

The Diversity and Inclusion Strategic Plan

2017-2022





ALL FOR ONE



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Dear Members of the Xavier University Community,

I am pleased to share with you Xavier University's Strategic Plan for Diversity and Inclusion, a plan that will guide us for the next several years. I am sure you know its origins well. It builds upon the work and aspirations of the Xavier community going back generations. It grows from our enhanced engagement with our local and regional communities in the past several decades. It strengthens the recommendations arising from our 2016 Campus Climate Survey. And its goals and strategies were fine-tuned in academic year 2016-17, owing to difficult campus events and national trends. As you will see, this Plan is nothing if not comprehensive in scope and ambition, fostering nothing less than institutional transformation. In ways large and small, it will enable us to deliver better on the University's mission as a Jesuit Catholic university to help all members of our community become people of learning and reflection, integrity and achievement, in solidarity for and with others.



Urgent conversations regarding diversity and inclusion have erupted across campuses too numerous to mention these last few academic years. Each and every one of them is a reminder to us of the gap between the values we profess and the lived experience of far too many people – many of them our students, our faculty, our staff, in whose voices we hear echoes of the most marginalized and vulnerable members of our communities, whose care and concern must always be at the center of our attention. For a Jesuit Catholic institution like Xavier, we must be even more alert to the distance between the lives our values call us to live and the lives that we in fact lead. If we are, for example, to become people pledged to lives of solidarity and kinship, or service rooted in justice and love, then we must take hard yet loving looks at ourselves and our University, which is precisely what this strategic plan has done.

You will see here that there is work aplenty for us to do – a truly comprehensive agenda to strengthen our campus as one marked by equity and inclusivity; to recruit underrepresented students, faculty and staff and assure their success; to ensure that not only what is taught here at Xavier but how it is taught responds to the hunger of those on the margins; to deepen our own already broad and rich engagement with the diverse communities around us; and in all these ways and more, to transform our institutional culture and become a recognized national leader of inclusive excellence in higher education. Given the breadth of the work ahead of us, we will succeed exactly and only to the degree that each and every one of us becomes personally more engaged in efforts to advance diversity and inclusion. What will be required of us, if not exactly a conversion, is certainly a rededication and recommitment to making diversity and inclusion fundamental dimensions of all our activities here at Xavier, no matter where or how we are inserted into its life and work.

This work is absolutely integral to our Jesuit Catholic mission. And, it is work that our world is calling us to. Our local, national and even global experiences seem ever more fractured and divided. Fault lines have become battle lines; people talk at or past each other, not to or with one another. The world into which our students are going now is exactly the world you and I hope, through them, to change. If we are to do so, then what they learn here at Xavier, through our good words and (hopefully) our even better examples, is crucial.

The work is clear and the time is now. Thank you for all that you will do in the weeks, the months and the years ahead to make Xavier University even more richly the kind of institution our world and our hearts both demand that it be.

Cordially,

 Michael J. Graham, S.J.



Dear Colleagues,

I am pleased to inform you that Xavier University's five-year Diversity and Inclusion Strategic Plan is now complete and ready to be implemented.

I am tremendously grateful to all who participated in this important, mission-driven work. Especially notable are the contributions from members of the President's Advisory and Action Council for Diversity and Inclusion, who demonstrated great passion and dedication to the process. In addition, members of the Faculty Committee, Staff Advisory Committee and College of Professional Sciences Committee on Diversity and Inclusion broadened University-wide ownership of the plan, as did the many individuals who participated in affinity sessions after the release of the Climate Survey findings, attended the BART forum after the racist incidents or came together for formal or informal dialogue sessions. The honest, heartfelt feedback from all participants, at every level, had a huge impact on the five-year strategy.



I want to offer special thanks to our president, Father Graham, for his leadership. With a mandate from him and support and counsel from members of the Diversity and Inclusion Committee of the Board of Trustees, there is no mistaking the commitment Xavier University has to create a diverse and inclusive campus. In fact, as Father Graham says, it is absolutely integral to our Jesuit Catholic mission.

Now, the next step begins for all of us as we come together to implement the strategies, with a goal of ensuring that diversity, inclusion and equity are fundamental to everything we do at Xavier University. Such a transformation is necessary if, as our mission requires, we are to prepare students for an increasingly diverse, complex and interdependent world. To be successful, each of us, as members of the Xavier family, must act with integrity, treat others with dignity and respect, welcome the encounter of difference, and seek solidarity with and for others.

The Diversity and Inclusion Strategic Plan offers us a unique and special opportunity to fully live out Xavier's Jesuit Catholic values and become a model of inclusive excellence that will lead to a more just, peaceful and humane world. I know this vision lives in our hearts and minds and continually inspires us to give our best efforts, even as we are sadly reminded of violence, confusion and disorder in our world. Decades ago Anne Frank wrote, "How wonderful it is that nobody need wait a single moment before starting to improve the world." Let's not wait a single moment to do just that at Xavier University.

Sincerely,

Janice B. Walker, PhD
Chief Diversity and Inclusion Officer
Chair, President's Action and Advisory Council for Diversity and Inclusion



CREATING THE DIVERSITY AND INCLUSION STRATEGIC PLAN: A CAMPUS-WIDE PROCESS

The process for creating the Diversity and Inclusion Strategic Plan began under the guidance of the President's Action and Advisory Council for Diversity and Inclusion in October 2016 with the onboarding on the new Chief Diversity and Inclusion Officer Dr. Janice Walker. Dr. Walker, who previously served 17 years as the Dean of the College of Arts and Sciences, returned to campus after a sabbatical as the findings of the Campus Climate Survey were being shared by consultant Dr. Sue Rankin. Concerns and needs identified in the Climate Survey findings were expected to be addressed in the Diversity and Inclusion Strategic Plan. The survey identified the following concerns:

- 38% of undergraduates seriously considered leaving the university the previous year.
- 47% of undergraduates believed faculty members pre-judged their ability based on perceptions about their identities or background.
- 52% of faculty and 64% of staff thought seriously about leaving the University.
- 27% of staff perceived unjust or unfair hiring practices.

One finding cut across all groups: underrepresented groups and women experienced the climate less positively than their peers.

Open forums for affinity groups were held across the campus to review the survey. Many voices were heard, reiterating and further elaborating on the findings and identifying new issues and concerns. About two weeks later, two racial bias incidents occurred that rocked the campus community, especially the students of color. As formal and informal conversations took place among students, staff and faculty in various settings, many poignant and unforgettable stories were told by students about how they experience the campus. These stories made it evident that greater efforts would be necessary to create an inclusive and equitable climate in which all individuals feel welcome and respected. Faculty and staff were clearly motivated to work together to forge a shared path forward. In particular, the need for targeted training of faculty to create more inclusive classrooms and navigate difficult conversations was recognized and embraced.



Throughout October and November, the President's Action and Advisory Council for Diversity and Inclusion (Council) with the Chief Diversity and Inclusion Officer (CDIO) worked to create a comprehensive diversity and inclusion plan. The goal was to identify strategies in response to:

- The Climate Survey findings
- Concerns expressed about the bias incidents
- The result of the Presidential election
- Institutional data on topics including student and employee demographics and retention/persistence.

A truly impressive number of authentic offers to assist with the plan were offered. The ideas generated and shared across campus provided optimism that a significant change in the institutional culture had begun.



In December, the first draft of the Diversity and Inclusion Strategic Plan was completed, representing a living document that affirms the University's commitment. It has strategies that touch every group and facet of the University. The goals of the Plan are:

- 1) To create a welcoming climate for the entire campus community.
- 2) Recruit and retain underrepresented students.
- 3) Recruit and retain underrepresented faculty and staff.
- 4) Enhance diversity and inclusion education and scholarship.
- 5) Leverage community engagement to further diversity and inclusion goals.
- 6) Transform the institutional culture.

Achieving these goals is critical for ensuring that Xavier students become reflective, informed and engaged citizens in an increasingly complex, diverse and global society.

In mid-December and January, the CDIO met with division leaders (including the four deans) to provide an update on the planning process, share an unofficial draft of the plan and solicit new strategies. These leaders and their direct reports were also asked to weigh in on specific proposed strategies related to their areas and indicate their willingness to support or implement them. In addition, the College of Professional Sciences Committee on Diversity and Inclusion reviewed the strategies and forwarded detailed feedback to the CDIO.

By February, the Plan was evolving into a document. At the February Board of Trustees meeting, the goals and objectives were shared first with the Diversity and Inclusion Committee and later with the full Board. Both groups supported and approved them. The goals, objectives and some strategies have also been shared with the Faculty Committee, Staff Advisory Committee and the Provost Area Leadership Team. Furthermore, in-person discussions have occurred with the deans, alumni and friends of the University at meetings and special events.



On March 13, a revised draft of the Diversity and Inclusion Strategic Plan was made available by the Council for review and feedback by the entire University community. Members invited students, staff and faculty to read the draft plan and offer feedback at one or more of six scheduled sessions or online. Much of the feedback is reflected in the revised draft.

The Plan's strategies to meet the six goals are extensive. Implementation of some is already underway. The Council has proposed strategies for execution the first year; these are believed to have the most far-reaching impact or respond to critical needs. Once the first-year strategies are finalized, a template will be created that identifies responsible parties, metrics and timelines for them (as well as for those strategies underway). Along with the Plan, this template will be available for review on the Office of Institutional Diversity and Inclusion's website by July 1. Each year, progress on the strategies will be assessed and additional strategies in the Plan for the next (fiscal) year will be chosen. In this way, as Xavier strives to become a model for inclusive excellence, there is clarity between reality and attaining the goals for diversity and inclusion.

The Office of Institutional Diversity and Inclusion will oversee the Plan. Moreover, the CDIO is critical to implementing the Plan, but it is not her responsibility alone. The ongoing and sustained efforts of many individuals, including the Council and University leadership, are needed. The Plan calls for the University to live up to its diversity and inclusion mission. There has not been a more important time to do so than now.



EXECUTIVE SUMMARY OF OUR GOALS AND OBJECTIVES

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.
- OBJECTIVE 1.2.** Enhance the development of individuals in intercultural awareness, communication and engagement in their journey towards cultural proficiency.
- OBJECTIVE 1.3.** Ensure the accessibility of facilities and the ability to engage in campus activities for all members of the University community.

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.
- 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.

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.
- OBJECTIVE 3.2.** Implement evidence-based strategies to support underrepresented faculty in their efforts to achieve teaching excellence and become productive scholars.
- OBJECTIVE 3.3.** Implement evidence-based strategies to support underrepresented staff in their efforts to develop professionally and compete for advancement.

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.





- 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.
- OBJECTIVE 4.3.** Work with faculty to ensure diversity-related education is embedded in all graduate programs in a discipline-specific appropriate manner.
- OBJECTIVE 4.4.** Support and promote research and scholarship related to diversity and inclusion.

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.
- 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.

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.
- OBJECTIVE 6.2.** Increase and broaden the communication of University diversity-related activities, events and programs, both internally and externally.
- OBJECTIVE 6.3.** Increase and broaden the participation of members of the campus community in diversity-related activities, events and programs.
- OBJECTIVE 6.4.** Recruit and develop a cadre of diversity and inclusion leaders among faculty and staff.
- OBJECTIVE 6.5.** Establish or strengthen University processes and structures to support and advance progress towards achieving our diversity and inclusion goals.
- OBJECTIVE 6.6.** Establish a robust system of accountability and assessment of institutional performance with respect to diversity and inclusion goals.





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).

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.



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.

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.

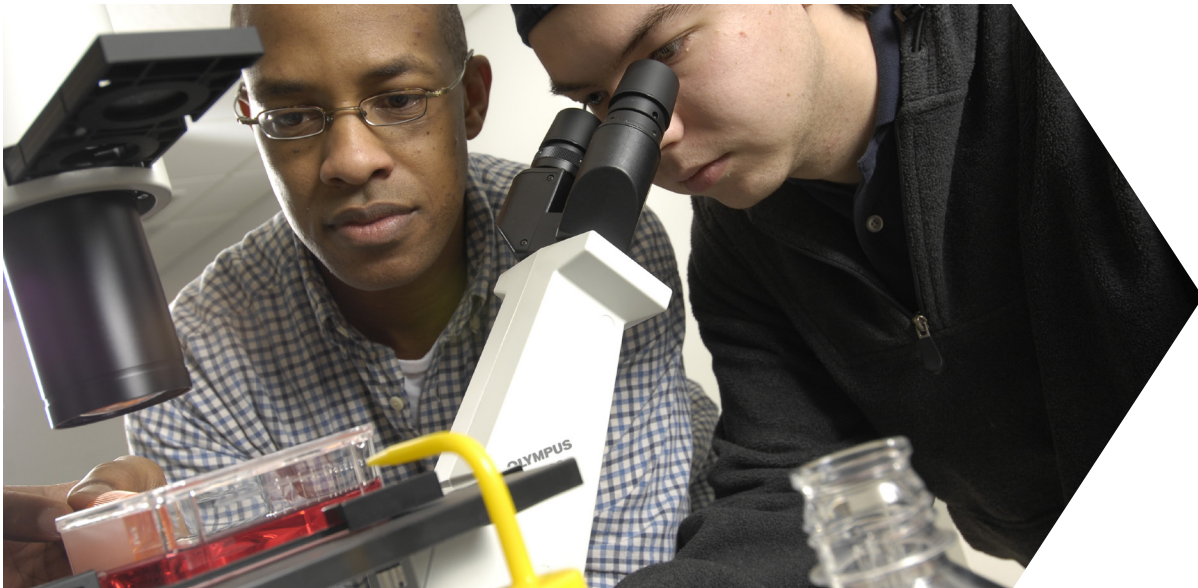
STRATEGY 4. Establish affinity groups to enhance persistence/retention of faculty and staff through advocacy, personal support, mentoring and professional development.

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.

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 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.

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.

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.



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.

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.

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.





DIVERSITY AND INCLUSION STRATEGIC PLAN TERMINOLOGY

TERM	DEFINITION
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.
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.
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.
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.
DISCRIMINATION	is the intentional and often historical prejudicial treatment of individuals or groups of people using interpersonal, institutional or cultural means.
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.
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.
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.
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.
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.



TERM	DEFINITION
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.





THE 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



THE OFFICE OF INSTITUTIONAL DIVERSITY AND INCLUSION STAFF

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THE PRESIDENT'S DIVERSITY AND INCLUSION ACTION AND ADVISORY COUNCIL (PDIAAC)

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OIDI/PDIAAC

Jose Aulis-Cabrera
Student

Audrey Calloway
*Senior Designer, Marketing
& Communications*

Lauren Cobble
*Director of Enrollment
Events, Campaigns, and
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Tracey DuEst
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Anna Ghee, PhD
*Associate Professor, School of
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Kelly Kleier
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Kate Lawson
*Chief Title IX Officer, Office
of the Provost & Chief
Academic Officer*

Dr. Wendy Maxian
*Associate Professor &
Chair, Communication Arts
Department*

John Mercer
*Director, Purchasing and Risk
Management*

Joseph Milek
*Director of Public Safety/
Police Chief, Xavier Police*

Stephen Paul O'Hara, PhD
*Associate Professor, History
Department*

Connie Perme
*Associate Vice President,
Human Resources*

Joe Shadle
*Director, The Center for
Mission and Identity*

Hannah Sheppard
Student

Taj Smith, EdD
*Director, Center Diversity and
Inclusion*

Janice Walker, PhD
*Chief Diversity and Inclusion
Officer, Office of Institutional
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STRATEGIES IN PROGRESS

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.
(Goal 1: Obj. 1.2, Strategy 1)
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.
(Goal 1: Obj. 1.2, Strategy 2)
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).
(Goal 1: Obj. 1.2, Strategy 3)
4. 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.
(Goal 1: Obj. 1.3, Strategy 1)
5. 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.
(Goal 2: Obj. 2.2, Strategy 1)
6. 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.
(Goal 4: Obj. 4.2, Strategy 1)
7. 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.
(Goal 4: Obj. 4.2, Strategy 2)
8. Co-sponsor speakers, special events, or symposia with community partners and friends of the University to help achieve common diversity and inclusion goals.
(Goal 5: Obj. 5.1, Strategy 1)
9. 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.
(Goal 5: Obj. 5.2, Strategy 1)
10. Ensure that individuals in photos, webpages, brochures and materials produced are a diverse and authentic representation of Xavier at all levels.
(Goal 6: Obj. 6.1, Strategy 1)
11. 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.
(Goal 6: Obj. 6.2, Strategy 1)
12. 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.
(Goal 6: Obj. 6.5, Strategy 1)
13. 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.
(Goal 6: Obj. 6.5, Strategy 2)
14. Establish a University-wide emergency communication protocol and responsible persons/offices in connection to BART.
(Goal 6: Obj. 6.5, Strategy 3)
15. 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.
(Goal 6: Obj. 6.5, Strategy 4)



STRATEGIES FOR YEAR ONE

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.
(Goal 1: Obj. 1.1, Strategy 1)
2. Invite and encourage the participation of underrepresented faculty and staff in campus events and programs. Note and acknowledge their participation and efforts.
(Goal 1: Obj. 1.1, Strategy 2)
3. Leverage underrepresented and culturally competent voices for high-impact outcomes and major university-wide initiatives to ensure inclusive decision-making.
(Goal 1: Obj. 1.1, Strategy 3)
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.
(Goal 1: Obj. 1.2, Strategy 4)
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.
(Goal 1: Obj. 1.2, Strategy 5)
6. 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.
(Goal 1: Obj. 1.3, Strategy 2)
7. 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.
(Goal 1: Obj. 1.3, Strategy 3)
8. Enhance the intercultural and diversity-related proficiency of the Office of Admissions staff by providing training and consultation.
(Goal 2: Obj. 2.1, Strategy 1)
9. Identify additional financial aid resources to support more effectively the recruitment, enrollment and retention of underrepresented students.
(Goal 2: Obj. 2.1, Strategy 2)
10. 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.
(Goal 2: Obj. 2.2, Strategy 2)
11. 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.
(Goal 2: Obj. 2.2, Strategy 3)
12. 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.
(Goal 3: Obj. 3.1, Strategy 1)
13. 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.
(Goal 3: Obj. 3.1, Strategy 2)
14. 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.
(Goal 3: Obj. 3.1, Strategy 3)
15. Establish affinity groups to enhance persistence/retention of faculty and staff through advocacy, personal support, mentoring and professional development.
(Goal 3: Obj. 3.1, Strategy 4)
16. 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.
(Goal 3: Obj. 3.2, Strategy 1)
17. 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.
(Goal 3: Obj. 3.2, Strategy 2)



18. 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.
(Goal 3: Obj. 3.3, Strategy 1)
19. 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.
(Goal 3: Obj. 3.3, Strategy 2)
20. 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.
(Goal 4: Obj. 4.1, Strategy 1)
21. Review and update the courses for the Diversity Core Requirement. Furthermore, support the development of new courses to fulfill the Diversity Core Requirement.
(Goal 4: Obj. 4.1, Strategy 2)
22. 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.
(Goal 4: Obj. 4.1, Strategy 3)
23. Provide additional workshops and training opportunities to help faculty and teaching staff develop/enhance materials to incorporate diversity and inclusion in their courses.
(Goal 4: Obj. 4.2, Strategy 3)
24. 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.
(Goal 4: Obj. 4.2, Strategy 4)
25. 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.
(Goal 4: Obj. 4.4, Strategy 1)
26. 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.
(Goal 5: Obj. 5.1, Strategy 2)
27. 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.
(Goal 5: Obj. 5.1, Strategy 3)
28. Collaborate with CIO and other division leaders to create a central contract hub in order to identify opportunities for MBE and WBE’s.
(Goal 5: Obj. 5.2, Strategy 2)
29. Partner with local and regional organizations to build a comprehensive supplier diversity vendor database.
(Goal 5: Obj. 5.2, Strategy 3)
30. In consultation with the OIDI and Purchasing Department, division leaders will set supplier diversity goals and metrics and strategies for achieving the goals.
(Goal 5: Obj. 5.2, Strategy 4)
31. Review departmental, college and divisional mission statements for determining whether each articulates the role and importance of diversity and inclusion.
(Goal 6: Obj. 6.1, Strategy 2)
32. Ensure that diversity and inclusion values are incorporated into Jesuit Catholic activities, events and programs (e.g., Spirit Celebration)
(Goal 6: Obj. 6.1, Strategy 3)
33. Share/communicate diversity-related curriculum and scholarship in appropriate venues.
(Goal 6: Obj. 6.2, Strategy 2)



34. 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.
(Goal 6: Obj. 6.2, Strategy 3)
35. Identify and provide opportunities to engage/educate the University leaders and Board of Trustees on diversity and inclusion issues and leading through change.
(Goal 6: Obj. 6.4, Strategy 1)
36. 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.
(Goal 6: Obj. 6.4, Strategy 2)
37. 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).
(Goal 6: Obj. 6.4, Strategy 3)
38. 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.
(Goal 6: Obj. 6.5, Strategy 5)
39. 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.
(Goal 6: Obj. 6.5, Strategy 6)
40. 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.
(Goal 6: Obj. 6.5, Strategy 7)



"How wonderful
it is that nobody
need wait a
single moment
before starting
to improve the
world."

Anne Frank



XAVIER UNIVERSITY
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