



**University of  
Detroit Mercy  
Institutional Examen  
Self Study  
February 26-27  
2018**

# University of Detroit Mercy

## Institutional Examen Self Study



UNIVERSITY OF  
**DETROIT  
MERCY**

Build A Boundless Future

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### Table of Contents

Background and Context	1
The Mission and Vision of the University	3
1 Leadership's Commitment to Mission	4
2 The Academic Life	6
3 A Catholic, Jesuit Campus Culture	11
3+ Diversity	17
4 Service	22
5 Service to the Local Church	25
6 Jesuit Presence	27
7 Integrity	29
Emerging Priorities	31

#### *Appendices*

- A. Longitudinal Summary of the AJCU Survey*
- B. Focus Groups Handout*
- C. Focus Group Content Analysis Summary Report*
- D. Mission Effectiveness Team Charges*
- E. Detroit Mercy Social Change Model*
- F. Partnerships between Detroit Mercy and the Archdiocese of Detroit*
- G. Jesuit Community Discussion*

## Introduction



In October 2017, a committee convened to engage in steering the Association of Jesuit Colleges and Universities (AJCU) Institutional Examen process for University of Detroit Mercy (Detroit Mercy). The strategy of the Detroit Mercy Examen Committee involved the use of multiple methods to gather information and engage stakeholders in an organizational learning experience. This process involved gathering and analyzing qualitative, quantitative, and archival data and information for the creation of this Self Study Report.

First, since the University had recently completed a Higher Learning Commission (HLC) institutional comprehensive evaluation for reaffirmation of its accreditation in September 2016 (which includes an in-depth review of adherence to the Mission Statement) and a Mercy Mission Accountability Peer Review Process for the Conference for Mercy Higher Education (CMHE) in April 2017, a plethora of archived inventories, documents, evidence and reports were available for review for this process.

Second, the University had recently completed the AJCU semi-annual study on Mission and Identity activities in 2014 and 2017. The results of these surveys were summarized and reviewed by the Committee to gain understanding of faculty and staff perceptions about Detroit Mercy's approach to addressing Mission and Identity (M&I) efforts. A longitudinal summary of these results is provided in *Appendix A*.

Finally, the Examen Committee conducted a University-wide qualitative study that sought to determine how Detroit Mercy lives out its Jesuit Catholic identity. The Committee recognized the value of participating in this process from a research perspective and as an educational endeavor for all University stakeholders. However, the Committee also discovered that focus group participants (faculty, staff, students and administrators) had an obvious willingness and interest in discussing the University's mission.

Throughout the months of November 2017 through January 2018, 12 focus groups were conducted. These sessions engaged a variety of stakeholders to obtain a representative sample of the University population. Three questions guided each conversation:

- Where and how are Jesuit Values and Mission alive and well on campus for you?
- What does it mean to you, as a faculty, staff, administrator or student, to live this Mission?
- How do we grow the Jesuit Mission and how can we improve?

In preparation for participants to discuss these questions, the conversation began with a "slow read" of the current Mission, and participants were asked to share with a neighbor how they have personally experienced the Mission in the last few weeks. Then, facilitators expanded the discussion by sharing a few Jesuit themes related to the Mission statement (*cura personalis*, critical thinking, Christian Humanistic inquiry, the importance of context, response to a loving God). Next, a short student-created video, "Driven to Serve," was shared and discussion was launched using the three above questions. Rather than limiting participants to narrowly respond to each question, these questions guided the conversations and helped to get to the deeper issues of how living the Mission impacts participants' lives. The advantage of this approach was to broaden thinking, engage all stakeholders in this important conversation, and to yield diverse and unique responses.

Note: The video stressed service as a means of living out the Mission, which was the theme of the Liturgy of Celebrate Spirit for which the video was created. Therefore, many respondents began with service as the lead characteristic. But further discussion bridged into the broader range of characteristics for how the Jesuit Mission is lived at Detroit Mercy.

The stakeholders in these discussions included:

- President
- Academic Leadership Team (ALT) – deans and provost
- Academic Mission Identity Group
- Agere ex Missione Awardees
- NIH BUILD Scholars (undergraduate students)
- Emerging Leaders Program (undergraduate students)
- Faculty, staff, and administrators (three open meetings)
- Ignatian Colleagues Program alumni
- Jesuit Leadership Seminar participants
- Lansing Reilly Jesuit Community
- Leadership Minor and Emerging Leaders Program (undergraduate students)
- Mission Effectiveness Team
- 19<sup>th</sup> Annotations Group
- School of Dentistry student class leaders
- School of Dentistry faculty, staff and administrators
- School of Law faculty, staff and administrators
- Strategic Planning and Budget, Facilities and Safety Team
- Student Government Association leaders
- University Ministry student leaders

During each focus group session, Examen Committee members electronically recorded the conversations for data collection and note taking purposes. Upon analysis of the results, committee members held several meetings to discuss and reflect on the Jesuit characteristics and re-occurring themes that emerged. This strategy proved advantageous because it allowed for committee members to establish which characteristics and themes were higher priority, along with areas that would benefit from improvement.

*Appendix B* provides the PowerPoint, handout and video link that served as an introduction to each focus group session and *Appendix C* provides a summary of the Content Analysis and synthesis of the results of the aggregated focus group sessions.

What follows is a summary of the ways in which Detroit Mercy exemplifies the “Characteristics of Jesuit Colleges and Universities” and the priorities that Detroit Mercy has selected to focus on during the next few years. Note: Because diversity consistently emerged as a topic with focus groups, it was added as a characteristic to this self-study.

### **Institutional Context**

University of Detroit Mercy emerged from the consolidation of two educational institutions established by the Jesuits and the Sisters of Mercy. The Jesuits established Detroit College, which became University of Detroit, in 1877 in downtown Detroit; and in 1941, the Sisters of Mercy founded Mercy College of Detroit. University of Detroit and Mercy College were consolidated as one in 1990, integrating academic programs, administrative systems, students, faculty and alumni to form University of Detroit Mercy.

University of Detroit Mercy (Detroit Mercy) is committed to the urban context and chose to remain in the city as other comparable institutions moved to the suburbs. In addition to serving as a strong academic resource for local residents, it attracts students, faculty, researchers, staff and administrators from the region into the heart of a city that is rebuilding. Detroit Mercy provides many services to the surrounding communities, making it vital to the life and redevelopment of an economically challenged Detroit.

Detroit Mercy is built on the tradition of liberal arts and offers degrees from the baccalaureate to the doctorate with a Fall 2017 headcount of just over 5,100 students. Detroit Mercy has three primary locations: The Riverfront Campus (School of Law), the Corktown Campus (School of Dentistry) and the McNichols Campus, the location of the undergraduate programs as well as the remaining graduate programs. A satellite campus for the nursing school is connected with Aquinas College on the western side of the state in Grand Rapids, and the School of Architecture maintains a residential college in Volterra, Italy, through the support of a separate nonprofit organization. Detroit Mercy is considered a commuter campus with 17 percent of the students living at the McNichols Campus. Programs offered span 100 disciplines and professional training is offered in architecture, business, dentistry, education, law, nursing and psychology. There are 42 Master’s degree options and seven doctoral degrees. Additionally, Detroit Mercy offers 14 online degree programs and approximately 150 hybrid courses.

### The Mission of the University

The University’s Mission and Vision statements express a commitment to excellent, integrative, student-centered education, leadership and service in an urban context:



<i>MISSION</i>	<i>VISION</i>
<p style="text-align: center;"><i>University of Detroit Mercy,</i></p> <p style="text-align: center;"><i>a Catholic university in the</i></p> <p style="text-align: center;"><i>Jesuit and Mercy traditions,</i></p> <p style="text-align: center;"><i>exists to provide excellent</i></p> <p style="text-align: center;"><i>student-centered undergraduate</i></p> <p style="text-align: center;"><i>and graduate education</i></p> <p style="text-align: center;"><i>in an urban context.</i></p> <p style="text-align: center;"><i>A Detroit Mercy education seeks</i></p> <p style="text-align: center;"><i>to integrate the intellectual,</i></p> <p style="text-align: center;"><i>spiritual, ethical and social</i></p> <p style="text-align: center;"><i>development of our students.</i></p>	<p style="text-align: center;"><i>University of Detroit Mercy,</i></p> <p style="text-align: center;"><i>will be recognized as a premier</i></p> <p style="text-align: center;"><i>private university in the</i></p> <p style="text-align: center;"><i>Great Lakes region,</i></p> <p style="text-align: center;"><i>distinguished by graduates</i></p> <p style="text-align: center;"><i>who lead and serve</i></p> <p style="text-align: center;"><i>in their communities.</i></p>

Approved by the Board of Trustees  
October 1999

Detroit Mercy’s Mission is grounded in the University’s dual identity as a Jesuit and Mercy institution. Sustaining an identity that is distinctively Mercy, distinctively Jesuit, and distinctively both — that is, something greater than the sum of its parts — requires thoughtful decision-making and constant refinement.

## **Characteristic One: Leadership's commitment to the Mission**

*The University's leadership competently communicates and enlivens the Jesuit, Catholic Mission of the institution.*



### **Mission Articulation**

One of the most public forms of articulation of the Mission is through the work of the University president and provost as they speak about and encourage the centrality of the University Mission to national, regional and local communities, and to their constituents. Both administrators incorporate the University Mission in each of their public addresses externally and internally and are supportive of academic and co-curricular endeavors through devoting human and financial resources. A recent example of a clear articulation of the Mission is in the chapter written by the President and recently published in *President2President*. The article is entitled “*Staying True to Mission and History: University of Detroit Mercy's Role in the Revitalization of a historic City and Its Communities.*”

Mission articulation is explicit in the bylaws for University of Detroit Mercy, adopted October 31, 2014. Article 4.01 of the Bylaws indicates that the Board of Trustees shall determine the University's Mission, establish strategic direction and approve the strategic plan. Article 9.02 states that the president should prepare an annual accountability report to the Board and the Board's evaluation process shall include the president's effectiveness in regards to the University's Mission. In addition, the Board committees assess their performance with regard to Mission biannually, as required by Article 7.03 of the Detroit Mercy Bylaws. The Academic Leadership Team (ALT) is responsible for articulating the University Mission. The ALT, composed of deans from each college/school/unit, is led by the provost to encourage and support Mission-centered decision making and academic programming. Each college and school articulates their own Mission statement within their disciplines or area. This statement must flow from and coordinate with the University Mission. Programs are reviewed for adherence to these mission statements during the shared governance program review process. Discipline-based Mission statements provide a broad range for scholars and students to navigate within their disciplines and delve deeper into Catholic, Jesuit and Mercy charisms. Several departments and units also maintain Mission statements, which are the focus of their roles within the institution.

In addition to the ALT leading Mission-driven programs, policies, practices, and other units guided by the president and provost articulate the Mission in a variety of ways. For example the office of University Ministry provides programming for the spiritual development of students, faculty and staff (see Section 3 below). The Institute for Leadership and Service coordinates service-learning programming (see Section 4 below) and leadership training and development (see Section 2 below), which is instrumental in preparing students to lead and serve in their communities. Mission articulation also occurs via semester faculty discussions about the Catholic Intellectual Tradition sponsored by the Academic Mission Identity Group and hosted by the provost. The provost's office also coordinates the awarding of Summer Faculty Stipends for project and course development related to Catholic Jesuit and Mercy Mission.

Human and financial resources are specifically devoted so that the Mission Statement is broadly understood throughout the institution. The Office of Mission & Identity (M&I) is also responsible for maintaining the institution's Mission. It's director, a Jesuit priest, reports directly to the University president, is a voting member of the President's Council, and is charged with organizing a number of activities to educate trustees, faculty and staff. These activities include: half-day mission retreats for all new employees, departmental retreats, and junior/senior faculty mentoring programs. The office is also the conduit for Detroit Mercy's participation in national Jesuit programs linked to Mission and Identity, such as the AJCU Ignatian Colleagues Program (ICP), AJCU Commitment to Justice in Higher Education, and the Heartland Delta Faculty

Conversations. The Mission & Identity Officer also assists with the employment process and candidate searches for administrators and key hires. Assessment of “Mission fit” is integrated into the selection process, which typically include a Jesuit priest and a Sister of Mercy.

The University’s Mission and Vision statements are prominently linked from the main page of the M&I section of the University’s website which provides further explanation to viewers by articulating the noun “university” and stressing the four key adjectives of the Mission statement: Catholic, Jesuit, Mercy and Urban. These webpages are maintained by the Office of Mission & Identity. The Mission Statement is posted and published in various locations around campus and key publications of the University. The Mission & Identity office also administers the Mission Micro Grant Program to assist in the running of different programs and events found on each campus.

The University also utilizes a Mission Effectiveness Team. The primary charge of this working group is to identify and utilize four guiding values that assist in articulating the Mission and are utilized in programming, marketing, and Mission related awards. These guiding values of the Mission Effectiveness Team are moving forward to University implementation and are rooted in both Jesuit and Mercy core values:

- Education of the whole person
- Recognition and pursuit of the Sacred,
- Service that leads to justice,
- Diversity within the community.

The group is also charged with identifying and communicating about spaces available for interfaith reflection for each campus and to promoting and recognizing those who live the Mission through the annual Mission Leadership Awards (Vivere Ex Missione and Agere Ex Missione awards). Additional charges of this Task Force are included in *Appendix D*.

#### **Commitment and Engagement of University Leadership and Board of Trustees in Mission**

Of the 14 Detroit Mercy participants in the Ignatian Colleagues Program (ICP), four are current deans, the provost, three associate vice presidents, and one Board trustee. Nineteen administrators and lead faculty have participated in the Association of Jesuit Colleges and Universities (AJCU) Leadership Seminar. The University’s president, provost, and director of Mission & Identity attend various national Jesuit and Mercy higher education meetings as well as the Association of Catholic Colleges and Universities (ACCU) Seminar on Catholic Higher Education as part of their roles.

University of Detroit Mercy has four Jesuits and four Sisters of Mercy on the Board of Trustees, which meets the requirements of the bylaws. The senior leadership at Detroit Mercy is also committed to recognizing its administrators, faculty and staff who live the Mission in their daily work and interactions with students and colleagues on campus and in the larger community. These awards include the Faculty Excellence Award, the Faculty Achievement Award, the Commitment to Excellence Award and Mission Leadership Awards for students, faculty, staff and administrators. These recognitions are awarded to individuals who promote the Mission of the University and the goals of their college or department.

#### **Focus Group Feedback**

Faculty, staff and administrators indicated that they felt oriented to the University Mission. Although this occurs through the half-day Mission and Identity retreats, service opportunities and social justice events, there was a desire for more programming to more deeply root employees and students in the Mission and provide opportunities to share their experiences of Mission-related engagement.

## **Characteristic Two: The Academic Life**

*Academic life reflects the Catholic and Jesuit Mission and is an integral part of research and teaching excellence. Academic programs exist that are distinctively informed by the University's Jesuit and Catholic character and are shaped by the service of faith and the promotion of justice.*



The Jesuit Mission informs and guides the academic life of University of Detroit Mercy. This occurs through instruction, research and academic service that embodies the Mission. The City of Detroit remains a national center for research and development for the automotive industry as well as the center for major international corporations. However, the region has suffered economic decline as factory jobs relocated. Greater economic disparity has occurred in the region and a major loss of population throughout the city— especially in the neighborhoods that surround the each Detroit Mercy campus. Detroit is currently experiencing a renaissance and the University plays a vital role in this progress as demonstrated by the array of programs and partnerships further described in this report. The University and the city have a symbiotic relationship that impacts research, teaching and service to the changing realities of this urban context.

Detroit Mercy is ranked 188 out of 1,054 universities in the U.S. based on *The Wall Street Journal's* “2018 Times Higher Education,” and #19 for “Midwest Best Regional Universities” in the *U.S. News & World Report's* "Best Colleges." Several academic programs are currently ranked nationally.

### **Undergraduate Core Curriculum**

The University offers a variety of majors both in the liberal arts and in professional programs (e.g., engineering, nursing, architecture). The new core curriculum, which was the product of many years of thoughtful effort and was implemented in Fall 2017, is a unifying experience for all undergraduate students. The core curriculum clearly expresses Detroit Mercy's Mission to offer a student-centered education that “integrate[s] the intellectual, spiritual, ethical and social development of our students” — in short, that educates the whole person.

The core curriculum contains the six areas of knowledge and six integrating themes required of each student. The required knowledge areas include communication skills, mathematical and statistical knowledge, scientific knowledge, religious and philosophical knowledge, essential humanities, and ethics and social responsibility. The six required integrating themes are reading, writing and research across the curriculum; critical thinking; cultural diversity; human difference; personal spiritual development; and spirituality and social justice. Students must fulfill knowledge area requirements and take courses in each integrating theme. Many courses satisfy both a subject area (knowledge) requirement and an integrating theme requirement.

Components of the core curriculum provide a foundation for Mission by requiring all undergraduates to earn nine credits of Religious and Philosophical Knowledge; three credits of Ethics and Social Responsibility; and to achieve outcomes associated with Personal Spiritual Development and Spirituality and Social Justice. Courses from a variety of departments satisfy these requirements. For example, nursing students may fulfill a core requirement through a course titled “Professional Practice from a Mercy and Jesuit Perspective,” while business majors may choose a course titled “Ethics, Business Leadership & Social Responsibility” to fulfill the same core objective.

### **Other Mission-Based Programs**

In addition to the required Core Curriculum, many courses and applied clinical, practicum and internship experiences provide additional academic opportunities for students to engage in all aspects of the Mission. A sample of specific programs that encourage students to experience the Detroit Mercy Mission include:

- Service Learning courses, coordinated through the Institute of Leadership and Service, often integrate service opportunities to the course material and are introduced by a staff member of the Institute who roots this service opportunity in the charism of the Jesuits and Sisters of Mercy. Reflection papers are required of participants, and survey analysis is conducted to assess development in perception and understanding.
- Prologues, Transitions and Viewpoints (PTV): Detroit Mercy's First Year Experience and Freshman Orientation program provides an explicit introduction to the University Mission and Vision and the charisms of our founders. Additionally, students participate in a service plunge in the neighboring community. This service experience also incorporates a reflection session. Furthermore, a "common read" and discussion sessions for the incoming students and their peer leaders and are overseen by faculty and staff who emphasize the value of our University Mission.
- The Master of Community Development degree program integrates human, economic, physical and organizational aspects of community development for a holistic approach to developing viable communities, and focuses on the development of marginalized communities within an urban context
- The Emerging Leaders Program: This recognition program offers opportunities for students to live the Detroit Mercy Mission by engaging in campus-related leadership and service courses and activities that address the pillars of the Mission. Students receive a Leadership pin and/or medallion for their participation and reflection on events involving engagement and learning, leadership development, spiritual development, and service to the community.
- Several student support programs are covered in the Diversity section.

### **Faculty policies in teaching, research, promotion and tenure**

The University maintains a robust shared governance structure as well as a faculty union. University of Detroit Mercy is committed to academic freedom and does not impose institutional mandates regarding specific subject matter of scholarly inquiry. Faculty who engage in Mission-related research choose this path. In this sense, Mission-related scholarship reflects the prominence and attractiveness of the Mission in faculty recruitment and development. Several initiatives specifically emphasize the Jesuit Mission as expressed in the academic life of the University

Since 2003, Jesuit Community Summer Faculty Stipends encourage and support faculty in developing new courses, or substantially modifying current courses, to advance the Jesuit Catholic Mission of Detroit Mercy. Courses may explore the interface between the subject and Mission-related areas such as ethics, social justice, Catholic Social Teaching, spirituality, religion, and Catholic, Jesuit or Mercy history. Faculty members receive a stipend of \$3,000 to develop a course during the summer term. Two stipends are awarded each year.

Second, the Collegium section of the Association of Catholic Colleges & Universities convenes summer colloquies for faculty from 65 member institutions. The colloquies provide a collegial environment for participants from diverse backgrounds, faiths and disciplines to discuss the sources and implications of an academic vocation and to explore how that vocation can grow at a Catholic college or university. Detroit Mercy has sent participants to the program for over 20 years.

Furthermore, Detroit Mercy recognizes faculty and student research annually with the Celebration of Scholarly Achievement and Service. Since 2006, faculty and student research from all colleges and schools takes center stage in a well-attended event, documented in an annual internal publication and posters. The libraries collect and maintain these presentation projects, in print and digital format as available, and plan to make them available alongside other University-related special collections including theses, dissertations, student newspapers, and periodical holdings.

- Some examples of recent Mission-related research by faculty include: "Pope Francis and the United Nations: Planet Partners," "Human Rights Law, Corporate Governance and Globalization," "Religion and Care Intertwined: Nursing in Catholic Hospitals 1950-1965," "Catalytic Social Entrepreneurship to Combat Desperate Poverty," "Benefit Corporations: Fostering Socially Conscious Corporate Leadership," "Jesuit, Catholic and Green: Evidence from Loyola University, Chicago," "Ethical Issues that Arise in Bankruptcy," "Service-Learning and Leadership: Evidence from Teaching Financial Literacy," and "Lived experience of African American students at predominantly white Jesuit colleges and universities." Twenty Percent of peer-reviewed College of Business Administration publications are related to Catholic Social Teaching, business ethics, social responsibility, social entrepreneurship or other dimensions of Mission.

- Professor Carmen Stokes is currently approved for a research project that examines the lived experience of African American students at predominantly white Jesuit colleges and universities; 10 schools from the consortium of 28 Jesuit colleges and universities will participate in the mixed method study, which surveys the minority student body and conducts some qualitative interviews aimed at better understanding their lived experience.

The University provides release time for faculty, staff and administrators to assist in various service trips and opportunities.

### **Centers and Institutes**

Program goals for these Centers and Institutes derive from the Jesuit Mission. Faculty and students respond to needs in the community, reflect on structural systems at the root of the issues, and gain wisdom from the community that has been impacted. In this way these Centers and Institute serve as powerful pedagogical tools. Below are a few of the centers and institutes that directly support Mission.

The **Institute for Leadership and Service** (The Institute) has served as an umbrella for many Mission-related programs and activities since 1995. The Institute is co-directed by a Jesuit priest and a professor of Psychology, who report to the provost. The Institute draws inspiration from Fr. Kolvenbach to guide creation and direction of programs: “When the heart is touched by direct experiences, the mind may be challenged to change.” Signature programs of the Institute are designed to provide this direct experience and are described below. The Institute Advisory Board and various sub-committees such as the Service-Learning 2020 Task Force have been the focus of productive dialogue around the commitment to justice and community engagement. In this way, the Institute provides an important means of living out the Jesuit commitment to dialogue as expressed in Jesuit General Congregation 34.

The **Detroit Collaborative Design Center**, housed in the School of Architecture and considered a major force in the revitalization of Detroit neighborhoods, uses a Neighborhood Engagement Workshop (NEW) process to engage stakeholders in community visioning and revitalization. To date, the Center has worked with more than eighty nonprofits, community groups, and philanthropic foundations. The Center received the national 2017 Whitney M. Young Jr. Award recognizing it as an architectural organization that embodies social responsibility and actively addresses a relevant community need. The Center’s primary focus is Detroit, but it also assists various Jesuit and Mercy programs nationally, including Homeboy Industries in Los Angeles, The Jesuit Conference in Washington, D.C. and the Harry Thompson Center (St. Joseph Rebuild Center) in New Orleans.

The **Center for Social Entrepreneurship** was launched in January 2017 in the College of Business Administration. The Center offers expertise and executive business acumen to entrepreneurs whose businesses will make a social impact on their neighborhood, the City of Detroit and beyond. During its first six months of operation, the Center worked with 23 social entrepreneurs, whose work touched the lives of over 16,000 people and raised nearly \$1 million.

The **Black Abolitionist Archive** is a historical research center devoted to the study of African Americans involved in the transatlantic struggle against slavery — America’s “first civil rights movement.” The collection housed in the archives contains a wealth of materials that document the lives of some 300 black abolitionists, including some 14,000 documents, an extensive microfilm library, a clippings file and a library of scholarly books, articles and dissertations.

The **Dudley Randall Center for Print Culture** was established in October 2000 by the English Department. The Center facilitates community building and collaboration by actively soliciting the involvement of members of Detroit’s community members in its projects, and by acting as a resource center for novice and professional writers throughout the Detroit area.

**The Honors Program.** University Honors students work closely with outstanding faculty members and take six honors courses drawn from the University’s Core Curriculum (including Academic Writing, Introduction to Philosophy, Elements of Political Thought, Ethics, and Diverse Voices in Literature). In their junior and senior years, UHP students write an Honors Thesis in the discipline of their choice under the guidance and mentorship of a faculty thesis advisor.

**The Catholic Studies Program** in the College of Liberal Arts and Education provides an 18-credit hour certificate focusing on Catholic spirituality and theology, the Catholic imagination, social justice and Church history and offers public lectures throughout the year on a broad range of topics.

**The Padre Guadalupe Carney Latin American Solidarity Archive (CLASA)** is a rare collection of Spanish and English books, human rights reports, independent newspapers and newsletters, and social justice papers. CLASA also broadens its message of social justice to the Detroit Mercy community with speakers and exhibits of art, photography, and archive documents. CLASA also raises money for the Dean Brackley Scholarship to fund impoverished students from El Salvador to study at the University of Central America.

The University also collaborates with outside groups such as the Jesuit Alumni and Friends of Detroit which provide leading national and international Jesuit speakers to broaden the understanding of Jesuit engagement in the Catholic Intellectual Life, as well as the Manresa Jesuit Retreat House which hosts an ongoing Seminar featuring Jesuits from Detroit Mercy.

During the Fall 2017 and Winter 2018 term, a number of events represented Detroit Mercy's commitment to the Jesuit Mission. A sample includes:

- The student chapter and the Detroit Alumni Club of Alpha Sigma Nu sponsored a screening of the new film "Ignatius of Loyola" on campus, which was open to the entire University community.
- Detroit Mercy Law collaborated with the J. Reuben Clark Law Society Detroit Chapter and the Michigan Catholic Conference to host an Interfaith Religious Freedom Conference. Open to the public, the event was held at Ss. Peter and Paul Jesuit Church.
- Detroit Mercy Law sponsored a three-day symposium titled *HUD's Past, Present and Future*, to commemorate the 50th anniversary of the Detroit riot/rebellion in 1967.
- University Ministry sponsored an Interfaith Meet and Mingle to learn about the many faith traditions represented in the University community.
- The College of Engineering & Science sponsored its fifth annual Research Symposium, highlighting research by more than 80 undergraduate and graduate students.
- International human rights attorney and alumnus Eric Sirotkin shared his unique perspective on the role of a lawyer: "Law is a healing art,"
- Jesuit Alumni and Friends of Detroit hosted the Director of the Vatican Observatory, Guy J. Consolmagno, S.J., at the Detroit Athletic Club. Brother Consolmagno delivered remarks about "why we do science" and the intersection of science with faith.
- Midnight Bike Ride: 20-mile excursion that exposes students to the city of Detroit's points of interest.
- African American Citizenship during the Civil War era -- a defining moment. As part of Detroit Mercy's Constitution Day Celebration and sponsored by the Black Abolitionist Archive and Detroit Mercy Libraries.
- Arabic/Islamic calligraphy; Dr. Nihad Dukhan explained how calligraphy is done and the historical and cultural context of the practices of Arabic calligraphy, from its beginnings to contemporary times.
- Project Safety Net: Detoxifying Hate on the Internet and Social Media - this event is co-sponsored by the James Carney Latin American Solidarity Archive (CLASA) and Michigan Coalition for Human Rights (MCHR)
- Dr. Ibram X. Kendi, author of the 2016 National Book Award-winning *Stamped From The Beginning: A Definitive History of Racist Ideas in America* will speak at Detroit Mercy on Monday, February 26 at 7 p.m.

### **Graduate and Professional Schools**

Clinics (see Characteristic Four) are a central feature of many of Detroit Mercy's graduate and professional programs and are required for students in the School of Dentistry, the School of Law, the McAuley School of Nursing, and the graduate programs in both Counseling and Clinical Psychology in the College of Liberal Arts and Education. More than 350 students and 120 faculty spend approximately 100,000 hours per year providing direct services in the clinics to more than 23,000 Michigan residents. Twenty-one academic clinics provide opportunities for outreach to some of the most vulnerable and underrepresented members of the community and encourage students to lead value-driven lives of service to others. Moreover, the Counseling Clinic and Psychology Clinic, both of which serve students, demonstrate care for the whole person, which is a central tenet of Jesuit education. Many of these programs require student reflection papers that seek to integrate elements of the Mission and core values of the University in these experiential learning options. Several

clinics at the law school use modified versions of the Jesuit Examen to aid student practitioners in processing difficult experiences, such as in the Immigration Law Clinic where students are recording horrific experiences or torture related to amnesty cases. The clinics serve community members who are in most need of assistance. The College of Health Professions and the McAuley School of Nursing sponsor wellness programs in Detroit communities; nursing students sponsor blood drives, awareness programs on major health issues, and raise funds for various health-related social programs.

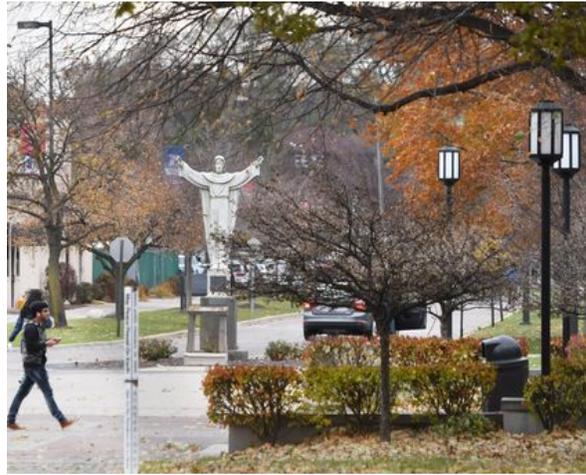
### **Focus Group Feedback**

Many students in the focus groups shared that the academic reputation of Detroit Mercy is one of the main reasons for choosing the University. Specifically, an appreciation was demonstrated for the integration of moral and ethical lessons specifically to their academic and professional development, which sets Detroit Mercy apart from larger state schools.

Also, students echoed how liberal arts (i.e., ethics, philosophy, religious studies) complimented their technical education, which also reemphasizes how Detroit Mercy differs from other academic institutions. They shared that this enhanced their perspective and sets Detroit Mercy apart from other schools in the region.

### **Characteristic Three: A Catholic, Jesuit Campus Culture**

*The University works to foster within its students, faculty, staff and administrators a virtuous life characterized by personal responsibility, respect, forgiveness, compassion, a habit of reflection, and the integration of body, mind and soul.*



There are many indicators that the University is working to foster a Catholic Jesuit Campus Culture. The University assesses many of these components through campus surveys, qualitative reviews of programming, and listening sessions with students and employees. These tools are administered through the Office of Institutional Research, Institute for Leadership and Service, and the Office of University Ministry, which is primarily responsible for supporting and growing the faith life of students, faculty, staff and administrators.

The following two national surveys represent a strong and developing environment for Jesuit Catholic values among students and employees. The Multi-Institutional Study of Leadership, a national survey in which the University participates every three years, provides evidence of the effectiveness of the University's Mission efforts from students' perspective. Findings from 2015 include:

- 77 percent of Detroit Mercy students agree they “have a clear understanding of Detroit Mercy’s Mission.”
- 71 percent agree they “have had several opportunities to live the Detroit Mercy Mission.”

When asked to compare their current self-perception to their pre-college self-perception, students reported gains in all areas of Social Change Model values at the individual, group, and society and community levels.

Another indicator is the University of Detroit Mercy Jesuit Catholic Identity Employee Survey. The 2017 employee results compared with those of 2013 conclude that Detroit Mercy has demonstrated improvement in 15 out of 20 subscales. Detroit Mercy demonstrated the largest improvement on “Understanding the Jesuit Principle of Being Men and Women for Others,” which increased 38%.

Results indicate that through individuals' experiences and engagement at Detroit Mercy, there was increased knowledge in the following:

- Understanding the Mission of your institution (which correlates with the 2015 Multi-Institutional Study of Leadership results)
- Devoting effort to help others in need
- Leading by example
- Increasing your awareness of the relationship between global and local issues
- Actively working to further social justice
- Demonstrating respect for others' differences
- Actively working toward a more inclusive community
- Making ethical decisions in personal situations
- Making ethical decisions in professional situations
- Understanding the Jesuit principle of being men and women for others
- Making connections between intellectual and spiritual life
- Advancing human rights
- Pursuing peace
- Making decisions through reflection, prayer and discernment
- Speaking to others about Jesuit Catholic values

While the items below decreased in 2017, they are no less mentionable and reason to celebrate because of their strong scores.

- Defining your own values and beliefs
- Ability to look critically at society and its institutions
- Actively working to further ecological justice and care for the environment
- Finding God in all things
- Working for the common good and well-being of all

### **University Ministry and Liturgical Life**

*Inspired by God's unconditional love, University Ministry accompanies the Detroit Mercy community as we learn to know, love and serve God and one another.*

Mission Statement for the Office of University Ministry

The **Office of University Ministry** aids in forming the conscience and character of all University stakeholders with a predominant focus on students. With a full-time staff of four (which includes a Jesuit Volunteer), the ministry office relies on faculty, staff, administrators, alumni and religious to assist with programming. This includes facilitating religious services, student retreat programs, spiritual direction, service and immersion trips, and coordinating the Celebrate Spirit Mass which begins the academic year. The Ministry office also collaborates with other campus departments and the Detroit community to form the conscience and character of students and exposes them to the realities of the world through lectures events around local and global concerns.

Detroit Mercy is a Catholic university that respects and celebrates students, faculty and staff of all religious backgrounds to grow their own traditions while also encouraging interfaith dialogue. Integral to the students' holistic educational journey, University Ministry empowers leaders in ministry for the common good and beyond by addressing social justice issues that challenge student comfort levels and assist them in exploring spiritual growth. All activities adhere to the core values of the Office, which are faith, social justice and community.

Notable University Ministry programs:

- **Worship Services:** Catholic Masses are offered twice daily as well as a student-centered Sunday evening Mass and fellowship on the McNichols Campus. In addition, Liturgical ministers (lectors, Eucharistic ministers, choir and sacristans) receive training that prepares them for ministry beyond the University. Gesu Church is located within a block of the main campus and is an alternative location for students seeking daily and weekly liturgies in a larger multicultural/multigenerational parish setting. Gesu also hosts larger University events and liturgies, such as the annual Honors Convocation for the College of Liberal Arts and Education. Daily and weekend masses are offered at Ss. Peter and Paul Jesuit Church adjacent to the Law School. Students are informed of different events occurring at these two adjacent Jesuit parishes, including lectures, concerts and spiritual formation opportunities. The Jesuit Community Chapel also hosts a Sunday student Mass followed by an ice cream social each semester.
- **Celebrate Spirit (Mass of the Holy Spirit):** is the opening liturgy in which an academic or support unit adopts the Mass each year and develops the liturgy with the aid of University Ministry to highlight the journey of individuals involved with that unit. This includes guest speakers and/or homilists who offer the larger University community insights into living the faith through the lens of the sponsoring department. Athletics is sponsoring the 2018 Celebrate Spirit Mass and bringing in Pat Kelly, S.J., an international expert on sports and religion, as presider and homilist who will preach on joy and the 'theory of flow'. The planning process introduces members of each unit to the planning and preparation of liturgical events, which aids the local Church. This celebration, held in one of the University event spaces, typically draws over a thousand attendees. University Ministry designs the celebration to be inclusive of other faith traditions. This is visualized by banners featuring symbols of various faiths and a unique entrance procession including a variety of cultural practices. Many participants in the focus groups commented on the welcoming outreach that this Catholic Liturgy offers and appreciate the exposure to the Catholic ritual.

- **Rite of Christian Initiation of Adults:** Office of Ministry works with students interested in furthering their formation in the Catholic Church.
- **Common Prayer:** weekly mid-day prayer experiences open to the students and employees of all faiths.
- **Spiritual Life Communities:** Weekly faith-sharing groups steeped in Ignatian Spirituality.
- **Weekly Adoration:** Contemplative prayer, reflection, and devotion during the exposition of the Blessed Sacrament.
- **Soup and Substance:** A weekly Lenten series with presenters discussing topics along a common theme over a simple meal of soup held in the Jesuit Residence.
- **Retreats:** Off campus retreats include a retreat for 50 to 60 incoming students, Women’s Retreat (typically 10-25 students), Men’s Wilderness Retreat (typically 10-15 students), Explore Retreat (student led 10-20 students) and an on-campus Busy Persons Retreat (which takes place over a month with weekly meetings with a spiritual director). The Ministry team also develops specialized retreat for student organizations, residential life and academic departments, such as the annual retreat for business students.
- **Alternative Break Service and Immersion Trips:** Every year, approximately 60 and 80 students, faculty and staff participate in the Service/Immersion program in which students “[to] let the gritty reality of the world into their lives to feel it, think about it critically, respond to its suffering, and engage in it constructively” (Fr. Peter Hans Kovenbach, S.J.) and prepare to learn that “our charity must be in our hearts and from our hearts” (Catherine McAuley). These trips provide experiences of direct service rooted in relationship, engaging in Catholic Social Teaching, and the Works of Mercy and Ignatian Spirituality. They offer students the opportunity to work in the service of the common good, encounter new realities, and reflect on their experience in the context of a diverse community. By focusing on the works of mercy and social justice, students become men and women for and with others. Destinations are located among vulnerable populations and have included Chicago (Misericordia Home/David Darst Center); Washington, D.C.; Sacramento (Loaves & Fishes); Cincinnati (Senior Endeavors); New Orleans; rural West Virginia (Nazareth Farm and Ohio Valley); St. Louis; Immokalee, Florida; Detroit; and San Salvador, El Salvador.
- **Ignatian Family Teach-In for Justice Conference:** This program networks our students with participants from the larger Jesuit network in Washington, D.C. for education and advocacy with government officials around a variety of social justice issues. This event honors the memory of the Jesuit Martyrs from the University of Central America in El Salvador.
- **Service in the City:** This weekly service and reflection program allows students to form relationships with staff and clients of local service organizations and community partners. This is another vital way Detroit Mercy invites students into the “gritty reality of the world,” in our own city and neighborhoods.
- **Discover the “D” :** A series of excursions connecting Detroit Mercy students to events and historic, cultural and religious sites around the city.
- **Jesuit and Mercy Game Night.** Students join the Jesuits and Sisters of Mercy for an informal night of board games in the Jesuit Dining Room.
- **Companion Leadership Program:** University Ministry Companions are peer leaders in the Detroit Mercy community. Leadership development includes leadership days of reflection, bi-monthly meetings on building leadership skills, and one-on-one meetings with Ministry Staff. Student Companions/leaders are encouraged and taught to facilitate almost every program, retreat, and experience for Ministry.
- **Campus Kitchen** was established as joint effort of University Ministry, Dining Services and the Institute for Leadership and Service (ILS), and functions as a small nonprofit on campus to distribute unused food from Dining Services to local neighbors. In addition, the Campus Kitchen Advisory Team, University Ministry and the Institute collaborate around leadership development programs, the Social Change Model, the Emerging Leaders Program, Black History Month/MLK Day, Hunger and Homelessness Awareness Week, the Service Plunge and the Leadership Minor.

### **Building a Culture Committed to Relationality and Responsibility:**

Concern for the vulnerable and commitment to fostering compassion and social justice in students requires active engagement in the spiritual and corporal works of mercy, such as educating the ignorant, counseling the doubtful, praying for the living and the dead, feeding the hungry, clothing the naked, and sheltering the homeless. This is furthered by an analysis of the systemic social, economic and political realities that create these needs and disparities. Teaching, research and service devote special attention to the needs of the

underserved, especially women, children, minorities, the elderly, the poor and unemployed, those with disabilities, and others who have been marginalized. Detroit Mercy prepares students for careers dedicated to the works of mercy, service and social justice and involves them directly in these works initially through the service and reflection components of freshman orientation in Prologues, Transition and Viewpoints (PTV), through service learning, clinical experience (See Characteristic Two), and various programs and Alternative Break excursions, which stress solidarity in addition to service.

The **Office of Student Affairs** is dedicated to the care of the whole student and includes the **Student Life Office**, the **Student Wellness Center**, **Residence Life**, and the **International Services Office**. The Office of Student Affairs and its constituent offices represent the values of Jesuits and Mercy in the programming of events and in its interaction with students in a variety of contexts (residence life, student conduct, etc.).

Notable programs and events offered include:

- **Prologues, Transitions, and Viewpoints:** An orientation program designed to educate students about the University's Mission and Identity and inculcate attitudes of service, compassion and social justice.
- **Annual celebrations and service opportunities**, including Hunger & Homelessness Week, Martin Luther King, Jr. Day, Black History Month, Greek Life Philanthropy Week, Interfaith Dinner, Phenomenal Women Dinner, and Safety Street (neighborhood children come to campus for Halloween Trick 'O Treat).
- **Special programs and partnerships concerning current events**, such as a candlelight vigil for Black Lives Matter, an ISIS Forum hosted by the Muslim Students Association, opportunities to assist with the Flint water crisis, and activities related to the 2016 presidential election.
- **Diversity programming and awareness**, including Detroit Prevention and Awareness in the Community (DPAC) Initiatives to bring awareness to issues around sexual assault and domestic violence; Alcohol Awareness Day and programming; bystander awareness trainings; the annual International Night; CCC the Movement Fashion Show; Chinese New Year Celebration, hosted by the Chinese Student organization; Black Student Union events; Diwali, the Hindu Festival Of Light, hosted by Indian Students Association; Eid Fest, hosted by Muslim Students Association.

**Wellness Center Programs** that include general health services, immunizations, and personal and group counseling. In collaboration with various departments and units, the Wellness Center offers various presentations on pressing issues such as mental health awareness, alcohol abuse, date rape, etc.

**Student Residence Life programs:** The Office of Residence Life provides housing and programming to assist students, who come from various backgrounds and beliefs, navigate a diverse campus population. Student Residence Assistant staff are trained to make the learning environment in the residence halls effective, safe, healthy and meaningful.

**International Services Office programs** assist international students with practical matters (e.g., immigration materials) and provide the larger student body with educational, recreational, and cross-cultural programming through a variety of student organizations, including the Chinese Student and Scholars Association, Indian Student Association, African and Caribbean Student Organization. These groups offer support for international students and serve as ambassadors for cross-cultural activities like Diwali, Chinese New Year and International Night. These events, along with offering cross-cultural language training, study abroad trips and programs, enhance the educational environment on campus.

**Fitness Center** - The Detroit Mercy Fitness Center expands the University's capacity to support the *cura personalis* of students and employees through a variety of programs addressing mind, body and spirit. Intramurals sports program include basketball, floor hockey and volleyball. Physical awareness programming includes strength and conditioning, nutrition, healthy lifestyle, aerobics, and yoga. Club sports such as men's and women's volleyball and the Cycling Club are also supported by University Recreation and the Student Life Office.

**Athletic Department** - Detroit Mercy maintains 19 NCAA Division 1 sports teams whose student athletes maintain high academic standards. For example, 164 Detroit Mercy student-athletes were named to the Horizon League Fall and Spring Academic Honor Rolls, which requires student-athletes to maintain a

cumulative GPA of at least 3.20 for inclusion on the Honor Roll. Most athletic teams participate in organized service projects, fundraisers and mentoring for local school students.

### **Community Characterized by Diversity of Thought**

Detroit Mercy has established policies and procedures to ensure freedom of expression. Detroit Mercy uses as its professional standard for academic freedom the AAUP 1940 Statement of Principles of Academic Freedom and Tenure. The University goes one step further in explicitly protecting the freedom of artistic expression. The 2013-2016 Detroit Mercy and UDMPU employment agreement, Article 5.1: Employee Rights and Responsibilities, codifies the freedom of expression at Detroit Mercy.

Detroit Mercy is committed to promoting a culture of free expression and a diversity of ideas on its campuses. Detroit Mercy hosts performances and public lectures on variety topics reflecting diverse cultural views. Interviews with faculty identified the plays *The Vagina Monologues*, *The Whale* and *Avenue Q* as examples of specific efforts by the institution to create a culture of free expression and thought on a variety of cultural topics. Additionally, Detroit Mercy has hosted guest speakers on contemporary social issues. Throughout the year, the Carney Latin American and Scholarly Archives, CLASA, hosts a variety of speakers from around the world who speak on social justice, diversity and solidarity issues. One in particular is the Dean Brackley El Salvador Scholarship Dinner. This is a presentation and reflection on the life of this Jesuit in El Salvador. It also raises funds for scholarships for Salvadoran students to attend a residential program at the University of Central America, where Dean Brackley worked after the Jesuit Martyrs were killed in 1989. Another example highlighted in campus interviews was the public lecture by Dana Nessel, co-counsel for the DeBoer-Rowse family in *DeBoer v. Snyder*, stimulating conversation and debate on the topic of same sex marriage and same sex, second parent adoption.

Detroit Mercy is also committed to freedom of expression by students. Detroit Mercy supports a variety of outlets for student expression and truth seeking; including student organizations and student media. The Detroit Mercy Student Life Office is the hub for Detroit Mercy student organizations, student government and Greek life. The Detroit Mercy Student Life Office website lists a variety of student organization types, including professional organizations (student chapters), honor societies, fraternities/sororities, culturally diverse associations, and special interest groups. The groups reflect the diversity of the student body, be it ethnic, political or religious. For example, there is an active LGBTQ student group, Titans for Life advocating pro-life issues, a very active Muslim Student Association (MSA), a Justice in Palestine student group, an Indian Student Association, Chaldean Student Association, Hispanic American Student Association and Black Student Union. Through University Ministry, there is support for the Campus Crusade for Christ, MSA, Hindu –Yuva and Hillel, a national campus-centered Jewish organization. All of the programming and activities that these student groups organize culminate in collective diversity of thought as they engage each other in the process. One tangible way this can be exemplified is in the Interfaith Dinner held each year in February. Student-led by many of these faith-based student organizations and supported by collaboration between Student Life Office and University Ministry this program has grown over the years to be a celebration and engagement of Detroit Mercy's diversity of faith.

In addition, the student newspaper, *The Varsity News*, operates as an independent student-run newspaper published since 1918, which is another public forum for freedom of expression by the Detroit Mercy students. In a sampling of current and archived student newspapers, the opportunities for student expression were apparent in the reporting on a wide range of topics including the conflict in the Middle East, the environment, class cancellations, and even the campus debate about the changes to the University's core curriculum.

### **Vocational Discernment**

Through College/School Career Fairs and the University Career Fair in October, University Ministry and the Center for Career Education and Professional Development partner to offer opportunities for students to consider post-graduate service in the year or two after they graduate. In addition, University Ministry hosted a discernment night in November and post-graduate service for students to consider as a viable option, meet organizations offering these opportunities, and speak with people who are currently participating in a volunteer year. The University Ministry office provides information, promotional material and details about religious vocations as well as the personnel and the welcoming space to discuss and individual's vocational discernment.

## **Campus Events**

Celebrate Spirit is the annual Mass of the Holy Spirit that opens the academic year. This is a University-wide celebration that includes Mass, a diversity procession, a reflection on the chosen Mission-related theme, a blessing on the University community and is followed by a community picnic and Student Organizations Fair. As described earlier in this section, a different school, college or department each year hosts the Mass and the theme chosen highlights a unique aspect of the Mission through the lens of the host. For example, the year the School of Architecture hosted, the theme highlighted the urban context, while the School of Health Professions highlighted the Mercy traditions, which included a blessing of hands by the Sisters of Mercy. This past year, the School of Dentistry encouraged a reflection on service. This was similar to the multi-layered theme the Institute for Leadership and Service chose to highlight when it hosted, which was service in the urban context. The keynote speaker or homilist is invited to accentuate the Mission-based theme. When appropriate, a homilist is selected for his or her connection to the Sisters of Mercy or the Society of Jesus. The University concludes the year with the annual Baccalaureate Masses at Gesu Church for graduates from the McNichols Campus and at Ss. Peter and Paul Jesuit Church for graduates of the School of Law.

The University community commemorates the Feast of St. Ignatius. The mass is followed by a Spanish-inspired reception. This year, the Detroit Mercy Jesuit community invited colleagues from various Jesuit apostolic works in the area to network with the larger Jesuit family. All church feast days are celebrated within the context of our regularly scheduled Masses. The President's Convocation starts with Mass, and major University celebrations, such as the President's Christmas party, begin with an invocation or blessing. Student/parent orientations held during the summer are also started with an ecumenical prayer service led by a Jesuit, Sister of Mercy and lay student or employee. Fall Homecoming has recently been instituted, and features Mass for alumni. As mentioned in characteristic 5, the University hosts or assists the Archdiocese with Masses for the legal community (the Red Mass) and the business community (the Green Mass).

Detroit Mercy has held special lectures and talks during key civic remembrance, such as the 50th anniversary of the Detroit riots/rebellion, and analysis sessions on events such as the Detroit bankruptcy. Ad Nauseum is an annual event that draws local high school students to the campus to evaluate Super Bowl ads and the impact they have on consumers. The University's Ethics Bowl is a recurring event where student from across the McNichols campus compete in teams before panels of faculty judges.

## **Church Calendar/Academic Calendar**

The University follows standard holiday schedules with the exception of Good Friday, when the University is closed. Students can be excused for any religious holiday. Participants of all Masses and Common Prayer are called to reflect upon the liturgical seasons. Both are opportunities to educate and offer meaningful and thoughtful time to the movement of the liturgical calendar, saints' feast days and holy days. Advent Prayer and Reconciliation Service and the feast for Our Lady of Guadalupe Mass hosted by the Hispanic American Student Association highlights the Advent season, while a weekly Soup and Substance gathering in the Jesuit Residence deepens the Lenten experience. The annual Paczki (a Polish donut common in Detroit) sale signals the start of Lent, while 'Stations in the D', a contemporary reflection of the Stations of the Cross at various sites around the City of Detroit, concludes the Lenten season.

## **Focus Group Feedback**

Overall students and employees indicated that taking time to reflect on service through the lens of faith (moral, ethical, caring, compassionate, etc.) has helped them expand their understanding of the world.

Students indicated that the way faculty teach, advise, and mentor at Detroit Mercy is an example of the how the University lives its Mission. Several students remarked that the individual attention they receive from faculty (both academically and personally) is unique from what they have experienced at other institutions or have heard about from their friends. Many faculty indicated that they felt supported by their colleagues and the administration in their outreach to students experiencing challenges or going through a crisis.

Students responded that they understood this is a religious university rooted in the Catholic faith that doesn't proselytize its faith tradition. However, several students coming from Catholic high schools mentioned they did not experience a strong enough sense of Catholic Identity, citing lack of imagery, availability of daily Mass, and other programming. Most students felt that the culture on campus was very open to freedom of religious beliefs and expressed room for further growth in the openness to diversity and dialogue. Overall, the accepting culture was one of the University's strengths.

## Additional Characteristic (3+):

### Diversity

*Diversity is an important part of any educational institution because it is believed to prepare students to function in our increasingly global (heterogeneous) society. According to Merriam Webster's (2017) online dictionary, diversity is "the condition of having, or being exposed, to differing elements; especially the inclusion of different types of people" (para 1).*



Although diversity is not currently included in the seven characteristics, the Detroit Mercy Examen Steering Committee recognizes the importance of diversity being threaded throughout the foundation of a Jesuit education. According to Hunt, Layton, and Prince (2015), diversity matters because it prepares students for future career success, assists students in enhancing their social development, and increases their self-awareness, knowledge base, and promotes critical thinking.”

Diversity plays a significant role in the development of students attending Catholic Jesuit universities because the Mission and Vision statements of these institutions are grounded in inclusivity, suggesting they embrace students from different racial, ethnic, religious, socioeconomic, age and sexual backgrounds. According to the Association of Jesuit Colleges and Universities' (AJCU's) Conference on Diversity and Equity (CDE), it is important for Jesuit universities “to have an awareness of the challenges faced by students of color, and to foster the development of strategies to overcome these challenges; as well as promote the institutionalization of participation by underrepresented racial and ethnic groups in planning, policy formation, and implementation” (AJCU, 2017, para 1). The benefits of diversity are significant and “decades of research by organizational scientists, psychologists, sociologists, economists, and demographers show that socially diverse groups are more innovative than homogenous groups” (Phillips, 2014, para 1).

### Recruitment, Admissions and Financial Aid

The University's commitment to women, the vulnerable and the underrepresented manifests itself clearly in recruitment and admissions programs and practices, as well as in the awards of scholarships and grants.

Numerous student recruitment and retention activities are used to attract and retain a diverse student population including, but not limited to, attracting students from the surrounding community, the state, the nation, and other countries, and to specifically recruit students from diverse socioeconomic, ethnic and religious backgrounds. This is accomplished through targeted recruitment efforts in diverse regions similar to Detroit. Some significant features of recruitment (either University-wide or department-specific) include the following:

- **University College Non-Cognitive Attributes Rubric:** Used for students who do not meet the minimum requirements for entry into a specific University college/school, but demonstrate potential. These students receive extensive support services, advising and peer mentoring.
- **Detroit Area Pre-College Engineering Program (DAPCEP):** A multi-institution program designed to increase the number of historically underrepresented minority students interested and effectively prepared to enter the fields of engineering and science.
- **Summer enrichment programs:** Outreach to economically and educationally disadvantaged students. For example, in 2013 the School of Dentistry's Summer Enrichment Program (SEP) and Psychology Summer Enrichment Program (PSEP) conducted a six-week summer program for economically and educationally disadvantaged students.
- **Student Success Centers** provide a variety of academic support services to students on all three campuses.
- **Titan Success Network:** A campus-wide retention initiative designed to identify and support at-risk students. MAP-Works also allows instructors, academic advisors and other support personnel to coordinate communication and effective interventions for those students.
- **International Services Office (ISO):** Assists international students with immigration issues, orientation to the University and to the United States, and language instruction and practice.

- **1<sup>st</sup> Gen Network:** Approximately 30 percent of Detroit Mercy’s students are the first generation in their families to attend college. The 1<sup>st</sup> Gen Network holds bi-monthly campus events and off-campus outings designed to foster a sense of community and support.
- **Internationally-Based Educational Experiences (IBEEs)** include semester-long study abroad and exchange programs, as well as short-term faculty-led options.
- **Financial Aid Matrix** provides greater institutional aid for those students who have higher academic profiles, regardless of need, while also providing a high percentage of aid for those students with both exceptional academic profiles and high demonstrated need.
- **KCP (King Chavez Parks), TRIO Program (Student Support Services) and BUILD Grants:** Support from the State of Michigan, U.S. Department of Education and the National Institutes of Health to recruit underrepresented students.
- **2012-2017 Strategic Plan** includes goals for hiring and retaining diverse students and faculty members.

As a result of these intentional efforts, the University enjoys considerable diversity in enrollment. As of this academic year, 58.7 percent of Detroit Mercy students are female and 41.3 percent are male. As shown in the table below, roughly 16 percent of our students are international, and nearly 25 percent are minorities; of the latter, two-thirds are underrepresented minorities (defined as American Indian/Alaskan Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander).

Gender	Corktown Campus	Riverfront Campus	McNichols Campus	Total
Female	51.6%	53.4%	60.9%	58.7%
Male	48.4%	46.6%	39.1%	41.3%

Students - Fall 2017	Corktown Campus		Riverfront Campus		McNichols Campus		Total	
	N	%	N	%	N	%	N	%
International (nonresident alien)	145	20.6%	256	43.7%	400	10.5%	801	15.7%
Underrepresented Minorities	45	6.4%	43	7.3%	737	19.3%	825	16.1%
Other Minorities (Asian, Multi-Racial)	135	19.2%	15	2.6%	291	7.6%	441	8.6%
Unknown	33	4.7%	99	16.9%	230	6.0%	362	7.1%
White	346	49.1%	173	29.5%	2,165	56.6%	2,684	52.5%
<b>Total</b>	<b>704</b>	<b>100.0%</b>	<b>586</b>	<b>100.0%</b>	<b>3,823</b>	<b>100.0%</b>	<b>5,113</b>	<b>100.0%</b>

Source: Office of OIR

### **Curricular, Co-Curricular and Extra-Curricular Initiatives**

Critical to student education, Detroit Mercy prepares students to live in a diverse world through several curricular, co-curricular, and extracurricular initiatives. Cultural diversity is infused throughout the curriculum, beginning with the core curriculum, but extended into its academic programs at the undergraduate, graduate and professional levels.

In order to develop graduates according to Ignatian Principles, particularly the concept of *Cura Personalis*, it is imperative that students be immersed in environments and learning experiences that stretch and grow them intellectually, socially, ethically and academically. Detroit Mercy is dedicated to developing student leaders in an urban context and who are committed to social justice. To that end, the core curriculum requires students to take courses that examine human difference, as well as culture and diversity.

Some academic programs are specifically focused on issues of diversity, such as African American Studies, Islamic Studies, and Women's and Gender Studies. Detroit Mercy further promotes cultural competence by offering internationally based education programs, such as study abroad and immersion trips, linked to its Jesuit and Mercy emphasis on social justice. Detroit Mercy's Counseling, Psychology, Nursing, Dentistry, and Law programs offer limited- or no-cost clinics to economically disadvantaged individuals in geographically impoverished areas and provide learning opportunities for students while preparing them to embrace diversity. Although not exhaustive, some specific programs that explicitly address ethnicity and diversity are listed below:

<b>Program or Course</b>	<b>Sponsoring College and/or Department</b>
Master's Degree in Community Development	Architecture
Certificate in Ethical Leadership & Change Management	Business Administration and Psychology
African American Studies (Certificate/ Courses)	College of Liberal Arts & Education
Women's and Gender Studies	Interdisciplinary
Immigration & Family Law	School of Law
Nursing Course (Mercy Jesuit Tradition, Certificate in Urban Health)	School of Nursing College of Health Professions
Mission Focused Engineering Courses	School of Engineering & Science
Philosophy of Peace and Justice	Philosophy Department
Study Abroad and Exchange Programs	Language and Cultural Training
Theater Department	College of Liberal Arts & Education- Theater Department

Detroit Mercy offers an array of diverse student organizations, including the African and Caribbean Student Organization, the Black Student Union, the Chaldean American Student Association, the Chinese Students and Scholars Association at Detroit Mercy, the Hispanic American Student Association, the Indian Student Association, the Muslim Students Association, various African American fraternities and sororities,

professional organizations that support underrepresented students (e.g., the Society of Women Engineers, Organization of Minority Architect Students, etc.), and organizations for the LGBTQ community.

### **Ethnic Diversity**

While diversity is not exclusive to race and ethnicity alone, it is a logical place to begin both the conversation and examination regarding diversity. Detroit Mercy's locale is in the heart of an urban city environment with a high minority resident population. This is believed to contribute to the diverse student body, which is comprised of 52.5% Caucasian students and 48.5% students who identify as underrepresented minority, international or other. Students, faculty and staff who participated in the focus groups noted that diversity should not be limited to race and ethnicity, rather multiple areas should be considered, including our urban context (university environment), diversity of thought and ideology, religious diversity, socioeconomic diversity, age, gender and sexual orientation.

### **Religious Affiliation/Identification**

Two-thirds of the Detroit Mercy student body do not identify Catholicism as their religious orientation. However, these students are supported from local community groups and campus organizations, with assistance from University Ministry. During focus groups, students acknowledge the importance of Catholicism in their educational experience and share that this creates an inclusive environment where there is both tolerance and acceptance of different religious preferences and orientations.

### **Sexual Orientation**

The student focus group participants stated that although the majority of the student body is heterosexual, they recognize that some students are gay, lesbian, bi-sexual, transgender and queer (LGBTQ). They suggested that although they are not always comfortable with diversity in student sexual orientations, they believe this freedom of expression is still a meaningful component of diversity and should continue to be acknowledged and embraced here at the University. Participants expressed awareness that LGBTQ student groups and support services were available.

### **Student Age**

Students also noted that there is also ample campus diversity related to age, with the student body ranging from traditional college age (immediate post-high school graduates) to second career adults, to older, senior citizen-aged students. One focus group participant specifically expressed the sentiment: "I love having students from across different age categories because I am able to hear and appreciate their different perspectives. This helps me think more critically or fully about a concept or issue. I don't have to have personal life experience to understand how to relate their life experience to my learning."

### **Diversity of Thought and Ideology**

Differences related to political ideology and opinions about various issues currently highlighted in the media and government were also mentioned by focus group participants as part of the diversity on campus. Some students, staff and faculty felt there was an opportunity to increase open communication between groups with differing views. There have been several open forums and focus groups on campus (for example, the racial incident in Ferguson, Missouri; civil rights and freedoms in the post-Trump election era) that facilitated difficult conversations. However, focus group feedback reveals that students and faculty appreciate and desire more opportunities to engage in such dialogue, believing this will result in less condescension and stereotyping toward people espousing conservative viewpoints. One way that faculty continue to embrace engaging in diverse thought and ideology, as well as facilitating difficult conversations is by attending and presenting at the annual *Equity in the Classroom Conference*. This is sponsored by several collaborating Michigan universities, which alternate hosting the conference in effort to share knowledge, research, and best practices that improve student experiences in classroom and university wide experiences.

### **Socio-Economic Diversity**

Focus group participants indicated that socioeconomic background differences also represented an aspect of diversity. Further, those participants believed that seeing these differences through simple observations such as student versus faculty vehicles in the parking lot, materialistic possessions in terms of clothing, computers, and handbags; and the need for financial aid versus parent paid tuition allowed them to see and appreciate the lived experiences of others. Students from higher socioeconomic backgrounds indicated that this difference allowed them to better appreciate things they had previously taken for granted, whereas students from lower socioeconomic backgrounds indicated this difference allowed them to understand the advantages of furthering

their education. Despite the socioeconomic differences, a majority 62 percent of all students work full- or part-time while they are enrolled at Detroit Mercy.

### **Urban Context**

Students also indicated that the urban context versus the suburban context is an area of diversity. Several students reported they were raised in traditional middle class families from suburban environments and stated that being educated in an urban environment provided a broader perspective regarding social, cultural and psychological backgrounds that impact everyday perspectives and activities. An education at Detroit Mercy provides an opportunity to share space and dialogue with students from differing contexts, allowing students to gain an appreciation of the lived experience of others, thereby acknowledging their knowledge, impact, and community resources.

### **Focus Group Feedback**

With regard to Urban Context, one Caucasian male student stated “the issues and problems I encounter in the city (urban context) are totally unrelated to the types of issues and problems I encountered in the suburban context. This difference has prepared me for life, real life, and it is an experience I would not have obtained without pursuing my degree at University of Detroit Mercy. There are biases, stories, and assumptions — and until you are on this side of them, you cannot experience the life perspective or understand the burdens of others. I am truly thankful for that perspective. For me, I have a totally different perspective now. I am a better person.”

A select few students from underrepresented racial/ethnic (minority, URM) backgrounds shared an interesting, and contrary observation to that of Caucasian students who described Detroit Mercy as exceptionally diverse. These URM students revealed that despite our location in an urban, predominantly African American community, they believed there was insufficient representation (enrollment) of students from diverse backgrounds. In addition, students from such diverse minority backgrounds indicate that they have had opportunities to experience a lack of inclusivity or perceived representation. This perception difference may be due to the ethnic composition of the schools from where Detroit Mercy students matriculated.

There was also mention of a lack of racial diversity of faculty in that it is not proportionate to the student population. For example, “there are African Americans on campus, but considering that the neighborhood is 98 percent African American, there are too few faces on campus- particularly when it comes to faculty members.” The Examen committee noted this contrary perception, but also acknowledged that the University has recently engaged in campus climate surveys/ research projects to explore opportunities to improve the sense of inclusion, recognizing that belonging has been identified in previous research an essential component of underrepresented student retention and success (Tinto, 1993).

In conclusion, diversity is a critical component of University of Detroit Mercy’s unique, rich educational environment. Detroit Mercy’s diversity is represented in multiple areas and has led to both personal and professional growth that will extend beyond the current student, faculty and staff members and reverberate into future generations impacted by our graduates and alumni. The University environment (students) not only values diversity, but is/are committed to strengthening the ways in which diversity is defined and experienced.

## Characteristic Four: Service

*The University as an institution, and all of its various parts seeks to insert itself in the world on the side of the poor, the marginalized and those seeking justice. It does this in particular by using its academic and professional resources.*



### Service Learning

In keeping with the University's Mission, Detroit Mercy's emphasis on service-learning seeks "to integrate the intellectual, spiritual, ethical and social development of our students" through solidarity with the neighborhood and outreach programs to the community that surrounds its urban campus. Service-learning courses educate the whole student, inculcate in students an attitude of compassion and a commitment to social justice, and allow students to discover that "each and everyone's existence is deeply tied to that of others...life is about interactions." (Pope Francis January 15, 2017)

Service-learning is incorporated into the liberal arts and science curriculums and is required for all students in the College of Business Administration and the McAuley School of Nursing. Freshman engineering students evaluated energy use in the building housing a nonprofit organization, designed solutions and created significant savings for the organization. Similarly, a team of mechanical and electrical engineering students created a set of health information kiosks for the Detroit Science Center.

Detroit Mercy's nearly 25-year old service-learning program is coordinated through the Institute for Leadership and Service (The Institute). The Institute integrates the Detroit Mercy Social Change Model, Greenleaf's Servant Leadership Model and Catholic Social Teaching as theoretical underpinnings for each of its Mission-related programs (see *Appendix E*). The service-learning director, a Jesuit, administers the program, identifies opportunities for both project- and advocacy-based service, and works directly with faculty, students, and community partners. Before each service-learning course and project begins, the director provides orientation regarding the charisms of the founders, St. Ignatius of Loyola and Venerable Catherine McAuley, and highlights the aspects of the University's Mission that are inspired by their lives.

Detroit Mercy averages approximately 1,550 students in about 90 service-learning courses each year, which equates to over 12,000 hours of service each year. Nearly 80 percent of undergraduates and many graduate students complete at least one service-learning course before graduation, and this occurs throughout the University in courses in the physical sciences, social sciences, and the humanities. Reflection is instrumental to the service-learning curriculum. This attempts to move students beyond personal awareness to critical analysis of systematic realities and understanding works of justice and mercy. Many of the reflection sessions are led by the Jesuit director of Service-Learning.

The impact of service-learning on students has been documented by numerous studies authored by Detroit Mercy faculty, staff and students. These include pre-/post- service-learning comparison studies, the longitudinal Multi-Institutional Study of Leadership, and most recently a 2013 study titled "Service-Learning and Leadership: Evidence from Teaching Financial Literacy," in the *Journal of Business Ethics*. This study suggests that after engaging in service-learning, students exhibited significantly higher concern about seven (out of a possible seven) social justice issues as defined by Catholic Social Teaching, and registered improvements on eight (out of a possible ten) dimensions of servant leadership.

The Emerging Leaders Program, which prepares students to engage in social change for the common good, is an integral part of the Institute. Using the tagline, "Transforming Lives to Lead and Serve," students explore

their leadership capacity through involvement in service programs, events, and activities open to all undergraduate students. Similar programs are being created for graduate and professional students. The Institute rewards students with medallions and pins for their community-based leadership development and 125 to 250 hours of service at the annual Honors Convocation and at the annual Leadership and Service Awards Celebration.

The Ford Community Corps Program partners with Detroit Mercy faculty, staff and students in service to city agencies and schools, and supports their passion for social change. As part of this program, 65 student leaders received grants over the past five years. These student leaders have included 897 other students in projects that have directly served 3,515 persons in need in the community. Projects have included mentoring, providing legal assistance or energy audits or design skills, raising awareness about sexual assault and domestic violence, and sharing information about special medical care options for homeless people or Medicaid/Medicare information for low-income residents and seniors.

The “Step Up: Be a Leader and Pay It Forward” program is a peer mentoring and student retention program funded by the Ford Motor Company, provided free of charge by Detroit Mercy and facilitated by the Emerging Leaders Program of the Institute for Leadership and Service. Each semester, approximately 250 students from five local schools (Loyola High School, University of Detroit Jesuit High School, Jalen Rose Leadership Academy, Hamtramck High School and Bishop Foley Catholic High School) participate in eight-week sessions that cover such topics as balancing life as a high school student, forming study skills, reducing aggression, promoting positive alternatives and developing leadership skills. These sessions are facilitated and organized by student volunteers in the Emerging Leaders Program and student athletes, and are part of the service-learning component of social psychology and leadership courses (PYC 2600/LEAD 2000 and PYC 4620/LEAD 4000).

### **Community Presence/Outreach**

Detroit Mercy has demonstrated a strong commitment to serving the public good and the local community. The institution believes in the transformative power of education to change people and thereby change the world, and understands the institution’s role of service to the broader community. In addition, various academic units have been recognized for a commitment to the city through extensive clinical programs and service learning courses (see section 2). In addition, several schools and colleges have created various outreach programs that have garnered recognition by local governments. The Detroit City Council has bestowed recognition on the College of Business Administration for the past several years for its income tax assistance program. Detroit Mercy’s library provides its services to the campus community and the neighborhood — public access computers and librarians assist local neighbors bridge the digital divide as well as conduct research. Students from other campuses, primarily Wayne County Community College and Marygrove College, also utilize these services. Detroit Mercy engages with local stakeholders in creating a sustainable future for Detroit through a number of development projects and programs most notable among these is the Live 6 Alliance, a nonprofit economic development organization whose mission is to enhance quality of life and economic opportunity in northwest Detroit, for which Detroit Mercy is a founding member. The institution offers a number of pre-college programs to introduce high school students to various professions (see section 3+); offers dual enrollment courses in response to the expressed needs of area school administrators, counselors and teachers; and partners with industry/foundation leaders to benefit both students and the community. Some additional programs of note:

- Campus Kitchen, which is part of the Detroit Mercy’s Institute for Leadership and Service and is associated with the national Campus Kitchens Project, partners with five community organizations to recover food that otherwise would be wasted and gives that food to people in need in the area surrounding the University. This student-run nonprofit organization also teaches students community leadership and advocacy skills.
- The General Motors Student Corps operates in coordination with a faculty member in Economics and with the Institute for Leadership and Service to offer paid, 10-week summer internships to Detroit Mercy students who exhibit grit, determination and leadership potential. A team of former General Motors executives works with college students and a team of 10 high school students to create, plan and execute community service projects in 12 Detroit-area communities for more than 120 high school students.
- Student organizations at all three campuses participate in a variety of Mission-driven outreach programs within their disciplines, including Rx for Reading (English students), Give Kids a Smile

(Dental students), tax preparation (Business students), Medical outreach to Ghana (Health Profession and Nursing students). Many student organizations and athletic teams also conduct ongoing charitable service in the community, such as the Alpha Phi Omega Sandwich Bus.

### **Clinical Outreach**

Specifically, the University's clinics (see section 2) include a counseling clinic that offers no-cost individual, group and family counseling services to community members; a psychology clinic for doctoral students who work with community and campus organizations to provide services and outreach activities to ethnically diverse and underrepresented groups in federally designated health professional shortage areas; an on-site School of Dentistry clinic that accepts Medicaid and Medicare and offers discounts and/or free services, a mobile Detroit dental clinic that travels throughout the city of Detroit and two neighborhood clinics in economically distressed areas of the city; six law clinics, among the oldest clinical programs in the United States, which specialize in criminal trial, immigration, international intellectual property, juvenile appellate, state appellate defender office, and veterans concerns. The McAuley Health Center, located on the lower east side of Detroit, serves the community in that area with a wide range of services, including primary care for acute and chronic conditions, mental health care, health education, screenings, immunizations and basic physical examinations. Advanced-practice nurses staff the clinic, and nursing students work under their supervision.

### **Student Organizations**

Student organizations engage in significant service to the community. University Ministry organizes student participation in the Washington, D.C.-based Ignatian Family Teach-In for Justice Conference, which involves students in education and advocacy for social justice, and provides time to reflect on the work of justice as service. A delegation of Detroit Mercy student leaders recently proposed and were awarded the opportunity to host the 2019 National Jesuit Student Leadership Conference on the McNichols campus. Members of the Chemistry Club perform chemistry magic shows for middle and high school students who attend the University's Technology Discovery Day. Student leaders and athletes visit local high schools to establish an ongoing relationship with young people who might not be thinking of college, but would benefit from the experience. Student organizations are responsible for innumerable outreach projects, fundraising events, and tutoring activities throughout the year. The University also supports and encourages community service by employees. Each year, employees may use up to twenty-four hours of work time for service projects in the community.

### **Focus Group Feedback**

Throughout the focus groups, the most easily identified component of Jesuit influence was service. All constituents — administration, faculty, staff and students — frequently referred to service projects, service experiences, service trips and service-learning courses in answering questions regarding the Jesuit impact upon University of Detroit Mercy. Students spoke of being inspired by various faculty members to consider an array of service opportunities, of building a relationship with specific Jesuits during service trips, and of looking at the world and people differently after such service engagement.

A number of student athletes shared they had several great opportunities to do service as part of their NCAA team. However, this varied depending on the specific team, coach and/or scheduling conflicts that exist. As a result, student athletes lamented this desire to increase their ability to participate in more service opportunities.

Faculty and staff spoke of serving students and the neighborhood in their availability and responsiveness to educational and personal needs of the campus community. Reflection was seen as an important element of all service activities. This emphasized that persons connected their service with the Gospel mandate to love one's neighbor, as well as the development of critical thinking skills, and systemic analysis of the causes of marginalization. As one faculty commented, "Here everyone is asking the same questions – what does it mean to find God in all things? What does it mean to think about justice?" A student also observed, "The things I remember in my undergraduate experience are justice and solidarity...walking side by side."

## **Characteristic Five: Service to the Local Church**

*The University offers educational and formational programs and resources that build up the local Church; in union with the local Church, it also provides a locus where people of faith can wrestle with difficult questions facing the Church and the world.*



### **Programs and Resources**

Detroit Mercy has served the local church in a variety of ways throughout the University's history. The Jesuit Assistancy hosted an innovative Collegiate program at the University for training Jesuits, and was home to a national Tertian program. These Jesuit formation programs bolstered formation programs for a wide range of religious, lay and clergy in Detroit. These Jesuit formation programs moved to other institutions in the Assistancy, and Detroit Mercy focused its effort to providing quality undergraduate and graduate Religious Studies program that develops personal insight, scholarly research and critical analysis in areas of religious and theological inquiry. The graduate program offers four major areas of concentration: Biblical Studies, Theology and Spirituality, Comparative Religions, Religion and Culture/Ethics. Additionally, the Department of Religious Studies has a cooperative agreement with Manresa Jesuit Retreat Center's internship in Ignatian Spirituality and a consortium agreement with the Ecumenical Theological Seminary (ETS). Detroit Mercy is part of the Catholic Higher Education Consortium, which allows students to enroll in courses in area Catholic colleges and universities. Not to mention, the University provides 50 percent tuition reduction for religious, clergy or lay Catholics working full time in a ministerial setting, as well as 60% tuition reduction for teachers, including parochial schools. In this way, Detroit Mercy supports the development of lay, religious and clergy in the metro area.

*Appendix F* provides a list of programs and partnerships between Detroit Mercy and the Archdiocese of Detroit. A few partnerships are highlighted below.

Detroit Mercy continues to grow and evolve programs that support and expand enrollment of immigrants and underrepresented minorities. As the city evolves, so has the University's outreach (section on Diversity).

Roughly one-third of Detroit Mercy students self-identify as being first generation college students. To assist this campus-wide group, a "1st Gen Network" program was established to ease the academic and social transition of these students. Many of these first generation students are from the Middle East and Central and South American countries.

In addition, the Archdiocese of Detroit and University of Detroit Mercy have joined together to recognize and reward the commitment of parents who chose to send their children to Catholic elementary and secondary schools. The President developed this initiative in 2014 similar to one he had begun at Gannon University. The University has committed \$5,000 per year for four years for qualified students who have completed K-12 Catholic school education within the Archdiocese of Detroit, for a total of \$20,000 over the course of their undergraduate degree (\$10,000 for those who only attended a Catholic High School). The University underwrites this program, which has helped stabilize enrollment in area Catholic schools, as well as boost enrollment at Detroit Mercy. In only three year, Detroit Mercy has invested \$907,000 for 250 students in this program.

### **Relationship with Local Ordinary**

The University maintains a positive relationship with the leadership of the local church. President Garibaldi has a strong personal and working relationship with Archbishop Vigneron. One of the president's first initiatives upon arrival at Detroit Mercy was a series of personal visits to local Catholic high schools. This resulted in the financial incentive program for students who attend Catholic schools to attend Detroit Mercy, as well as providing facilities for large archdiocesan gatherings.

Faculty research and writings have, on occasion, stirred controversy with certain groups in the local church. The archbishops have consistently supported the University during these difficult times. For example,

University faculty have been carefully working through immigration issues with auxiliary bishops and diocesan representatives to facilitate linkages with other programs in surrounding dioceses to address concerns especially within the Hispanic community.

The University hosts the Red Mass for the legal community of greater Detroit (through the School of Law), and helps facilitate the Green Mass for the business community (through ties in the College of Business Administration). Faculty, staff and administrators serve on numerous boards (of schools, hospitals, nonprofits, etc.) directly connected to the Diocesan institution, while others provide discipline-specific assistance to various Catholic causes, including ethics panels, architecture, law, sociology, education, leadership, etc. Additionally, Detroit Mercy offers dual enrollment courses in partnership with several local Catholic schools and the Step Up program mentioned above.

### **Preparation of the next generation of Catholic Intellectual Leaders**

Detroit Mercy currently offers an 18-credit hour certificate in Catholic Studies (section 2) that focuses on Catholic Spirituality and Theology, the Catholic Imagination, Social Justice and Church History. The Catholic Studies program offers public lectures throughout the year on a broad range of topics. The Jesuit community awards Summer Faculty Stipends for course development that advance the Catholic Mission of the University in a broad range of disciplines. A faculty conversation group has been convened by the provost and coordinated by a Jesuit on the topic of the Catholic intellectual life. These conversations involve faculty from various disciplines across the University. Several faculty research projects have emerged over the years as well as joint strategic projects with the Archdiocese, such as addressing regional planning disparities by the Detroit Collaborative Design Center (School of Architecture) and the Office of Social Justice in the Archdiocese.

On October 24, 2017, the Detroit Mercy president and the co-chairs of the AJCU Institutional Examen Committee met with the archbishop of Detroit regarding the Examen process. The Archbishop commended Detroit Mercy for a multitude of initiatives. These include the University's engagement with revitalizing the neighborhoods around campus, especially the current efforts of Live 6 Alliance, as well as service to many other neighborhoods in the city. In addition, the Archbishop was laudatory of the University's leadership in cooperation with area Catholic schools, the impact law students and alumni have made to the civic order of the City of Detroit, and the willingness of the University to enter into difficult discussions on topics such as immigration. He also mentioned his gratitude for the strength of the Jesuit community as an intentional community and its support to local clergy. He raised two issues for the University to consider: 1) To encourage students to contemplate the roots of their call to service as a response to a relationship with Christ (for the Christian students); 2) the University should be explicit in helping students understand that discovering their vocation is part of God's calling for how to live in the world.

### **Focus Group Feedback**

Primarily because most student focus groups centered on service, despite prompting about this characteristic, few comments were made about service to the local church. Although, students expressed an appreciation for the Catholic Schools Grant that they received because of their primary and secondary Catholic education. Faculty, staff and administrators viewed this characteristic as a growing strength because of their involvement with Archdiocese programs on- and off-campus.

## Characteristic Six:

### Jesuit Presence

*The University values the presence, work, and witness of Jesuits on its campuses with its students, colleagues, and alumni.*



### Jesuits Active in the University as Faculty, Administrators, Campus Leaders and Campus Ministers

Eleven Jesuits serve in a wide variety of administrative positions and faculty positions across the University. Administrative positions include:

- Assistant to the President for Mission & Identity
- Director of the Catholic Studies Program
- Director of Service Learning for the Institute for Leadership and Service
- Co-Director of the Center for Social Entrepreneurship

Jesuits serve on the faculties of the following colleges:

- School of Architecture
- College of Business Administration
- College of Liberal Arts & Education
- College of Health Professions

University of Detroit Mercy is particularly notable for the diversity of its academic programs and thus the Jesuits are spread across a wide range of disciplines. Jesuits play active roles in the shaping and delivery of the curriculum. For example, the University recently revamped its core curriculum and relied upon the guidance of the Jesuits in keeping the fundamental liberal arts emphasis of a Jesuit education.

In addition to instruction, many members of the community make themselves available for spiritual direction, to hear confessions and provide Masses for the campus community. This ministry includes members of the community that are assigned the University and those who are in other apostolates but reside on campus. There is a close connection between the University and the Gesu parish and school, and Ss. Peter and Paul Church and Pope Francis Warming Center. Jesuits at the university also offer lectures at Manresa Jesuit Retreat House on a regular basis.

Until very recently, the University depended on the Society of Jesus to provide leadership through assigning a Jesuit as president. The current president is the first lay president and the second non-Jesuit president in the University's history. However, the president and University leadership continue to rely on the Society of Jesus in supporting the Mission, while four Jesuit priests (as well as four Sisters of Mercy) serve on the Board of Trustees. Additionally, Jesuits regularly serve on University committees as well as search committees and advisory boards within the various colleges. They have demonstrated a significant impact on the governance of the University. For example, a Jesuit co-led the effort to re-write the University's bylaws, which assures adequate presence of the religious co-founders of the University.

### Relationship with the Society of Jesus at the local, regional, national and international levels

The Jesuit community hosts many events at its residence, Lansing-Reilly Hall. Some examples include:

- 19th Annotation Retreat Group
- Junior-Senior Faculty Mentoring
- Conversations on Mission among faculty and staff

- Heartland-Delta Conference participant conversations
- Half-day retreats for new faculty, staff, administrators and Board of Trustees members
- Faculty Colloquiums

In addition to this list of regular meetings, Jesuits from the community use the residence for other gatherings, such as student organization events and meetings, celebrations for community members (the University just recognized one member's jubilee), and advocacy groups in which they are involved (for example, hosting a meeting to help undocumented students at Detroit Mercy).

The impact of the Jesuits advances beyond their presence on the faculty and in the administration and beyond the hospitality of Lansing-Reilly Hall. There is an enduring push to involve an ever-widening circle of colleagues in the Ignatian identity of the institution. While illustrated partly through the 19th Annotation and half-day retreats listed above, it is also exemplified by the financial contributions the Jesuit community makes through the Jesuit Apostolic Fund to support the work of the Mission & Identity Office (M&I Office) directed by a Jesuit.

Detroit Mercy maintains good communications with the Provincial of the Midwest Province. It is part of AJCU as well as the Heartland-Delta Conference, serving as a host institution in 2014 (noted above). Detroit Mercy endeavors to remain publicly identified with the Society of Jesus and other Jesuit universities. In addition to belonging to the networks identified above, Detroit Mercy maintains its connection with the larger Society through a number of means, including participation in and presentations at AJCU conference professional meetings, including service learning, student life/student affairs, business ethics, University Ministry directors, justice in higher education, etc.

Detroit Mercy maintains the Carney Latin American Solidarity Archives (CLASA), named for a Jesuit killed in El Salvador during the 1980s. CLASA, as well as University-wide liturgies, are a means by which Detroit Mercy invites Jesuits from other institutions and ministries to visit Detroit Mercy, promote the Mission, and tie the University to the work of the higher educational apostolate.

### **Vocation Promotion**

The Jesuit community includes those in special studies (currently one Jesuit from Africa) and those in formation (currently one Jesuit). It serves as a community for training young Jesuits, which is one of the primary means for vocational outreach, connecting young Jesuits with young men considering a vocation. Vocation Discernment group have periodically been sponsored by University Ministry and the University cooperates with the Midwest Province's vocation promotion efforts and also posts their materials in key locations on the campus.

### **Focus Group Feedback**

Some students suggested that more be done to highlight the Jesuit traditions of their education, indicating that although they know Detroit Mercy is a Jesuit university (and may have elected to attend because of this) and they see faculty wearing traditional Jesuit clothing, they are not 100 percent confident they can clearly articulate how their Jesuit education makes them different as a graduate or future professional. They suggested perhaps additional efforts be made to repeatedly reinforce the Mission and Vision of Detroit Mercy to the student body by threading Jesuit/Ignatian principles throughout more coursework and university activities.

Prior to the start of the campus wide Jesuit Examen focus group discussions, the Jesuit Community met and discussed the following question: What should a Jesuit University in 2017 in Detroit look like. *Appendix G* provides the findings from that discussion which parallel many of the sentiments heard throughout the University wide focus groups. Among the items discerned the following statement summarizes the discussion:

“A Jesuit University in 2017 in Detroit . . . Develops people of character, virtue, and discernment able to participate critically and analytically in the world and enter into dialogue that addresses societal disparities in order to develop a culture of justice that is conscious of local and global realities, actively engages issues of justice and racism, and converses responsively within the community, the neighborhood, the city of Detroit, and the local church.”

## Characteristic Seven:

### Integrity

*University management and administration reflect its Mission and Identity.*



### **Human Resource Policies, Hiring Practices and Financial Management**

University of Detroit Mercy acts ethically and with integrity in all aspects of institutional governance and financial practices and has established various policies, procedures and systems to ensure the highest degree of ethical conduct. The University of Detroit Mercy Bylaws clearly establish the role and functions of the Board of Trustees and guide the Board's work. In addition, the Conflict of Interest and Code of Ethics policies establish guidance on the ethical conduct of all University members, including the Board of Trustees.

Specific policies have been developed to promote sound ethical decision-making and to prohibit conflicts of interest and other misconduct by University members. For example, as part of University governance, the Executive Compensation Policy requires the Standing Committee of the Board to compare key employee compensation to data from peer institutions and to maintain detailed records of those reviews. The faculty union negotiates and monitors contract adherence and work with administration to perform equity adjustments as needed. Several other labor unions represent police, facilities, and clerical units. Policies and procedures for tenure and promotion were revised during the last contract negotiation on request of the union. The University has revised its search policy to respond to diversity concerns.

Numerous policies and procedures are implemented to ensure that all University employees act ethically and with integrity to protect students, the public, and in compliance with state and federal law and regulatory bodies. The Employee Handbook and the Conflict of Interest and Code of Ethics include the following sample of specific policies: Discrimination and Harassment Prevention Policy, Sexual Harassment Policy, Sexual Misconduct Policy, Whistleblower's Policy, and Social Media Policy. The University's Whistleblower Policy encourages good faith reporting of suspected noncompliance with University policies and procedures, including financial policies and procedures.

To promote ethical conduct and transparency in the University's financial operations, the use of generally accepted accounting practices, standard financial reporting practices and financial oversight are employed. All University departments have access to online, real-time budget information in addition to monthly updating and reporting on financial projections, consistent with best practices of the National Association of College and University Business Officers (NACUBO). A Financial Dashboard procedure has been implemented to provide real time financial reporting to University administrators and Board members in order to promote the most efficient and effective decision-making. The Financial Dashboard tracks ten key financial measurements, including, but not limited to, enrollment, advancement, academic costs, service-learning activities and instruction costs. The data is collected and reported quarterly with comparisons to previous data as well as to data projections for review and discussion with the Board of Trustees at each Board meeting.

Detroit Mercy has numerous internal policies and procedures in place to ensure compliance with federal laws and regulations and to protect the workplace climate. The University complies with industry best practices in

making publicly available information regarding Disability Support Services, Title IX, and FERPA. This also includes policies and training programs on sexual harassment prevention and the prohibition of discrimination. The policies are published in University handbooks and on the University website. In the areas of the University with specific compliance requirements, such as the School of Dentistry, School of Law, and Student Wellness Center, Detroit Mercy has developed internal policies articulated in area-specific documents to ensure confidentiality and that information is handled ethically and legally.

### **Formation for Mission and Leadership**

University personnel are supported by a variety of formation programs offered to employees through several offices; most notably the Office of Mission and Identity (see Characteristic One) and the Office of Academic Affairs. The Mission & Identity Office provides all contract employees and Trustees a background in Jesuit and Mercy charism related to the educational enterprise. The office also provides departmental retreats to further understand the Mission within various disciplines and departments and coordinates participation in larger national programs for leadership development such as the Ignatian Colleagues Program. Academic Affairs offers development days, which often include sessions on Mission related topics. University Ministry and the Institute for Leadership and Service also sponsor employee-focused events and programs in furtherance of the Jesuit identity, often in collaboration with the Mission & Identity Office. Nineteen Annotation retreats for employees are currently provided through the Catholic Studies program.

### **Physical Resource Management**

Dedicated Sacred Space on the McNichols Campus includes the Chapel of St. Ignatius located in the Commerce & Finance Building and the Young Martyrs Chapel in the freshman dorm on the McNichols' campus. The School of Dentistry has a Catholic chapel on its campus, and the School of Law utilizes the adjacent Ss. Peter and Paul Jesuit Church for its sacramental needs. Muslim Prayer rooms are available and well used on each campus.

A new interfaith prayer space is being planned in the McNichols Library, funded through the library budget as well as a Mission Micro Grant. In addition, improvements in buildings across the McNichols campus have been consistently occurring and plans and fundraising are in place to create a new Welcome Center in the Student Union, as well as a Center for Teaching and Learning Excellence in the existing Library.

Religious artwork is strategically located around the McNichols Campus, including Sacred Heart Square and the statue of the Marian outside the St. Ignatius Chapel, the bronze Madonna and Child statue near the College of Health Professions (a gift from the Project 100 students), as well as busts of the University's founders, Catherine McAuley and St. Ignatius, located outside of the chapel in the Commerce & Finance Building. Stained glass windows from the former Mercy College campus are featured prominently in the entrance hall and reflection room of the College of Health Professions. Students occasionally create their own shrines, such as the statue of St. Joseph, patron saint of carpenters, precariously perched at the corner of the School of Architecture. Seasonal artwork displays created by students have been developed for Celebrate Spirit, as well as the St. Ignatius Chapel.

Many smaller spiritual artworks, crucifixes and historical artifacts, especially relating to the University's Jesuit and Mercy origins, are located throughout the buildings on all campuses.

### **Focus Group Feedback**

Likely as a result of these well-established protocols and practices, in the focus group interview sessions for this Examen self-study there was virtually no mention or discussion of HR policies, hiring practices and financial management, despite prompting questions posed by Examen committee members. It seems reasonable to infer that for the groups interviewed, those processes and policies are functioning appropriately. As one example, students expressed that their professors are "caring, supportive and welcoming." They took this as a sign that the leadership expects this type of relationship between students and faculty, and the administration thus looks to hire people who fit the Mission.

## Emerging Priorities



Focus group discussions, committee reflection, and ongoing qualitative and quantitative evaluation of the effectiveness of the Jesuit/Mercy Mission yielded the following recommendations for growth and improvement of the Jesuit Mission. The University's recently launched strategic planning process will incorporate these priorities in their deliberations, and propose paths for implementation:

1. **Expansion and Sustainability of the Office of Mission & Identity** - Employees expressed a desire for additional formation programs beyond the current Mission & Identity Half-Day Retreats and less involved than the time-intensive programs such as ICP, AJCU Leadership Seminars, Commitment to Justice in Higher Education Conference and Heartland Delta Conferences. The creation of additional mid-length campus programs that blend Jesuit and Mercy charisms would be useful as the next step in programming through the Office of Mission & Identity and should be offered to all employees across the University. Topics of focus identified in the AJCU Mission Identity survey could include:

- Defining your own values & beliefs
- Ability to look critically at society and its institutions
- Actively working to further ecological justice and care for the environment
- Finding the divine in all things
- Working for the common good and well-being of all

In addition, funding for a sustainable Mission & Identity Office and the University Ministry office is needed. This would assure the development of expanded formation programs and reflection training that would coordinate with other mission related offices such as the Institute of Leadership and Service, the Academic Mission Identity Group and the Mission Effectiveness Team to create a holistic approach for campus-wide Catholic, Jesuit and Mercy Identity.

2. **Increased Opportunities for Dialogue** - Given the diversity of Detroit Mercy students and employees, it is critical to develop environments for "difficult conversations" to occur with integrity, dignity and a sense of understanding. Emerging topics that could use more discussions on campus were often based on the current polarized political climate and included race, economic inequality, free market economics, immigration, privilege, sanctity of human life and conservative values. Addressing this priority may involve more open public discussions, small group meetings, and providing opportunities for speakers with an array of ideologies and viewpoints.
3. **Exploring Expressions of Catholic Faith** - A concern was raised by some that conservative and/or traditional views of Catholicism were being suppressed and there was a desire for more Catholic imagery, programming, and acceptance. Creating a Catholic University culture that allows students and employees to grow in their faith while recognizing the full range of Catholic expression is

strongly desired. The dialogue strategies mentioned above would help to align expectations and provide opportunities for growth in the areas of expressions of Catholic faith.

4. **Diversity of Employees** - Several participants appreciated the level of student diversity (race, socioeconomic, religious, gender, etc.) they experienced at Detroit Mercy. However, a significant number of underrepresented minority students and faculty expressed concern that diversity was not yet reflected enough in faculty, staff and administrator roles. New policies and procedures for searches have recently been implemented and should be continuously monitored and assessed to determine if outcomes are being achieved.
5. **Improving Marketing Efforts** – The Catholic, Jesuit and Mercy Mission and Identity and “culture of service” need to be more prominent in promotional materials. This promotion could include highlighting the variety of service program offerings, clinics, lectures and events more consistently and specifically identified as being part of the Mission and Vision of the University. In addition, the “Jesuit Characteristics” and examples how our University upholds them could be highlighted and shared internally.

## **Assessing the Understanding of Mission among Faculty, Staff, and Administrators in Jesuit Catholic Institutions – Executive Summary**

### Introduction

This purpose of this study was to investigate the extent to which institutional practices have contributed to the knowledge of university employees belonging to Jesuit Catholic higher education institutions. Out of all 28 Jesuit Catholic institutions, 12 universities participated. This study was conducted by Xavier University's Offices of Institutional Research and Mission and Identity, which was funded through a grant from the Association of Catholic Colleges and Universities.

Originally, this study was conducted in 2013 through the first administration. In 2017, the second administration occurred. The University of Detroit Mercy participated in 2013 and 2017, and in the result, Detroit Mercy received access to longitudinal data. Participating in this study yielded several benefits, such as receiving internal and external benchmarking information over time, as well as the ability to assess Detroit Mercy's Jesuit Catholic culture and its' influence on employees.

### Methods

The assessment was administered to university employees (faculty, staff, administrators) belonging to the 12 participating Jesuit Catholic institutions. Each participating university received a report including scores from respondents belonging to their respective university, as well as a report displaying the average item scores for all other participating Jesuit Catholic institutions. In 2013, 372 Detroit Mercy employees participated, and in 2017, 227 Detroit Mercy employees participated.

The assessment was delivered to university employees through Qualtrics survey software, which required approximately 10 minutes to complete. The assessment measured several demographic characteristics, as well as 20 items associated with the degree to which each respondents' experience at their respective university has contributed to the knowledge of the following items:

- Ability to look critically at society and its institutions
- Actively working to further ecological justice and care for the environment
- Actively working to further social justice
- Actively working toward a more inclusive community
- Advancing human rights
- Defining your own values and beliefs
- Demonstrating respect for others' differences
- Devoting effort to help others in need
- Finding the divine in all things
- Increasing your awareness of the relationship between global and local issues
- Leading by example
- Making connections between your intellectual and spiritual life
- Making decisions through reflection, prayer, and discernment
- Making ethical decisions in personal situations
- Making ethical decisions in professional situations
- Pursuing peace
- Speaking to others (i.e., students, colleges) about Jesuit Catholic values
- Understanding the Jesuit principle of being men and women for others
- Understanding the mission of your institution
- Working for the common good and well-being of all

## Results

Upon data analysis, Detroit Mercy demonstrated an improvement on 15/20 items, compared from 2013 to 2017. The most notable improvement from 2013 was the degree to which each respondents' experience at Detroit Mercy has contributed to the knowledge of understanding the Jesuit principle of being men and women for others, which demonstrated a 38% increase. The item that demonstrated the largest reduction from 2013 was the degree to which each respondents' experience at Detroit Mercy has contributed to the knowledge of finding the divine in all things, which demonstrated a 13% decrease. Most importantly, in 2013 and 2017, Detroit Mercy employees indicated the largest score on understanding the mission of Detroit Mercy. ***Detailed comparisons can be found in the attached PowerPoint presentation.***

Ultimately, Detroit Mercy will leverage this information for developing methods to experience continuous growth and development, at the university level, as well as at the employee level.

# UNIVERSITY OF DETROIT MERCY JESUIT CATHOLIC IDENTITY 2017 EMPLOYEE RESULTS

Kathleen Zimmerman-Oster, PhD  
Steven Ford



## Background Information

- Measures the extent to which institutional practices have contributed to the knowledge of university employees at Jesuit Catholic higher education institutions.
- The intended benefit is to allow University of Detroit Mercy to understand to what degree we are living our Jesuit Catholic identity.



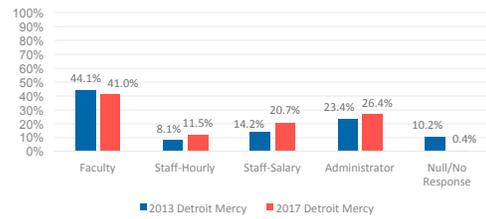
## Participating Institutions

Institution	Response Rate
Le Moyne College	39%
Rockhurst University	32%
Gonzaga University	30%
John Carroll University	27%
Xavier University	27%
University of Scranton	27%
Saint Joseph's University	23%
Creighton University	20%
University of Detroit Mercy	20%
Marquette University	19%
Regis University	19%
Fordham University	15%



## Demographics

### Primary Function

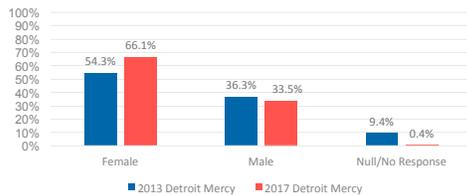


Detroit Mercy: 2013 N=372, 2017 N=227



## Demographics

### Sex

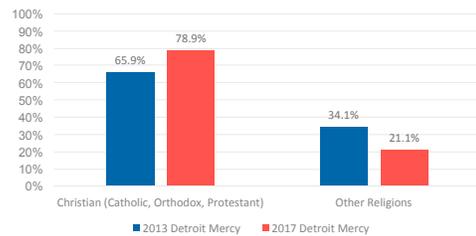


Detroit Mercy: 2013 N=372, 2017 N=227



## Demographics

### Religious Affiliation



Detroit Mercy: 2013 N=372, 2017 N=227



To what extent has your experience at this institution contributed to your knowledge of the following?

- Strengths
- Scores in the Middle
- Weaknesses



### 2013 Detroit Mercy Strengths

Item	Average Score (out of 5)
Understanding the mission of your institution	3.16
Ability to look critically at society and its institutions	3.02
Devoting effort to help others in need	3.02
Leading by example	2.94
Finding the Divine in all things	2.82



### 2017 Detroit Mercy Strengths

Item	Average Score (out of 5)
Understanding the mission of your institution	3.39
Demonstrating respect for others' differences	3.09
Devoting effort to help others in need	3.08
Leading by example	3.07
Actively working toward a more inclusive community.	3.02



### 2013 Detroit Mercy Scores in the Middle

Item	Average Score (out of 5)
Working for the common good and well-being of all	2.75
Defining your own values and beliefs	2.72
Making ethical decisions in personal situations	2.70
Demonstrating respect for others' differences	2.69
Actively working to further ecological justice and care for the environment	2.67
Actively working toward a more inclusive community	2.67
Actively working to further social justice	2.59
Increasing your awareness of the relationship between global and local issues	2.54
Making connections between your intellectual and spiritual life	2.47
Speaking to others (i.e., students, colleagues) about Jesuit Catholic values	2.43



### 2017 Detroit Mercy Scores in the Middle

Item	Average Score (out of 5)
Understanding the Jesuit Principle of being men and women for others	2.96
Working for the common good and well-being of all	2.91
Actively working to further social justice	2.89
Making ethical decisions in professional situations	2.87
Ability to look critically at society and its institutions	2.82
Making ethical decisions in personal situations	2.77
Advancing human rights	2.72
Defining your own values and beliefs	2.69
Increasing your awareness of the relationship between global and local issues	2.68
Making connections between your intellectual and spiritual life	2.66



### 2013 Detroit Mercy Weaknesses

Items	Average Scores (out of 5)
Making decisions through reflection, prayer, and discernment	2.43
Making ethical decisions in professional situations	2.30
Pursuing peace	2.20
Advancing human rights	2.17
Understanding the Jesuit principle of being men and women for others	2.15



### 2017 Detroit Mercy Weaknesses

Item	Average Score (out of 5)
Pursuing peace	2.65
Making decisions through reflection, prayer, and discernment	2.59
Speaking to others (i.e., students, colleagues) about Jesuit Catholic values	2.57
Finding the Divine in all things	2.44
Actively working to further ecological justice and care for the environment	2.42

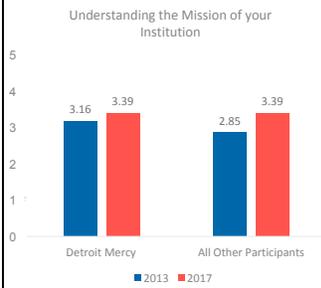


To what extent has your experience at this institution contributed to your knowledge of the following?

- Comparison of Items across Years & Institutions



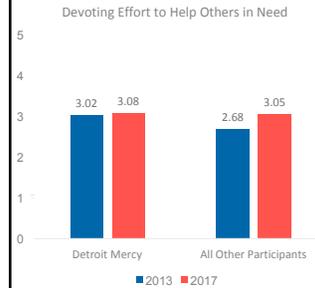
### Understanding the Mission of your Institution



Understanding the Mission of your institution has demonstrated a 7% increase from 2013 Detroit Mercy to 2017 Detroit Mercy.



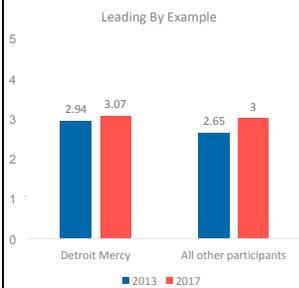
### Devoting Effort to Help Others in Need



Devoting Effort to Help Others in Need has demonstrated a 2% increase from 2013 Detroit Mercy to 2017 Detroit Mercy.



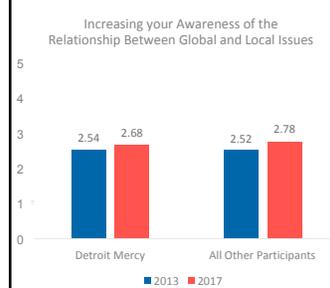
### Leading By Example



Leading by Example has demonstrated a 4% increase from 2013 Detroit Mercy to 2017 Detroit Mercy.

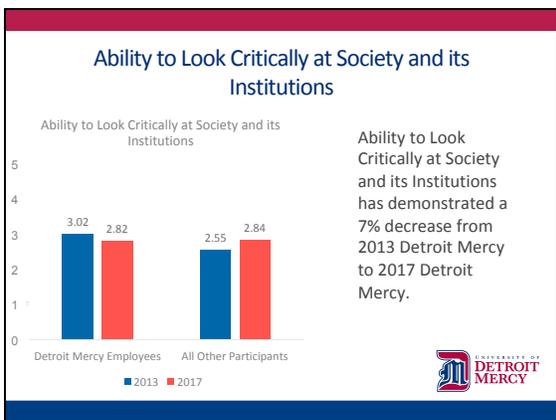
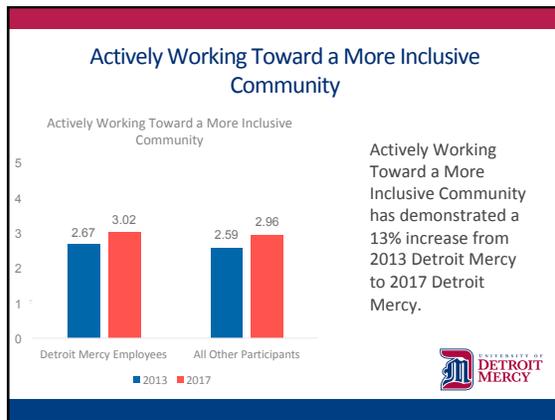
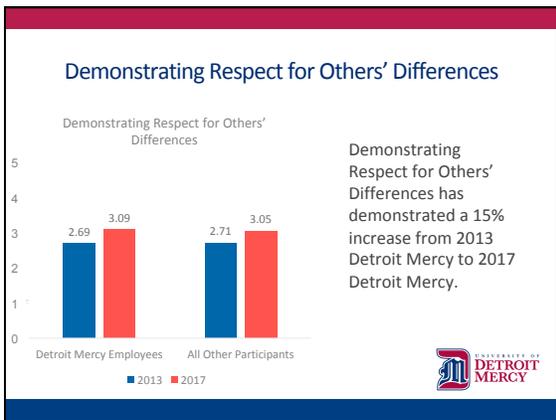
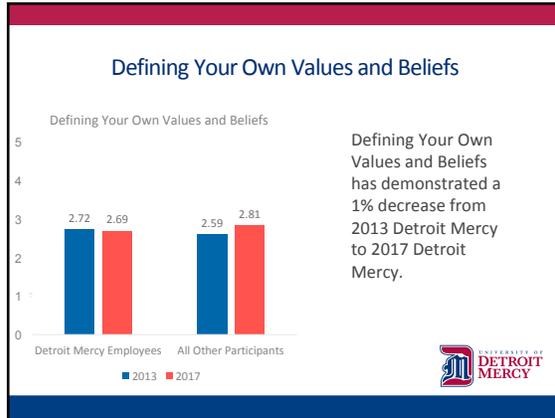
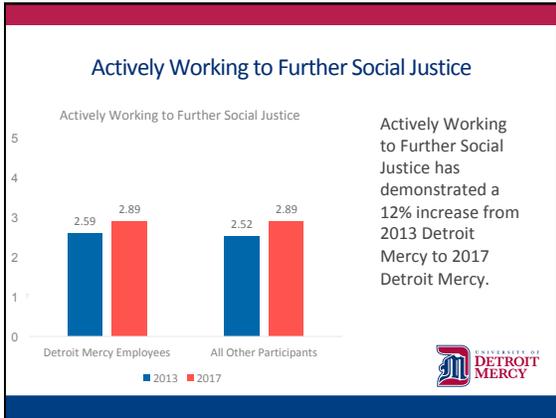


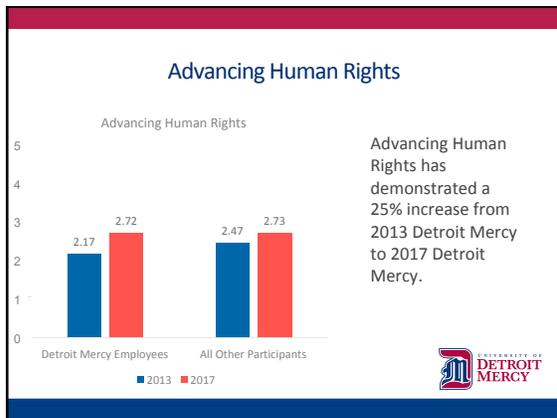
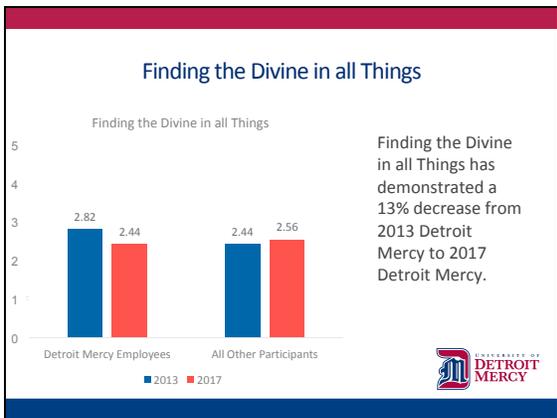
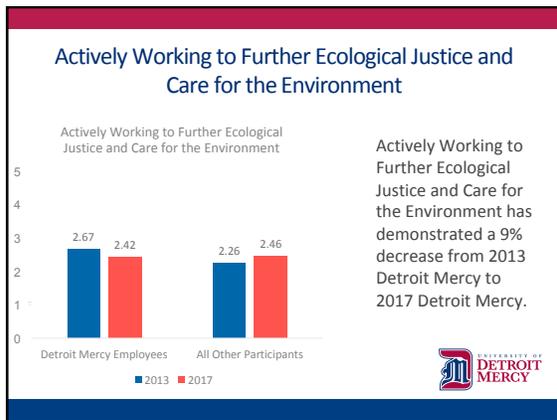
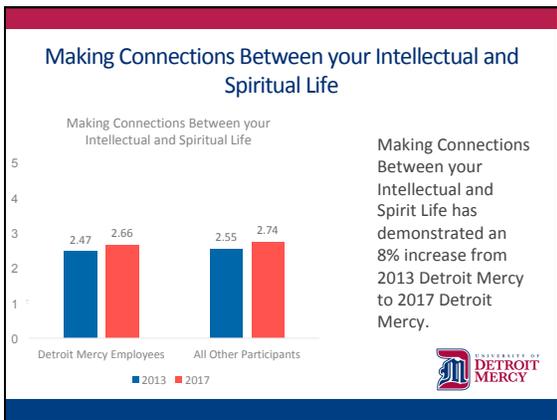
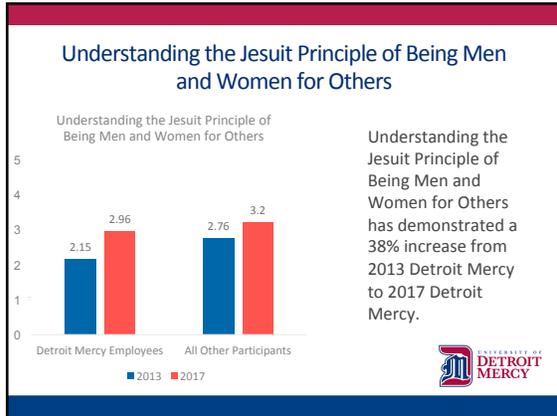
### Increasing your Awareness of the Relationship Between Global and Local Issues

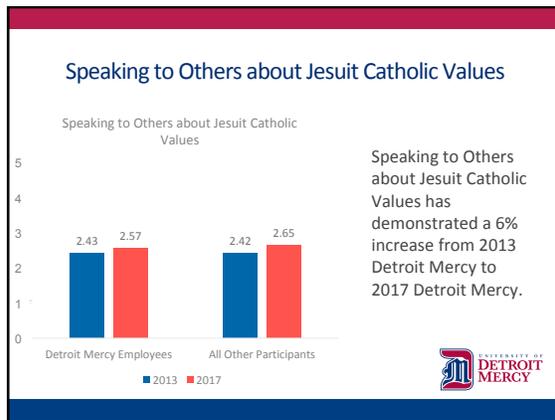
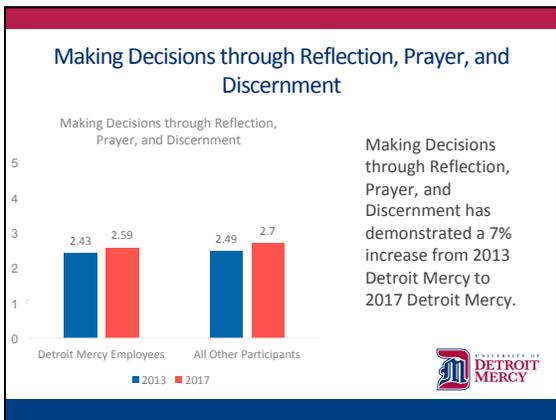
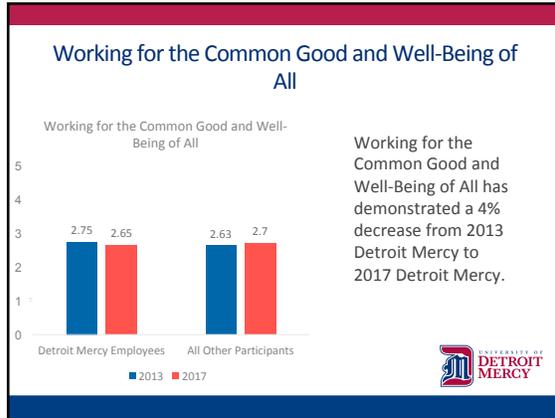
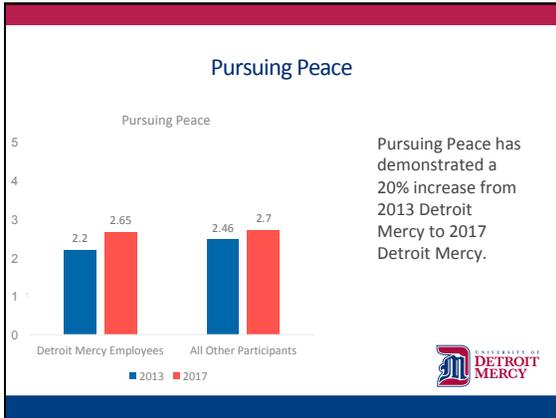


Increasing your Awareness of the Relationship Between Global and Local Issues has demonstrated a 5% increase from 2013 Detroit Mercy to 2017 Detroit Mercy.









### Conclusions

- Detroit Mercy demonstrated improvement from 2013 on all but 5 subscales.
  1. Defining your own values & beliefs
  2. Ability to look critically at society and its institutions
  3. Actively working to further ecological justice and care for the environment
  4. Finding the divine in all things
  5. Working for the common good and well being of all
- Detroit Mercy demonstrated the largest improvement on Understanding the Jesuit Principle of being Men and Women for Others, by increasing 38%.
- Detroit Mercy demonstrated the largest score reduction on Finding the Divine in all things, by decreasing 13%.

## AJCU Jesuit Mission Examen



### Characteristics

**Leadership Commitment to the Mission** - Board, President, Cabinet, Deans (committed to Jesuit Tradition- can they articulate Jesuit identity).

*Catholic Education Grant – Funded by Detroit Mercy, Live 6 Alliance, Various Strategic Planning goals and University Bylaws which include Mission in planning.*

**The Academic Life** - (core curriculum, research, teaching, service, P&T), centers of excellence, Catholic intellectual life, etc.).

*New Core Curriculum, Support Services, 1st Gen, Titan Success Network, ReBUILD, PTV, Wellness Center, Service, Enrollment strategies, 97% received Financial Aide, Ford Community Corp Partnership, Micro Grant Awards for Mission Development, New Programs: Masters of Community Development, Leadership Minor Islamic Studies, African American Studies, Catholic Studies, Women's and Gender Studies, Specialty Library Digital Archives – Black Abolitionist Archives, Folklore Archive, Etc.*

**Catholic, Jesuit Campus Culture** - (liturgy and retreat life, Ministry office) cultivating virtues, athletics, diversity of thought, vocation discernment.

*Daily masses for faculty staff and students, Sunday Evening Student Mass, Spiritual Direction and for Faculty, Staff and Students, Various Retreats, Student diversity and outreach to underrepresented groups: DAPCEP, Mission Retreat for new Faculty and Staff, Military Friendly top 20% in US, Theater Productions are diverse, 1,500 students each year in Service Learning Classrooms experiences*

**Service** – includes notion of solidarity, Service Learning, full areas of service and outreach.

*Service Learning Courses, 21 Academic Clinics, Emerging Leaders Program, Center for Social Entrepreneurship, Campus Kitchen, Safety Street, Alternative Spring and Winter Breaks*

**Service to the Local Church** – Programs, research, faith and culture, ecumenical dialog, wrestling with difficult questions.

*Faculty Serve on several school boards, parish and finance councils, Catholic non-profits, Ethics Review Boards as well as many other faith and interfaith organizations, etc., Hispanic Pastoral Leadership Training through College of Liberal Arts and Education, Tuition Reduction (50%) for Religious, Clergy or Lay, Tuition Reduction (60%) for teachers including parochial schools, Detroit Area Catholic Education Consortium, Catholic Education Grant, Development of Migrant Pastoral Ministries in the Archdiocese*

**Jesuit Presence** – Active presence, university support of Jesuit Recruitment, collaboration with other AJCU committees, vocation promotion.

*Serving as noted scholars and practitioner in different academic disciplines, pastoral, protocol for recruiting from Religious sponsors, Ignatian Family Teach in, Heartland Delta,*

**Integrity** – Policies, formation for Mission and leadership, hiring for Mission, responsible management.  
*Hiring for Mission, Department Mission Statements evaluated by MFA, Strategic Plan goals: Academic and Institutional Excellence, Increase Enrollment, Retention, and Graduation of Students, Heighten the Distinction of the University, Create a Culture that Fosters Effective Management and Strong Financial Health, and Amplify the University's Dynamic Community Engagement, Contract Secures Academic Freedom*

**Diversity** – Category to be added

**Questions:**

- Where and How are Jesuit Values and Mission alive and well on campus for you?
- What does it mean to you as a faculty, staff, administrator or student to live this Mission?
- How do we grow the Jesuit Mission and how can we improve?

## AJCU Jesuit Mission Examen

University of Detroit Mercy

# WELCOME!

## AJCU Jesuit Mission Examen

### Mission Statement

University of Detroit Mercy, a Catholic university in the **Jesuit** and **Mercy** traditions, exists to provide excellent **student-centered** undergraduate and graduate education in an **urban** context. A Detroit Mercy education seeks to integrate the **intellectual, spiritual, ethical** and **social** development of our students.

## AJCU Jesuit Mission Examen

### Mission Statement

*Cura Personalis*

University of Detroit Mercy, a Catholic university in the **Jesuit** and **Mercy** traditions, exists to provide excellent **student-centered** undergraduate and graduate education in an **urban** context. A Detroit Mercy education seeks to integrate the **intellectual, spiritual, ethical** and **social** development of our students.

*Response to a Loving God*

*Context Matters*

*Critical Thinking*

*Being more fully human*

*... graduates who lead and serve in their communities.*

## Committee Members:

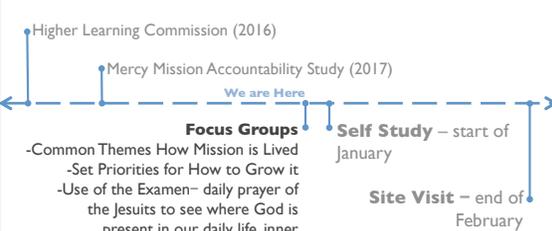
Kathleen Zimmerman-Oster, PhD – Co-Chair  
 Gilbert Sunghera, S.J. – Co-Chair

- Helen Marie Burns, RSM
- Gary Hillebrand
- George Libby
- Andrew Moore
- Drew Peters
- Carmen Stokes
- Kathleen Walker

Rosemary Weatherston – Editing Assistance  
 Stephanie Smigiel and Steven Ford – Graduate Assistant



## Background



Higher Learning Commission (2016)

Mercy Mission Accountability Study (2017)

*We are Here*

**Focus Groups**

- Common Themes How Mission is Lived
- Set Priorities for How to Grow it
- Use of the Examen– daily prayer of the Jesuits to see where God is present in our daily life, inner movements.

**Self Study** – start of January

**Site Visit** – end of February



## Characteristics

- Leadership
- The Academic Life
- Campus Culture
- Service and Justice
- Service to the Church
- Jesuit Presence
- Integrity
- Diversity



ANTHONY LASZLO  
SECOND YEAR DENTAL STUDENT

<https://www.udmercy.edu/life/ministry/celebrate-spirit.php>



## Questions

- Where and How **are Jesuit Values and Mission alive and well** on campus for you?

- **What does it mean** to you as a student **to live this mission?**

- How do we **grow the Jesuit mission** and how can we improve?



## Qualitative Study Summary

### Introduction

The Association of Jesuit Colleges and Universities (AJCU) Institutional Examen investigates the degree to which the University of Detroit Mercy (Detroit Mercy) is living out their Jesuit identity. Examples of living out the Jesuit identity include integrating spiritual lessons into the curriculum, encouraging and engaging in service for the community, and maintaining an intellectual environment that also fosters human growth.

A primary component of the AJCU Institutional Examen is to reflect on strengths and weaknesses at the University. To determine the extent to which the mission and values are being lived out, a committee was convened in October 2017. The committee is comprised of members from various backgrounds including faculty, graduate students, and University staff, which enabled the committee to embrace a variety of diverse perspectives. To produce the most useful data, given the purpose of the research, committee members determined that a qualitative study approach would yield the most benefits to this investigation.

### Methods

The committee members agreed that holding focus group conversations would provide the committee with a wealth of information and shine a light on items that would not have been identified through a quantitative study. Given the relatively strict timeframe, the committee identified eleven stakeholders which would provide a representative data sample. A few stakeholders included the Academic Leadership Team (ALT) – Deans and Provost, NIH BUILD Scholars and the Emerging Leaders Program: undergraduate students, and several faculty and staff open meetings. All three of Detroit Mercy's campuses were involved to some degree, although the majority of stakeholders involved were members of Detroit Mercy's McNichols campus. In total, approximately 139 stakeholders participated in the focus group conversations.

Prior to the conversations beginning, Detroit Mercy's Examen committee developed a focus group script to ensure the necessary information was explained to all stakeholders. More specifically, the script was structured to include an introduction explaining the AJCU Institutional Examen process, a PowerPoint identifying Detroit Mercy's timeline, a description of the eight Jesuit characteristics, and a brief video clip developed by a Detroit Mercy dental student. The video clip presented aspects of the Detroit Mercy mission and values, specific to academics and service.

Each focus group conversation was facilitated by at least two Examen committee members. Majority of the focus group conversations were facilitated by the co-chairs of Detroit Mercy's Examen committee. Three items were developed by the (AJCU), which were utilized to guide each conversation. Those three items that guided each conversation included:

1. Where and how are Jesuit values and mission alive and well on campus for you?
2. What does it mean to you as a faculty, staff, administrator or student to live this mission?
3. How do we grow the Jesuit mission and how can we improve?

By utilizing those three items to guide each conversation, experiences that align with the eight Jesuit characteristics emerged, in addition to alternative characteristics that were equally invaluable. Ultimately, this method broadened thinking, engaged all stakeholders, and yielded diverse and unique experiences, compared to requiring each stakeholder to answer each question, which would narrow thought processes and the overall conversation.

Each conversation was electronically recorded, committee members transcribed the recordings, performed a content analysis that involved identifying emerging themes as well as the interpretation. Themes were then categorized into one of the eight Jesuit characteristics, as displayed in each of Detroit Mercy's characteristics within the Examen report. Themes that were not directly associated with a Jesuit characteristic were categorized and rank-ordered in terms of frequency. Upon data analysis, the transcriptions and content analysis were distributed to the Examen committee members.

## Results

Upon content analysis of the conversations, a wealth of themes emerged. Specifically, themes that were directly associated with the eight Jesuit characteristics, in addition to themes that would be beneficial to improving Detroit Mercy as a whole.

Upon data analysis, the six themes that emerged most frequently include:

1. Service
2. Mission and Identity
3. Diversity
4. Spirituality
5. Academics
6. Relationships

Below, each theme receives advanced focus.

### **Service**

Each individual who becomes associated with the Detroit Mercy community will experience service at least once during their undergraduate career or period of employment, which is a result of the excitement and willingness individuals possess to service the surrounding community. There are several events and organizations that either encourage or organize events for Detroit Mercy members to serve the community. For example, the Emerging Leaders Program encourages and rewards students for their service achievements with the opportunity for students to earn the leadership pin or the leadership medallion. Additionally, University Ministry coordinates Alternative Spring Break and several mission trips throughout the year, which provides Detroit Mercy members the opportunity to serve disadvantaged communities.

Furthermore, service is integrated into Detroit Mercy's curriculum by participating in service-learning courses. Service learning courses allow students the opportunity to develop professionally and personally. Learning occurs inside and outside of the classroom through serving the community and then returning to the classroom to reflect on the positive impact each student made. Also, the leadership minor, which is Detroit Mercy's largest undergraduate minor, encourages students to perform service as well. At Detroit Mercy, performing service and leadership are seen as synonymous because genuine leaders serve the community, whereas individuals who perform service are demonstrating leadership.

Throughout the conversations held, students, faculty, and staff commented most frequently on service. In a conversation comprised of leadership students, several students discussed the advantages of performing service. For example, a student discussed how she never performed service at her high school, so she was skeptical when learning service was a requirement in service-learning and a few leadership courses at Detroit Mercy. Although after her first service experience, she was hooked and developed the passion to continue serving. Whereas, a faculty member discussed a student who wrote an essay, which included a line summarized as, "If I left Detroit, I would feel like a trader because there is so much more that can be done for the community." During a conversation involving University staff, one staff member described his experience participating in Alternative Spring Break as memorable because of the gratitude the disadvantaged community members displayed to the Detroit Mercy volunteers. Overall, in every conversation, service was discussed. Whether it be in terms of the positive impact that was demonstrated, human growth, or how the desire to serve the community increased.

The table below includes experiences (events/programs), in addition to reflections (thoughts/descriptions) that were associated with the experience.

<b>Experiences</b>	<b>Reflections</b>
Alternative Spring Break	<ul style="list-style-type: none"><li>• Memorable experience</li><li>• Positive impact on community</li></ul>
Dental School	<ul style="list-style-type: none"><li>• Faculty encouraging students to engage in community outreach during their first-year of the program</li></ul>
Fitzgerald Neighborhood	<ul style="list-style-type: none"><li>• Cleaning out alleys</li><li>• Positive impact on community</li></ul>

Library	<ul style="list-style-type: none"> <li>• Serves the community visitors</li> <li>• Equal access to resources</li> </ul>
Mission Trips	<ul style="list-style-type: none"> <li>• Passion grew for attending more trips</li> </ul>
Service	<ul style="list-style-type: none"> <li>• Leadership skills developed</li> <li>• Students perform service regardless of academic major</li> <li>• Valuable experience</li> <li>• Desire for more service opportunities</li> </ul>
Service Learning Courses	<ul style="list-style-type: none"> <li>• Desire to continue serving</li> </ul>

### **Mission and Identity**

Across all levels of Detroit Mercy, mission and identity were discussed. After the first few conversations were held, it quickly became evident to Detroit Mercy’s Examen committee members that the meaning of the Detroit Mercy mission is unique to each individual. Although, it is important to note that each individual understood the direction in which Detroit Mercy is striving towards. For example, students discussed the mission in terms of encouraging peers to become active on campus, the importance of student organizations offering service opportunities, and the integration of spirituality into the curriculum.

Whereas faculty and staff both demonstrated an appreciation of Detroit Mercy’s practice to hire applicants that believe in and support the mission. This trend will not only allow Detroit Mercy to experience continuous growth and development but also prepare Detroit Mercy members to demonstrate the mission in their respective communities. Which is corroborated by a faculty member discussing her experience and journey through being awarded the University mission award. Furthermore, she discussed how she still felt that she could do more. While in several other conversations, faculty and staff described the universities’ mission as the motivation they use to wake up each morning and travel to Detroit Mercy. Important to note, it was also brought to attention that even non-Catholic students that attend Detroit Mercy are able to speak of the mission just as passionately as Catholic students who attend Detroit Mercy.

Upon analysis of the conversations, it became evident that there is a desire to increase awareness and deepen the meaning of Detroit Mercy’s mission. As an opportunity for growth, faculty, and staff requested the University to offer more retreats each year to enhance spiritual growth. Whereas students wished to become more immersed in the historical background, significance, and opportunities to live out the mission with faculty and staff.

The table below includes experiences (events/programs), in addition to reflections (thoughts/descriptions) that were associated with the experience.

<b>Experiences</b>	<b>Reflections</b>
One-Day Retreat	<ul style="list-style-type: none"> <li>• Desire for more opportunities</li> </ul>
Hiring for Mission and Identity	<ul style="list-style-type: none"> <li>• Increase faculty and staff</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Service opportunities</li> <li>• Active member of campus</li> <li>• Student organizations</li> <li>• Desire to live it out with faculty and staff</li> <li>• Mission Statements</li> <li>• Non-Catholic students speak just as passionately about the mission</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Mission award</li> <li>• Motivation to wake up each morning</li> </ul>
University President	<ul style="list-style-type: none"> <li>• Holds office hours for students</li> <li>• Cares about student input</li> </ul>
Continuous Growth	<ul style="list-style-type: none"> <li>• Integrating spirituality into lessons</li> <li>• Increasing community outreach</li> </ul>

## Diversity

Diversity is a multi-faceted concept, which incorporates gender, ethnic, racial, and religious diversity. Students, faculty, and staff were in admiration of Detroit Mercy's efforts to increase campus diversity. Whether it be as complex as constructing an inter-faith area in the library or decreasing tuition costs, or as simple as encouraging non-Catholics to attend mass.

Students continuously discussed how Detroit Mercy has influenced their exposure to diversity since they have arrived on campus. For example, one student discussed his experience sharing a dorm room with a student who belonged to a culture that he had not been previously exposed to. The student expressed his appreciation by discussing the respect they formed for one another, in addition to the friendship that emerged. Furthermore, another student discussed her experiences enrolling in a Multi-Cultural Addiction Studies course. The student described her experience in the course as invaluable because she was exposed to various cultures, which enhanced her ability to keep an open mind.

Although Detroit Mercy has demonstrated continuous improvement in enhancing campus diversity, a vast majority of stakeholders agreed that enhancing diversity is still an opportunity for growth. Methods for increasing the exposure to diversity that was recommended include incorporating diversity into the curriculum and to continue accepting students from unique backgrounds and religions. Important to note, there were several conversations regarding non-Catholics deciding to attend Detroit Mercy because they have experienced a Catholic education their entire academic career, which was valuable to them.

The table below includes experiences (events/programs), in addition to reflections (thoughts/descriptions) that were associated with the experience.

Experiences	Reflections
Admissions	<ul style="list-style-type: none"><li>• Acceptance of students from various backgrounds and religions</li><li>• Desire for more diverse student body and faculty</li><li>• Tuition decrease may increase diversity</li></ul>
Curriculum	<ul style="list-style-type: none"><li>• Desire for diversity integrated into lessons</li><li>• Courses that examine cultural differences are valuable</li><li>• Students receive the opportunity to work alongside students from different backgrounds</li></ul>
Dorm Experience	<ul style="list-style-type: none"><li>• Student valued living with individual who belonged to a different culture</li></ul>
On-Campus Organizations	<ul style="list-style-type: none"><li>• First-Generation College Students is a diverse group</li><li>• BUILD is a diverse group</li></ul>
On-Campus Experience	<ul style="list-style-type: none"><li>• Diverse campus compared to previous institutions</li></ul>

## Spirituality

Spirituality is one of the factors that has significantly influenced Detroit Mercy's growth over time. Specifically, individuals who are on Detroit Mercy's campus are reminded of the spirituality in various ways. It could be as effortless as noticing crucifixes in each room of Commerce and Finance, the building home to business, leadership, and psychology courses. Or walking past University Ministry, visiting the St. Ignatius Chapel or Young Martyrs Chapel, as well traveling around campus and appreciating the religious statues located on campus.

Throughout the conversations, there was a relatively even distribution of students, faculty, and staff who discussed spirituality, which reinforces its presence on campus. Students appreciated the ability to hold spiritual and ethical conversations on campus. In another conversation, a student discussed their positive experience attending Celebrate Spirit. Celebrate Spirit is a Detroit Mercy community event that celebrates the Mass of the Holy Spirit prior to the school year beginning. Furthermore, faculty and administrators valued the ability to pray with students. For example, one faculty member discussed appreciating the ability to pray with students because she was able to provide religious support to her students, where she was unable to at her previous university of employment. More so, there is a desire for the development of for more opportunities to pray with students.

Additionally, opportunities for growth include developing methods to increase the attendance of mass on campus. As the conversation deepened, there was also mention of developing handouts to distribute to the

Mass attendees. Specifically, the proposed handouts would allow Catholics and non-Catholics further their knowledge about Catholicism. Which, ultimately speaks to Detroit Mercy’s mission for integrating spiritual and intellectual growth.

<b>Experiences</b>	<b>Reflections</b>
Religious Support	<ul style="list-style-type: none"> <li>• Faculty and administrators appreciate the ability to pray with students and provide religious support as well</li> <li>• Desire to incorporate more opportunities to pray with students</li> </ul>
Inter-Faith Area	<ul style="list-style-type: none"> <li>• Accommodates individuals from various religions</li> <li>• Valuable</li> </ul>
Reminders	<ul style="list-style-type: none"> <li>• Invitations to Mass</li> <li>• Crucifixes in Commerce &amp; Finance</li> <li>• Celebrate Spirit</li> </ul>
Mass	<ul style="list-style-type: none"> <li>• Desire to increase Mass attendance</li> <li>• Desire to provide materials to become more familiarized with Catholicism</li> </ul>
Campus Integration	<ul style="list-style-type: none"> <li>• Students appreciate the ability to hold ethical and spiritual conversations</li> <li>• Recognition of how spirituality is incorporated into on-campus student positions</li> </ul>

### **Academics**

Academics is an integral aspect of who and what Detroit Mercy represents. Detroit Mercy not only strives to provide students with the fundamental competencies to become experts in their technical field but to also incorporate methods for students to become high-minded members of society. Which is a result of the recent development of the new core curriculum that integrates Jesuit and Mercy traditions.

In several conversations, students discussed the advantages of integrating Jesuit and Mercy traditions into the curriculum. For example, nursing students discussed learning methods for treating patients on a physical level and spiritual level. The spiritual treatment integrates emotional intelligence components, which include speaking to patients in a respectful tone, becoming aware of their own facial expressions, as well as remaining compassionate. Another example includes several students discussing their decision to attend Detroit Mercy because they valued the benefits they received from attending Catholic institutions prior to their undergraduate career. Ultimately, both examples support Detroit Mercy’s commitment to academic excellence.

Although students were on the receiving end of these lessons, faculty also displayed gratitude during conversations. Specifically, faculty appreciated the opportunity to incorporate ethical and spiritual lessons into their course content. For example, one faculty member discussed its’ integration into philosophy courses, which sparks stimulating discussions. Although this is an area that has demonstrated significant improvement, there is an even stronger desire to increase the number of courses and lessons that incorporate a Jesuit and Mercy perspective. In the future, Detroit Mercy will make efforts to satisfy this need.

The table below includes experiences (events/programs), in addition to reflections (thoughts/descriptions) that were associated with the experience.

<b>Experience</b>	<b>Reflection</b>
Curriculum	<ul style="list-style-type: none"> <li>• Value in ethical and spiritual lessons</li> <li>• Desire to increase integration of Jesuit and Mercy perspectives</li> </ul>
•	<ul style="list-style-type: none"> <li>• Desire to make students experts in field, but also better members of society</li> <li>• Desire for more service opportunities integrated into course</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Undergraduate theater students work alongside professionals</li> </ul>
McAuley School of Nursing	<ul style="list-style-type: none"> <li>• Physical and spiritual treatment lessons</li> <li>• Jesuit and Mercy traditions integrated</li> </ul>

## Relationships

Throughout the Examen process, each stakeholder discussed the relationships that develop among students, faculty, Jesuits, and staff. In a broad context, relationships that develop on campus are described as family oriented. Students discussed specific experiences with various faculty members because the faculty members took an interest in the students' personal lives. For example, there were several mentions of students choosing to arrive early to a leadership course because they enjoyed interacting with the professor because he would converse with students and ask how each student is incorporating leadership lessons, as well as attempting to understand their leadership journey. Also, faculty expressed their intentions to continue to demonstrate support to students who may receive an unfavorable grade or are experiencing difficulties outside the classroom.

Also, student-athletes discussed their interactions with the staff at Calihan Hall, Detroit Mercy's athletic center. Specifically, student-athletes discussed how waking up early for workouts is an unfavorable way to start their morning. Although, student-athletes discussed how Calihan Hall staff greet student-athletes and ask how their classes are going, as well as whether they have special plans for holiday breaks. The student-athletes value those interactions because it makes their early start to the day more positive.

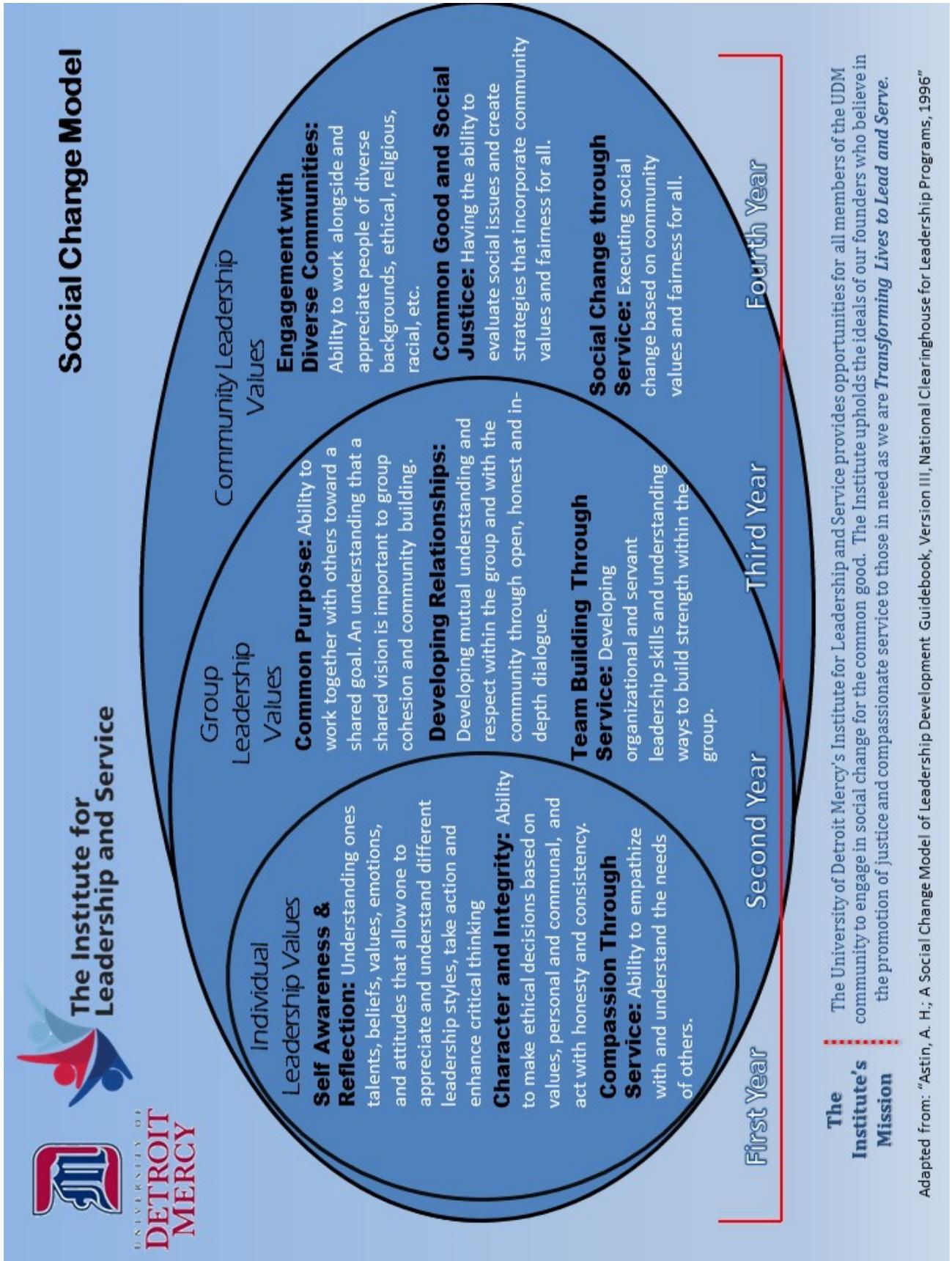
During another conversation, a student discussed an encounter with a Jesuit who was playing the piano. The student played the piano as well, which led to a memorable conversation for the student. Specifically, the student discussed how the Jesuit instantly took a personal interest in how the student became interested in playing the piano and provided encouraging words to continue playing. In another conversation, a student discussed attending a mission trip with Fr. Gilbert Sunghera, and the relationship that developed. Initially, the student expressed her feelings of nervousness because of Fr. Gilbert's position among the Jesuit community at Detroit Mercy. Although, the student discussed how she and Fr. Gilbert became friends and continue to keep in touch.

The table below includes experiences (events/programs), in addition to reflections (thoughts/descriptions) that were associated with the experience.

<b>Experiences</b>	<b>Reflections</b>
Student Relationships	<ul style="list-style-type: none"><li>• Students are inspired by faculty</li><li>• Students arrive to class early to converse with faculty</li><li>• Students are inspired by professors</li></ul>
Faculty Relationships	<ul style="list-style-type: none"><li>• Faculty take personal interest in students</li><li>• Faculty provide support to students when they receive unfavorable grades or are experiencing difficulties</li></ul>
Jesuit Relationships	<ul style="list-style-type: none"><li>• Described as genuine care and thoughtfulness</li><li>• Lasting friendships</li><li>• Feel remembered</li></ul>
Staff Relationships	<ul style="list-style-type: none"><li>• Inquire about student-athlete's day, classes, and holiday plans</li></ul>

**Mission Effectiveness Team - 2017-2018 Charges**

- Identify and utilize four guiding values that will assist in articulating the mission and be utilized in programming, marketing and mission related awards.
- Identify and communicate all spaces for interfaith reflection for each campus (add to campus maps).
- Promote and recognize those who live the mission through annual mission awards. for undergraduate, graduate and professional students and employees?
  - Vivere Ex Missione
  - Agere Ex Missione
- Provide a description of the purpose of the award at commencement ceremonies. Explore ideas from other similarly situated universities to promote and enhance the development of mission at Detroit Mercy;
- Identify opportunities in each team member's college/department where awareness and education of the mission & identity can be improved or highlighted (Use of Campus Connections, college/school/unit websites or publications, or other marketing/communication possibilities - "Living the Mission" – each month assign 1-2 colleges/departments to submit something to the newsletter).
- Create and promote a Mission Effectiveness Team for each campus and identify one person per college/school/unit who will keep a focus on Mission Effectiveness. These teams and/or persons will be responsible for mission activities.
- Create a framework that can be used in each college/school/unit/student organization to highlight one of the four guiding values. (Done collaboratively or within the college/school/unit: University-wide lectures, ceremonies, annual student/faculty/staff service projects, social justice issues, community development, and spirituality). Promote this to the deans.
- Review the Team's Policies and Procedures bringing them into alignment with the 2017 approved governance modification structure, including incorporating the appropriate Communication Structure and Rights and Responsibilities as outlined in the approved structure modification final proposal. Submit by January 15, 2018 the proposed revision to the Shared Governance Task Force for confirmation that the revision conforms to the approved structure.



## **University of Detroit Mercy support and collaboration with the Archdiocese of Detroit**

### Research and Service:

- Scholarly writings, lectures and talks at local and national level
- Catholic Studies Program with lecture series open the public.
- Faculty Serve on several school boards, parish and finance councils, Catholic non-profits, as well as many other faith and interfaith organizations, etc.
- Faculty serve on Ethics Review Boards at local Catholic hospitals
- Regional Planning Efforts in conjunction with AOD Office of Social Justice, Detroit Collaborative Design Center, and Jesuit Province
- Sacred Space Design Consulting through School of Architecture
- Hispanic Pastoral Leadership Training through College of Liberal Arts and Education
- Business Ethics at the national level
- Service Learning Programs that support to diocesan schools, parishes, etc (range from energy audits, to tutoring, to marketing and business support, etc.)
- Various health, dental and legal clinics that support archdiocesan related programs

### Educational and Financial Support

- University Grants to Catholic School Graduates - cost absorbed by Detroit Mercy
- Tuition Reduction (50%) for Religious, Clergy or Lay working full time in a ministerial setting.
- Tuition Reduction (60%) for teachers including parochial schools
- Detroit Area Catholic High Education Consortium
- Participation in the Executive Board of the Cardinal's Club
- Educational partnership with local schools (Gesu, Loyola, Bishop Foley, UD Jesuit, etc.)
- Professional Development events at local schools (UDJ) and at Detroit Mercy
- Pastoral Migratoria Event
- Hispanic Youth Conference

### University Ministry:

- Twice daily masses for faculty staff and students, Sunday Evening Student Mass
- Spiritual Direction for Faculty, Staff and Students
- Various Retreats, Prayer Meetings, Faith Formation programs for students
- Service Projects assisting numerous religious organizations from local to international programs.

### Jesuit Community

- Retreats for Faculty and Staff
- Pastoral supply for weekend liturgies (average 150 per year outside of our own Jesuit parishes)
- Retreats, faith formation, talks to local and national groups (dozen groups around the country)
- Development of Migrant Pastoral Ministries in the Archdiocese (in conjunction with Catholic Charities) A parish based model addressing recent detention of undocumented

10-24-17

## **Characteristics of a Jesuit University in Detroit in the year 2017.**

The following question was posed to the full Jesuit Community during a community meeting prior to the start of the campus-wide focus group sessions.

*What Makes a Jesuit University in Detroit in 2017 Jesuit?*

1. Seriousness about our Catholic identity, with a strong commitment to mission, involving articulating a vision of the university and its mission based in the charisms of the (Mercy and Jesuit) traditions, making the university affordable, hiring for mission, building a stronger relationship with alumni, and providing resources for ongoing development of faculty and staff.
2. Develops rooted and mission-driven faculty, staff, and students into caring and compassionate stewards of their faith that does justice, forming thinking believers who understand their faith tradition, see and live it as participants, and move it forward.
3. Develops people of character, virtue, and discernment able to participate critically and analytically in the world and enter into dialogue that addresses societal disparities in order to develop a culture of justice that is conscious of local and global realities, actively engages issues of justice and racism, and converses responsively within the community, the neighborhood, the city of Detroit, and the local church.
4. Celebrates and bridges the diverse population of our faculty, staff, and students, to address and enter into dialogue on complex issues, so as to enter into intentional community.
5. Wholistic approach to education capable of addressing religion as a topic of academic concern and helping people to encounter the transcendent dimension of what they study.

*Compiled by: Si Hendry, S.J. and Damien Torres-Botello, S.J.*

INDEX of Key Mission Programs, Departments, and People  
*(bold page numbers reflect more treatment of the topic)*

- 19<sup>th</sup> Annotations Group, **28**  
1<sup>st</sup> Gen Network, **18**  
Academic Leadership Team, **4**  
Academic Mission Identity Group, **4, 31**  
African American Fraternities and Sororities, **19**  
Agere ex Missione, **5**  
AJCU Commitment to Justice in Higher Education, **4**  
Alternative Break Service and Immersion Trips, **13**  
Archdiocese, **16, 25, 26**  
Association of Catholic Universities (ACCU) Seminar on Catholic Higher Education, **5**  
Athletic Department, **12, 14**  
Black Abolitionist Archive, **8, 9**  
Black History Month, **13, 14**  
Board of Trustees, **4, 5, 27, 28, 29, 30**  
Campus Crusade for Christ, **15**  
Campus Kitchen, **13, 23**  
Carney Latin American Solidarity Archive, **9, 28**  
Catholic Studies, **9, 26, 27, 30**  
Celebrate Spirit (Mass of the Holy Spirit), **12, 16**  
Celebration of Scholarly Achievement and Service, **7**  
Center for Social Entrepreneurship, **7, 8**  
Chaldean Student Association, **15**  
Chapel of St. Ignatius, **30**  
Clinics, **9, 10, 19, 24, 32**  
Collegium, **7**  
Companion Leadership Program, **13**  
core curriculum, **6, 15, 19, 27**  
Counseling and Clinical Psychology, **9**  
Detroit Area Pre-College Engineering Program, **17**  
Detroit Prevention and Awareness in the Community, **14**  
discernment night, **15**  
Discover the “D”, **13**  
‘Driven to Serve’ - video, **1**  
Dudley Randall Center for Print Culture, **8**  
Emerging Leaders Program, **2, 7, 13, 22, 23**  
Ethics Bowl, **16**  
Faculty Excellence Award, **5**  
faculty union, **7, 29**  
Feast of St. Ignatius, **16**  
Financial Aid Matrix, **18**  
Fitness Center, **14**  
Ford Community Corps Program, **23**  
General Motors Student Corp, **23**  
Gesu Church, **12, 16**  
Greenleaf’s Servant Leadership Model, **22**  
Heartland Delta, **4, 31**  
Hillel, **15**  
Hunger & Homelessness Week, **14**  
Ignatian Colleagues Program, **2, 4, 5, 30**  
Ignatian Family Teach-In, **13, 24**  
Indian Students Association, **14**  
Institute for Leadership and Service, **4, 7, 8, 11, 13, 16, 22, 23, 27, 30**  
Interfaith Dinner, **14, 15**  
International Services Office, **14, 17**  
Internationally-Based Educational Experiences, **18**  
Islamic Studies, **19**  
Jesuit Alumni and Friends of Detroit, **9**  
Jesuit and Mercy Game Night, **13**  
Jesuit Catholic Identity Employee Survey, **11**  
Jesuit Community, **2, 7, 12, 28**  
Jesuit Leadership Seminar, **2**  
KCP (King Chavez Parks), **18**  
LGBTQ student group, **15**  
Live 6 Alliance, **23, 26**  
Manresa Jesuit Retreat House, **9, 27**  
Masses, **12, 16, 27**  
Master of Community Development, **7**  
Mission Effectiveness Team, **2, 5, 31**  
Mission Leadership Awards, **5**  
Mission Micro Grant, **5, 30**  
Mission statement, **1, 3, 4, 5**

INDEX of Key Mission Programs, Departments, and People  
*(bold page numbers reflect more treatment of the topic)*

- Multi-Institutional Study of Leadership, 11, 22  
Muslim Prayer, 30  
Muslim Students Association, 14, 19  
NIH BUILD Scholars, 2, **18**  
Office of Mission & Identity, **4**, 5, **30**, 31  
Office of Student Affairs, 14  
Phenomenal Women Dinner, 14  
President, **1**, **2**, 4, 16, **25**, **26**, 27  
Prologues, Transition and Viewpoints, 7, 14  
provost, **2**, **4**, **5**, 8, 26  
ranking, **6**  
release time, 8  
Residence Life, 14  
Retreats, 13, 31  
Rite of Christian Initiation of Adults, 13  
Rx for Reading, 23  
Safety Street, 14  
School of Dentistry, 2, 3, **9**, 16, **17**, **24**, 30  
School of Law, 2, 3, **9**, 16, 19, **26**, 30  
School of Nursing, **9**, 19, 22  
Service in the City, 13  
service-learning, 4, 7, **22**, 23, 24  
Service-Learning 2020 Task Force, 8  
shared governance, 4, 7  
Social Change Model, 11, 13, 22  
Soup and Substance, 13, 16  
Spiritual Life Communities, 13  
Ss. Peter and Paul Jesuit Church, 9, 12, 16, 30  
Strategic Plan, 18  
Student Life Office, 14, 15  
Student Success Centers, 17  
Student Wellness Center, 14, 30  
Summer enrichment programs, 17  
Summer Faculty Stipends, 4, 7, 26  
The Detroit Collaborative Design Center, 8  
the Green Mass, 16, 26  
The Honors Program, 8  
the Red Mass, 16, 26  
Titan Success Network, 17  
Titans for Life, 15  
TRIO Program, 18  
underrepresented minority, 17, 20, 32  
University College Non-Cognitive Attributes Rubric, 17  
University Ministry, 9, **11**, **12-13**, 20, 24, 28,  
Vivere Ex Missione, 5  
Vocation Promotion, 28  
Weekly Adoration, 13  
Wellness Center, 14  
Women's and Gender Studies, 19  
Worship Services, 12  
Young Martyrs Chapel, 30