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


Xavier University employs a variety of strategies of assessment and review to ensure courses and programs are current and appropriately target credential expectations. As an institution, Xavier has established goals for the University Core Curriculum that apply to all undergraduate students. Individual programs develop goals appropriate to their disciplines at the undergraduate and graduate level. 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).

Before a 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 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.

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.

As graduate programs are specialized, there are no institution-wide learning goals. Program-specific
learning goals are determined by faculty and guided, when appropriate, by external accrediting bodies or professional association guidelines. 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 but each of the eight MSN tracks have their 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 complete the six-week Introduction to Online Course Design (IOCD) course. In order for any online course or online program to be offered, the review process noted above in 3.A.1 must take place. 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.

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, 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. Due to the sudden and universal application of remote learning, the standard IOCD training was not required of faculty.

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 (ABSN) lab and clinical courses are offered at three sites in Ohio: Cincinnati, 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 set forth by the programs. Courses taught by adjunct faculty 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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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, 3.B.2.

Xavier's revised undergraduate general education program, the University Core Curriculum, went into effect in Fall 2015 following a careful discernment process described in 5A.

The Vision, Goals, and Student Learning Outcomes of the University Core Curriculum are rooted in University values. From 2007 to 2009, Xavier President Michael Graham, SJ, charged three Discernment Groups of Administrators, Faculty, and Staff to explore the structure, expression, and integration of Xavier’s mission and identity. The Discernment Groups produced "The Gifts of Our Ignatian Heritage," a document that 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:

1. 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.

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.” The purpose, content, and student learning outcome of every course that satisfies a requirement in the University Core Curriculum is determined by that course’s ability to manifest at least one of the six Jesuit values.

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 our 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, while the Capstone experiences are offered and run by individual academic programs.

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 year of college. The 2017 Academic Plan developed by faculty 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.

The Road through Xavier is managed through a system of platforms designed collaboratively by Enrollment Management Services, Marketing, and Faculty Committee. A main component of the Road through Xavier is the development of Student Success and Advising Services that are proactive rather than reactive in helping students monitor and maintain academic success. The use of EAB Navigate enables student advisors, success coaches and other relevant University personnel to help students navigate their college experience at Xavier.

Student participation in the Road through Xavier is tracked. For example, immersive learning and service learning courses are identified in the Schedule of Classes for registration and data collection purposes. At present, **half of Xavier students** participate in an immersive learning experience each year. The **immersive and community-engaged learning flag proposal** seeks to ensure that all Xavier undergraduate students engage in such experiences at least once during their academic tenure. This proposal is presently under consideration by the Core Curriculum Committee, and recommendations are being developed on how best the institution can support faculty as a path forward to adoption of the immersive & community-engaged learning flag by the Faculty Assembly.

### 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 **50 years of admitting women to the undergraduate day program**. While Xavier is deeply philosophically and spiritually committed to diversity, Xavier is aware of the complexity of living this commitment. Xavier students, faculty, and staff come to campus with a wide array of understanding about what it means to live in a diverse and interconnected world and one of Xavier's responsibilities is to help them prepare to teach and learn about this complex environment.

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. At each Cabinet meeting, a Cabinet member reports on diversity goals and progress.

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 oversees diversity issues related to**
The Disability Services office 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 and Brueggeman Centers on Campus 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. Within the curriculum, there has been a growing popularity of the Gender and Diversity Studies Minor. A major initiative that is in the developmental stages is an immersive learning requirement. More than 178 faculty, staff and administrators have completed semester one of the Diversity and Inclusion Teaching Academy, and 99 have completed semester two.


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.

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. The University furthermore supports Faculty Development Leave for Principal Faculty.

Undergraduate student research is presented in a variety of forums. 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.

In 2019, 29 doctoral students were recognized at Commencement for their dissertations. Masters-level students collaborate with faculty formally and informally on research. Some present their research at events such as the College of Professional Sciences poster session, regional and national conferences, or publish their research.
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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.

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 part time from 9-12.

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. Diversity Recruitment and Selection Training is being piloted in Fall 2020. All search committee members involved in a hiring process will be expected to complete the Diversity Recruitment and Selection Training prior to participating in any part of the process. According to Banner Human Resources Information System (HRIS) data (October 2019), Xavier University employed 440 principal and participating faculty. Of this number, 56.36% are female, 43.6% are male; 17.27% identify as American Indian or Alaskan Native, Asian, Black or African-American,
Hispanic, more than one race, or as a non-resident alien. Of the 632 staff Xavier employed in October 2019, 60.76% are female, 39.24% are male; 16.61% identify as American Indian or Alaskan Native, Asian, Black or African-American, Hispanic, more than one race, or as a non-resident alien.

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.

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 administration 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.

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.


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 3-year rotating faculty director and a 1-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 included 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, 42 of 43 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 ID&T 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 Office of 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 2018-19, 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 2019, **110 faculty members representing all four colleges** had completed Semester 1, with 58 faculty completing both semesters.

- 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.”

Data from the *2017 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 and effective teaching practices suggest that both first-year students and seniors are quite similar to or significantly higher than our comparison groups (Master Large 11, competitors, and AJCU institutions). Specifically, 40% of first-year students and 55% of seniors said they often or very often talked about career plans with a faculty member; 36% of first-year students and 47% of seniors indicated that they discussed course topics, ideas or concepts with a faculty member outside of class; and 63% of first-year students and 71% of seniors stated that faculty provided prompt and detailed feedback quite a bit or very much. Across these data sets, you can see that 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 (10.8 FTE librarians and 17.3 FTE total library staff). 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. More information about this can be found in 3.D.

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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


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 a success coach, a model that covers a student’s academic requirements and their personal development as well. 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, 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 not by traditional academics, but by administrative members of the Xavier community who want to support students and have a greater role in their educational experience.

Support for various specific student populations includes:

- 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 Veteran 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 and 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 and programs from English as a Second Language, to visa process for undergraduate and graduate international admission, to study abroad coordination, approval, support for both undergraduate and graduate student immersions from week, to semester, to year-long. 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. 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 demonstrating Xavier’s motto of “One for All and All for One” and exemplifying Xavier’s commitment to all students no matter age, gender, program, level:

- Career Development (CDO) supports all Xavier students and alumni from any major 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 and become agents of social transformation, 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 24 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
- Title IX
- Alcohol and Drug Information


Students entering the University as first-time freshman 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. 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) up through MATH 171 (Calculus II) excluding the topics courses collected under MATH 125. The math lab log gives the number of students receiving mathematics tutoring by hour and by course for the Fall 2018, Spring 2019 and Fall 2019 semesters.

Xavier's 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.

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 and Science. 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.


Xavier operates one main campus and three additional leased locations for learning and teaching. The main Cincinnati campus totals 205 acres with 55 buildings.

The University 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, West Clermont High School. Xavier’s Accelerated Bachelor of Nursing (ABSN) lab and clinical courses are offered at three sites in Ohio: Cincinnati, 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.

There is 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. There are 18 clinical practice spaces on the main campus totaling 9,201.00 sq. ft. There are 45 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. There are 39 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. There are 19 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, now providing 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 the Occupational Therapy, Health Services Administration, the Department of Sport Studies, Population Health, Radiologic Technology departments, and the College of Nursing. There are 39 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's holdings include 217,951 physical titles in 298,121 physical volumes, in addition to 620,850 electronic titles. University Libraries 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, 16 public university libraries, 51 independent college libraries, 23 two-year college libraries, 16 regional campus libraries, 8 law school libraries and 5 medical school libraries. Exhibit, the institutional electronic repository, has 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 50 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).

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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 programing is designed to support and engage our Core Curriculum and its vision, goals, and student learning objectives. This Core Curriculum, thoughtfully reimagined 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 increasingly through Xavier’s Faculty 180 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

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