

2021-2022  
STRATEGIC PLAN ANNUAL  
REPORT



UNIVERSITY OF  
**DETROIT  
MERCY**

# University of Detroit Mercy – Leadership Roster

## Administrative Team

|  |                                |
|--|--------------------------------|
| President  | Donald B. Taylor, Ph.D.        |
| Provost and VP for Academic Affairs                      | Pamela Zarkowski, J.D., M.P.H. |
| VP for Finance and Administration                        | Thomas Manceor, C.P.A.         |
| VP for Enrollment Management & Student Affairs           | Deborah Stieffel, M.S.         |
| VP for University Advancement                            | Arnold D'Ambrosio, M.A.L.S.    |
| VP for Mission Integration                               | Carrie Nantais, Ph.D.*         |
| Executive Assistant to the President                     | Lisa MacDonnell, M.A.L.S.      |
| University Secretary and Senior Attorney                 | Monica Barbour, J.D.           |
| Athletic Director  | Robert Vowels, J.D.            |
| University Ministry Director                             | Anita Klueg, M.T.S.            |
| Dean of Students   | Monica Williams, M.A.          |
| Associate VP for Facilities Management & Campus Services | Tamara Batcheller, M.S.        |
| Associate VP for Academic Administration                 | Karen Lee, Ph.D.               |
| Associate VP for Finance                                 | Kimberly Koelb, C.P.A.         |
| Associate VP for Human Resources                         | Netina V. Anding-Moore, M.S.A  |
| Associate VP for Information Technology                  | Edward G. Tracy II, M.S.C.I.S. |
| Associate VP for Marketing & Communications              | Gary Erwin, M.F.A.             |
| Associate VP / University Registrar                      | Diane Praet, M.B.A.            |
| Director of Public Safety                                | Joel Gallihugh, B.S.           |

## Deans

|   |                                      |
|---|--------------------------------------|
| School of Architecture and Community Development          | Daniel Pitera, M.Arch.               |
| College of Business Administration                        | Joseph G. Eisenhauer, Ph.D.          |
| School of Dentistry                                       | Mert N. Aksu, D.D.S., J.D., M.H.S.A. |
| College of Engineering & Science                          | Katherine Snyder, Ph.D.              |
| College of Health Professions & McAuley School of Nursing | Janet Baiardi, Ph.D., FNP-BC*        |
| School of Law   | Jelani Jefferson Exum, J.D.          |
| College of Liberal Arts & Education                       | Jocelyn Boryczka, Ph.D.              |
| School of Optometry                                       | Sulman Hans, O.D., F.A.A.O.          |
| University Libraries/Instructional Technology             | Marilyn Dow, M.L.I.S.*               |

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\*Interim



UNIVERSITY OF  
**DETROIT MERCY**  
Build A Boundless Future

## MISSION

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*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.*

## VISION

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*University of Detroit Mercy,*  
*will be recognized as a premier*  
*private university in the*  
*Great Lakes region,*  
*distinguished by graduates*  
*who lead and serve*  
*in their communities.*

Mission Alignment - The three primary goals, along with the ten supporting strategies, reinforce the University's mission and the heritage of our founding sponsors, the Society of Jesus and the Religious Sisters of Mercy, in order to maintain our commitment to the "*cura personalis*" for each student who chooses to pursue his or her educational goals at Detroit Mercy.











|                                 |  |
|---------------------------------|--|
| UNIVERSITY<br>STRATEGIC<br>PLAN | <b>Goal 1: Create Detroit's "College Town"</b> <ul style="list-style-type: none"><li>• Enhance student engagement.</li><li>• Improve student-centered facilities.</li><li>• Connect to and enhance the surrounding community.</li></ul>  |
|                                 | <b>Goal 2: Deliver Relevant and Dynamic Academics</b> <ul style="list-style-type: none"><li>• Establish a process for ongoing and comprehensive academic program evaluation.</li><li>• Support the academic enterprise with alternative revenue streams.</li><li>• Coordinate marketing and recruitment with academic goals.</li><li>• Invest in effective and high-quality teaching, advising and mentorship.</li></ul> |
|                                 | <b>Goal 3: Passionately Serve Students and Each Other</b> <ul style="list-style-type: none"><li>• Create a culture of exceptional customer service to students.</li><li>• Ensure that every student knows they are cared for.</li><li>• Create a culture of respect and collaboration among employees.</li></ul>   |

# Executive Summary

The University's Strategic Plan – Boundlessly Forward: Detroit Mercy 2019-2024 was distributed to stakeholders in January of 2020. Shortly thereafter, members of the Strategic Plan Implementation Task Force prioritized action plans for the ten strategies associated with the three goals. Faculty, students, staff, and administrators steered, directed, and managed tasks to complete various action plans.

The 2021-2022 academic year yielded the renovated Student Union; Novi Campus student enrollment; plans to develop land abutting the McNichols campus; renovations to existing spaces; strengthened community partnerships; implementation of a robust academic program review process; increased attention to sponsored research grants; mission focused support from corporations and foundations; coordinated strategic marketing efforts; grand opening of the Center for Excellence in Teaching and Learning; an inaugural Director of Diversity, Equity, and Inclusion; and the granting of requested resources to carry out various strategic action plans.

This report provides details about the action plans. The dashboards track annual progress toward the 2024 goals.

| Executive Summary Dashboard   |   |   |                                  |             |             |                 |   |                         |
|---|---|---|----------------------------------|-------------|-------------|-----------------|---|-------------------------|
| KEY   |   |   | Baseline Data Value <sup>1</sup> | 2021 - 2022 | 2022 - 2023 | 2023 - 2024     | 2024 Goal   | Goal Progress Indicator |
|  |  |  |                                  |             |             |                 |   |                         |
| <b>Key Performance Indicators</b>   |   |   |                                  |             |             |                 |   |                         |
| <b>Student Enrollment<sup>2</sup></b>   |   |   |                                  |             |             |                 |   |                         |
| Total Headcount   | 4,987   | 5,227   |                                  |             |             | 5,486           |    |                         |
| <b>Graduation<sup>3</sup></b> ANA = Above the National Average                    |   |   |                                  |             |             |                 |   |                         |
| Six-Year Graduation Rate for undergraduate students                               | 73%   | 67%   |                                  |             |             | ANA             |    |                         |
| <b>Degrees Conferred and Certificates Awarded<sup>4</sup></b>                     |   |   |                                  |             |             |                 |   |                         |
| Total Degrees Conferred and Certificates Awarded                                  | 1,440   | 1,628   |                                  |             |             | 1584            |    |                         |
| <b>Funding Commitments<sup>5</sup></b>  |   |   |                                  |             |             |                 |   |                         |
| Amount of Funding Committed annually to general campus-wide physical improvements | \$15,464,000  | \$16,323,000  |                                  |             |             | \$10.8 million  |    |                         |
| <b>U.S. News and World Report Ranking<sup>6</sup></b>                             |   |   |                                  |             |             |                 |   |                         |
| Best National University  | 187<br>52nd   | 202<br>54th   |                                  |             |             | Top Quarter     |    |                         |
| <b>Grant Awards Supporting the Academic Enterprise<sup>7</sup></b>                |   |   |                                  |             |             |                 |   |                         |
| Sponsored Research Grant Awards   | \$ 4,353,188  | \$2,196,212   |                                  |             |             | \$5 million     |    |                         |
| <b>Endowment<sup>8</sup></b>  |   |   |                                  |             |             |                 |   |                         |
| Endowment   | \$ 93,964,000   | \$ 86,033,000   |                                  |             |             | \$103.7 million |  |                         |

**Notes**

<sup>1</sup>Baseline Data Values reflect data collected or reported in various years over the period from 2017 to 2021. Data collection and reporting vary by data source and are noted for each data source in the notes.

<sup>2</sup>Student enrollment baseline data reported are from the fall 2020 census report and all other enrollment data are from the respective fall census reports.

<sup>3</sup>The six-year graduate rate baseline data are for the fall 2014 entering cohort of students who graduated by the end of August 2020. The most current available national average is 68% for private nonprofit institutions (from the fall 2014 entering cohort that graduated in 2020).

<sup>4</sup>Degrees conferred and certificates awarded: baseline data are completions reported to IPEDS for 2019-2020 by the Office of Institutional Research and Effectiveness. Subsequent years are reported, respectively.

<sup>5</sup>Funding Commitments baseline value for capital improvements related to general campus-wide physical improvements are for the 2020-2021 fiscal year.

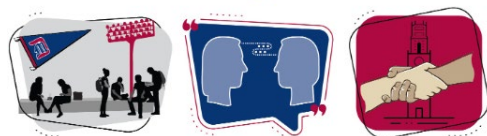
<sup>6</sup>U.S. News and World Report Best National University - 2022 Ranking of 443 schools was 202. Percentile score is calculated as  $(443-202)/443=54$ th percentile. Percentile ranking up 2% from previous year.

<sup>7</sup>Sponsored Research Grant Awards include federal and state grants, allocations and contracts. Baseline value is from the 2021 fiscal year. Subsequent years are reported, respectively.

<sup>8</sup>Baseline Endowment value is from the close of the 2021 fiscal year. The 2024 fiscal year goal for Endowment is the five-year projection included in the 2022 fiscal year budget. Subsequent years are reported, respectively.

## OVERVIEW

### *Boundlessly Forward*



### *Envisioning 2024*

#### University of Detroit Mercy Strategic Plan

The Detroit Mercy 2019-2024 Strategic Plan – *Boundlessly Forward* – is built on prior university accomplishments and serves as a framework to empower all stakeholders to work together to create the best possible future for the university. The plan was authored by the Detroit Mercy community, through numerous workshops, forums and visioning sessions. More than 435 staff members, administrators, faculty, and students, from all campuses, contributed to the creation of this shared vision.




*Boundlessly Forward* is a living document that serves as a touchstone for Detroit Mercy’s ongoing quest to fulfill its mission. It also supports and reinforces major elements of the Detroit Mercy brand: academic excellence, a values-based education, excellent future outcomes, and a thriving urban setting.

The strategic plan emphasizes enrollment growth, greater efficiency, return on investment, and prosperity for the institution by focusing university efforts on building a more vibrant campus that attracts, engages and transforms students; offering dynamic and relevant academic programs that are mission-focused; and enhancing the pride and loyalty felt by the Detroit Mercy community through excellent customer service and a discerning corporate culture. These efforts are aimed at ensuring financial sustainability of the institution. The plan serves as a guidepost for resource allocation, fundraising efforts, and alternative revenue sources.

A Strategic Plan Implementation Task Force was formed in 2020 to work collaboratively with stakeholders to champion, advocate, defend, and support efforts to complete action plans. These faculty, staff, administrators, and students steered, directed, handled and managed tasks necessary to make progress on strategic goals.







This annual report provides details about progress made in 2021-2022 on each strategic goal. Dashboard measures track annual progress toward the 2024 goal targets. Measures used nationally to determine the viability of a university are shared in the initial dashboard: enrollment, recruitment, retention, graduation, and degree completions. Subsequent sections of this report contain an overview of the goal, 2021-2022 goal progress, dashboard measures with a baseline data value, and 2024 target goal values.

## General Dashboard Measures - Across all Goals






| KEY  |  |   | Baseline Data Value <sup>1</sup> | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 | 2024 Goal | Goal Progress Indicator |
|--|--|---|----------------------------------|-------------|-------------|-------------|-----------|-------------------------|
|  Goal Progress Unsatisfactory |  Goal Progress Satisfactory |  Goal Attained |                                  |             |             |             |           |                         |

### Key Performance Indicators

#### Student Enrollment<sup>2</sup>

|                                    |       |       |  |  |       |   |
|------------------------------------|-------|-------|--|--|-------|---|
| Total Headcount                    | 4,987 | 5,227 |  |  | 5,486 |  |
| Overall Full-time Equivalent (FTE) | 4,329 | 4,420 |  |  | 4,762 |  |
| Total New Students                 | 1,501 | 1,662 |  |  | 1,651 |  |
| Undergraduate Full-time            | 2,214 | 2,182 |  |  | 2,436 |  |
| Total graduate                     | 1,171 | 1,095 |  |  | 1,288 |  |
| Total Professional                 | 1,183 | 1,208 |  |  | 1,301 |  |

#### Student Recruitment (Yield = Enrolled/Admitted)<sup>3</sup>















|                              |      |      |  |  |      |   |
|------------------------------|------|------|--|--|------|---|
| Freshman Yield               | 13%  | 14%  |  |  | 15%  |  |
| Transfer & Post-Degree Yield | 45%  | 50%  |  |  | 45%  |  |
| Graduate Yield               | 65%  | 53%  |  |  | 65%  |  |
| Dental Yield                 | 100% | 100% |  |  | 100% |  |
| Law Yield                    | 40%  | 41%  |  |  | 40%  |  |

#### Notes

<sup>1</sup>Baseline Data Values reflect data collected or reported in various years over the period from 2017 to 2021. Data collection and reporting vary by data source and are noted for each data source in the notes.

<sup>2</sup>Student enrollment data are provided by the Office of Institutional Research and Effectiveness and reflect fall census data. Full-Time Equivalent (FTE) data are as reported to the Integrated Postsecondary Education System (IPEDS). The 2024 Goal for Total Headcount is a 10% increase from the F2020 baseline data value, with all other enrollment targets proportional to the total headcount. Baseline data reported are from the fall 2020 census report. 2024 total headcount goal does not include enrollment of students in the Detroit Green Technology Institute at Hubei University in China.

<sup>3</sup>Student recruitment data are provided by the Admissions office on each campus. Transfer and post-degree values include students who began in the summer term adjacent to the fall term. Dental values exclude students in accelerated programs. Baseline data are from 2020 admissions and subsequent data are reported respectively.

| General Dashboard Measures - Across all Goals  |  |   |                                  |   |             |   |           |                         |
|--|--|---|----------------------------------|---|-------------|---|-----------|-------------------------|
| KEY  |  |   | Baseline Data Value <sup>1</sup> | 2021 - 2022                             | 2022 - 2023 | 2023 - 2024   | 2024 Goal | Goal Progress Indicator |
| <br>Goal Progress<br>Unsatisfactory   | <br>Goal Progress<br>Satisfactory | <br>Goal<br>Attained |                                  |   |             |   |           |                         |
| <b>Key Performance Indicators</b>  |  |   |                                  |   |             |   |           |                         |
| <b>Retention<sup>4</sup> and Graduation<sup>5</sup></b>  |  |   |                                  | <i>ANA = Above the National Average</i> |             |   |           |                         |
| First to Second Year Retention of undergraduate students   | 86%  | 83%   |                                  |   | ANA         |    |           |                         |
| Six-Year Graduation Rate for undergraduate students  | 73%  | 67%   |                                  |   | ANA         |    |           |                         |
| <b>Degrees Conferred and Certificates Awarded<sup>6</sup></b>  |  |   |                                  |   |             |   |           |                         |
| Postsecondary Certificates   | 55   | 40  |                                  |   | 61          |    |           |                         |
| Bachelors Degrees  | 701  | 643   |                                  |   | 771         |    |           |                         |
| Postbaccalaureate Certificates   | 42   | 49  |                                  |   | 46          |    |           |                         |
| Master's Degrees   | 481  | 427   |                                  |   | 529         |    |           |                         |
| Post-Master's Certificates   | 24   | 23  |                                  |   | 26          |    |           |                         |
| Specialist Degrees   | 9  | 10  |                                  |   | 10          |  |           |                         |
| Doctoral Professional Practice Degrees   | 331  | 346   |                                  |   | 364         |  |           |                         |
| Doctoral Research/Scholarship Degrees  | 11   | 36  |                                  |   | 12          |  |           |                         |
| Total Degrees Conferred and Certificates Awarded   | 1654   | 1574  |                                  |   | 1819        |  |           |                         |
| <b>Notes</b>   |  |   |                                  |   |             |   |           |                         |
| <p><sup>4</sup>Retention rates, as defined by IPEDS, "measures the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall". The 2024 goal is to be above the national average of 81%, as reported by the National Center for Education Statistics for private nonprofit institutions (fall 2019 to fall 2020). Baseline data are for the fall 2019 entering cohort of students who returned in fall 2020. Subsequent data are reported respectively.</p> <p><sup>5</sup>The six-year graduate rate is defined by IPEDS as the "Percentage of Full-time, First-time Students Who Began Their Studies in Fall and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program". The 2024 goal is to be above the national average, as reported by the National Center for Education Statistics (NCES). The most current available national average is 68% for private nonprofit institutions (from the fall 2014 entering cohort that graduated in 2020). Baseline data are for the fall 2014 entering cohort of students who graduated by the end of August 2020.</p> <p><sup>6</sup>Degrees conferred and certificates awarded are reported by the Office of Institutional Research and Effectiveness. They include degrees conferred at any point during the academic year (fall, winter and summer). Information is as of census date the following fall term, degrees retroactively conferred may not be included. The 2024 Goal for Total Degrees Conferred and Certificates Awarded is a 10% increase from the baseline data value, with all other degree/certificate targets proportional to the total degrees conferred and certificates awarded. Baseline data are completions reported at the time of the fall 2021 census. Subsequent data are reported respectively.</p> |  |   |                                  |   |             |   |           |                         |



## Goal 1: Create Detroit's "College Town"

*Detroit Mercy will enhance the student experience and the University's standing in the region through a recommitment to the improvement of our facilities and programming.*

Achieving our institutional mission requires a commitment to serving our local urban community and providing an outstanding context where our students and staff can live and grow together, integrating all aspects of development. The concept of embracing and enhancing the place you are is important in the Mercy and Jesuit traditions. According to Catherine McAuley, "every place has its own particular ideas and feelings, which must be yielded to when possible." Ignatian spirituality places great emphasis on discerning God's presence in the everyday activities of ordinary life "in the world."

As the city of Detroit's premier private university, Detroit Mercy envisions a vibrant collegiate environment with inspiring physical spaces that support student engagement. There is a unique and timely opportunity to extend the "college town" atmosphere by helping to enhance the quality of life in the surrounding University District and Live6 Alliance neighborhoods by contributing to their attractiveness.



## Goal 1: Create Detroit's “College Town”

Action Plans for goal one focus on the lived experiences of Detroit Mercy students on and around campus. Plans include the provision of around the clock student life services. These services include enhanced dining options, a comprehensive mobility plan, and a master calendar events app. Plans for student-focused physical spaces include improved social and “intellectual commons” spaces, improved student housing and support spaces, new multi-purpose event spaces, enhanced exterior green spaces, and a Titan Athletic Village. Plans for community engagement include increasing communication with the surrounding community, hosting community events, incorporating a City of Detroit tour into orientation programs, engaging with local businesses, and enhancing the McNichols campus perimeter and Fitzgerald greenway connection.



Goal-One members of the Strategic Plan Implementation Task Force met virtually during the 2021-2022 academic year to prioritize action plans and create implementation timelines. At the close of the academic year, one action plan was in the planning phase, twelve were progressing as scheduled, and two had been implemented as a continuous University practice or completed. Statewide Covid-19 restrictions inhibited progress on some action plans but stimulated creativity for others. Resource requests for additional personnel and facility upgrades were submitted for review by the Strategic Plan Budget Review Team. Measures of goal-one progress toward 2024 targets are documented in the appended dashboard. Measures include nationally used metrics for institutions of higher education such as student enrollment, retention, and graduation rates, as well as metrics specific to goal-one strategies: number of extra-curricular and co-curricular events/activities offered to students, amount of funding committed to capital improvements related to student housing, amount of funding committed to general campus-wide physical improvements, and student satisfaction with student life.



## Goal 1: Create Detroit's "College Town"

### Strategy 1.1: Enhance Student Engagement

*All current and future extracurricular and cocurricular student services and programs will be evaluated by a team directly affiliated with student programming of all types, such as the Dean of Students, Director of Residence Life, and Director of University Recreation, along with robust student input, to create a comprehensive improvement plan for student activities, services, and engagement.*

**Progress:** Plans for enhancing student engagement on campus were slightly modified to ensure a safe and healthy campus environment during the Covid-19 Pandemic. Student Life, University Ministry, Residence Life, Alumni Relations, and University Recreation, sponsored on-campus and on-line experiences to support students' intellectual, spiritual, ethical and social development.

Student engagement opportunities included attendance at sports events, the Fitness Center, outdoor sports, student life activity nights, bike through Detroit History, special lectures, workout bootcamps, intramural tournaments, February food trucks, drone show, Service Immersion Days, Ministry Mondays, De-Stress Fest 2022, Titan Winter Blast, Music Fest, Mass on the Grass, Titan Fest - Taste of Nations, the Unathletic Olympics, and social justice related events.



## Goal 1: Create Detroit's “College Town”

### Strategy 1.2: Improve Student-Centered Facilities

*In order to attract and retain students, the physical environment must create the feeling that Detroit Mercy’s campus is a place you want to be and a place you want to stay. To ensure that the quality of life for students is enhanced and that fiscal resources are effectively utilized, all facility enhancements should be planned and designed with significant end-user participation and all investments in facilities should be prioritized.*

**Progress:** The 2021-2022 academic year was a memorable year for renovation and expansion. Many of the projects listed in the Detroit Mercy Master Plan were initiated or completed. The renovation and expansion of the Student Union was completed in summer of 2022, resulting in all administrative offices previously housed in the Fisher Administration Center relocating to the Student Union Building.



The Student Union now houses all student-centered services such as admissions, financial aid, and student life offices, serving as a one-stop-shop for students and their families as they consider a Detroit Mercy education. These efforts are laser-focused on improving student satisfaction in all Detroit Mercy facilities, attracting and retaining more students and using University resources efficiently and effectively



The bookstore was relocated within the Student Union to a newly renovated space on the lower level across from the University Ministry Office. Glass walls brighten up the building and provide great views of the campus and the new outdoor Student Union Plaza which can be used for studying or gathering.



The lower level of the Student Union includes several student-centered spaces. There is a ping-pong table, a pool table, lounging area, study rooms, and a refreshment station. Welcoming green spaces have been created that include hammocks and an outdoor disc golf course.



Additional projects were recently completed that include structural maintenance (e.g. roof replacement, elevator improvement, window replacement, stairs, porches, tuck pointing, and vestibule enhancement) and safety (e.g. Public Safety Office, new fire alarm systems in residence halls).



The recently acquired Novi campus is home to the Master's Entry Advanced Generalist Nursing (MEAGN) program. The facility offers a variety of instructional classrooms, including laboratory and simulation areas for hands-on experience. It is anticipated that additional health profession programs will be housed on the Novi campus because of its proximity to several suburban hospitals.



# Goal 1: Create Detroit's "College Town"

## Strategy 1.3: Connect to and Enhance the Surrounding Community

*In addition to improving Detroit Mercy's physical environment to foster community participation on campus, the University has a unique opportunity to leverage investment occurring in the surrounding neighborhood by extending the atmosphere of Detroit's "College Town" beyond the campus. Priority should be given to this once-in-a generation opportunity for Detroit Mercy to be an active partner in the development of the surrounding neighborhood.*

**Progress:** Detroit Mercy students, faculty, and staff connect to and enhance the surrounding community through special programs, outreach services, and partnerships. The School of Law provides legal assistance to residents of Detroit and surrounding communities through externships and clinics. Similarly, the School of Dentistry provides dental care to the community through its mobile clinics, community out-reach programs, and campus-based programs.



Detroit Mercy's Counseling Clinic and Psychology Clinic offer mental health services to Detroit residents. The Center for Social Entrepreneurship provides workshops and conferences for new business ventures that strengthen society, while the Institute for Leadership and Service coordinates students' community engaged learning through approved courses.

University Ministry coordinates the Service in the City program, where students have the opportunity to participate in a Service Day with the University Ministry Office. These projects coincide with the Jesuit and Mercy values of the University. Students engage in service, and reflect on their experience afterwards. Service options vary each semester but often include working with the Pope Francis Center, Habitat for Humanity, and other local organizations. The Service in the City Tutoring Program connects Detroit Mercy students with La Casa Guadalupana and Loyola High School. Detroit Mercy students tutor on a weekly basis at these organizations, either in-person or virtually.





Through partnerships with Ford Motor Company Fund, United Way of Southeastern Michigan, and Sisters of St. Joseph Congregations, Detroit Mercy's Titan Equity Nourish Network fosters student and community collaboration to coordinate multiple service opportunities each week that reduce the immediate effects and systemic causes of hunger and food waste in the Detroit communities.






Detroit Mercy's School of Architecture was rebranded in 2021 as the School of Architecture & Community Development to highlight its mission-driven work with the community. New Community Development-related initiatives include the Institute for Afro-Urbanism, a Detroit-based research and advocacy organization established by a recent grant from The Ford Foundation.

Moreover, the School of Architecture & Community Development continues its community outreach through the Detroit Collaborative Design Center, which provides professional community-engaged design services to nonprofit community and civic organizations citywide and through the Master of Community Development (MCD) program, which partners with community organizations/projects such as Grandmont Rosedale Development Corporation, Bailey Park Project, Southwest Housing Solutions, and Facelift Detroit.








## Goal 1: Create Detroit's "College Town"



| KEY  |  |   | Baseline<br>Data Value <sup>1</sup> | 2021 -<br>2022 | 2022 -<br>2023 | 2023 -<br>2024 | 2024<br>Goal | Goal<br>Progress<br>Indicator |
|--|--|---|-------------------------------------|----------------|----------------|----------------|--------------|-------------------------------|
| <br>Goal Progress<br>Unsatisfactory | <br>Goal Progress<br>Satisfactory | <br>Goal<br>Attained |                                     |                |                |                |              |                               |

### Key Performance Indicators




#### Student Engagement Events Offered Weekends (Fri, Sat, Sun) or Beyond 5pm Weekdays<sup>2</sup>

|  |      |      |  |  |     |   |
|--|------|------|--|--|-----|---|
| Student Life                           | 71%  | 54%  |  |  | 85% |  |
| Residence Life                         | 100% | 100% |  |  | 85% |  |
| Alumni Relations                       | 86%  | 100% |  |  | 85% |  |
| University Ministry<br>(excludes mass) | 82%  | 82%  |  |  | 85% |  |
| University Recreation                  | 71%  | 80%  |  |  | 85% |  |

#### Funding Commitments<sup>3</sup>

|  |              |               |  |  |                   |  |
|--|--------------|---------------|--|--|-------------------|--|
| Amount of Funding Committed to<br>Capital Improvements related to<br>student housing | \$ 899,000   | \$ 461,000    |  |  | \$10<br>million   |   |
| Amount of Funding Committed to<br>general campus-wide physical<br>improvements       | \$15,464,000 | \$ 16,323,000 |  |  | \$10.8<br>million |  |

#### Student Satisfaction with Campus Life<sup>4</sup>

|                            |     |     |  |  |     |   |
|----------------------------|-----|-----|--|--|-----|---|
| Campus Life                | 5.0 | 5.0 |  |  | 6.0 |  |
| Campus Climate             | 5.3 | 5.3 |  |  | 6.0 |  |
| Campus Safety and Security | 5.5 | 5.5 |  |  | 6.0 |  |

### Notes

<sup>1</sup>Baseline Data Values reflect data collected or reported in various years over the period from 2017 to 2021. Data collection and reporting vary by data source and are noted for each data source in the notes.

<sup>2</sup>Student Engagement - Events offered weekends (Fri, Sat, Sun) or beyond 5pm weekdays for students virtually or in person. Events were sponsored by Student Life, Residence Life, Alumni Relations, University Ministry, University Recreation or a combination of sponsors. Data are from events submitted through the Detroit Mercy Live Events Calendar for the 2021-2022 academic year. Please note that Mass was not included as an event for University Ministry.

<sup>3</sup>Funding Commitments represent funds allocated to pay for capital improvements related to student housing or to general campus-wide physical improvements. Baseline values are from the 2020-2021 fiscal year.

<sup>4</sup>Student Satisfaction Inventory administered to students on all campuses and at all class levels during the Winter 2017 semester. N=790 (17% response rate) and constitutes the baseline data. 2021-2022 Data are from the Winter 2022 semester. N=696 (16% response rate). Students were instructed to "tell us how satisfied you are that your institution has met this expectation", using a 7 pt. Likert Scale with 5 being somewhat satisfied, 6 being satisfied, and 7 being very satisfied.

## Goal 2: Deliver Relevant and Dynamic Academics

*The University will create and sustain a culture of academic excellence, program relevance and positive outcomes to ensure that degree programs produce graduates who are responsive to the needs of employers and society and who enhance the University's reputation and identity.*

Competence and compassion employed in service to others remain hallmarks of the Mercy and Jesuit traditions. University of Detroit Mercy reaffirms its commitment to the development of students by providing core academic and experiential learning opportunities that empower graduates to pursue life-long learning, and to lead and serve in their communities.

The University will recommit to the mission of assisting all students, graduate and undergraduate, to find their calling and to connect their talents, strengths and passion to their sense of purpose and abilities needed for a lifetime of meaningful work in their communities. The University will enhance and capitalize on the integrated themes in the core curriculum that serve as the connective tissue that bind together the Detroit Mercy experience for all undergraduate students.

[Action Plans](#) for goal two focus on how to improve the delivery of relevant and dynamic academic programs to students. Plans include refining continuous improvement processes for all academic programs, increasing support for the academic enterprise with alternative revenue streams, coordinating marketing and recruitment efforts with each School and College, and investing in effective and high-quality teaching, advising, and mentorship.



[Goal-Two members of the Strategic Plan Implementation Task Force](#) met virtually during the 2021-2022 academic year to prioritize action plans and create implementation timelines. At the close of the academic year three plans were progressing as scheduled and ten had been implemented as a continuous University practice or completed. Statewide Covid-19 restrictions inhibited progress on some action plans but stimulated creativity for others.

Measures of goal-two progress toward 2024 targets are documented in the appended dashboard. Measures include nationally used metrics for institutions of higher education such as student enrollment, retention, and graduation rates, as well as metrics specific to goal-two strategies: allocated capital for teaching and learning spaces, percent of programs with 20 or more majors, student/faculty ratio, sponsored research awards, alternative revenue streams, national rankings, and student satisfaction with instruction, academic advising, recruitment and financial aid, and registration.

## Goal 2: Deliver Relevant and Dynamic Academics

### Strategy 2.1: Establish a Process for Ongoing and Comprehensive Academic Program Evaluation

*The University will thoughtfully evaluate academic programs and delivery methods with consideration to the shifts in the landscape of higher education and the demographic context, as well as financial viability.*

## Master of Science in Product Development Program (MPD)

+ NAVIGATE THIS SECTION

[College of Engineering and Science](#) › [Academics](#) › [Engineering](#) › [Product Development](#)



**Progress:** Academic program review supports the University's commitment to continuous improvement in educational programs, learning environments, support services, and student learning. Data gathered through the revised review process supports informed decision-making within departments, schools, colleges, and the University pertaining to planning, budgeting, allocating resources, and investing in new capital projects. Review of existing and proposed programs includes broad participation by faculty, staff, administrators, students, alumni, and community partners. It is intended to enhance the quality of a program; assist in determining a program's ability to respond to future challenges and opportunities; evaluate strengths and weaknesses; determine future priorities; and guide continuous improvement and planning. The Master of Science in Product Development was one of the many programs reviewed during the 2021-2022 academic year, along with program proposals for: MS in Vehicle Cyber Engineering, MS in Cybercrime, and MS in Ethical Leadership.

## Goal 2: Deliver Relevant and Dynamic Academics

### Strategy 2.2: Support the Academic Enterprise with Alternative Revenue Streams

*The University will increase its efforts to identify and secure alternative revenue streams, including the development of innovative business partnerships, expanded sponsored research, expanded external funding for student scholarships and intrapreneurial endeavors. Revenue streams beyond tuition and traditional fundraising will enhance the University's financial health and secure it well into the future.*

**Progress:** Grant awards supporting the academic enterprise at Detroit Mercy totaled nearly \$2.2 million dollars during the 2021-2022 fiscal year. Corporate and Foundation funding exceeded two million dollars in the 2021-2022 fiscal year. Foundations, corporations, and organizations supported student scholarships, community outreach, and mission related programs. The Sutarak Foundation funded scholarships for Engineering and Science students, while Ford Motor Company funded summer bootcamps for teachers and underrepresented high school students. The Skillman, Kresge, and Ford Foundations continued their support of the Detroit Collaborative Design Center. The Michigan Dental Association, Johnson & Johnson Consumer Inc, Delta Dental Foundation, and the Old Newsboys' Goodfellow Fund of Detroit funded mission-related efforts at the School of Dentistry and their Dental Clinic. The Toni Wisne Sabina Foundation and Dewitt C. Holbrook Memorial Fund, funded two efforts at the School of Law, their Veterans Law Clinic and their Conviction Integrity Clinic.





















Detroit Mercy continues to benefit from grant funds awarded in prior years from the Department of Education (establishment of the Center for Excellence in Teaching and Learning) and the United States Department of Defense (establishment of the Metro Detroit Regional Vehicle Cybersecurity Institute)



Goal 2: Deliver Relevant and Dynamic Academics

Notes

| KEY  |  |   | Baseline Data Value <sup>1</sup> | 2021 - 2022 | 2022 - 2023 | 2023 - 2024     | 2024 Goal   | Goal Progress Indicator |
|--|--|---|----------------------------------|-------------|-------------|-----------------|---|-------------------------|
|  Goal Progress Unsatisfactory |  Goal Progress Satisfactory |  Goal Attained |                                  |             |             |                 |   |                         |
| <b>Key Performance Indicators</b>  |  |   |                                  |             |             |                 |   |                         |
| <b>U.S. News and World Report Rankings<sup>2</sup></b>   |  |   |                                  |             |             |                 |   |                         |
| Best National University   | 187<br>52nd percentile   | 202<br>54th percentile  |                                  |             |             | Top Quarter     |    |                         |
| Best Value Schools   | 34<br>81st percentile  | 40<br>82nd percentile   |                                  |             |             | Top Quarter     |    |                         |
| Top Performers on Social Mobility National Universities  | 129<br>65th percentile   | 209<br>52nd percentile  |                                  |             |             | Top Quarter     |    |                         |
| <b>Student Satisfaction with Academic Elements<sup>3</sup></b>   |  |   |                                  |             |             |                 |   |                         |
| Academic Advising & Counseling Effectiveness   | 5.7  | 5.6   |                                  |             |             | 6.0             |    |                         |
| Campus Support Services  | 5.6  | 5.5   |                                  |             |             | 6.0             |    |                         |
| Instructional Effectiveness  | 5.5  | 5.5   |                                  |             |             | 6.0             |    |                         |
| Recruitment, Admissions, and Financial Aid Effectiveness   | 5.2  | 5.2   |                                  |             |             | 6.0             |    |                         |
| Registration Effectiveness   | 5.3  | 5.2   |                                  |             |             | 6.0             |    |                         |
| <b>Philanthropic Awards Supporting the Academic Enterprise<sup>4</sup></b>                                     |  |   |                                  |             |             |                 |   |                         |
| Scholarships & Financial Aid   | \$ 43,209,250  | \$ 48,534,444   |                                  |             |             | \$52 million    |  |                         |
| Programs and Faculty   | \$ 56,173,794  | \$ 61,126,141   |                                  |             |             | \$65 million    |  |                         |
| Facilities Improvements  | \$ 19,369,090  | \$ 24,271,490   |                                  |             |             | \$51 million    |  |                         |
| Unrestricted and General   | \$ 13,983,325  | \$ 16,946,286   |                                  |             |             | \$20 million    |  |                         |
| <b>Endowment<sup>5</sup></b>   |  |   |                                  |             |             |                 |   |                         |
| Endowment  | \$ 93,964,000  | \$ 86,033,000   |                                  |             |             | \$103.7 million |  |                         |
| <b>Allocated Capital for Relevant and Dynamic Teaching and Learning Spaces<sup>6</sup></b>                     |  |   |                                  |             |             |                 |   |                         |
| Annual Allocated Capital   | \$ 6,568,000   | \$ 2,701,000  |                                  |             |             | \$6.7 million   |  |                         |
| <b>Grant Awards Supporting the Academic Enterprise<sup>7</sup></b>   |  |   |                                  |             |             |                 |   |                         |
| Sponsored Research Grant Awards  | \$ 7,049,157   | \$4, 353,188  |                                  |             |             | \$5 million     |  |                         |

<sup>1</sup>Baseline Data Values reflect data collected or reported in various years over the period from 2017 to 2021. Data collection and reporting vary by data source and are noted for each data source in the notes.

<sup>2</sup>U.S. News and World Report Rankings - University rankings and program rankings are conducted at various intervals and have different methodologies that can be read on the ranking website.  
 -Best National University Rankings - 2022 Ranking of 443 schools was 202 for Detroit Mercy. Percentile score is calculated as  $(443-202)/443=54\text{th percentile}$ . Percentile ranking up 2% from previous year.  
 -Best Value Schools National Universities - 2022 Ranking of 223 schools was 40 for Detroit Mercy. 2022 Percentile score is calculated as  $(223-40)/223=82\text{nd percentile}$ , up one percentile from last year.  
 -Top Performers on Social Mobility National Universities - 2022 Ranking of 439 Schools was 209 for Detroit Mercy. 2022 Percentile score is calculated as  $(439-209)/439=52\text{nd percentile}$ , down from the 65th percentile last year

<sup>3</sup>W2017 Student Satisfaction Inventory. Baseline. N=790 (17%. W 2022 N=696 (16%). Students asked to "tell us how satisfied you are that your institution has met this expectation": 7 pt. scale 5= being somewhat satisfied, 6=being satisfied, 7=being very satisfied

MORE NOTES




<sup>4</sup>The Office of University Advancement works with alumni, employees, corporations, foundations, and donors to fund scholarships for students, reward distinguished faculty, enrich academic programs, and enhance the educational experience of all Detroit Mercy students. Contributions are reported cumulatively, starting with baseline data from the close of the 2021 fiscal year. Future projections emphasize facilities and endowment objectives.

<sup>5</sup>Baseline Endowment value is from the close of the 2021 fiscal year. The 2024 fiscal year goal is the five-year projection included in the 2022 fiscal year budget.

<sup>6</sup>Baseline allocated capital for relevant and dynamic teaching and learning spaces is from the 2021 fiscal year. The 2024 fiscal year goal is the five-year projection included in the 2022 fiscal year budget.

<sup>7</sup>Grant Awards include federal and state grants and contracts. Baseline data are from fiscal year 2020-2021. Subsequent data values are from respective years.







## Goal 2: Deliver Relevant and Dynamic Academics

| KEY  |  |   | Baseline Data Value <sup>1</sup> | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 | 2024 Goal | Goal Progress Indicator |
|--|--|---|----------------------------------|-------------|-------------|-------------|-----------|-------------------------|
|  Goal Progress Unsatisfactory |  Goal Progress Satisfactory |  Goal Attained |                                  |             |             |             |           |                         |








### Key Performance Indicators

#### Professional Board and Bar Examination Pass Rates<sup>8</sup>


*Architect Registration Examination Pass Rates (National Pass Rates) - ANA = Above National Average<sup>9</sup>*

|                                     |           |           |  |  |     |   |
|-------------------------------------|-----------|-----------|--|--|-----|---|
| Construction & Evaluation           | 60% (66%) | 62% (62%) |  |  | ANA |  |
| Practice Management                 | 71% (51%) | 50% (53%) |  |  | ANA |  |
| Programming & Analysis              | 57% (50%) | 53% (52%) |  |  | ANA |  |
| Project Development & Documentation | 67% (57%) | 60% (53%) |  |  | ANA |  |
| Project Management                  | 72% (63%) | 60% (63%) |  |  | ANA |  |
| Project Planning & Design           | 45% (45%) | 60% (47%) |  |  | ANA |  |

*National Nursing & PA Examinations (National Pass Rates) - ANA = Above National Average<sup>10</sup>*

|   |            |            |  |  |     |   |
|---|------------|------------|--|--|-----|---|
| National Council Licensure Examination NCLEX -RN (Detroit) <sup>8</sup> | 96% (84%)  | 96% (83%)  |  |  | ANA |   |
| National Council Licensure Examination NCLEX -RN (Grand Rapids)         | 100% (84%) | 91% (83%)  |  |  | ANA |  |
| National Council Licensure Examination NCLEX -RN (SDO)                  | 97% (84%)  | 70% (83%)  |  |  | ANA |  |
| Family Nurse Practitioner (FNP) Certification Exam                      | 97% (85%)  | 100% (84%) |  |  | ANA |  |
| Clinical Nurse Specialist Certification Exam (Adult Gerontology CNS)    | 100% (89%) | 100% (84%) |  |  | ANA |  |
| Physician Assistant (PA) National Certifying Examination® (PANCE)       | 93% (95%)  | 84% (93%)  |  |  | ANA |  |
| National Certification Exam (NCE)                                       | 91% (85%)  | 88% (84%)  |  |  | ANA |  |

*Michigan State Bar Exam Pass Rates (State Pass Rates) - ASA = Above State Average<sup>11</sup>*

|                        |           |           |  |  |     |   |
|------------------------|-----------|-----------|--|--|-----|---|
| First Time Bar Passage | 77% (78%) | 71% (72%) |  |  | ASA |  |
|------------------------|-----------|-----------|--|--|-----|---|

### Notes




<sup>8</sup>Professional Board and Bar Examination Pass Rates

<sup>9</sup>The Architect Registration Examination® (ARE®) is developed by the National Council of Architectural Registration Boards (NCARB). Baseline Pass rates reported are 2020 results.

<sup>10</sup>National Nursing and Physician Assistant Exams are administered for RNs, FNPs, CCN-Adult-Gerontology, Physician Assistants, and Nurse Anesthetists. Baseline data are from calendar year 2020 and are First-time pass rates.












<sup>11</sup>The Michigan State Bar Exam includes the Multistate Bar Exam (MBE), by the National Conference of Bar Examiners (NCBE). Baseline pass rates reported are 2020 results.

## Goal 2: Deliver Relevant and Dynamic Academics




| KEY  |  |   | Baseline Data Value <sup>1</sup> | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 | 2024 Goal | Goal Progress Indicator |
|--|--|---|----------------------------------|-------------|-------------|-------------|-----------|-------------------------|
|  Goal Progress Unsatisfactory |  Goal Progress Satisfactory |  Goal Attained |                                  |             |             |             |           |                         |

### Key Performance Indicators

#### Professional Board and Bar Examination Pass Rates

| <i>National Dental Examinations</i> <sup>12</sup>    |      |      |  |  |  |      |   |
|--|------|------|--|--|--|------|---|
| National Board Dental Exam: Part I                   | 95%  | 84%  |  |  |  | 100% |    |
| National Board Dental Exam: Part II                  | 97%  | 96%  |  |  |  | 100% |    |
| Integrated National Board Dental Examination (INBDE) | NA   | 99%  |  |  |  | 100% |    |
| ADEX Dental Exam: Anterior Restorative               | 100% | 99%  |  |  |  | 100% |    |
| ADEX Dental Exam: Posterior Restorative              | 100% | 97%  |  |  |  | 100% |    |
| ADEX Dental Exam: Prosthodontic                      | 99%  | 97%  |  |  |  | 100% |    |
| ADEX Dental Exam: Endodontics                        | 100% | 97%  |  |  |  | 100% |    |
| ADEX Dental Exam: Periodontics                       | 100% | 97%  |  |  |  | 100% |    |
| ADEX Dental Exam: Dental Simulated Clinical          | 91%  | 100% |  |  |  | 100% |    |
| National Board Dental Hygiene Examination            | 91%  | 92%  |  |  |  | 100% |   |
| ADEX Dental Hygiene Examination                      | 100% | 86%  |  |  |  | 100% |  |

#### Academic Program Efficiency<sup>13</sup>

|   |         |         |  |  |  |         |   |
|---|---------|---------|--|--|--|---------|---|
| Portion of UG programs with 20 or more majors       | 0.55    | 0.61    |  |  |  | 0.67    |  |
| Portion of Graduate programs with 20 or more majors | 0.40    | 0.45    |  |  |  | 0.50    |  |
| Student to Faculty Ratio                            | 11 to 1 | 11 to 1 |  |  |  | 12 to 1 |  |

#### Notes

<sup>12</sup>National Dental Examinations are administered for Dentists, Dental Hygienists, and Dentist Specialists. Pass rates reported are from the Class of 2021. Please note that the Class of 2022 dental students had the option to take Dental National Boards I and II or the Integrated National Board Dental Examination.

<sup>13</sup>Academic Program Efficiency measures support the strategic plan's efforts to ensure financial sustainability of the institution.

-Portion of UG programs with 20 or more majors is calculated using program majors identified in fall census reports. The number of undergraduate programs with at least 20 majors is divided by the total number of undergraduate programs. Excludes programs on teach-out plans, High School Dual Enrolled programs, and University College programs. Programs listed with a current and previous name were counted as one program. Baseline date from fall 2020 census and subsequent values are reported respectively.

-Portion of Graduate programs with 20 or more majors is calculated using program majors identified in fall census reports. The number of graduate programs with at least 20 majors is divided by the total number of graduate programs. Programs listed with a current and previous name were counted as one program. Graduate programs that share a common degree but have different concentrations were counted as one program. Baseline date from fall 2020 census and subsequent values are reported respectively.

-Student-to-Faculty Ratio is calculated using full-time equivalent (FTE) faculty and FTE students, as reported to IPEDS. Excludes Law and Dental.



## Goal 2: Deliver Relevant and Dynamic Academics

### Strategy 2.3: Coordinate Marketing and Recruiting with Academic Goals

*A robust, well-planned, coordinated, and well-funded marketing and recruitment program is essential to spread widely the academic focal points to prospective students and potential external partners.*



**Progress:** Coordination, collaboration, interaction and centralization of marketing, communications, and recruitment are key to reaching the University's academic goals. The partnership between Admissions and MARCOM is very important as they utilize detailed analytics to improve prospect engagement and drive increased applications and website traffic to programs. The use of statistical and analytical tools, combined with other comprehensive, integrated marketing, communications and recruitment efforts such as creation of prospective student social media influencers, enhanced program websites, digital marketing targeting efforts and others, have increased website traffic and inquiries. Additionally, collaborating and

coordinating efforts with the Schools and Colleges improves recruiting. A strong coordination between academic leadership and administrative leadership will help move ideas and plans to the next level. Admissions would like to expand markets beyond the state, which could yield potential growth for undergraduate and graduate programs.



Marketing efforts emphasize accredited and nationally ranked programs. These academically rigorous programs attract students to Detroit Mercy. Capitalizing on these successes will continue to strengthen enrollment throughout the entire institution.

## Goal 2: Deliver Relevant and Dynamic Academics

### Strategy 2.4: Invest in Effective and High-Quality Teaching, Advising, and Mentorship

*By featuring academic excellence as a key institutional characteristic, a high-quality student experience must continue to be delivered. Continuous improvement, therefore, will require additional investment to support excellence in teaching, mentorship and faculty development.*



The new Center for Excellence in Teaching & Learning (CETL) moved into its new home on the third floor of the McNichols Campus Library. The goals of the CETL are to increase the awareness and use of high-impact teaching practices; encourage, support, and facilitate a professional community based on aligned educational practice and outcomes; and promote critical analysis and exploration of teaching practices through scholarship.

**Progress:** A high-quality student experience at Detroit Mercy involves high-quality teaching. Being able to offer faculty relevant and meaningful professional development opportunities through a centralized office has been a goal for some time. A \$1.6 million grant from the U.S. Department of Education afforded the University an opportunity to establish a Center for Excellence in Teaching and Learning (CETL) that promotes excellence in pedagogy, high-impact teaching practices, assessment, and online and face-to-face course design. Faculty engage in research and enhance instructional methods to increase student success. Funds from the grant were used to renovate space in the McNichols Campus Library to house the CETL, purchase furnishings and technology (computers, software and audio/visual equipment), fund faculty mini-grants in support of research to improve teaching and learning, sponsor a faculty mentoring program, provide faculty development programming, support CETL personnel (director, assistant director, and coordinator positions), and establish an endowment fund for programming support beyond the grant.

## Goal 3: Passionately Serve Students and Each Other

*The University will initiate programs and processes to ensure that we always deliver on our promise of being student-centered. We will also create a campus-wide culture for all University employees that is collaborative, supportive, and respectful.*

Service is at the heart of the work of the Sisters of Mercy and the Society of Jesus. Building on our tradition of care for the whole person, we will intentionally recommit ourselves to serving the needs of students and all employees. Our students should receive the high level of personalized support that is a core attribute of Detroit Mercy being a national private university. We will identify and enhance processes to eliminate barriers to providing excellent customer service to students, while simultaneously forging a culture of appreciation and accountability to those who serve our students. Our employees should experience a campus culture that fosters a discerning environment where each unit becomes more integrated with other parts of the university and contributes to the growing health of the university.

[Action Plans](#) for goal three focus on Detroit Mercy's campus culture. Plans include customer service training for employees; enhanced employee satisfaction and recognition programs; advising, mentoring, and vocation development; mental health and wellness initiatives; enhanced student services; expanded employee support; appointment of a university-wide ombudsperson; and the creation of an Office of Diversity, Equity, and Inclusion. These plans include initiating customer service feedback mechanisms; hiring additional Human Resource staff, Wellness Center Counselors, and a Director of Diversity, Equity, and Inclusion.

The Center for Excellence in Teaching and Learning best captures the sentiment for goal three in its call for proposals for the fall 2022 Colleague Development Days. The broad theme was CULTIVATE. All employees were invited to present and/or attend to cultivate vision and excellence, compassion and strength, and talents, abilities and knowledge. The goal was to reflect upon employees are poised for growth and regeneration by thinking of the university as a space that is rich with opportunity—not just for our students, but for our entire community.

[Goal-Three members of the Strategic Plan Implementation Task Force](#) met virtually during the 2021-2022 academic year to prioritize action plans and create implementation timelines. At the close of the academic year, one action plan was in the planning phase, nine were progressing as scheduled, four had been implemented as a continuous University practice or completed, and one was eliminated. Statewide Covid-19 restrictions inhibited progress on some action plans but stimulated creativity for others. Resource requests for additional personnel were submitted for review by the Strategic Plan Budget Review Team. Measures of goal-three progress toward 2024 targets are documented in the appended dashboard. Measures include nationally used metrics for institutions of higher education such as student enrollment, retention, and graduation rates, as well as metrics specific to goal-three strategies: student satisfaction, mission awareness and appreciation, and employee satisfaction.

## Goal 3: Passionately Serve Students and Each Other

### Strategy 3.1: Create a Culture of Exceptional Customer Service to Students

*Students deserve to experience exceptional and personalized service in all of their encounters on campus with food service, financial aid, public safety, the registrar's office, athletics, the fitness center, the library, the student success center and all academic administrative offices. "The Titan Way" equates to providing high-quality service and support to each student. We value a diverse student population and extend a special welcome to all new students.*

**Progress:** Efforts to improve student services include centralizing student-service offices for convenient student access. The lower level of the new Student Union houses the Bookstore, Student Life, and University Ministry. The first floor houses Admissions, Financial Aid, Student Accounting, and the Registrar's Office. Having these services under one roof promotes collaboration among office staff to better assist students. Several initiatives are underway to provide students with exceptional and personalized service. These efforts range from hiring new employees who embrace the diverse setting and mission of the University to professional development of all employees.



## Goal 3: Passionately Serve Students and Each Other

### Strategy 3.2: Ensure that Every Student Knows They are Cared For

*Central to the Mission of the University, we are committed to the intellectual, spiritual, ethical and social development of our students. Providing students with support to navigate the challenges and opportunities in life is consistent with our Detroit Mercy Catholic identity.*

**Progress:** The COVID-19 Pandemic exacerbated the stress felt by college students all of the country. Detroit Mercy implemented several plans to ensure that students knew they were cared for. Additional staff and Personal Counselors were hired in Detroit Mercy's Wellness Center to meet the increased demand of students' needs. The Wellness Center provides high quality interdisciplinary health, wellness, psychological and counseling services. The mission of the Wellness Center is promotion of services with a focus on developing the whole person; enhancing the physical, emotional, psychological, intellectual and spiritual well-being of students. They strive to facilitate students' personal growth and enhance their academic success. Moreover, the Recreation and Fitness Center, Health Clinic, and University Ministry offered services to promote health, inspire well-being, enhance academic success, and foster community.



## Goal 3: Passionately Serve Students and Each Other

### Strategy 3.3: Create a Culture of Respect and Collaboration among Employees

*A campus community known for its service to students should also model a healthy and supportive campus environment for employees. Embracing a campus work culture established on principles of mutual respect, civility, appreciation of diversity and diverse perspectives, healthy communication and effective conflict resolution, enables us to better serve each other and our students.*






**Progress:** The University values all of its employees and strives for a campus work environment that is welcoming to all. Progress on action plans are at various stages:

- The inaugural Director of Diversity, Equity, and Inclusion began on August 1, 2022. The position requires an individual who can lead institutional change and educational effectiveness by cultivating organizational capacity for diversity, equity, inclusion and by garnering support for a culture of equity-mindedness.
- The Employee Satisfaction Survey was administered in Winter 2022 by the Office of Institutional Research and Effectiveness, in conjunction with the Human Resources Office to capture employee perspectives on institutional performance in several areas, including campus environment, communication and transparency, professional development and promotion, mission awareness and appreciation and institutional commitment to students. These data will help in planning initiatives to enhance campus culture.
- Employee recognition initiatives are being explored to add to the current list of employee awards: Commitment to Excellence Awards, Years of Service Awards, and the Agere ex Missione Awards.
- The University of Detroit Mercy's Jesuit and Mercy Joint Mission Visit by the Conference for Mercy Higher Education (CMHE) and the Association of Jesuit Colleges and Universities (AJCU) took place in fall of 2021 with the goal of bringing a "focused lens on what is common to both religious congregations and the desire to move forward with a clearer language and aspirational ideas that would concretize for Detroit Mercy a clearer direction and purposeful engagement of what is a shared understanding of what it means to be Catholic, Jesuit, Mercy, in an urban context" (Jesuit and Mercy Peer Visitor Committee Report, October 2021).





## Goal 3: Passionately Serve Students and Each Other

## Notes






| KEY  |  |   | Baseline<br>Data<br>Value <sup>1</sup> | 2021 -<br>2022 | 2022 -<br>2023 | 2023 -<br>2024 | 2024<br>Goal | Goal<br>Progress<br>Indicator |
|--|--|---|--|----------------|----------------|----------------|--------------|-------------------------------|
| <br>Goal Progress<br>Unsatisfactory | <br>Goal Progress<br>Satisfactory | <br>Goal<br>Attained |  |                |                |                |              |                               |

### Key Performance Indicators





#### Student Satisfaction<sup>2</sup>

|                                       |     |     |  |  |     |   |
|---------------------------------------|-----|-----|--|--|-----|---|
| Concern for the Individual            | 5.4 | 5.3 |  |  | 6.0 |  |
| Responsiveness to Diverse Populations | 5.5 | 5.5 |  |  | 6.0 |  |
| Service Excellence                    | 5.4 | 5.2 |  |  | 6.0 |  |
| Student Centeredness                  | 5.3 | 5.2 |  |  | 6.0 |  |




#### Employee Satisfaction<sup>3</sup>

|                                      |    |     |  |  |     |   |
|--------------------------------------|----|-----|--|--|-----|---|
| Feeling Valued                       | NA | 3.6 |  |  | 5.0 |    |
| Campus Environment                   | NA | 3.6 |  |  | 5.0 |   |
| Budget & Resources                   | NA | 2.8 |  |  | 5.0 |  |
| Professional Development & Promotion | NA | 2.8 |  |  | 5.0 |  |
| Communication & Transparency         | NA | 3.0 |  |  | 5.0 |  |

#### Mission Awareness and Appreciation<sup>4</sup>

|   |    |     |  |  |     |   |
|---|----|-----|--|--|-----|---|
| I understand how my job contributes to the University's mission                                 | NA | 4.2 |  |  | 5.0 |  |
| The mission, purpose, and values of this institution are well understood by most employees      | NA | 3.7 |  |  | 5.0 |  |
| Most employees are generally supportive of the mission, purpose, and values of this institution | NA | 3.7 |  |  | 5.0 |  |
| The goals and objectives of this institution are consistent with its mission and values         | NA | 3.7 |  |  | 5.0 |  |

#### Institutional Commitment to Students<sup>5</sup>

|   |    |     |  |  |     |   |
|---|----|-----|--|--|-----|---|
| Institution promotes excellent employee-student relationships | NA | 3.7 |  |  | 5.0 |  |
| Institution treats students as its top priority               | NA | 3.7 |  |  | 5.0 |  |
| Institution does a good job of meeting the needs of students  | NA | 3.6 |  |  | 5.0 |  |

<sup>1</sup>Baseline Data Values reflect data collected or reported in various years over the period from 2017 to 2021. Data collection and reporting vary by data source and are noted for each data source in the notes.

<sup>2</sup>W2017 Student Satisfaction Inventory. Baseline. N=790 (17%). W2022 N=696 (16%). Students asked to "tell us how satisfied you are that your institution has met this expectation": 7 pt. scale 5= being somewhat satisfied, 6=being satisfied, 7=being very satisfied.

<sup>3</sup>W2022 Employee Satisfaction: Survey administered to faculty, staff and administrators. N=463 (34% response rate). Respondents presented with statements describing different aspects of their institution and asked to rate their satisfaction with its implementation on their campus. 5pt scale, 5=Very Satisfied, 4=Satisfied, 3=Somewhat Satisfied, 2=Not Very Satisfied, 1-Not Satisfied at All. Factor Analysis was conducted to determine the variable constructs. There is no baseline data for this survey.

<sup>4</sup> W2022 Mission Awareness and Appreciation: Survey administered to faculty, staff and administrators. N=463 (34% response rate). Respondents presented with statements describing the mission of their institution and asked to rate their satisfaction with its implementation on their campus. 5pt scale, 5=Very Satisfied, 4=Satisfied, 3=Somewhat Satisfied, 2=Not Very Satisfied, 1-Not Satisfied at All. There is no baseline data for this survey.

<sup>5</sup> W2022 Institutional Commitment to Students: Survey administered to faculty, staff and administrators. N=463 (34% response rate). Respondents presented with statements describing institutional commitment to students and asked to rate their satisfaction with its implementation on their campus. 5pt scale, 5=Very Satisfied, 4=Satisfied, 3=Somewhat Satisfied, 2=Not Very Satisfied, 1-Not Satisfied at All. No baseline data for this survey.

## STRATEGIC PLAN IMPLEMENTATION TEAM – 2021-2022

**Co-Chair: Karen Lee, Associate Vice President for Academic Administration**

**Co-Chair: Dan Pitera, Dean - School of Architecture & Community Development**

| Goal One: Create Detroit's "College Town"   |         |                        |                   |
|---|---------|------------------------|-------------------|
| Goal Captain: Ceara M. O'Leary, Professor of Practice, School of Architecture & Community Development   |         |                        |                   |
|   | Faculty | Administrator or Staff | Student or Alumni |
| <b>Strategy 1.1 Enhance Student Engagement</b><br>Strategy Coordinator - <a href="#">Monica Williams, Dean of Students</a>  |         |                        |                   |
| Delaney Alward, Psychology major and Leadership minor   |         |                        |                   |
| Alysa Jackson, Director of University Services  |         |                        |                   |
| Christopher J. Kolon, Head Coach, Men's Lacrosse  |         |                        |                   |
| Diego Peralta, Business major and Leadership minor  |         |                        |                   |
| Mary Liz Valesano, Assistant Professor, Performing Arts   |         |                        |                   |
| <b>Strategy 1.2 Improve Student-Centered Facilities</b><br>Strategy Coordinator - <a href="#">Dominic Romano, Business Manager, Facility Operations</a>   | Faculty | Administrator or Staff | Student or Alumni |
| Dennis M. Carlesso, Executive Director, Major Gifts   |         |                        |                   |
| Lanae E. Gill, Director for Residence Life  |         |                        |                   |
| James Leach, Assistant Professor of Architecture  |         |                        |                   |
| Eduardo Sanchez, Architecture major and Leadership minor  |         |                        |                   |
| David Vandelinder, Director for Facilities Operations and Construction Management   |         |                        |                   |
| <b>Strategy 1.3 Connect to and Enhance the Surrounding Community</b><br>Strategy Coordinator - <a href="#">Julia Kowalski, Designer + Project Manager, School of Architecture &amp; Community Development</a> | Faculty | Administrator or Staff | Student or Alumni |
| Zach Cotton, Biology major and Psychology minor   |         |                        |                   |
| Fr. Tim Hipskind, Director, Service Learning Program  |         |                        |                   |
| Derrin Leppke, Director of the Center for Social Entrepreneurship   |         |                        |                   |
| Sonya Simmons, Criminal Justice major and Psychology minor  |         |                        |                   |



| Goal Two: Deliver Relevant and Dynamic Academics   |         |                        |                   |
|--|---------|------------------------|-------------------|
| Goal Captain: Matthew Mio, Professor and Chair, Department of Chemistry and Biochemistry   |         |                        |                   |
| <b>Strategy 2.1 Establish a Process for Ongoing and Comprehensive Academic Program Evaluation</b><br><i>Strategy Coordinator - Karen Lee, Associate Vice President for Academic Administration</i>     | Faculty | Administrator or Staff | Student or Alumni |
| Steven Abell, Professor of Psychology  |         |                        |                   |
| Abiodun Ige, Assistant Professor of Management   |         |                        |                   |
| Gnanada S. Joshi, Assistant Professor of Biology   |         |                        |                   |
| Nutrena Tate, Associate Dean, College of Health Professions  |         |                        |                   |
| Shelley Wagon, Executive Director of Institutional Research & Effectiveness  |         |                        |                   |
| Leonard Kloft, Assistant Dean of Academic Affairs, College of Business Administration  |         |                        |                   |
| Victoria Mantzopoulos, Associate Dean, College of Liberal Arts & Education   |         |                        |                   |
| Noah Resnick, Associate Dean, School of Architecture and Community Development   |         |                        |                   |
| Elizabeth Roberts-Kirchhoff, Assistant Dean for Academics, College of Engineering & Science  |         |                        |                   |
| <b>Strategy 2.2 Support the Academic Enterprise with Alternative Revenue Streams</b><br><i>Strategy Coordinator - Ann Serra, Director of the Office for Sponsored Programs and Research Activities</i> | Faculty | Administrator or Staff | Student or Alumni |
| Nancy Calleja, Professor and Chair, Department of Counseling and Addiction Studies   |         |                        |                   |
| Arnold A. D'Ambrosio, Vice President for University Advancement  |         |                        |                   |
| Greg Grobis, Associate Professor of Performing Arts  |         |                        |                   |
| Christina Heximer, Co-Executive Director of Detroit Collaborative Design Center  |         |                        |                   |
| Darrell Kleinke, Professor of Mechanical Engineering   |         |                        |                   |
| Kimberly Koelb, Associate Vice President for Finance & Controller  |         |                        |                   |
| Yvonne Lindstrom, Director of Corporate-Foundation Relations   |         |                        |                   |
| Nicholas Schroeck, Associate Dean of Experiential Education and Associate Professor of Law   |         |                        |                   |

**Goal Two: Deliver Relevant and Dynamic Academics - continued**

Goal Captain: Matthew Mio, Professor and Chair, Department of Chemistry and Biochemistry

| <b>Strategy 2.3 Coordinate Marketing and Recruitment with Academic Goals</b><br><i>Strategy Coordinator -TBD</i>  | Faculty | Administrator<br>or Staff | Student or<br>Alumni |
|---|---------|---------------------------|----------------------|
| Brett Erskine, 5-year MBA major and Leadership minor  |         |                           |                      |
| Gary J. Erwin, Associate Vice President for Marketing and Communications  |         |                           |                      |
| Alyssa Lang, 5-year MBA major and Leadership minor  |         |                           |                      |
| Mary Mitsch, Professor and Interim Chair, Health Services Administration  |         |                           |                      |
| Deborah Stieffel, Vice President for Enrollment Management & Student Affairs  |         |                           |                      |
| <b>Strategy 2.4 Invest in Effective and High-Quality Teaching, Advising, and Mentorship</b><br><i>Strategy Coordinator - Michael Verducco, Director of Center for Excellence in Teaching and Learning</i> | Faculty | Administrator<br>or Staff | Student or<br>Alumni |
| Micah Carey, Biology major and Leadership minor   |         |                           |                      |
| Zack Kennedy, Business major and Leadership minor   |         |                           |                      |
| Gloria Regis, Biology major and Leadership minor  |         |                           |                      |
| Carolyn Rimle, Assistant Dean for Academics, College of Engineering & Science   |         |                           |                      |
| Richard Rockwell, Adjunct Education Professor and Field Supervision Coordinator   |         |                           |                      |

| Goal Three: Passionately Serve Students and Each Other   |         |                        |                   |
|--|---------|------------------------|-------------------|
| Goal Three Co-Captains: Mary S. Taylor, Assistant Director - Human Resources and Felicia Hartinger, Director of Student Success Center   |         |                        |                   |
| <b>Strategy 3.1 Create a Culture of Exceptional Customer Service to Students</b><br>Strategy Coordinator - Juliette Daniels, Assistant Dean of Student Services & Enrollment Management, School of Dentistry | Faculty | Administrator or Staff | Student or Alumni |
| Kyle Bandyk, -5-year MBA major and Leadership minor  |         |                        |                   |
| Kimberly Van Associate Coordinator, Financial Aid  |         |                        |                   |
| Deanna Blevins, Director, Fitness Center   |         |                        |                   |
| Teri Carroll, Senior Director of Development, College of Business Administration   |         |                        |                   |
| Shuvra Das, Professor of Mechanical Engineering  |         |                        |                   |
| Nicole Shorter, Library Assistant  |         |                        |                   |
| Cheryl Styczynski, Director, Student Accounting  |         |                        |                   |
| Jessica Turner, Criminal Justice major and Leadership minor  |         |                        |                   |
| <b>Strategy 3.2 Ensure that Every Student Knows they are Cared for</b><br>Strategy Coordinator - Erica Graze, Assistant Director, Student Success Center   | Faculty | Administrator or Staff | Student or Alumni |
| Kelson Connors, Business major and Leadership minor  |         |                        |                   |
| Maghan Davis, Social Work major and Leadership minor   |         |                        |                   |
| Megan Jennings, Associate Dean, Student Affairs, School of Law   |         |                        |                   |
| Andrea Kwasky, Clinical Professor, McAuley School of Nursing   |         |                        |                   |
| Sr. Erin McDonald, University Minister for Service and Social Justice  |         |                        |                   |
| Catherine Punsalan-Manlimos, Assistant to the President for Mission Integration  |         |                        |                   |
| Annamaria Silveri, Director of Wellness Center   |         |                        |                   |

Goal Three: Passionately Serve Students and Each Other

Goal Three Co-Captains: Mary S. Taylor, Assistant Director - Human Resources and Felicia Hartinger, Director of Student Success Center

| <b>Strategy 3.3 Create a Culture of Respect and Collaboration Among Employees</b><br>Strategy Coordinator - Amber Johnson, Director of TRIO Student Support Services | Faculty | Administrator or Staff | Student or Alumni |
|--|---------|------------------------|-------------------|
| Anita Klueg, Director of University Ministry   |         |                        |                   |
| Brigette Murphy-Barbee, Business Manager, School of Architecture and Community Development   |         |                        |                   |
| Lauren Paton, Assistant Dean of Finance and Business, College of Health Professions  |         |                        |                   |
| Nicole Najor, Assistant Professor of Biology   |         |                        |                   |
| Jordan Hall, Law School Director of Student Affairs, Campus Equity & Inclusion   |         |                        |                   |

## 2021-2022 Strategic Planning and Budget, Facilities, and Safety Team

|                          |   |
|--------------------------|---|
| Dana Hart                | Director of Business and Finance, School of Dentistry   |
| Dennis Carlesso          | Executive Director-Major Gifts, University Advancement  |
| Don DiPaolo              | Professor & Coordinator for the Leadership Minor Program, College of Liberal Arts & Education |
| Fr. Gilbert Sunghera, SJ | Associate Professor of Architecture   |
| Kimberly Koelb           | Associate Vice President for Finance & Controller   |
| Megan Conrad             | Associate Professor, ME, College of Engineering and Science, & d MFA Representative           |
| Megan Novell             | Title IX Coordinator & Equity Compliance  |
| Pamela Zarkowski         | Provost & Vice President for Academic Affairs   |
| Rebecca G. Nowak         | Director, Clinical Operations & Outreach, School of Law                                       |
| Steve Corder             | Assistant Athletic Director - NCAA Compliance   |
| Tammy Batcheller         | Associate Vice President, Facilities Management   |
| Todd Hibbard             | Professor of Religious Studies, College of Liberal Arts & Education                           |
| Tom Manceor              | Vice President for Business & Administration (invited participant)                            |

## 2020-2021 Strategic Planning and Budget, Facilities, and Safety Team

|                   |   |
|-------------------|---|
| Anthony Neely     | Associate Professor, School of Dentistry  |
| Arnold D'Ambrosio | Vice President for University Advancement   |
| Dan Pitera        | Dean, School of Architecture and Community Development  |
| Dave Vandelinder  | Director, Facilities Operations & Construction Management, Construction Planning              |
| Don DiPaolo       | Professor & Coordinator for the Leadership Minor Program, College of Liberal Arts & Education |
| Gnanada Joshi     | Professor of Biology, College of Engineering and Science, and MFA Representative              |
| John Hitchings    | Athletics Administration  |
| Karen Lee         | Associate Vice President for Academic Administration  |
| Kimberly Koelb    | Associate Vice President for Finance & Controller   |
| Megan Novell      | Head of Circulation, McNichols Library  |
| Pamela Zarkowski  | Provost & Vice President for Academic Affairs   |
| Rebecca G. Nowak  | Director, Clinical Operations & Outreach, School of Law                                       |
| Robert Vowels     | Athletic Director, Athletics Administration   |

## 2019-2020 Strategic Planning and Budget, Facilities, and Safety Team

|                   |   |
|-------------------|---|
| Amy Smith         | Associate Dean for Operations, School of Law  |
| Anthony Neely     | Associate Professor, School of Dentistry  |
| Arnold D'Ambrosio | Vice President for University Advancement   |
| Dan Pitera        | Dean, School of Architecture  |
| Dave Vandelinder  | Director, Facilities Operations & Construction Management, Construction Planning              |
| Don DiPaolo       | Professor & Coordinator for the Leadership Minor Program, College of Liberal Arts & Education |
| Gnanada Joshi     | Professor of Biology, College of Engineering and Science, and MFA Representative              |
| John Hitchings    | Athletics Administration  |
| Karen Lee         | Associate Vice President for Academic Administration  |
| Kimberly Koelb    | Associate Vice President for Finance & Controller   |
| Megan Novell      | Head of Circulation, McNichols Library  |
| Pamela Zarkowski  | Provost & Vice President for Academic Affairs   |
| Robert Vowels     | Athletic Director, Athletics Administration   |

## 2018-2019 Strategic Planning and Budget, Facilities, and Safety Team

|                   |   |
|-------------------|---|
| Amy Smith         | Associate Dean for Operations, Law School   |
| Anita Klueg       | Director, University Ministry   |
| Anthony Neely     | Associate Professor, School of Dentistry  |
| Arnold D'Ambrosio | Vice President, University Advancement  |
| Barraka Baber     | Systems Administration - Network  |
| Dave Vandelinder  | Director, Facilities Operations & Construction Management, Construction Planning              |
| Debbie Stieffel   | Vice President for Enrollment Management & Student Affairs                                    |
| Don DiPaolo       | Professor & Coordinator for the Leadership Minor Program, College of Liberal Arts & Education |
| Gregory Grabowski | Professor of Biology, College of Liberal Arts & Education, and MFA Representative             |
| Kim Koelb         | Associate Vice President for Finance & Controller   |
| Pamela Zarkowski  | Provost & Vice President for Academic Affairs   |
| Robert Vowels     | Athletic Director, Athletics Administration   |
| Will Wittig       | Dean, School of Architecture  |