

The Diversity and Inclusion Strategic Plan for 2017-2022

Goal 1: Create and maintain a welcoming, inclusive and equitable campus climate characterized by support and respect for all members of the university community.

Objective 1.1. Foster a campus climate in which contributions towards creating a diverse and inclusive campus are recognized, celebrated and rewarded.

Strategies for Year 1

Strategy 1. Continue strengthening sex discrimination and gender-based violence prevention and response systems on campus to promote a safe, respectful environment for students and employees.

Strategy 2. Invite and encourage the participation of underrepresented faculty and staff in campus events and programs. Note and acknowledge their participation and efforts.

Strategy 3. Leverage underrepresented and culturally competent voices for high-impact outcomes and major university-wide initiatives to ensure inclusive decision-making.

Strategies for Year 2/ Year 3

Strategy 4. Create an Excellence in Diversity and Inclusion program in which faculty and staff are commended for sustained and significant contributions in diversity and inclusion. In addition, recognize faculty for service and academic-related diversity accomplishments at the Faculty Recognition Program.

Strategy 5. Establish an exit survey process for students, faculty and staff who leave the University for any reason to determine what diversity-related factors (e.g. the campus climate) may have contributed to their decision.

Objective 1.2. Enhance the development of individuals in intercultural awareness, communication and engagement in their journey towards cultural proficiency.

Strategies in Progress

Strategy 1. Review and identify opportunities for aligning and strengthening the diversity and inclusion content (e.g. racism, sexism, and power and privilege) and specific training (e.g. Safe Zone) in the Road to Xavier, Manresa, Smooth Transitions, Goa, First-year Seminar and the Signature Experience, ensuring these communicate and demonstrate that first-year students understand diversity and inclusion are core Xavier values.

Strategy 2. Establish a Faculty Learning Community (FLC) each year with a diversity and inclusion focus to promote a deeper understanding among faculty of diversity and inclusion issues.

Strategy 3. Provide ample opportunities, primarily through programs, for members of the campus community to engage in culturally safe dialogue with an emphasis on listening with empathy and sharing authentically. (e.g. Day of Dialogue, Heart-to-Heart Forum, and Courageous Conversations).

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Strategies for Year 1

Strategy 4. Encourage and support the work of faculty and staff to enhance and develop co-curricular experiences that help prepare students for life in an increasingly diverse and global society.

Strategy 5. Review and identify opportunities for further strengthening the diversity and inclusion content in Manresa for Faculty and Staff, new staff orientation and new faculty orientation, ensuring these programs communicate and demonstrate that diversity and inclusion are core Xavier values.

Strategies for Year 2 / Year 3

Strategy 6. Incorporate substantive components of diversity and inclusion into the onboarding process for all new employees.

Strategy 7. Evaluate the various comprehensive integration models for faculty and staff (e.g. AFMIX and FLCs) to determine and implement the best fit for Xavier regarding diversity and inclusion.

Strategy 8. Develop and implement an intercultural competency workshop that includes relevant diversity and inclusion content (e.g. cultural and religious biases, racial and social justice, and gender inequity) within a leadership training program for student leaders of all SGA-sponsored organizations.

Strategy 9. Recruit and support faculty and staff each year to participate in immersion experiences and attend workshops or conferences (e.g. the Summer Institute for Intercultural Communication) to enhance their intercultural competency.

Objective 1.3. Ensure the accessibility of facilities and the ability to engage in campus activities for all members of the University community.

Strategies in Progress

Strategy 1. Create a more user-friendly campus by assessing signage relevant to people with disabilities and by making services and spaces more identifiable to them and those who identify as transgender.

Strategies for Year 1

Strategy 2. Promote collaboration across campus to support ADA compliance and develop a best practices scorecard for divisions/departments to periodically assess and measure progress. Both in-person and online education on ADA compliance and accessibility will be provided.

Strategy 3. Establish a Disability and Access Advisory Council to assist in moving the University from fulfilling compliance requirements to becoming proactive in having a totally accessible campus.

Strategies for Year 2/ Year 3

Strategy 4. Review Affirmative Action and accommodations models and best practices to inform the development, implementation and assessment of systems and processes relevant to faculty and staff.

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Goal 2: Recruit underrepresented student groups and enhance their retention/persistence by providing the support and opportunities necessary for their development and success.

Objective 2.1. Develop and implement effective strategies to recruit and retain underrepresented students.

Strategies for Year 1

Strategy 1. Enhance the intercultural and diversity-related proficiency of the Office of Admissions staff by providing training and consultation.

Strategy 2. Identify additional financial aid resources to support more effectively the recruitment, enrollment and retention of underrepresented students.

Strategies for Year 2/ Year 3

Strategy 3. Evaluate the effectiveness of the current programming/format (e.g. Destination X, Interlink, and Smooth Transitions) for recruiting and orienting students of color, veterans, international students and first-generation college students and implement changes based upon the assessment.

Strategy 4. Assist academic departments in setting goals and identifying strategies for enhancing diversity (including recruitment and retention/persistence of marginalized groups such as veterans, people of color, and women) among their majors.

Strategy 5. Provide guidelines for graduate programs and offices to use in evaluating the effectiveness of current practices for improving the recruitment of underrepresented graduate students.

Objective 2.2. Ensure that Xavier provides the support and opportunities that enable its students, with a special emphasis on underrepresented students, to develop and thrive intellectually, morally and spiritually.

Strategies in Progress

Strategy 1. Carefully examine the academic advising system for underrepresented and at-risk students and identify opportunities for improvement. Create action plans for these students that have regular, intentional follow up with advisors and/or mentors who connect them to various campus resources.

Strategies for Year 1

Strategy 2. Monitor the data on the academic success and behaviors (e.g. GPAs, course-taking patterns, selection of major(s), and post-baccalaureate employment) of underrepresented and at-risk students. Use the information to help identify and address systemic persistence barriers outside advising and/or mentoring.

Strategy 3. Create a database with current sources of funding for scholarships and fellowships for underrepresented students and for diversity-related initiatives/proposals. Distribute the database to students through multiple channels.

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Strategies for Year 2 / Year 3

Strategy 4. Continue to monitor the retention and achievement gap (e.g. graduation rates) between underrepresented groups and the general student body and, if appropriate, identify new/additional strategies to implement.

Strategy 5. Identify persistence strategies that may be undertaken by each college to help underrepresented and at-risk students succeed academically. Specifically, review and improve tutoring support (if needed), ensuring that students have early and appropriate access to tutors.

Goal 3: Recruit underrepresented faculty and staff and enhance their retention/persistence by providing the support and opportunities necessary for their professional development and success.

Objective 3.1. Implement evidenced-based strategies to increase the recruitment and retention of underrepresented faculty and staff.

Strategies for Year 1

Strategy 1. Increase the diversity of the University leadership by utilizing the best practices for recruiting and hiring individuals from underrepresented groups, especially U.S. racial/ethnic minorities and women.

Strategy 2. Assess equity in pay for employees with a special focus on women and historically underrepresented racial and ethnic groups. Work with division leaders to address pay inequities lacking rational and nondiscriminatory justification.

Strategy 3. Review and strengthen the importance of diversity and inclusion in the job ad and the expression of diversity in the application process (appropriate for the position). Provide search committees with training to manage implicit bias and strategies for recruiting underrepresented candidates.

Strategy 4. Establish affinity groups to enhance persistence/retention of faculty and staff through advocacy, personal support, mentoring and professional development.

Strategies for Year 2 / Year 3

Strategy 5. Assess advancement/promotion of women and historically underrepresented faculty and staff and devise strategies to respond to the identified challenges and obstacles for upward mobility.

Strategy 6. Each division leader will regularly assess the representation of diversity in the division across all levels. Division leaders will use this information to define the critical mass needed for diversity (i.e. the minimum number or percentage of members of an underrepresented group that is needed to operate as a diverse and inclusive unit) at all levels. Each division leader will then work with the CDIO (and deans and department chairs where appropriate) to draft customized strategies (e.g. identifying job candidates from underrepresented groups in targeted fields) for moving the unit towards reaching its critical mass for diversity.

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Strategy 7. Refine and develop new “family friendly” policies and provide services and opportunities to facilitate work-life balance, thereby promoting the retention for all members of the campus community.

Objective 3.2. Implement evidence-based strategies to support underrepresented faculty in their efforts to achieve teaching excellence and become productive scholars.

Strategies for Year 1

Strategy 1. Invest in mentoring opportunities for junior faculty from historically underrepresented racial/ethnic groups and women within and across departments. Likewise, assist senior faculty from historically underrepresented racial/ethnic groups and women in their efforts to advance in faculty rank.

Strategy 2. Track the number of historically underrepresented and women faculty who leave and assess why they leave the University. Communicate the results with the provost and deans, and develop and implement strategies to improve retention.

Strategies for Year 2/ Year 3

Strategy 3. Review the research on what impacts persistence/retention for underrepresented faculty and integrate on this issue from a variety of means (e.g. exit interviews, surveys, and focus groups) to identify themes and patterns concerning who is leaving the University or not advancing. Use the information to inform retention practices, policies and activities.

Strategy 4. Develop and implement inclusion training for all department chairs on managing a diverse workforce and ensuring that the departmental climate is welcoming and inclusive to all faculty.

Objective 3.3. Implement evidence-based strategies to support underrepresented staff in their efforts to develop professionally and compete for advancement.

Strategies for Year 1

Strategy 1. Develop and implement inclusion training for all supervisors on managing a diverse workforce as part of ongoing professional development. Ensure that supervisors understand diversity as it pertains to different communication and conflict styles, how to solicit feedback, how to provide formal and informal feedback, and how to leverage different perspectives on their team to produce greater creativity and innovation.

Strategy 2. Compare the percentage of underrepresented staff who leave with the percentages for other groups and assess why underrepresented staff leave the University. Share the results with the Senior Executive Team (SET) and/or the Cabinet and then develop and implement strategies to address results as needed.

Strategies for Year 2/ Year 3

Strategy 3. Invest in mentoring opportunities that connect underrepresented junior staff with senior staff, within and/or outside their division. Assist underrepresented staff who are interested in

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advancement by offering opportunities for professional development and/or sponsorship that also incorporate understanding and valuing of cultural diversity.

Goal 4: Promote and support diversity and inclusion education, scholarship and culturally responsive teaching to enrich the educational experience for all learners.

Objective 4.1. Enhance the diversity and inclusion components across the curriculum and in co-curricular learning experiences for undergraduates from the first year to the senior year.

Strategies for Year 1

Strategy 1. Update annually the inventory of diversity-focused student learning opportunities inside and outside the classroom and summarize findings in an annual report. Each division, college and department/office/program will support this effort by creating a database of its diversity and inclusion efforts. Share the findings to inform the campus community and promote synergies.

Strategy 2. Review and update the courses for the Diversity Core Requirement. Furthermore, support the development of new courses to fulfill the Diversity Core Requirement.

Strategy 3. Identify/approve resources for the adequate support of the interdisciplinary Gender and Diversity Studies (GDST) programs (i.e. the major and minor). Explore various structures for housing the programs.

Strategies for Year 2 / Year 3

Strategy 4. Support the process to expand the Diversity Flag core curriculum requirement to include a common intellectual experience/course.

Strategy 5. Convene a group of students, faculty and staff to explore the creation of a diversity and inclusion “passport” program for students that includes existing offerings and new opportunities. Their recommendation(s) will be shared with the provost and college deans and inform the next steps.

Strategy 6. Expand opportunities for students to participate in international education through high-impact activities (that include alternative breaks, study abroad, service learning and internships).

Strategy 7. Work with faculty and committees to monitor the impact of the diversity-related education and co-curricular experiences and respond to the findings through the appropriate faculty and staff committees.

Objective 4.2. Provide opportunities for faculty and staff to advance their cultural proficiency with respect to intercultural and race-related competencies (e.g. awareness, communication, engagement) and exposure to inclusive pedagogical models that will enhance the learning of all students.

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Strategies in Progress

Strategy 1. At least once per year host a nationally recognized speaker with expertise on inclusive teaching models to inform and assist faculty and staff in strengthening their teaching skills and integrating diversity and inclusion into their courses.

Strategy 2. Create an inclusive teaching academy to provide an extensive series of modules for developing key diversity competencies (e.g. awareness of self/privilege), implementing inclusive teaching strategies, and facilitating difficult but crucial conversations (e.g. race) in the learning environment.

Strategies for Year 1

Strategy 3. Provide additional workshops and training opportunities to help faculty and teaching staff develop/enhance materials to incorporate diversity and inclusion in their courses.

Strategy 4. Provide opportunities for in-depth training and facilitated discussion designed for faculty and staff to boost their cultural proficiency in the areas of race and social class, including topics such as microaggressions, structural racism, whiteness, and social justice.

Objective 4.3. Work with faculty to ensure diversity-related education is embedded in all graduate programs in a discipline-specific appropriate manner.

Strategies for Year 2 / Year 3

Strategy 1. Assess the diversity and inclusion content in each graduate program, especially (a) the extent to which the curriculum exposes all students in the program to diversity and inclusion, and (b) the intercultural competence training of the professor received by the faculty who presents the diversity and inclusion content.

Strategy 2. Determine/establish the appropriate process (es) to recommend a “core” requirement for diversity-related education in graduate programs and add new courses or update existing courses to meet the requirement.

Objective 4.4. Support and promote research and scholarship related to diversity and inclusion.

Strategies for Year 1

Strategy 1. Ensure that diversity and inclusion scholarship is judged equitably in the annual review process and tenure and promotion process. Clarify and articulate, when needed, the “place” and weight of diversity-related scholarship in the evaluation process. In addition, establish best practices in the annual review process and the tenure and promotion process to recognize the contributions of faculty who mentor underrepresented students and provide diversity-related service.

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Strategies for Year 2 / Year 3

Strategy 2. Develop and implement strategies to raise funds (preferably for endowments) for supporting faculty and staff fellowships (e.g. development leave), presentations on diversity and inclusion at conferences, and grants for creating diversity and inclusion initiatives.

Goal 5: Foster a culture of community engagement by creating high-impact community partnerships that are mutually beneficial, innovative, collaborative and accessible to the diverse communities we serve.

Objective 5.1. Leverage community relationships and partnerships that are mission-centered (and model solidarity with and for others) to support our diversity and inclusion goals.

Strategies in Progress

Strategy 1. Co-sponsor speakers, special events, or symposia with community partners and friends of the University to help achieve common diversity and inclusion goals.

Strategies for Year 1

Strategy 2. Assess current connections with community partners and friends of the University and enhance (or build new) relationships to provide more experiences that connect to our students' coursework and encourage their solidarity with others.

Strategy 3. Support and encourage new collaborations of pre-collegiate efforts within and across colleges to assist in the preparation of (especially historically underrepresented) students for college and increase the pipeline to Xavier through stronger relationships.

Strategies for Year 2 / Year 3

Strategy 4. Collaborate with diversity and inclusion campus advocates and community partners to plan and host an annual diversity and inclusion conference at Xavier (with lectures, workshops, and/or other diversity and inclusion activities) that will feature a nationally prominent speaker.

Objective 5.2. Increase supplier diversity, with a focus on MBEs (minority business enterprises) and WBEs (women business enterprises), by communicating its value internally and strengthening community partnerships to the benefit of both the community and Xavier University.

Strategies in Progress

Strategy 1. To facilitate processes, update the Office of Institutional Diversity and Inclusion (OIDI) and Purchasing websites and partner with Purchasing and Accounts Payable to create an administrative process that will identify diverse suppliers and track diverse supplier metrics.

Strategies for Year 1

Strategy 2. Collaborate with CIO and other division leaders to create a central contract hub in order to identify opportunities for MBE and WBE's.

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Strategy 3. Partner with local and regional organizations to build a comprehensive supplier diversity vendor database.

Strategy 4. In consultation with the OIDI and Purchasing Department, division leaders will set supplier diversity goals and metrics and strategies for achieving the goals.

Strategies for Year 2 / Year 3

Strategy 5. Build collaborative external partnerships with local, regional, and national organizations to move the University toward a more systematic and integrated supplier diversity program.

Strategy 6. Collaborate and exchange best practices for supplier diversity with members of an external advisory council consisting of individuals from universities and corporations in the Greater Cincinnati region.

Goal 6: Transform the institutional culture by executing on our commitments to diversity and inclusion in all our endeavors and building a culture of accountability for advancing them. In this way, Xavier will be recognized as a national leader of inclusive excellence in higher education.

Objective 6.1. Ensure that the value of diversity and inclusion is evident in University-wide messaging and events.

Strategies In Progress

Strategy 1. Ensure that individuals in photos, webpages, brochures and materials produced are a diverse and authentic representation of Xavier at all levels.

Strategies for Year 1

Strategy 2. Review departmental, college and divisional mission statements for determining whether each articulates the role and importance of diversity and inclusion.

Strategy 3. Ensure that diversity and inclusion values are incorporated into Jesuit Catholic activities, events and programs (e.g. Spirit Celebration)

Objective 6.2. Increase and broaden the communication of University diversity-related activities, events and programs, both internally and externally.

Strategies in Progress

Strategy 1. Update and maintain the Office of Institutional Diversity and Inclusion website to communicate information, activities and priorities as well as provide a portal to connect institutional stakeholders to selected programs, offices and policies.

Strategies for Year 1

Strategy 2. Share/communicate diversity-related curriculum and scholarship in appropriate venues.

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Strategy 3. Create a comprehensive marketing and advertising campaign to advance/promote a diversity and inclusion “brand” both internally and externally. Develop a campus diversity video and other imagery that showcase the University’s commitment to diversity and inclusion through our students’ experiences (e.g. You Belong videos) and our employees’ experiences.

Objective 6.3. Increase and broaden the participation of members of the campus community in diversity-related activities, events and programs.

Strategies for Year 2 / Year 3

Strategy 1. Increase student engagement in diversity and inclusion practices and programming by incentivizing engagement through a variety of means that include special recognition and rewards.

Strategy 2. Develop and implement a plan to increase participation of majority faculty, staff and students in diversity and inclusion activities, events and programs.

Objective 6.4. Recruit and develop a cadre of diversity and inclusion leaders among faculty and staff.

Strategies for Year 1

Strategy 1. Identify and provide opportunities to engage/educate the University leaders and Board of Trustees on diversity and inclusion issues and leading through change.

Strategy 2. Secure funding to establish a position of faculty associate/faculty-in-residence for the Office of Institutional Diversity and Inclusion (OIDI) to support office initiatives and lead diversity and inclusion initiatives involving faculty and staff.

Strategy 3. Offer and support leadership education for faculty and staff to participate in advanced educational experiences that prepare influential leaders, advocates, allies and spokespersons for diversity and inclusion (e.g., develop high-impact projects, prepare/deliver workshops).

Strategies for Year 2 / Year 3

Strategy 4. Identify funding and launch a “Mission Animators”-type initiative to incentivize and support new diversity and inclusion projects and scholarship among members of the campus community. Explore creating designations on the March Gladness website and Annual Fund solicitations as means to fund.

Objective 6.5. Establish or strengthen University processes and structures to support and advance progress towards achieving our diversity and inclusion goals.

Strategies in Progress

Strategy 1. Establish targets and continue enhancing the diversity composition of boards (e.g. parents, alumni, President’s Advisory Council, and Board of Trustees) constituted by the University.

Strategy 2. Develop a BART (Bias Action and Response Team)-like structure for faculty and staff with a focus on advocacy, education and support in bias related matters.

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Strategy 3. Establish a University-wide emergency communication protocol and responsible persons/offices in connection to BART.

Strategy 4. Continue to monitor and proactively address harmful incidents of identity-based bias and discrimination (i.e. race, sexuality, socio-economic, religious, citizenship and language) and gender-based violence.

Strategies for Year 1

Strategy 5. Each college dean and (non-academic) division leader will establish a diversity and inclusion committee. The committee will monitor the progress relative to the college's or division's diversity and inclusion goals and its efforts to support the Diversity and Inclusion Strategic Plan.

Strategy 6. Explore the formation of alumni councils for underrepresented students to cultivate a broader and deeper engagement between the council members and the University which includes mentoring underrepresented students and supporting a scholarship fund for underrepresented students Re-launch the African American Alumni Council.

Strategy 7. Determine and reduce barriers to students, staff and faculty reporting of bias, harassment, bullying, sex discrimination and gender-based violence. Review and strengthen, where appropriate, policies related to bullying and other types of harassment, and assess the student conduct process for potential bias.

Objective 6.6. Establish a robust system of accountability and assessment of institutional performance with respect to diversity and inclusion goals.

Strategies for Year 2 / Year 3

Strategy 1. Assess the campus climate and diversity and inclusion efforts through surveys, scorecards and other means on a regular basis and use the results to measure progress and inform new strategies for improvements. In collaboration with the Diversity and Inclusion Committee of the Board of Trustees, create an institutional scorecard for diversity and inclusion.

Strategy 2. Incentivize performance objectives on diversity and inclusion and, consistent with legal safeguards, consider success on diversity and inclusion metrics when evaluating performance, advancement and recognition.

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Diversity and Inclusion Strategic Plan Terminology

Terminology
<p>At-Risk describes students or groups of students who are considered to have a higher probability of struggling academically or dropping out of school due to coming from social conditions that haven't prepared them adequately or serve as hurdles in their way to success. Some challenges that at-risk students may face include poverty, homelessness, serious health issues, domestic violence, transiency or learning disabilities.</p>
<p>Bias Incident is an intentional or unintentional act targeted at a person, group, or property expressing hostility on the basis of perceived or actual gender, race, religion, ethnicity, sexual orientation, or disability. Bias incidents may consist of name-calling, epithets, slurs, degrading language, graffiti, intimidation, coercion, or harassment directed toward the targeted person or group. Acts qualify as bias acts even when delivered with humorous intent or presented as a joke or a prank.</p>
<p>Cultural Competency is the ability to understand, communicate with and effectively interact with people across cultures. Underlying cultural competence are the principles of trust, respect for diversity, equity, fairness and social justice.</p>
<p>Cultural Proficiency is the set of values and behaviors in an individual, or the set of policies and practices in an organization, that create the appropriate mindset and approach to respond effectively to the issues that result from diversity.</p>
<p>Discrimination is the intentional and often historical prejudicial treatment of individuals or groups of people using interpersonal, institutional or cultural means.</p>
<p>Diversity comprises the individual and group differences and similarities (e.g. values, personality, ability, race/ethnicity, culture, gender, gender identity, faith, socio-economic status, rank, and sexual orientation) that all people carry with them into the Xavier community.</p>
<p>Implicit Bias occurs when subtle negative attitudes about groups of people (e.g. stereotypes) exist without conscious awareness. Nonetheless they are pervasive and everyone possesses them regardless of a person's good intentions. Implicit biases tend to manifest into negative, unjust, or harmful behaviors against individuals and groups.</p>
<p>Inclusion is the active, intentional and ongoing engagement within the campus community to create a culture in which we treat each other with respect and take action to maximize the potential of all community members.</p>
<p>Inclusive Excellence is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators and alumni constituents.</p>
<p>LGBTQIA+ refers to a large group of people who represent and express a diverse range of gender identities and sexual identities that exist outside of the male-female binary. They can define themselves as lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.</p>

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Marginalized groups are sub-communities socially excluded from participating in the routine and mainstream activities of a society. They often are confined to the lower or peripheral edge of a society thereby lacking access to employment, affordable formal education, healthcare and social power, which often results in income discrepancies.

Minority groups refer to categories of people who are differentiated from a social majority due to having less social power. They can sometimes be underrepresented in particular majors, careers or societies but can also be in majority numerically and yet lack social power or the ability to influence. Historically, minority is often associated with people of color (e.g. Asians, Latinos, and Blacks) but it actually can be applied to other identities like gender, sexuality and religion.

People/Students of Color refer to a large group of racially and ethnically diverse people/ students from various origins. Students who self-identify or are identified as Black/African-American, Asian/Pacific Islander, Native American/Alaska, Native/Indigenous, Chicano/Latina/o/x, Arab/Arab American or multiracial may be represented by this term. People of color is a term used mainly in the United States and Canada to represent persons whose ethnic/racial and cultural groups have been targets of racism and/or are excluded from privileges associated with whiteness.

Supplier Diversity is a proactive business program that encourages the use of Black, Latino/a, Asian, Native American, women, veteran, disability, and LGBTQ-owned businesses.

Underrepresented groups are subsets of a population that hold a historically smaller percentage of representation in a field or institution. Examples are the small representation of students and employees who are women, African American, and Latina/o in STEM fields, or men in Social Work or Nursing fields. At Xavier, examples of underrepresented groups include students from low-income families, first-generation students, Asian students at the undergraduate level, and students of color in particular graduate programs.

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Diversity and Inclusion Strategic Plan Acronyms

Acronyms	
CICE	Center for Interfaith Community Engagement
OIDI	Office of Institutional Diversity and Inclusion
SET	Senior Executive Team
CTE	Center for Teaching Excellence
CDI	Center for Diversity and Inclusion
CFJ	Center for Faith and Justice
CIE	Center for International Education
EMSS	Enrollment Management & Student Success
GDST	Gender and Diversity Studies
SGA	Student Government Association
OSI	Office of Student Involvement
UPRC	University Planning and Resource Council
HR	Office of Human Resources
TRiO	The student support services for first-generation, low-income and students with disabilities populations
E/RS	Ethics, Religion and Society
BART	Bias Advisory and Response Team