, Jesuit Catholic tradition through [an array of programing](#). These programs include Assuring the Future of the Mission and Identity of Xavier (AFMIX), Manresa for New Faculty and Staff, the Ignatian Colleagues Program, the Ignatian Mentoring Program, Ignatian Retreats, Mission Animators, Deep MIX, Discernment Groups, and the Women's Ignatian Leadership Salon.

Nearly every new faculty and staff attend one of the [Manresa programs](#) (an orientation to the University and Jesuit tradition), about half of the full-time faculty have engaged in the Ignatian Mentoring Program, and over the last decade or so, [two hundred and sixty-four administrators, faculty, and staff participated in AFMIX](#). Since 2010, Xavier's Center for Teaching Excellence similarly has offered numerous programs that bring mission-related values and approaches to the classroom. All of these mission-related programs help create a shared language for faculty, staff, and students and are aligned with the core curriculum revision. This Ignatian language ties the community together with a shared sense of purpose.

The [Road Through Xavier](#) was developed to ensure undergraduate students are able to customize a Xavier experience specific to their unique academic interests and needs. For each of the four years of college, students undergo a unique experience: First-Year Seminar, Manresa, and Goa (first year), Immersive Learning (second year), Vocation Discernment (third year), and capstone project (fourth year). First-Year Seminar is an academic course overseen by a faculty director, Manresa—Xavier's

undergraduate orientation—is run through the Office of Student Life in Student Affairs, while Goa—a co-curricular requirement—is managed by Enrollment Management and Student Success. The second- and third-year [components](#) are coordinated in the Eigel Center for Community-Engaged Learning, while the Capstone experiences are offered and run by individual academic programs. At present, [half of Xavier students](#) participate in an immersive learning experience each year.

The Road Through Xavier was developed through a series of strategic plans. A [task force comprised of faculty and staff created the Signature Experiences](#) for each undergraduate year. The 2017 Academic Plan identified the Signature Experiences as a valuable feature of Xavier education that should be incorporated across the University. It was then adopted by the [University Strategic Plan](#) for FY19-FY21. The [implementation of the second- and third-year experiences](#) is in progress.

3.B.3.

Xavier University, as a Jesuit Catholic institution, highly values diversity of thought, diversity of religious views, and appreciates the diversity of peoples that inhabit the world. That said, Xavier has a long and complicated relationship with regard to living in a diverse world. This, along with the legacies of other schools, was described and discussed in October 2019 when Xavier hosted a national conference for the group Universities Studying Slavery titled [The University's Original Sin](#). Xavier also recently celebrated 100 years of women students and [50 years of admitting women to the undergraduate day program](#). Xavier's commitment to diversity is written into the [mission statement](#). This, in turn, is an important component of Xavier's administrative agenda as expressed in Xavier's [annual goals](#). These goals are reflected in the goals of all University divisions on an annual basis ([2017](#), [2020](#)).

The Office of Institutional Diversity and Inclusion reports directly to the President and makes regular reports to the Cabinet. [The office was instrumental in creating a five year campus-wide strategic plan](#). This plan was approved by the [Diversity and Inclusion Committee of the Board of Trustees](#). The Diversity and Inclusion board committee is the largest Trustee committee. Indeed, all trustees must serve on it for the first two years of their service on the board, and there is a liaison to every other committee on that committee.

The co-curricular [Student Affairs division also focuses on diversity](#), along with a number of offices whose mission is, in part or in full, diversity related: [The Center for Diversity and Inclusion \(which also reports to The Office of Institutional Diversity and Inclusion\)](#), [Dorothy Day Center for Faith and Justice](#), which sponsors such things as the [GetAway Retreat](#), [Approach Retreat](#), [Encounter Retreat](#), [X-Change Weekly Service](#), [CFJ Summer Service Internship](#), [Alternative Breaks](#), [Companion Groups](#) and the [Dorothy Day Immersion Experience](#). The [Title IX office](#) leads Xavier's efforts to prevent and address sex discrimination, including all forms of gender-based violence and harassment. [The Office of Disability Services](#) supports students with diverse learning abilities. The [Office of Residence Life](#) works to create a welcoming climate in the living areas on campus, including training of RAs in diversity related issues. The [Bias Advisory and Response Team](#), [Counseling Center](#), [Psychological Services Center](#), and [Health Center](#) offices also support students representing diverse groups and students with diverse needs in a variety of ways. The [Eigel Center](#) and [Brueggeman Center](#) are each charged in particular ways with directly promoting Xavier's engagement with a diverse world. [The Center for International Education](#) oversees [study abroad](#) in which 482 students participated in 2018-2019.

The curriculum is an important means of manifesting the University's investment in diversity. The [Core Curriculum is infused with diversity related material](#). In the required [first-year GOA course](#),

modules help first-year students become conversant in the language of inclusivity and engagement across cultural boundaries. Students are [required to take a diversity flagged course](#), which can come from any department across the University. All students are also required to take a second language, and those courses include cultural as well as language learning outcomes. Within the curriculum, there has been a [growing popularity of the Gender and Diversity Studies minor and major](#). A major initiative that is in the developmental stages [is an immersive learning requirement](#). 214 faculty, staff and administrators have completed semester one of [the Diversity and Inclusion Teaching Academy](#), and 132 have completed semester two.

3.B.4.

Xavier's primary mission is to [educate each student intellectually, morally, and spiritually](#). To do this, faculty are committed to actively engaging in scholarship, creative work, and discovery of knowledge, and they are committed to teaching students, commensurate with their level of training, to produce scholarly and creative novel works. In 2018-2019, [faculty scholarship and creative activity](#) included nine books; 184 articles, book chapters, or other peer-reviewed publications; 313 presentations; 21 grants; and 62 creative performances, productions, and exhibits.

Xavier's Library archives faculty scholarship in [Exhibit](#), the digital commons institutional repository. Faculty180 records individual faculty scholarship. An annual event held each April, the Faculty Recognition Reception, publicly celebrates the [scholarly and artistic accomplishments of faculty](#) across the University.

Xavier supports faculty scholarship and creative work in a variety of ways. Faculty can apply for summer grants to support their scholarly work, with particular emphasis on support for untenured Principal Faculty. Each college oversees the distribution of faculty development support for conference travel and research that is provided by the [annual University budget](#) and through [restricted endowed gifts](#). For example, in the College of Arts & Sciences, the dean allocates funds to each department; faculty funding requests are approved by the department chair and dean; the dean reallocates funds remaining at the end of the fiscal year to remaining requests. The University furthermore supports Faculty Development Leave for Principal Faculty.

Undergraduate student research is required in many majors and supported through grants overseen by the [Undergraduate Research Program](#). [Exhibit](#) serves as an optional place for students to archive their scholarly and artistic productions. Each April, the University hosts the [Celebration of Student Research and Creative Activity](#). Xavier supports students presenting at the National Conference on Undergraduate Research and other national or regional conferences. At the department level, capstone projects are frequently presented before peers and external audiences. In 2018, [24 students completed summer research working with 18 faculty, funded by the College of Arts & Sciences](#). In the Williams College of Business, the [Downing Scholarship](#) funds up to six students in a three-semester research collaboration with a professor.

Graduate student research is presented in the [Graduate Student Research Symposium](#) hosted by the College of Professional Sciences, at regional and national conferences, and in publications. Masters' theses and doctoral dissertations are housed in [OhioLink's Electronic Theses & Dissertations Center](#). In 2019, [29 doctoral students](#) were recognized at Commencement for their dissertations. Masters-level students collaborate with faculty formally and informally on research. Graduate student research is supported by the [GSA Academic Research and Conference Fund](#).

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1.

Based on the University's mission statement to prepare students for a world that is increasingly diverse, complex, and interdependent, Xavier strives to ensure that the overall composition of the faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. In 2016, the University created the Office of Institutional Diversity and Inclusion and named a Vice President for Institutional Diversity and Inclusion. The University Diversity and Inclusion Strategic Plan was launched in 2017. [Objective 3.1. of that plan](#) focuses on revising Xavier's Recruitment and Hiring Process to include strengthening the importance of Diversity and Inclusion in job advertisements. Hire 1, 2, and 3 meetings for staff hires have been added to the hiring process. Recruiting and Hiring for Inclusive Excellence Training was piloted in Fall 2020 and [implemented in April 2021](#). All search committee members involved in a hiring process will be expected to complete the training prior to participating in any part of the process.

[In October 2019](#), Xavier employed 701 staff and 1,236 faculty (including full-time and part-time employees). Of the 632 full-time staff, 60.8% identify as female, 39.2% as male; 82.0% identify as white, 11.7% as Black or African-American, 2.4% as Hispanic, and less than 2% as American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or more than one race. [In Fall 2020](#), Xavier employed 261 Principal and 145 Participating faculty. Of the Principal faculty, 49.8% identify as female, 50.2% as male; 74.7% identify as white, 10.3% as Asian, 6.5% as Black or African-American, 2.68% as Hispanic, and less than 2% as American Indian or Alaskan Native or more than one race. Of the Participating faculty, 72% identify as female, 28% as male; 86.2%

identify as white, 4.8% as Black or African-American, 4.1% as Hispanic, and less than 2% as American Indian or Alaskan Native, Asian, or more than one race.

College-level committees to support diversity and inclusion have been created: [CASDI](#), [WCB Diversity & Inclusion Committee](#), and the [CPS Diversity Group](#). The newly formed College of Nursing will create a standing diversity and inclusion committee in the near future. [Affinity groups](#) have been created on campus to enhance persistence/retention of faculty and staff through advocacy, personal support, mentoring, and professional development.

3.C.2.

According to Census Day Enrollment Statistics 2016-2018 as calculated using the IPEDS/CDS method, Xavier has employed since Fall 2016 an average of 360 full-time (principal and participating) FTE and 192 part-time FTE faculty. Over the same period [faculty/student FTE ratios](#) held consistent at 1:12. During the same years [the average years of employment](#) for full-time faculty varied from 15-17 and for part-time faculty from 9-12 years.

Classroom roles of full-time faculty (Principal and Participating), include [teaching](#), are specified in the [Faculty Handbook](#). Non-classroom roles of full-time Principal Faculty (tenured and tenure-track) include [scholarly activity, advising, service, and administrative positions](#) for the University as specified by the dean through the department chair. Non-classroom roles of full-time Participating Faculty (Teaching Professors and Senior Teaching Professors) include [service and other departmental duties as specified](#). In 2019-2020, the Handbook Review Task Force began discussing what University-level committees Participating Faculty may serve on. Certain service positions are compensated with stipends and/or course releases recommended by the dean and approved by the provost. Total stipendiary compensation for 121 roles (chairs, school directors, program directors, center directors, and coordinators) was \$650,100 in FY20.

Faculty provide [oversight of the curriculum](#) via a multi-step process of review and approval, involving college curriculum committees and the University-wide Board of Undergraduate Studies (BUGS) and Board of Graduate Studies (BOGS). (See 3.A.1. and 3.A.2. for the process.) [Twelve additional committees](#) are specified as Academic Committees for 2019-2020, on each of which faculty members exert a degree of influence and control over academics via the specific committee charge, membership, chair, and outlined reporting process. Faculty also serve on all search committees for new faculty, deans, and administration. Xavier boasts a robust, faculty-driven assessment process, as described in 4.B.

3.C.3.

All faculty regardless of title, status, or location must meet faculty qualifications standards. Faculty have oversight of credentials for instructional staff. A [University-wide protocol](#) guides each department or program as they determine the academic credentials (e.g. terminal degrees) and tested experiences (e.g. relevant work experience, licensure, or certification) required of their instructional staff. Once [developed by the department](#), these standards are reviewed and approved by the respective dean's office and the Office of the Provost, and then recorded in a [Faculty Qualifications Protocol](#) form. Faculty qualifications for new hires or faculty whose credentials have changed are [approved through a form](#) and documented in Faculty180. The same protocols apply to all faculty teaching at any additional location or site.

3.C.4.

Both Principal and Participating Faculty use Faculty180 to record data for the Faculty Handbook outlined [annual review process](#). Each is evaluated by their department chair and/or school director. Sources of information include an annual update and student evaluations. Areas of teaching, scholarship, and service are specified. The annual review process serves as a means of evaluating currency of faculty which can be demonstrated by scholarly, professional, and pedagogical engagement. All four colleges ([WCB, CAS, CPS, CN](#)) detail their annual review process. The Faculty Handbook states the [norms for evaluation of Adjunct Faculty](#) parallel that of Principal Faculty with more emphasis on teaching. Faculty who teach in the Accelerated Bachelor of Science in Nursing program at the Cincinnati, Columbus, and Cleveland sites are evaluated by the faculty Academic Director (Cincinnati) and Assistant Directors (Columbus and Cleveland).

All faculty and their courses are evaluated via student evaluations. Effective Fall 2019 an *ad hoc* Course Evaluation Task Force recommended [new standard Likert-scale survey questions](#), each aligned with a core Jesuit value, and [two open-ended questions](#). Additional questions can be added, with a recommended guideline of fifteen maximum questions.

The [process for advancement](#) of Principal and Participating Faculty is outlined in the Faculty Handbook and serves as another way faculty are evaluated. [Principal Faculty](#) can earn tenure and advance from Assistant Professor to Associate Professor to Professor. [Participating Faculty](#) can advance from Teaching Professor to Senior Teaching Professor.

3.C.5.

To ensure that faculty are adept in their teaching roles, Xavier University founded a Center for Teaching Excellence (CTE) in 2010. The [CTE mission](#) is to support faculty in creating inclusive, collaborative learning environments that challenge our students intellectually, morally, and spiritually to become engaged scholars and citizens. The CTE is faculty-focused and faculty-driven. In addition to a full-time administrative director and part-time staff assistant, the Center is staffed by a three-year rotating [faculty director](#) and a one-semester rotating [faculty associate](#), and is guided by a [faculty advisory board](#) representing all four colleges. Since opening in 2010 the CTE has provided a wide range of [programming and resources](#). Ongoing opportunities for faculty development related to teaching include [Faculty Learning Communities](#), [teaching-mentoring pairs](#), [Faculty in Residence classroom observations](#), [book discussion groups](#), and [Teaching as Research mini-grants](#). [Faculty from every department on campus](#) participated in at least one CTE program in 2018-2019.

The CTE's support of faculty pedagogical development begins before new faculty arrive on campus. All new full-time faculty members participate in the CTE's comprehensive orientation program. During the summer before the semester begins, new faculty are enrolled in an [online orientation course through Canvas](#) that covers topics such as campus resources, using Canvas, getting ready for teaching, and student support services. In 2019, forty-two of forty-three new full-time faculty members accepted the invitation to join the course. In August, new full-time faculty participate in a full [two-day orientation program](#) on campus that includes sessions on a wide range of campus offices and resources, teaching strategies that promote active learning, and opportunities to build community. Throughout the year the CTE holds a series of lunch discussions for new faculty, continuing to support their pedagogical development at Xavier.

Upon hire, adjunct faculty are invited to join an [adjunct orientation Canvas course](#) that includes [modules](#) on Xavier and its resources, using Canvas, teaching at Xavier, and student support services. As of October 2019, 589 adjunct faculty had been added to the course and newly hired adjuncts continue to be enrolled.

Pedagogical support considers online teaching as well. Xavier faculty teaching online complete the six-week [Introduction to Online Course Design \(IOCD\)](#) in which they design their online course. Completed course designs are reviewed using a [comprehensive heuristic checklist](#) for quality online courses. Staff in Instructional Design & Technology and the CTE provide ongoing support for online instructors. The [“After IOCD” Canvas course](#) includes information and discussion boards for ongoing interaction and sharing of resources. With support from the CTE, staff in ID&T also facilitate affinity groups, small groups of faculty teaching online who meet regularly to share ideas and resources.

Additional faculty development to enhance both teaching and scholarship, is provided by several other offices and programs.

- The Center for Mission and Identity supports faculty integrating the Jesuit mission and Ignatian pedagogy into teaching through [the Ruth J. and Robert A. Conway Institute for Jesuit Education](#). The [Conway Faculty Fellow program](#) allows faculty to undertake a pedagogical project that enhances Jesuit Catholic education at Xavier and that has relevance to other educational institutions. [Ignatian Mentoring Pairs](#) meet regularly during the fall semester to support participants in integrating the Ignatian vision into their careers, disciplines, and teaching.
- [Instructional Design and Technology \(ID&T\)](#), in addition to supporting online course development, provides support for general course design and guidance on the use of technology. Staff provide a number of services, including [individual consultations and workshops](#). [Faculty across all four colleges](#) have utilized these services. ID&T also maintains a [Teaching with Technology website](#) that provides information on a wide variety of technologies and mobile applications that faculty can use. Additionally, staff in the [Digital Media Lab](#) support faculty and students working on digital media projects. [Services provided](#) include spaces, equipment and resources for audio/visual production, graphic and web design, and support for student digital media projects. [Service utilization](#) by faculty and students has increased over time.
- Faculty development support is also provided by [Grant Services](#), which supports faculty in seeking, securing, and managing external grants. As of 2018-2019, faculty members from nearly [thirty different academic departments](#) have made use of Grant Services.
- The [Eigel Center for Community-Engaged Learning](#) provides education, resources, and support for faculty who are integrating service learning and/or immersive learning experiences into courses. The Eigel Center also offers two competitive programs for faculty:
 - The [Academy for Community Engaged Faculty](#) provides workshops and pedagogical support for faculty designing or revising a course to include service learning or immersive experiences.
 - The [Community Engaged Scholars](#) program provides a student research assistant to selected faculty who are engaging in research that examines service learning pedagogy at Xavier, or that engages community partners in collaborative research projects.
- The [Office of Institutional Diversity and Inclusion \(OIDI\)](#) collaborates with the CTE to offer relevant programming and resources for faculty, including at least one Faculty Learning Community with a diversity/inclusion focus each year and at least one nationally recognized speaker each year with expertise on inclusive teaching models and practices. In addition, the OIDI and CTE collaborated to design and implement a [Diversity and Inclusion Teaching Academy](#), with the goal of having all faculty eventually complete the two-semester blended course. As of Spring 2021, more than two hundred faculty have taken part in this important initiative.

- The [Faculty Development Committee](#) reviews applications and makes recommendations to the Provost for several internal awards that support faculty professional development. [Wheeler Awards](#) support teaching activities related to improving academic programs. [Summer Fellowships](#), intended primarily, but not exclusively for junior faculty in the tenure-track position, provide stipends to faculty engaged in scholarly activities during the summer. [Faculty Development Leaves](#) provide one- or two-semester sabbaticals.
- In addition to these University-wide faculty development awards, each college may have additional resources to support faculty professional development. For example, WCB has a standing Teaching Development Committee that makes recommendations annually for additional resources to support teaching development, from conference attendance to technological and digital resources.

3.C.6.

Student-faculty interaction is at the heart of what we do as a Jesuit Catholic University. [Xavier University's mission](#) is to “educate each student intellectually, morally, and spiritually.” This mission is grounded in the Ignatian principle of *cura personalis*, care of the entire person. Norms for the [evaluation of principal faculty](#), included in the Faculty Handbook state, “Xavier University’s essential activity is the education of its members through the interaction of students and faculty.” Each Canvas course is pre-loaded with a template including space for faculty to [indicate their office hours](#), alternative options, and contact information.

Data from the [2020 National Survey of Student Engagement \(NSSE\)](#) administered to undergraduate first-year students and seniors affirm that instructors are accessible for student inquiry. Overall indicators of student-faculty interaction suggest that both first-year students and seniors are comparable to or significantly higher than our comparison groups (Master Large 10, competitors, and AJCU institutions). Students’ initial positive impressions of faculty interactions were confirmed and strengthened with experience, as they moved toward their senior year.

Graduate students also indicate that instructors are accessible. Xavier’s [2018 Graduate Student Experiences Survey](#) was completed by 543 graduate students across all graduate programs. A large majority of respondents agreed or strongly agreed that they have [quality interactions](#) with their instructors when they had additional questions about course materials and were satisfied or very satisfied with the [availability and accessibility of faculty](#) and with the [relationships between faculty and graduate students](#) in their program.

3.C.7.

Xavier staffs a number of offices that directly support students; FTE data refers to Fall 2019. The Office of Academic Support (2 FTE and 148 student leaders) provides tutoring and supplemental instruction for all Xavier undergraduates, the Student Success Center (11 FTE) provides success coaching for most freshmen and sophomores, the Career Development Office (10 FTE) supports all Xavier students and alumni, and the University Library provides information resources to all students (17.3 FTE staff, including 10.8 FTE librarians). The Office of Student Financial Services guides students through the financial aid process (14 FTE). Coaching, advising or other support services for specialized populations of students are provided by Xavier’s TRiO program (4 FTE), Center for International Education (6 FTE), Student Veteran Center (4.5 FTE), Student Athlete Academic Support Services (3 FTE), Disability Services (4.5 FTE), Center for Diversity and Inclusion (7.5 FTE), Commuter Services (0.2 FTE and a graduate assistant) and the Adult and Professional Education program (2.5 FTE). Students receive social, spiritual or wellness support from the Office

of Student Involvement (5 FTE), Recreational Sports (6 FTE), the Center for Faith and Justice (12 FTE), Health and Counseling (6 FTE) and Psychological Services (1.333 FTE, 13 student therapists and 6 faculty supervisors). Staff members providing student support services must possess relevant degrees and experience appropriate to their positions. Minimum qualifications are determined by departments in consultation with the Office of Human Resources Total Rewards team and are outlined in [job descriptions](#) for every position.

Xavier supports staff members providing student support services in their professional development through programs offered by the [Office of Human Resources and the Office of Institutional Diversity and Inclusion](#). The professional development offerings provide opportunities to strengthen job performance, build leadership capabilities, and foster personal and professional growth.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1.

True to its Jesuit foundation, traditions, and educational philosophy, Xavier University provides students a comprehensive slate of support services to assist with their success, both academically and personally, as a member of the Xavier family and as they prepare to graduate.

Xavier instituted the [Student Success Center](#) (SSC) in 2017. The SSC provides each incoming undergraduate student with not only an academic advisor but also a success coach, a model that covers a student's academic requirements and personal development. The SSC combines academic advising, financial counseling, career development, and personal coaching – areas that are housed under the Division of Enrollment Management and Student Success. Additional student support services connected to the Student Success Center include [international education](#), [academic support](#), [disability services](#), [the student veterans center](#), [student athlete support](#), and [student employment](#).

Centralized communication is the foundation for the successful support of students. To make this possible the University instituted the [EAB-Navigate](#), which creates a centralized communication record for each student that can be accessed by the different support offices with which a student comes in contact.

Following the preparation to join the Xavier family found in The Road To Xavier and Manresa, and growing out of student surveys noting a desire for foundational college success and life skills, all first-year students are required to partake in the [GOA First-Year Journey Program](#), a non-credit bearing course that meets six times each semester in which small groups of first-year students engage in discussions and hands-on activities. The GOA program is led by administrative members of the Xavier community who want to support students and have a greater role in their educational experience.

Support for specific student populations includes:

- The [Office of Residence Life](#) provides housing and support for approximately 2,300 undergraduate students in five residence halls (includes honors housing; 1,633 residents in Fall

2020 in four suite-style and one traditional style) and in apartments (599 residents in Fall 2020 in five buildings, three campus houses, and one off-campus master lease). Residence Life staff includes six Hall Directors, five professional office staff, and sixty-five peer Resident Assistants (RAs). RAs have organized 1,186 active and 1,234 passive programs since 2017 with an average of 20.3 students in attendance.

- [TRiO](#) provides first-generation students academic, professional, financial, and personal support that helps them navigate through college and graduate with a bachelor's degree.
- [The Student Veterans Center works with military veterans](#) and their families from the inquiry stage through graduation and alumni status. Sponsored by GE Aviation, the staff provides events; peer mentoring; financial aid benefits including support navigating government resources; career resources, connections, and networks specifically for the veteran population; and sponsors the Xavier chapter of Student Veterans of America.
- The [Office of Commuter Services](#) supports the needs of Xavier's commuting student population and advocates for their unique needs and challenges with resources including a lounge, events, and a mentoring program.
- The [Center for International Education](#) (CIE) serves the international student community of Xavier University (e.g., assistance with the visa process for undergraduate and graduate international admission), as well as study abroad coordination, approval, and support for both undergraduate and graduate student immersions. The CIE provides non-immigration advising for international students and scholars in F-1 and J-1 status as well as orientation, adjustment assistance, and promotion of cultural awareness and understanding through programs and activities including the study abroad fair, international education week, and weekly international coffee hour. In addition, the CIE processes forms and paperwork necessary for the Optional Practical Training of international students.
- [Adult undergraduate students receive support](#) as part of the [Adult and Professional Education at Xavier \(APEX\) program](#). Support includes academic advising, transfer credit processing, financial assistance, health and wellness, insurance, academic support, library and technology services, and career resources.
- Graduate students receive support via their academic program units housed in their respective colleges. Overarching support for graduate students is provided by the [Graduate Student Association](#) (GSA).
- As of result of feedback from the Graduate Cabinet, a [Graduate Program Handbook](#) was created that serves as a supplement to official documents such the [Catalog](#), which is the official source of the University's academic policies and procedures. It does not supersede the Xavier University's [Student Handbook](#) (which regulates student conduct), or program specific documents (e.g., [the Psychology Graduate Student Handbook](#)). It gathers in one place the services, polices, procedures, and Jesuit values that are particularly relevant to Xavier graduate students. It is posted on the Graduate School's website, the GSA website, and is sent to all graduate programs.
- All graduate students with 4.5+ credit hours/semester are eligible to apply for Federal Stafford loans. In addition, grant money is available for students in all graduate majors based upon need. Graduate students can also apply for [graduate assistantships](#) as they become available; graduate students do not teach classes at Xavier. These graduate assistantships offer a stipend and partial tuition remission. Some full-time programs also have scholarships and graduate assistantships available to their graduate students.
- Graduate student groups include the Women's MBA Association, the Xavier Psychology Association of Graduate Students, the GPHSA organization, Chi Sigma Iota National Honor Society in Counseling, and Beta Gamma Sigma National Business Honor Society.

The following offices support all students, exemplifying Xavier's commitment to all students no matter age, gender, program, level, or modality:

- Xavier established its first full-time, dedicated [Title IX](#) and sex discrimination prevention/response leadership position in 2013. The program has grown into a regionally and nationally recognized best practice model, effectively bringing down barriers to reporting and accessing services, providing comprehensive training to students and employees, and implementing a mission-centered, equitable response to reports of sex discrimination. In 2018, the office added an additional full-time position, allowing it to expand training and investigation capacity as well as assume leadership of the University's power and gender-based violence prevention education efforts.
- [Career Development \(CDO\)](#) supports all Xavier undergraduate and graduate students and alumni from any major or program as they [navigate from their major to their eventual career](#), providing a variety of resources for students.
- [The Office of Disability Services \(ODS\)](#) offers equal and integrated educational experiences, services, and enrichment opportunities to students with disabilities to allow full access and participation in the Xavier community. Support includes learning or testing accommodations, alternative format textbooks and course materials, note taking assistance, assistive listening devices and technology, academic coaching, foreign language substitutions, housing accommodations, emotional support animal accommodations, service animals, and referral for diagnostic testing.
- [The Office of Student Involvement](#) empowers and funds numerous events, activities, student government and leadership opportunities, orientations, and student clubs to encourage the personal and psycho-social development of students.
- [The Office of Recreational Sports](#) encourages, empowers, and maintains the physical health and recreational activities of students.
- [The Center for Diversity and Inclusion](#) serves as a catalyst for inclusive excellence at Xavier and beyond and works to engage the entire campus and community academically and socially across the intersections of race, class, sexual orientation, and gender identity.
- At the [Center for Faith & Justice](#), students interested in deepening their spiritual lives to respond to today's complex social problems work to build relationships, with diverse constituents, anchored in an appreciation of shared values, difference, and common action. This is done through support of faith development, education through action and social analysis, liturgy, exploring the intersection of faith and justice, dialogue about complex issues, with diverse populations and leadership opportunities. Activities include Community Action Day, Alternative Break, Israel Leadership experience, X-Change weekly service, and many others.
- [The Gallagher Student Center](#) supports the student life experience as a central gathering and event location for students. It hosts numerous offices and community building outlets, such as the theater and D'Artagnan's Den, and is open twenty-four hours.
- [Health & Wellness Services](#), [Counseling Services](#), and [Psychological Services](#) support the physical and psychological needs of students.
- When it is noticed by any member of the Xavier community that a student is struggling, a [Student Concern Report](#) may be submitted. The form addresses concerns over emotional well-being, academic difficulties, behavior, code of conduct violations, bias incidents, sexual harassment and discrimination, among others. In 2020, the report was modified to include COVID-19 related issues.
- [The Xavier Action and Care Team \(X-ACT\)](#) is the University's collaborative, interdisciplinary advisory group housed in Student Affairs that supports students who may be experiencing

emotional distress and exhibiting at-risk or threatening behaviors. By working collaboratively and in conjunction with the University's Director of Care Management Services, comprehensive care plans and options are explored, created, and implemented all for the welfare and safety of the student.

[Additional support services found in the Office of the Dean of Students](#) include:

- [The Student Handbook](#)
- [Emergency financial resources](#)
- [The Integritas Program](#) (supports Xavier students as they engage in the Student Conduct process. Integritas Advisors guide students through their preparation for and participation in student conduct hearings.)
- [Bias Advisory Response Team](#)
- [Harassment Code and Accountability Procedures](#)
- [Computing and Communications Technologies Policies](#)
- [Alcohol and Drug Information](#)

3.D.2.

Students entering the University as first-time first-year undergraduates take placement tests in mathematics and second language, provide their academic background, learn the requirements of our academic programs, and receive training on registration through Xavier's extensive Road To Xavier website. An incoming marketing major, for example, would encounter [program specific advising and registration instruction](#) in Road To Xavier. Xavier's [transfer admissions](#) personnel evaluate the academic credit of undergraduate students who transfer to Xavier from other universities, and then provide them with appropriate advising support.

Newly admitted graduate students are directed to programs for which they are prepared through the [graduate admission](#) process. Depending on program and level of preparation, some entering graduate students are admitted [unconditionally](#) or [conditionally](#).

The Office of Academic Support serves all undergraduates with free subject-specific tutoring, supplemental instruction, study skills tutoring and study groups. Voluntary supplemental instruction is available for specific courses with high D/F/W rates, including Human Anatomy and Physiology for Allied Health, General Biology, General Chemistry, Organic Chemistry, and Computer Science II. Students in these class are invited to attend the regular study sessions. Xavier offers tutoring support for most core courses as well as study skills assistance. The student employee staff of tutors and SI leaders has over one hundred members. The [2018-2019 report](#) of this office shows that, over time, students who receive tutoring earn grades of at least C on average, and students who attend supplemental instruction have fewer D, F, and W grades than those who do not.

The James A. Glenn Writing Center supports undergraduate and graduate students, as well as faculty and staff, in their efforts to become better writers. The [Writing Center overview](#) describes usage patterns by major and by class as well as goals, objectives and collaboration efforts for the past three academic years.

The [Mathematics Tutoring Lab](#) provides free tutoring to any student in mathematics courses from MATH 105 (Fundamentals of Mathematics) through MATH 171 (Calculus II) excluding the topics courses collected under MATH 125. The [math lab log](#) records the number of students receiving mathematics tutoring by hour and by course for the Fall 2018, Spring 2019, and Fall 2019 semesters.

Xavier's [award-winning](#) McDonald Library provides preparatory instruction to meet the academic needs of all students. University librarians provide [classroom instruction](#) on research and information literacy skills, and they offer research assistance through the [reference desk](#) and individual appointments through the [personal librarian program](#). The library's [XU Tutor](#) offers web-based tutorials and [quizzes](#) on finding, evaluating, and using library resources. LibGuides to assist with research are [embedded in each Canvas course](#).

3.D.3.

[Specialized academic support services are provided to student veterans](#) by the Student Veterans Center and to [student-athletes](#) by Student Athlete Academic Support Services. Xavier's [TRiO program](#) provides extensive advising and academic support services to eligible students, for example seminars on [goal-setting](#) and [test-taking](#). The Center for International Education provides comprehensive support services to Xavier's international students, including for example preparatory instruction in [cultural adjustment](#), as well as preparatory instruction for Xavier students [studying abroad](#).

Xavier undergraduates are assigned faculty advisors and support is available from professional advisors for a large number of programs. Faculty and professional advisors are supported by the resources available at the [academic advising website](#) and by an [advising manual](#). There is an [advising guide](#) for students and student-focused resources at the [advising website](#). Colleges have also created advising resources for students; for example, an [advising page](#) for students in the Williams College of Business or the [scheduling resources](#) posted by the College of Arts & Sciences. Both students and advisors use the degree audit software [DegreeWorks](#) to track progress towards degree. Xavier provides specialized advising to supplement faculty/professional academic advising for [student-athletes](#) and students in [pre-professional health programs](#).

At the graduate level, academic departments are responsible for academic advising. In addition, the Graduate School advises students in the education programs when needed. Students in the Wilmington MEd program are advised by the Assistant Dean of the Graduate School in conjunction with the program director of the MEd in Educational Administration.

3.D.4.

Xavier's main Cincinnati campus totals [205 acres with 55 buildings](#).

Xavier also offers academic programs at [two additional leased locations](#) (as defined by HLC as a place where students can complete fifty percent or more of the courses leading to a degree program), both in Ohio: Middletown (Masters of Education) and Wilmington (Masters of Education, Education Administration). The West Chester additional location closed in 2020.

Xavier also offers courses at Covington Catholic High School, Oak Hills High School, and West Clermont High School. Xavier's Accelerated Bachelor of Nursing (ABSN) lab and clinical courses are [offered at three sites in Ohio](#): Cincinnati (Elsinore), Columbus, and Cleveland.

The College of Professional Sciences contracts with [fieldwork sites for Occupational Therapy majors](#) and [residency sites for Master of Health Services Administration](#) students.

Main campus includes:

- A total of [319 classrooms encompassing a total of 197,417.00 sq. ft.](#), inclusive of 185 teaching labs, totaling 84,317.00 sq. ft, and 71 of 109 classrooms created or remodeled since 2010 are equipped with active learning technology and furnishings, for a total of 63,640.00 sq. ft.
- [Eighteen clinical practice spaces totaling 9,201.00 sq. ft.](#)
- [Forty-five arts and performance spaces, a total area of 31,506.00 sq. ft.](#), including an art gallery, photography studio, video control and editing rooms, music practice and recital spaces, performance theatre, and storage rooms.
- [Thirty-nine areas assigned to the library in three buildings, a total area of 46,593.00 sq. ft.](#), including offices, lounges, storage areas, and conference rooms.
- [Nineteen areas for technology learning](#), including computer labs, computer science classrooms, technology training, and Makerspace, totaling 20,549.00 sq. ft.

[Alter Hall](#), the central classroom building on campus, was renovated in 2015. It now provides a high-quality environment sized to meet future learning style demands and potential enrollment growth. The building includes informal learning environments with break-out and small group collaboration opportunities, improved space utilization for scheduled classes that also allows teamwork during open scheduled times, and has the lowest energy consumption per square foot of any building on campus.

The [Health United Building \(HUB\)](#), affiliated with TriHealth, opened in Fall 2019. [The HUB](#) encompasses all health-related elements of a Xavier students' experience, including classrooms and labs, a recreational center, a comprehensive primary care clinic, and a mental health center with counseling rooms, a pharmacy, and wellness coordinators. The HUB is home to academic programs in Occupational Therapy, Health Services Administration, Sport Studies, Population Health, Radiologic Technology, and Nursing. There are thirty-nine learning and teaching spaces, inclusive of classrooms, labs, and study spaces totaling 22,889.00 sq. ft.

University library facilities and resources are appropriate for scholarly inquiry, study, and research by program faculty and students. Centrally located on the academic mall, and fully integrated with the Conaton Learning Commons and its Connection Center, the McDonald Library supports all programs of study at Xavier. Its holdings are current and comprehensive, providing resources that meet the University's mission, goals, and expected outcomes. The Library Committee conducted a [survey in 2016](#) regarding library resources and the McDonald Library Renovation Task Force conducted a [space use survey in 2019](#).

As of Fall 2019, the [library's holdings](#) include 221,973 physical titles in 297,942 physical volumes, in addition to 1,026,414 electronic titles. University Library [Databases](#) give access to 380 electronic databases. [XPLORE Online Library Catalog](#) provides a comprehensive online catalog search of all Xavier University Library holdings. [Search@XU](#) is a library search engine that includes materials from Xavier University Library and many other libraries from around the country and world. As an [OhioLINK member](#), the library accesses [physical and electronic holdings](#) within the state, including the State Library of Ohio, sixteen public university libraries, fifty-one independent college libraries, twenty-three two-year college libraries, sixteen regional campus libraries, eight law school libraries, and five medical school libraries. [Exhibit](#), the institutional electronic repository, contains over 15,785 items, including faculty scholarship, student scholarship, and digital collections from University Archives and Special Collections, which include University catalogs, student newspapers, yearbooks, and library administrative reports.

Xavier students and faculty are equipped with a technology infrastructure that supports effective teaching and learning. There are 2,050 employee [computers](#) (400 Mac, 1,650 Windows), 300 physical desktop computers, 250 thin clients/available virtual sessions for academic instruction, and 25 computer labs inclusive of open scheduled spaces and departmental spaces. 142 [classrooms are equipped](#) with projector/screen and wired connectivity for bring-your-own-device access. Roughly 60% of fifty conference rooms have A/V equipment, along with 139 classroom and conference spaces with Solstice wireless display technology. There are 1400 wireless access points, with 100% building coverage. There are 241 virtual servers and 43 physical servers, capable of 7.2 TB of online/cloud storage (used) and 275 TB of on campus storage (used). A Help Desk is available for library and computer needs. In 2020, Xavier equipped nearly all classrooms with Zoom kits to enable in-class and remote learning simultaneously.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Xavier University, in keeping with its mission, provides high-quality education at the undergraduate and graduate levels, across all of its locations and modalities. Xavier ensures consistency of academic quality through rigorous curriculum oversight and institutionalized support for pedagogical training and development. All academic programming is designed to support and engage our Core Curriculum and its vision, goals, and student learning objectives. This Core Curriculum, thoughtfully reimaged in 2015, is based on our six Jesuit values: *magis*, reflection, discernment, *cura personalis*, kinship and solidarity, and service rooted in justice and love. New faculty, staff, and students are offered a thorough introduction to these values through orientation programs.

Xavier prizes diversity as a central goal of the University. The University Diversity and Inclusion Strategic Plan (2017-2022) has laid out a path toward increasing the diversity of student enrollment and the diversity of faculty and staff representation, and intentionally considering how our community and curriculum address diversity and meet the needs of our students. Offices and organizations across campus seek to align their work with the Strategic Plan. Our success can be registered in our increasing enrollment of students from underrepresented groups, the popularity and growth of our Gender and Diversity Studies program, and the widespread faculty engagement in the Diversity and Inclusion Teaching Academy.

Several structures support pedagogical development for faculty, coordinated through our Center for Teaching Excellence. The University encourages faculty to engage their students in research and celebrates student research annually. This research and development activity is recorded through Xavier's Faculty180 and Exhibit systems. Faculty at Xavier are also encouraged to maintain active research agendas and are supported through faculty development funding that allows them to travel to conduct research and present that research at conferences.

Xavier supports and enriches student development through a number of academic and support service offices that serve populations of students from a wide variety of backgrounds as they adjust to college.

Xavier prides itself on seeking to build members of our community into men and women who act in solidarity for and with others. Xavier's investments in teaching, research, learning, and student support further that goal.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1.

Academic programs in the Williams College of Business and the College of Nursing, most programs in the College of Professional Sciences (CPS), and some programs in the College of Arts & Sciences (CAS), have regular review via [specialized accreditation](#) processes. CAS redesigned its program review process in 2019; it includes a self-study ([template](#) and [example](#)), [external review](#), and recommendations of the [Program Review Board](#). All academic programs in CAS developed five-year plans to prepare for this cycle of program review. Prior to this redesign, [recent program reviews](#) in CAS [led to curricular changes](#). Programs in CPS that do not have external accreditation follow a [three-year review cycle](#) that includes a [self-study](#) and [feedback from the dean's office](#). Program changes typically include program policies, curriculum development, and course modifications. For example, feedback from program reviews has resulted in programs being able to secure faculty lines (e.g., Sport Studies) and administrative assistants (e.g., Radiologic Technology).

Xavier has implemented an Academic Program Health initiative, which assists with program review. The [Academic Program Health](#) dashboard comprises five dimensions: academic quality, finances,

contribution (e.g., mission and diversity), trends (e.g. employment), and personnel (e.g. faculty productivity). Metrics used in the program health assessment include: student enrollment and diversity, persistence by major, graduation rates by major, time to degree by major, post-graduate outcomes, student major mobility, degrees awarded, contribution to the core, students per faculty ratio, undergraduate faculty rank distribution, student credit hour production by faculty, seats per course section, and course capacity utilization, among others.

In response to feedback in the HLC Student Opinion Survey, the College of Nursing has established a committee to develop strategies and goals for building on identified strengths and resolving issues. Short-term and long-term goals will become part of the strategic plan for the College to ensure ongoing attention to the areas of concern.

Program changes are reviewed by college academic deans and [College Curriculum Committees](#), [Board of Undergraduate Studies \(BUGS\)](#) and [Board of Graduate Studies \(BOGS\)](#) prior to submission to the Provost for approval.

4.A.2.

All transcribed courses are evaluated by the [Board of Undergraduate Studies \(BUGS\)](#) and the [Board of Graduate Studies \(BOGS\)](#), after being reviewed by the respective college's curriculum committee in regular meetings throughout the academic year. BUGS and BOGS reviews all program/course content, contact hours, overlap, learning objectives, and resources needs, including library and technology resources.

Xavier awards [academic credit](#) for directed, experiential learning experiences ([internships](#), practicums, [field experiences](#), study abroad, etc.). Co-ops or internships for credit provide students with a hands-on, professional experience in a relevant organization. These experiences are planned, supervised, and evaluated collaboratively between the (work) supervisor and faculty. Learning goals and objectives align with academic theory and professional standards in each field of study. Grades are based on workplace feedback and completion of learning assignments.

Xavier offers students immersive, [community-engaged learning](#) opportunities for academic credit. Semester-long service learning programs consist of interdisciplinary course work and service opportunities supported by the Eigel Center for Community-Engaged Learning. Learning objectives and goals are overseen by faculty guides and service providers. Courses for academic credit in international programs led by Xavier faculty follow the same process of review in the curriculum committees followed by review by BUGS or BOGS. Both domestic and international programs are available. Xavier has developed a tool for the assessment of immersive learning courses through its participation in the [Higher Learning Commission Assessment Academy](#).

All experiential, for-credit programs and courses are evaluated by college curriculum committees and then BUGS and BOGS. These entities review program/course content, contact hours, overlap, and learning objectives.

Xavier also awards academic credit for courses not available at Xavier taken through the [Greater Cincinnati Consortium of Colleges and Universities](#). Courses are vetted through the appropriate department chair and dean. Under the Consortium agreement, Xavier students pay Xavier tuition and course grades and credit transfer.

4.A.3.

The Office of the Registrar reviews and processes all [transfer credit](#) for admitted transfer and deposited first-year students. Xavier awards [undergraduate transfer credit](#) for academic courses from institutions accredited by specified accrediting bodies; AP, IB, and CLEP exams; certain military experience; Ohio Police Officer's Training Academic; and other training recommended by the American Council on Education. Non-traditional students follow similar transfer guidelines. A grade of C or better is required for undergraduate transfer work. The Office of the Registrar maintains the [Transfer Evaluation System](#) (TES), a database of approved transfer work. At the graduate level, students are permitted to transfer in up to six course credit hours with a grade of B or better from another institution. Additional graduate credits may transfer at the discretion of the program director/chair and dean. Transfer credit is evaluated and approved by the appropriate program director/chair and dean.

Once matriculated at Xavier, [approvals for off-campus/transfer work](#) are evaluated by the appropriate department chair and approved by the appropriate dean. Certain core courses (writing flag, quantitative flag, etc.) are evaluated by the University Core Curriculum subcommittee that awards the specific flag/designation. Students who plan to [study abroad](#) must also have courses [pre-approved](#) to ensure they meet academic standards. Co-op and life experience credit are not accepted. At the undergraduate level only transfer work with a grade of C or better will be accepted. Other restrictions include: ten-year currency, four-year institution only (for upper-division classes) and/or residency rules.

4.A.4.

Xavier maintains and exercises authority over its courses, expectations for student learning, and faculty qualifications.

Prerequisites for courses, rigor of courses, and expectations for student learning are overseen by each college's respective curriculum committee before final approval by either [BUGS](#) or [BOGS](#), as appropriate.

Each college's assessment committee assesses student learning.

Faculty qualifications are established by each academic unit, following HLC guidelines. Faculty qualifications are then reviewed by the appropriate academic dean for approval.

Xavier does not currently offer dual credit programs. Xavier will accept dual credit that is earned via other accredited colleges and universities, sent via official transcript. Those credits are not defined differently than other transfer credits and are subject to [transfer credit policies](#) as outlined in the catalog.

4.A.5.

Xavier University holds [specialized accreditation](#) for colleges and programs as appropriate to its educational purposes.

4.A.6.

The Career Development Office and Office of Institutional Research track employment and graduate school outcomes of undergraduate students within 180 days of graduation. Results are available to the public from an [interactive Fact Book](#) on Xavier's website. Outcome data include employment, graduate school, median salary, job location, relevancy to major, knowledge rate and top employers.

Employment outcome data for graduate students is typically collected at the program level. [Reporting of outcome information](#) varies by college and program. Student employment and graduate school outcomes provide one indicator of job preparedness. In addition, departments work directly with the employers, businesses, and educators to ensure that curriculum and experiential learning adequately prepare students for employment and/or advanced study. Examples include: independent, professional accreditation (such as AACSB); scheduled program reviews; engagement with student and community-based advisory boards; feedback from alums and employers; coops/internships/practicums; outside speakers and panelists; and experiential learning.

Colleges evaluate and make improvements to support the success of their graduates. For example, many academic programs in the College of Professional Sciences (CPS) are accredited by professional accreditation organizations and supported by community-based advisory boards. One purpose of the [CPS Dean's Undergraduate Student Advisory Board](#) involves examination and discussion of the efficacy of programs. In 2018, this CPS student advisory board sponsored a forum involving recent CPS grads to examine and discuss how Xavier programming has been helpful regarding employment, continuing education (e.g., graduate school) and participation in post-graduate service organizations (e.g., the Jesuit Volunteer Corps). The Williams College of Business Advisory Boards assist the departments with curriculum strategies with a view of insuring currency, applicability, and relevance to the business community. The College of Nursing had an employment rate expectation twelve months after completion of 70% and NCLEX and certification rates at 80%. The Ohio Board of Nursing requires a NCLEX (National Council Licensure Examination) rate of the 95% of the national average pass rate for the Baccalaureate, MIDAS, and ABSN programs.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1.

Xavier engages in regular, ongoing assessment of student learning as part of its commitment to the educational outcomes of its students. All academic and co-curricular programs in which student learning takes place are expected to be assessed for student learning, including the Core Curriculum, graduate, and undergraduate academic programs in each of the four colleges, and co-curricular programs overseen by the University Library, Student Affairs, and Enrollment Management & Student Success (EMSS).

The Faculty Director of Assessment oversees Assessment and reports to the Provost through the Associate Provost for Academic Affairs. Assessment operates under a decentralized system with established programmatic process, oversight, and enforcement responsibility given to colleges and divisions where the programs are offered.

Area Assessment Committees (AAC), with membership consisting of associate deans and faculty members, are housed in each college/division, chaired by senior faculty members or associate deans in the colleges, and by senior administrators in the co-curricular divisions. The AAC are charged with overseeing, reviewing, and enforcing assessment processes, and ensuring continuous programmatic review. Chairs or associate deans of AAC and senior administrators form an Administrative Assessment Group (AAG) that meets regularly throughout the semester to oversee, plan, revise, and coordinate assessment from a University perspective. This group, which reports to the provost through the Faculty Director of Assessment, monitors challenges experienced by the AACs and responds with process and/or policy changes as necessary. Thus, Xavier has a clearly delineated [organizational structure of assessment](#).

Assessment at Xavier follows an effective, [clearly defined cycle](#) that includes feedback loops (e.g., a [Reflection and Action plan](#) for each unit) as well as a process by which assessment feeds into provost area planning and budgeting [via the college deans and associate provosts](#) and into [EMSS planning and budgeting](#).

Xavier operates under a faculty-driven [Assurance of Learning](#) model to ensure that we meet our student learning objectives. The [Institutional Assessment Plan](#) details the guiding philosophy of assessment at Xavier.

Academic/co-curricular units and ACCs follow effective processes to assess their programs. More details may be found on the following areas:

- [Core Curriculum Assessment Committee \(CCAC\)](#)
- [College of Arts and Sciences](#)
- [College of Professional Sciences](#)
- [College of Nursing](#)
- [Williams College of Business](#)
- [University Library](#)
- [Division of Student Affairs](#)
- [Division of Enrollment Management and Student Success](#)

Xavier uses an [Assessment Hub](#) to collect annual Assessment Reports and Reflection & Action Plans, provide training resources, and house the [University Annual Assessment Report](#). The annual report is routinely shared with the provost and president, as well as with the Board of Trustees. It is used as a high-level overview of program progress and serves as an aid to the Provost and deans to indicate where attention and resources may be required. In Fall 2020, despite the pandemic, participation in Assessment was high, with nearly 100% of programs submitting their annual Assessment Report.

Since the last HLC visit of 2015, Xavier has continued to focus on its academic evaluation by identifying core SLOs and their assessment in order to improve student learning. The [HLC Staff Analysis of 2019](#) found that Xavier demonstrated substantive progress with regarding to Core Component 4.B.

4.B.2.

Xavier uses the information gained from assessment to improve student learning in each area listed in 4.B.1.

Core Curriculum

The CCAC shares reports of assessment findings with the Core Curriculum Committee (CCC) annually and recommends improvements to the tasks, SLOs, curriculum, and/or the assessment process. For example, in response to the [2018-19 Core Curriculum Assessment Report](#), the CCAC made the following changes:

- Designed a new task for SLO 4b, “discuss and evaluate what constitutes human wellness.”
- Determined that SLO 3b, “examine the nature of beauty, truth, and virtue as means of gaining a sense of the divine,” could not be assessed as written and requested a revision. Spearheaded by Theology, the various humanities departments replaced the wording to read:

"Students will be able to describe how reflection upon a range of human experiences enables a sense of the divine and/or a sense of life's meaning and right relationships with others and the world."

This change was then approved by the Faculty Assembly.

The CCAC assessment process has revealed that student learning takes place across all assessed SLOs. For example, for SLO 6b Vocation, in the [2018-19 Core Curriculum Assessment Report](#), we

note that senior performance improved over freshman performance (65% of senior placed in the top two categories and 96% placed in the top three categories; 54% of first years placed in the top two categories and 74% placed in the top three categories). That said, students commonly do not support their arguments using data or facts. In addition, there is often a gap between what faculty hope that the Core is accomplishing and what faculty are actually teaching in the Core courses. To address these issues, a reporting process to close the feedback loop is being used in the Core assessment process (e.g., [the 2018-19 Core Curriculum Assessment Report](#) includes the CCC feedback). In 2020-2021, Xavier is working to strengthen the collaboration between the CCAC and the CCC, as well as communication and response with the faculty, since their teaching of the Core has the most impact on assessment results.

Degree Programs

College of Arts and Sciences

Examples of how the assessment cycle informed programs in CAS include:

- **English:** The B.A. in English is assessed primarily at the senior level, using written papers from the senior seminar and a senior exit survey. In the 2017-2018 cycle, the department noted that writing outcomes were achieved at the desired level, but not oral communication. There is now a major course that carries the Oral Communication Flag, and the department encouraged more faculty to incorporate oral assignments within their courses.
- **Chemistry:** The B.S. in Chemistry is accredited by the American Chemical Society, which provides convenient tools for assessment. Such tools include national standardized tests for General Chemistry and Organic Chemistry, and a requirement for a senior capstone project. The department collects data every year and uses these results to inform continuous improvement. The department has not needed to make any major changes over the past five years (as of the 2017-2018 cycle).
- The Art department is improving its sophomore review process and addressing new developments in the art market (2020-2021 cycle).
- In Physics, all instructors of lab courses have adopted uniform lab rubrics, provided by the Science Olympiad (2020-2021 cycle).

College of Professional Sciences

Examples of how the 2018-19 assessment reports informed program changes in CPS include:

- The development of a Dissertation Advisement Clinic in Spring 2019 for the doctoral program in [Leadership Studies](#).
- Addition of a new faculty line in [Exercise Science](#).
- Change of a competency rubric and rating scale for [Social Work](#) majors in field placement.

College of Nursing

Examples where CN programs learned from assessment efforts are illustrated in the 2018-19 assessment reports where nursing programs (e.g., [Family Nurse Practitioner](#)) used program feedback to refine nursing assessment tests for curriculum areas.

Williams College of Business

The WCB Curriculum Innovations Committee provides recommendations for curriculum changes to

the relevant department(s) and to the WCB Curriculum Committee. Over the last few years, as a result of its assessment, the WCB has introduced and revised curricula for two specialized graduate degree programs, [MACC](#) and [MSCA](#), and has undertaken a variety of changes within the [undergraduate courses](#) that are taught across all majors. Examples include:

- Accounting: Adopted new textbook that places a greater emphasis documenting and interpreting business processes in the primary business transaction cycles, and increased class discussion and related activities. Increased class time dedicated to students' hands-on problem solving to understand the role of tax research in tax planning and to integrate income tax considerations into economic decision-making.
- Economics: Identified need to offer an applied research methods course and began offering such course in spring 2018.
- Finance: Removed material related to derivatives to allow time to better support student learning of financial modeling topics.
- Information Systems: Modified database project to increase complexity and better simulate a real-world business environment. Increased focus on hands-on projects with more physically tangible deliverables to further engage the students and require employing multiple technology platforms through the project lifecycle.
- Management: Provided additional resources outside of class (e.g. pre-recorded PowerPoint-based lectures) in order to increase the number of case studies covered in class.
- Strategic Human Resource Management: Increased emphasis on metacognitive learning using case-studies of real-life human resource problems.

Immersive Learning: Curricular and Co-Curricular

Xavier participated in the [HLC Assessment Academy](#) and created a pilot project that focused on Immersive Learning, part of the Road Through Xavier described in 3.B.2. As a result of this project, Xavier faculty and staff developed a definition and vision for Immersive Learning, created organizational guidelines for faculty and staff, determined course attribute identification and criteria, and identified common learning outcomes and assessment expectations.

Co-Curricular Programs

University Library

The University Library's process has led to the following examples of improvements based on recommendations and results from submitted assessment reports: the creation of the User Experience Advisory Group, the design of a new library website, the creation of a campus makerspace, a prepared paragraph about the library to faculty for inclusion in their syllabi, and a change in delivery of library instruction.

Student Affairs

- As [result of their assessment practices](#), the Office of Student Involvement elected to implement a more global assessment of "involved student learning" across students' experiences in roles

such as club leaders, orientation leaders, Student Activities Council and SGA members, student employees, and more. The unit added the following SLO focused on assessing "*involved student learning and performance of transferable skills most desired by employers*" (compare the [OSI 2017-2018 Assessment Plan](#) with the [OSI 2019-2020 Assessment Plan](#)). The metric used for this SLO was designed around results from the National Association of Colleges and Employers (NACE) survey. This work aligned with [staff conversations](#) about creating more high-level departmental learning goals that better reflect the department's overall purpose, such as leadership development and career preparation. The staff used [findings from this assessment](#) to refine some of its programs and services. In particular, the staff saw the deepest impact with students serving in ongoing roles such as Manresa Core and Student Activities Council. The team elected to deepen their investment in these experiences (and other similar roles where they have an ongoing relationship with students) rather than focus on shorter-term programs. As a result, Student Involvement paused some of existing student leadership programs (specifically Emerging Leaders Initiative and Sophomore Leadership Challenge) in order to focus on integrating strengths-based education and leadership skill development into existing on-going experiences.

- Based on feedback from the annual Skyfactor survey, the Office of Residence Life implemented a new roommate matching process for Summer 2019, supported by new software (My College Roomie), that allows students to make better roommate matches to support their academic success and their preparedness to interact with other diverse students.
- During Spring 2020, the Title IX Office worked with the Office of Institutional Research to revise/improve the data gleaned from the three-question survey and intends to include student and employee resources within the tool itself. Their review revealed the continuing need to strengthen Xavier's primary prevention education efforts on gender-based violence. As a result of their assessment efforts, the Title IX Office was able to add a second position to their team beginning in academic year 2019-2020. This role focuses on gender-based violence prevention education, including the roll-out of the Green Dot prevention education and bystander engagement program on campus.

Enrollment Management and Student Success

- Course evaluations provided constructive feedback from students on ways to improve the GOA first-year co-curricular experience, and numerous changes were implemented. The most notable one was in Fall 2016, when the course meeting schedule was changed from every other week (in 2015-2016) to weekly meetings for the first six weeks of the semester. Improvements to lessons based on student feedback include Diversity and Inclusion topics. Stereotypes and micro-aggressions are covered in CORE 101, and identity, power, and privilege in CORE 102. Another change in the reflection for the sixth, and last, GOA class asks students whether they plan to return to Xavier the following semester (this is asked in CORE 101 and 102). This question evinces the great collaboration that exists between GOA and the Student Success Center to help identify students who are considering leaving the University.
- In the Office of Academic Support, analysis of retention data for students who used tutoring and supplemental instructors (SIs) has resulted in an expansion of the SI program to support additional courses over the past couple years (specifically MATH 120, 140, 225, CSCI 180).

4.B.3.

Xavier's assessment protocol builds institutional capacity to create, support, assess, and improve

learning experiences, both curricular and co-curricular. Xavier's process includes substantial participation of faculty and relevant staff.

Until 2019, assessment was overseen by the Associate Provost for Academic Affairs. Since then, a dedicated Faculty Director of Assessment (FDA) has overseen student learning for all curricular and co-curricular programs. In Spring 2021, a Faculty Associate Director of Assessment was appointed to provide further sustainability and continuity.

With the appointment of an FDA, the Administrative Assessment Group (AAG) has sought to develop efficient [assessment processes](#), [reporting schedule](#), and policies across all areas to ensure consistent and effective assessment practices. In Fall 2019, the AAG met frequently to discuss current assessment procedures and documents, reflecting on areas of strength as well as growth opportunities. This restructuring has provided an avenue for recognizing a vision for assessment, with common learning outcomes and assessment processes, documentation, and expectations aligned throughout the University. The following outlines changes to assessment practices at Xavier:

- Improved the [external assessment website](#).
- Updated the [2012 University Assessment Protocol](#) to the [2019 University Assessment Plan](#).
- Revised the [University's organizational assessment structure](#).
- Improved the [Assessment Hub](#) at the Nexus SharePoint site to provide a consistent framework for the different organizational structures of the University in order to better articulate our assessment practices, training documents, and member participation.

Several documents were reviewed to “close the loop” and reflect best practices for assessment. Two specific areas of improvement were identified that will assist the University in completing the cycle of assessment. The [annual assessment report template](#) has been revised to eliminate redundancy, streamline the process, provide clear guidelines, and address program and budgetary decisions. Starting in Spring 2020, the [reflection and action form](#), which has been revised, is submitted by programs in the spring rather than in the fall with the annual assessment report. This form allows programs/divisions to reflect and report on the assessment feedback provided by their respective Area Assessment Committee (AAC) and to address areas of needs in the improvement of student learning outcomes, direct and indirect measures, and reflection on data and artifacts. Faculty and staff meet to discuss this feedback on the assessment of their program/division, and to develop a plan that includes resource and budget requests. The reflection and action form is submitted in the fall or early spring so that programmatic and resource requests are considered as part of the provost area budget planning process [via the college deans and associate provosts](#). This update to the assessment cycle was necessary to have a formal process for programs/divisions to address gaps in their assessment practices as well as have the opportunity to address budgetary concerns.

Beginning in March 2020, the AAC implemented a new approach to membership selection; a survey is distributed to solicit interest and nominations for members to serve on the AAC. Associate deans and senior administrators in consultation with the deans select members to serve a three-year term with an option to extend the term. This process allows for continuity and insight for review of the annual assessment report.

Xavier's strong assessment team and clear plan of action includes regular meetings, reflection on our practices, and methods for implementing changes. Professional development and [training opportunities](#) have become a regular part of assessment.

Improvement of processes occurs at the AAC level as well. For example, the Williams College of

Business has implemented changes in processes over the years to make its Assurance of Learning (AoL) model more systematic, with better documentation and oversight. Two more recent changes include creating a new administrative position, the WCB Director of Assessment, and providing financial support for faculty to attend AoL development programs. The WCB Director of Assessment reports directly to the Associate Dean and shoulders responsibility for ensuring all faculty are engaged in a continuous-improvement model of AoL. Increasing the number of faculty who attend AoL development programs should help maintain and improve the WCB's culture of data-driven program review and curricular development.

The EMSS division staff are encouraged to attend conferences or other professional development opportunities that focus on assessment (some attended the Ohio State University Assessment conference in June, while others have attended assessment related conferences/workshops/sessions through their national professional organizations) to help improve their assessment practices.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1.

Xavier University has defined goals for student retention that are ambitious, attainable, and appropriate to its mission, student populations, and educational offerings. Retention refers to undergraduate first-year retention from Fall to Fall; persistence at the institutional level refers to retention from semester to semester as students progress toward degree completion; completion refers to the attainment of the degree pursued.

Undergraduate Populations

In Fall 2020, Xavier enrolled 5,304 undergraduates: 99% degree-seeking undergraduates and 1% non-degree-seeking undergraduates. Of the 5,304 undergraduates, 95% were full-time and 5% were part-time. Xavier has developed completion goals for the following undergraduate populations.

First-Time Undergraduates

This traditional cohort represents over 90% of the total entering undergraduate population in a given fall semester. The [2019-2021 Strategic Plan](#) indicates the goal of "increasing first-year retention to at least 90%." The goal of 90% first-year retention for first-time, full-time, degree-seeking undergraduates is ambitious yet attainable; while rare for universities of Xavier's size, endowment, and incoming student ACT scores, a few private universities of similar size, with only moderately larger endowments and moderately higher incoming student ACT scores, have attained 90% first-year retention in recent years.

Xavier's Enrollment Management and Student Success division defines completion for this population as the attainment of a bachelor's degree (based on degrees conferred by August of each year). Xavier's goal is 65% completion in four years, 74% in five years, and 75% in six years. This

goal is appropriate in light of recent graduation rates and in comparison with benchmark institutions.

Non-First-Time Undergraduates

This student population includes traditional transfer students and post-traditional APEX students (Adult and Professional Education at Xavier). In Fall 2020, Xavier enrolled 114 full-time traditional transfer students and 6 part-time traditional transfer students. Xavier enrolled 142 degree-seeking students in the APEX program; 66 were full-time and 76 were part-time during that term.

Xavier has defined the following goals:

- Traditional transfer, full-time student, 6-year completion rate: 68%
- APEX Full-time student, 6-year completion rate: 63%
- APEX Part-time student, 6-year completion rate: 33%
- APEX persistence to second term: 73%
- APEX persistence to third term: 58%

These goals are conservative and in alignment with previous outcomes.

Accelerated Bachelor of Science in Nursing (ABSN)

In Fall 2020, Xavier enrolled 501 ABSN students; since ABSN students already have a bachelor's degree, they are not included with the first-time undergraduates. Completion rates for ABSN are not calculated separately from those of other Nursing programs. The goal for the completion rate for the Nursing degree programs (baccalaureate, masters', and DNP) is 70% within 150% of the time to complete the program (the traditional BSN is calculated using sophomore, junior, and senior years; the ABSN program is 16 months), except for the master's degree programs that have specific numbers of years to complete.

Specific Populations

Specific programs define goals for retention, persistence, and completion. For example,

- [The TRiO program](#)
- Athletics defines annual goals for student athlete [graduation success rate \(GSR\)](#)

Graduate Programs

In Fall 2020, Xavier enrolled 1,808 graduate students. In Fall 2020, 561 (31%) of graduate students were full-time and 1,247 (69%) were part-time. Of full-time students, 555 (99%) were degree-seeking. Of part-time students, 1,115 (89%) were degree-seeking. For the purposes of tracking and reporting completion at the graduate level, Xavier does not distinguish between full-time and part-time students. While some programs are full-time and others are usually part-time, individual students may change status from semester to semester.

Xavier's [policy regarding student progress](#) indicates that the maximum time to complete a part-time or full-time master's degree is six years. Xavier's six-year completion goal for degree-seeking master's level students is 80%; this goal is appropriate in light of recent graduation rates.

Doctoral degree program maximum times vary:

- Doctor of Psychology: 8 years
- Doctor of Nursing Practice: 8 years
- Doctor of Occupational Therapy: 5.5 years
- Doctor of Education: 9 years

Xavier has added three doctoral programs in recent years and is assessing its goals for completion.

Non-Degree Seeking Graduate Students

Graduate students who are non-degree seeking (138, or 8% of all graduate students) are not included in the goals and data analysis on completion rates; each student has a different, individual goal for their courses. For example, some education students may only need two courses for professional development or licensure renewal and may return every few years to take courses. Other education students seek to take courses that could eventually lead to a principal or superintendent license, or update their skills in a new mode of instruction. MBA students return to update their skills after having completed their degree. Some academic certificates are designed for non-degree seeking graduate students.

4.C.2.

[The Office of Institutional Research](#) (IR) collects [student data on retention, persistence, and completion](#) of its undergraduate and graduate programs. Undergraduate students are tracked at the institutional level and by program major as they progress towards degree completion. In particular, IR gathers [information on enrollment and persistence](#) and creates reports on these. The [students' persistence rates](#) are aggregated in several ways: in the major, by semester; persistence at Xavier over time to degree completion; and graduation rates by major. IR also reports on [graduate completion rates](#) and collects [data on students withdrawing](#) as well as [data on suspension and probation](#), both at the college and University level. Undergraduate student data has been available to programs and academic administrators for monitoring and analysis through the [Academic Program Health \(APH\) dashboard](#).

Data related to retention, persistence, and completion rates are also collected by separate units of the University. The [TRiO program](#) tracks its students and provides [reports](#) on their activities and persistence. Athletics reports [graduation success rates](#) and [academic progress rates](#). The completion rate for the baccalaureate, masters, DNP, and post graduate APRN certificate is calculated on a calendar year, based on when admitted and when the program is completed. [Goa](#), a course that introduces students to Xavier, includes lessons on [Academic Strategies](#), [Wellness](#) and [Setup for Success](#), and collects data on students' course grades, which it [reports](#) to help forecast persistence. Academic programs, for example, [Mathematics](#), gathers exit surveys from graduating students, which it then analyzes as part of its annual assessment.

Student support services designed to aid and encourage persistence and completion also keep data on their activities. For example, the [Writing Center](#) provides a yearly [report](#) on the activities and usage of the center. There are also yearly reports on the use of the [Office of Academic Support and the Supplemental Instruction Program](#), as well as the [Mathematics Tutoring Lab](#).

4.C.3.

Examples of the data on student retention, persistence, and completion that Xavier produces, collects, and analyzes to make improvements are:

- Initial dataset on fall semester first-year cohort – produced by enrollment intelligence and used by advisors and success coaches in the division of Enrollment Management and Student Success (EMSS). This data on first-year students includes academic, demographic, financial aid, and geographical components which allow retention personnel to strategically deploy University resources in support of persistence goals.
- Weekly progress reports on first and second-year cohorts – produced by enrollment intelligence and used by advisors and success coaches in EMSS. This report provides a snapshot of registration status, withdrawals/transfers, holds, at-risk indicators, a summary by student of faculty alerts, and a graphical summary of learning sessions attended, success coach appointments and Goa grades for certain first-year students. This all-in-one report can be filtered on several variables to provide either a comprehensive or a finely detailed summary of students with various levels of risk for retention. Advisors and success coaches in EMSS use these reports to identify students at risk for attrition and then mitigate that risk.
- Various registration reports – produced by enrollment intelligence and used by advisors and success coaches in EMSS. Examples are:
 - Cancellation lists – students at risk of cancellation for nonpayment
 - Continuing students, not registered – students expected to register but not currently registered
 - Bursar holds – students prevented from registering due to payment issues
- Student data captured in the [EAB Navigate](#) advising system – produced by advisors and success coaches from direct interaction with students or uploaded from faculty reports on students. This data is used for reporting purposes and also by advisors and success coaches to guide individualized outreach to students and mitigate the risk of attrition.
 - Persistence notes – for tracking unregistered students
 - PTO notes – for tracking students who have indicated a possibility of transferring elsewhere
 - Financial concern alerts – for tracking students who have payment concerns
 - Academic alerts – for tracking faculty reports on students. These are typically related to attendance, completion of assignments, grades, the need to withdraw from the course, or more idiosyncratic concerns.
 - Referrals – for tracking referrals of students to other offices including the Office of Academic Support, the Career Development Office, the Center for International Educations (typically for study abroad issues), the Office of Student Involvement, and Residence Life.

Xavier uses these data streams to make improvements to student retention, persistence and completion, as evidenced by the following initiatives:

- The Office of the Graduate School, using data from IR, is reviewing each graduate program to determine graduation rates and assessing whether reducing the master's degree maximum time by one semester would be viable and helpful for students. Next steps include capturing data on students' progress and whether students are still active, and determining which students have not graduated after the program's graduation goal.
- [EAB Navigate](#): Recognizing the need for coordinating information across University offices, success coaches, and faculty advisors, Xavier adopted the EAB Navigate advising system for tracking student progress. EAB Navigate was launched in January 2017 to the full-time

professional advisors, and the full rollout for professional staff finished at the end of Spring 2018 with the launch of tutoring and special advising centers. Faculty rollout began in Fall 2018 with a pilot group and the full rollout finished for faculty in Fall 2019. This system integrates metrics that allow detection of and intervention with students determined to be at higher risk for persistence.

- [Student Success Center](#): EAB research on next-generation advising, which specifically mentions success coaches as retention specialists, contributed to the founding of Xavier's Student Success Center (SSC) by EMSS in the summer of 2017 to organize the work of several offices and better coordinate efforts at retention, persistence, and degree completion. The main efforts of the SSC office are as follows.
 - *Academic advising* - to provide expert advice on majors and minors, core curriculum requirements, and registration procedures, in order to keep students on track to graduate.
 - *Career development* - to help students, independent of their major, convert their college success into career success by providing resources such as mentoring programs, interviewing and resume polishing, internship information, career coaching, job listings and more. These resources are tailored to reach all current and former Xavier students.
 - *Success coaches* - to work with first- and second-year students. Success coaches meet with students early in the semester and throughout the academic year, encouraging them to "understand strengths and weaknesses, recognize patterns of behavior, reflect critically on decisions, and make deliberate choices that support their best interest." The [Student Success Coaching Plan 2019](#) details outreach activities that the Student Success Center (SSC) is doing in any given week of the semester to help students, whether at low or high risk, to persist at Xavier University.
 - *Student Progress Reports* - sent to faculty several times during a semester (weeks 2-3, weeks 6-8, and weeks 11-12) soliciting feedback on students enrolled in their classes, to have a mechanism for early detection of students' issues and guide them to support services or schedule alterations as needed. These reports are sent out for first- and second-year students, athletes, students in TRiO, and Veterans. Faculty submit these progress reports to the EAB Navigate advising system. When students are flagged "at risk" in one of these reports, they will get an automated email notification letting them know that faculty indicated that they did not have good attendance, are failing, or are in need of tutoring. Additionally, the students are provided with recommendations and links to resources for their specific issue(s). The success coaches then track patterns and will follow up proactively with students with three or more alerts.
 - *Financial Advising for students* - to counsel and give advice on everything from FAFSAs to payment plans and more.
- APEX: The APEX completion goals, and the data upon which they were determined, have suggested next steps, including:
 - Refining persistence data to track individual student persistence term-to-term, instead of in aggregate, to have a more precise understanding of student stop-out patterns
 - Building upon current efforts to re-enroll inactive students, exploring data about obstacles for persistence and strategies for re-engagement
 - Exploring enhanced student support such as providing student success coaches and individualized degree completion road maps to APEX students; measuring the impact of these interventions on persistence and completion rates
 - Using data to suggest when financial assistance might most meaningfully incentivize persistence (such as increased grants for third term enrollment); measuring the impact of these interventions on persistence and completion rates
 - Adding educational intent to the application process and annual advising sessions to

- track student goals vs. completion
 - Exploring expedited pathways to graduate programs, informed by educational intent, and tracking student outcomes post undergraduate degree completion
- SSITF: In Fall 2019, a new cross-divisional task force, the [Student Success Integration Task Force \(SSITF\)](#) was introduced to help Xavier progress toward 90% first-year retention for undergraduates. SSITF was charged to identify strategies and recommend appropriate funding to strengthen first-year undergraduate student belonging and thriving. The SSITF has developed [seven recommendations](#)--revised in light of the COVID-19 pandemic--based on retention data, research into student success, and extensive engagement with campus constituents. Three recommendations were implemented in Summer and Fall 2020.
- X-ACT: Acting on data showing early intervention is important, starting in 2014 the University initiated the [Xavier Action and Care Team \(X-ACT\)](#), to respond to alerts regarding student concerns that are raised by faculty or students through a [simple button and form](#) available on the University's portal. X-ACT is a collaborative, interdisciplinary advisory group that meets regularly to provide support and assistance to students who may be experiencing emotional distress and exhibiting at-risk or threatening behaviors. Reports and interventions are documented and records are maintained by the Office of the Dean of Students.
- [Student Emergency Fund](#) and [The Store](#): Data also indicate that financial need is a factor in student retention, and Xavier has therefore sought to provide emergency resources to students in need. Two sources of emergency funds in the Office of Financial Aid (FA) and the EMSS (through the SSC) were established to help Xavier students in need. FA applied for and received a Dash Grant through Great Lakes (now called Ascendium), and during the academic years 2017-2018 and 2018-2019 Xavier provided approximately \$90,000 in emergency grants for a large number of Xavier students. During the same period, Student Affairs provided students with up to approximately \$15,000 a year in donor-funded emergency funds. In Fall 2019, the SSC and Student Affairs developed a common application for emergency funding and a common procedure for distributing emergency funds. In 2018, the University began providing assistance around food insecurity through The Store – a student government run free food pantry.
- The [Academic Program Health \(APH\) dashboard](#): APH is used by colleges and undergraduate programs to monitor their success in retention, persistence, and degree completion. For example, in 2018-2019, academic programs in the College of Arts & Sciences used this information to develop five-year plans. Programs have also used this information to start initiatives; for example, Computer Science began using Supplemental Instruction in 2018-2019 to address retention rates in the program.
- Pathways: Following [IR data](#) (e.g. "Adjusting to Xavier", "Homesick") that indicates a lack of feeling of belonging is a common factor in undergraduate withdrawal from the University, Student Affairs (SA) launched the Pathways program in Fall 2018 to provide a variety of ways for students to find their fit into the social community at Xavier. The [Pathways program](#) originated from SA's interest in clearly articulating the learning and development opportunities available for students in the co-curriculum. The concept started in 2015-2016 when SA began to define its student learning outcomes and opportunities across four primary areas – [community](#), identity, wellness, and leadership. After a strategic planning process in 2017-2018, SA expanded and redefined the [learning competencies](#) to include the following: belonging, identity, wellbeing, spirituality, social concern, and leadership. The divisional Pathways team then mapped out a toolkit and [website](#) to guide first-year students. All first-year students received these materials during Manresa (new student orientation) and participated in a small group activity where they used the concept of these pathways to begin to chart their

journey through the co-curriculum. Currently, SA is working with partners across the University with the goal of integrating learning pathways into the Road Through Xavier experience.

4.C.4.

The [Office of Institutional Research](#) (IR) is Xavier's official source for academic and student affairs institutional reporting and research analysis, e.g., the [Census Day Enrollment Statistics Report](#). It performs research and analysis to support decision-making, University planning, and assessment. IR collects data regarding student success in all academic programs, graduate and undergraduate, and provides this information to academic and administrative units in support of strategic initiatives. It conducts surveys, outcome studies, and institutional-level assessment, e.g., the [Career Outcomes Rate](#) summary show rates by individual college and the institution overall.

Xavier utilizes IPEDS-defined cohorts (first-time, full-time degree-seeking undergraduates) to track retention and graduation rates. The Office of Institutional Research tracks the official retention and graduation rates and monitors longitudinal trends both overall and by subpopulations, such as for ethnic groups or first generation students.

APEX completion goals are consistent with six-year rates used for traditional-aged undergraduates. These data track with IPEDS Outcome Measure reporting requirements for non-first-time students.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Xavier's Mission, Strategic Plan, and Institutional Assessment Plan serve to guide and inform the nature of teaching, learning, recruitment, academic evaluation, retention, and improvement efforts of the University's educational offerings. Institutional responsibility for evaluating the effectiveness of learning and the quality of programs for educational improvement is an ongoing and continuous process involving program reviews, academic assessment, specialized accreditations, college and University curriculum committees, designated Xavier academic offices and resources, administrative leadership and oversight, the Academic Program Health initiative, and a Student Success Center established to coordinate efforts for student retention, persistence, and degree completion.

Under the guidance of the provost, University and college leaders partner with Xavier's Faculty Committee and with the faculty chairs of the various academic committees, to discuss ways to support the University's academic endeavors, and implement a multifaceted approach for evaluating and improving teaching and learning. A concerted effort has been made to assure policies and processes embrace and include the broader University to utilize the perspectives and strengths of faculty and staff members, University leaders, students, and external stakeholders (e.g., academic advisory boards). The Office of the Provost and the leaders of the various assessment committees provide support and counsel to ensure that faculty and staff receive education and training regarding assessment.

Notably, the evaluation of programs was strengthened in 2019 by the appointment of a Director of Assessment and the inception of an Administrative Assessment Group. This leadership group provides a central oversight of assessment, and a clearly identifiable level of structure and direction for the evaluations, and improvements, of curricular and co-curricular programs. Additional attention has been given to establishing formal means for "closing the loop" between assessment and the ability to acquire resources for documented instructional and learning needs. This constitutes a step forward in response to HLC's previous feedback regarding the strengthening of a centralized approach for the evaluation and improvement of teaching and learning.

As structure and support for assessment and evaluation has developed at Xavier, faculty, and staff have claimed ownership over the processes and benefits associated with a deep focus on assessment and its evident connections to the evolution of learning.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1.

As illustrated in the [Xavier University Detailed Organization Chart](#), the University's administrative and governance structures consists of a Board of Trustees, President of the University, the Direct Reports to the President, and their subordinate organizational structures. Through both permanent and *ad hoc* committee structures, administrators, faculty, staff, and students work collaboratively to create plans, policies, and procedures that enable the institution to fulfill its mission in an effective manner consistent with its principles of shared governance.

The [Board of Trustees has the legal responsibility](#) for the governance of the University. This body meets quarterly, and has [seven established committees and two subcommittees](#) organized by key board responsibilities. The Chair of Faculty Committee and the Chair of the Staff Advisory Committee attend the plenary sessions of the full board. The Chair of Faculty Committee and the President of the Student Government Association attend the Integrated Student Success Committee.

The University is administered on a daily basis by the President and his Direct Reports, who meet weekly. The [President's Cabinet](#), which meets monthly during the academic year, includes [the Direct Reports and others](#) who report to the Direct Reports as representative of each functional area of the University. The Chair of Faculty Committee and a faculty member from the University Planning and Resource Council are represented on the President's Cabinet.

The [Faculty Handbook](#) affirms that “the faculty's responsibilities to the institution are central and critical and thus the faculty are full participants in the shared governance of the University,” and

tasks the Principal Faculty to exercise “its institutional commitment by participating in the shared governance of the University.” Beyond stating the role that faculty play in the tenure and promotion process, the Faculty Handbook defers to the [Constitution of the Faculty Assembly of Xavier University](#) on how Xavier faculty and administrators are to interact in matters of shared governance. Xavier's [Principles of Shared Governance](#) calls on the faculty to routinely assess the effectiveness of academic committees, evaluate shared governance and institutional practices, and recommend necessary changes; a systematic [review and update of the Faculty Handbook](#) completed in 2020 illustrates this ongoing work.

It is through the [University committee structure](#) that Faculty Assembly participates in shared governance. It is through Academic Committees that Faculty Assembly exercises its responsibilities for primary policy initiation and recommendation for academic matters, and through University Committees that Faculty Assembly extends shared governance beyond academics to the general good and welfare of the entire [University community](#). Faculty Assembly also participates in [ad hoc committees](#) through faculty representatives.

Faculty Committee, elected annually by members of the Faculty Assembly, is the official representative body of the faculty. This committee is advisory to the Provost and Chief Academic Officer and has access to the President. The President, Provost and Chief Academic Officer, and Vice President for Financial Administration regularly meet with representatives from Faculty Committee to share information and concerns.

Governance at the college level occurs through numerous college-specific committees (e.g., the [College of Arts & Sciences](#) Council of Advisors, the [Williams College of Business](#) Executive Committee, and the [College of Nursing's](#) Nursing Faculty Organization). Each college has a curriculum committee charged with the review of proposals for new courses, majors, minors, or programs including revisions to existing courses, majors, minors, or programs. These committees forward their approval to the [Board of Graduate Studies \(BOGS\)](#) or to the [Board of Undergraduate Studies \(BUGS\)](#), which set academic requirements, policies, and processes. Shared governance through these college-specific committees is also exercised in extraordinary times, as attested by the processes that colleges took to make [reductions in FY20](#) during the COVID-19 pandemic.

[Xavier's Student Government Association \(SGA\)](#) exists to [continuously improve the University and develop all students](#), undergraduate and graduate, part-time and full-time, traditional and non-traditional alike, as [responsible and involved members and leaders](#) of society. SGA provides a forum for civic training and student participation in University governance through membership on certain [University Committees](#), and seeks opportunities to [engage with the administration in meaningful ways](#), including regular meetings of the three SGA executives with the Provost and with the President, and annual meetings of the Provost and the President with the full SGA. The Student Senate and the Executives are branches of the SGA. The SGA President maintains contact with and advises students appointed to the University committees. To enhance communication between students and administration, an annual state of the University meeting is held with the President and semi-annual meetings are held with the Associate Provost for Student Affairs. Student clubs and organizations receive recognition and [funding from the SGA](#) through the [Student Activity Fee](#).

The [Graduate Student Association \(GSA\)](#), founded in 2008, is a student-led organization dedicated to enhancing the graduate student experience at Xavier. All graduate students (full-time, part-time, online) are represented in the GSA by their elected representatives from each graduate program. The Graduate School meets with the GSA on a monthly basis to review activities, answer questions, and ask advice. The Office of the Graduate School's Graduate Program Manager is the liaison and works

with the GSA on all funding requests/payments. The GSA oversees the [GSA Academic Research and Conference Fund](#). The GSA also recommends graduate students as representatives on Xavier committees.

The [Staff Advisory Committee](#) provides a forum for open communication and on-going dialogue between [exempt and non-exempt staff employees](#) and administration on University strategic direction and initiatives. This committee, which is made up of elected full-time, non-faculty and non-Cabinet level staff, reports to the Office of the President and meets monthly during the academic year with the President, Provost and Chief Academic Officer, and Vice President for Financial Administration. The Staff Advisory Committee recommends [exempt and non-exempt staff employees](#) for consideration by the President of the University for appointment to academic and University committees where staff have a role, and it recommends two staff members to serve on University Planning and Resource Council ([UPRC](#)).

Since the last HLC comprehensive evaluation Xavier has made several changes to the campus organization and committee structures. Notable changes include:

- The creation of the [Office of Institutional Diversity and Inclusion](#) (OIDI) in Fall 2016. This office, which took over the responsibilities formerly assumed by the Office of Diversity and Inclusion, provides University-wide leadership to promote and support the development and success of diversity and inclusion initiatives that advance Xavier's Jesuit Catholic mission.
- As of July 1, 2016, moving Enrollment Management from the Provost area so that it reports directly to the President, and broadening its function to include Student Success. This move provides the University's undergraduate recruitment, retention, and student success efforts a direct line to the President, ensures that enrollment-related issues are represented and are a regular topic of conversation of the University's senior leadership team, and assures that academic, financial, and enrollment considerations are all considered in the University's strategic decision-making.
- A substantial revision to the charter of the [University Planning and Resource Council](#) (UPRC) in Fall 2019. This revision adds two staff appointments to its membership and re-focuses the work on strategic financial and resource allocation priorities rather than operational budget details.
- The establishment of a Graduate School as of July 1, 2012 and appointment of a Dean of the Graduate School; in 2013, renaming the Office of Graduate Services and Admissions as the [Office of the Graduate School](#). In 2019, the Dean of the Graduate School became a full-time appointment to reflect and allow increasing responsibilities and enhanced strategic planning.
- The creation of a [College of Nursing](#) that opened in Fall 2019 to better meet multiple opportunities to engage the changing nature of health care through the education of distinctively Jesuit-educated, holistic nurses.
- The creation of an [Academic Planning Task Force](#) that crafted a [three-year academic plan](#) and developed a mechanism by which the academic plan could be revisited, studied, assessed, and explored on an annual basis via a new permanent [Academic Planning Committee](#) (APC). APC's purpose is the continued maintenance, enforcement, and oversight of the University's Academic Plan.
- The creation of an [Academic Program Health \(APH\) Committee](#) charged with the responsibility for continued maintenance, accountability, and oversight of the University's [academic program health dashboard](#).

5.A.2.

There are multiple ways in which the institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The Board of Trustees uses an [Enterprise Risk Management Assessment](#) to identify key risks to the University, inform strategies to mitigate those risks, and provide input used to revise the strategic plan. Enterprise Risk Assessments were taken in 2010, 2015, and 2019, with increasing focus on long-term, existential risks.

The collection and dissemination of data is done by the [Office of Institutional Research](#). The history of institutional research at Xavier shows increasing focus on this area and utilization of data to support continuous improvement. For example:

- Pulse Surveys are taken annually starting in 2018 of [student, alumni, staff, and faculty satisfaction](#). The Director of Institutional Research routinely [reports relevant findings from these surveys](#) to the Board of Trustees, Board subcommittees, and appropriate division vice presidents and University committees.
- Results from the [National Survey of Student Engagement](#) (NSSE) are shared with the President's Direct Reports, the Center for Teaching Excellence, Board of Trustees subcommittees, the Center for Diversity and Inclusion, and the Office of Institutional Diversity and Inclusion.
- Results from the [Graduate Student Experiences Survey](#), administered every three years, are shared with the Dean of the Graduate School, Associate Deans of the Colleges, and graduate-level Program Directors, and the Graduate Council.

Other offices that routinely use data and provide data in their decision making process include [Enrollment Management](#), [Recruiting](#), [Retention](#), and the [Library](#).

Since the last site visit, several new data collection and reporting structures have been added to the University. These include:

- An [Academic Program Health Dashboard](#) that provides a comprehensive snapshot of the health of undergraduate programs along five dimensions: academic quality, finances, contributions (e.g., to mission, to diversity), trends (e.g. employment trends), and personnel (e.g., faculty productivity). Key metrics on each dimension track progress to guide program improvement, which enables program stakeholders to monitor progress and continually improve academic programs as they prepare for periodic program review.
- A [Managerial Accounting System \(MAS\)](#) that provides a better understanding of the cost structure in delivering educational, co-curricular, and organizational activities through a historical financial report that allocates University revenues and expenses to the department, program, course, and student level for a completed fiscal year, incorporates both unrestricted and restricted activities, and ties to the audited financial statements for the given fiscal year. MAS was rolled out to academic areas in FY19 and FY20, with plans being developed to roll out to non-academic areas beginning in FY21.
- A [Faculty180 system](#) for storing faculty profiles and c.v.'s, and listing their various professional activities (e.g. qualifications, teaching, advising, scholarly contributions, service, and administrative work).
- New [standardized course evaluations](#) for students that will allow for direct comparison across the entire University.
- The creation of a [Core Curriculum Assessment Committee](#) that: 1) oversees the development and revision of tasks to assess core goals and Student Learning Outcomes (SLOs) in

- collaboration with appropriate departments or subcommittees; 2) administers these assessment tasks to the student body; 3) evaluates the extent to which student work achieves the core goals and SLOs based on the collected data; and 4) makes recommendations to the Core Curriculum Committee (CCC) and its subcommittees based on assessment data to inform student learning.
- The adoption of [Technolutions Slate](#) in 2012 for use by Undergraduate Admissions, Graduate Admissions, and Enrollment Intelligence; this system is primarily used for admissions data (specifically a student's application) and an instance of it is used for retention tracking and metrics.
 - Adoption of [EAB Navigate](#) student success management system that provides administrators, academic advisors, and success coaches with tools to support students from enrollment to graduation and beyond.
 - A [University Strategic Dashboard](#) is made available to University leadership and to the Board of Trustees at every Board meeting.

5.A.3.

Xavier administration ensures that faculty, and when appropriate, staff and students, are involved in setting academic requirements, policy, and processes through effective collaborative structures.

[College Curriculum Committees](#) include faculty representatives (voting members) as well as staff from the University Library (non-voting members) and deans (non-voting). These committees are charged with the review of proposals for new courses, majors, minors, or programs including revisions to existing courses, majors, minors, or programs. Courses and programs approved by the college curriculum committees are forwarded to the Board of Undergraduate Studies or the Board of Graduate Studies, as appropriate.

The [Board of Undergraduate Studies \(BUGS\)](#) and the [Board of Graduate Studies \(BOGS\)](#) include faculty representatives from all four colleges (voting members) as well as staff from the Office of the Registrar (non-voting members); student representatives from the Student Government Association or Graduate Student Assembly, respectively (voting); deans (voting); and the provost (non-voting). These committees provide oversight of curriculum, work to resolve redundancies across colleges, ensure that resources exist to support new courses and programs, initiate and recommend improvements to University Grading Policies and to the University Catalog, and review and make recommendations on issues concerning the scheduling of the Academic Calendar.

The new undergraduate general education program, the Core Curriculum, was [built through deep and broad faculty engagement](#). In Spring 2009, the Higher Learning Commission recommended that Xavier assess the Core Curriculum. Faculty Committee charged various faculty members to begin the assessment process. A faculty subcommittee began to investigate possible underpinnings for a new core curriculum in October 2012 and held numerous open forums, discussions, and surveys through Spring and Summer 2013. In September 2013, 84% of the faculty voted in favor of six goals and twelve student learning outcomes (SLOs), all of which were rooted in the four-hundred-year-old Jesuit plan of studies (*Ratio Studiorum*) and the six Jesuit values (detailed in 3.B). A new and permanent [Core Curriculum Committee \(CCC\)](#) of nine faculty members next hosted multiple discussions, including seven open Listening Sessions. After much deliberation, including several Faculty Assemblies held throughout Spring 2014, CCC presented two options for a new Core Curriculum. In May 2014, 87% of the faculty voted in favor of one of the options, which the Xavier Board of Trustees unanimously approved. Through the 2014-2015 Academic Year, faculty developed courses and programs for the new Core Curriculum that went into effect in Fall 2015.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1.

The Associate Vice President for Human Resources oversees all HR activities. Xavier has qualified and trained operational staff sufficient to support its operations and ensures employees are qualified for the positions they hold [through a well-defined hiring and selection process](#). In response to the [2016 Climate Survey](#) and the University's Diversity and Inclusion Strategic Plan, an *ad hoc* [Diversity Recruiting and Hiring Committee recommended changes](#) to our recruitment and hiring processes, which are [currently being implemented](#).

Annual performance reviews are conducted for all employees. Individual colleges oversee faculty reviews and HR coordinates the staff reviews each spring as part of a comprehensive [performance management process](#). HR coordinates University wide [professional development offerings](#) for faculty and staff. The process for addressing faculty grievances can start in Academic Affairs.

Staff and faculty are encouraged to further their formal education through a [tuition remission benefit](#). Full-time employees receive 100% of tuition remission for courses at Xavier. Employees engage in professional development through internal training workshops and external conferences and training, including through partnerships with the [Xavier Leadership Center \(XLC\)](#). The Office of Human Resources and the Office of Institutional Diversity and Inclusion partner each year to offer at least a full-day professional development workshop to the President's Cabinet and other executive level employees.

Xavier invests in employee retention through market salary evaluations of both faculty and staff positions in line with Xavier's [total compensation philosophy](#) to pay at market. In 2013, a [comprehensive position classification system](#) was implemented for staff positions and then refreshed in early 2018 against 2016 data. The most recent market adjustment was completed in FY19. Salary reductions in 2020 during the COVID-19 pandemic set back this progress.

Each year faculty receive a boot camp training on Canvas (Xavier's LMS) and new pedagogical methods of course delivery and online instruction. Throughout the year librarians, the Instructional Design and Technology team, and the Digital Media Lab provide collaborative consultation through or in conjunction with the [Center for Teaching Excellence](#). These groups supported Xavier's

transition to remote and hybrid teaching in response to COVID-19.

Xavier maintains a [multi-year Information Technology \(IT\) budget plan](#) that provides infrastructure sufficient to support its operations wherever and however programs are delivered. The plan supports classroom technology, cybersecurity, support services for staff, library resources, simulation labs, training rooms (e.g. Bloomberg terminals), an on-premise data center and a disaster recovery data center at Wright State University. The plan ensures computer equipment is refreshed on a regular basis to ensure protection and efficiency in ongoing operations.

Transformative IT initiatives are launched each year to ensure advancements in technology are available for students, faculty, and staff. [An Advancement CRM](#) was implemented in 2019 to improve the University staff's relationships with an increasing number of alumni through personalization and automated communication. In 2020, Xavier invested in 98 Zoom kits for nearly all of its classrooms and labs to assist with hybrid teaching. The total one-time cost for equipment was \$489,142. The annual expenses, including maintenance and licensing, are \$67,522. Xavier completed an upgrade of its e-procurement system, XavierBuy, in 2020.

The [Xavier Technology Committee](#) is a representative group of faculty and staff formed to recommend and oversee IT policies and guide the strategic technology direction for administrative, instruction and academic research needs. One important area of oversight is [Xavier's Information Security program](#). This program is based on the National Institute of Standards and Technology (NIST) and its [maturity metric](#) is reported to Xavier's Board of Trustees on a regular basis. Another area Xavier's Information Security oversees is Web Accessibility. Xavier established an [Electronic Information Technology standard](#) for persons with disabilities resulting in web site accessibility, software accessibility, and electronic curriculum accessibility for all users at Xavier.

Xavier's main campus is located at [3800 Victory Parkway with total of 205 acres](#), including property leased to others, a total gross area of approximately 2.4 million sq. ft. There are 58 buildings and [319 spaces classified as teaching spaces](#) totaling 197,417 sq. ft.; this number includes 185 labs whose total area is 84,317 sq. ft.

Building Type	Total SF
Academic	658,404
Athletics (incl Cintas)	369,011
Administrative	340,644
Residence Halls (incl Rentals)	746,404
Special & Infrastructure	277,510
Grand Total	2,391,973

Xavier currently [offers academic programs at these additional locations](#) (as defined by HLC).

1. Middletown Location – Bishop Fenwick High School, 4855 State Route 122, Franklin, OH 45005; Program offered: Masters of Education.
2. Wilmington Location – Wilmington High School, 300 Richardson Place, Wilmington, OH 45177; Program offered: Masters of Education, Education Administration.

Xavier University also offers Masters of Education courses at these sites:

1. Covington Catholic High School: 1600 Dixie Highway, Park Hills, KY 41011
2. Oak Hills High School: 3200 Ebenezer Road, Cincinnati, OH 45248
3. West Clermont High School: 4101 Bach-Buxton Road, Cincinnati, OH 45103

Xavier considers students at additional locations and sites to be the same as students on main campus: a Xavier student is a Xavier student.

Each additional location and Masters of Education site is coordinated by the Assistant Dean of the Graduate School, who is responsible for the smooth operation of the site and the program housed at that site. The Assistant Dean of the Graduate School is [present at these off-site locations](#) on a regular basis during times of instruction to observe and evaluate the program in operation and [works closely with onsite staff at the host school](#). Faculty and students are in regular communication with the Assistant Dean and make any needs or concerns known. Any mechanical, power, space, or technical deficiencies with the facilities are addressed with the location landlords. Any inadequacies of the location for instructional purposes are noted and addressed during a yearly review of the off-site location.

Xavier offers lab and clinical courses in the Accelerated Bachelor of Nursing (ABSN) program at three sites in Ohio, in partnership with Orbis Education:

- [Cincinnati \(2017\)](#), 615 Elsinore Place, Cincinnati, OH 45202 (17,405 sq. ft.)
- [Columbus \(2019\)](#), 8425 Pulsar Place, Suite 100, Columbus, OH 43240 (15,142 sq. ft.)
- [Cleveland \(2020\)](#), 6050 Oak Tree Blvd., Suite 200, Independence, OH 44131 (15,706 sq. ft.)

Each ABSN site is overseen by two sets of individuals, all of whom report to the Dean of the College of Nursing. The Academic Program is overseen by the Academic Director, with Assistant Directors in Columbus and Cleveland. These Directors are Teaching Professors who coordinate the implementation and evaluation of the program and evaluate faculty. The Dean meets monthly with the ABSN Academic Directors. The second set are Orbis Education personnel; each site has a Site director (non-faculty) responsible for overseeing the offsite location. Any inadequacies of the location for instructional purposes are noted and addressed during biweekly meetings between the Dean, the Xavier Assistant Director, the Orbis Educational Director, and Clinical Director. In addition, the Provost meets biweekly with the Dean and the VP for Partnerships at Orbis.

Xavier continues to invest in physical plant infrastructure that is sufficient to support its operations and to address capital renewal (deferred maintenance). As part of the approval of the FY19 budget, at the May 2018 meeting, the [Board of Trustee's Finance committee approved Fr. Graham's request to add \\$1 million to fund capital renewal projects](#). This decision highlighted Xavier's commitment to increase capital renewal spending with a goal to increase spending to between \$12-\$15 million each year in support of our educational purposes. Xavier recently adopted a more comprehensive capital planning process as part of its long-term financial planning process, to prepare a comprehensive five-

year capital plan that includes capital renewal, new construction, building upgrades, etc.

Xavier utilizes a number of tools and processes to guide and prioritize its capital spending decisions. The [Campus Master Plan](#), which was updated internally in 2018, serves as the overarching guide in prioritizing future plans for land use, the renovation of existing facilities, and the construction of new facilities. The facilities assessment process ensures that facilities are well-maintained and continue to support its academic mission. Physical Plant maintains a [database of all building asset information](#) including condition, life expectancy, and expected replacement costs. These data are used for developing overall campus project needs, which are then prioritized using a methodology that combines University strategies with building classification and condition indexes to determine best investment. The result allows the University to properly forecast and develop five-year capital spend plans aligned with the University's mission. This information is incorporated into a five-year capital spending plan, which is reviewed with the Finance Committee of its Board of Trustees annually; approved expenditures from this plan are included in the University's annual budget.

Since 2010, Xavier's capital planning and capital renewal process has guided [\\$225 million in total building investments](#):

Building Type	New Build Cost (\$ million)	Renovation Cost (\$ million)	Percentage of Total
Academic	\$90	\$12	45.6%
Administrative / Site / Other	\$16	\$27	19.1%
Residential	\$59	\$21	35.4%
Grand Total	\$165	\$60	100.0%

The most recent building to be completed was the \$56 million [Health United Building \(HUB\)](#) that opened in stages starting August 2019. The HUB is a state-of-the-art campus facility that focuses on health and wellness as an expression of Xavier's Jesuit Catholic educational mission and core value of care of the whole person (*cura personalis*). This project was made possible due to a unique affiliation between Xavier University and TriHealth Health Systems, a large regional healthcare services provider. The HUB supports academic programs and houses all of Xavier's physical and mental health services for its students in one place.

The completion of the HUB and migration of classroom, lab, and related health spaces created vacancies in several campus buildings. The [Academic Space Reallocation Task Force](#), convened by the Provost and the VP for Financial Administration, assessed departmental and program space needs. Their [final report](#) represents a [culmination of the team's analysis, deliberations, and insights](#) and will help guide the University's academic facilities planning for the coming years. Implementation of these changes has been delayed due to COVID-19 and the suspension of major capital spending.

Xavier has furthermore partnered to create a near-campus development, University Station. In 2010 Xavier issued a RFP seeking developers to lease and then develop student housing and retail. In

2011, the [Board of Trustees approved a resolution authorizing](#) the Executive Committee of the Board to move forward with the project. The development is owned by the developers who hold the land on a ninety-five year ground lease, and will revert to Xavier at the end of the term. The initial phase of the development opened in Fall 2013 with about 450 beds of student apartments, around 30,000 square feet of retail (Xavier's bookstore is an anchor tenant), and a 45,000 square foot office building with two tenants: CTI International, a clinical testing company, and TriHealth, which has doctors' offices that have served as sites for nursing students' internships, and serves the health care needs of the Xavier and surrounding communities. In 2020 a second phase was added with approximately 125 additional beds of student apartments.

The Xavier University Police Department (XUPD) collaborates with departments from within the University, the City of Cincinnati, and the City of Norwood to share information, solve problems, and enhance safety. The [Annual Campus Security and Fire Safety Report](#), in compliance with federal regulations, informs the Xavier Community of the safety programs and services available to them, the crimes that are reported to our police, and the steps campus community members can take to maintain a safe and secure campus. The [Safety Committee](#) serves as an advising and recommending body on matters of campus safety that broadly impact the campus and our campus community members. In times of campus emergency, the [Campus Emergency Response Team](#) provides a unified campus response to crises that pose a threat to health, life, and property. The CERT is composed of "first responders" from all divisions of the University who are responsible for providing leadership and support before, during, and after a crisis. In Spring 2020, the [COVID-19 Task Force](#) was created to respond to the global pandemic and enhance campus safety. This ongoing task force is chaired by the Vice President for Risk Management and includes broad University representation.

5.B.2.

Each year, Xavier reviews its [University Strategic Plan](#) and sets [annual goals](#) that are realistic in light of its organization, resources, and opportunities, and aligned with the [Xavier University Mission](#) and Strategic Plan.

For example, one [2019-2020 goal](#) resulted in the [creation of a College of Nursing with a new dean to support a growing program in multiple locations](#). One [2018-2019 goal](#) resulted the construction of the aforementioned [Health United Building \(HUB\)](#) in 2019-2020. Individual colleges have mission statements and annual goals that support the University mission and appropriate University goals.

University student [FTE grew from 5,143 in Fall 2015](#) to 6,001 in [Fall 2020](#), an increase of 16.7% (using the IPEDS/CDS method). Faculty FTE grew from 448 in Fall 2015 to 526 in Fall 2020, an increase of 17.4%.

[Over the five fiscal years](#) ending in June 2019 and before the impact of the coronavirus pandemic, (from [FY14](#) to [FY19](#)), operating revenues increased 26.7%, from \$166.6 million to \$211.1 million, while operating expenses increased 20.3%, from \$162.2 million to \$195.1 million. The change in net assets from operations increased from \$4.4 million, or 2.6% of operating revenues, to \$16 million, or 7.6% of operating revenues. Xavier accomplished this through a reduction of the discount rate, the addition of revenue positive new programs, solid fundraising, and prudent management of expenses. The University's change in net assets from operations has been positive for every year in all of its recent history, and in particular, over the last ten years since our last accreditation. And, despite the challenges of the pandemic, the University was able to realize a positive operating surplus in FY20 of \$5.3 million, or 2.6% of net revenue. The University's cash and investment position also remain strong; as of December 31, 2020, the University held over \$425 million of cash and [investments](#),

including its endowment, which totaled \$198.6 million.

Xavier maintains strong ratings from its credit rating agencies. In October 2019, [Moody's Investor Service maintained the University's A3 rating](#) and changed its outlook from Stable to Positive. Also, in November 2019, [Fitch Ratings upgraded](#) the University from A- to A, with a Stable outlook. [Both ratings](#) were [recently affirmed](#) as part of the refunding of its 2010 and 2013 Series bonds in July 2020. The most recent [2021 Fitch Rating](#) affirms that Xavier's planning, financial discipline, and actions to ensure a sound financial footing during the pandemic support its long-term resiliency. The Finance Committee of the Board of Trustees reviews Xavier's credit rating status and debt capacity annually.

Xavier has achieved steady, positive [Composite Financial Index and Component Ratios](#) throughout the accreditation period (with exceptions noted).

As part of its commitment to ensuring prudent use of its financial resources in support of its institutional and academic missions, the University recently refunded its 2010 and 2013 Series debt. This transaction, which closed on July 30, 2020, will save the University \$11 million on a net present value basis through the bonds final maturity in 2040. These savings include the realization of cash flow savings of \$5.6 million in FY21 and FY22.

[Fundraising at Xavier](#) supports its educational mission. [In FY20](#), Xavier raised \$8.1 million in the annual fund, \$24.7 million in gift income and \$26.3 million in new pledges. The average length of service is over ten years, creating strong and trusting relationships with donors. Xavier received a 2020 Council for Advancement and Support of Education ([CASE](#)) [Educational Fundraising Award for Overall Performance](#) among private comprehensive institutions.

In 2013, Xavier launched the *Together. For Others. Campaign*, the goal of which was to raise \$250 million by June 30, 2021. This overall campaign goal incorporated separate goals to raise \$100 million for the endowment, \$80 million toward the annual fund, and \$70 million for capital projects. Our development office has successfully reached this goal; as of March 1, 2021 it stands at \$254 million. Targets for endowment, the Annual Fund, and capital are all expected to be achieved. As of March 2021, 17,657 alumni have donated \$106.5 million or 42% of the total campaign.

To better understand the revenue and cost structure in delivering educational, co-curricular programs, and organizational activities, Xavier initiated an effort at documenting a [comprehensive, holistic financial report known as the Managerial Accounting System \(MAS\)](#). The MAS uses audited financial information and data from other University sources and systems to allocate revenues and expenses of the University to the department, program, course, and student level for a completed fiscal year. It incorporates both unrestricted and restricted activities. The MAS aids Xavier in making financial resource allocations and investments in programs by evaluating the true cost of its programs.

In order to provide a more holistic snapshot of the overall health of academic programs, Xavier's faculty created an informational dashboard called the [Academic Program Health \(APH\) dashboard](#). The APH provides a comprehensive view of the programs along five dimensions: academics, finances (MAS), contribution (e.g., to mission, to diversity), trends (e.g. employment trends), and personnel (e.g., faculty productivity). Key metrics on each dimension track progress to guide program improvement, which enables program stakeholders to monitor progress and continually improve academic programs.

5.B.3.

Xavier has a well-developed process in place for budgeting and for monitoring its finances. In response to the 2009 HLC report, Xavier created the [University Planning and Resource Council](#) (UPRC) co-chaired by the Provost and the VP for Financial Administration [to provide oversight and monitoring of the budgeting process for its finances](#). UPRC is an advisory body reporting to the President and serves as the primary conduit for faculty and staff input into financial resource allocation related to long-range financial planning and annual budgeting. [UPRC makes recommendations and provides advice](#) to the President regarding financial resource allocation in support of the [University's strategic plan](#) and [institutional goals and objectives](#).

In FY20 UPRC developed a new charter to place more focus on strategic financial resource allocation, including a five-year financial plan, rather than focusing primarily on budget line items in a single-year budget, as had been the past focus of UPRC. UPRC also increased its representation to include two staff members, recommended by the Staff Advisory Committee, and a fourth faculty member to represent the newly created fourth college, the [College of Nursing](#).

The University's annual operating budget is developed by the Office of Financial Planning and Budgets with information provided by and in consultation with the President's Direct Reports, members of their staffs, and various cabinet members, following a [defined process](#) and [workplan](#). [The annual budget is reviewed by UPRC](#) for recommendation to the President. The annual budget must be approved by both the Finance Committee of the Board of Trustees and the full Board. The annual budgeting process planning begins in January each year for the following fiscal year, and the Board of Trustees approves the annual budget at its May meeting. The Financial Planning and Budgets Office is responsible for assisting the campus community with the planning and maintenance of departmental budgets, long-range planning, and capital planning. Due to COVID-19, the University [reduced expenditures in FY20 and FY21](#).

The University's operating budget is developed on basis consistent with its audited financial statements under generally accepted accounting principles, with a focus on its statement of activities (i.e., revenues and expenses) without donor restrictions. The University's senior finance staff reviews year-to-date results, [actual versus budget variances](#), and forecasted operating results with the Finance Committee of the Board on a quarterly basis. The University has generated positive year-end surpluses in every year since our last HLC accreditation.

The University maintains a reserves policy, [approved by the Board of Trustees Finance Committee](#), that provides for the maintenance of available liquid reserves. These reserves are managed and invested in accordance with policies approved by the [Board of Trustees Finance Committee](#).

Xavier monitors cash through a [weekly liquidity report and short-term cash outlook](#), and initiated a [cash flow "stress test"](#) in Fall 2020. Xavier will continue to monitor the cash situation considering COVID-19 impacts using the "stress test" model.

Xavier is tuition dependent. For FY20, net tuition and fees represented 65% of total revenue. Other significant sources of revenue include: auxiliary revenue (23%), and private grants and contracts (9%). Endowment appropriations make up 3% of annual revenue. As a result, enrollment, and primarily undergraduate enrollment, represents the single most significant factor affecting the University's budgeting and financial performance. Enrollment projections are prepared by the Division of Enrollment Management and Student Success (EMSS) after its fall census each year. These projections are considered, along with other competitive and market data, to develop tuition,

fee, and room and board pricing recommendations. These recommendations are jointly developed by the VP for Enrollment Management and Student Success, the Provost and Chief Academic Officer, and the VP for Financial Administration and Chief Business Officer, and are reviewed with the UPRC, the President and the President's Direct Reports prior to review with the Board of Trustees. All tuition, fees, and room and board prices are approved by the Board of Trustees annually at its December meeting. In 2018, Xavier completed [a pricing study](#) in order to make informed decisions regarding the Xavier brand, market strategies, and pricing to assist with budget and planning.

The Controller's Office utilizes the Banner Financial System (BFS), an online integrated financial accounting system that records, monitors, and maintains all accounting and financial transactions of the University. General fiscal control is exercised on a daily basis by senior administrators, financial managers, the Office of Financial Planning and Budgets, the Procurement and Accounts Payable department, and the Controller's Office. UPRC is consulted to [monitor finances](#) over the course of the fiscal year.

5.B.4.

Xavier [allocates its fiscal resources](#) to ensure that its educational purposes are achieved. The percentage of operating expenses allocated to instruction has increased over the past five years. The University does not have any superordinate entity to which resources are directed.

To support its educational mission, the University's annual budgeting process considers financial resource allocation priorities that are based on its approved Strategic Plan. In addition, Xavier recently implemented a [long-range financial planning system](#) provided by Syntellis Performance Solutions (formerly Axiom from Kaufman-Hall). The goal of this project was to provide a tool that will allow Xavier to improve its long-range financial planning capabilities, including the capability to perform robust scenario analysis. The tool was implemented in Fall 2020 and the University is currently using it for the first time to support its long-range financial and FY22 budget planning. The long-range financial plan is being developed with input from senior leaders and from various campus constituencies in consultation with UPRC. Long-term capital spending plans will be incorporated into these financial plans.

In developing its annual budget to support its educational purposes, the University considers the following factors, among others: strategic priorities, enrollment estimates, economic and financial conditions, competitor activities, tuition prices, financial aid, new programs, compensation, capital spending, and liquidity. These factors are discussed [in consultation with UPRC](#).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1.

Xavier allocates its resources in alignment with its mission and priorities through systematic and integrated planning and improvement. As noted in 5.B, the development of financial plans and annual budgets is done in alignment with the University mission and strategic goals. These strategic goals are articulated in [The Xavier Way \(2014\)](#) and later, [The Strategic Plan of the University \(FY19-FY21\)](#). The Strategic Plan provides measurable goals for all major units across the University. The Strategic Plan was developed based on strategic priorities, a comprehensive evaluation of internal and external risks and opportunities, and the consolidation of nineteen plans through an [integrated planning process](#).

Each year, [institutional priorities and annual goals](#) based on the Strategic Plan are developed, proposed, and reviewed by the President and the President's Direct Reports. These [annual goals and funding priorities are reviewed by](#) the [University Planning and Resource Council \(UPRC\)](#) to ensure that input from faculty and staff is considered in the development of long-range financial plans and annual budgets. The annual goals are reviewed and approved by the Board of Trustees each fall, and they are used to guide the development of long-range financial plans and future budgets.

Xavier's Strategic Plan encompasses and guides the development of the University's plans, including the Academic, Financial, Diversity and Inclusion, Enterprise Risk Management, Strategic Master Enrollment, and Institutional Assessment plans. These plans are implemented to improve Xavier's operations and student outcomes.

Xavier's centers are housed within clearly defined units reporting up to the President via one of the President's Direct Reports; through each Direct Report's budget process, resources to support centers are aligned with Xavier's mission and priorities. For example, the Center for Teaching Excellence, the Eigel Center for Community-Engaged Learning, the Center for Faith and Justice, the Brueggeman Center for Dialogue among others are resourced through the Provost and Chief

Academic Officer, and the Student Veterans Center through the Vice President for Enrollment Management, and the Center for Mission and Identity through the Vice President for Mission and Identity.

5.C.2.

Xavier links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Assessment of academic programs is conducted as part of ensuring that programs continue to be high-quality, distinctive and compelling, as identified in the [University Strategic Plan](#).

Xavier's 2012 institutional assessment plan [stressed the importance of linking resource needs to the assessment of student learning outcomes](#). In Fall 2019, a new Director of Assessment position was created, and an [updated institutional assessment plan](#) explicitly links assessment of student learning within academic programs, Student Affairs and the University Library to the Provost area budget and planning process. As part of the assessment cycle, [programs request resource needs](#) that are conveyed to the appropriate dean or associate provost and then feeds into provost area planning and budgeting [via the college deans and associate provosts](#) (the entire process is detailed in 4.B). The provost area budget process includes "assessment" as one driver of the budget requests put forward by the deans or associate provosts. Assessment has been used as a factor in resource allocation, including in the [FY20 reductions](#); it is being integrated [explicitly in the FY21 budget process](#) within the provost area.

The Division of Enrollment Management & Student Success (EMSS) also assesses different programs/offices annually to inform resource allocation and operational improvement when planning and budgeting for the upcoming year. Specifically, Student Learning Outcomes (SLOs) Assessment Plans & Reports are written for the different offices involved in EMSS: Office of Academic Support (OAS) Tutoring & SI/Study Groups ([2018](#), [2019](#)), OAS Goa Program ([2018](#), [2019](#)), [Student Athletic Academic Support Services \(SAASS\)](#), [Student Success Center](#), [TRiO Student Support Services](#), [Center for International Education](#), and [Career Development](#).

In addition, academic programs and colleges review the Academic Program Health Dashboard (APH) of undergraduate academic programs to ensure the high quality academic programs. The release of the [provost's grid](#) based on APH and MAS information in Fall 2019 represents a step toward comprehensive program evaluation. Equally important is the commitment for the next version of the grid to implement more of the APH metrics so that a more comprehensive view of Academic Program Health is established.

5.C.3.

The planning process encompasses Xavier as a whole and considers the perspectives of internal and external constituent groups.

For example, the [Diversity and Inclusion Strategic Plan](#) includes among its core goals and related strategies transforming the institutional culture by executing on our commitments and building a culture of accountability. An example how this has been accomplished is the dissemination and wide discussion of the results of the [Campus Climate "Pulse" Survey](#). The President's Diversity & Inclusion Action and Advisory Council works in partnership with faculty, administrators, students, staff, and the external community to encourage, achieve, and sustain diversity and equity. The Council designs, coordinates the implementation of, and assesses Xavier's diversity and inclusion

strategy, advocates for the institutional support of the Diversity and Inclusion Strategic Plan, and makes annual recommendations for improvement. Current student voices are engaged the President's Diversity & Inclusion Action & Advisory Council and the Board of Trustees.

Xavier's academic planning includes a wide range of constituent groups. The [Academic Plan of 2014](#) was issued by the Provost and Chief Academic Officer in consultation with attendees at the [Provost Assembly](#) in 2013 and from [Staff Advisory Committee](#). In 2017, a renewed [Academic Planning Task Force](#) created by Faculty Committee produced a [2017 Academic Plan](#) that prioritized resources for ongoing and new strategic initiatives. This task force brought faculty into the planning process and engaged a broader group of voices including college deans, the Core Curriculum Committee (CCC), the Library Director, VP for Financial Administration, and others to identify the core components of a distinctive Xavier experience and the resources needed to create, maintain, and develop these experiences. In 2017, the [Academic Planning Committee](#) (APC) became a standing committee charged with examining and revising the Academic Plan annually to ensure continued relevance in the global and local environment. In 2020-2021, an [APC report](#) based on broad consultation assessing progress toward fulfilling priorities outlined in the 2017 Academic Plan and identifying new or emerging priorities, with an emphasis on identifying cross-cutting areas considered significant for achieving or sustaining academic excellence at Xavier, is being prepared for release to the campus community before the end of the Spring 2021 semester to inform the University's next Strategic Plan.

Xavier's plan for the 2021 HLC comprehensive evaluation has included a wide range of constituents. The [Steering Committee](#) includes faculty and staff co-chairs for each Criterion and is grounded in [values-centered commitments](#). Xavier's annual institutional goals for [2019-2020](#) and [2020-2021](#) included this preparation. Over the past two years, the [entire campus community](#) has been engaged, including the Faculty Assembly, Staff Advisory Committee, [Student Government Association](#), Black Student Association, [Board of Trustees](#) (including the [Executive Committee](#)), Cabinet, and President's Direct Reports.

5.C.4.

Xavier plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

For example, a [five-year financial outlook](#) was developed in Fall 2019 under the direction of the Vice President for Financial Administration and Chief Budget Officer and the Office of Financial Planning and Budgets. This plan is being updated in light of the impact that COVID-19 has had on its FY20 and FY21 budgets. This updated financial outlook will project and estimate revenues and expenditures from the year 2021 until the year 2025 and will be reviewed with the Finance Committee of the Board of Trustees. This plan will be reviewed and updated annually to ensure it aligns with annual enrollment projections and annual forecasts that may change as a result of actual enrollment each fall. A long-term capital spending plan is also being developed.

In addition to traditional revenue and expense drivers such as enrollment, pricing, and faculty and staff compensation, the University's planning process considers market and competitive factors in its planning. This is evidenced by its decision to launch the Accelerated Bachelor of Nursing (ABSBN) program in January 2017, which was launched in conjunction with Orbis Education to take advantage of the projected demand for nursing professionals over the next ten years. Based on market

information, the University recently expanded ABSN beyond its home market in Cincinnati to Columbus and Cleveland, and plans to expand to other states. Other factors that are considered in financial planning are pricing and enrollment actions taken by schools with which the University competes and anticipated changes in the fundraising environment.

Xavier undertakes plans to support graduate enrollment. In addition to needs-based grants and departmental scholarships and graduate assistantships, additional financial aid monies have been set aside to incentivize new student enrollment in Spring and Summer 2021.

5.C.5.

Xavier's planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, and the economy.

Enrollment Management and Student Success

The Division of Enrollment Management and Student Success (EMSS) set enrollment goals in its five-year [Strategic Master Enrollment Plan](#) that spans the years 2016-2021. From 2016-2018, Xavier's goal was to reduce discount rate while not dramatically impacting either the size or academic profile of the first year class. Starting in [Fall 2019 and presently](#), Xavier's goal is to increase the academic profile of the first-year class with short term increases in discount rate, with the long term goals of bringing the discount rate back down while continuing to grow the size of the first-year class. EMSS has also organized its operations to improve the first- to second-year retention rate (detailed in 4.C) and to increase the recruitment and retention of students from under-represented groups and military connected students. The Strategic Master Enrollment Plan is being [refreshed in 2020-2021](#) and includes a new regional expansion strategy.

Third-party research consultants have been used to deliver a [model of student persistence risk](#) factors from pre-enrollment through graduation that is used to triage and manage student outcomes. Critical enrollment functions for admission, retention, and financial aid are regularly tracked utilizing [online dashboards](#) accessible to executives and operational managers. Xavier's institutional planning process includes enrollment projections and [targets](#).

[Yearly review of financial aid and enrollment outcomes](#) allows strategic and tactical adjustment for updated priorities and Financial Aid award thresholds by academic index, program, and regional considerations. Daily monitoring of financial aid awards and optimization to maintain budget priorities are monitored daily to craft the recruited class.

Internal modeling and external research on practices related to student persistence is done to project and enhance the retention of traditional student cohorts. In conjunction with third party research-consultants Xavier [models student persistence risk](#) factors to triage and manage student outcomes.

External partnerships are utilized to understand external market landscape and anticipate market shifts regionally and enrollment priorities are tied to national, regional, and state demographic forecasts. National research is utilized to target recruitment efforts to align with pricing study results.

Research is utilized to ensure success in several areas: to [optimize tuition](#) and [pricing strategy](#), to target recruitment efforts toward [students with a higher ability to pay](#) that aligns with pricing study results, to understand [external market landscape](#) and anticipate [market shifts regionally](#), to [shift](#)

[enrollment priorities to areas of greater opportunity](#), and to plan on [projected retention](#) of traditional student cohorts. [Weekly monitoring of student post-graduation outcomes](#) is done in accordance with standards set forth in the National Association of Colleges and Employers (NACE) standards.

Enterprise Risk Management

The Enterprise Risk Management (ERM) process identifies both internal and external risks. University leadership partners with third-party consultants and the Board of Trustees to perform comprehensive internal and external enterprise risk assessment ([2019](#), 2017, 2015). These risks and [related mitigation strategies](#) are linked to the Strategic Plan and reviewed by the UPRC in order to ensure faculty and staff feedback on the strategies and the linkage to the Strategic Plan. Each risk and its related mitigation strategies are evaluated and monitored by the [Audit and Risk Management Committee](#) of the Board, and they are assigned to a Direct Report of the President and an appropriate committee of the Board; periodic updates on the mitigation strategies are reviewed by those Board committees.

Athletics

Following Xavier's entry into the Big East Conference in 2013, the Strategic Plan for Intercollegiate Athletics was completed in 2014 and set the course for the next five years. The plan was based upon the Jesuit core values and focused on the two overarching themes of “Xavier Athletics as a Platform for the University” and “Success across Athletics” to be evaluated annually on six goal areas: Student-Athlete Success; Athletic Success; Visibility & Branding; Engagement; Financial Sustainability; and Integrity, Equity, and Diversity. A [renewed strategic plan](#) was developed by Xavier Athletics and approved by the Board of Trustees in September 2020.

Xavier at 5,000

Goal 4 of Xavier Strategic Plan is “To ensure the financial and operational future of Xavier University.” One of the actions for achieving this goal is to strategically grow the undergraduate student population to 5,000 students with an emphasis on increasing the diversity of the student body and assuring the best educational outcomes for all students.

Toward that end, about 300 faculty and staff attended the [“Xavier at 5,000” presentation](#) in January 2019 at the Cintas Center, hosted by the President, the Provost, and the Vice President for Enrollment Management. The presentation outlined the goal of growing the University’s traditional undergraduate student population to 5,000 students and the process for ensuring that Xavier at 5,000 retains the values it embodies today. Further [feedback from more than 500 students](#) through a student input session and online responses was also considered. Faculty feedback took the form of offices and departments across campus responding to the requests to identify how they would be impacted by a 10% increase in the number of undergraduates served in order to ensure that Xavier maintains its six Jesuit core values and that the student experience remains strong and in line with the mission. Out of that process came the realization that housing should be a top consideration for moving to 5,000 undergraduates. As such, Xavier worked with University Station ownership to plan and build additional apartments (opened in Fall 2020), and began planning for a new residence hall (currently on hold pending post-pandemic need and utilization projections).

5.C.6.

Xavier implements its plans to systematically improve its operations and student outcomes. Examples include:

- The COVID-19 Task Force began work in late January 2020 and shifted in April from crisis management to strategic planning for a [safe return to campus](#) in Fall 2020. Students returned to campus in August 2020. This ongoing work has been evaluated in a variety of ways, including a [faculty survey](#) that [informed additional guidance for Spring 2021](#).
- The seven goals of the [Academic Plan of 2014](#) set the course for the three years that followed, including the implementation and consolidation of the revised Core Curriculum, the development of significant opportunities for experiential learning, and the creation of new academic programs.
- The [2017 Academic Plan](#) identified six areas, or “pillars,” of investment that are key to the Xavier educational experience and the main focal points of resource investment in upcoming years. The Plan established that resourcing decisions should be accountable to the academic plan in an ongoing, responsive process. Initiatives include:
 - [Honors Data Science B.S.](#): The Academic Plan called for the development of an interdisciplinary STEM honors program (1.2.b); the Honors Data Science B.S. was approved in 2020.
 - The Signature Experience: The Academic Plan called for the definition and implementation of the Signature Experience (2.1). This became the [Road Through Xavier](#), a four-year experience for undergraduates discussed in detail in 3.B.
 - [The Center for Population Health](#): The Academic Plan prioritized establishing Xavier as a leader in population health (3.1). In Spring 2019, the Center for Population Health was launched with specific goals to support faculty engagement and scholarship and to develop community-academic partnerships and coordinate responses to community needs. The Center benefits from a broad advisory board that includes internal and external stakeholders.
- The [Diversity and Inclusion Strategic Plan](#) has led to increased supplier diversity, the extension and growth of the Diversity and Inclusion Teaching Academy to train faculty for better student outcomes, the creation of the Bias Education and Advocacy Team (B.E.A.T.) to provide staff and faculty a safe space have their voice heard, and the development of hiring strategies and training.
- The [Strategic Plan for Intercollegiate Athletics](#) supported increased student-athlete graduation rates, from 94% to 97%, over a five-year period.
- The [Enterprise Risk Management](#) process has identified succession planning for key leadership roles as a risk. The University has therefore developed succession plans for leadership roles. Xavier is implementing a smooth presidential transition as [Dr. Colleen Hanycz](#) begins her service as the 35th President of Xavier University starting on July 1, 2021, following the successful tenure of Father Michael Graham, SJ, as President for over twenty years.
- As a result of implementing the [Strategic Master Enrollment Plan](#), Xavier has welcomed its two largest incoming undergraduate classes in 2018 and 2020.
- The [Student Success Integration Task Force](#) described in 4.C implemented three recommendations in Summer and Fall 2020:
 - Redesign of a gateway course in Biology
 - Parents as Partners
 - Pre-built schedules for incoming first-year students

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Xavier University sustains the resources, structures, processes, and planning sufficient to fulfill its mission while continuously improving its quality of education and responding to future challenges and opportunities.

Xavier is committed to strengthening its ability to deliver rigorous academic and professional programs through Ignatian pedagogy, Jesuit Catholic education, and co-curricular engagements that embody the gifts of our Ignatian heritage.

The University's administrative and governance structures ensure collaborative decisions and planning rooted in Xavier's vision, mission, and overall goals. Since the last site visit, the University consolidated nineteen plans through an integrated planning process that ultimately led to the most recent Strategic Plan, formed an Academic Planning Committee, and formed and then updated the University Planning and Resource Council, whose work informs Xavier's future strategic and budget plans. In turn, the Strategic Plan now informs University plans such as the Academic, Financial, Diversity and Inclusion, Enterprise Risk, and Institutional Assessment plans that guide our decision-making and resource allocations to achieve our strategic goals.

Xavier invests in technology and facilities with five-year capital plans that are aligned with the University's mission. Since 2010, Xavier has spent \$165 million in new buildings and \$60 million in renovations on existing buildings, for a total of \$225 million in total capital investments.

The result has been growth at Xavier University. From Fall 2015 to Fall 2020, University student FTE increased 16.7% (using the IPEDS/CDS method) while maintaining our student to faculty ratio. Over the five fiscal years ending in June 2019 and before the impact of the coronavirus pandemic, operating revenues increased 26.7%, while operating expenses increased 20.3%. Despite the challenges of the pandemic, the University was able to realize a positive operating surplus in FY20 of \$5.3 million, or 2.6% of net revenue. The University's cash, investment position, and credit ratings also remain strong.

Sources

There are no sources.