3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

3.A.1 & 3.A.2

Xavier University employs a variety of strategies to assess, review, and evaluate program quality for academic programs. As an institution, the university has established goals for the core curriculum that apply to all undergraduate students. Additionally, individual programs develop goals appropriate to their disciplines at the undergraduate level. This is assured through the individual college curriculum committees and through the Board of Undergraduate Studies approval process.

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 proposal, which articulate program goals, objectives, learning outcomes, and methods for student assessment. Once approved by the college curriculum committee, the proposal is reviewed by the Board of Undergraduate Studies (BUGS) or Board of Graduate Studies (BOGS) depending on the level of the program. The Office of the Provost has the final approval of new courses, and makes recommendations for program approval to the Board of Trustees. Before a new course can be offered, a Course Inventory Form, comprising a course abstract or syllabus specifying learning goals, resources required and available, and requirements met, must be completed. A course approval goes through the college curriculum committee and BUGS/BOGS. 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, 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 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.

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

The University currently offers academic programs at three 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), all in Ohio: Middletown (Masters of Education), Wilmington (Masters of Education, Education Administration) and West Chester (Masters of Business Administration).

Xavier University 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. In addition, Xavier faculty regularly teach in faculty-led international programs.

Departments 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. For example, adjunct faculty who teach core courses in the off-site MBA program follow syllabi approved by each department, ensuring consistency with on-campus offerings. Elective courses taught by adjunct faculty in these off-site programs also must have the same student learning outcomes as their on-campus equivalent. Courses taught in international programs follow the same curriculum review and learning goals as those offered on the main campus.

With these processes, we ensure that program quality and learning goals are consistent across all
modes of delivery and all locations.

**Sources**

- aa_CN_Graduate_Handbook_20192020_pages_49-55
- aa_core_curriculum_vision_goals_objectives_web_20200131
- aa_course_inventory_form_web
- aa_cte_instructional_continuity_newsletters_202003
- aa_cte_iocd_2_description
- aa_new_program_proposal_form_web
- aa_programs_courses_forms_web.pdf
- aa_xu_instructional_continuity_strategies_web_20200318
- aa_xu_instructional_continuity_web_20200318
- aa_xu_instructional_continuity_workshops_web_20200319
- xu_committees_list_bogs_bugs_charges_20191120
- xu_committees_list_curriculum_20191120

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

3B.1 and 3B.2

From 2007 to 2009, XU President Michael Graham, SJ, charged three Discernment Groups of Administrators, Faculty, and Staff to explore the structure, expression, and integration of XU’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.

In spring 2009, the Higher Learning Commission recommended that XU assess the general education program, or undergraduate core curriculum. Faculty Committee immediately charged various faculty members to begin the assessment process. In October 2012, a faculty subcommittee began to investigate possible underpinnings for a new core curriculum, through spring and summer 2013 holding numerous open forums, discussions, and surveys. In September 2013, 84% of the faculty voted in favor of six Goals and twelve student learning outcomes (SLOs), all of which were rooted in the four-hundred-year-old Jesuit plan of studies (Ratio Studiorum) and the six Jesuit values. A new and permanent Core Curriculum Committee (CCC) of nine faculty members next hosted multiple discussions, including seven open Listening Sessions. After much deliberation, including several Faculty Assemblies held throughout spring 2014, CCC presented two options for a new core curriculum. In May 2014, 87% of the faculty voted in favor of one of the options, which the XU Board of Trustees unanimously approved. Through the 2014-2015 Academic Year, faculty developed courses and programs for the new core that went into effect in fall 2015.
The core curriculum integrates into the XU academic experience a number of key university documents, including the XU 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 initially explore the meaning and implication of the six Jesuit values through the Ethics/Religion and Society Program (E/RS), the core of the core curriculum. XU 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.

2. **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.

3. **ENGL 205 Literature and the Moral Imagination** explores important ethical questions within the context of the creative imagination.

4. And the **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 core 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 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 our core curriculum is ensured in part through the Center for Mission and Identity. Since 1987, XU 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, XU’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.

3.B.3.

Xavier, 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, we have recently discovered, complicated relationship 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. We are also celebrating 50 years of admitting women to the day program of the University. While we are deeply philosophically and spiritually committed to diversity, we are aware that living this commitment can be incredibly complicated. We are also aware that our students, faculty, and staff come to us with a wide array of understanding about what it means to live in a diverse and interconnected world and one of our responsibilities is to help them prepare to teach and learn about this complex environment.

Our commitment to diversity is written into our mission statement. This, in turn, is an important component of our administrative agenda. An important pillar of our annual goals is a diversity component. These goals are reflected in the goals of all university divisions on an annual basis. Each cabinet meeting, a cabinet member reports out on diversity goals and progress – all cabinet members are in the rotation.

We have a Diversity and Inclusion Office that reports directly to the President. It, like all other cabinet offices, reports regularly to the cabinet, and 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. The Diversity and Inclusion board committee is the largest trustee committee). Indeed, all trustees must serve 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, including 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 sex. The Disability Services office supports students with diverse learning abilities. The
Residence Life office 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 are also all involved in supporting diverse students 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 becomes one of the 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 foreign 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 140 faculty, staff and administrators have completed semester one of the Diversity and Inclusion Teaching academy, and 75 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 is in the process of transitioning from a system of recording faculty scholarship within the library digital commons institutional repository to using the Faculty 180 program as a means of doing this. The College of Arts and Sciences and Williams College of Business are currently using Faculty 180, and the College of Professional Sciences and the College of Nursing are in the process of adopting it. An annual event held each April, the Faculty Recognition Reception, publicly celebrates the scholarly and artistic accomplishments of faculty across the university.

The University supports faculty scholarship and creative work in a variety of ways. New faculty can apply for summer grants to support their scholarly work. X grants were funded by the Development Committee in 2019. The College of Arts and Sciences awarded x dollars to support research work in 2018-2019. The College of Professional Studies awarded x dollars to support research. The College of Business awarded x dollars to support research. The University awarded x dollars to support faculty travel to disseminate their work and to connect with colleagues. In addition, the College of Business has an endowed fund that supports travel, and awarded x dollars in 2018-2019.

Student undergraduate research is presented in a variety of forums. The aforementioned institutional
repository serves as an optional place for students to archive their scholarly and artistic productions. Each April, the university hosts a celebration of student research and creative activity. Additionally, the university supports students presenting at the National Conference on Undergraduate Research, as well as other national or regional conferences. At the department level, capstone projects are frequently presented to peers and external audiences. For example, 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.

While we do have some doctoral programs in which students produce original research, our graduate programs are generally professional degrees, focused on producing applied scientists, and/or preparing scholars for more advanced training. In 2019, X 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 even publish.

Xavier University supports and encourages student research and creative work at all levels. However, a gap in our administrative oversight is that the information related to student presentations and publications is not recorded in a centralized location.

Sources

- aa_brueggeman_center_for_dialogue_web
- aa_cas_celebration_student_research_creative_activity_web
- aa_cas_summer_research_funding_summary_2018_2019
- aa_core_curriculum_vision_goals_objectives_web_20200131
- aa_core_flag_diversity_web_20191021
- aa_core_for_students_web
- aa_eps_psychological_services_web
- aa_ete_diversity_inclusion_teaching_academy_web
- aa_eigel_center_for_community_engaged_learning_web
- aa_eigel_center_immersive_learning_progress_report_201910
- aa_ers_besl_endowed_chair_web
- aa_ers_electives_web
- aa_ers_literature_moral_imagination_course_details_web
- aa_ers_phil_100_course_details_web
- aa_ers_speaker_series_events_web_2019
- aa_ers_theo_111_course_details_web
- aa_faculty_recognition_201904 .pdf
- aa_first_year_seminar_web
- aa_gdsr_minor_web
- aa_web_downing_scholarship_summary_2018_2019
- emss_center_for_international_education_ed_abroad_web
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

According to Census Day Enrollment Statistics 2016-2018 as calculated using the IPEDS/CDS method Xavier University 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. While we are proud of our continuity and this evidence suggests sufficient numbers for faculty to carry out classroom and non-classroom roles, when broken down, the data show that some areas are more strained for resources than others.

Based on the University’s mission statement to prepare students for a world that is increasingly diverse, complex and interdependent, we strive 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. While budgetary constraints led to scaling back our diversity initiatives in 2014, we have reinvested in this important value. To that end, in 2016, the university created the Office of Institutional Diversity and Inclusion and named Dr. Janice Walker the Vice President for Institutional Diversity and Inclusion. Since then, college-level committees to address diversity and inclusion have been created: CASDI, WCB Diversity & Inclusion Committee, and the CPS Diversity Group. The newly formed College of Nursing will also create a standing diversity and inclusion committee in time. The OIDI wrote a University Diversity and Inclusion Strategic Plan in 2017. Objective 3.1. of that plan has focused on revising Xavier’s Recruitment and Hiring Process to include strengthening the importance of Diversity and Inclusion in our Job Advertisements. Hire 1, 2 and 3 meetings for staff hires have been added to the hiring process. Diversity Recruitment and Selection Training will be implemented soon [add target date when known]. All search committee
members involved in a hiring process are 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, and 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, and 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. Affinity groups have been created on campus to enhance persistence/retention of faculty and staff through advocacy, personal support, mentoring and professional development.

Classroom roles of full-time faculty, principal and participating, include teaching as specified in the Faculty Handbook. Non-classroom roles of fulltime principal, tenure, and tenure-track faculty include scholarly activity, advising, service and administration for the University as specified by the Dean through the Department chair. Non-classroom roles of fulltime participating faculty (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. We are continuing to seek ways to ensure we have sufficient faculty to provide curricular oversight.

Faculty provide oversight of the curriculum via a multi-step process of review and approval, involving both college curriculum committees and the university-wide Board of Undergraduate Studies and Board of Graduate Studies. The process for this is discussed above, in 3A. Twelve additional committees are specified as Academic Committees for 2019-2020, each with faculty as members exert a degree of influence and control over academics via the specified committee charge, membership, chair, and reporting process outlined. Faculty also serve on all search committees for new faculty, deans, and administration. We have a robust, faculty-driven assessment process, as described in Criterion 4.

Faculty have oversight of academic credentials for instructional staff. An overarching 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 Dean’s office and the Office of the Provost, and then recorded in a Faculty Qualifications Protocol form. The university implemented Faculty180, which contains evidence that demonstrates compliance with the qualifications protocol.

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. Each college details further their annual review process: WCB, CAS, CPS, CN. The Faculty Handbook states the norms for evaluation of adjunct faculty parallel that of principal faculty with more emphasis on teaching. Each college is developing a protocol for the evaluation of adjunct faculty. [update with final protocols as available]

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.

To ensure that faculty are adept in their teaching roles, Xavier University founded a Center for Teaching Excellence in 2010. The mission of the Center for Teaching Excellence (CTE) 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. In addition, 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 about 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. As mentioned above, 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 tech and digital resources.

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.
Xavier staffs a number of offices that directly support students. 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 (?? 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 current as of [insert date].

Xavier University 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 criterion 3D below.

Sources

- aa_cas_CASDI_web_2019.pdf
- aa_cps_diversity_and_inclusion_initiatives_201805
- aa_cme_adjunct_faculty_orientation_canvas_course_2019
- aa_cme_diversity_inclusion_teaching_academy_web_20200204
- aa_cme_faculty_advisory_board_2019
- aa_cme_faculty_associate_positions_20180423.pdf
- aa_cme_faculty_director_call_for_applications_20180316
- aa_cme_faculty_recognition_2019_page5
- aa_cme_faculty_recognition_2019_page5 (page number 7)
- aa_cme_faculty_recognition_2019_page5 (page number 12)
- aa_cme_faculty_recognition_2019_page5 (page number 13)
- aa_cme_infographic_2019.pdf
- aa_cme_mission_statement_web_201902
- aa_cme_new_faculty_orientation_20190813
- aa_cme_new_faculty_orientation_canvas_course_2019
- aa_cme_programs_calendar_2019
- aa_digital_media_lab_faculty_services_web_20200211.pdf
- aa_digital_media_lab_web_20200211.pdf
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 in 2017 which 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 Success Center 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 are also connected to the Student Success Center and 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 system 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 experience, a zero-credit course that meets six times each semester in which small groups of first-year students engage in discussion 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 form 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.

- Housed in the Student Affairs Division of the University, the **Xavier Action and Care Team (X-ACT)** is the University’s collaborative, interdisciplinary advisory group 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**

Xavier supports the academic needs of our students through a number of offices, some of which support all students, or perhaps all undergraduate students, and some of which support specialized groups of students.
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 the office shows that, over time, students who receive tutoring earn grades of at least C on average, and students who attend supplemental instruction have a lower DFW rate than those who do not.

The James A. Glenn Writing Center supports all students on campus, 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.

The University Library provides preparatory instruction to meet the academic needs of all students. University librarians provide classroom instruction on research and information literacy skills, the library’s reference desk provides research assistance, and the library’s XU Tutor offers web-based tutorials on finding, evaluating and using library resources. Outcomes for each tutorial are evaluated by means of a quiz.

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.

Students entering the university as first-time freshman undergraduates take placement tests in mathematics and foreign 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. Entering 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 will be admitted unconditionally or conditionally.
Xavier undergraduates are assigned faculty advisors though 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 as well as by an advising manual. There is also an advising guide for students as well as the 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.

The University 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 three 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), all in Ohio: Middletown (Masters of Education), Wilmington (Masters of Education, Education Administration) and West Chester (Masters of Business Administration).

Xavier University 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 theater, 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 maker’s space, 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 2019-20.
The HUB encompasses all health-related elements of a Xavier students' experience, including a recreational center, a comprehensive primary care clinic and a mental health center with counseling rooms, a pharmacy and wellness coordinators. It is now 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.

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. The eXhibit institutional electronic repository has 15,636 items, including links to and PDFs of faculty scholarship, student scholarship, digitized collections from University Archives and Special Collections, digitized student newspaper, digitized Xavier yearbooks, and library administrative reports.

Xavier students and faculty are equipped with a technology infrastructure that supports effective teaching and learning. There are 2050 employee computers (400 Mac/1650 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).

Sources

- aa_academic_advising_guide_faculty_staff_201912.pdf
- aa_academic_advising_guide_students_201912.pdf
- aa_cas_schedule_resources_for_students_web_20200108.pdf
• OIDI_Center_for_Diversity_and_Inclusion_web_20200109.pdf
• phyp_academic_instruction_multi_locations_201811
• phyp_campus_infrastructure_201909.pdf
• phyp_campus_infrastructure_201909.pdf (page number 2)
• phyp_campus_infrastructure_201909.pdf (page number 4)
• phyp_campus_infrastructure_201909.pdf (page number 6)
• phyp_campus_infrastructure_201909.pdf (page number 8)
• phyp_campus_infrastructure_201909.pdf (page number 9)
• phyp_campus_infrastructure_201909.pdf (page number 11)
• phyp_campus_infrastructure_201909.pdf (page number 12)
• sa_action_and_care_team_web
• sa_bias_advisory_response_team_web.pdf
• sa_cfi_web_20200204.pdf
• SA_counseling_services_web_20200109
• sa_dean_of_students_integritas_program_web_2020024
• sa_dean_of_students_web_20200221
• sa_dean_students_alcohol_and_drug_web_20200217
• sa_disability_services_overview_services_web_20200221
• SA_Disability_services_web_20200109
• sa_emergency_student_financial_resources_web_20200221
• sa_gallagher_student_center_web.pdf
• sa_graduate_student_association_governance_web.pdf
• sa_health_services_web_20200109.pdf
• sa_recreational_sports_web.pdf
• sa_student_involvement_web.pdf
• xu_title_ix_office_web_20200217
3.S - Criterion 3 - Summary

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

Summary

Sources

*There are no sources.*