

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Detroit Mercy
Detroit, Michigan

January 29 –31, 2007

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was a comprehensive evaluation of the University of Detroit Mercy (UDM).

B. Organizational Context

The University of Detroit Mercy evolved from the educational traditions of two separate Catholic communities: The Society of Jesus (Jesuits) and The Religious Sisters of Mercy (Sisters of Mercy or RSM). The Jesuits established Detroit College in 1877 in downtown Detroit, eventually expanding as the University of Detroit. In 1941, the Sisters of Mercy founded Mercy College of Detroit to “prepare young women for careers in nursing and teaching” (Self-study report) expanding later into a comprehensive liberal arts college. In 1990, the University of Detroit and Mercy College joined as one and integrated academic programs, administrative systems, students, faculty, and alumni to form the University of Detroit Mercy. Of the 27 board members, six each represent the Jesuits and the Sisters of Mercy. The mission is to provide excellent student-centered undergraduate and graduate education in an urban context. Indeed, the university has chosen to remain in the city and provides many services to the surrounding communities making it vital to the life and redevelopment of an economically challenged city.

UDM has built on a traditional liberal arts background to offer degrees from associates to doctorates. Professional training includes education, architecture, law, business, nursing, and dentistry. Nearly 5,500 students attend the university either full- or part-time. Almost 2,000 are full-time undergraduates; 1250 attend part-time. Undergraduate majors span 45 disciplines. There are 42 masters degree options and four doctoral degrees offered. On-line education is limited at this time to an RN to BSN program. The university hopes to expand on-line offerings in the future.

The institution comprises seven colleges and schools previously located on three campuses in Detroit. In 2003, as part of an effort to consolidate, undergraduate and graduate programs operating on the Outer Drive Campus were brought to the McNichols Campus. The Outer Drive Campus was sold in 2004. The School of Dentistry and its library remain in leased quarters on the Outer Drive Campus in order to continue to serve the community needs in that location. A plan is afoot to relocate the Dental School in order to align it with a local hospital. The School of Law and Kresge Law Library reside on the Riverfront Campus.

C. Unique Aspects of Visit

The university's faculty, except for Law and Dental faculties, are represented by a union-affiliate of the Michigan Education Association: University of Detroit Mercy Professor's Union. Non-faculty employees other than professional staff are similarly represented by various unions including clerical, electrical workers, powerhouse workers, maintenance and public safety.

D. Sites or Branch Campuses Visited

School of Dentistry
Law School at Riverfront Campus

E. Distance Education Reviewed

The university currently offers asynchronous online programming for its RN to BSN program. The courses are taught using several different modalities to deliver the program to its students. In reviewing the materials offered in this single online program, the team believes that the university is following good practices for distance delivery. The university has also made significant progress in providing information technology services throughout the university system, including audio/visual and classroom support, computing labs, applications and training, network services, helpdesk support and a computer refresh program. In addition, the university has begun to turn its attention to alternative delivery instructional methods through its Instructional Design Studio.

F. Interactions with Constituencies**Executive Administration**

- 1) President
- 2) Executive Assistant to the Provost
- 3) Associate Vice President / Dean of Students
- 4) Interim Associate Vice President for Academic Services / Dean, Career Education Center

Academic Leadership

- 1) Dental School – Executive Associate Dean, Dean (2), Associate Dean (2)

- 2) Dean, School of Law (2)
- 3) Dean, Business Administration
- 4) Dean, Health Professions and McAuley School of Nursing
- 5) Dean, Liberal Arts and Education
- 6) Dean, University Libraries/Instructional Design Studio
- 7) Dean, Engineering and Science
- 8) Dean, Architecture

Professional Staff

- 1) Associate Dean, Architecture
- 2) Associate Dean, Engineering and Science
- 3) Associate Dean, Business Administration (2)
- 4) Director, Academic Support
- 5) Director, Language & Cultural Training
- 6) Director, University Ministry
- 7) Director, Marketing & Public Affairs-Media Relations
- 8) Director, Institutional Research
- 9) Director, Psychology
- 10) Director, Women's Studies Program
- 11) Director, International Services Office
- 12) Chair, Chemistry & Biology
- 13) Chair, McAuley School of Nursing
- 14) Chair, Philosophy
- 15) Chair, Psychology
- 16) Chair, Religious Studies
- 17) Head, Cataloging/Database Management
- 18) Head, University Library (2)
- 19) Associate Library, Cataloging/Database Management (2)
- 20) School of Dentistry:
Director, Outcomes Assessment & Dental Hygiene
- 21) School of Law:
Associate Dean
Associate Dean, Admissions & Student Affairs
Assistant Dean, Alumni Relations & Special Projects
Assistant Dean, Student Services & Registrar
Assistant Dean, Career Services & Outreach
Director, Development
Director, Joint Degree Program
Director, Academic Support

Faculty

McNichols Campus – 69

- 1 – Business Administration
- 1 – Cataloging/Database Management
- 7 – Chemistry and Biology
- 1 – Communication Studies

- 2 – Counseling and Addiction Studies
- 1 – Economics
- 11 – Engineering and Science
- 2 – English
- 6 – Health Services
- 1 – History
- 1 – Management
- 2 – Mathematics
- 14 – McAuley School of Nursing
- 2 – Philosophy
- 3 – Physician Assistant Program
- 11 – Psychology
- 1 – Religious Studies
- 1 – Sociology
- 1 – Theatre
- Dental Campus – 18
- Law Campus – 14

Core Curriculum Task Force

- 1) Director of Student Life
- 2) Librarian
- 3) Associate Dean, Engineering and Science
- 4) Faculty:
 - 1 – Architecture
 - 1 – Biology
 - 1 – Business Administration
 - 1 – Engineering and Science
 - 1 – English
 - 1 – Periodontology & Dental Hygiene
 - 1 – Philosophy
 - 1 – Psychology

McNichols Faculty Assembly

- 1) President, MFA
- 2) Vice President, MFA
- 3) Director, Women’s Studies
- 4) Faculty:
 - 1 – Chemistry and Biology
 - 1 – English
 - 1 – Philosophy
 - 1 – Communication Studies

Shared Governance Task Force

- 1) Dean, Health Professions & McAuley School of Nursing
- 2) Dean, School of Law
- 3) President, McNichols Faculty Assembly & Psychology

- 4) Associate Dean, Libraries
- 5) Chair, Nurse Anesthesia
- 6) Dean, University Libraries/Instructional Design Studio

Staff – 70**Students**

McNichols Campus	31
Dental Campus	20
Law Campus	15

Alumni – 14**Trustees – 7****G. Principal Documents, Materials, and Web Pages Reviewed**

- 1) A Strategy for UDM: The University for the Future
- 2) Admissions materials for prospective students folder
- 3) African-American Studies web site (<http://liberalarts.udmercy.edu/african-american/>)
- 4) Alternative Spring Break (<http://www.udmercy.edu/ministry/index/asb.htm>)
- 5) Alumni web site(<http://www.udmercy.edu/stay-connected/>)
- 6) Annual Strategic Plan 2000-2001: The Blueprint
- 7) Architecture web site (<http://architecture.udmercy.edu/glfea.htm>)
- 8) Assembly web site (<http://www.udmercy.edu/governance/mfa/>)
- 9) Association of Jesuit Colleges and Universities member institutions (<http://www.ajcunet.edu/tier.aspx?bid=54>)
- 10) Association of Jesuit Colleges and Universities web site (<http://www.ajcunet.edu/>)
- 11) Board of Trustees (<http://www.udmercy.edu/about/president/trustees/>)
- 12) Campus Connection (http://www.udmercy.edu/campus_connection/)
- 13) Catalog Transfer Policies (<http://www.udmercy.edu/catalog/gcatalog/load?type=undergraduate&year=2005-2007&code=ADM&docType=info>)
- 14) Catholic Studies web site (<http://liberalarts.udmercy.edu/catholicstudies/>)
- 15) CEC – Career Education Center (<http://www.udmercy.edu/cecc/>)
- 16) CEC – Career Education Center Placement (<http://www.udmercy.edu/about/fast-facts/>)
- 17) Celebrate Spirit (<http://www.udmercy.edu/celebratespirit/>)
- 18) Charge of the Core Curriculum Task Force (<http://www.udmercy.edu/governance/mfa/core-curriculum>)
- 19) College and School Strategic Plans
- 20) College of L.A. & E Course Syllabus Requirements
- 21) Commission Invites Third-Party Comment (notices in The Detroit Free Press and The Detroit News, December 21, 2006)

- 22) Commission on the Future Final Report
- 23) Complete files of serious complaints submitted by students
- 24) Conference for Mercy Higher Education member institutions
(http://www.sistersofmercy.org/works/e_colleges.html)
- 25) Conference for Mercy Higher Education web site (<http://www.mercyhighered.org/>)
- 26) Core curriculum (<http://www.udmercy.edu/catalog/core.html>)
- 27) Course Catalog (<http://www.udmercy.edu/catalog/>)
- 28) Curriculum vitae on the University officers
- 29) Dental School web site
(http://dental.udmercy.edu/continuing_education/schedule.php)
- 30) Employment Statistics for Law School, 2004-2006
- 31) Examples of LDI curricula
(http://www.udmercy.edu/ldi/queries/slweb_SL_courses_current_term.html)
- 32) Executive summary of UDM self study for NCAA certification
(http://www.detroittitans.com/documents/misc/frontpage/ncaa%20Executive%20Summary_Revised5-22.pdf)
- 33) Executive Summary: Status Report of Prioritization Decision Maureen A. Fay, O.P., PhD.
- 34) Facilities component of a strategic plan
- 35) Federal Compliance: Credits, Program Length and Tuition
Length of Certificate Programs at the University of Detroit
Mercy
Tuition Rates for Undergraduate and Graduate Programs
at the University of Detroit Mercy
- 36) Five-year List of Grants
- 37) Freshmen Student Orientation web site
(http://www.udmercy.edu/apply/undergrad_students/new_student_orient/soar/)
- 38) Graduate Program Review Process
- 39) Heartland-Delta IV conference web site
(<http://www.marquette.edu/hd4/delegates/faq.shtml>)
- 40) Higher Education Research Institute (HERI) Faculty Survey 2005
- 41) History of UDM (<http://www.udmercy.edu/mission/university/history/>)
- 42) Honor's Program web site (<http://www.udmercy.edu/honors/>)
- 43) Human resources web site (<http://www.udmercy.edu/hr/>)
- 44) Ignatian Family Teach-In web site
(<http://www.ignatiansolidarity.net/IFT/overview.html>)
- 45) Index of mission statements
- 46) Instructional Design Studio (<http://www.research.udmercy.edu/ids/>)
- 47) International Services web site (<http://www.udmercy.edu/iso/>)
- 48) ISO – International Students Office (<http://www.udmercy.edu/iso/>)
- 49) Kolb's Learning Cycle (LDI)
(http://www.udmercy.edu/ldi/web_site_documents/SLFormGuideCoverJanuary06.doc)
- 50) Law School – The New UDM Curriculum
- 51) Law School web site (<http://www.law.udmercy.edu/about/distinction.php>)

- 52) LDI web site (about LDI – Leadership Development Institute)
(http://www.udmercy.edu/ldi/about_ldi.htm)
- 53) Leadership in the Making (Zimmerman & Oster)
(http://www.udmercy.edu/ldi/web_site_documents/SLFormGuideCoverJanuary06.doc)
- 54) Letter of Agreement #6: Faculty Rights & responsibilities
- 55) Letter of Agreement #13
(<http://research.udmercy.edu/governance2005/Attachment%20A.htm>)
- 56) LEXIS/NEXIS & Westlaw Law School research Portals
(http://murphy.law.udmercy.edu/screens/libinfo_13.html)
- 57) Library Research Portal (<http://research.udmercy.edu/>)
- 58) List of registered student organizations (<http://www.udmercy.edu/slo/clubs-organizations/registered-orgs/>)
- 59) Making the Grade: Transforming Lives to Lead and Serve
- 60) Master of Science in Intelligence Analysis
(<http://liberalarts.udmercy.edu/intelanalysis/overview.php>)
- 61) Master of Science in Intelligence Analysis
(<http://www.udmercy.edu/alumni/newsletters/fall05/tapestry/newprograms.php>)
- 62) Medical/Dental School Placements (<http://www.udmercy.edu/about/great-things/dental/>)
- 63) MFA committees (<http://www.udmercy.edu/governance/mfa/>)
- 64) Michigan Bar Exam Pass Rates, 2000-2006
- 65) Mission Documents
- 66) National Survey of Student Engagement (NSSE), 2005 Survey Results
- 67) North Central Steering Committee meeting minutes
- 68) Nursing web site (<http://healthprofessions.udmercy.edu/nursing/>)
- 69) Outcomes Assessment Reports in E&S (<http://eng-sci.udmercy.edu/eng/description.html>)
- 70) Peace & Justice Residence Floor
(<http://www.udmercy.edu/ministry/index/peaceandjustice.htm>)
- 71) Points of distinction / Great Things about UDM
(<http://www.udmercy.edu/about/great-things/>)
- 72) Presidential Inauguration Address
(<http://www.udmercy.edu/inauguration/address.htm>)
- 73) Prioritization Minutes
- 74) Prioritization Process (2002-2004)
- 75) Prioritization Process (http://www.udmercy.edu/alumni/publications/univnews/univnews_sum02/priorit.htm)
- 76) Prioritization Process Final Report
- 77) Program Assessment Plan Update Form
- 78) Program Prioritization Process: Chronological Overview
- 79) Prologues, Transitions and Viewpoints (PTV) web site
(http://www.udmercy.edu/apply/undergrad_students/new_student_orient/ptv/)
- 80) Report of a Visit to UDM by NCA (1997 Comprehensive)
- 81) Report on UDM School of Law, ABA Report, 3/14-17/04
- 82) School of Law – Questions and Answers, 2006-2007

- 83) Shared Governance pilot proposal (<http://www.udmercy.edu/governance/proposal/>)
- 84) Shared Governance Teams (<http://www.udmercy.edu/governance/teams/>)
- 85) Shared Governance web site (<http://www.udmercy.edu/governance/>)
- 86) Student Code of Conduct
- 87) Student Handbook & Titan Planner 2005-2006
- 88) Student Life (<http://www.udmercy.edu/slo/clubs-organizations/>)
- 89) Student Volunteer Center (<http://volunteer.org.udmercy.edu/>)
- 90) Study Abroad Programs web site (<http://www.udmercy.edu/learn/studyabroad/>)
- 91) The Black Abolitionist Archives web site
(http://liberalarts.udmercy.edu/history/ba_archives.html,
<http://www.dalnet.lib.mi.us/gsd/cgi-bin/library?p=about&c=baa>)
- 92) The Carney Latin American Solidarity Archives web site
(<http://liberalarts.udmercy.edu/clasa/>)
- 93) Title III Grant Proposal and Grant Performance Report
- 94) UAS – University Academic Services (<http://www.udmercy.edu/uas/>)
- 95) UDM Administration/Leadership
(<http://www.udmercy.edu/about/president/leadership>)
- 96) UDM Bylaws, Article III, Section 3.03
- 97) UDM Bylaws, Article IV, Section 4.01
- 98) UDM Bylaws, Article VII, Section 7.06
- 99) UDM Bylaws, Article XII
- 100) UDM Bylaws, Section 4.02
- 101) UDM Campus Study: Highest and Best Use Campus Strategic Plan Overview
- 102) UDM Mission and Vision
- 103) UDM Spring Advertising Campaign “Great Things”
(http://www.udmercy.edu/campus_connection/archive/2005/march15.php)
- 104) UDM Student Handbook (<http://www.udmercy.edu/slo/student-handbook/>)
- 105) UDM’s Experience Plus Program
(http://www.udmercy.edu/alumni/publications/highlaur/highlaur_sum02/experience.htm)
- 106) UDMPU Contract (<http://www.udmpu.net/contract/con-main.htm>)
- 107) Undergraduate Metric (2000)
- 108) University Academic Services web site (<http://www.udmercy.edu/uas/>)
- 109) University Ministry web site (<http://www.udmercy.edu/ministry/>)

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self-study process began in the Fall of 2004. Provost Barbara Schirmer invited 13 representatives from across campus to serve on a steering committee under the direction of Dr. Kathleen Zimmerman-Oster, chair. There were, then, subcommittees formed for each Criterion, their chairs being members of the steering team. The study teams were

comprehensive and composed from across campuses, disciplines, and constituency groups.

B. Integrity of the Self-Study Report

The self-study report was clearly written in a candid, evaluative style, divided into chapters based on Criteria. At the end of each chapter there were summaries of lessons learned and recommendations. Appropriate references and tables were included as appropriate. Federal compliance data was not included in the report itself but was located for inspection in the resource room.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas. The institution was found to be in material noncompliance in the area of Title IV refunds. The institution was also found to have a reportable condition related to nursing student loan caps. The institution has responded to the issues and is instituting corrective procedures.

IV. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE: MISSION AND INTEGRITY.

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

The university's mission statement and associated mission documents clearly articulate

UDM's mission to provide excellent education in an urban context and to integrate the "intellectual, spiritual, ethical, and social development of students". Mission documents are widely published and prominently displayed on campus. Numerous events, programs, and activities on campus speak to support for the mission. Conversations with faculty, staff, and students evidence widespread support for the mission.

University and program mission statements explicitly recognize the diversity of students and the communities it serves. UDM's students, faculty, and staff form a diverse community and curricular requirements are designed to educate students to live in a diverse world.

In the Higher Education Research Institute (HERI) faculty survey 95.7% of the respondents expressed understanding of the UDM mission. On National Survey of Student Engagement (NSSE) instrument UDM seniors responded to questions directly related to the mission at levels comparable to other Jesuit institutions.

Twelve members of the Board come from the two sponsoring religious organizations who uphold the mission of the institution. The Board's Mission Committee helps ensure Board focus on Mission at each meeting.

The administrative structures are appropriate; decisions are made at the right level with shared input and decision-making. Faculty policies and union contracts protect employees and articulate the responsibilities that employees have in protecting the integrity of the University.

The shared governance system is in its infancy and critical decisions about budget allocations have not been run through at this time. The widespread support for shared governance, the history of planning together, and the broad awareness of the institution's financial constraints, however, portend well for its success.

The institution strives for openness and transparency in its activities and has recently adopted a shared governance model. Sharing responsibilities for governing the institution means that all parties will be considered as decisions are made and that its actions are integrated across campus.

The Board of Trustees ensures that the mission of the institution is always in mind as it sets policies for the institution. It has a conflict of interest policy to ensure that Board members operate with integrity towards the University. The Board of Trustees provides oversight of the University finances and reviews external audits annually.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no commission follow-up is recommended.

B. CRITERION TWO: PREPARING FOR THE FUTURE

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

The institution has a history of planning efforts that have shaped university-wide priorities including: improving enrollment, marketing, facilities upgrades, and information technology. Difficult and momentous financial decisions have been made in order to help the institution meet its challenges, e.g., selling the Outer Drive Campus and moving departments and programs to the McNichols Campus.

The institution is developing new masters degrees that address specific needs for the urban community in which the university resides. Planning is underway to decide the future of further on-line programs. This innovation indicates that the institution is alert to current and likely future needs and makes plans to take advantage of them.

College-level plans are consistent with the overall UDM mission. The university strives to link the budgeting and planning processes. Such planning efforts recognize the economic environment in which the institution operates.

Review of the last three years of financial statements shows steady increases tuition and fee revenue, in cash, and investments. The institution is able to budget for capital maintenance and to generate surpluses to be used for strengthening programs.

A culture of successful fund raising exists at UDM where development activity occurs at various levels across campus. In addition to capital improvements, the planned-for campaign will have positive effects on revenue for operations. As a budget safeguard, capital projects are phased to match anticipated revenue receipts.

The Board of trustees recognizes that the future success of the institution rests on UDM's ability to raise funds and to sustain its enrollment goals. To be sure that it is prepared to sustain UDM's future, the Board is attending to its own ongoing development by examining its composition, then seeking candidates to fill needed capacities.

2. Evidence that one or more specified Core Components need organizational attention

The institution needs to consider its manner of financial reporting and auditing practices in order to better comply with commonly accepted higher education practices. The team observed these standards are not being uniformly followed in the annual financial reports provided.

UDM has stabilized its finances and establishes budgets based on a realistic understanding of current and future economic conditions in Detroit and environs. Since the future financial health of the institution rests on increasing enrollment and retention, the institution will need to solidify plans to achieve those goals. Making sure that all departments understand, support, and enact policies related to enrollment will be crucial to the health of the institution.

In order to gauge its effectiveness in achieving its goals, the institution would benefit from an ongoing method of collecting, analyzing, and using organizational information. Making appropriate data and feedback available to the entire the organization will support continual improvement.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require

Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no commission follow-up is recommended.

C. CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

UDM uses goal-setting and assessment data in many of its programs. The university's professional programs are accredited by their respective professional organizations. A cycle of graduate program reviews was implemented in 1999-2000. Undergraduate programs began a review process using a new metric in 2001. The review went through a pilot stage, but was suspended as the Prioritization Process was implemented in 2001-2004. The Prioritization Process was a comprehensive review of all programs. As a result, some programs were discontinued and recommendations were made about strengthening or maintaining the other programs.

Various offices support the teaching process through technology, service-learning coordination, co-op experience coordination, and tutoring. The institution has provided support for faculty for the integration of technology into curriculum through its instructional design studio.

The institution values effective teaching and ensures that all courses are taught by qualified faculty. Most courses are taught by full-time faculty, and most of them hold terminal degrees. The percentage of undergraduate courses taught by adjuncts is kept to 35% by union contract.

Off-campus connections help to shape student learning. UDM uses outside experts to help it evaluate if the curriculum is current and relevant in order preparing students for either work or graduate education. In many of the academic programs, panels of advisors serve to connect the curriculum to the needs of the community. These same panels of advisors assist in securing practical learning placements for students.

An effective learning environment at UDM is fostered through a number of mechanisms. Orientation programs provide initial advisement, tutoring and disability support assist students once classes are underway, and the Career Education Center helps place students in appropriate external learning situations. Service learning opportunities tie the curriculum to the university mission. Many programs, especially those in the professional fields, provide or require field experiences/internships. The distance learning BSN degree completion program uses online courses to meet the needs of learners. Study-abroad programs offer learning opportunities off-campus in eight countries.

UDM prioritizes its resource use in order maintain and improve effective teaching and student learning. With recent positive budget balances, the university has begun to address its capital and deferred maintenance issues. The Commerce and Finance building, once one of the worst facilities, has been completely renovated. The Board of Trustees and administration are committed to improving the physical environment in which teaching and learning occur. Moreover, a plan to improve both residence and athletic facilities is being developed.

2. Evidence that one or more specified Core Components need organizational attention

The once campus-wide culture of assessment appears to be gaining momentum again. The existing core curriculum, in place since 1991, has not been assessed as a whole, although assessment of individual courses in the curriculum has been occurring. Under the new shared-governance system, a Core Curriculum Task Force has developed an extensive set of learning outcomes for the new core curriculum, which it plans to present to the faculty for approval during the spring 2007 semester. These outcomes are aligned with the university's mission. A cycle of review has not occurred yet, but is scheduled fall 2008 semester. Other recent assessment structures are also in place, including the undergraduate program review committee, graduate program review committee, and university assessment team. The first cycle of program review under the new system is occurring in 2006-2007 on schedule. The review process includes a comprehensive analysis of the program, including learning outcomes, and the use of external reviewers. UDM needs to ensure that recently begun assessment and review processes will continue.

The institution needs to improve its manner of replacing a faculty member resigns, retires, or goes on sabbatical or research leave. UDM strives to give faculty members research leaves of absence and sabbaticals, but tight budgets have made it difficult to find highly qualified replacements. The procedure for replacing such faculty members seems balky, thus delaying the hiring process and shrinking the pool of good candidates.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met: no commission action is recommended.

D. CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

The institution rewards, and supports effective teaching, faculty development and scholarship in a variety of ways. Full-time faculty members are provided a small amount of funds for development. The institution provides awards for teaching excellence for both junior and senior faculty members. The institution provides funds for faculty development, sabbaticals, and leaves for scholarly activity.

The institution is responsive to social needs and takes advantage of opportunities that it is uniquely qualified to meet. UDM is developing several innovative programs that take advantage of specific market niches, e.g. Master of Science in Intelligence Analysis, Master of Science in Information Assurance, and Masters of Science in Community Development. In addition, the Law School has begun courses in Canon law and Talmudic law to create more diversity in its curriculum and has created a Law Firm Program, which gives student experience in the practice of law. The Dental School has created opportunities for hygienists and dental students to participate in a common curriculum to promote professional collegial practice.

The institution acts as a community of scholars working together to advance education. After being passed by a significant majority of the McNichols faculty and all of the Dental and Law School faculties, the proposed university-shared governance model was recently adopted by the Board of Trustees. Shared governance is viewed by faculty, staff, and students as a welcome and positive means for continuing to create the kind of academic community that is needed in order to fulfill UDM's mission.

The university shows that continuous intellectual achievement is important to its mission. It rewards teaching excellence and celebrates the accomplishments of its faculty through its many publications. The Celebration of Books event gathers all university authors for special recognition of their work.

Through many clubs and organizations, UDM provides opportunities for students to link their curricular and co-curricular activities. Students believe they are being prepared for leadership roles, and the Student Senate is active. Activities such as Service Learning and Alternative Spring Break provide opportunities for students to work with underprivileged groups, on a local, national and in some cases international scale.

The Academic Program Review process has been revitalized under shared governance. The process is comprehensive and includes input from across the institution as well as from outside sources. This input provides a means for assessing overall program effectiveness as well as to facilitate continuous quality improvement of the overall curriculum

2. Evidence that one or more specified Core Components need organizational attention

The university needs to complete the revision the Core Curriculum and institute a comprehensive system of review. At present, assessment of the core is limited to specific programs, especially those with specialized or professional accreditation. The Core Curriculum is undergoing revision now, as there have been no real reviews or revisions since 1991 when it was put in place. The Core Curriculum Task Force has been identified and has been meeting under the shared governance model to develop the curriculum and means for its assessment. By completing the revision of the Core, it can then move on to assessing student learning and evaluating the Core's effectiveness.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no commission follow-up is recommended.

E. CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

The institution is generous in sharing its resources with the community in which it resides. Through its many outreach activities, UDM demonstrates its commitment to engage and serve the surrounding community. Examples include Career Education Center, Detroit Collaborative Design Center, dental care for the underserved, the McAuley Health Center, tutoring and mentoring elementary school students, Psychology Clinic, provision of legal services to various groups, STEPS Summer Camp, and Alternative Spring Break.

The institution is creative and timely in producing innovative programs that meet a variety of social needs in Detroit and surrounds. The Dental School provides free or low-cost dental care to people who could otherwise not afford such care. Plans to expand the Dental School are in response to growing demand for service and for people wishing to study oral hygiene. The Law School operates an Immigration Law Clinic, an Urban Law Clinic, and a Mobile Law Office, all of which serve low-income community members. The Detroit Collaborative Design Center works with nonprofit organizations in the area to meet the needs of the community. Students and faculty also provide service to the community in the counseling program, the psychology clinic, and through the School of Nursing.

In keeping with its mission, the university creates an environment that is respectful of the needs and others. Students, faculty, alumni, and trustees from a diverse set of backgrounds and orientations testified that the institution is open, accepting, and caring of them. UDM engages local business and government officials as it plans to develop its campus and the surrounding neighborhoods through its University Commons effort.

Through its many contracts with vendors and its collective bargaining agreements with employees, the university protects its integrity by keeping its promises and commitments.

The institution is successful at assimilating students and staff into its ethic of service to the community. Employees receive special orientation about the university's mission upon hiring. Students are likewise given training about service in their various orientation program. As indicated in the 2005 National Survey Student Engagement survey, senior UDM students report higher levels of community engagement than students at other NSSE participating institutions.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no commission follow-up is recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

1. Legal status

No Change

2. Degrees awarded

No Change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change

2. Approval of degree sites

No change

3. Approval of distance education degree

No change

4. Reports required

None

5. Other visits scheduled

None

6. Organization change request

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit 2016-17

Rationale for recommendation:

The University of Detroit Mercy has demonstrated a strong sense of commitment to its mission. It understands its challenges and has worked diligently to meet them. UDM has been innovative in its academic programs and continues to serve an urban setting in a manner consistent with the traditions of the charisms of the Society of Jesus and Religious Sisters of Mercy. The Board of Trustees affirms the mission and direction that the university is pursuing. Extensive interviews, the Self-Study report, and other documents indicate to the team that the university has fulfilled all five Criteria for Accreditation and has plans for the future that support a ten-year accreditation cycle.