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

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 Xavier University Mission Statement was the result of a comprehensive re-writing and campus-wide vetting process in 2011. A process to refresh the Mission Statement in 2016 resulted in 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 phrase “serving others,” to explicitly highlight an important University value. This refreshed Mission Statement was accepted by Xavier’s Board of Trustees on December 1, 2017.

Xavier University’s Vision and Mission Statements are publicly articulated in several places, including online and in the course 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 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.

In 2013, President Graham appointed a diverse task force to further examine how Xavier’s Jesuit Catholic heritage was reflected throughout campus. The resulting document, Seeking Integration and Wisdom: The Xavier Way, articulates five creative tensions found within Xavier’s Jesuit Catholic educational heritage rooted in the liberal arts tradition. On May 2, 2014, the Board of Trustees affirmed the document and determined “that it should be placed among the records of the University to inform and influence the University for years to come.” Along with the Mission Statement, it has been used to orient new faculty, staff, and student leaders.

Xavier makes these documents public in the following ways:

- Xavier’s Vision Statement, Mission Statement, Values, are available within the Board of Trustees’ Orientation Materials and President’s webpage.
- Xavier’s Mission Statement is found within the University Catalog, Faculty Handbook, and Student Handbook.
- Xavier’s Strategic Plan is found on the website.

In addition to the Board of Trustees’ Code of Regulations, each Board of Trustees committee charter addresses the responsibilities of that specific committee in relation to the Jesuit Catholic mission and identity of the University. At each quarterly meeting of Xavier’s Board of Trustees, part of the agenda is dedicated to educating Board members about the University’s mission as well as the regular business of the Board. As a Jesuit Catholic university, Xavier University has a Jesuit Mission and Identity Committee as part of the structure of its Board of Trustees. In addition to Board Members’ formal orientation to the mission, they are required to serve on the Jesuit Mission and Identity Committee for the first two years of their tenure. While ensuring that the Jesuit identity and mission is thriving throughout the institution as their fiduciary responsibility for the mission entails, Committee members also receive regular education in Xavier’s mission and identity as they influence the overall direction of the University at each quarterly meeting. This ongoing education process has been widely recognized as a leading model among the Jesuit colleges and universities across the country, including an invitation for Xavier’s President and Chief Mission Officer to present the model within the Association of Catholic Colleges and University’s Leadership Program, specifically on “Integrating Mission and Forming Community: Board of Trustees and Mission Stewardship.”

Each meeting of the President’s Direct Reports and the President's Cabinet includes time to reflect upon and deeply discuss Xavier’s mission and identity and how it informs decisions at the highest levels of the University. Likewise, many divisional and department meetings allot time to reflect upon how they integrate aspects of Xavier's mission into the work of that area. The Vice President for Mission and Identity, the staff of the Center for Mission and Identity, and the Conway Institute for Jesuit Education provide extensive, well respected, professional development programs for Xavier faculty and staff. Through the Ignatian Mentoring Program (IMP), faculty incorporate a new mission-driven teaching component into their coursework. Likewise, programs such as Wisdom and Integration through the Spiritual Exercises (WISE), Conway Faculty Fellowship for Jesuit Education, and Assuring the Future Mission and Identity of Xavier (AFMIX) seek to integrate the Ignatian vision into the professional identities of Xavier faculty, staff, and administrators. Through time-intensive programs like these, the Midwest Province of the Society of Jesus has recognized 170 Ignatian Educators of Distinction at Xavier.

Committed to the common good, Xavier makes its rich pedagogical and spiritual resources publicly
available through their website at www.jesuitresource.org. All of the digital resources on this website are available free of charge to the public (with printed materials for a nominal cost). Over the last ten years, pageviews have risen by nearly 1500% (now reaching 1.3 million views annually), with translations available into 100+ languages, reaching users in more than 200 countries and territories around the world.

As part of the 27 American Jesuit universities' five year “Mission Priority Examen” process, 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.”

Annual campus-wide celebrations such as Spirit Celebration, St. Francis Xavier’s Feast Day, and Baccalaureate Mass provide opportunities for the entire campus community to come together to celebrate Xavier’s Jesuit Catholic tradition.

In early 2014, Xavier’s Student Government approved “The Student Commitment,” an aspirational statement developed and written by Xavier students which has seen prominent use on the University’s website, posted outside on large banners on Fenwick Place where students enter to eat in the main dining hall, and during the Manresa Student Orientation Program, when students in the incoming class sign a banner with the Student Commitment which is then hung in the Gallagher Student Center. Other public expressions of this commitment include its use by the President in his opening remarks to the incoming class and their parents, its proclamation at Spirit Celebration Mass, and at Commencement ceremonies.

Xavier's Core curriculum is the clearest means by which the University aligns its mission and academic offerings. The Core’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. 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 Engagement. During the 2019-2020 academic year, more than 50% of all Xavier undergraduates took part in some form of immersion learning. Comprehensive conversations, involving the Core Curriculum Committee, Immersion Learning Task Force, and Faculty Committee, are aimed at continuing to scale immersion learning for our undergraduate students as much as possible. Ultimately, all of Xavier’s academic offerings are initiated and developed by the faculty, who receive mission-focused support on many fronts. This includes regular pedagogical programming from the Center for Teaching Excellence and course-strengthening funding in the form of Wheeler Grants, and the Jesuit Faculty Fellowship.

Starting in Fall 2010, the university faculty took on a comprehensive review of its Core Curriculum. This process took five years, from the first deliberations of a Pilot Core Curriculum Committee, and through their careful development of six Core Goals and twelve Student Learning Outcomes which were founded on mission-driven principles and approved by the faculty in Spring 2013. Methods of assessing students’ experiences of the new Core, through a dedicated course CORE 499, were also developed to assure that the curriculum lived up to its claims. Wide consultations across the entire faculty (with student input as well) were held by a new Core Curriculum Committee during the 2013-2014 year at fora run by the Faculty Committee and culminating in a decision in April 2014 with a
vote by the faculty and subsequent endorsement by the Board of Trustees.

Faculty and administration strive to adhere to the principles of shared governance in discharging their duties to lead the university in their educational mission.

Xavier University strives at every stage of its interactions with students 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 left off, providing students with a unique way of formation featuring multiple, high-impact learning experiences throughout their university careers. Both platforms clarify for students the intentionality by 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’s Strategic Master Enrollment Plan makes explicit the need to prioritize mission components, specifically the call for increasing access to the University for minority 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.” Beginning with Xavier’s multi-day Manresa Student Orientation Program, and through programs like Smooth Transitions, students become familiar with a range of offices that provide them support: Health and Wellness Counseling Services and Health Services, the Psychological Services Center, the Center for Faith and Justice, Office of Residence Life, Student Involvement, the Center for Diversity and Inclusion, Disability Services, Student Success Center, TRiO, the Office of Academic Support, and the Student Veterans Center. Through the Student Success Center, all undergraduates are introduced to their Career Advisors, Athletic Advisors, and Student Success Coaches, whose communication is coordinated. Students are offered further support through key individuals who advocate for them on various fronts, including the Advocacy and Prevention Coordinator and the Chief Title IX Officer. Specific advisory groups are also proactive in responding quickly to students’ needs; these include the Bias Advisory Response Team (BART), the Xavier Action and Care Team (X-ACT), and services provided by the Director of Care Management Services.

As part of the annual NSSE survey, the AJCU institutional research teams include 13 questions in students surveys to assess mission engagement. Xavier is the only AJCU school to include these same questions to their alumni to assess their 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 University, and Board of Trustee results from a survey conducted by the Center for Applied Research in the Apostolate at Georgetown University, confirm that these efforts have resulted in students, alumni, faculty, and staff who increasingly engage the world for the benefit of the common good.

In 2016, the Society of Jesus called for Jesuit colleges and universities in the United States to engage in a Mission Priorities Examen (MPE). The Peer Review Visiting Team’s Report on Xavier’s MPE highlighted five strengths:

1. Xavier’s Jesuit Catholic identity pervades the culture as evidenced through the curriculum, the community’s shared recognition of purpose, brand and identity, the foundational
documents, and the campus’ art and physicality.

2. The University successfully orients students, faculty, staff and administrators to the mission, and it continues to support the mission diligently through numerous curricular and co-curricular programs and initiatives.

3. The processes by which the tradition is expressed throughout the campus community are inclusive and broad. Everyone is invited into the mission and valued for their personal and professional appropriation of the University’s Jesuit Catholic identity. This promise was articulated through the lens of Pope Francis’ call for a “culture of encounter” in The Xavier Way: Seeking Integration and Wisdom document.

4. Community service and engagement are core commitments deeply embedded in the University’s ethos as demonstrated through the various academic and co-curricular opportunities as well as the mutually beneficial partnerships with neighboring communities, civic organizations, local schools and regional affiliates.

5. Xavier’s allocated resources effectively support the orientation, understanding and animation of the University’s Jesuit Catholic identity.

Fr. Dan McDonald, SJ, the Jesuit Midwest Province Provincial Assistant for Jesuit Higher Education, has noted in his annual reports that Xavier is a leader among AJCU schools regarding its integration of mission and identity throughout the University. In his 2017 annual report, he stated that “Xavier is in the first tier of Jesuit Higher Education institutions for mission and identity.” He also highlighted Xavier’s commitment to continuous quality improvement, actualizing the University Mission Examen Priorities, and Xavier’s commitment to ongoing mission program evaluation. Likewise, in his 2018 report, he noted that Xavier has a “deep bench” of faculty and staff who understand and live out Xavier’s commitment to the mission.

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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

As a Jesuit Catholic University, Xavier shapes its actions and decisions towards the public good even while considering the broader context of the world-wide mission of the Society of Jesus (the Jesuits). One example is the University’s focus on how the Society of Jesus’ international priorities for the next 10 years, called the four “Universal Apostolic Preferences” (UAPs), impact its educational mission, policies, and actions. These focuses are:

- 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.

As a non-profit institution, Xavier University 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.” Xavier’s Mission Statement and Academic Vision Statement jointly express its identity as a Jesuit Catholic institution of higher learning and its overarching goal to “prepare students for a world that is increasingly diverse, complex and interdependent.” The execution of this 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 its members participate in the educational enterprise.

Committed to the public good, Xavier’s distinctive Undergraduate Core Curriculum seeks to educate the whole person and “promotes authentic human flourishing - that is, the Greater Good.” This 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 that flow from it (Reflection, Discernment, Cura Personalis, Magis, Service Rooted in Justice and Love, and Solidarity and Kinship), Xavier’s 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
develop men and women for others - one for all - committed to Xavier’s six distinctive Jesuit values

Xavier’s 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 requires students to “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.

Xavier University’s entire educational enterprise is geared toward helping students to think in terms of the public good. One particular program that exemplifies this goal is the Philosophy, Politics, and the Public, an interdisciplinary four-year honors program, which offers its students “academic study in philosophy, political science, history, economics, and beyond,” and engages them “in public action, through internship work in politics, government, and civil society, and in policy advocacy.” Xavier also offers its students curricular immersion experiences that give them opportunities to live and work for a short time in a community “at the margins” and then reflect on their experiences there.

Xavier’s strong financial commitment to student learning is evidenced by its 12:1 student-to-faculty ratio. Intentional funding decisions that directly support student learning include community engaged fellowship scholarships, faculty Diversity and Inclusion Teaching Academy, student support services through TRiO, and events such as the Celebration of Student Research. Through the D’Artagnan Capital Fund (DCF), a finance course, Xavier provides over $3,000,000 of its endowment for students to gain direct investing experience in financial markets. Similarly, MBA students in the Xavier Student Bond Investment Fund (XSBIF) manage a portion of Xavier’s Endowment as a fixed-income fund.

Student scholarship offerings and travel-funding opportunities have long pointed to the primacy of education over other funding possibilities, as does the university’s ongoing commitment to bring in students from a range of diverse backgrounds and economic needs. Like its 26 sister Jesuit colleges and universities in the U.S., Xavier pursues a Jesuit pedagogy which places magis (Latin “more”) at the center of its decision making; magis offers a process by which student learning, the greatest good to come from the institution, signals the best option to pursue—that which best aligns with the mission—when multiple funding options appear.

Xavier University invests significant resources for the professional development of faculty and staff to integrate the mission throughout the fabric of the institution. Examples of such investment includes annually sending cohorts of faculty, staff and administrators to participate in the Ignatian Colleagues Program, the AJCU Summer Leadership Seminar, and the annual Ignatian Pilgrimage to Italy and Spain. Funding is also prioritized for programs like the Ignatian Mentoring Program, the Conway Fellowship for Jesuit Education, and the rotating Director of Faculty Programs in Mission and Identity. Ongoing programs like Assuring the Future Mission and Identity of Xavier (AFMIX) and Deepening the Future Mission and Identity of Xavier (DeepMIX) also ensure that interested staff and faculty can engage more deeply with the mission, benefiting the entire campus culture.
Xavier’s investment in infrastructure provides some of the strongest evidence of a forward-planning commitment to educational excellence. The construction of recent buildings (including Smith Hall, the Conaton Learning Center, and the Health United Building (HUB)), as well as the recent renovations of Logan Hall and Alter Hall, were all guided by best pedagogical practices. Xavier’s commitment to educating and forming the whole person extends to physical and mental wellbeing. The newly constructed HUB and Xavier’s partnership with TriHealth, the university’s healthcare provider, aims to enhance and promote wellbeing across the University and local community.

Other supporting infrastructure extends beyond brick-and-mortar: the Center for Teaching Excellence brings resources to faculty across the institution to directly facilitate improving the classroom experiences they provide their students. Likewise, Xavier’s Instructional Design and Technology staff provide support to faculty who teach on campus and online. To ensure high quality pedagogy that is consistent with the principles of Jesuit education, Xavier requires faculty who teach online courses to complete the Introduction to Online Course Design (IOCD) prior to being able to teach online. Along with the IOCD, Xavier’s staff provide resources like “A Best Practice Checklist for Jesuit Education and Online Learning” to help faculty achieve and maintain mission-centered online pedagogy.

Xavier engages with its external constituencies in numerous ways. 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. The University encourages the involvement of the Xavier community in a number of service activities in the local community, both large and small, like Xavier Days of Solidarity and Service.

Further examples of the University’s engagement with its external constituencies and commitment to the public good include Xavier’s Center for Catholic Education, a collaboration with the Archdiocese of Cincinnati Catholic Schools Office, which assists Catholic schools in the transmission of the faith and the development of Catholic education. The Xavier Leadership Center offers leadership and business professional development programs for global, regional and local organizations and individuals. The Xavier Eigel Center supports collaborative community-based service-learning experiences that provide a mutually beneficial exchange of knowledge and resources. The Women of Excellence, an organization of alumnae of both Xavier University and Edgecliff College, advances the legacy of both institutions by providing opportunities for women to grow as organizational and philanthropic leaders through mentorship and grant-giving.

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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

Introduction:

Xavier’s vision and mission as a Jesuit Catholic university guide the methods by which the University prepares students for active involvement and careers in a diverse, multi-cultural society and globally connected world. Our commitments to equity, inclusion, and the pursuit of the common good guide our institution and serve as the avenue through which we teach, engage and form students through the core curriculum, majors and minors, the Road through Xavier signature experiences, and a multitude of co-curricular programs.

Argument:

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. Xavier's 21st-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 it? 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?, and what are the political obligations of citizens more broadly?

98% of Xavier’s graduates within six months of graduation are successfully employed, serving in the military, engaged in active service, or enrolled in graduate school. This high placement rate is testimony to the University’s commitment to preparing students for success and engagement with the world. To ensure this success, Xavier’s Student Success Center provides all students with a Success Coach to guide them in every step of the process throughout their time at Xavier. Academic Advisors in each department and Peer Coaches help students identify their majors, stay on track academically, and build resilience. Xavier’s more than 90 majors and 60 minors deepen students’ understanding of active, global citizenship in preparation for their careers. First Year Seminar courses and their component parts (including the Spark and Flame events), along with the 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, Arts and Sciences, Business, Nursing, and Professional Studies, offer myriad opportunities to help students prepare for and contribute to a rapidly changing society while preparing for jobs in their chosen sectors. 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.”

For example, among the Centers of Excellence in Xavier’s Williams College of Business (WCB), the Sedler Family Center for Experiential Learning in Business provides 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’ formational growth and send them confidently out 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 conducted with or under the supervision of a faculty member.

A small sampling of additional curricular opportunities which prepare undergraduate and graduate students for active civic engagement in our diverse society and workplace success include:

Programs and Concentrations:

- Xavier Montessori Dementia Program
- Doctorate of Nursing Practice in Population Health
- Values Based Leadership MBA Concentration
- Business Analytics Major

Coursework:

- Computer Science focus on poverty in collaboration with Freestore Foodbank and Findley Market SNAP program
- Doctorate of Nursing Practice in Population Health Final Projects with a focus on social determinants of health and community engagement
- Political/advocacy activism assignments in NURS 690 and NURS 908
- BSN and graduate MIDAS student participation in community health assessments in NURS 471 and 753: Community Health Nursing Practicums
- Interprofessional Population Health Immersion Program
- Occupational Therapy Service Learning in Guatemala
- FINC 490 and FINC 492: D’Artagnan Capital Fund
- Volunteer Income Tax Assistance Program in ACCT 312, ACCT 313, and MACC 612
- BUAD 694: Xavier Student Bond Investment Fund
- Executive MBA consultation projects with start-up, mid-size, and large corporations in BUAD 751, BUAD 752, BUAD 754
- MBA Study Abroad experiences such as BUAD 681: International Business Ethics

Fellowships and Internships:

- The Gene Beaupre State Politics Internship Program
- Philosophy, Politics, and the Public (PPP) internships
Xavier’s partnership with the Washington Center for Internships and Academic Seminars
Political Science Department’s Summer Campaign Internship Program
Cintas Graduate Ethics Fellows
Castleberry Internships with local entrepreneurs

Xavier University has been identified by peer universities as a stellar example of service learning in surveys by U.S. News & World Report. Likewise, 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 and beyond Xavier 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 explore the intersection of their classroom studies and practical, contemporary dilemmas facing local Cincinnati communities. To this end, the Center provides opportunities such as the Eigel Center Community Engaged Fellows, Service Learning, and Immersive Learning; maintaining 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 resumes and interviews, and attend graduate school, job, and internship fairs. Likewise, the Division of Student Affairs facilitates experiential learning opportunities to help students identify their passions, develop a sense of purpose, and establish the skills necessary to make a difference.

Xavier provides over 20 annual “Alternative” Fall and Spring Break opportunities to help students become civically engaged and address the complex questions of the world. Other co-curricular opportunities addressing complex questions of our world 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

Xavier University’s Culture of Respect

Xavier’s Board of Trustees’ Committee on Diversity and Inclusion governs the University’s
structures and policies that ensure equitable treatment and a climate of respect among all students, faculty, staff, and administrators from diverse backgrounds, ideas, and perspectives. These efforts are inspired by Xavier’s core values of *cura personalis* (care of the individual person and recognizing their uniqueness) and solidarity and kinship (learning from others both local and afar).

The [President’s Statement on Diversity and Inclusion](#) places Xavier’s emphasis on diversity within both a broader and local context. Acknowledging Xavier’s multiple identities as an American, Jesuit Catholic University in the City of Cincinnati, Fr. Michael J. Graham, SJ states that, “only by addressing undemocratic practices of inequity and exclusion and embracing diversity in all the ways in which it is manifest can such a university expose students to the many perspectives that comprise the human experience in preparation for leadership in the global community.” Further he states that “Xavier is engaged in the community by shedding light on such diversity issues as gender, race, ethnicity, class, national origin, and sexual orientation in ways that strengthen the bonds and benefits of communal life. As the University draws upon the diversity of people and thought to accomplish this work, it advances its mission through diversity.”

Xavier employs a significant number of professional and support staff to lead the University’s diversity and inclusion efforts, including the staffs of the [Office for Institutional Diversity and Inclusion](#) and the [Center for Diversity and Inclusion (CDI)](#) along with the [President’s Diversity and Inclusion Action and Advisory Council](#), develop and advance the University’s [five-year Diversity and Inclusion Strategic Plan](#). This Strategic Plan addresses specific strategies for increasing and retaining a broad diversity of students, faculty, and staff throughout the University and enhancing training for faculty and staff to create even more inclusive learning and work environments.

The [Office of Institutional Diversity and Inclusion](#) also manages ADA compliance, seeks to increase Xavier’s supplier diversity particularly among minority and women-owned businesses, and coordinates affinity groups for employees including [ProudXU](#) (LGBTQ faculty and staff), [Shades of X](#) (faculty and staff of color), [XVET](#) (veterans and veteran advocates), and [CAPE](#) (administrative assistants). Additionally, [Aspiring Anti-Racist Allies](#) is a caucus primarily for self-identified white staff, faculty and students who want to become anti-racist, anti-supremacist allies and examine their own ideas about race and racism.

One way Xavier celebrates interfaith inclusion, 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 and offers blessings from multiple faiths. 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 University’s processes and activities demonstrate a commitment to the inclusive and equitable treatment of our diverse campus community. Xavier assesses the campus climate through regular surveys and responds 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 findings of the Pulse Climate Surveys. Other policies impacting the campus climate and experiences 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.

At 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. 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 his 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 quickly become acclimated to Xavier’s commitment to these ideals.

Xavier’s Core Curriculum requires that each student take at least one “diversity flag” 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.

The Diversity and Inclusion Teaching Academy, created by the Center for Teaching Excellence, Gender and Diversity Studies Committee, and Office of Institutional Diversity and Inclusion, provides professional development for faculty members to help create more welcoming and inclusive environments within the classroom and facilitate difficult dialogue. The Brueggeman Center for Dialogue connects the Xavier community with external partners in the joint pursuit of dialogue and understanding amongst different people.

Support for marginalized communities includes the work done by the Chief Title IX Officer and Program Director. They work together to oversee equitable care for complainants of sexual assault and the promotion of preventative education and programming about gender-based violence. 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 faculty and staff reports of bias-motivated behaviors of other faculty and staff.

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. Likewise, the Diversity and Inclusion Leadership Award is presented annually to a student who has significantly contributed to creating a campus culture of diversity and inclusion. The recipient demonstrates an ability to educate the campus about diversity and inclusion issues and build coalitions across difference. Various departments/organizations provide financial support for students of diverse populations such as the Antonio Johnson Scholarship for students of African descent, the Lavender Scholarship for LGBTQ students, and the Smooth Transitions Scholarship for students of color, first-generation, and/or LGBTQ students.

Numerous student affinity groups have long histories of supporting students from minority identities such as 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 (CDI) continues to expand its reach on campus by engaging with groups of
individuals from different racial and ethnic backgrounds. The CDI has an Assistant Director who specifically focuses on the LGBTQ population, while a new position was funded to primarily oversee Smooth Transitions, the year-long persistence program for students of color and first-generation students.

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 worship services for different faith traditions and opportunities to engage in interfaith work that includes dialogue amongst members of different faiths. Reflecting the Jesuit value of cura personalis (the care of the individual), 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. In this effort, Xavier has created a position specifically to serve students on the autism spectrum through a program called X-Path.

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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

Sources

There are no sources.