5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5.A.1.

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

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

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

The Faculty Handbook affirms that “the faculty’s responsibilities to the institution are central and critical and thus the faculty are full participants in the shared governance of the University,” and
tasks the Principal Faculty to exercise “its institutional commitment by participating in the shared governance of the University.” Beyond stating the role that faculty plays in the tenure and promotion process, the Faculty Handbook defers to the Constitution of the Faculty Assembly of Xavier University on how Xavier faculty and administrators are to interact in matters of shared governance. Xavier's Principles of Shared Governance calls on the faculty to routinely assess the effectiveness of academic committees, evaluate shared governance and institutional practices, and recommend necessary changes; a systematic review and update of the Faculty Handbook completed in 2020 illustrates this ongoing work.

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

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

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

Xavier’s Student Government Association (SGA) exists to continuously improve the University and develop all students, undergraduate and graduate, part-time and full-time, traditional and non-traditional alike, as responsible and involved members and leaders of society. SGA strives to preserve the rights and freedoms of all students, provides a forum for civic training and student participation in University governance through membership on certain University Committees, and seeks opportunities to engage with the administration in meaningful ways including monthly meetings with the President and three SGA executives. Branches of the SGA include a Student Senate, a Student Activities Council, and an Association Executive. The SGA President maintains contact with and advises students appointed to the University committees. To enhance communication between faculty and students, the Faculty Committee Chair is invited each fall to attend a Q&A session with representatives of the Student Government Association that helps address and clarify issues concerning both groups. Students clubs and organizations are officially recognized as a subordinate body of SGA.

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

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

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

5.A.2.

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

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

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

- Pulse Surveys are taken annually starting in 2018 of student, alumni, staff, and faculty satisfaction. The Director of Institutional Research routinely reports relevant findings from these surveys to the Board of Trustees, Board subcommittees, and appropriate division vice presidents and University committees.
- Results from the National Survey of Student Engagement are shared with the President’s Direct Reports, the Center for Teaching Excellence, Board of Trustees subcommittees, the Center for Diversity and Inclusion and the Office of Institutional Diversity and Inclusion.

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

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

- An Academic Program Health Dashboard that provides a comprehensive snapshot of the health of undergraduate programs along five dimensions: academic quality, finances, contributions (e.g. to mission, to diversity), trends (e.g. employment trends) and personnel (e.g. faculty productivity). Key metrics on each dimension track progress to guide program improvement, which enables program stakeholders to monitor progress and continually improve academic programs as they prepare for program review every 6-7 years.
- A Managerial Accounting System (MAS) that provides a better understanding of the cost structure in delivering educational, co-curricular, and organizational activities through a historical financial report that allocates University revenues and expenses to the department, program, course and student level for a completed fiscal year, incorporates both unrestricted and restricted activities, and ties to the audited financial statements for the given fiscal year. MAS was rolled out to academic areas in FY19 and FY20, with plans being developed to roll out to non-academic areas beginning in FY21.
- A Faculty 180 system for storing faculty profiles and c.v.’s, and listing their various professional activities (e.g. qualifications, teaching, advising, scholarly contributions, service, and administrative).
- New standardized course evaluations for students that will allow for direct comparison across the entire University.
- The creation of a Core Curriculum Assessment Committee that: 1) oversees the development and revision of tasks to assess core goals and Student Learning Outcomes (SLO) in collaboration with appropriate departments or subcommittees; 2) administers these assessment tasks to the student body; 3) evaluates the extent to which student work achieves the core goals and SLO's based on the collected data; and 4) makes recommendations to the Core Curriculum Committee (CCC) and its subcommittees based on assessment data to inform student learning.
- A required Core 499 course for graduating seniors that requires an online response to questions related to one of the 12 core curriculum goals, requiring approximately 45 minutes. These data are designed to assess what our students are learning through the core. In this assessment, only group data and analyses are reported, not individual responses. These assessment results are integrated into the work of the faculty and staff to improve student learning.
• Adoption of EAB Navigate student success management system that provides administrators, academic advisors, and success coaches with tools to support students from enrollment to graduation and beyond.
• A University Strategic Dashboard has been made available to University leadership and the Board of Trustees.

5.A.3.

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

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

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

The new undergraduate general education program, the Core Curriculum, was built through deep and broad faculty engagement. In Spring 2009, the Higher Learning Commission recommended that Xavier assess the Core Curriculum. Faculty Committee charged various faculty members to begin the assessment process. 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 Xavier Board of Trustees unanimously approved. Through the 2014-2015 Academic Year, faculty developed courses and programs for the new Core Curriculum that went into effect in fall 2015.

Sources

• AA_CAS_Committee_and_Report_2019
• aa_college_processes_budget_reductions_2020
• AA_Faculty_180_Project_Charter_20170526.pdf
5.B - Core Component 5.B

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

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

Argument

5.B.1.

Xavier has qualified and trained operational staff sufficient to support its operations and ensures employees are qualified for the positions they hold through a well-defined hiring and selection process. Xavier seeks ways to improve its hiring processes. In response to the 2016 Climate Survey and the University’s Diversity and Inclusion Strategic Plan, an ad hoc Diversity Recruiting and Hiring Committee recommended changes to our recruitment and hiring processes, which are currently being implemented.

Annual performance reviews are conducted for all employees. Individual colleges oversee faculty reviews and HR coordinates the staff reviews each spring as part of a comprehensive performance management process. HR coordinates University wide professional development offerings for faculty and staff.

Staff and faculty are encouraged to further their formal education through a tuition remission benefit. Full-time employees receive 100% of tuition remission for courses at Xavier. Employees engage in professional development through internal training workshops and external conferences and training. The Office of Human Resources and the Xavier Leadership Center (XLC) partner together to reserve up to five spaces for Xavier employees at every workshop the XLC offers. In FY20 workshop topics included critical conversations, driving strategy at any level, leading sustainable change, and creating effective presentations. The Office of Human Resources and the Office of Institutional Diversity and Inclusion partner each year to offer at least a full-day professional development workshop to the President’s Cabinet and other executive level employees.

Xavier invests in employee retention through market salary evaluations of both faculty and staff positions. These evaluations are used to make appropriate and financially responsible decisions to adjust to salary bands and salaries to ensure appropriate and competitive salaries in line with Xavier's total compensation philosophy to pay at market. In 2013, a comprehensive position classification system was implemented for staff positions and then refreshed in early 2018 against 2016 data. This resulted in classification changes and market salary adjustments for several positions to ensure appropriate and competitive salaries. The most recent market adjustment was completed in FY19. Salary reductions in 2020 during the COVID-19 pandemic set this progress back.
Education is supported through professional librarians and the instructional design team, who serve the needs of faculty and students in the areas of instruction (traditional and online) and research. Each year faculty receive a boot camp training on Canvas (Xavier's LMS) and new pedagogical methods of course delivery and online instruction. Throughout the year librarians and the ID&T team provide collaborative consultation through or in conjunction with the Center for Teaching Excellence workshop training programs which, among other things, assist in integrating the mission into all courses and supported Xavier's transition to remote and hybrid teaching in response to COVID-19.

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

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

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

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

<table>
<thead>
<tr>
<th>Building Type</th>
<th>Total SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>658,404</td>
</tr>
<tr>
<td>Athletics (incl Cintas)</td>
<td>369,011</td>
</tr>
<tr>
<td>Administrative</td>
<td>340,644</td>
</tr>
<tr>
<td>Residence Halls (incl Rentals)</td>
<td>746,404</td>
</tr>
</tbody>
</table>
Xavier currently offers academic programs at these 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).

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

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

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

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

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

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

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

Each ABSN site is overseen by two sets of individuals. The Academic Program is overseen by the Academic Director (Cincinnati) and Assistant Directors (Columbus and Cleveland). These Directors are Teaching Professors 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. The second set are Orbis Education personnel; each site has a Site director (non-faculty) whose responsibility is oversee the offsite location. Any inadequacies of the location for instructional purposes are noted and addressed during weekly meetings between the Dean and the Orbis Site director and during every other week administrative meetings with Orbis leadership.
Xavier continues to invest in physical plant infrastructure that is sufficient to support its operations. In the May 6, 2018 meeting, the Board of Trustee’s Finance committee approved Fr. Graham’s request to add $1 million to fund capital renewal projects. This decision highlighted Xavier's commitment to increase capital renewal spending with a goal to increase spending to between $12-$15 million each year in support of our educational purposes to deliver face to face education in the best learning environment for our students. Xavier recently adopted a more comprehensive capital planning process as part of its long-term financial planning process, to prepare a comprehensive five-year capital plan that includes capital renewal, new construction, building upgrades, etc.

Xavier utilizes a number of tools and processes to guide and prioritize its capital spending decisions. The Campus Master Plan, which was updated internally in 2018, serves as the overarching guide in prioritizing future plans for land use, the renovation of existing facilities, and the construction of new facilities. A second process that the University uses to ensure that its facilities are well-maintained and continue to support its academic mission is the facilities assessment process. Our Physical Plant staff includes one employee whose sole responsibility is to oversee our planning for facility maintenance spending, and a key part of this employee's responsibilities is to maintain a database of all building asset information including condition, life expectancy, and expected replacement costs. These data are used for developing overall campus project needs, which are then prioritized using a methodology that combines University strategies with building classification and condition indexes to determine best investment. The result allows the University to properly forecast and develop 5-year capital spend plans that are aligned with the University's mission. This information is incorporated into a 5-year capital spending plan, which is reviewed with the Finance Committee of its Board of Trustees annually; approved expenditures from this plan are included in the University's annual budget.

Since 2010, Xavier’s capital planning and capital renewal process has guided $225 million in total building investments: $165 million in new buildings and $60 million in renovations on existing buildings. The investments are balanced between academic, administrative and residential new build and renovation projects.

<table>
<thead>
<tr>
<th>Building Type</th>
<th>New Build Cost ($ million)</th>
<th>Renovation Cost ($ million)</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>$90</td>
<td>$12</td>
<td>45.6%</td>
</tr>
<tr>
<td>Administrative / Site / Other</td>
<td>$16</td>
<td>$27</td>
<td>19.1%</td>
</tr>
<tr>
<td>Residential</td>
<td>$59</td>
<td>$21</td>
<td>35.4%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$165</strong></td>
<td><strong>$60</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

The most recent building to be completed was the $56 million Health United Building (HUB) that opened in stages starting August 2019. The HUB is a state-of-the-art campus facility that focuses on health and wellness as an expression of Xavier’s Jesuit Catholic educational mission and foundational value of care of the whole person (cura personalis). This project was made possible due to a unique affiliation between Xavier University and TriHealth Health Systems, a large regional healthcare services provider. The HUB supports academic programs in Nursing, Occupational...
Therapy, Radiation Technology, Health Administration, Exercise Science, Athletic Training, and Population Health. The HUB contains lecture halls, state-of-the-art medical simulation labs, classrooms, and study spaces. The building further enhances students' experience by consolidating all of Xavier's physical and mental health services for its students in one place. This includes a recreational center, a comprehensive primary care clinic and a mental health center with counseling rooms, a pharmacy and wellness coordinators.

The completion of the HUB and migration of classroom, lab, and related health spaces created vacancies in several campus buildings. To help determine the best use of these spaces, a team of ten faculty as well as key staff members formed the Academic Space Reallocation Task Force to assess departmental/program space needs and provide alternative scenarios to the Provost and the Vice President for Financial Administration. Their final report represents a culmination of the team’s analysis, deliberations, and insights and will help guide the University’s academic facilities planning for the coming years. Implementation of these changes has been delayed due to COVID-19 and the suspension of major capital spending.

Xavier has furthermore partnered to create a near-campus development, University Station. Regular reports from NSSE and other sources had a consistent theme that parents wanted their students to have safe housing choices when they were no longer in the residence halls, and students wanted to have fun places to go nearby campus. Xavier had assembled approximately 15 acres of land on the Campus’ eastern boundary from a mixture of commercial and retail owners. In 2010 Xavier issued a RFP seeking developers to lease and then develop student housing and retail. In 2011, the Board of Trustees approved a resolution authorizing the Executive Committee of the Board to move forward with the project. By 2013, University Station was conceived, leased by Xavier to the developers for 95 years, financed (by the developers, not Xavier) and work was underway. The development is owned by the developers who hold the land on a 95 year ground lease, and will revert to Xavier at the end of the term.

The initial phase of the development opened in fall 2013 with about 450 beds of first-class student apartments, around 30,000 square feet of retail (Xavier’s bookstore is an anchor tenant, but there are restaurants and an ice cream parlor), and a 45,000 square foot office building was constructed as well. The office building has two tenants: CTI, International which is a clinical testing company, and has partnered with Xavier’s Center for Population Health on academics and has served as a site for internships and hiring of our graduates. The other tenant is TriHealth, which has doctors’ offices that have served as sites for nursing students’ internships, and serves the health care needs of the Xavier and surrounding communities. In 2020 a second phase was added with approximately 125 additional beds of student apartments. Additional office buildings are still to be completed. The occupants for the new buildings are planned to be rented to tenants who present the same types of opportunities for Xavier and its students as the initial building.

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

5.B.2.

Each year, Xavier reviews its University Strategic Plan and sets annual goals that are realistic in light of the institution’s organization, resources and opportunities and aligned with Xavier's Mission and Strategic Plan.

The Xavier University Mission includes the following overarching commitments:

- We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement.
- We prepare students for a world that is increasingly diverse, complex and interdependent.
- The Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action.

The University Strategic Plan supports the Mission through its four strategic goals.

Goal 1. To embody the gifts of our Ignatian heritage and the Universal Apostolic Preferences of the Society of Jesus (2019-2029) amidst a robust educational experience in a nurturing, safe, well-maintained, and beautiful campus environment.

Goal 2. To develop and maintain dynamic undergraduate academic programs that are built upon our Jesuit core curriculum and led by committed faculty and staff. These programs will be high quality, distinctive, compelling, and provide a pathway for students to obtain internships, meaningful employment, and acceptance into graduate and professional schools.

Goal 3. By being responsive to regional and national needs, in light of our strong Jesuit principles and committed faculty and staff, develop and grow dynamic graduate programs. These programs will be high quality, distinctive, compelling, and provide a pathway for students to obtain meaningful jobs.

Goal 4. To ensure the financial and operational future of Xavier University.

Xavier sets goals that are ambitious yet attainable in light of its resources, organization and opportunities. For example, one 2019-2020 goal resulted in the creation of a College of Nursing with a new dean to support a growing program in multiple locations. One 2018-2019 goal resulted the construction of the aforementioned Health United Building (HUB) in 2019-2020.

During the past five years (FY14 to FY19), University student FTE grew from 5,920 in Fall 2014 to 6,455 in Fall 2019, an increase of 9.0%. During the same time, faculty FTE grew from 440 in Fall 2014 to 516 in Fall 2019, an increase of 17.3%. Total University credit hours increased from 82,090 in 2014 to 89,932 in 2019, an increase of 9.6% while maintaining Xavier’s student to faculty ratio at 12 to 1.
Over the past five fiscal years (from FY14 to FY19), operating revenues have increased 26.7%, from $166.6 million to $211.1 million, while operating expenses have increased 20.3%, from $162.2 million to $195.1 million. The change in net assets from operations has increased from $4.4 million, or 2.6% of operating revenues, to $16 million, or 7.6% of operating revenues. Xavier has been able to accomplish this through a reduction of the discount rate, the addition of revenue positive new programs, solid fundraising, and prudent management of expenses. The University’s change in net assets from operations has been positive for every year in all of its recent history, and in particular, over the last ten years since our last accreditation. As of June 30, 2019, the University held over $380 million of cash and investments, including its endowment, which totaled $199.3 million.

Xavier maintains strong ratings from its credit rating agencies. In its most recent annual review in October 2019, Moody’s Investor Service maintained the University’s A3 rating and changed its outlook from Stable to Positive. Also, in its most recent annual review in November 2019, Fitch Ratings upgraded the University from A- to A, with a Stable outlook. Both ratings were recently affirmed as part of the refunding of its 2010 and 2013 Series bonds in July 2020. The Finance Committee of the Board of Trustees reviews Xavier's credit rating status and debt capacity annually.

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

Fundraising at Xavier supports its educational mission. In FY20, Xavier raised $8.1 million in the annual fund, $24.7 million in gift income and $26.3 million in new pledges. Cost ratios (about 9 cents to raise a dollar) are efficient and rank among the best compared to Jesuit counterparts. The average length of service for a typical frontline fundraiser at any given non-profit/university is about 16 months, whereas Xavier's average is over ten years, creating strong and trusting relationships with donors.

In 2013, Xavier launched the "Together. For Others." campaign, the goal of which is to raise $250 million by June 30, 2021. This overall campaign goal incorporates separate goals to raise $100 million for the endowment, $80 million toward the annual fund and $70 million for capital projects. As of June 30, 2020, the campaign reached 89.7% of its goal and is on track to achieve all targets by the end of FY21. As of August 2020, 17,431 alumni have donated to the Together. For Others Campaign. These alumni donors have given a total of $87M, or 39% of the total campaign.

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

In order to provide a more holistic snapshot of the overall health of academic programs that focuses on academic quality and outcomes, Xavier's faculty created an informational dashboard called the Academic Program Health (APH) dashboard. The APH provides a comprehensive view of the programs along five dimensions: academics, finances (MAS), contribution (e.g. to mission, to
diversity), trends (e.g. employment trends) and personnel (e.g. faculty productivity). Key metrics on each dimension track progress to guide program improvement, which enables program stakeholders to monitor progress and continually improve academic programs as they prepare for program review every 6-7 years.

5.B.3, 5.B.4

Xavier has a well-developed process in place for budgeting and for monitoring its finances. The University allocates its resources in a manner consistent with its purposes of teaching, scholarship and service, each of which is an expression of its educational mission. The University has developed a long-range (five year) financial plan that is based on its approved Strategic Plan; this plan is reviewed and updated annually. In addition, the University is implementing a new financial planning tool to enhance and improve its long-range planning capabilities; this tool is expected to be fully implemented by the 2nd quarter of FY21. The long-range financial plan, along with its annual operating budget, is developed with input from senior leaders and from various campus constituencies in consultation with the University Planning and Resource Council. Capital spending plans are incorporated into these financial plans.

In response to the 2009 HLC report, Xavier created the University Planning and Resourcing Council (UPRC) to provide oversight and monitoring of the budgeting process for its finances. The UPRC is an advisory body reporting to the President and serves as the primary conduit for faculty and staff input into financial resource allocation related to long-range financial planning and annual budgeting. The UPRC makes recommendations and provides advice to the President regarding financial resource allocation in support of the University’s strategic plan and institutional goals and objectives.

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

The University’s annual operating budget is developed by the Office of Financial Planning and Budgets with information provided by and in consultation with the President’s Direct reports, members of their staffs, and various cabinet members. The annual budget is reviewed by the University Planning and Resourcing Council for recommendation to the President. The annual budget must be approved by both the Finance Committee of the Board of Trustees and the full Board.

In developing its annual budget, the University considers the following factors, among others: strategic priorities, enrollment estimates, economic and financial conditions, competitor activities, tuition prices, financial aid, new programs, compensation, capital spending and liquidity. General fiscal control is exercised on a daily basis by senior administrators, financial managers, the Office of Financial Planning and Budgets, the Procurement and Accounts Payable department, and the Controller’s Office. The University budgets and actively manages its operations to achieve positive operating margins.

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

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

Xavier is tuition dependent. For FY20, net tuition and fees represented 65% of total revenue. Other significant sources of revenue include: auxiliary revenue (23%), and private grants and contracts (9%). Endowment appropriations make up 3% of annual revenue. As a result, enrollment, and primarily undergraduate enrollment, represents the single most significant factor affecting the University’s budgeting and financial performance. Enrollment projections are prepared by the Office of Enrollment Management and Student Success (EMSS) after its fall census each year. These projections are considered, along with other competitive and market data, to develop tuition, fee and room and board pricing recommendations. These recommendations are jointly developed by the Vice President for Enrollment Management and Student Success, the Provost and Chief Academic Officer, and the Vice President for Financial Administration and Chief Business Officer, and are reviewed with the UPRC, the President and the President’s Direct Reports prior to review with the Board of Trustees. All tuition, fees, room and board prices are approved by the Board of Trustees annually at its December meeting.

The annual budgeting process planning begins in January each year for the following fiscal year, and the Board of Trustees approves the annual budget at its May meeting.

In 2018, Xavier completed a pricing study in order to make informed decisions regarding the Xavier brand, market strategies, and pricing to assist with budget and planning.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5.C.1.

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

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

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

Xavier's centers are housed within clearly defined units reporting up to the president via one of the president's direct reports; through each direct report's budget process, resources to support centers are aligned with Xavier's mission and priorities. For example, the Center for Teaching Excellence, the Eigel Center for Community-Engaged Learning, the Center for Faith and Justice, the Brueggeman Center for Dialogue among others are resourced through the Provost and Chief Academic Officer,
and the Student Veterans Center through the Vice President for Enrollment Management, and the Center for Mission and Identity through the Vice President for Mission and Identity.

5.C.2.

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

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

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

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


Planning at Xavier is robust and holistic, characterized by the following:

- The planning process encompasses Xavier as a whole and considers the perspectives of internal and external constituent groups.
- Xavier plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.
- Xavier's planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
- Xavier implements its plans to systematically improve its operations and student outcomes.

The following examples illustrate these characteristics of Xavier's planning.

*Academic Planning*
The seven goals of the Academic Plan of 2014 issued by the Provost and Chief Academic Officer in consultation with attendees at the Provost Assembly in 2013 and from Staff Advisory Committee set the course for the three years that followed, including the implementation and consolidation of the revised Core Curriculum, the development of significant opportunities for experiential learning, and the creation of new academic programs.

In 2017, a renewed Academic Planning Task Force created by Faculty Committee produced a draft 2017 Academic Plan that prioritized resources for ongoing and new strategic initiatives. This task force brought faculty into the planning process and engaged a broader group of voices including college deans, the Core Curriculum Committee (CCC), the Library director, Vice President for Financial Administration, and others to identify the core components of a distinctive Xavier experience and the resources needed to create, maintain, and develop these experiences. The plan identified six areas, or “pillars,” of investment that are key to the Xavier University educational experience and the main focal points of resource investment in upcoming years. The Plan drove resource allocation and established that resourcing decisions should be accountable to the academic plan in an ongoing, responsive process. While the plan remained a draft, it influenced initiatives in the years that followed, such as:

- The Signature Experience: The Academic Plan called for the definition and implementation of the Signature Experience (2.1). This became the Road Through Xavier, a four-year experience for undergraduates discussed in detail in 3B.
- **The Center for Population Health**: The Academic Plan prioritized establishing Xavier as a leader in population health (3.1). In Spring 2019, the Center for Population Health was launched with specific goals to support faculty engagement and scholarship and to develop community-academic partnerships and coordinate responses to community needs. The Center benefits from a broad advisory board that includes internal and external stakeholders.

In 2017, the Academic Planning Committee became a standing committee that examines and revises the Academic Plan annually to ensure continued relevance in the global and local environment.

In Fall 2020, the Academic Planning Committee will be charged by the Provost and Chief Academic Officer to develop a new Academic Plan, which will inform the University's next Strategic Plan.

**Diversity and Inclusion**

The Diversity and Inclusion Strategic Plan includes among its core goals and related strategies transforming the institutional culture by executing on our commitments and building a culture of accountability. An example how this has been accomplished is the dissemination and wide discussion of the results of the Campus Climate “Pulse” Survey. The Diversity and Inclusion Strategic Plan has also led to increased supplier diversity, the extension and growth of the Diversity and Inclusion Teaching Academy to train faculty for better student outcomes, the creation of the Bias Education and Advocacy Team (B.E.A.T.) to provide staff and faculty a safe space have their voice heard, and the development of hiring strategies and training.

The President’s Diversity & Inclusion Action and Advisory Council works in partnership with faculty, administrators, students, staff and the external community to encourage, achieve and sustain diversity and equity. The Council designs, coordinates the implementation of, and assesses Xavier's diversity and inclusion strategy, advocates for the institutional support of the Diversity and Inclusion Strategic Plan, and makes annual recommendations for improvement. Current student voices are engaged the President’s Diversity & Inclusion Action & Advisory Council and the Board of Trustees.
Financial Planning

A five-year financial plan was developed in Fall 2019 under the direction of the Vice President for Financial Administration and Chief Budget Officer and the Office of Financial Planning and Budgets. This plan is being updated in light of the impact that COVID-19 has had on its Fiscal 2020 budget. This updated financial plan will project and estimate revenues and expenditures from the year 2020 until the year 2025 and has been reviewed with the Finance Committee of the Board of Trustees. This plan will be reviewed and updated annually to ensure it aligns with annual enrollment projections and annual forecasts that may change as a result of actual enrollment each fall. A long-term capital spending plan is also being developed.

In addition to traditional revenue and expense drivers such as enrollment, pricing, and faculty and staff compensation, the University’s planning process considers market and competitive factors in its planning. This is evidenced by its decision to launch the Accelerated Bachelor of Nursing (ABSN) program in January 2017, which was launched in conjunction with Orbis Education to take advantage of the projected demand for nursing professionals over the next ten years. Based on market information, the University recently expanded ABSN beyond its home market in Cincinnati to Columbus and Cleveland, and plans to expand to other states in the next two to three years. Other factors that are considered in financial planning are pricing and enrollment actions taken by schools with which the University competes and anticipated changes in the fundraising environment.

Enrollment Management and Student Success

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

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

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

Internal modeling and external research on practices related to student persistence is done to project and enhance the retention of traditional student cohorts. In conjunction with third party research-consultants Xavier models student persistence risk factors to triage and manage student outcomes.
External partnerships are utilized to understand external market landscape and anticipate market shifts regionally and enrollment priorities are tied to national, regional, and state demographic forecasts. National research is utilized to target recruitment efforts to align with pricing study results.

Research is utilized to ensure success in several areas: to optimize tuition and pricing strategy, to target recruitment efforts toward students with a higher ability to pay that aligns with pricing study results, to understand external market landscape and anticipate market shifts regionally, to shift enrollment priorities to areas of greater opportunity, and to plan on projected retention of traditional student cohorts. Weekly monitoring of student post-graduation outcomes is done in accordance with standards set forth in the National Association of Colleges and Employers (NACE) standards.

Enterprise Risk Management

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

For example, the ERM process has identified succession planning for key leadership roles as a risk. The University has therefore developed succession plans for leadership roles and is preparing a smooth presidential transition in 2021 following the successful tenure of Father Michael Graham, SJ, as President for over twenty years.

Xavier at 5,000

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

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

COVID-19
The COVID-19 Task Force furthermore illustrates Xavier's capacity for agile strategic planning. This Task Force began work in late January 2020 and shifted in April from crisis management to strategic planning for a safe return to campus in Fall 2020. Students returned to campus in August 2020. This ongoing work will continue to be evaluated through the course of 2020-2021.

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5.S - Criterion 5 - Summary

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

Summary

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

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

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

The result has been growth at Xavier University. During the past five years (FY14 to FY19), University student FTE increased 9.0% while maintaining our student to faculty ratio at 12 to 1. Additionally, operating revenues have increased 26.7%, while operating expenses have increased 20.3%. The University also maintains strong credit ratings from its credit rating agencies.

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

Xavier has integrated assessment of academic programs with its planning and resource allocations within the Provost area. Annually assessment of academic programs is conducted to ensure programs continue to be high-quality, distinctive and compelling. The new Academic Program Health (APH) metrics were developed to measure academic program health. All programs and departments are evaluated on the APH to ensure that changes in demand, student learning outcomes, and job prospects are being met.

The Division of Enrollment Management & Student Success (EMSS) performs an annual assessment of the academic support, student success, international education and career development offices to identify opportunities to improve the quality of student support, and respond to future challenges and opportunities.

Sources
There are no sources.