



2020 Self-Study for the Mid-Cycle Evaluation

Submitted August 17, 2020 to the Higher Learning Commission

Current Accreditation Cycle: 2016 - 2026

Criterion One. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. *The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*
2. *The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.*
3. *The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.*

Argument:

The Mission of University of Detroit Mercy emerged directly from the education and service traditions of the University sponsors, the Religious Sisters of Mercy and the Society of Jesus. The Mission documents reflect academic excellence, student-centered education, and the importance of life-long learning, as well as stress compassion, justice, and the dignity of the person. The Mission documents were developed through a collaborative process involving multiple stakeholders and constituents and adopted by the University's Board of Trustees in 1999.

The Mission documents include the Mission Statement and the Vision Statement. Each of these are clearly articulated and broadly understood within the institution. The documents guide the operations of the institution, particularly as they refer to the purpose of the institution as an academic enterprise, and its emphasis on the holistic development of students including ethical, social, spiritual and intellectual development.

The Mission documents are current and the Mission was recently updated to reflect a change in the institution's branding from *UDM* to *Detroit Mercy*.

Detroit Mercy Mission Statement

The 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 Statement

The 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.

The Mission, Vision, and Foundation documents clearly describe the focus of the University's work and the constituents the University serves. Each of these documents is accessible to all members of the University community and the public, including prospective students, visitors, and others through the University website and in various print materials. The Mission and Vision Statements are also prominently displayed throughout all three campuses and are found in the [Student Handbook](#) and academic program handbooks.

Because the Mission guides all that the University does, it is included on multiple documents, events and other activities related to the day-to-day operations of the institution. These include but are not limited to celebratory event programs (e.g., Honors Convocation), alumni magazine (i.e., *Spiritus*), fundraising brochures, and applications for external funding. The Mission communicates Detroit Mercy's unique characteristics as an institution of higher education.

The Detroit Mercy mission documents explain and clarify each of the key components of the mission, referencing the fundamental purpose of the institution.

Detroit Mercy's purpose as an institution dedicated to research, teaching, and service are also explicitly described in the current collective bargaining agreement, **Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union** (2016-2021). These three criteria constitute the basis for decision-making for hiring and the granting of promotion, tenure, and emeritus status for all faculty. The significance of teaching, research, and service at Detroit Mercy is also demonstrated and monitored regularly through the faculty annual reporting process. Further, it is emphasized through a wide range of activities that include but are not limited to annual awards for achievement and excellence in teaching, research and service, annual awards for mission-related activities given to graduate, undergraduate, dental and law students and employees, an annual internal research fund to support faculty research activities, annual University-wide forum to share scholarly works of faculty and students (i.e., *Celebration of Scholarly Achievement*), regular publication highlighting externally-funded

research activities and peer-reviewed publications (*Research @ UDM*), and the University's online newsletter, *Campus Connection*, that provides regular highlights of teaching, research, and service activities.

The significance of Detroit Mercy's mission as the guiding force to all that we do is also clearly evidenced in the operations of the Office of Mission Integration and the institution's **Strategic Plan Boundlessly Forward: Detroit Mercy 2019-2024**. In 2019, the Office of Mission and Identity transitioned to the new Office of Mission Integration (OMI), and a new Assistant to the President for Mission Integration was appointed. The new website for the Detroit Mercy Office of Mission Integration further emphasizes the role of the institution, the nature, scope and constituents of the institution and further defines the role of Mission in guiding the institution's work:

The primary purpose of the Office of Mission Integration (OMI) is to enable faculty, staff and administrators to learn more about the Jesuit, Mercy and Catholic mission of University of Detroit Mercy. By engaging in OMI programs such as retreats and workshops, we hope you'll find what the mission means for your work and your own professional and personal formation.

As your formation proceeds, this will contribute to the formation of Detroit Mercy students. For faculty, OMI programs will provide a space to explore how your research and teaching intersects with Detroit Mercy's mission. We'll make this intersection explicit and enable interdisciplinary conversations with colleagues from different parts of the University.

For staff and administrators, you'll be able to learn more about the traditions of our sponsoring orders as well as the broader Catholic intellectual tradition. The point is to understand the sources of those values and commitments that draw you to the institution. You will also have opportunities to reflect on the meaning of the mission for your work and to do this in the context of building community with others at the University.

Building on previous activities designed to promote a deeper understanding of mission and its role in the institution's work, more than 30 faculty, staff, and administrators began an intensive process that included an off-site retreat and ongoing dialogue in November 2019 and continues as of this writing. The purpose of this retreat is to initiate an in-depth and ongoing conversation about the Mission of the institution grounded in the charism of the two sponsoring religious orders and informed by the collective experience and wisdom of the participants as leaders in mission integration at the University. This initial retreat and dialogue process is intended to lead to the creation of smaller working groups to develop other critical activities and programs from the OMI, specifically: a) the creation of an adaptive orientation-to-mission

program that will introduce various units of the University to foundational elements of the University Mission and invite them to reflect on the integration of these into their roles and operations; b) general and college/school-specific programs for faculty on mission-informed teaching and scholarship; c) a working group to review and revisit the Mission, Vision and Values statements of the University; and d) a five-year strategic plan.

New foundational programming is being revised and expanded that will be embedded into the institution to continuously promote mission integration. These foundational Professional Development Programs in Mission include: a) introduction to the mission of Detroit Mercy as a Mercy and Jesuit Catholic University in the city of Detroit, offered in one daylong or six 90-minute gatherings during an academic year; b) New Employee Orientation, a brief 30-minute orientation to mission followed by invitation to a half-day retreat and monthly “Lunch & Learns,” brown bag lunch conversations about mission; and c) New Faculty Orientation, a half-day orientation to mission during the provost’s New Faculty Orientation, faculty mentoring, and monthly mission deep-dive brown bag lunches that bring together new faculty and their mentors.

Integral to professional development in mission in the Mercy and Jesuit traditions is the cultivation of a life of reflection and an introduction to the spiritual traditions of the two founding communities. The OMI is also developing opportunities for the cultivation of individual and communal lives of discernment and reflection through programs: a) Advent/Lenten afternoons of reflection; b) Semester-end Examen; and c) Faculty, Administrator, Staff annual retreat.

Detroit Mercy’s Mission also directly guides the strategic planning process and is reflected in the plan. Following an in-depth planning process that involved more than 435 staff members, administrators, faculty, and students from all three campuses, the current Strategic Plan was approved by the Board of Trustees in June, 2019. The Plan further reinforces and energizes the University’s mission to caring for the whole student (*cura personalis*) and the heritage of the founding sponsors, the Society of Jesus and the Religious Sisters of Mercy. The Plan’s three goals are: Create Detroit’s College Town, Deliver Relevant and Dynamic Academics, and Passionately Serve Students and Each Other. The ten major strategies are designed to guide the University forward during the next several years. As stipulated in the introduction to the Strategic Plan, it:

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.

This 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.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Argument:

University of Detroit Mercy mission guides all aspects of the institution's operations, including academic offerings, student support services, and enrollment. Each of these three major areas is specifically aligned with the Detroit Mercy mission.

Academic Offerings

Consistent with the Mission, Detroit Mercy offers more than 100 academic programs at the undergraduate and graduate level. At the undergraduate level, majors range from Philosophy to Engineering and from Theater to Architecture and Nursing while at the Master's level, academic programs range from Information Assurance to Counseling and from Business Administration to Physician Assistant. Detroit Mercy also offers doctoral and professional programs, including law, dentistry, and clinical psychology.

To further illustrate the relationship between the University mission and academic offerings, the mission statements of academic programs, departments, and schools and colleges are often articulated on academic program webpages and other materials. Consistent with the collaborative manner in which the University mission is developed, academic unit mission statements are typically created by a group of stakeholders that include faculty and administrators, and that reflect the unique yet coherent mission of both the academic unit and institutional mission. For example, the mission statements from the School of Architecture and the College of Business Administration, both articulated on the website, are as follows:

The School of Architecture (SOA), as part of a Catholic university in the Jesuit and Mercy traditions, exists to provide an excellent student-centered, accredited professional

architectural education in an urban context. A Detroit Mercy SOA education seeks to develop architects who are sensitive designers; technically competent; exhibit the highest ethical and professional standards; are socially responsible and culturally aware; and are of service to the community and the profession.

The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical and social growth.

Similarly, at the program level, the mission statement of the Physician Assistant program further illustrates the continuity of the University mission to the academic program level:

The University of Detroit Mercy Physician Assistant Program is dedicated to the education of clinically competent medical professionals thoroughly prepared to deliver quality patient care in the context of a dynamic health care delivery system.

In order to continuously assess relevance, academic program mission statements are regularly reviewed as part of the academic program review process. This regular review process is operationalized as part of the University's program review process, contained in the *Mission and Vision* section of the **Academic Program Review Guidelines**. Whereas the program review process provides prompts for faculty and administrators to reassess academic programs' congruence with the institutional mission, it may result in a reconceptualization of a program and/or a reconceptualization and revision of a programmatic mission and subsequently, the academic program.

Service-learning activities are embedded throughout most academic program curricula and provide another significant example of the alignment between the University's mission and academic offerings. The University's Campus Kitchen provides ongoing service activities for students, allowing students the opportunity to make a difference in the community by providing food to those in need. The Institute for Leadership and Service (ILS) "provides opportunities for all members of the Detroit Mercy community to engage in social change for the common good." Undergraduate students can also specifically minor in Leadership, and the courses continue to be the most popular in the curriculum, most often filling within a week of registration each semester.

The University's major teaching clinics provide additional direct evidence of the

institution's alignment between Mission and academic offerings. Operated directly by academic programs, the University hosts a Counseling Clinic, Dental Clinic, Psychology Clinic and several law clinics. These public clinics deliver a range of oral, behavioral and mental health care options, and legal services to individuals at no cost (i.e., Counseling) and low cost (i.e., Dental). The University's wide array of public teaching clinics further reflects the mission of the institution, and particularly reflects the philosophies of the Sisters of Mercy and the Jesuits in serving those in greatest need. More significantly, the teaching clinics serve to promote service to others as an integral part of the formation of Detroit Mercy students while directly addressing the most significant needs in the community. The clinics collectively serve approximately 30,000 individuals annually in a federally classified medically underserved region.

In addition to the public teaching clinics, the University also hosts a public nurse-led clinic, the McAuley Health Center, that delivers health care to low-income individuals on the eastside of Detroit while the School of Architecture hosts the Detroit Collaborative Design Center (DCDC). The DCDC provides Architecture students opportunities to integrate academic learning by making a community impact through design and building.

Enrollment Profile

As illustrated in **Current Facts about Detroit Mercy**, the University enrolls approximately 5,080 students in more than 100 academic degrees and programs at the undergraduate and graduate level and hosts both a School of Law and a School of Dentistry. Approximately 41% of students are male and 59% of students are female with little change over the past four years. The average age of students is 25 years, while approximately 17% are of a minority ethnic population, and 97% of the full-time undergraduate students receive financial aid. Additional facts and demographic details are provided on the document.

Student Support Services

Similar to our academic offerings and student enrollment profile, Detroit Mercy's support services also directly reflect the Mission. We continue to provide mission-based student-centered services in six broad categories that include: 1) New student orientations as illustrated in the **Prologues, Transitions and Viewpoints** outline for freshmen; 2) Tutorial and academic support services through campus-based venues such as the Student Writing Center and the Student Success Center; 3) Retention strategies including an early-warning tracking system and outreach provided through the Titan Success Network as well as other focused retention and

student support services designed for students; 4) Counseling and health care services provided through the University Wellness Center; 5) Cultural, spiritual, and other support services, including University Ministry, Student Affairs, and student support forums offered on each campus; and 6) Year-round enrichment opportunities both on-campus, in the city, region, and throughout the country during alternative spring break trips, and other activities.

While the Fitness Center was added to the University's main campus in 2012 and constituted the first new construction on the main campus in 42 years, significant renovations are now scheduled over the next several years. These renovations are designed to further enhance the University community while improving the financial health of the institution through reduced inefficiencies. The **Detroit Mercy Master Plan** provides details of the upcoming campus-wide renovations.

A range of spaces are available for special events and forums across the campuses, and the library system provides opportunities for individual and group-based learning, and enhanced programming. The University hosts a wide variety of student associations and regularly provides financial support to the organizations for activities that contribute to student life. In sum, Detroit Mercy's array of student support services is clearly consistent with the institutional mission and is designed to support the intellectual, spiritual, ethical and social development of students.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument:

University of Detroit Mercy clearly articulates its mission through public information that is widely disseminated and easily accessible. The Mission is articulated through the Mission documents that include the Mission Statement, Vision Statement, and Foundation Statement. These documents are prominently displayed and easily accessible on the University website, and in a broad array of print documents, including but not limited to academic program brochures, event booklets, and University publications. The mission is also prominently displayed across campuses.

The mission documents guide everyday operations of the University and are used as the foundation in all institutional planning efforts, including strategic planning processes. The mission documents establish institutional priorities and provide ongoing guidance to operations and decision-making processes.

Sources:

Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union

Strategic Plan Boundlessly Forward Detroit Mercy 2019-2024

Academic Program Review Guidelines

Current Facts about Detroit Mercy

Prologues, Transitions and Viewpoints

Detroit Mercy Master Plan

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Argument:

University of Detroit Mercy has been committed to the public good since the establishment of our two founding institutions, the University of Detroit in 1877, and Mercy College of Detroit in 1941. As articulated on the University website:

The legacy of University of Detroit Mercy, Michigan's oldest and largest Catholic university, began over 143 years ago. Our founders, the Society of Jesus (Jesuits) and the Religious Sisters of Mercy, have always believed in the power of education to change people and, through them, the world. To that end, each order began colleges to foster the intellectual, social, spiritual and moral development of individuals.

Similar to other Jesuit and Mercy institutions of higher education, Detroit Mercy was intentionally established in a large dynamic urban environment. Moreover, despite the many significant challenges impacting Detroit throughout the institution's history, Detroit Mercy has intentionally remained in the city while so many other institutions have left entirely. This is largely because of the University's unwavering commitment to the public good and to its understanding that it exists to serve students and the public, and to continuously do good. The founding orders of the institution believed that the urban environment offered students unprecedented opportunities to learn and grow, gaining the type of valuable experience that only a major metropolitan area could offer. At the same time, the founders believed Detroit and the region would benefit from the talents and skills of the institutions' graduates. The Sisters of Mercy and the Jesuits shared their belief in the power of education to change people and, through

them, the world. As a result, each began colleges and universities to foster the intellectual, social, spiritual and moral development of individuals.

The 1990 consolidation into University of Detroit Mercy resulted in the integration of these two compatible and complementary institutions and combined resources and operations within one institution with the same ongoing commitments. Detroit Mercy has continuously been able to maximize and expand academic effectiveness, while improving efficiencies in administration, and it has been broadly recognized as an effective, creative responder to the challenges that have faced private higher education. Currently, Detroit Mercy is the state's largest, private, Catholic institution. It continues to serve and support the city of Detroit and the state of Michigan, addressing the region's economic challenges through various academic, direct service, and community enrichment programs. These include but are not limited to the various service-learning activities directly targeting those in the community in greatest need (e.g., Campus Kitchen), the University's role in providing ongoing free access to community members for use of its resources (e.g., libraries), the vast array of outreach activities sponsored by the University, and the institution's broad continuum of public clinics, centers (e.g., Center for Social Entrepreneurship) and institutes that reflect the institution's commitment to the public good.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Argument:

University of Detroit Mercy is an academic institution, and as such, its educational responsibilities take primacy over all other purposes. The University is a private, nonprofit corporation with an independent governing board and financial structure. As a Catholic institution sponsored by the Religious Sisters of Mercy and the Society of Jesus (Jesuits), Detroit Mercy is accountable to these bodies relative to its faithfulness to its mission as a University. The University has no financial obligations to investors, nor is it obligated to any special interest group or parent organization, or supporting external interest.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument:

University of Detroit Mercy has continuously engaged and responded to the needs of its

external constituencies and communities of interest. It has always viewed doing so as central to its mission. The University has a long and ambitious record of working closely with a large variety of external constituencies including but not limited to the civic neighborhood, the city of Detroit, local high schools, local community colleges and universities, local and state healthcare providers, regional and statewide industries, regional and state foundations, and state government. The University has a long and active history of regional, state, national and international collaborations, as well as involvement in large scale federal funding initiatives.

Detroit Mercy has continued to lead specifically focused development efforts in the University district for more than a decade. As a result of a successful public-private partnership between the University, philanthropic entities, and city and state government, the Livernois-McNichols area where the University's McNichols campus is located, has grown and developed significantly over the past decade. In addition to a significant increase in home sales and renovations in the region, more than a dozen new businesses have contributed to the region's economic development. The University has continued to offer funding for faculty and staff to purchase homes in the region and has hosted a pop-up storefront initiative on Livernois.

The University's Campus Kitchen has continued to make a significant difference in fighting hunger, food injustice, and nutritional deficits in the region—one of the most afflicted regions in the country. Campus Kitchen uses existing resources to meet hunger and nutritional needs with students delivering approximately 70 meals per week directly to individuals in the neighborhoods immediately surrounding campus.

Detroit Mercy faculty not only serve on various academic and professional boards but many are actively involved with civic organizations and commissions designed to positively influence the city and the region.

While the University's several public clinics and centers continue to provide direct services to the community, the University sponsors ongoing community service initiatives and service-learning activities (e.g., Dr. Martin Luther King, Jr. Service Day, Titan Dental Van and the Sandwich Bus) and service days organized for University alumni.

Detroit Mercy's Institute for Leadership and Service also continues to host the Ford Community Corp Partnerships (FCCP) program. The FCCP student-faculty-agency projects include a variety of service-learning activities (e.g., mentoring high school students, support services for immigrants, urban garden development, health and nutrition education). As of 2020,

the FCCP program is in its eighth year and has sponsored 134 semester-long projects. In terms of program outcomes, the FCCP has offered opportunities for 2,492 Detroit Mercy students who have directly and positively impacted 13,557 community members.

Detroit Mercy also facilitates several pre-college programs for students in the region. A complete listing of these is found on the **Pre-College Program List** and a sample of these from summer offerings is provided on the **Pre-College Program Descriptions**. The peer mentoring and retention program entitled “Step Up: Be a Leader and Pay It Forward” includes 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. Students participate in a nine-week session of leadership development, social skill building (reducing substance abuse, aggression and prejudice), and transitioning to college. Sessions are facilitated and organized by Detroit Mercy student volunteers in the Emerging Leaders Program. The School of Dentistry also offers a dental imprints program for high school students.

Detroit Mercy also has articulation agreements with community colleges throughout southeast Michigan. These agreements encourage a seamless transition of community college students to a four-year university.

As a cornerstone of the University mission, service is also provided on a national and international scale by members of the University, and as part of facilitated service-learning activities. Most recently, faculty and students from Nursing, Psychology, and Counseling hosted a wellness fair to address mental health and addiction at a local church in November 2019, and in direct response to the expressed needs of community members. Students and faculty from Engineering, Architecture, and Health Professions have traveled to Haiti and Guyana to engage in post-crisis relief services.

Sources:

Pre-College Program List

Pre-College Program Descriptions

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

- 1. The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.*
- 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.*
- 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.*

Argument:

University of Detroit Mercy is committed to inclusion and meeting the needs of all individuals, but understands its role as a change agent regionally, nationally, and globally. To demonstrate this commitment to inclusion and meeting the needs of a diverse and dynamic society and world, the University employs various methods including but not limited to student recruitment, faculty and staff recruitment, financial aid support, campus life activities, and academic programming. The geographic location of the institution's three campuses, southwest Detroit, northwest Detroit and downtown Detroit, clearly reflects the University's commitment

Detroit continues to be ranked among the poorest big cities in the nation (U. S. Census Bureau, 2020). Ironically, and reflective of the current renaissance in the city, Detroit was also noted in 2020 as in the top ten of big cities with the greatest increases in rent (Vox, 2020). In terms of race, Detroit is a minority-majority city with Black residents comprising 78.7% of the population, White – 10.5%, Hispanic – 7.2%, and less than 2% Asian or of mixed race. Detroit is also the largest, most populous city in Michigan, and is located within Wayne County—home to one of the largest Arab-American communities in the United States.

Within this vibrantly diverse and complicated region Detroit Mercy has continued to exist and has been significantly woven into the fabric of the region, sustaining setbacks and thriving along with the surrounding community. Each of our three campuses is located in Detroit, allowing Detroit Mercy to deliver quality education, conduct research, and provide service directly in this region, most of which clearly emphasizes the University's commitment to inclusion, social justice, and global citizenship. Detroit Mercy's academic programs, public clinics, internationally based educational opportunities, library holdings, student organizations, and student events provide specific examples of this commitment.

Detroit Mercy has continued to successfully secure large multi-year grants specifically designed to recruit and effectively support underrepresented and financially disadvantaged

students. For instance, the ReBUILD program provides comprehensive mentoring, research skill development, and specialized training to underrepresented and marginalized undergraduate students. The program, that continues through 2024, is a result of a \$21-million grant from the National Institutes of Health. The **NIH ReBUILD Info** and the **ReBUILD Fact Sheet** provide details of the program and outcomes. The ReBUILD program provides enhanced learning and academic programming to expand and diversify the population of students pursuing careers in scientific fields. The TRiO Student Support Services program provides academic support, cultural engagement, and personal development programming to underrepresented students in all undergraduate programs. The multi-year TRiO project, funded by the Department of Education, emphasizes student persistence, degree completion and realization of career or academic goals.

Whereas issues related to multiculturalism and diversity are embedded in the core curriculum (i.e., general education), and across academic program majors and graduate program curriculum, Detroit Mercy has several academic programs dedicated explicitly to diversity-related issues. These include but are not limited to Islamic Studies, African-American Studies, Women's and Gender Studies, and Catholic Studies. The Master of Community Development (MCD) program focuses on urban-centered outreach and social justice.

While preparing students to embrace various aspects of diversity including gender, ethnicity, race, and religion and living in a global society, Detroit Mercy is equally committed to preparing students to fully understand and be actively involved in issues related to social and economic justice. Social justice is embedded in the core curriculum and social justice-related issues are integrated across curricula at the undergraduate and graduate levels.

Students are consistently introduced to issues of fairness, marginalization, and disparities that exist throughout the world and their neighborhoods, and are taught the importance of service, advocacy and promoting social justice.

Detroit Mercy students are also uniquely prepared to work and serve economically challenged and diverse populations. Each of the University's community-based teaching clinics (counseling, dental, health, psychology and law clinics) serve the public at no or reduced fees with the majority specifically serving indigent and low-income individuals, most of whom are from ethnic and/or racial minorities. These teaching clinics specifically target marginalized individuals (e.g., homeless, new immigrants) and individuals involved in the public child welfare or criminal justice systems.

Two recently awarded federal grants further reflect Detroit Mercy's commitment to preparing students to work with individuals in greatest need and deliver treatment and services to those target populations. Awarded in 2017 and totaling more than \$1 million, a grant awarded to the McAuley Health Center provided for an expansion of medical care through capacity-building efforts. As a result, the nurse-run Center in Detroit can meet the healthcare needs of more individuals, who otherwise would be without access to such care. A \$770,000 grant awarded to the Counseling program in 2017 provided for enhanced training to graduate students to work with individuals with highly complex needs (i.e., poverty, chronic health issues, serious mental health issues, addiction, trauma). The project, specifically designed to increase the number of behavioral health professionals prepared to work with high-risk individuals is now in its second iteration (following a previous three-year award) and will continue through 2021.

Detroit Mercy also offers several co-curricular programs to engage students with individuals from diverse cultures, and also offers specific course-based, service-learning opportunities that partner faculty and students with several area communities, foundations, and service opportunities. These partnerships emphasize student development, allowing students to directly engage with complex social problems, among diverse populations, including neighborhoods with large Arabic and Latino populations. A summary of the most recent service-learning activities is provided in the **Summary of Service-learning Activities**.

Detroit Mercy's Institute for Leadership and Service serves as the University's umbrella organization for the facilitation of formalized service-learning and leadership-focused activities that are a critical part of undergraduate students' formation. The **ILS Strategic Vision, ILS Organizational Chart** and **Service-Learning Essentials** provide additional information about service-learning and leadership-focused activities at Detroit Mercy.

In addition to the work done by the Institute for Leadership and Service, University Ministry hosts a variety of immersion and service activities designed to assist Detroit Mercy students in understanding the complex issues surrounding systemic poverty and other critical matters that marginalize individuals. The Detroit Mercy Service Immersion program offers students the opportunity to participate in trips centered around service and learning. Each trip has a different focus that encompasses a social justice issue of that region. As reflected on the webpage:

Immersion is a key experience of a transformative Jesuit and Mercy education rooted in social justice. These experiences include manual labor, cultural learning, relationship building, and daily prayer and reflection. They offer a life-long path for our students to become persons for others, and we believe that performing them changes the world.

Service in the City provides service opportunities in Detroit to students with a coordinated transportation plan, with weekly options and special Saturday service days throughout the semester. Service options include tutoring at local schools, working with the Pope Francis Center, Habitat for Humanity and other local organizations.

Detroit Mercy also hosts a number of Internationally Based Educational Experiences (IBEEs). These IBEEs include semester-long study abroad and exchange programs, and short-term faculty-led options, providing opportunities for students to study and learn in different regions of the world. The Detroit/Volterra program provides one such opportunity for students and faculty to live and study in residence in Italy. Operating with the support of the Regional Government of Tuscany for 30 years, the program offers students a full semester of study in Italian art, language, history, and architecture, as well as extensive interaction with the local community. Similarly, Detroit Mercy's exchange program with the Technical University of Warsaw in Poland has offered an annual exchange of architecture students from each school for a full semester of study. Detroit Mercy offers short-term intensive learning experiences to Brazil, China, Cuba, Ireland, France, and Spain as part of scheduled coursework. Detroit Mercy students can access any of the 27 Jesuit University programs abroad through the Association of Jesuit Colleges and Universities (AJCU) shared-program partnership—significantly expanding the number of available opportunities for study abroad.

Detroit Mercy has a designated Fulbright U.S. Student Program advisor to promote fellowship opportunities for U.S. graduating seniors, graduate students, young professionals and artists to study, conduct research, learn foreign languages, and/or teach English abroad.

Detroit Mercy's vast library holdings also reflect the University's role in a multicultural society and the library's role in student learning. In addition to a host of international and national materials that specifically emphasize such cultural identity issues as religion, class, race, gender, and ethnicity, the library also has an extensive collection of materials reflective of regional issues. The library's special collections include such diverse topics as the Black Abolitionist Archive, Carney Latin American Solidarity Archives, Dudley Randall Broadside

Press collection, James T. Callow Folklore Archive, and an historical exploration of Father Charles E. Coughlin's Influence.

A commitment to multiculturalism and inclusion is also clearly evidenced through campus activities, organizations, and services provided for and by students. For instance, Detroit Mercy has AfricanAmerican sororities and fraternities, and several other ethnically-focused student organizations. Each of these organizations promotes inclusion in the University community, and include but are not limited to the Muslim Student Association, Chaldean-American Student Association, and the Hispanic-American Student Association. Detroit Mercy hosts many professional organizations supporting minority students including but not limited to: The Society of Women Engineers (SWE), the National Organization of Minority Architect Students (NOMAS), the National Society of Black Engineers (NSBE), and Black, Italian, and Middle Eastern Law Student Associations. Detroit Mercy hosts two organizations supporting sexual and gender minorities, Spectrum and OUTlaws. Finally, the School of Dentistry's Alliance for Inclusion organization seeks to unify the School of Dentistry as one collective group, open to everyone of every race, religion, gender, and sexual orientation.

Detroit Mercy also provides a variety of diversity-focused resources to further promote attention to human diversity (e.g., racial, ethnic, religious, gender, age) including ethnic heritage celebrations and diverse spiritual spaces. Designated parenting spaces were recently added throughout each of the University's campuses.

Another manner in which Detroit Mercy demonstrates its commitment to inclusion and diversity is through its comprehensive support services for international students, students with disabilities, and students with specific language and/or other cultural needs. The International Services Office supports international students, faculty and staff within both logistical support and cultural diversity programming. The Office of Disability and Accessibility Support Services provides services to students with disabilities, and also provides faculty and staff training related to supporting students with disabilities.

The University's Office of Language and Cultural training provides academic programming in language and cultural customs—specifically preparing students to interact with individuals of different cultural backgrounds effectively and to live and work in culturally diverse regions of the world. The Office of Language and Cultural Training hosts the Student

Conversation Club which provides an opportunity for international and United States students to learn about each other's cultures, while expanding their social networks.

Detroit Mercy also facilitates several activities intentionally designed to attract and recruit diverse students, faculty and staff. A wide range of student recruitment activities is used to attract a diverse student population, including but not limited to attracting students from the surrounding community, from within 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 and includes specific recruitment efforts to support veterans. Also, significant financial aid is allocated to support students who otherwise would be unable to afford enrollment at Detroit Mercy. The results of these recruitment efforts are evident in our student body and particularly so in the number of first-generation college students at the University.

In conjunction with institution-wide recruitment efforts, colleges and schools have also employed a number of strategies to increase the number of underrepresented minority students. For example, the College of Engineering & Science continues to be the lead participant in the Detroit Area Pre-College Engineering Program (DAPCEP). DAPCEP is designed to increase the number of historically underrepresented minority students interested and effectively prepared to enter the fields of engineering and science. More than 700 students from the 4th through 12th grades enroll in weekend courses in math, science, computer science and engineering during each fall and winter semester. The University also offers a variety of additional summer enrichment programs to assist the educational efforts of the local community. Detroit Mercy has received a significant number of federal grants over the past ten years totaling more than \$26M to further support efforts to recruit minority and underrepresented students as well as to prepare students to work with underserved populations. These grants support the recruitment and education of students pursuing the traditional sciences and engineering, health professionals including nurses, psychologists, and counselors, and psychologists.

Detroit Mercy has also continued its intentional and targeted efforts to recruit international students from Canada, China, and India. The efforts have included partnerships and cooperative agreements with internationally based universities. The collaborative models are designed to increase student diversity and better prepare students to live and work in a

multicultural world. The Schools of Law and Architecture maintain partnerships with the University of Windsor.

Finally, Detroit Mercy has been specially designated a “Military Friendly” School for the last eight years. The University is among the top 20% of universities nationwide to effectively embrace military service members, veterans, and spouses as students and ensure their success on campus. The Associate Vice President and University Registrar serves as the designated VA certifying official assigned to support military students from application to graduation. The University webpage specifically devoted to **Veterans** provides program details, and is part of the recruitment efforts.

Detroit Mercy is equally committed to recruiting and maintaining a diverse workforce. As an Equal Opportunity Employer, the University has specific advertising and hiring guidelines that are used to promote diverse applicant pools for faculty and staff positions. These activities include broad-based advertising in academic publications (e.g., The Chronicle of Higher Education), targeted advertising on discipline-specific listservs and advertising in minority-specific publications (e.g., Diverse Issues in Higher Education). Also, intentional efforts are made to ensure the diversity of faculty search committees to include individuals of varying race, gender, and religious backgrounds.

In addition to each of the activities and efforts mentioned reflecting Detroit Mercy’s commitment to inclusion, diversity and social justice, the University Diversity webpage further communicates Detroit Mercy’s commitment to preparing students to live and work in a diverse world. It also further emphasizes the University’s commitment to non-discrimination. The University took direct action to address nativism, discrimination, and an increase in hate crimes that have recently been part of the U. S. climate. In 2020, Provost and Vice President for Academic Affairs convened an Antiracism Task Force and a Bias Incident Reporting Committee. These two groups were established immediately in response to two discriminatory and bias-related incidents on campus. While both events involved anonymous graffiti, the establishment of both the task force and committee is designed to communicate Detroit Mercy’s commitment to inclusion and further enhance the institution’s infrastructure to continuously address any threats to inclusion and non-discrimination.

Sources:

NIH ReBUILD Info

ReBUILD Fact Sheet

Summary of Service-Learning Activities

ILS Strategic Vision

ILS Organizational Chart

Service-Learning Essentials

Veterans

Summary:

University of Detroit Mercy has clearly articulated mission documents collaboratively developed, approved by the Board of Trustees, and that guide the operations of the institution. The mission documents continue to inform the institution's purpose and identity and guide all levels of decision-making. The mission directly reflects the original intent of the founding religious orders, the Society of Jesus (i.e., Jesuits) and the Sisters of Mercy, to establish academic institutions to educate and prepare students across various disciplines. The original belief that education has the power to change individuals positively continues to be central to the mission of the University. As an academic institution, Detroit Mercy's commitment to the intellectual, spiritual, ethical, and social development of students has continued to guide the institution for more than 140 years. The University's commitment to civic engagement, inclusion and social justice is embedded in the institution's operations and activities.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.

Argument:

University of Detroit Mercy mission was developed through a collaborative process involving multiple stakeholders and constituents and was approved and adopted by the Board of Trustees in 1999. The Mission reflects the traditions of the Sisters of Mercy and the Society of Jesus, emphasizing a holistic approach to education and academic excellence:

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.

The Mission continues to guide the institution's operations and decision-making processes, and provides the foundation upon which the institution exists.

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument:

University of Detroit Mercy continues to maintain a set of structures that ensure its governing board, administration, faculty and staff follow fair and ethical policies and processes, and operate with integrity in financial, academic, personnel, and auxiliary functions. These include governance and financial oversight, institutional policies, and dedicated administrative units.

Finance and Governance

University of Detroit Mercy has established various policies, procedures and systems to ensure the highest degree of ethical conduct and integrity in all aspects of financial operations. These include the use of generally accepted accounting practices, standard financial reporting practices, and continuous financial oversight. The University follows the best practices of the National Association of College and University Business Officers (NACUBO), ensuring that all University departments have access to online, real-time budget information in addition to

monthly updating and reporting on financial projections. A **Dashboard Report** has been implemented to provide real-time financial reporting to University administrators and Board members to promote the most efficient and effective decision-making. The Dashboard tracks ten critical financial measurements, including but not limited to enrollment, advancement, academic costs, service-learning activities, and instruction costs. The data is collected and reported three times a year with comparisons to previous data and includes data projections for review and discussion with the Board of Trustees at each meeting. This type of standardized and regular reporting to the Board ensures that all necessary data is available and used in ongoing decision-making for the institution.

For external auditing, the University continues to use Plante Moran, one of the most well-recognized and competent auditing firms in the nation. Plante Moran conducts its audits in accordance with generally accepted accounting principles and auditing standards and with the Government Auditing Standards issued by the U.S. Comptroller General. As part of its annual audit process, Plante Moran also reviews the University's internal financial reporting controls and its compliance with specific laws, regulations, contracts, grant agreements and other authority. Audited financial statements are available to the University community and the public on the University website.

To promote increased transparency in the institution's finances among all University employees, the President and the Vice President of Finance and Administration provide **Fiscal and University Briefings** three times per year. The Fiscal Briefings provide an opportunity for reporting the University's financial status to the University community and an opportunity for a broad discussion about the University's finances and other business issues. Specifically, the results of the past fiscal year and the forecast for the current fiscal year are presented; a summary of the most recent Board of Trustees' meeting topics is highlighted, as are updates about enrollment, academics and other University matters. All University employees are invited to the briefings, and based on increasing attendance, these briefings have become an important vehicle for increased transparency and communication about the institution's finances.

The University's Board of Trustees is responsible for the governance of the institution. The **University of Detroit Mercy Bylaws** establishes the role and functions of the Board of Trustees and guides the Board's work. The **Conflict of Interest and Code of Ethics** establishes guidance on the ethical conduct of all University members, including the Board of Trustees,

while 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 **Policy on Review of Form 990** requires the Finance Committee of the Board to review the completed Internal Revenue Service Form 990 prior to an annual public filing.

Institutional Policies

Several policies and procedures have been implemented to ensure that all University employees act ethically and with integrity to protect students and the public, and comply with state and federal law and regulatory bodies. The two primary sources of guidance include the **Employee Handbook** and the Conflict of Interest and Code of Ethics. Specific policies include, but are not limited to, **Policy Prohibiting Sex and Gender-Based Discrimination**, the **Whistleblower Policy**, and the **Social Media Policy**. Whereas each of these policies provides guidance to protect University constituents, the institution's Whistleblower Policy encourages good faith reporting of suspected noncompliance with University policies and procedures, including financial policies and procedures. The Finance Committee of the Board of Trustees has responsibility for addressing all reported concerns or complaints regarding corporate accounting practices, internal controls, and auditing while the Human Resources Department, Office of Title IX, and other related auxiliary departments are responsible for addressing noncompliance with other personnel-related matters.

To ensure transparency with federal compliance issues as well as broad access, policies related to federal compliance issues are continuously updated and are publicly available on the University website. These include, but are not limited to, Disability and Accessibility Support Services, Title IX and the Family Educational Rights and Privacy Act (FERPA). The University has a Title IX Compliance Coordinator and Equity and Compliance Specialist, as well as eight Title IX Deputy Coordinators. The University's Title IX web pages provide online training, clarify reporting options, detail the policy's protection of privacy and against retaliation, and provide links to additional resources. The **Family Educational Rights and Privacy Act Policy** and the Social Media Policy provide detailed procedures and best practices to comply with federal law and, more generally, to protect personal information regarding administrators,

faculty, staff and students and the public image of the institution. Specific units of the University that provide health care or similarly confidential services (e.g., Student Success Center, Student Wellness Center, public teaching clinics) comply with all federal and state confidentiality laws. The units developed internal policies and procedures to ensure that such protected information is managed ethically and legally.

Academic Functions and Oversight

Under the Provost and Vice President for Academic Affairs' leadership, the Office of Academic Affairs (OAA) provides ethical leadership and management of academic programs to ensure integrity in the University's academic functions. Whereas the Provost and Vice President for Academic Affairs President (Provost/VPAA) serves as the institution's academic leader, an Academic Leadership Team (ALT) structure provides regular monitoring and collaboration among academic and student support services leadership. Chaired by the Provost/VPAA, the ALT is comprised of deans of the academic and student service units (e.g., Library), and meets twice per month to discuss academic and student support service-related issues, review proposals and policies, and recommend action on issues affecting the quality of the University's academic programs. The Associate Vice President/Registrar, Dean of Students and Associate Vice President for Academic Administration also attend the meeting regularly. The ALT structure helps bridge communication and coordination across the University's three campuses and all academic and student support service programs. The ALT also provides a forum for deans to communicate directly and frequently with University leadership, including the Vice Presidents for enrollment, business and finance, and advancement. The broad collaboration, open communication and regularity of the ALT structure as well as additional oversight by the Provost/VPAA reflect transparency and allow for immediacy in dealing with issues, further safeguarding the fair and ethical operation of the Office of Academic Affairs.

In addition to the ongoing oversight of academic programs provided by the ALT, the University's academic program review process provides a regular and rigorous review of all academic programs. The internal program review process is robust, ensuring and promoting excellence across all academic programs, as well as providing ongoing information for use in decision-making. All academic programs eligible for external accreditation also participate in rigorous external review processes as part of program-specific accreditation.

The Office of Institutional Research and Effectiveness (OIRE) collects, validates, reports and publishes official University data and information to ensure compliance with federal regulatory bodies and requirements of applicable accrediting bodies, and to ensure that quality standards are continuously met and maintained by the University.

The Office for Sponsored Programs and Research Activities (OSPRA) supports faculty in pursuing external research funding and has established several systems to ensure compliance with all requirements for ethical handling and reporting of external grant funds. To further strengthen the OSPRA and ensure the University's compliance with current best practices, in 2018, the University initiated a voluntary review by the National Council of University Research. The review process provided an opportunity for the OSPRA Director, faculty and administrators to understand OSPRA-related activities, policies and procedures within the University. The review process provided faculty and administrators the opportunity to discuss pertinent issues and needs related to the pursuit of external funding. The comprehensive review resulted in a report of findings and recommendations for improvement. The NCURA findings and recommendations became the basis to guide the development of the University's first **OSPRA Strategic Plan** in 2019.

Similarly, the University complies with ethical principles regarding research involving humans as subjects, as set forth by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, and following state and federal laws, and regulatory bodies (e.g., Department of Health and Human Services). The University Institutional Review Board (IRB) provides oversight of applicable research activities and guidance to faculty and student researchers through its **IRB Procedures and Guidelines**. Also, the University has an Institutional Animal Use and Care Committee, Institutional Biosafety Committee, and Environmental Safety Officer.

The University is also committed to ethical institutional control of its athletic operations. This goal is accomplished through established policies and procedures, including a **Booster Guide**, to ensure adherence to the rules, regulations and spirit of the NCAA, Horizon League, and the University.

Full-time faculty on the McNichols Campus are governed by a collective bargaining agreement between faculty and University administration. The collective bargaining units provide fair representation to members with regard to salary, benefits and working conditions.

The **Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union 2016-2021** (i.e., collective bargaining contract) provides the most recent example of one of the University's collective bargaining agreements with faculty. The current Agreement was adopted in 2016.

The shared governance structure adopted throughout the University also provides broad oversight and shared decision-making related to academic programming, policies and procedures between faculty and administrators. The Shared Governance Task Force (SGTF) oversees the implementation of this framework and collaboratively determines issues of procedure, relative powers, and responsibilities. University-wide teams and committees address issues that affect the University community; a McNichols Faculty Assembly (MFA) addresses critical academic matters on the McNichols Campus, while similar faculty assemblies exist in the Schools of Dentistry and Law. The minutes of team and committee meetings and the governing documents of the constitutive assemblies (e.g., MFA, School of Dentistry, School of Law) are available on the shared governance website.

Faculty has the primary responsibility to monitor and administer policies and procedures regarding academic and scholarly integrity. Individual academic units, and shared governance structures at each of the campuses, establish policies tailored to fit the specific academic environment, while remaining consistent with the University's institution-wide ethical standards. Each academic unit publishes these policies and procedures in catalogs and handbooks while the Course Catalogs provide comprehensive details about the University's academic programs.

Commitment to Ethical Conduct and Integrity

Detroit Mercy is committed to ensuring that all University members act with integrity and the highest degree of ethical conduct. The University's financial, academic, human resources, and auxiliary functions have effective oversight and are guided by comprehensive policies and procedures to continuously ensure the institution acts ethically and with integrity. The open communication, collaboration and input from various stakeholders further reflect the University's commitment to transparency.

The President's Convocation provides an annual "state of the institution" address to all University employees, and the Provost and Vice President for Academic Affairs regularly hosts **Coffee with the Provost** to share information and engage in dialogue with University employees and most recently convened Town Hall Meetings to discuss academic issues related to the

pandemic. The President and University Vice Presidents also provide ongoing communication and host periodic community meetings to share information with employees. In addition to ongoing communication provided through newsletters and the University website, throughout the pandemic, a University-wide communications plan was implemented to provide frequent and regular updates and to ensure effective engagement during the migration to virtual learning and remote work. These activities, as well as others, promote transparency and engagement with all members of the University community and seek to ensure that all members of the University operate with the utmost ethics and integrity.

Sources:

Dashboard Report

Fiscal and University Briefing

University of Detroit Mercy Bylaws

Employee Handbook

Conflict of Interest and Code of Ethics

Executive Compensation Policy

Policy on Review of Form 990

Policy Prohibiting Sex and Gender-Based Discrimination

Whistleblower Policy

Social Media Policy

Family Educational Rights and Privacy Act Policy

OSPRA Strategic Plan 2019- 2024

IRB Procedures and Guidelines

Booster Guide

Agreement between the University of Detroit Mercy and University of Detroit Mercy

Professors' Union 2016 - 2021

Coffee with Provost

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Argument:

University of Detroit Mercy strives to ensure that all information about the institution is clearly and accurately communicated to all students and the public. This includes but is not limited to information about academic programs, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. This is accomplished through the use of technology, electronic and print materials, and the development and dissemination of specific documents, including the institution's Undergraduate and Graduate Catalogs, Student Handbook, alumni magazine (i.e., *Spiritus*), admissions and marketing materials, and other forms of communication.

Academic Programs and Requirements

The Undergraduate and the Graduate Course Catalogs are the primary sources used to communicate academic policies, costs, program requirements and course descriptions. The Catalogs are accessed through the University website. To ensure the information contained in the Catalogs is accurate, the Catalogs are updated annually through a rigorous process coordinated by the Associate Vice President and Registrar. The updating and editing process begins in January and involves review by program faculty, staff and administrators for completion and posting on the University website by mid-August.

Information about academic programs and program requirements is also available on the University website with a complete listing of academic programs provided by the respective college and school. Electronic links allow individuals to be directed to academic program web pages and gain specific information about the program, admission and curricular requirements, program faculty and staff, accreditation status, and other pertinent information. To ensure the information on academic program web pages is consistent with information in the Catalogs, the information on webpages is now coordinated with the Catalog information.

The University of Detroit Mercy Student Handbook provides comprehensive information to students and is offered to all current students. The Student Handbook contains an A to Z Guide of detailed information about services available both on- and off-campus, information about students' rights and responsibilities, and various policies and procedures. To ensure the Student Handbook contains current and accurate information, the Student Handbook is updated annually and reviewed by the Dean of Students, the Senior Attorney, the Provost and Vice President for Academic Affairs, and a member of Public Safety. New policies are added to the

Handbook as needed. For instance, in 2017, policies on sexual misconduct were revised and expanded to include the Sexual Harassment Prevention Policy and the Policy on Sex and Gender-Based Discrimination. **Drug and Alcohol Abuse Prevention Policy** was also revised. In 2019, a **Student Care and Concern Form** was added to the Student Life webpage to provide a mechanism to confidentially report information about a student who may need intervention.

The University Student Handbook is distributed directly to new students during Freshman Orientation and other new student orientations, and is made available to all students at the beginning of each academic year and posted for easy access to the University website. Several schools and graduate programs also publish Student Handbooks with additional discipline-specific information.

Faculty and Staff

The University website is the primary source for communicating information about faculty, staff and administrators to the public. An Employee Directory is available on the website that includes a complete listing of faculty, administrators and staff as well as their email and telephone contact information. Faculty biographies are published in the Catalog as well as on the University website and are searchable from both the main University web pages, as well as through the web pages designated to the specific academic programs. Faculty biographies are updated regularly and communicate important basic information about individual faculty members to the public, including faculty credentials, educational background, teaching and scholarship.

Tuition and Fees

Current tuition fees are published on the University website and are prominently displayed under the “Cost of Attendance” in the Admissions section. A Net Price Calculator is included to assist prospective students and others in understanding the costs of attending the University. The website also includes detailed information about fees and costs related to specific academic programs, schools and colleges for undergraduate, graduate, international and transfer students. Financial aid information is available on the website and includes information about internally supported and externally funded scholarships. University of Detroit Mercy is currently ranked 45 for *Best Value* in 2020.

To further ensure that tuition information is accurately communicated to prospective students and the public, the cost of tuition was clearly explained in a short, illustrated article

posted on the University webpage, “Unraveling the Mystery of Published Tuition Costs.” Announcing the University’s Fall, 2018 tuition reset (i.e., reduction), the article was designed to promote a clear understanding of how tuition costs are calculated and precisely what they mean.

Tuition and fees are also published in print annually on the Tuition and Fees Schedule. Following Board approval of tuition rates, the President disseminates a letter to all students, faculty and staff indicating the cost of tuition for the upcoming academic year.

Accreditation Status

The University website is the primary vehicle to communicate the University’s accreditation status to the public. Detroit Mercy communicates its current institutional accreditation status, prominently displays the Higher Learning Commission logo and address, and includes a direct link to the Higher Learning Commission website for public verification of the University’s accreditation status. Specific webpages have been developed and are publicly available that provide detailed information about Detroit Mercy’s history of accreditation and information about institutional accreditation. The accreditation standards are also made available on the University website. The accreditation webpages are regularly updated to offer the most recent and accurate information.

Information about specific academic program accreditation is also clearly communicated to the public. The **Academic Program Accreditation Summary** is published on the University website and includes the academic program title, current accreditation status, and the accrediting body. Links to the various accrediting bodies are published on the University website, as is other information required by academic program accrediting bodies (i.e., accrediting body logo, program outcomes).

Website, Social Media, and Other Technology Platforms

The Detroit Mercy website is a central medium for both the public and students to gain access and information about the University. The Marketing & Communications Department (Marcom) manages the website and updates it regularly in collaboration with administrators, faculty and staff. Each academic unit support service department hosts its web page that provides critical information for current and future students and the public. These sites are regularly updated. Content is provided by faculty, staff, and administrators to ensure accuracy. Marcom ensures standard formatting of web pages for uniformity across the institution. Several controls are in place across the University to ensure that information shared is accurate. This

includes a process involving multiple individuals and departments reviewing information and checking for accuracy before publication in other venues.

The website includes other pertinent information, including the history of the University, the Mission, campus locations, public disclosures, student outcomes data, and links to relevant external websites (e.g., accrediting bodies, national professional associations memberships). Specific information and links for prospective and current students, faculty and staff, alumni and the public are posted under easily identifiable tabs. Prospective and current students can access the online application, financial aid and scholarship information through the website. Information about the transfer process, high-school dual enrollment, and information for veterans and international students is available on the website. Each fall, **Current Facts About Detroit Mercy** is published on the University website to provide a snapshot of University data to the public.

Marketing & Communications manages the University's Facebook page and Twitter account. Content is developed in collaboration with each college or school to ensure accuracy and standard formatting.

My Portal is used to both maintain and communicate information directly to students and to provide students access to essential information about the institution, support services, class schedules, academic history and other information needed to completely support students' education. Through My Portal, students can access email, Blackboard, the Microsoft Office suite, Information Technology Services, Registration, the Library/Research Portal, and key support service offices, including the Office of the Registrar, Financial Aid, Student Accounting and other University resources. A University phone and email directory for all faculty, staff, and administrators is also located in My Portal.

The Titan Success Network and Academic Support Services are two specific academic support sources that provide information to students about placement testing and resources to promote academic success.

Campus Connection, the University's online newsletter, is published weekly to disseminate information about campus events and faculty and staff achievements.

Alumni Communication

The University communicates with its alumni in several formats. The University website includes links to the alumni magazine, *Spiritus*, which is sent to 73,000 alumni and friends twice

a year. The magazine provides stories about alumni, current students and University employees and in particular, emphasizes stories that reflect the University's Mission. *Spiritus* is shared with prospective students, faculty, potential donors and other constituents. Schools and colleges also publish newsletters for both current students and alumni that include *The Docket* (School of Law) and *The Leading Edge* (School of Dentistry). In addition to regularly publishing newsletters and magazines, alumni listservs are maintained by the University, and specific colleges and schools to disseminate information to alumni.

Institutional Data

The Office of Institutional Research and Effectiveness (OIRE) serves as an information repository and the central source for communicating specific University data to the University community and the public. The Office coordinates the collection and analysis of data and is responsible for transforming data into useful information to support strategic planning, decision-making and assessment across the University. The Office is also responsible for responding to or coordinating the completion of questionnaires, surveys and reports from external constituencies, assists in maintaining University, college and program-specific data, and ensuring compliance in statistical and evaluative reports for institutional accreditation and oversight bodies, including the National Collegiate Athletic Association (NCAA). The office develops and disseminates reports to campus officials, reports federal compliance data, and publishes data for students and the public as part of the University's transparency efforts in data reporting and serves as the HLC liaison.

Marketing

The University's marketing materials, especially those that represent academic programs and policies are designed by Marketing & Communications in consultation with Vice Presidents, deans, departmental chairs and faculty of each academic program. All marketing material is developed to accurately reflect the academic programs and University Mission, while providing essential information about the University.

3. ***The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.***

Argument:

University of Detroit Mercy is committed to providing a rich educational experience for all of its students and this commitment is reflected through many initiatives and activities that

contribute to an enhanced learning environment (several of which were detailed in Criterion One). In concert with its mission, the University's Catholic Jesuit and Mercy identity provides the foundation for curricula and programs to further develop students through leadership, social justice and service. The University strives to engage in relationships grounded in service. University Ministry and the Institute for Leadership and Service (ILS) provide students with opportunities to engage in service and other enrichment activities. Service-learning, housed under the ILS, is integrated throughout many of the academic programs and courses across the University. Service-learning opportunities are embedded in both undergraduate and graduate courses and connect students directly to the mission and vision. Specifically, through community engagement, service-learning affects the development of the whole person, connects the student to the values of Mercy and Jesuit traditions, and places the student in an urban context.

Detroit Mercy also hosts several outreach programs, including neighborhood revitalization activities as well as a wide variety of community service activities for students, including conducting primary health, behavioral health, and dental health, and provide free legal services. The University's athletic teams partner with other athletic teams to engage in various community service activities. The Detroit Collaborative Design Center (DCDC) is dedicated to community revitalization and works with community organizations and local governments to confront the social, economic, and political realities of urban areas. The five major teaching clinics operated by the University (i.e., Counseling, Dentistry, Health, Law, Psychology) further demonstrate the University's community commitment. These public-serving clinics allow students unique training opportunities while directly addressing the needs of the community. It should also be noted that President Antoine Garibaldi continues to be very involved in the Live6 Alliance. In 2015, President Garibaldi co-founded with The Kresge Foundation the Live6 Alliance, an economic development organization established to strengthen the Livernois Avenue and McNichols Road commercial corridor in Northwest Detroit.

The University's commitment to scholarly research is emphasized several ways and further contributes to the enriched academic environment. The annual ***Celebration of Scholarly Achievement*** provides a venue for students and faculty to present and share their research and creative work to the University community, many of which are faculty/student research projects. Funding for graduate research assistantships across various academic programs provides opportunities for students to work directly with faculty on specific research and the internal

faculty research fund is often used to support additional student research assistantships. Whereas the scholarship records of faculty provide further evidence of the role that research plays in enriching the University's academic environment, the record of published student authors provides yet another.

To give students an opportunity for spiritual and/or religious development, several retreats and other structured activities are offered, sponsored by University Ministry and the Office of Mission Integration. Retreats and other Mission-related activities are also offered to faculty, administrators and staff to further enhance the institutional environment. The annual **Celebrate Spirit** day, a tradition dating back to the Middle Ages, provides an institution-wide forum to celebrate the beginning of the academic year and is designed for individuals of all faiths.

University administrators and faculty demonstrate their commitment through the many professional organizations, community boards and organizations they serve. Many faculty and administrators, including the President and the Provost/VPAA, have a long history of contributions at local, regional and national levels and are engaged in professional service and leadership, community engagement and service. Their contributions, as well as others, are often highlighted in University publications.

Sources:

Drug and Alcohol Abuse Prevention Policy

Student Care and Concern Form

Academic Program Accreditation Summary

Current Facts about Detroit Mercy

Campus Kitchen

Celebrate Spirit

Celebration of Scholarly Achievement

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

- 1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.***

Argument:

To ensure excellence in institutional governance, the University makes several efforts to ensure that each Board Trustee is well-trained and knowledgeable before serving and throughout their service to the institution. Before serving, new Trustees complete the **New Trustee Orientation**, a comprehensive orientation to the institution. During the orientation, Trustees also receive copies of the **Board Committee Charters**. Documents such as the **Detroit Mercy Area Profile** are provided to familiarize Trustees with the institution and readings, such as the **Mission Integration Pre-Reading**, are provided in preparation for the orientation discussion. The orientation provides an opportunity for Trustees to begin to develop much deeper and broader knowledge about the University, to meet with members of the executive leadership team, including all VPs, and to engage in discussions about the institution. The orientation also provides an opportunity for Trustees to ask specific questions, and to begin a meaningful dialogue about the University to provide effective oversight and governance.

Following the New Trustee Orientation, there are several opportunities for Trustees to continue to learn about the University's mission and governance. The Assistant to the President for Mission Integration leads a mission formation session at one of the three full Board meetings. During the annual Board retreat meeting, representatives from each of the religious sponsors, the Jesuits and the Sisters of Mercy, attend the meeting to provide an update on important initiatives related to their respective orders and higher education.

Externally, both of Detroit Mercy's sponsor organizations, the Association of Jesuit Colleges and Universities (AJCU) and the Conference for Mercy Higher Education (CMHE), offer optional programming for trustees to strengthen their understanding of mission and governance. This past year, there was also a new AJCU initiative – a Trustee Forum. Two of Detroit Mercy's trustees and the President attended the forum, which focused on governance issues. A report from the Trustees who participated in the Forum was presented at the October 2019 meeting.

During each Board meeting, school/college/unit leaders, faculty, staff and students present to ensure that Trustees are aware of strategic plans, new programs, recruitment and retention efforts and other initiatives. The President also regularly communicates through email with the Trustees to keep them informed of important matters and announcements as well as news and media highlights. Finally, Trustees receive a copy of the Varsity News so they also are aware of the students' perspective.

2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Argument:

University of Detroit Mercy's Board of Trustees' deliberations directly reflect priorities to preserve and enhance the institution. To accomplish this, the Detroit Mercy Board acts autonomously to make decisions in the University's best interest and to assure the University's integrity, and long-term sustainability.

University of Detroit Mercy Board of Trustees has a long history of constant oversight and service to the institution, guided by the **University of Detroit Mercy Bylaws** that outline Board policies and practices. The Board is comprised of 36 members with equal representation of at least four (4) representatives each from the University's founding religious sponsors, the Sisters of Mercy of the Americas and the Society of Jesus, and with individuals with leadership in higher education, healthcare, and business.

As stipulated in Bylaws 4.01 and 4.02, the Detroit Mercy Board of Trustees is charged with maintaining an institution of higher education, conferring academic degrees upon worthy candidates, and engaging in other appropriate educational, fiduciary and fundraising responsibilities. At each Board meeting, Trustees review the Dashboard Report that reflects University priorities, including enrollment, finance, advancement and academic affairs metrics. The Board provides oversight of the Mission, strategic plan, and policies and operations of the institution. University Bylaws are also updated as needed to ensure they continuously reflect current roles and responsibilities. The Board is also responsible for hiring the President of the University, and of evaluating the President on an annual basis.

4. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Argument:

To ensure the Board's decision-making deliberations are well-informed and reflect priorities to preserve and enhance the institution, an organized standing committee structure is used. The committees reflect each of the relevant constituencies and all aspects of institutional governance including executive leadership, academic affairs, compensation, enrollment and student affairs, investment, finance, advancement, and governance. The functions of each committee is described in the Board Committee Charters. Each of the committees meets with relevant constituencies to inform Board members' oversight and decision-making. Trustees may

hear reports and engage in discussions about key issues directly with administrators, faculty, staff, and student representatives. To ensure Board members have easy and timely access to all necessary information, the minutes of all committee meetings (except for Presidential Evaluation), are distributed to each Trustee.

5. *The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.*

Argument:

University of Detroit Mercy has taken specific steps to ensure the governing Board is not unduly influenced by any external party, including donors, elected officials, and ownership interests. University bylaws specifically address conflicts of interest and related issues to ensure that the Board preserves its independence and acts with integrity in all decision-making.

Board members are required to complete a **Conflict of Interest Questionnaire** in compliance with IRS 990 Form. All Detroit Mercy Trustees and key staff are required to sign a Conflict of Interest Statement, that is part of the **Conflict of Interest and Code of Ethics** policy, disclosing any relationship and business affiliations that could reasonably give rise to a conflict of interest and pledging to refrain from participating in any conflicting transaction. At the beginning of each board meeting, board members are reminded to identify any changes to their last disclosure and are provided the requisite forms to make any updates.

To ensure ongoing ethical conduct and sound governance, the Board has also adopted a variety of other institutional policies and guidelines. In addition to the Conflict of Interest and Code of Ethics policy, these include the **Whistleblower Policy** and the **Executive Compensation Policy**.

6. *The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.*

Argument:

The Board of Trustees is responsible for the governance of the institution while the President of the University is the chief executive officer of the University, responsible for day-to-day operations and management of the University, and the faculty oversee academic matters. As stipulated in University Bylaw 9.01, the President is authorized by the Board of Trustees for implementing University policies, and is also responsible for signing all diplomas issued by the University.

A President's Cabinet of executive-level administrators reports to the President, and is responsible for managing and overseeing the operations of each of their respective major units. These include:

- Provost and Vice President for Academic Affairs
- Vice President for Finance & Administration
- Vice President for Enrollment Management & Student Affairs
- Vice President for University Advancement
- Assistant to the President for Mission Integration

To promote open communication and effective governance, each Cabinet member also serves on one of the standing committees of the Board.

University faculty are charged with guiding and overseeing the institution's academic matters. These include but are not limited to developing and revising curricula and educational policies, determining course credits and determining requirements for graduation.

Sources:

- New Trustee Orientation
- Board Committee Charters
- Detroit Mercy Area Profile
- Mission Integration Pre-Reading
- University of Detroit Mercy Bylaws
- Conflict of Interest Questionnaire
- Conflict of Interest and Code of Ethics
- Whistleblower Policy
- Executive Compensation Policy

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument:

University of Detroit Mercy is committed to freedom of expression and the pursuit of truth in teaching and learning and it recognizes academic freedom as an indispensable quality of both research and teaching in higher education. Detroit Mercy supports and protects the principles of academic freedom within all undergraduate, graduate, and professional programs and for all members of the academic community.

Moreover, the principles of academic freedom are essential to Detroit Mercy's student-centered mission. The promotion of academic freedom is supported in research and the classroom, and is reflected in the invitations to a diverse group of campus speakers on a variety of topics, and through the hosting of a broad array of events.

Detroit Mercy uses as its professional standard for academic freedom the American Association of University Professors 1940 Statement of Principles of Academic Freedom and Tenure, which states: "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning."

The Detroit Mercy employment agreement guarantees faculty members rights to academic freedom in 5.1 of Article V of the collective bargaining agreement. The inclusion of artists in the University's academic freedom policy further demonstrates the University's commitment to academic freedom. Performances and exhibitions at Detroit Mercy have historically represented a broad range of perspectives and beliefs including those dealing with religion and sexual identity. For instance, Detroit Mercy is one of the few Catholic universities to have hosted performances of Eve Ensler's *The Vagina Monologues*. This play has historically prompted intense debate about academic freedom in Catholic higher education. Similarly, the Detroit Mercy Theatre Company performed the award-winning play, *The Whale*, that included a protagonist who was a gay man coming to terms with religious teachings about sexual identity.

It is consistent with Detroit Mercy's role as a Catholic institution of higher education that freedom of expression is intentionally promoted in the classroom and across campus events. It is also a direct reflection of the institution's Mission and the Jesuits' and the Sisters of Mercy's deep commitment to the pursuit of knowledge and the power of education. External speakers are from diverse backgrounds, including those related to religion, race, sexual identity, and political beliefs. For example, before she became Michigan's first female state Attorney General in 2018, the University hosted Dana Nessel, co-counsel for the DeBoer-Rowse family in *DeBoer v.*

Snyder, the Michigan court case that challenged Michigan's laws forbidding same-sex marriage and same-sex second-parent adoptions. This case was one of four that the U.S. Supreme considered in deciding for the constitutional right of same-sex individuals to marry. In 2017, the University hosted Ta-Nehisi Coates, one of the country's most popular and outspoken writers dealing with racism in the 21st Century. And, in the 2019-20 academic year, Detroit Mercy hosted a diversity of talks, that included former President of Campbell's Soup Denise Morrison's discussion of ethics, leadership, and social responsibility, Rhae Lynn Barnes's talk on the history of the civil rights movement's fight to end blackface in America, and Rebecca French's discussion of why Buddhism has been excluded from the religious canon.

Detroit Mercy is also committed to protecting the principles of academic freedom for students. As is illustrated by the diversity of campus organizations, students with diverse perspectives and viewpoints, are not only free to organize but also encouraged to do so. The student newspaper, *The Varsity News*, and student literary and arts magazine, *[sic]*, offer venues for free expression for student authors. Student editors determine content in *The Varsity News* and *[sic]* in consultation with faculty advisor. Student writers, artists, editors, and columnists are welcome to express opinions not shared by the University.

Sources:

None

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Argument:

University of Detroit Mercy faculty, administrators, and staff are committed to the responsible acquisition, discovery, and application of knowledge. They believe it is central to the identity of the institution as an academic enterprise. The University supports a research infrastructure that includes the Office for Sponsored Projects and Research Activities (OSPRA) and Institutional Review Board (IRB), as well as identified positions to oversee specific areas of research (e.g., Animal Care and Use Committee, Biohazards Officer for Pathogens).

A number of policies provide comprehensive guidance and support to basic and applied research and ensure it is conducted ethically and with fiscal accountability by all members of the

institution, including faculty and students. These include but are not limited to: **Institutional Research Board Procedures and Guidelines** related to research with human and/or animal subjects, policy on **Academic Integrity**, and **Policy on Copyright Standards**.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Argument:

University of Detroit Mercy ensures the integrity of research and scholarly practice conducted by its students, faculty, administrators and staff through a comprehensive infrastructure of support services and oversight. Detroit Mercy's Institutional Review Board's Procedures and Guidelines ensure the rights of human subjects are protected when members of the University community conduct research. These policies and procedures are in accordance with federal law as mandated by the Department of Health and Human Services (DHHS) as set forth in 45 CFR 46, 21 CFR 50 and 21 CFR 56. To ensure effective oversight of a diversity of research activities, the Institutional Review Board is comprised of faculty members from across the University who are charged with conducting a comprehensive review of research activities and monitoring research activities. Committee members must possess the professional competence necessary to review the specific research proposals assigned to the IRB. The IRB also includes members not affiliated with the University. When reviewing research proposals including vulnerable populations (e.g., vulnerable adults, children), the IRB includes one or more reviewers who have a primary concern for the welfare of the population (e.g., child welfare advocate). These additional steps ensure the IRB takes the highest degree of oversight.

Before commencing any research activities involving human and/or animal subjects conducted by members of the University community, including faculty and students, the research must be reviewed and approved by the IRB. The IRB is given the authority to approve, require modifications, or disapprove research based on its review. The review is based on several factors, including but not limited to:

- Risks to volunteers are reasonable and minimized through appropriate research design
- Selection of volunteers is equitable
- Informed consent procedures
- Data collected is safeguarded
- Privacy and confidentiality of volunteers is protected

- Rights of volunteers are effectively protected

Included in the IRB Procedures and Guidelines are the informed consent regulations that provide comprehensive guidance to the informed consent process, and are consistent with federal regulations and state and federal laws related to confidentiality and privacy protections. To support the responsible conduct of research and provide additional specific support to University researchers, Detroit Mercy has invested in the Collaborative Institutional Training Initiative (CITI) to provide online training in research protocols. To ensure all Detroit Mercy researchers possess sufficient knowledge of research with human subjects before engaging in research activities, they are required to achieve a passing score on the CITI certification test to gain IRB approval to conduct research at the University.

The University also has an Institutional Animal Care and Use Committee specifically dedicated to overseeing research with animals to ensure the protection and ethical use of animals in research, as well as an Institutional Biosafety Committee (IBC) to oversee research with recombinant DNA. The IBC includes the Recombinant DNA Chair and Institutional Biosafety Officer, while the University also maintains a Biohazards Officer for Pathogens and Environmental Safety Officer.

2. The institution provides students guidance in the ethics of research and use of information resources.

Argument:

Detroit Mercy provides students with comprehensive guidance regarding the ethical use of information resources and research. This objective is accomplished through policy, resources, teaching, and other forms of direct guidance provided by faculty, administrators, support staff, and librarians.

As a primary source of guidance on research and the use of information resources, the Detroit Mercy libraries provide direct support and instruction as well as various aides to students to support their ethical conduct in research activities. Librarians offer both individualized and group instruction to students about the ethical use of information, including how to appropriately cite information and document sources in text, in a reference list or bibliography. The libraries also offer tutorials both online and via print materials to support student learning and provide ongoing guidance in the ethical use of information. Policies on **Copyright Standard for Library and Records Policy and Procedures Manual** posted on the library website for easy

access to all students. Two other support units, the Student Success Center and the Writing Center, offer specific services and resources to students to promote the ethical use of information. The Student Success Center is designed to provide comprehensive academic support to students including but not limited to academic testing, facilitating tutoring and study groups, professional mentoring, developmental coursework, and disability support services. The Student Success Center also provides specific guidance on the ethical use of information, as reflected in the **Student Tutor Manual** and the **Student Employee Confidentiality Statement**.

The Writing Center provides support to students specifically to aid academic writing and learning. The Writing Center employs a team of writing assistants to assist students with various aspects of writing, including proper citation and cultural components of writing related to academic writing.

Academic standards, which include the ethical use of information and the policy on academic integrity are included in the Student Handbook. In addition to University-wide support services and policies, faculty introduce students to appropriate and area-specific citation formats and types of scholarly resources relevant to the student's discipline (e.g., APA, AMA).

To further reinforce the ethical use of information and the creation of original scientific work, the University also has invested in electronic plagiarism tools (e.g., Safe Assign) to evaluate assignments with respect to their originality. Students in the University's health professions (e.g., dentistry, nursing, counseling) receive specific guidance related to confidentiality, including state and federal laws and regulations regarding confidentiality and privacy protections, and the ethical use, proper handling, storage and destruction of protected health information. This is accomplished through specific coursework, including clinical practica, internships, and residencies, and through the inclusion of specific policies in the clinic handbooks and/or student handbooks of each discipline. Completion of specific training, such as the HIPAA compliance training required of nursing students, is an integral part of the educational curriculum, and Notices of Privacy Practices as well as other compliance-related policies are embedded in each of Detroit Mercy's public teaching clinics.

4. The institution enforces policies on academic honesty and integrity.

Argument:

University of Detroit Mercy is committed to academic honesty and integrity, and understands its role in enforcing them. The **Academic Integrity** policy in the Student Handbook

provides specific guidance on plagiarism while the **Copyright, Plagiarism, & Citation Policy** provides additional guidance to students on the ethical use of information. Additional resources are also made available to students, faculty, and staff regarding academic honesty and integrity, such as those provided on the Library's web pages that include online tutorials dealing specifically with academic honesty and copyright law. The University Student Handbook as well as program-specific student handbooks (e.g., Health Services Administration, Law) provide additional details regarding academic honesty and integrity, including policies and procedures for addressing academic misconduct. Academic units provide discipline-specific guidance and expectations related to academic integrity.

To further promote academic honesty and integrity and demonstrate its significance, a core curriculum objective of the writing competency course is that "Students will demonstrate the basic skills for constructing a short, analytical research paper." Course outcomes related to this objective include: conduct appropriate research; integrate sources through paraphrasing, summarizing and using direct quotations; document sources in the text and a bibliography; identify and eliminate plagiarism. Undergraduate writing courses use a standard rubric to evaluate papers for the choice of sources, inclusion of sources with alternative viewpoints, integration of sources and documentation of sources.

Specific procedures have been implemented and resources are available for faculty and staff to monitor compliance, including the use of plagiarism identification software and online exam software. The University has established protocols to sanction incidents of dishonesty and other academic misconduct. While informal resolutions may be resolved between students and faculty members or within the academic unit as outlined in the Student Handbook, hearings at the school or college level may be used to resolve or adjudicate cases involving alleged academic misconduct. Consequences of academic misconduct include, but are not limited to grade reduction on a specific assignment, the issuance of a failing grade on an assignment or a failing grade in a course, program dismissal, and academic dismissal.

In addition to policies on academic honesty and integrity, specific academic units also have policies related to professional misconduct—many of which are directly aligned with the discipline's code of ethics. For instance, Psychology and Counseling students must demonstrate professional boundaries as part of compliance with ethical standards of conduct while students in Dentistry, Law, Physician Assistant, Counseling, Nursing and Psychology each have required

competency standards related to ethical practice. Specific academic units have policy requirements related to professional conduct and methods by which professional misconduct is addressed. For instance, the College of Health Professions has established an **Academic Progression Committee** (APC) that evaluates professional decorum and ethics and issues sanctions when warranted. The School of Law's Honor Code, outlined in the **Detroit Mercy Law Student Handbook**, establishes standards of conduct for students while the faculty-and-student-run Honor Council is involved in investigations and sanctioning recommendations involving incidents of student misconduct.

Sources:

Institutional Research Board Procedures and Guidelines

Academic Integrity

Copyright Standards for Library

Records Policy and Procedures Manual

Student Tutor Manual

Student Employee Confidentiality Statement

Academic Progression Committee

Detroit Mercy Law School Handbook

Summary

Detroit Mercy acts with integrity and its conduct is both responsible and ethical. Such conduct extends to the institution's governing board (Board of Trustees), faculty, administrators, staff, and students.

As an academic institution, Detroit Mercy is committed to the principles of academic freedom and to the discovery, acquisition, and dissemination of knowledge. It has established an effective infrastructure to support these activities. The highest standards of ethical conduct guide the governance and operations of Detroit Mercy and numerous policies and procedures have been adopted to ensure the institution's ongoing ethical conduct. These include but are not limited to

- Board of Trustee Bylaws and Conflict of Interest policies,
- Policies and resources to promote ethical conduct,
- Research protocols, resources, and policies,
- Commitment to the principles of academic freedom,

- Copyright and plagiarism policies, and
- Compliance with state and federal law regarding confidentiality and protections.

Criterion 3: Teaching and Learning: Quality, Resources, and Support

The institution provides high-quality education, wherever and however its offerings are delivered.

3A. The rigor of the academic offerings is appropriate to higher education.**1. Courses and programs are current and require levels of performance by students appropriate to the credential awarded.****Argument:**

Each Detroit Mercy course and program is current and appropriately rigorous to the degree or certificate awarded. The University offers more than 100 graduate and undergraduate programs. All of the courses within each of the academic programs were developed and continue to be regularly evaluated and updated by faculty within the various academic units to ensure they remain current and appropriate to the degree awarded. The Undergraduate and Graduate Catalogs are updated annually and describe all academic programs in detail.

Detroit Mercy continues to employ a rigorous review process to ensure all courses and programs are current and appropriate to the degree or certificate awarded. These include departmental, school/college, and University-level oversight activities, comprehensive program review, program assessment activities, requesting external review and input, specialized accreditation and outcomes evaluation. Departmental and/or school and college curriculum committees provide the primary monitoring mechanism for course and program oversight and approval related to review, program assessment and specialty accreditation. Once changes are made at the departmental level, they are subject to administrative review and in some instances, changes may trigger a program review at the University level. Detroit Mercy has operated a formal program review process for the last fifteen years, outlined in the **Program Review Guidelines**.

The program review process results in recommendations ranging from “no action needed” to the requirement for specific action plans. The primary purpose of the regular comprehensive program review is to examine, assess, and strengthen all academic programs. The areas in which programs are evaluated include centrality, quality, demand, cost, and efficiency and effectiveness. The most recent academic year program review results are in the **2018-19 Academic Program Review Committee Annual Report**.

In addition to ensuring all current academic programs are of the highest quality, Detroit Mercy has specific guidelines to ensure all new academic programming maintains this same standard and is appropriate to higher education. All proposals for new academic programs must be comprehensively evaluated before implementation. Several policies and procedures guide this initial review process including **Guidelines for New Certificates**, **Guidelines for New Minors**, and **New Degree Program Proposal**.

Detroit Mercy also has several mechanisms in place to ensure ongoing quality related to academic programming and transfer credit. In fall 2014, Detroit Mercy began participating in the Michigan Transfer Agreement (MTA), which provides for a seamless transition for students transferring from a community college. Transfer students with an endorsed transcript satisfy all of the knowledge areas of the core curriculum requirements; however, students must also satisfy the integrating themes area of the University's core curriculum and specific program requirements. For students not enrolled in a Michigan Transfer Agreement institution or who are simply transferring to Detroit Mercy, transcripts are evaluated for course equivalency and credit is granted for courses taken at regionally accredited institutions. Criteria surrounding the maximum credit allowed, minimum acceptable grades, and courses not accepted for transfer are described in the Undergraduate and Graduate Catalogs. The **Transfer Credit Policy** provides guidance for determining transfer credit decisions related to general electives as well as other special situations (i.e., military credit). Transfer equivalency guides by course and institution are regularly updated and readily accessible. One example is the **Transfer Guide - Engineering and EMU**. The University also has several formal articulation agreements for specific programs, illustrated in the **Articulation Agreements Summary**. A Transfer Team with a staff specializing in evaluating transfer courses under the direction of the Registrar works with academic units to determine which courses are transferable. The Transfer Team maintains standards regarding equivalency and degree evaluation and continues to provide increased oversight, assurance and consistency related to the transfer of academic credit.

Detroit Mercy's Assessment Team oversees the outcomes assessment for the institution's academic programs. Specifically, the Assessment Team is responsible for leading University-wide assessment activities, developing a mechanism for sharing best practices regarding assessment, reviewing the assessment methodologies used by each academic unit and identifying those units in which assessment activities require improvement, providing ongoing reports to and

consulting with the Associate Vice President for Academic Administration and the Provost and Vice President for Academic Affairs. The Assessment Team aligns institution-wide assessment with student learning outcomes and keeps the University community informed of institution-wide assessment activities. During academic year 2019-2020, University-wide assessment activities have focused on program-specific outcomes with each academic program assessing and reporting student outcomes related to their respective programs.

To further strengthen the institution's assessment infrastructure, an Associate Vice President of Academic Administration position was created in 2019. The Associate Vice President of Academic Administration is responsible for direct oversight, coordination, and management of University-wide assessment activities, as well as several other administrative duties, and reports directly to the Provost and Vice President of Academic Affairs.

Curriculum committees at the college and school level also provide oversight of academic programs, particularly when significant modifications to programs and individual courses are proposed (e.g., content changes, course title change). Similarly, academic programs and departments function as the first level of review and oversight.

Environmental scanning (i.e., exploring opportunities and threats), academic program accreditation, input from advisory boards, program assessment, and results on national examinations (e.g., Law, Dental, Physician Assistant) are also used to assure program quality. Thirty-eight Detroit Mercy academic programs have received specialized national accreditation as illustrated on the **Academic Program Accreditation Summary**. Academic programs for which national exams (e.g., law, physician assistant, counseling, dentistry, psychology) are used to document competency or learning outcomes provide another significant facet of quality oversight. Several of these outcomes are highlighted on the academic program websites.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Argument:

The learning goals for each of Detroit Mercy's baccalaureate, graduate, and professional degrees are articulated and differentiated. The goals and objectives for student learning are available for each program. These can be found on program websites, catalogs and other documents such as accreditation documents, program review documents and annual program assessment reports. Requirements for each program are defined in the Undergraduate and

Graduate Catalogs within each specific program. Graduate learning objectives build upon baccalaureate objectives, and expectations are differentiated between baccalaureate and graduate programs in disciplines offering degrees at both levels. There are several examples within the University, including the differentiation of program objectives for nursing degree programs.

3. The institution's program quality learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument:

The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on our three campuses, at additional sites, on-line education, as dual credit, through contractual or consortia arrangements). The majority of Detroit Mercy academic programs are offered on one of the University's three campuses. Detroit Mercy offers multiple modalities for learning including online, hybrid, dual enrollment and instruction at off-site programs.

In addition to Detroit Mercy's more than 100 degrees at the undergraduate, graduate and doctoral level, the University also offers several certificate programs. Certificate programs include graduate and post-graduate options and require a minimum of 15 credit hours. The **Academic Standards for Certificates** establishes the requirements for certificate programs and all certificate programs are subject to standard review processes to ensure academic quality. Certificate programs provide students with specific knowledge related to an area of inquiry, and some are associated directly with external credentialing. For example, the Certificate in Addiction Studies satisfies the requisite educational and internship hours required for state certification in substance abuse.

In efforts to maintain flexibility and in response to student and market demand, Detroit Mercy provides some certificate and graduate programs online. For many of these programs, students have the option of completing the program in an online or traditional classroom format; one example is the Master of Science in Financial Economics. Other programs, such as Information Assurance, are offered entirely online. The **Online Course Development Procedures** provide specific guidance and stipulate requirements for online course development to ensure quality.

The University's Instructional Design Studio (IDS) is the primary pedagogical resource for faculty development of online and hybrid instruction in the University and is an essential academic support unit. IDS maintains the Blackboard™ LMS for courses and provides a significant amount of support to faculty, staff and students including training in computer software and technical assistance in online pedagogy. A traditional undergraduate student may have the opportunity to take one or more courses in an online or hybrid format. Despite the modality, program outcomes and courses are the same and learning objectives must be met. All faculty are appropriately qualified and credentialed to teach assigned online courses and the majority of courses are taught by full-time faculty.

To ensure quality and consistency across courses, including the identification of standard components in the syllabus (i.e., learning objectives, evaluation rubrics, information about academic support services, academic policies), **Syllabus Guidelines** stipulate the requirements for course syllabi. This not only ensures coherence across syllabi as well as quality but also ensures the syllabus serves an effective contract between the instructor and student. These guidelines are updated regularly with the last update occurring in summer, 2020, and include additional guidance on online courses.

To meet the educational needs of the surrounding communities and as a response to student demand, Detroit Mercy has a long history of providing education at alternative sites and in consortia agreements. Alternative sites are defined as physical locations other than the University campuses, such as the Nursing program taught at Aquinas College in Grand Rapids. All courses delivered at alternative sites are part of the Detroit Mercy curriculum and are taught by Detroit Mercy faculty.

Detroit Mercy continues to be involved in the Detroit Area Catholic Higher Education Consortium (DACHEC) for undergraduate students that includes Madonna University and Sacred Heart Seminary. The Detroit Mercy Doctor of Nursing Practice program has a consortium agreement with Madonna University. While the consortia agreements have been in place for several years, only a very small number of Detroit Mercy students participate. In 2019-2020, only three (3) Detroit Mercy students participated in the consortia agreements. Quality is ensured in programs that are part of the consortia agreements that are not delivered by Detroit Mercy faculty by a variety of mechanisms, including curricular review and approval.

Detroit Mercy also offers high school dual enrollment to allow eligible high school students to enroll in a Detroit Mercy class while attending high school. Students attend class on-campus at a reduced tuition rate. Students have opportunities to pursue college-level coursework and interact with other enrolled college students and University faculty. If a Detroit Mercy course is taught on a high school campus, Detroit Mercy faculty deliver the course in the same manner and with the same content using the course syllabus with approved learning objectives and evaluation methods. The same degree of quality exists for dual enrollment delivery as that of courses taught on the McNichols campus. The **Dual Enrollment Program** procedures provide additional guidance on offering dual enrollment credit and were reviewed and updated in November 2018.

Sources:

Program Review Guidelines

2018-19 Academic Program Review Committee Annual Report

Guidelines for New Certificates

Guidelines for New Minors

New Degree Program Proposal

Transfer Credit Policy

Transfer Guide - Engineering and EMU

Articulation Agreements Summary

Academic Program Accreditation Summary

Academic Standards for Certificates

Online Course Development Policy

Syllabus Guidelines

Dual Enrollment Program

3.B. The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Argument:

Detroit Mercy's Core Curriculum is the institution's general education curriculum and is outlined in the **Outcomes-Based Core Curriculum Structure and Learning Outcomes**. The core curriculum is central to the education of students, derived from the Mission of the University, and is appropriate to the University's educational offerings and degree levels. Specifically, the core curriculum ensures that undergraduates from every major engage in each of these areas of study and acquire the requisite skills. Detroit Mercy's recently revised core curriculum includes six integrating themes that provide the organizing philosophical framework of the curriculum, and that directly reflects the institution's beliefs of the skills, knowledge and attitudes every college student should possess. These include: 1) Reading, Writing, and Research across the Core Curriculum; 2) Critical Thinking; 3) Cultural Diversity; 4) Understanding Human Difference; 5) Spirituality and Meaning related to Personal Development; and 6) Spirituality and Meaning related to Social Justice. As illustrated in the core curriculum, the core requirements and objectives are measurable and clearly articulated in various documents including course syllabi.

The development of the new core curriculum was a highly intensive, thoughtful, and collaborative process that took several years and resulted in a significantly improved, updated, and outcomes-based core curriculum. The Core Curriculum Task Force included representatives from across the University who collected data, surveyed stakeholders, held open forums, and consulted with other institutions to guide the revision process. The Core Curriculum Implementation Committee was created to oversee the implementation of the core curriculum. The outcomes-based **Core Curriculum** was fully implemented in fall 2017. It should be noted that the core curriculum had not yet been fully implemented at the time of our 2016 reaffirmation visit. As a result, each of the items about the core curriculum have occurred since our last review visit. The core requires the acquisition of knowledge and skills in six major areas:

Communication skills;

Mathematical/statistical knowledge;

Scientific knowledge;
Religious/philosophical knowledge;
Essential humanities;
Ethical and social responsibilities.

Currently, the Core Curriculum Committee (CCC), part of the University's shared governance structure, is responsible for the ongoing oversight and assessment of the Core Curriculum. The CCC is responsible for tracking developments in core curricula in other educational institutions and considering any amendments to the core curriculum.

The responsibilities of the CCC include:

1. Monitoring the goals and outcomes for learning in the core courses,
2. Assessing the success of core courses in fulfilling the identified outcomes,
3. Making recommendations to the MFA and the Provost based on findings.

The **Core Curriculum Submission Form** and the **Checklist for Core Curriculum Course Proposal** are available to guide the process for proposing a course for inclusion in the core curriculum. The **2019-20 Core Curriculum Committee Annual Report** illustrates the work of the Core Curriculum Committee, particularly as it relates to decision-making related to potential courses for inclusion in the core curriculum. Please see the *Interim Report* for additional details related to the Core Curriculum.

Graduate programs provide opportunities for students to engage, learn, and develop unique skills. Examples are found in various programs, and often involve specialized knowledge and skills related to the specific discipline. For instance, graduate students in the Master of Community Development program conduct community needs assessments to collect information and analyze community-level data for use in community planning efforts. Dental students practice clinical treatment skills in the dental clinic while also developing important skills related to patient care, oral disease prevention and research. Similarly, graduate students in behavioral and primary health disciplines engage in various research activities while applying clinical skills in practicum and internship experiences. Graduate business administration students engage in various forms of data collection and learn to develop comprehensive business plans.

- 3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.**

Argument:

University of Detroit Mercy believes that a critical component of helping its students achieve is preparing them to live and work in a world that is increasingly diverse and must accommodate a growing spectrum of voices, perspectives, and interests. The institution values a commitment to diversity within the institution.

The Mission of Detroit Mercy compels the institution to ensure no one is denied access to a Detroit Mercy education based on their gender, race, religion, national origin, or economic status. To promote a campus life that reflects and fosters inclusion and human and cultural diversity, several Detroit Mercy organizations and structures exist to affirm the presence of diverse populations. In addition to various spaces for spiritual and religious worship, student associations include but are not limited to the Muslim Student Association, Arab Cultural Society, Chinese Student and Scholars Association at Detroit Mercy, Chaldean-American Student Association, Hispanic-American Student Association, Muslim Student Dental Association, Black Law Students Association, Indian Student Association, African and Caribbean Student Organization and Black Student Union. Each campus hosts student organizations promoting the inclusion of LGBTQ students including the School of Dentistry Alliance for Inclusion.

The Dean of Students works with key groups and student associations to foster cultural understanding and awareness through practical and creative experiences. The Dean advances a campus culture that admires and celebrates the diversity of Detroit Mercy's vibrant global viewpoints. The Language and Cultural Training Department offers a wide range of support and training in achieving language proficiency and fluency, particularly to individuals preparing to work internationally as well as to non-English speaking individuals working in the United States.

Detroit Mercy's academic programs are committed to preparing students to function in a multicultural world and global societies. Cultural diversity is a significant component of the core curriculum and as a general education learning outcome. Cultural diversity and multiculturalism are also evident across all academic program levels (i.e., undergraduate, graduate, professional) and assessed as a learning outcome throughout the University. In addition to integrating multiculturalism into curricula across the University, Detroit Mercy also has specific academic programs focused on diversity issues. These include African-American Studies, Islamic Studies, Women's and Gender Studies, and Language and Cultural Training. Detroit Mercy sponsors

multiple opportunities for student discovery through Internationally Based Education programs (e.g., study abroad, short term trips and academic experiences). These experiences promote cultural competence and a keen understanding of inclusion to better prepare students throughout their academic and professional careers. Detroit Mercy also hosts a variety of immersion trips, sponsored by University Ministry. In addition to promoting cultural competence through immersive experiences, these mission-related trips reflect the social justice roots and transformative nature of a Jesuit and Mercy education.

Detroit Mercy also demonstrates its commitment to recognize the diversity of the world in which students live and work through active efforts to recruit and support students from underrepresented populations. To further formalize inclusion-focused recruitment and student support service efforts, several schools and colleges have identified specific staffing positions. The School of Dentistry has an Office of Diversity and Inclusion, the School of Law has a Director of Campus Equity and Inclusion, and the College of Health Professions has an Assistant Dean for Diversity and Inclusion. Each of these roles exist to facilitate cultural competence and provide additional support in the admission and retention of underrepresented students.

Detroit Mercy's Office of Admissions has long utilized a variety of focused activities to continuously recruit underrepresented populations. Detroit Mercy has collaborative agreements with several Chinese universities, and works directly with a recruiter of potential applicants in India. The institution has enrolled students from Canada for more than three decades and hosts a dual law program with the University of Windsor. Detroit Mercy offers several teaching clinics that serve the public at no or limited cost. These clinics, which are sponsored by the Counseling, Psychology, and Nursing programs and the Schools of Dentistry and Law, serve economically disadvantaged individuals in geographically impoverished areas. As part of their clinical/practice training, students in each of the associated academic programs practice in the clinics.

In addition to academic programs, the promotes and recognizes diversity through enhanced and supplemental teaching and learning resources and activities that include collections, archives and lectures. For instance, the Carney Latin American Solidarity Archive (CLASA) and the Black Abolitionist Archives support numerous events and lectures for students and the University community. Most recently, the University sponsored "*Robert W. Saunders*,

Civil Rights, and the Fourteenth Amendment” and Anna-Lisa Cox of Harvard University's Hutchins Center discussing her book *“The Bone and Sinew of the Land.”*

4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Argument:

As an institution of higher education, University of Detroit Mercy engages in a wide variety of activities to encourage the scholarship and creativity of its students and faculty. First and foremost, engagement in scholarship is essential to faculty and is required for promotion and tenure decisions. Similarly, Detroit Mercy believes that the discovery of knowledge and development of creative works is integral to both faculty and students. The University supports scholarship in several ways and has developed various venues by which to promote faculty and student scholarship. The annual **Celebration of Scholarly Achievement** showcases student and faculty scholarship, creativity and publications annually each spring.

For students, academic instruction, library resources and research assistantships are three of the primary methods used to support research and scholarship. Detroit Mercy hosts specific venues to highlight student research. The Counseling program hosts a mini-conference to showcase graduate student research while the College of Engineering & Science hosts an annual **Student Research Symposium** to celebrate student research while inspiring invited high school students to choose careers in STEM fields.

Detroit Mercy’s federal ReBUILD grant from the National Institutes of Health continues to create pathways for undergraduate students to complete STEM preparation including intensive research training. Similarly, Graduate Research Assistantships are made available in several academic programs across the University to promote student-faculty research collaboration.

The Office of Sponsored Programs and Research Activities (OSPRA) Advisory Board in collaboration with the Office of Academic Affairs, developed the **2020-2024 OSPRA Strategic Plan**. This marked the first Detroit Mercy OSPRA strategic plan and is designed to further guide and support externally funded scholarship endeavors across the institution. The **Faculty Research Fund** provides annual funding awards to McNichols faculty to support scholarship. As a result of each of these efforts, Detroit Mercy faculty and students have an impressive record of scholarly achievement as illustrated in the annual archives of faculty publications program.

Sources:

Core Curriculum

Outcomes-Based Core Curriculum Structure and Learning Outcomes

Submission Form for Core Curriculum Course Proposals

Checklist for Core Curriculum Course Proposal

2019-20 Core Curriculum Committee Annual Report

Celebration of Scholarly Achievement

Student Research Symposium

2020-2024 OSPRA Strategic Plan

Faculty Research Fund

C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Argument:

University of Detroit Mercy continuously strives to ensure its workforce reflects the diversity that is integral to its mission and its constituencies. As a result, the composition of the institution's faculty, administrators, and staff continuously evolves to effectively adjust to changes in constituencies and the greater world. One source of evidence of this is in the University president. As a religious institution founded by the Sisters of Mercy and the Jesuits, Detroit Mercy made a historic move over the last decade, employing its first lay President. Moreover, the institution was the first of the 27 U.S. Jesuit universities to name an African-American President. This change is reflective of significant transitions in Catholic higher education and in higher education, and a changing U.S. landscape.

Whereas Detroit Mercy's executive officer provides one source of evidence of the institution's commitment to diversity, similar changes have occurred among faculty, administrators, and staff. The University has taken several steps to intentionally further diversify its workforce. These include but are not limited to the use of targeted advertising on discipline-specific listservs and advertising in minority-specific publications (e.g., *Diverse Issues in Higher*

Education) and promulgation of procedural guides for use in recruiting: 1) *Administrators, Faculty, and Librarian Position Searches Policies and Procedures* and 2) *Guidelines for Recruiting and Hiring a Diverse Faculty and Administration*.

As an Equal Opportunity Employer, Detroit Mercy also has specific advertising and hiring guidelines used to promote diverse applicant pools for faculty, administrators, and staff positions.

The current demographic composition of faculty and staff reflects diversity and reflects the institution's constituencies. In 2020, the demographic profile of Detroit Mercy students is approximately 16% minority (i.e., African-American, American Indian, Asian, Native Alaskan, Biracial or Hispanic) and 59% female while the composition of Detroit Mercy faculty is approximately 28% minority and 51.6% female and the composition of staff and administrators is approximately 38% minority and 63% female.

2. The institution has sufficient numbers and continuity of faculty members to achieve the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.

Argument:

University of Detroit Mercy has a sufficient number of faculty and continuity of faculty members to ensure effective, high-quality academic programs and student services. Detroit Mercy employs 320 full-time faculty and has a student-to-faculty ratio of 11:1. Whereas the current student-to-faculty ratio is consistent with the mission and supports a highly focused student-centered environment, the University recognizes that the ratio may need to increase slightly to further protect the institution's long-term fiscal health. To this end, several steps were recently taken including faculty attrition, academic department closure, the establishment of an early retirement program and a reduction in adjunct faculty.

A large number of Detroit Mercy faculty have significant longevity at the institution, and further promote the continuity of the institution. Approximately one-third of the full-time faculty has been at the University for 15 years or more.

Faculty members are responsible for maintaining active teaching and non-teaching roles including student advising, monitoring student performance, and oversight of the curriculum. Faculty are involved in establishing the requirements of academic credentials for instructional

staff, and are involved in the assessment of learning. Faculty provide oversight of the curriculum at all levels (University, college/school, department and classroom). Shared governance processes are used for decisions that impact all faculty including the program evaluation and the review and approval of new programs proposals. At the college/school level, curriculum committees composed faculty members make decisions regarding curricular matters such as the approval of new courses or modifications to existing courses. At the course level, faculty are responsible for individual course delivery and activities such as textbook orders and development and maintenance of course materials.

Adjunct faculty members are employed according to the needs of the unit. However, the percentage of adjuncts is significantly limited by the institution's collective bargaining contract. Specifically, Article 3.3 of the **Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union** stipulates the majority of instruction is provided by full-time faculty. Moreover, because of the significant number of full-time faculty employed by the institution, the number of adjunct instructors is typically quite low. In fall 2019, only 28.5% of courses were taught by adjunct instructors while 71.5% of all courses were taught by full-time faculty.

3. All instructors are appropriately qualified including those in dual credit, contractual, and consortia programs.

Argument:

Detroit Mercy ensures that all instructors are properly qualified and credentialed including those who teach in dual credit/dual enrollment, consortia and off-campus programs. As stipulated in the **Policy on Determining Qualified Faculty**, all Detroit Mercy instructors must possess the requisite credentials in the respective discipline to be eligible for an adjunct or full-time teaching assignment in any academic program. With regard to dual credit teaching programs, all teaching and instruction is conducted directly by Detroit Mercy full-time faculty members.

Adjunct faculty and consortia faculty are required to possess the requisite credentials for the area in which they are teaching, while non-Detroit Mercy instructors who teach in consortia programs must meet the Detroit Mercy faculty credential requirements.

Requirements related to the academic and professional credentials for faculty is stipulated in the institution's collective bargaining agreement. Specifically, Article 5 of the current

contract, Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union describes the minimum academic credentials for faculty including search requirements, rank, promotion and tenure or continuing employment (clinical track faculty). Colleges and schools also have specific criteria unique to the discipline to ensure that all faculty members possess the requisite credentials to ensure the highest quality instruction across the institution. The **2019-2020 Faculty Roster** illustrates the academic credentials of full-time faculty at Detroit Mercy.

4. Instructors are evaluated regularly in accordance with institutional policies and procedures.

Argument:

Detroit Mercy faculty are evaluated annually in accordance with institutional policies and procedures. For example, Article 5.8 a-c of the *Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union* outlines the requirements and procedures of the annual review.

Detroit Mercy's annual reporting process has been in effect for several decades and is comprised of a comprehensive review of the three primary faculty responsibilities – teaching, research, and service. All Detroit Mercy McNichols full-time faculty are required to complete a **Faculty Annual Report** each academic year. The annual report is then submitted to the appropriate chair and dean of their respective program/department and school/college. The chair and/or dean provides written feedback about the faculty member's performance in the annual report. Faculty have the opportunity to review the feedback and provide additional comments before it is forwarded the Provost and Vice President for Academic Affairs for final review.

With regard to probationary faculty, the process for review was significantly revised in 2016 to further strengthen it. The department chair and department promotion and tenure committee and the dean reviews the dossier and makes recommendations about teaching, research, and service and meets with the faculty member to discuss progress toward promotion and tenure. Faculty have the opportunity to review the feedback and provide additional comments before it is forwarded the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs reviews the comments provided at each level and provides written feedback to the probationary faculty. Faculty use the criteria for promotion and tenure as benchmarks for practice in their current rank and when moving forward in pursuit

of the next professional rank. In the annual faculty evaluation process, faculty gain assurance that they are performing at the expected level of performance and/or areas of need are determined. A mid-tenure review process was added to strengthen the annual review process. The mid-tenure review process is stipulated in the Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union.

Probationary faculty are also regularly observed in the classroom by the department chair, tenured department faculty, and/or dean or designee as part of the ongoing evaluation of teaching. Adjunct faculty are also evaluated regularly at Detroit Mercy, typically through classroom observation by department chairs as well as by student evaluations.

Students regularly anonymously evaluate all faculty, including full-time and adjunct faculty, at the end of each term through the standardized **Student Course Evaluation** process. The student evaluation consists of both course/content-related items as well as instructor-related items and includes both a Likert scale rating system and space for qualitative responses.

Following the end of each term, faculty have immediate access to the student evaluation data from each of their courses. Department chairs and deans also have access to the student evaluation data of their respective faculty and review the information as part of the regular review process. Student feedback is a valuable and important component of annual faculty evaluations, promotion and tenure processes. Student evaluation data provides faculty significant information for use in course-level improvement and revisions. Faculty report how student evaluation feedback was used for course improvements/modifications in their annual report.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Argument:

Detroit Mercy offers numerous processes and resources for faculty to remain current and adept in their teaching roles including directly providing resources and financial support, and providing access to significant teaching and enhancement-related professional development opportunities. Specific funds are made available annually to support all McNichols full-time faculty in their ongoing professional development through the faculty voucher program. These funds can be used to support professional development related to teaching, and are often used to

support travel expenses for professional conferences, memberships in professional organizations, fees associated with academic publishing, scholarly publications, and fees to gain access to scholarly publications or inter-library loans. Details of the faculty voucher program are outlined in Article 11.6 of the Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union.

Detroit Mercy also provides annual financial support to faculty for research-related activities. Currently, \$150,000 is allocated annually through the **Faculty Research Fund**. All full-time McNichols faculty are eligible to apply for an IRF fund through a competitive process, and awards typically range from \$4,000 to \$8,000.

Every three years, tenured faculty have the opportunity to apply for research leaves with compensation to include up to 90% of one's base salary for the term of leave or 75% of the individual's annual base salary for two terms. Each of these forms of specific financial support is designed to further enhance faculty members' professional development as scholars, and to ensure a vibrant academic learning community.

Detroit Mercy regularly sponsors several University-wide forums to further support professional growth and development. Examples of these include the annual Celebration of Scholarly Achievement and annual **Colleague Development Days**. Whereas the Celebration of Scholarly Achievement provides a forum to promote and share faculty and student research, Colleague Development Days provide faculty the opportunity to participate in a variety of workshops on methods to improve teaching and share ideas and strategies with their peers.

The Detroit Mercy Annual Faculty Recognition and Faculty Excellence Awards recognize both junior and senior faculty for excellence as teachers and scholars. Faculty are also routinely acknowledged for professional awards within their fields and by professional associations within displays in their academic units, in college/school newsletters or publications, and the University newsletter, the Campus Connection. In addition to recognition for teaching and research, a large number of Detroit Mercy faculty are engaged as leaders in professional and community-based organizations serving as board members for local agencies or businesses and holding leadership positions in their respective professional associations.

6. Instructors are accessible for student inquiry.

Argument:

Detroit Mercy is known for its commitment to a student-centered environment. This is demonstrated by the accessibility and responsiveness of faculty to students. Faculty, both full-time and part-time, are available and responsive in meeting student needs. There are formal processes in place to support faculty accessibility that include published office hours, faculty offices with telephone and voicemail capability, email accessibility, and faculty responsibilities as academic advisors and mentors to student organizations.

All instructors, including full-time and adjunct faculty members, are required to publish office hours and/or availability and contact information on their syllabi. To accommodate adjunct faculty, specific space is made available by individual academic units or by the college or school for instructor student meetings outside of the classroom. To regularly evaluate instructor accessibility, specific items are included in the University's standardized student evaluation. Students evaluate instructors on their accessibility, and their ability to respond effectively to student inquiry.

Student advising is an expected faculty role and is part of the annual faculty evaluation. Faculty also serve as academic advisors regularly advising on coursework to meet both curricular and personal career objectives. Faculty also explore with students' issues that may impede academic performance and make referrals to appropriate University resources, and utilize early intervention tools and technology (e.g., Accudemia), as needed to best support students. Faculty also direct and supervise student-directed studies, theses, and doctoral dissertations and projects. In off-site academic placement such as clinical practica, faculty supervise and mentor students and remain available during the clinical rotations.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument:

Detroit Mercy staff members are appropriately qualified, trained and supported in their professional development, and several processes have been instituted to ensure this. Specific credentials and/or experience for a staff position are required for all staff members providing student support. The prevailing minimum standards in the field are used in the development of job descriptions for all student support staff. A Job Description Questionnaire (JDQ) is developed for each position, identifying the qualifications, including skills and knowledge

needed to fulfill a specific position. Detroit Mercy's Performance Communication System (PCS) is used to monitor staff performance and review the needs and goals of the service rendered. The PCS facilitates ongoing dialogue between staff and supervisors about performance and allows for ongoing coaching, guidance and supervisory support to maintain high quality student support services.

Because Detroit Mercy believes a high-quality staff is essential to the operation of the University, significant investment is made in the professional development of staff. The University provides specific funding to support professional development activities of support staff, including but not limited to financially supporting participation in professional conferences, workshops, and memberships in professional associations. Most significantly, Detroit Mercy provides free and reduced tuition to all employees to earn advanced degrees.

Staff also participate in the institution-wide forums sponsored by the Office of Academic Affairs (i.e., Colleague Days). Staff recognition is also viewed as integral to maintaining high quality staff. Similar to the annual faculty recognition awards, the annual **Commitment to Excellence Award** recognizes University staff who provide excellent service to all those with whom they work and serve. Award recipients are announced and honored at the University Christmas Party and Colleague Recognition Day. Recipients receive a monetary award, certificate, commemorative piece and their name is displayed in the Human Resources Department lobby.

Sources:

Agreement between University of Detroit Mercy and University of Detroit Mercy Professors' Union

Policy on Determining Qualified Faculty

2019-2020 Faculty Roster

Faculty Annual Report

Student Course Evaluation

Faculty Research Fund

Colleague Development Days

Commitment to Excellence Award

3D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its students.

Argument:

University of Detroit Mercy offers a range of student support services specifically suited to student needs. All Detroit Mercy students have access to each of the following support services and entities:

- Academic Advising
- Financial Aid Office
- Office of Disability and Accessibility Support Services
- Wellness Center
- Academic and Personal Counseling
- Office of Student Affairs and Residence Life
- University Ministry
- Registrar
- IT/Computer Services
- Veterans services
- Public Safety
- International Services Office
- Center for Career & Professional Development
- Academic Support Services, including tutoring
- Writing and grammatical support
- Title IX Coordinator and Equity and Compliance Specialist
- Enhanced support for first-generation college students

In ongoing efforts to more fully understand the experiences and needs of our students, Detroit Mercy engages in systematic student assessment. These institution-wide assessment processes include the Undergraduate Survey of Graduates, the CIRP Freshman Survey, the Noel Levitz Student Satisfaction Inventory and companion survey, the Institutional Priorities Survey. The results of these surveys are used to inform and enhance student support services. For example, as a result of student feedback, an Islamic Prayer Room was established in Reno Hall,

an interfaith space created in one of the libraries, and summer class scheduling was modified in specific programs.

In addition to University-wide support services, support services are also tailored to the needs of students in specific programs, schools, and colleges. The Schools of Dentistry and Law provide specialized career and academic support services for students while the College of Health Professions has established specialized academic support services for students in nursing and other allied health programs. Similarly, most graduate programs provide specialized support services including mentoring, early career development, scholarly publishing and credentialing. In recognition of the quality of support services provided at Detroit Mercy, the institution has been continuously recognized as a Gold Certified **Michigan Veterans Friendly School** since 2015.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Argument:

University of Detroit Mercy is committed to meeting the academic needs of its students and ensuring that students are adequately prepared for the courses and programs in which they wish to enroll. The University employs a variety of methods to accomplish this goal. Prospective students must provide evidence to support admission as an undergraduate or graduate student. These include but are not limited to scores from nationally recognized aptitude tests (e.g., ACT, LSAT), English proficiency test scores (i.e., non-native applicants), minimum grade point averages in high school or post-secondary degree programs, work experience, and letters of recommendation from former instructors. Graduate, including professional programs, require additional specific evidence of adequate preparation, including factors related to undergraduate work (e.g., cumulative grade point average, completed prerequisite courses, advisor recommendation), and other factors (e.g., GRE DAT, work experience, letter of intent).

Detroit Mercy also recognizes that some students may not be adequately prepared for or have less-than-minimum admission requirements to qualify for regular admission, yet demonstrate potential for academic success. To effectively monitor these students, they are admitted into the University College Program, which is part of Detroit Mercy's Student Success Center. These students benefit from extensive support services, developmental advising, and

peer mentoring while they complete requirements for admission to their selected academic program.

Upon enrollment at Detroit Mercy, the University provides several services to continuously monitor adequate placement of students and to promote student success. The **Academic Interest and Major Exploration** (AIME) program allow undergraduates with undeclared majors to explore various disciplines before deciding on a major. The AIME program provides additional support to undecided students to make effective decisions regarding selection of a major based on their abilities and preferences. More recently, the Health Exploration Program (HEX) was developed to provide support to students specifically interested in health careers.

Detroit Mercy also has a collaborative process in place to allow faculty, academic advisors, and support services staff to coordinate communication concerning undergraduate students. This collaborative and strategic process allows Detroit Mercy to develop effective intervention strategies designed to improve a student success. To support this level of student support and collaboration, the University has used enhanced technology (i.e., Mapworks), and to further improve these processes, Detroit Mercy is migrating to AccuCampus in fall 2020. Specifically, this type of technology-aided communication serves as an early warning system for early intervention and provides a customized algorithm of individualized support. The early warning system assists at-risk students to succeed at Detroit Mercy, both academically and socially. AccuCampus also allows the institution to track co-curricular outcomes. Graduate programs employ similar systems to continuously monitor student performance. These may include annual performance reviews, comprehensive periodic testing, and monitoring of ongoing performance requirements.

The Student Success Center provides significant support services and tools including tutoring, small study groups, placement testing, developmental advising and coursework, peer mentoring for conditionally admitted students, and disability support services such as note-taking, test proctoring, and adaptive technologies. Two examples of the Student Success Center programs supporting student persistence are the **King Chavez Program** and the **FirstGen Network**.

The Detroit Mercy Writing Center is an additional valuable student support resource allowing students to seek the assistance of student “peer” writing tutors at any stage of a writing

assignment. The Center staff knows that student “peers” are the best source for support and guidance for other students’ work because, having completed the coursework required by the Writing Program, they understand the concerns other students have about their writing. Graduate programs offer similar and additional academic support services, such as tutorial services focused specifically on the discipline.

3. The institution provides academic advising suited to its programs and the needs of its students.

Argument:

Academic advising plays a significant role at Detroit Mercy and is a central part of the institution’s mission. Moreover, academic advising is specifically suited to the academic program and the needs of the student. Academic advising assists students in clarifying their educational aspirations, preparing for post-graduate careers and/or continued education. It allows for the continuous monitoring and evaluation of academic progress toward educational goals. Entering freshmen work directly with an advisor to determine a plan of work to meet their academic goals. Detroit Mercy hosts orientation programs for incoming freshmen such as the **Student Orientation Advising Registration (SOAR)**, which provides an opportunity for incoming freshmen to become familiar with campus life; take placement tests in English, math, foreign language, computer skills, and chemistry; and meet with a faculty advisor to complete a plan of study. Once students matriculate into a major, a new advisor is assigned. Faculty serve as primary academic advisors. However, additional advising may also be provided by administrative personnel. Similarly, graduate students are assigned faculty advisors who teach directly in their discipline, and in many instances, students are matched to specific advisors based on their area of interest or specialization to provide enhanced support and mentoring.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

Argument:

As an institution providing undergraduate and graduate degree programs, University of Detroit Mercy believes an effective infrastructure and resources are integral to the success of its students. The University has a robust technology infrastructure, laboratory spaces, libraries and

collections, and clinical practice sites. The University has also made significant improvements to the infrastructure and physical facilities on each of its three campuses within the last several years to further enhance its teaching and learning environments. Some of the strategic investments that have occurred since 2017 include:

- Significant enhancement and expansion of the College of Health Professions to include collaborative learning spaces, collaborative labs, and exam rooms
- Renovation of classrooms in the Engineering Building
- Addition of an active classroom in the Briggs Building
- First floor renovation of the McNichols Library
- Establishment of the Center for Assistive Technology
- Enhancement of dental clinics
- Establishment of an IT Service Center
- New innovation/collaboration center

In addition to all of the recently completed renovations and campus enhancements, the University is also in the midst of a master renovation plan that will involve additional campus improvements. The projects will include both demolition and renovations and are designed to enhance student-focused spaces, significantly reduce deferred maintenance costs and further improve the University's long-term financial health.

Detroit Mercy has a comprehensive technological infrastructure that supports teaching and learning. Specifically, the Instructional Design Studio (IDS) and Instructional Technology Department (IT) provides comprehensive technology support to faculty. IDS is one of the University's pedagogical resources for faculty, staff and students. In general, IDS maintains the University Blackboard™ LMS system, provides training and support services to students and faculty, and serves as an integral resource to faculty. The IT department provides the administrative and academic technology services across all campuses, including a range of technological support, deployment of equipment, maintenance of software licenses, and specialized support of phones, computers, and Internet access.

Evidence of the effectiveness of the University's technological infrastructure was recently tested beginning in March 2020 during the COVID-19 pandemic when the University had to quickly convert all courses to online delivery. The Instructional Design Studio developed and made available tutorials related to course conversions within 48 hours. IDS staff were readily

available to faculty and students throughout the transition process. Moreover, because the University was equipped with both the technology and staffing support resources to effectively and quickly make this transition, it was able to occur seamlessly. As a result, continuity of coursework was easily maintained, and all three campuses completed didactic courses on time.

Laboratory Space

To provide enhanced support for scientific and clinical research, Detroit Mercy has several laboratories. For instance, the Chemistry Department has extensive modern instrumentation including but not limited to UV-visible, infrared, and atomic absorption spectrometers and equipment for photochemical and kinetic work while dental and health professions have gross anatomy labs.

Most recently, the **iNSPIRE laboratory** which was co-funded by donors and the University's NIH ReBUILD Detroit program is a hub for collaboration and is a state-of-art facility to conduct research. Multiple labs have undergone significant updating to effectively accommodate recent increases in student enrollment. Individual faculty across disciplines also have specific labs related to their research (e.g., eye movement, alcohol use).

Performance and Studio Spaces

The most notable performance space sponsored by the University is related to the Theatre program and Theatre Company. The Detroit Mercy Theatre Company is committed to producing theatre in an urban setting with an emphasis on social justice. Because the University does not have a dedicated performance space, the Theatre Company utilizes a range of spaces on the campus (e.g., Student Union coffee house, exhibition space in the School of Architecture) and hosts productions in a community theater.

The Architecture program also has studio space for students that includes full-size drawing tables and storage space. Students have 24-hour access to the studio and also have access to a woodshop and computer space with specialized software available.

Clinical Practice Sites

Detroit Mercy operates multiple campus-based teaching clinics in counseling, dental, law, nursing and psychology on each of the campuses and in the community. These clinics provide clinical practice sites for students and serve the public. Programs across the University utilize community-based practice sites for internships and residencies. Protocols are in place

within the academic programs to address specific regulatory and compliance issues related to practicum, internship, and residency requirements.

Libraries

The Detroit Mercy library system is comprised of the McNichols Campus Library, Dental Library, and the Kresge Law Library. All libraries function as partners with the institution's colleges and schools to support and promote scholarly inquiry, provide academic and research support, and promote positive educational outcomes.

To continuously meet the needs of students, hours of service vary among the libraries and are adjusted during the semester to meet student needs. For example, the McNichols Campus Library extends hours during the last few weeks of each semester and recently extended weekday hours in response to student feedback. Each library has an open stack with electronic catalogs via the internet. The libraries have consistently expanded online collections to meet the demand for online resources.

In addition to serving as a central hub to provide enhanced academic support to students and faculty, the library is also a well-utilized gathering space and an essential resource for campus life. Librarians are continuously available to provide individualized support and guidance and group instruction to classes as an embedded part of a course. Students and faculty also have 24-hour access to librarians through the Virtual Reference Service hosted by the Association of Jesuit Colleges and Universities (AJCU).

Sources:

Michigan Veterans-Friendly Schools

Academic Interest and Major Exploration

King Chavez Program

FirstGen Network

Student Orientation Advising and Registration

iNSPIRE Lab

Summary

Detroit Mercy provides high-quality education. As an academic institution, excellence in teaching and learning are core values. Detroit Mercy achieves these goals through a variety of methods, a supportive environment and established processes, and through a robust

infrastructure. Detroit Mercy has several mechanisms in place to continuously evaluate and ensure quality is maintained. These include but are not limited to the following:

- Faculty have primary responsibility for the oversight of curriculum.
- Faculty are easily and readily accessible to students in person and through various other sources including email and virtual meetings.
- An established systematic program review process to regularly evaluate academic programs. All of the institution's academic programs eligible for national accreditation have attained and maintained accreditation.
- An outcomes-based Core Curriculum is fully implemented and designed to further strengthen student learning and provide ongoing assessment of learning.
- The outcomes-based Core Curriculum is derived directly from the institution's mission and intentionally prepares graduates as critical thinkers able to communicate creatively and effectively in a global society.
- Specific procedures and mechanisms to ensure all faculty are qualified and hold the appropriate credentials.
- Clear institutional policies related to faculty evaluation.
- Specific financial and other support for both faculty and staff to promote and support faculty scholarship, professional development and recognition.
- Specific procedures and mechanisms to ensure staff that provide essential support services are qualified and appropriately trained.
- An array of support services for students at the undergraduate, graduate and professional levels.
- An effective and sustainable IT structure for students and faculty, that includes the Instructional Design Studio (IDS) as an integral source to teaching and learning support.

Criterion 4 Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A. The institution ensures the quality of its educational offerings.**1. The institution maintains a practice of regular program reviews and acts upon the findings.****Argument:**

University of Detroit Mercy maintains a practice of regular program review, and has done so for almost 15 years. The process provides a rigorous and comprehensive review of academic programs and is an instrumental part of the University's quality assurance and quality improvement structure. The review process is action-oriented, resulting in the strengthening and continuation of academic programs, remediation efforts to improve academic programs, or discontinuance of academic programs. Except for the Schools of Dentistry and Law, every academic program, including undergraduate and graduate degree programs, certificate and interdisciplinary programs, minors, and academic support units such as the Student Success Center, participate in the standardized program review process. The program review content and process of the Schools of Dentistry and Law are conducted as prescribed by the Schools' accrediting bodies. All academic programs are minimally reviewed every seven years.

The program review consists of an extensive self-study compiled by respective program faculty, evaluations of the self-study by three external reviewers for programs without discipline-specific accreditation, an evaluation by the academic administrator responsible for the program, and interviews with program representatives. Programs are evaluated based on five criteria: centrality, quality, demand, cost, and efficiency and effectiveness. The process and criteria are defined in the **Academic Program Review Guidelines**. Upon completion of the review, the Provost/VPAA's report, recommendations from the McNichols Faculty Assembly (MFA; shared governance), input from the Dean, and any external letters of review are shared with the Dean and Department Chair and/or Program Coordinator. The Chair/Coordinator reviews the documentation and considers any recommendations made in the report. The Chair is also encouraged to meet with the Dean and/or Provost/VPAA to discuss any future programmatic modifications and/or decisions based on the review.

As a robust review and monitoring process to ensure the highest academic quality, the process may result in a decision to discontinue an academic program that is no longer viable, relevant, or fiscally sound. One recent example of this was the decision (2017) to discontinue admissions to the Department of Education and each of its undergraduate and graduate programs. Conversely, the review process may result in allocating additional resources to further strengthen an academic program and ensure its ongoing success and sustainability, such as adding a new faculty line to the Communication Studies program.

The complete results of the most recent academic year program review are reflected in the **2018-19 Academic Program Review Committee Annual Report**.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

Argument:

University of Detroit Mercy continues to thoroughly evaluate all the credit that it transcripts and has specific policies that guide this process to ensure the quality of the credit it accepts in transfer. The policies and procedures related to the transfer of credit are described in the Undergraduate Catalog and the Graduate Catalog.

The process of transfer credit evaluation has been continuously strengthened over the last decade, and has resulted in the establishment of a significant infrastructure to ensure the quality of the evaluation process. The infrastructure currently includes a dedicated Transfer Credit/Degree Audit Team (Transfer Team), comprehensive policies providing guidance to the transfer process, enhanced technology, and faculty input in the creation, revision, and approval of applicable policies and processes. In addition, and to ensure broad collaboration, faculty involvement in the transfer credit process continues to be embedded in the shared governance process via the Undergraduate Standards Committee and the Graduate Retention and Standards Committees. Whereas technology has increased the effectiveness and efficiencies of the transfer credit process, embedded faculty involvement has assisted the University in ensuring the highest degree of academic integrity in the transfer credit process.

The Undergraduate and Graduate Standards Committees have responsibility for policy review and approval and determining standards for policies such as transfer credits and internationally-based educational experiences. The Undergraduate Coordinators' Committee—

comprised of representatives from academic units and related academic support services—also provide critical input.

The Transfer Team, a special unit in the Office of the Registrar, is charged with implementing and maintaining the transfer articulation process (for new and current students) and the degree evaluation system. After students have been admitted, transfer credits are evaluated and posted by the Team. The evaluation findings are based on reviews from the appropriate college/school/department. Students can view their accepted credits on Detroit Mercy's technology platform and the Degree Evaluation feature indicates how courses (including those transferred) have fulfilled specific academic requirements.

The **International Baccalaureate Transfer Guide** clarifies the quality of the credit Detroit Mercy accepts for transfer and provides guidelines for consistency in the process by which transfer credits are accepted and posted. There are several sources of information that provide guidance about transfer credit and tools available to provide clear information to prospective and current students related to transfer credit. Detroit Mercy's online Transfer Credit System continues to be an excellent resource for prospective students and advisors to determine how and if courses will transfer to the University. Academic courses from domestic and international institutions are included in the system and the online system continues to be regularly updated. Undergraduate **Transfer Guides** continue to be available on line as well and provide specific information about recommended coursework for students transferring from specific institutions. The University also continues to participate in the Michigan Transfer Agreement to recognize transfer credits from participating institutions in accordance with established guidelines.

The University participates in the Michigan Transfer Network, which assists community college students with the transferability of their credits to participating four-year institutions (all public and private that opted in) within Michigan. Faculty and staff have participated with MiTransfer and approved MiPathways for various degree programs. In Phase I, the University approved pathways for Biology, Business Administration, Criminal Justice and Psychology programs. In Phases II and III, Detroit Mercy is on course to finalize pathways for Communication Studies, Computer Science, English, Mechanical Engineering and Social Work. This collaboration assists students as well as community college and four-year institution partners.

The **Advanced Placement Transfer Guide** is another source of guidance for the acceptance of transfer credit while several resources are used to objectively evaluate credit for experiential learning (e.g., DSST program, military service credit, discipline-generated examinations). At the graduate level, programs have specific guidelines for the transfer of credits that are stipulated in the program's student handbook (e.g., School of Law Transfer Policy). The University continues to participate in the Michigan Intercollegiate Graduate Studies program to recognize transfer credit from authorized courses.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Argument:

University of Detroit Mercy continues to both meet and exceed the standard for this criterion. Detroit Mercy maintains the high quality of its academic curriculum through oversight at many levels. The Office of Academic Affairs is responsible for the leadership and management of academic programs. Quality of courses and more broadly, the curriculum, are the responsibility of faculty and is maintained by a shared-governance structure that includes the Provost/VPAA, deans, and faculty committees. Shared governance and policy documents, by-laws, and collective bargaining agreements (e.g., professors' union contract), including the School of Dentistry Constitution and Bylaws, and the School of Law Policy Statement provide the basis for the faculty's responsibility for development of academic policies and approval of curriculum. Curriculum committees within programs, departments, schools, and colleges provide focused oversight of the quality of courses within each, consistent with specialized accreditation standards and/or best practices.

Detroit Mercy continues to maintain and exercise full control over every aspect of its academic enterprise. This includes but is not limited to course prerequisites, the rigor of academic coursework, expectations of student learning, access to student learning resources, faculty credentials, and dual credit coursework.

Course prerequisites: The academic program/department offering a course is responsible for determining any prerequisites. The identification of prerequisites is based upon best practices in learning research and/or specialized accreditation standards. Prerequisites are

clearly communicated to prospective students in the University Catalogs, are also listed on the online class schedule and are included on course syllabi.

In addition to ongoing oversight of prerequisite requirements that occurs at the academic unit level as part of regular quality-assurance processes, prerequisite requirements are regularly reviewed as part of the academic program review process. For new course proposals, a listing of any prerequisites is included as part of the respective Curriculum Committee review.

Rigor of courses and expectations of student learning: Detroit Mercy maintains and exercises authority over the rigor of its courses and expectations of student learning through adherence to best practices and specialized accreditation standards, the use of guiding policies and procedures, and ongoing review and monitoring practices.

Curriculum committees at the academic unit level (i.e., program, department) provide oversight of the quality of courses offered by the academic unit while course options in the Core Curriculum are reviewed by the content area and/or integrative themes review committees. Quality of courses is also regularly maintained through the program review process and discipline-specific accreditation processes.

To ensure the same degree of quality wherever and however courses are delivered, the same expectations for rigor and standards are applied to traditional, hybrid, and online courses. For instance, to ensure that online offerings meet Detroit Mercy's standards for quality, appropriate learning outcomes, student engagement and copyright compliance, the **Distance Education Proposal Checklist** is used to track quality control including faculty oversight and required approvals through Curriculum Committees and administrative bodies. Further, the Checklist describes steps for online delivery approval while establishing and reinforcing that the assurance of the highest level of course quality is a shared responsibility between faculty and administrators.

Because Detroit Mercy offers an array of both undergraduate and graduate programs, opportunities exist for undergraduates to take graduate courses on a limited basis prior to earning their undergraduate degree. The qualifications and procedures for **Senior Privilege** are described in the Undergraduate Catalog.

A limited number of courses are offered simultaneously at both levels. Oversight of quality in cross-listed courses is provided by academic unit faculty, and the **Cross-Listing Standards** policy provides guidance to ensure quality, and cross-listed courses are also regularly

reviewed as part of the program review process. Cross-listed courses are regularly monitored to ensure their continued need and justification. For instance, previously cross-listed courses in Addiction Studies were eliminated in 2020-2021 to reflect substance use credentialing changes.

Expectations of student learning are inherently related to the rigor of academic coursework. Learning objectives and outcomes of each course are detailed in course syllabi, and are regularly monitored through the new course proposal process, ongoing quality assurance processes at the academic unit level and as part of the regular program review cycle. Learning outcomes for courses included in the undergraduate core curriculum are also specified in the course syllabi. Requirements for proposals for new courses to be considered for inclusion in the core curriculum are fully described in the **Submission Form for Core Curriculum Course Proposals** and further reflect the outcomes-based nature of the core curriculum.

Access to learning resources: Detroit Mercy continues to offer an extensive array of learning resources to students, some of which are discussed at length in other sections of this report. Chief among student learning resources are technology, libraries and research archives, laboratories, clinical practice sites and clinics, and ongoing opportunities for research and community service. Detroit Mercy uses Blackboard as its primary learning management platform. Most recently, the University expanded its technological offerings and improved ease of access to all technology for all students. As a result, all students now have one-step access to all technology, including Blackboard, library resources, email, Microsoft Office suite, and all student-related needs (e.g., registration). Wireless access is available throughout all three campuses.

Clinical practice sites are important learning resources for students in specific programs, especially for graduate students (e.g., dentistry, counseling, law, psychology). Similarly, simulation laboratories (e.g., health professions), science labs, business labs, and journalism labs (i.e., Dudley Randall Center for Print Culture) each provide essential and enhanced learning resources to students. Computer laboratories and tutorial assistance provide additional learning resources. Specific guidance is provided to enhance student learning in conducting research, including the Institutional Animal Care and Use Committee, Institutional Biosafety Committee, Institutional Review Board, and Environmental Safety Officer. To further strengthen the research infrastructure, Detroit Mercy has purchased a subscription to the online research training curriculum (i.e., CITI) and requires all students (and faculty) to successfully complete

the training prior to approval of the IRB. Other student-learning resources include specific opportunities, such as community-based service-learning, leadership, and language courses. The Center for Career and Professional Development (CCPD) provides career advising, career fairs, and guidance about resume and interview strategies. Similarly, academic programs and schools offer specific career support and guidance. For example, the School of Dentistry facilitates career and educational guidance opportunities in the Practice Management courses.

Detroit Mercy also provides significant support services to students through the Student Success Center. The Student Success Center provides academic support services to students while the Disability Support and Accessibility Services Office provides support for students who qualify for accommodations. Additional academic support services are provided by several other units, including the Writing Center on the McNichols campus, the School of Law's Academic Support Office, and the School of Dentistry's Academic Success Program.

Faculty qualifications, including faculty of dual enrollment courses:

Detroit Mercy continues to ensure the highest level of academic quality by ensuring that its faculty are credentialed. The same credentialing requirements exist for all faculty members regardless of where or how they teach, and all dual enrollment courses are taught directly by Detroit Mercy faculty.

The quality of Detroit Mercy faculty is illustrated in the **2019-20 Faculty Roster**. And, as illustrated, more than 90% of full-time faculty hold terminal degrees in their field. Faculty quality is achieved and maintained through the implementation of specific standards and practices that have long been embedded at Detroit Mercy as previously discussed.

Ongoing review and monitoring of faculty performance occur regularly throughout the annual reporting process. All McNichols faculty, including probationary and tenured faculty, are evaluated annually through the annual review process while probationary faculty and faculty seeking a promotion are also monitored regularly through the promotion and tenure process.

For McNichols faculty, the annual report is submitted to the department chair, and then reviewed by the dean and Provost/VPAA. Deans also meet annually with non-tenured faculty to provide guidance on progress toward promotion and tenure. The Schools of Dentistry and Law have adopted their own specific annual review processes. At the School of Dentistry, all faculty prepare an annual Professional Development Plan, which summarizes faculty activities for the previous year, goals for the coming year, and an assessment of goals set the previous year. At

the School of Law, all faculty have an annual evaluation with the dean. Probationary faculty receive a midterm review during the third year. For all other full-time faculty (McNichols Campus), Agreement Article 5.9 of the **Agreement between the University of Detroit Mercy and the University of Detroit Mercy Professors' Union** (i.e., collective bargaining agreement) describes the criteria for each rank. In addition to University-level criteria, each college/school has specific promotion and tenure criteria. The School of Dentistry Promotion and Tenure Guidelines and School of Law Promotion and Rank Guidelines describe their respective procedures. A final decision about promotion and tenure for all faculty is made by the Provost/VPAA.

Qualifications for faculty who are teaching dual-enrollment courses is assured by the fact that the same procedures for hiring are used for all faculty. Dual enrollment refers to allowing selected high-school juniors and seniors to enroll in two courses directly on the University campus. Dual-enrolled courses comprise approximately 1% of classes at the institution.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Because specialized accreditation provides an additional indicator of excellence and mark of distinction, Detroit Mercy has long pursued specialized accreditation for all eligible programs. The University recognizes the inherent value of specialized accreditation as part of its commitment to academic excellence, it has continued to allocate the resources necessary to both achieve and maintain accreditation.

The **Academic Program Accreditation Summary** illustrates the University's accredited academic programs and details related to each. These include the respective accrediting body and current accreditation status.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument:

University of Detroit Mercy evaluates the success of all of its graduates and broadly disseminates the information to ensure transparency. To accomplish this, Detroit Mercy collects

specific success indicator data on its graduates at various levels (e.g., undergraduate, graduate) using a variety of methods.

To gather outcome data on graduates, Detroit Mercy continues to use the national web-based standardized outcomes survey (i.e., First Destination Survey). The survey is designed to capture employment, salary, and additional education data during the year immediately following graduation based on the National Association of Colleges and Employers (NACE) standards. Detroit Mercy captures and reviews enhanced information from the Survey including results reported by undergraduate major academic program and additional career-outcomes categories (e.g., employed full- or part-time). Results from the **First Destination Survey** continue to ensure Detroit Mercy provides the most reliable outcomes information to stakeholders including current and prospective students, and accrediting bodies and allows us to better evaluate the impact of our academic programs. The results are publicly disseminated on the Center for Career and Professional Development webpage.

Individual academic programs also directly collect and report a summary of their graduates' contributions and achievements as part of the academic program review process. All accredited programs are required to report student outcomes data to their accrediting agencies and make this information available to constituents on their program webpages. For example, the Physician Assistant program reports certification rates of graduates while academic programs such as Counseling and Law report annual employment and credentialing exam passage rates. Among the evidence of recent successful student outcomes is 89% of graduates are employed full-time in career-related fields within six months of graduation and Detroit Mercy's Accounting program is ranked number one in the nation in the CPA pass rate (2018).

Sources:

Program Review Guidelines

2018-19 Academic Program Review Committee Annual Report

International Baccalaureate Guide

Transfer Guide – Engineering

Advanced Placement Transfer Guide and

Syllabus Guidelines

Distance Education Proposal Checklist

Submission Form for Core Curriculum Course Proposals

2019-20 Faculty Roster

Agreement between the University of Detroit Mercy and the University of Detroit Mercy Professors' Union

Academic Program Accreditation Summary

First Destination Summary

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

Argument:

University of Detroit Mercy continues to engage in effective processes for assessing student learning and for achieving learning goals in academic and co-curricular programs. Through Shared Governance, assessment of student learning occurs at various levels: course, core curriculum, program, and co-curricular.

Course assessment is guided in part by the use of standardized syllabus guidelines that require inclusion of learning outcomes that indicate what a student should be able to achieve upon completion of the course. Learning outcomes are measurable and based upon best practices or program-specific accreditation requirements. Course level assessment may also be tied directly to discipline-specific learning outcomes (i.e., graduate coursework) and internal or external testing (e.g., certification) or to general student learning outcomes (i.e., undergraduate coursework). Faculty use formative and summative assessment measures and are given opportunities to share their reflections of student learning and any proposed pedagogical changes when completing their Annual Report. Faculty discuss their Annual Report with their dean and then submit it to the Office of Academic Affairs.

Core curricular assessment is guided by the Core Curriculum Committee. To obtain core curriculum status approval, faculty submit a course proposal to the Core Curriculum Committee. Criteria for approval include core curricular learning outcomes alignment and methods of assessment. To ensure students are learning the outcomes delineated for each core curriculum knowledge area or integrating theme, the Core Curriculum Assessment Subcommittee collects artifacts from faculty for two to four core curricular areas each year using common rubrics.

These rubrics are found on the **Core Assessment Proposal**. Rubric scores for each dimension inform the committee of changes needed in the curriculum to strengthen weaker areas.

Assessment of student learning at the program level is guided by the University Assessment Team. Until recently, the process used a three-prong approach across two years to assess student learning outcomes in programs. An example of this is found in the **Program Assessment 2017-2019 BA Economics**. Previously, the program representative submitted the list of student learning outcomes (SLO) for the program, the specific SLO assessed in the cycle, the direct measure(s) used to assess that SLO, the criteria used to evaluate the learning, the benchmarks for satisfactory student performance, the faculty evaluators, and the semester for evaluation. In the new process, this report is the **Assessment Plan for Academic Programs**. For the second report, the program representative submitted assessment results, summarized students' strengths and weaknesses based on the criteria and benchmarks, outlined changes to implement, and described the process of implementation. In the new process this report is the **Annual Assessment Report for Academic Programs**. For the final report, the program representative described the impact of the implementation plan and when this SLO will be assessed in the future. In the new process, the findings of the impact of the implementation plan will be included in the Annual Assessment Report for Academic Programs.

The academic program review process is guided by faculty at the Schools of Law and Dentistry and the McNichols Faculty Assembly. Guidelines and templates are provided to help programs navigate the process at the graduate or undergraduate level for accredited and non-accredited programs as outlined in the **Program Review Guidelines**. For the 2019-2020 academic year, twelve programs were reviewed: Catholic Studies Certificate, Leadership Minor, BA English, BA Philosophy, BA History, the Women's & Gender Studies minor, the Student Success Center, Mechanical Engineering Programs, Electrical, Robotics, & Computer Engineering Programs, Civil & Environmental Engineering Programs, Performing Arts, and Religious Studies. The process includes a self-study, external review by peers, internal review by the dean and the Program Review Committee, and a recommendation to the Provost and Vice President of Academic Affairs by the shared governance President.

Co-curricular assessment is guided by the University Assessment Team. The University Assessment Team utilizes the HLC's definition of co-curricular to identify "learning activities, programs and experiences that reinforce the institution's mission and values and complement the

formal curriculum.” In 2019, six programs were identified as co-curricular. These include University Ministry’s Service Immersion Trip, Center for Career and Professional Development, Emerging Leaders Program, Service-Learning, Internationally-Based Educational Programs and First-Year Student Orientation.

Each of these programs then met with the Associate Vice President of Academic Administration to develop and implement **Co-Curricular Assessment Plans** in preparation to conduct a **Co-Curricular Outcomes Assessment**. Several of the programs have already successfully developed their co-curricular assessment plans and have submitted one to two years of assessment results. These are provided in the **Co-Curricular Summary Report**. As we continue to move forward, plans will need to be refined as we continue to improve this process.

The University Assessment Team also plays an important role in the assessment of student learning. It is comprised of ten faculty members and two administrators, with representation from the Riverfront, Corktown and the McNichols campuses. The team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. With the hiring of an Associate Vice President of Academic Administration to further support assessment efforts, the 2019-2020 academic year was a transitional year for the University’s assessment practices. Existing practices were reviewed and new procedures were proposed. All changes will preserve the efforts of the University to maintain quality programs and ensure academic excellence for all students.

2. The institution uses the information gained from assessment to improve student learning.

Argument:

Data collected from the five levels of assessment listed above have provided guidance to faculty, staff, and administrators to enhance student learning. Illustrated in the table below are examples of the manner in which assessment data was most recently used.

Assessment Level	Examples of Information Gained to Improve Student Learning
Course Assessment	<ul style="list-style-type: none"> • “Improve grading rubric and process of essay assignment in 3420.” • “One component of the assignment I will change in the future—which I do think partially contributed to the quality of their essays—is the choice of articles I gave the students for their analyses” • “Will continue to develop and integrate state-of-the-art materials to keep pace with the ever-changing field.”

Core Curriculum Assessment	<p>Assessment of Critical Thinking:</p> <ul style="list-style-type: none"> Students were given an additional case example and learning exercise in order to develop better skills and understanding of how to complete an assessment within the biopsychosocial history report. Introduce tense shifts in earlier levels in rehearsed dialogues so that students can get used to using multiple tenses. Encourage students to do so, even if they make mistakes. They need to begin dialoging earlier on.
Assessment of Student Learning in Programs	<ul style="list-style-type: none"> Instructors in 2910 and 4990 will require students to offer their arguments in a more formalized oral forum/presentation in order to foster and reinforce throughout the semester the “debate” model for critical engagement with the past. Economic/math modeling will be introduced in the earlier courses (3150 and 3160). Faculty will increase their computational requirements in the intermediate and advanced courses.
Program Review	<ul style="list-style-type: none"> “Our annual assessment meeting takes place in April of each academic year. It includes a review of the quality of student research projects from the Historical Methods course (HIS 2910, offered each fall term) and Senior Seminar (HIS 4990, offered each winter term), as well as a discussion of feedback from the exit interviews with graduating majors and minors. This information provides an assessment of how well learning outcomes are being achieved, and is the basis for ongoing adjustments and improvements in the department curriculum.”
Co-Curricular Assessment	<ul style="list-style-type: none"> For the Study Abroad Program, 2017 and 2018 data showed that 100% of participants surveyed reported an increase of intercultural awareness and global mindedness in all five areas. The program is working on getting students to supply written justification for their ratings. For the Student Life Orientation, 2017 and 2018 students’ ratings and comments are used to improve the orientation experience to the extent that the student requests are feasible. We are working on the request from students to have an off-campus orientation experience. For the Emerging Leaders Program, the director reported that “this year's process was a pilot and results will serve as a baseline. We will continue to track results longitudinally over time.”

To provide additional details about how assessment of student data is used to inform changes, several documents are also provided. These include: **Program Assessment Form-Critical Thinking: Social Work, Program Assessment Form-Critical Thinking: Language and Cultural Training, Program Assessment 2017-19 BA Economic, Program Assessment 2017-19 BA History** and **Co-Curricular Summary Report**. Please also refer to the *Interim Report* for additional information on assessment of student learning.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument:

Assessment processes and methodologies practiced at University of Detroit Mercy are grounded in the literature and frameworks supported by the National Institute for Learning Outcomes Assessment, the Association of American Colleges and Universities (especially the Valid Assessment of Learning in Undergraduate Education) and the HLC Guiding Values. The institution's five levels of assessment are led by several committees embedded in Detroit Mercy's shared governance structure. These include the University Assessment Team, Core Curriculum Committee, Core Assessment Subcommittee, and Program Review Committee.

University Assessment Team

The University Assessment Team shares best practices regarding assessment, reviews the assessment methodologies being used by each school, and identifies those schools in which assessment activities require improvement. The team collects assessment information on a regular basis, compiles reports, and forwards information to key stakeholders including, but not limited to, deans, members of the Assessment Team, and the Provost/VPAA. The Assessment Team analyzes collected data and makes recommendations concerning identified needs or gaps to enhance assessment, suggests continuing education, and documents strengths and weaknesses identified as part of assessment as well as efforts that occurred to address those needs.

Core Curriculum Committee and Core Assessment Subcommittee

The Core Curriculum Committee (CCC) is responsible for the ongoing oversight and assessment of the institution's Core Curriculum. The CCC is responsible for tracking developments in core curricula in other educational institutions and proposing modifications to the core curriculum.

The responsibilities of the CCC include:

1. Monitoring the goals and outcomes for learning in the core courses;
2. Assessing the success of core courses in fulfilling the identified outcomes;
3. Making recommendations to the MFA and the Provost based on findings.

Academic Program Review

The McNichols Campus Academic Program Review Committee, composed of elected faculty, reviews undergraduate and graduate programs according to the Program Review

Schedule. The Schools of Dentistry and Law also have their own program review processes. Established programs are reviewed based on specific criteria. The committee reviews new program proposals and programs identified by the Provost/VPAA that face special challenges and require an out-of-cycle review.

Sources:

Syllabus Guidelines

Core Assessment Proposal

Program Assessment 2017-2019 BA Economics

Assessment Plan for Academic Programs

Annual Assessment Report for Academic Programs

Program Review Guidelines

Co-Curricular Assessment Plans

Co-Curricular Outcomes Assessment

Program Assessment Form-Critical Thinking: Social Work

Program Assessment Form-Critical Thinking: Language and Culture Training

Program Assessment 2017-19 BA Economic

Program Assessment 2017-19 BA History

Co-Curricular Summary Report

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

Detroit Mercy continues to have clearly defined goals for student retention, persistence and completion that are ambitious, attainable and reflective of the institution's mission, student populations, and academic offerings. Specifically, Detroit Mercy has established a first-to-second year student retention goal of 84% or greater and a persistence and completion goal of 70% or greater for five-year degree completion. These goals are not only detailed but clearly articulated in the institution's **2019-2024 Strategic Plan**.

The target goals for retention, persistence and completion were directly informed by the national outcomes achieved by all 4-year institutions, including public and private institutions, as well as from similar 4-year, private, nonprofit institutions. Detroit Mercy's retention goal of

84% is appropriate, attainable and ambitious given the most recent national average of 81% overall retention rate for first-time, full-time, degree-seeking undergraduate students at 4-year degree granting institutions (IPEDS, U. S. Department of Education, 2019). Retention was the same (81% median) at private, nonprofit institutions, however, with a range beginning at 60%.

Similarly, the national average of 6-year graduation rate for first-time, full-time undergraduate students was 62%, with a rate of 61% at public institutions and 67% at private nonprofit institutions. Interestingly, the highest completion rate nationally, 70% for 6-year completion, was found for females at private, nonprofit institutions. This is, in fact, Detroit Mercy's target for five-year completion.

Detroit Mercy has continued to maintain and invest in an effective support services infrastructure to ensure that all students, especially those at risk, not only persist, but thrive. Critical to this goal is Titan Success Network, a campus-wide initiative designed to improve student success and retention at Detroit Mercy. As described on the webpage, the Titan Success Network involves the interconnecting of academic and support services on campus that work together for student success. The Titan Success Network coordinates a system to identify at-risk students and allow instructors, academic advisors and other support personnel to coordinate communication and effective interventions for those students.

Other student support services include a comprehensive orientation process to support the transition to college (i.e., SOAR, PTV) and a specially designed program to further support first generation college students (i.e., FirstGen). Detroit Mercy's Writing Center, Disability and Accessibility Support Services, Wellness Center, University Ministry and counseling services provide ongoing holistic support to students.

Detroit Mercy also continues to implement two major federal grants specifically focusing on recruitment and support to ensure the persistence and completion of students from underrepresented backgrounds, vulnerable and at-risk students. These include the ReBUILD grant, awarded by the NIH, that establishes the city of Detroit as a national hub of biomedical research training for underrepresented minorities (URM), and the TRiO Student Support Services, awarded by the U.S. Department of Education (and TRiO was renewed for another five years in August, 2020). TRiO continues to provide increased support services and enhanced engagement services to increase the persistence and graduation rates of first-generation and low-income students and students with disabilities. These two grant awards further signify Detroit

Mercy's commitment to serving students in greatest need, caring for the whole student, and the University's appreciation and investment in the University's surrounding community. Each of these are also consistent with Detroit Mercy's mission.

Detroit Mercy's existing support service infrastructure and the enhanced and targeted services developed as a result of significant federal funding allow the University to be significantly positioned to achieve its retention, persistence, and completion goals. In addition to the goals for undergraduate students, graduate programs establish retention, persistence, and completion goals typically based directly from national standards. Because the majority of Detroit Mercy graduate programs are also specially accredited, specific requirements often apply related to publicly disseminating information about their persistence and completion rates.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

(Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument:

University of Detroit Mercy's Office of Institutional Research and Effectiveness is responsible for calculating, analyzing and reporting student retention, persistence and completion rates. The rates continue to be calculated based on the Integrated Postsecondary Education Data System (IPEDS) guidelines. Detroit Mercy analyzes retention for the full-time new-freshman cohorts from their first to second term as well as each academic year through their fourth year. Retention is calculated in the fall term of each academic year and is used to determine attrition at the cohort and college/school level. Graduation rates for the same cohorts are tracked from the end of the fourth year through the eighth year. A retrospective **Retention and Graduation Report 2005–2019** illustrates the data that is generated each fall and distributed to key University stakeholders as well as published on the Institutional Research and Consumer

Information webpages. As illustrated in the current 2005 – 2019 report, Detroit Mercy's first-year to second-year retention rate from fall 2018 to fall 2019 is 81.6%, reflecting seven consistent years of a retention rate of more than 80%. The five-year graduation rate for the most recent cohort (2014) was the highest over the last 15 years at 71.8% which clearly illustrates the impact that institution's focused efforts have had on student retention, persistence and completion.

The reports are widely distributed to academic leaders at each level and are easily accessible to all University members, students, and the public through the University website. The Retention and Graduation Reports provide essential information for both evaluation and planning activities. The reports are directly evaluated by both the Office of Academic Affairs and each college and/or School to specifically identify areas of strength or weakness to target areas for improvement. The results of the report provide significant input to the College or School and academic units and guide efforts to strengthen retention, and inform ongoing program development and maintenance activities. The results of the report are also used specifically to guide the University's strategic planning processes, and are clearly evidenced in both the most recently completed Strategic Plan as well as the current Strategic Plan: Boundlessly Forward.

Detroit Mercy's retention, persistence and completion trends clearly illustrate significant increases in each area over the last fifteen years. These outcomes reflect the University's long-term continuous commitment to improving student retention, persistence and completion. The major components of the student support service infrastructure discussed in 4.C.1 include the Titan Support Network, Disability and Accessibility Support Services, the Writing Center, and an array of support services directly designed to specifically address the needs of vulnerable students (i.e., first generation, underrepresented minorities). Detroit Mercy has been recognized for its unique position and ability to effectively support and promote academic success among at-risk students. This recognition has resulted in two major federal grants that have allowed the University to further enhance its student support services continuum and enrich the academic environment so that all students have an opportunity to thrive.

Detroit Mercy has implemented a number of other measures to further promote retention and persistence over the last four years. These have included but not been limited to the establishment of a Retention Task Force and various retention-focused committees at the

academic unit level, College or School level and University level, the establishment of a University-wide Undergraduate Advisors Committee and a Graduate Retention and Standards Committee. Each of these forums encourages and ensures ongoing discussion and collaboration and foster environments of open communication directly guided by the development of strategies and tools to promote student retention and completion. At the core of all retention, persistence and completion planning is directly driven and informed by data. As stated previously, University level data about students, by program, major, level, and School or College is regularly and openly shared with faculty, administrators and staff. The transparency of data sharing further promotes a culture of open communication and collaboration and, it would seem, has assisted the University in its continued progress in improving student success over the last decade. This open and collaborative culture has also enabled the University to implement various initiatives and critically evaluate related outcomes to ensure that the institution is most appropriately directing its efforts.

As a result, the University has continuously implemented multiple initiatives to support the study, understanding, and growth of retention. These have included University-wide efforts that included enhanced programming, advisor workshops, collaboration between administrators, faculty, and staff, and the investment in new technology. This has also resulted in the creation of a new position, Student Success Coordinator (ReBUILD), as well as the establishment of the Advising Task Force. Most recently, the University implemented the **Student Care and Concern Reporting form** and the Behavior Intervention Team to provide immediate access to reporting of any student behavior that may be cause for concern and signal the need for intervention. The process is designed to provide open access and reporting to ensure that students' needs can be immediately addressed without unnecessary barriers.

Detroit Mercy also continues to serve as a member of the national benchmarking service, Consortium for Student Retention Data Exchange. The consortium of universities continues to work together to share data, knowledge and improvement strategies for retention.

All colleges and universities are required by the National Collegiate Athletic Association (NCAA) legislation and federal law to report student graduation rates, and those institutions offering athletics aid are required to report for their student-athletes as well. The student-athlete graduation rate, calculated directly based on IPEDS Graduation Rate Survey data (which is the methodology the U.S. Department of Education requires), is the proportion of first-year, full-

time student-athletes who entered a school on institutional aid and graduated from that institution within six years. The NCAA Graduation Success Rate (GSR) differs from the Federal Graduation Rate (FGR) in two ways. First, the GSR holds colleges accountable for those student-athletes who transfer into their school. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing. As a Division I school, Detroit Mercy's GSR is available on the NCAA.org website. For the thirteenth straight year, Detroit Mercy ranked among the top tier in the state – second overall – with a GSR of 90% in 2017. The 90% mark trailed only the University of Michigan's 91%. The University also had four teams with a perfect 100-percent score as well as nine athletic programs that exceeded the national average.

As discussed previously, Detroit Mercy's graduate programs also maintain detailed statistics on persistence, completion, employment, licensure, and attrition rates for each cohort of students and often publish this data on the program webpages. For instance, the Physician Assistant program's 5-year pass rate for first-time test takers on the Physician Assistance National Certifying Examination (PANCE) from 2014-2019 is 95% with three consecutive years of 100% as noted on the **PANCE Summary Report** and posted on the University webpage. Similarly, each of Detroit Mercy's accredited graduate programs are required to report and publicly disseminate annual data on student completion, employment, and credentialing outcomes. These outcomes are prominently included on the graduate program webpages, and are instrumental in guiding additional efforts and strategies related to recruitment, persistence and completion.

Detroit Mercy's positive outcomes in persistence and completion as well as employment outcomes among its undergraduate and graduate students is largely a result of the continuous efforts and initiatives that have been implemented at the unit, college/school and University level to directly address student success.

Sources:

Strategic Plan Boundlessly Forward 2019-2024

Retention and Graduation Report

Student Care and Concern Report Form

PANCE Summary Report

Summary

Detroit Mercy is committed to academic excellence and has implemented a number of policies, procedures and protocols ensuring the institution maintains the highest quality academic offerings. These include but are not limited to the promulgation of standardized syllabus guidelines, the delivery of an outcome-based general education curriculum, ongoing assessment of student learning, and regular comprehensive program review of all academic programs. The institution engages in ongoing data collection efforts and engages in data-driven decision-making to further improve the institution.

Each of the University's assessment and data collection methods is informed by current best practices to ensure the most effective data is both captured and used in decision-making and continuous improvement methods. Most recently, the University has continued to improve upon its assessment of student learning to further refine these processes. The institution's official data on student retention, persistence and completion rates reflect Detroit Mercy's success in retention, persistence and completion. Student outcomes, including standardized test scores, certification/licensure examination scores and employment outcomes provide clear evidence of Detroit Mercy's academic excellence.

Criterion 5: Institutional Effectiveness, Resources, and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

- 1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.**

Argument:

Shared governance guides Detroit Mercy and engages each of the institution's constituencies. Subsequent to the approval of the Shared Governance Task Force's initial proposal in 2005, Detroit Mercy developed a shared governance structure that operates effectively in partnership with administration to ensure proper management of the University's main campus. The McNichols Faculty Assembly (MFA), serves as the voice of McNichols faculty in matters of shared governance and addresses issues of significance in the governance of the institution. The shared governance process is established and guided by the **MFA Constitution and Bylaws**. The work of the MFA is accomplished through committees and teams and includes such diverse areas as academic program review and faculty development that works collaboratively with the University administration.

Similarly, shared governance processes are in effect at the University's Corktown (Dentistry) and Riverfront (Law) campuses. The processes in place at the Schools of Dentistry and Law are recorded in various documents, including the School of Dentistry Shared Governance Committees, **School of Dentistry Constitution and Bylaws**, and the **School of Law Bylaws for Faculty Meetings**. As a result, administrators, faculty and staff of the Schools of Dentistry and Law work collaboratively in all areas of operation. Several Colleges and Schools have also instituted similar structures of college-wide shared governance processes, including the Colleges of Liberal Arts & Education and the College of Engineering & Science.

Collaboratively, University-wide teams that include staff, faculty, and administrators work to provide meaningful input and advice into administrative decisions, such as strategic planning and budgeting. These teams include representation from all the University's

campuses and provide a mechanism for the distribution of information in these areas with the University community as a whole. This collaborative work further encourages broad participation in decision-making and planning.

Students and alumni also provide significant input in the institution's governance. This includes representation on committees working directly with the Dean of Students, as well as student advisory boards that work with food services and resident life. Student and alumni input and feedback are also regularly sought by department chairs and deans on specific issues related to the program, department or College or School. Several academic units as well as Colleges and Schools have advisory boards and/or alumni councils that provide regular input on issues impacting the unit, College, or University. And, in recent efforts to further enhance University-wide alumni participation in providing input, a University-wide national advisory board with representatives from all Colleges and Schools was created.

The University's Board of Trustees is an integral part of the institution's governance structure. The Board of Trustees is a diverse group of leaders from the corporate and business industries, academia, and individuals drawn from the Jesuit and Mercy communities. The Board is organized into various committees that are entrusted with oversight of key areas of the University's functions: academic affairs, University advancement, enrollment and student affairs, investment, finance, governance and compensation. There is also an executive committee chaired by the Board of Trustees Chairperson.

The Board meets three times a year and is provided with a **Board Book** that includes reports from each of the Vice Presidents summarizing activities that have occurred during the report period in the respective areas (e.g., enrollment, finance, academics and advancement). Agendas are created for each committee meeting and may include presentations by staff, faculty, administrators or invited guests such as faculty or students. The Executive Committee has three scheduled meetings per year and meets at additional times as needed. A Detroit Mercy administrative leader responsible for a respective committee charter serves as the liaison to the committee, working closely to ensure appropriate and timely communication necessary for efficient decision-making. The President maintains regular communication with Board members and the University community about relevant issues including enrollment, academics, grants, community partnerships and University finances.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.**Argument:**

University of Detroit Mercy is committed to using data to inform decision-making, learn from past operational experience and apply what has been learned to improving institutional effectiveness, capabilities, and long-term sustainability. Detroit Mercy administrators, faculty, and staff continuously engage in various collaborative efforts to study issues affecting the institution, and to identify methods of improvement. Detroit Mercy continuously seeks input from students and other stakeholders for use in improvement efforts.

Likely one of the most significant changes the University has experienced over the last two decades has been the implementation of shared governance across the institution. As shared governance was fully integrated into the institution while already having and maintaining collective bargaining, staff, faculty, and administrators have only increased their collaborative efforts to improve the structure and processes. This has resulted in a very effective and robust form of broad engagement and collaboration at all levels of governance.

Similarly, the development of the University's Strategic Plan is a result of engaging in deep, collaborative thinking guided by the best and most effective data, then establishing plans to continuously gather new data for ongoing decision-making. The development of the current plan is evidence of both significant lessons learned and the establishment of important new paths forward.

Another example of the manner in which data is used in ongoing decision-making is evidenced in the revised shared governance structure that occurred in 2017. The Shared Governance Task Force led this process by reviewing governance issues brought to its attention, studying survey results, listening carefully to everyone's concerns, and presenting a structure modification document. Beyond modification of the structure, the Task Force helped clarify responsibilities explicitly articulating the rights and responsibilities of participants on committees and teams as well as members of the administration relative to shared governance. In this revised structure the shared governance communication structure was more clearly defined in response to feedback. Documents and processes related to shared governance continue to be reviewed and updated in 2020.

The academic program review process and collaborative work by committees provide other examples of the use of data-informed decision-making by University administrators. The

program review process results in well-documented recommendations for improvement of academic programs, some of which are then implemented before the next cycle review of the program as well as recommendations for sanctions and/or further consideration to evaluate the program. It is through the comprehensive program review process that decisions to close programs and departments have been made. Chief among these is the 2018 decision to close the University's Department of Education as a result of the long-term decline of students.

Comprehensive evaluation methods are similarly applied to non-academic units as well, often resulting in changes. For example, many of the identified operational problems and inefficiencies in the area of admissions were addressed through a major revamping of personnel and processes during the last several years. Finally, recommendations emerging from the Ad Hoc Committee on Fiscal and Management Efficiency—a collaborative process engaging various constituents—have been implemented over recent years. These have included recommendations for investments in specific areas that will have long term benefits such as IT, branding and website enhancements. To date, changes have resulted in the implementation of a new phone system, improved front door, re-branding of the University, a new and improved website, and systematic monitoring of inefficiencies.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Detroit Mercy has several processes and structures that promote and enable the involvement of faculty, administration, staff and students in establishing academic requirements, policy, and processes. There are a number of methods used to promote broad participation and collaboration in establishing academic processes and policies. These include but are not limited to the establishment of task forces and teams to address specific issues, such as distance education and alternative delivery policies, the core curriculum, and staff/faculty/administrator search procedures. Standing committees address critical issues, and include but are not limited to the Transfer Team, the Undergraduate Coordinators Committee, and the Promotion and Tenure Committee while advisory boards are used to provide ongoing input to specific areas, such as sponsored research. Shared governance structures across the institution promote and ensure a highly collaborative relationship between faculty and administrators, as discussed previously.

The **Student Government Association** (SGA) serves as the primary governing board for the main campus student body. The chair of the SGA has regular meetings with the University President to discuss student related issues. Students at the Schools of Dentistry and Law are similarly engaged in dialogue with the school leadership. At the School of Dentistry, class officers attend a dean's meeting monthly to discuss issues related to academic and clinical progress and related issues while the School's curricula and research committees also have student representation. At the School of Law, the Student Bar Association provides input to administrators including recommendations for policies/procedures and student services while students also serve on faculty committees such as Diversity, Mission and Identity and Student Conduct.

Sources:

MFA Constitution and Bylaws

School of Dentistry Constitution Bylaws

School of Law Bylaws for Faculty Meetings

Board Book

Student Government Association

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Argument:

University of Detroit Mercy is committed to delivering quality educational programs on our McNichols, Riverfront and Corktown campuses. The University's resource allocation process, from fiscal and human resources to physical and technological infrastructure, and employment practices, including position qualifications and professional development activities, ensure that we are able to achieve the University's goals.

All Detroit Mercy employees are sufficiently qualified for their positions. Position requirements are developed based on industry standards and each employee must meet the job requirements, including qualifications and experience for each position held at the University. For full-time faculty positions, a terminal degree in the discipline constitutes the standard, and the overwhelming majority of full-time faculty members hold terminal degrees.

Detroit Mercy provides and supports ongoing professional development activities for its staff, administrators, and faculty. These include but are not limited to providing a variety of in-services and workshops on campus; providing financial support for external conferences, seminars, and other activities; and supporting membership in professional organizations. Individual units may also offer professional development opportunities through invitations to external speakers or experts to conduct presentations or workshops.

Similarly, new faculty members attend an orientation that focuses on academic support resources, key University offices critical to faculty and student interactions, and professional responsibilities, including topics ranging from Library and IT resources to the Institutional Review Board (IRB) as well as issues related to campus life and shared governance.

Human Resources

Detroit Mercy employs 1,291 individuals that includes 625 non-teaching staff and administrators, and 666 full time and part time faculty members. Staff members are non-exempt hourly employees and administrators are exempt employees. Of the teaching personnel, 361 are full-time faculty and 305 are part-time/adjunct faculty.

External Funding – Research Activities

Detroit Mercy's Office of Sponsored Projects and Research Activities (OSPRA) exists to support faculty and administrators in their pursuit of sponsored programs and research activities. OSPRA is a critical part of the institution's research infrastructure, and is essential to the University's long-term fiscal health and sustainability. In 2019, the **OSPRA Strategic Plan 2019-2025** was developed and implemented that will continue to guide the progress of this office toward achieving even higher goals.

Fund-Raising & Facilities

Fund-raising also plays a significant role in ensuring the University has the most effective infrastructure. In fact, in the most recent comprehensive campaign, more than \$114.6 million was raised for infrastructure improvements such as developing new systems and hiring additional fund-raising staff. From 2015 to 2019 more than \$50.4 million has been received as major gifts from foundations and other private entities documented in **Major Gifts**. More than \$24 million of this has been spent on facilities renovations including expansion of the College of Health Professions facilities, an auto manufacturing lab, a new entry to the McNichols campus, a new entry lobby and other renovations to the School of Dentistry clinic, renovations to various

dorm facilities, a new Center for Innovation and Collaboration in the Engineering building, and numerous other projects.

In October 2019, Detroit Mercy's Board of Trustees approved a comprehensive capital renovation plan totaling \$56.5 million. The plan includes a major renovation to the Student Union building, construction of a new student apartment building, renovations to the McNichols Library, Engineering building, the Briggs classroom building, existing dorm buildings, faculty office space and numerous safety issues. Some of the major renovations that were recently completed or are currently underway are illustrated in the **2020 Fiscal and Facilities Briefing**.

All facilities renovations, construction, and operations are overseen by the Facilities Management & Campus Services Division. The division is directed by an Associate Vice President who reports to the Vice President of Business and Administration.

Technology

The University has a vast technology infrastructure that provides a broad range of services, including computer and network support, enterprise applications, portal management, web services, and technical support. Several enterprise-level platforms provide significant technology infrastructure across the University to support teaching and student services while specific databases and technology resources are used to support specific functions (i.e., research, advancement).

Technology Platforms

Detroit Mercy uses Banner as the primary technology platform for transactional functions of student services, financial aid, finance, and human resources; Raiser's Edge is used by University Advancement for alumni records and development transactions. Blackboard, including Blackboard Collaborate, is used for enhanced instructional purposes by faculty and Slate Management Solution is used for student recruitment and admissions processes. The University leverages the Office 365 platform for email communication and collaboration tools. The University supports the technological needs of employees, including personal computers. The institution has four general purpose computing labs and over ten curriculum-based technology labs to support learning and research. The library has fifty public access stations. All classrooms are equipped with projectors or televisions to project content. In order to maintain quality computing technology, the University operates a three-year computer

replacement plan for centrally managed lab computers and a five-year computer replacement plan for office computers (i.e., the Refresh program).

Detroit Mercy has established a strong culture of technology training to ensure that all employees are able to effectively use the available tools. Led by the Instructional Design Studio (IDS) and the Information Technology Services (ITS), comprehensive technology training is provided to employees that includes online training, group-based learning, and individualized training. Both departments conduct training sessions for faculty and staff on all three campuses. IDS provides technology training and consultation for faculty and departments, assisting faculty to acquire and utilize software and hardware for course development and presentation. IDS also assists faculty in developing multi-media content for online course delivery, and supports the faculty in the use of tools such as Blackboard and LimeSurvey. Additional technology training is provided as part of regular forums including “Lunch & Learns” and Colleague Development Days, a two-day faculty and staff development event that takes place twice a year. Both programs regularly include speakers discussing strategies and updates on the use of technology in the classroom or the office setting.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.

Argument:

The goals of the Detroit Mercy Mission are significantly realistic in light of the institution’s organization, resources, and opportunities, and the Mission guide all aspects of University operations. The Mission guided the development of the 2012-17 Strategic Plan as demonstrated in the Strategic Plan Progress Reports, summarizing steady progress toward achieving these goals. The Mission was also at the core of the development of the current strategic plan for 2019-2024.

Further evidence of the institution’s status, Detroit Mercy has consistently achieved a high ranking in *U.S. News & World Report*, as have several of its programs. Several of the University’s programs have received national recognition for excellence, and all programs eligible for national accreditation have received accreditation. New programs have been developed and major technology investments continue to occur in enrollment management. Significant external funding has continued to be sought and attained, including new funding to support recruitment and retention initiatives. The institution’s engagement with the community is heightened through improved interaction with community partners including involvement in

projects such as the Live6 Alliance, high school-focused initiatives and through the many service projects in which Detroit Mercy students and faculty are engaged. Both the documented progress of Detroit Mercy's most recent previous Strategic Plan and continued external recognition of the institution provide significant evidence that the institution's goals in the fulfillment of mission are both highly realistic and attainable.

The outcomes of Detroit Mercy's most recent capital campaign also provide significant evidence of the degree to which the University engages in realistic goal-setting and planning. The \$100-million comprehensive campaign that concluded in 2019 exceeded the initial goal, having raised more than \$114.6 million. The themes of the campaign were:

- Anticipating future education,
- Empowering student success, and
- Securing our future.

These themes encompass each of the institution's core areas of growth and improvement. The financial support raised for the comprehensive campaign will continue to support current and new academic programs, teaching and learning resources, student scholarships, student support, student life activities within and outside of the classroom, and facilities improvement.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

Argument:

Detroit Mercy has effective processes in place for budgeting and monitoring its finances, and evidence of this is clearly reflected in the institution's annual balanced budget and continued fiscal health. As illustrated in the **FY19 Budget Development Timetable**, the annual budget allocation process begins each January and the timeline extends into June when the Board of Trustees (BOT) approves the proposed budget. At various stages of the process, input is received from across the institution including Human Resources, academic deans, Provost and Vice President for Academic Affairs, Vice President for Business and Finance, other members of the President's Council, the Finance Committee of the Board, and finally during the approval process, from the BOT. The process begins with a tuition-rate proposal from the Budget and Finance office in conjunction with enrollment projections using a 5-year enrollment model. Following meetings with each of the deans, input from the VP for Enrollment Management is used to modify the projections, if necessary. This process assists in creating the initial draft budget for review and input by the operational units. Budget managers (deans and others) then

modify these draft budgets, with input from their constituencies, to reflect the priorities and needs within each operational unit. The deans provide additional input concerning enrollment projections. The Strategic Planning, Facilities and Safety and Budget Team is also included among the many University teams and committees, and new budgeting software has been purchased to further aid the budgeting process.

This comprehensive and inclusive process ensures that the annual needs and priorities of operating the institution are properly met. The input from deans, who are responsible for the core functions of the University, is a particularly important part of this process. The deans, in cooperation with the Provost and Vice President for Academic Affairs, reallocate resources to address priorities within their units. This is done to ensure that each unit has the fiscal resources to support its operations and has the authority to reorganize line items within their respective budget as needs and priorities change. In order to obtain new resources, academic deans work directly with the Provost/VPAA and the Office of Finance and Administration to justify any new request for resources. If a need is identified that falls outside of the approved budget, the deans may work with University Advancement or other offices (e.g., OSPRA) to locate additional financial sources (e.g., donors, grants). The University also maintains a contingency fund that can be accessed in an emergency. As a result of ongoing discussion and efforts to improve the budgeting process, a zero-based budgeting process was implemented beginning in the fiscal year 2016-2107.

Detroit Mercy has a long history of achieving an annual balanced budget, as demonstrated by the Annual A-133 Audit, and illustrated in the **Detroit Mercy Financial Audit FY 2018**. As a private institution, the University's primary source of revenue is tuition (approximately 77% of the annual revenue over the past two years). Private gifts, grants, and contracts represented 4% of the total, while government appropriations, grants and contracts accounted for nine percent and auxiliary enterprises and other revenue accounted for approximately five percent each. Of the \$161.9 million dollars of expenses for FY2018, 88% was allocated to program support, including academic program support, nine percent for support services, and approximately three percent was allocated to fundraising support.

With regard to expense monitoring, Banner is used for budget management and financial transactions. The expenditure approval process involves multiple levels of approval starting with the budget manager. Approval authority is influenced by the total amount expended, with more

significant amounts requiring the President's approval. During the year, the Office of Finance and Administration closely monitors expenditures. The BOT quarterly **Dashboard Report** provides a snapshot of the critical budget measures. The dashboard allows University leaders to receive timely data while the quarterly financial reports are regularly reviewed to effectively make decisions.

Detroit Mercy has also continuously focused on accurately assessing expenses and identifying and implementing strategies to reduce costs efficiently and effectively. In fact, during the last several years, two University-wide efforts were launched to specifically address both cost savings and long-term sustainability. The Ad Hoc Committee on Fiscal and Management Efficiency, established in 2014 and co-chaired by the Provost and Vice President for Academic Affairs and the Dean of the School of Architecture, gathered information from across the Detroit Mercy community with the goal of strengthening Detroit Mercy's financial foundation through long-term cost savings. The report, shared with the University community and Board of Trustees in 2015, focused on implementing strategic shifts that will result in improved efficiencies. In addition to identifying specific areas for cost savings, the Committee also identified investments that may provide long-term benefits, such as significantly enhancing the University website. Prior to the creation of the Ad Hoc Committee, a task force had been established to specifically focus on cost savings. The task force developed a list of strategic cost savings that were then implemented to reduce expenses.

Most recently, from 2016-2019 three major initiatives were taken to directly address cost, revenue generation and efficiency improvement: tuition restructuring, assessment of athletic and academic programs for restructuring and voluntary early separation incentive program (VESIP). These are discussed in a later section of this document.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.
Argument:

The systematic, transparent, and collaborative nature of the budgeting process ensures that educational purposes are prioritized and achieved, and that the educational enterprise is not adversely affected by elective resource allocations to other areas.

The majority of Detroit Mercy's budget (67%) is spent on academics. Instruction accounts for 36% of the annual budget, and academic support and student services comprise 31%. Funds for instruction and academic support over the past two years average \$97 million, and the budget for student services averages an additional \$13 million.

Similarly, 75% of the gross revenue for both the School of Dentistry and the School of Law is used for their direct operational expenses, including capital expenditures and debt service costs. The remaining 25% is used to cover the indirect costs for each of the schools as well as for the administrative and auxiliary costs incurred in support of each.

To ensure long-term sustainability, Detroit Mercy has nearly tripled its endowment (from \$25 million to 69 million) and maintains a very conservative spending policy of 5% or less on the annual returns. In fact, between July 1, 2014 and June 30, 2019, Detroit Mercy's endowment has increased by 73%, or by \$29 million.

In an effort to increase philanthropic giving to Detroit Mercy, the Board of Trustees approved a comprehensive campaign (\$100 million) in June 2012 to support student financial aid and scholarships (40%), academic and student programs (25%), facilities improvements (25%) and unrestricted and general operations (10%). More than one-third of the campaign (37%) was concentrated on securing endowment gifts. Four additional major gift officers were hired and five major gift positions were replaced to create a more productive major gift staff infrastructure in support of the campaign. As stated previously, the campaign resulted in the goal being exceeded by more than \$14 million. Of the nearly \$114 million raised as of the end of 2019, 36% has been raised specifically for financial aid and scholarships, 41% for student, faculty and academic programs, 13% for facilities improvement and the remaining 10% is to be available for unrestricted expenses and designated purposes. Comprehensive details on the campaign and its outcomes were published in 2020 in the **Impact of Giving Campaign Final Report**.

Sources:

OSPRA Strategic Plan 2019-2025

Major Gifts 2015-2019

2020 Fiscal and Facilities Briefing

FY19 Budget Development Timetable

Detroit Mercy Financial Audit FY 2018

Dashboard Report

Impact of Giving Campaign Final Report

5.C. The institution engages in systematic and integrated planning and improvement.

- 1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.**

Argument:

Detroit Mercy has engaged in thoughtful planning and prioritization to identify strategies and develop resources that contribute to the most effective and efficient operation. Whereas the progress updates from the most recently completed 2012-2017 Strategic Plan illustrate the University's success in its planning and achieving major goals and objectives, the **Strategic Plan Boundlessly Forward 2019-2024** provides a guide for continued growth, development, engagement, and sustainability.

The current Strategic Plan is the guiding framework for the University's planning efforts and adherence to it ensures decision-making remains well aligned with the Mission and priorities of the institution. All stakeholders were engaged in the most recent planning process that was data-driven and flexible. A number of strategies were used to identify resources that have contributed to capital improvements, expansion of programs, and improvement of student services. Strategies included department and unit restructuring, increased use of technology, renovation and repurposing of facilities, and fundraising and forming strategic partnerships.

Detroit Mercy also uses its budget allocation process to ensure that the institution's resources are directly aligned with its Mission and priorities. In addition to the details provided previously in this section related to budget allocation, the process ensures that the annual needs of operating the institution and meeting the priorities of each of its units are properly met. Input from deans and other budget managers is a particularly critical part of the process. Deans, in collaboration with the Provost/VPAA, and the Office of Budget and Finance personnel may identify additional needs with appropriate justification for additional financial resources. Opportunities exist for allocating new funds and/or forming strategic partnerships for special projects relevant to the institution's mission. The **Campus Projects** document provides some recent examples of these types of special projects.

Detroit Mercy's research enterprise is comprehensive and has been an area of particular growth over the last decade. This has been largely accomplished by not only prioritizing research and scholarship as critical to the institution, but by significantly enhancing the research infrastructure through funding allocation. Enhancements have included but are not limited to the establishment of an Internal Research Fund to provide internal seed funding for faculty research, the re-establishment of the Office of Sponsored Projects and Research Activities, increased attention to faculty research by academic deans and through the annual reporting process and

promotion and tenure process, and an annual *Celebration of Scholarly Achievement*. The results of these enhancements clearly indicate their success, particularly in terms of the continued growth in external funding awards for research activities and sponsored programs as well as in faculty productivity.

As an academic institution committed to social justice and community engagement, Detroit Mercy also allocates significant funds specifically to its teaching clinics and community engagement activities. As teaching clinics primarily serving both medically underserved and individuals in greatest need, Detroit Mercy clinics (i.e., Counseling, Dental, Law) seek to further the institution's mission. The design center operated by the School of Architecture and the Psychology clinic provide services directly to the community while Campus Kitchen and other similar University-sponsored venues exist as formalized community-engagement vehicles. While some of the institution's clinics and centers have successfully received some external funding, none would exist without substantial funding allocation from the University.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Argument:

Assessment of student learning significantly impacts most decisions at Detroit Mercy and is effectively linked to operations, planning, and budgeting. Indeed, Detroit Mercy's primary commitment to student learning is the driving force behind decision-making and both short- and long-term planning. Assessment of student learning occurs across multiple points, including at the course level, program level, college level, institution-level, and state and/or national level. At every academic unit, planning is specifically linked to assessment of student learning. At the institution level, the assessment of student learning initiatives is led directly by the Provost and Vice President of Academic Affairs. In order to further strengthen the University's assessment infrastructure, a new senior administrator position was established and filled in 2019. Coordination, management and oversight of institutional assessment, is chief among the duties of the new position, Associate Vice President for Academic Affairs.

Most changes due to program assessment and course assessment occur at the course or program levels and are part of the continuous improvement cycle. However, several changes and improvements related to student learning that have occurred across the institution include but are not limited to the establishment of simulation labs in health professions, renovated studio spaces in architecture, and the complete renovation of the Chemistry building with new state-of-the-art

laboratories for teaching and learning.

Assessment and improvement in other areas of operations informs the planning process as well, and there are several illustrations of this. For instance, the institution's technology platform, Banner, is continuously assessed and new capabilities are implemented to improve operations. The creation of the University's Transfer Team was conceived to increase the transfer student population and to create a system by which transfer credits could be most effectively and efficiently evaluated. To more effectively educate students, faculty and staff about issues related to Title IX, an online education system was acquired, and more significantly, an administrative position was established and filled, Title IX Coordinator and Equity and Compliance Specialist. Similarly, new technology was acquired in 2019 to more effectively streamline the IRB application, approval, and monitoring processes (i.e., Cayuse).

The assessment process often also results in reorganization to improve performance and promote greater efficiencies. For instance, office staff positions in some colleges have been reduced and reorganized by removing job-related redundancies while the number of staff and administrators in colleges with continued declines in faculty are currently being evaluated as part of right-sizing efforts. Entire academic units such as the Education Department was discontinued in 2019, and is currently in the process of phasing out. Several other academic programs are under review for possible discontinuation while new academic programs are being developed and launched. Two colleges employ graduate recruiters to focus more specifically on graduate recruitment. Similarly, the number of faculty in the College of Health Professions and the Biology program were recently increased to address enrollment growth. Likewise, with an expansion of the incoming class of dental students, the number of faculty and staff were also increased. Similarly, additional faculty have been hired to effectively adjust for influxes of international students. Each of these activities, from enhancement of the University's assessment infrastructure to outcomes related to the results of comprehensive evaluation, and enrollment shifts and new program development, illustrate the interactions between assessment of student learning, evaluation of operations, and planning and budgeting activities.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Three types of planning occur at the University: (a) long-term planning/strategic planning (b) short-term/annual planning, and (c) planning for special projects. The **Planning Process Outline** and **Planning System Diagram** illustrates the process used in Detroit Mercy's strategic planning

processes. As evident, the process is both comprehensive and inclusive, involving internal and external constituents, including faculty, staff, students, alumni, and the Board of Trustees. Specifically, development of the 2019-2024 Strategic Plan began with conversations and workshops with small groups across the institution for several months which led to the emergence of the core goals of the Strategic Plan: 1) Create Detroit's "College Town;" 2) Deliver Relevant and Dynamic Academics; 3) Passionately Serve Students and Each Other. The multi-constituency, University-wide Strategic Planning, Facilities and Safety and Budget Team collaboratively developed detailed tasks and objectives for each of these goals. For each of these three primary goals, a Working Group was then formed to advance the work of the University Wide Strategic Planning Team. Volunteers with related talents, areas of responsibility, and a particular interest in achieving each of the three major goals then worked to develop more detailed plans for each goal. In 2020, each Working Group revised and prioritized the strategies, actions, plans and tactics to begin implementation efforts. This also included estimates of necessary resources needed to achieve each action item and creating timelines and assigning responsibility for achieving the desired outcomes.

Another example of Detroit Mercy's planning processes is highlighted in the University's approach to facilities planning. Similar to many historic universities, deferred maintenance costs are always a challenge. As a result, the annual deferred maintenance budget is determined with input from the Facilities Operations department and using a prioritization process that was developed by the Facilities and Safety Team, a shared governance team with representation from across the entire institution. The results of major long-term comprehensive planning activities, including the Capital Improvement Planning Study and Utilization and Space Needs Study have come to fruition through the most recent Comprehensive Campaign that ended in 2019. These studies that assessed all aspects of the institution's facilities, including needs and utilization of classrooms, meeting spaces, laboratories, office space, etc., were an essential resource in prioritizing usage, renovation plans, technology updates, furniture and equipment purchases, and optimum space utilization. This repurposing of space, renovations and enhancements to the institution has resulted in the completion of several major projects over the last four years. Continuing this process, a **McNichols Campus Renovation Plan** was developed in 2019 to further address deferred maintenance costs, and plan for the institution's physical setting well into the future. In order to ensure the most effective planning process, a task force of individuals

across the institution was authorized by the Provost and VPAA. The establishment of the Facilities Planning Advisory Committee in 2019 was designed to ensure inclusion and collaboration throughout the process, and includes individuals from across the institution (e.g., senior administrators, academic deans, faculty members).

The University's annual operational plan is reflected in the annual budget. The institution uses a budget process based on a combination of previous enrollment data as well as projected five-year enrollment to create a five-year plan which is then updated annually.

To address critical issues which arise, depending on the nature of the issue, appropriate strategies are implemented. For emergency matters, the problem is immediately addressed while in less critical instances, the relevant unit is charged with devising a plan of action for review and approval before funds are made available to meet the need. To address issues that affect the majority of the University an ad-hoc committee may be assembled. These committees work with all the stakeholders, as appropriate to their charge, to develop a plan of action. Most planning efforts—short-, long-term, and for special projects—is conducted in an inclusive and collaborative manner and decision-making often occurs at the level most directly affected.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Argument:

Detroit Mercy plans based on a sound understanding of its current capacity and in thoughtful anticipation of future fluctuations in revenue, enrollment, the economy, and various sources of financial support. The approach taken in financial planning is very conservative. As described in the annual budget allocation process, very conservative estimates are used to develop the budget and set tuition rates. Planning for facilities utilization takes a similar approach as detailed in the previous section.

Whereas the local, state and national economy can significantly impact enrollment and ongoing planning, as a private, nonprofit institution, Detroit Mercy does not receive direct state support with exception of state funds allocated for the School of Dentistry. However, Detroit Mercy has successfully received external funding (i.e., grants, contracts) from both the state and federal government as well as from philanthropic foundations that support and supplement tuition, academic programming, and services.

In 2017, the institution began work on the Detroit Mercy 2020 Plan, with a goal of generating cost savings or additional revenue of \$21 million. The University undertook three major

initiatives in this area that included: a tuition reset, voluntary early separation incentive program (VESIP) and a comprehensive review of academic and athletic programs. VESIP has resulted in both a smaller ratio of faculty and staff to students more commensurate with the University's enrollment, and a significant reduction in personnel costs.

After a thorough analysis, the University revised the undergraduate and graduate domestic tuition and simultaneously adjusted the institutional scholarship level. While this tuition reset did not affect the net tuition income from students, it did significantly alter the advertised "sticker price," thereby making the University's advertised tuition rates comparable to competitors. To date, the tuition reset has resulted in an increase in the number of applications.

A similar review process was implemented to critically evaluate both academic and athletic programs. These reviews resulted in the discontinuation of the Education Department as well as the tennis programs. The plan has to date resulted in \$17.5 million in cost savings.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

Argument:

Detroit Mercy's annual institutional and long-term strategic planning processes seek to anticipate the needs of new generations of students and establish plans to best serve them and the community. Technology, demographic shifts, and globalization continue to be critical guiding factors used in planning as evidenced in several examples below.

Admissions

Within the last five years, Detroit Mercy's admissions process was completely revamped. Slate, an enrollment management software tool, was acquired and implemented for efficient data management and tracking. The user-friendly and responsive interface allows all stakeholders to track progress in real-time. A staff position was added to provide further support within the Office of Admissions. Most significantly, the University joined the Common Application consortium. The tuition for domestic undergraduates and some graduate programs was reset with commensurate restructuring of the University scholarship packages to reflect the market standard and make Detroit Mercy's programs more affordable in the competitive marketplace. Each of these changes has increased the freshmen and graduate applicant pool and has resulted in the development of both more efficient and improved connections with prospective students.

For all accepted students, the notification process of financial aid information has been significantly enhanced. The financial aid package is now highly customized and includes

comparison data from across several institutions. Details about financial aid are illustrated on the University website in the **How Your Aid is Determined** section.

Because ever increasing numbers of students are beginning their education at two-year institutions, Detroit Mercy established a Transfer Team to more effectively manage and streamline the transfer process. Using articulation agreements and existing transfer credit charts, the Transfer Team added features within Banner to match a student's transcript with the existing database of accepted course credits so that the current transfer process is efficient. The Team continues its work to expand the database to include out-of-state institutions and international universities. During the past five years, the University also joined the Michigan Transfer Agreement (MTA) which has resulted in greater efficiencies and ease for students transferring from local community colleges.

Marketing & Recruitment

Two new marketing initiatives were completed in 2016-2017 that resulted in rebranding the University and a thorough revamping of the website. The branding study resulted in the creation of a new logo, new tag line of "Build a Boundless Future," and the use of the phrase "Detroit Mercy" instead of UDM. With increasing numbers of Veterans, the University has responded purposefully and energetically to meet their needs, and as a result, has been recognized nationally for its services to the veteran community. Detroit Mercy has been designated a Military Friendly School. The University has a dedicated Veterans Liaison and has designated individuals across various support service units to specifically support veterans and their dependents. The **Michigan Veterans Friendly Schools** document provides details.

Because metropolitan Detroit has a significant population of Latino, Arab, and Chaldean families, Detroit Mercy has launched targeted efforts to recruit students from these communities through the use of a dedicated staff member to link with community organizations. New staff positions have been added to improve graduate recruiting by targeting local industries and businesses, hospitals and health care providers, recent graduates, and international students.

New academic programs such as those in Islamic Studies, Health Professions, Advanced Electric Vehicles, Applied Data Analytics, and Leadership are some examples of programs specifically addressing the institution's changing student demographics. Detroit Mercy has been engaged in active recruitment of students from Chinese universities to address the changing global needs. Demand for healthcare related graduates such as nursing and pre-med, Physician

Assistant and Dentistry continues to remain high. During the last few years, accelerated programs were also launched to address disciplines in high demand, including the five-year Physician Assistant Program and Accelerated 6-Year Law Scholars Program. Similarly, accelerated Master's programs in non-health majors such as Business and Engineering launched over the last several years continue to be attractive to the current generation of applicants.

Technology:

In addition to the various technological improvements made across the University over the past several years, significant technology improvements have been made in the teaching environment. For instance, WIFI is available in all academic spaces, the University has added several fully-equipped classrooms with technology built-in lecterns as well as some with Smartboards, and the University has acquired new and additional software tools to most effectively support online courses. The University email system migration to Office365 has provided easy access to all students, faculty, administrators and staff as well as cloud-based tools such as file storage and exchange, collaboration and planning, etc.

The University's seamless transition to online course delivery during the COVID- 19 pandemic that impacted Michigan in March provided clear evidence of the institution's preparedness and sufficient infrastructure to make such a transition. Indeed, all of the University's courses immediately and successfully converted to online delivery during Michigan's shelter-at-home order, effectively maintaining course continuity.

The library/research portal has also been improved significantly within the last 10 years and it reflects the needs of the students more comfortable working in the digital environment. To serve the new generations of students, the first floor of the McNichols library is now a "talking floor" and the second floor and the stack areas are designated as quiet areas.

Student Life:

In response to an increase in female students pursuing degrees in science and engineering, residence life created floors specifically for Women in Science and Engineering (WISE). Prayer rooms have been established at both the McNichols campus and the School of Dentistry for Muslim students. The University's food service has implemented a variety of options that specifically address unique dietary needs related to religion, culture, and health. And, the University established a Veterans Lounge.

6. The institution implements its plans to systematically improve its operations and student outcomes.

Guided by a comprehensive strategic plan that is closely tied to the mission of the University, Detroit Mercy continuously works to meet and exceed benchmarks of success. While the progress reports from the most recent completed Strategic Plan provide clear evidence of the Plan's successful implementation, the thoughtful and comprehensive implementation process of the current Strategic Plan that began in 2019 should ensure similar results. In addition, and as evidenced by both external and internal benchmarks, the University continues to improve its standing in areas such as academic quality, student success, ranking, campus atmosphere, community engagement and overall performance.

Detroit Mercy documents evidence of performance in a variety of ways that are appropriate for the task. These include course evaluations, program assessment, the executive dashboard that highlights performance items in each division, employee evaluations, data gathering through the work of the institutional research office, ad hoc committees that solicit input from stakeholders, the dissemination and use of results of national surveys (e.g., NSSE), and specialized academic program accreditation.

One specific example of the University's efforts in systematic improvement is related to the work of the Detroit Mercy Assessment Team. The Assessment Team's focus on establishing and monitoring institution-wide assessment of learning ensures that student learning remains at the forefront of the institution and that the assessment process results in any necessary improvement. Similarly, the academic program review process ensures that all academic programs are comprehensively and regularly evaluated to make any necessary changes to academic programming.

Detroit Mercy's Strategic Plan is the key document establishing identified: a) operational performance target areas, b) monitoring methods for areas of success and opportunities to improve, and c) concrete achievements. The plan also stipulates specific action steps, the responsible party, measurement metrics and target dates, outcomes achieved, and next steps with the associated budget.

As a result of Detroit Mercy's efforts in systematic improvement, several accomplishments have been recently realized. These include but are not limited to

- Detroit Mercy's rank as #25 in the 2019 *U. S. News & World Report's* 'Best Colleges' of Regional Universities-Midwest; Detroit Mercy also earned #17 rank for Best Colleges for Veterans in the Midwest, #35 nationally for Best Value Schools;
- The Wall Street Journal's ranking of University of Detroit Mercy at No. 193 in its 2019 rankings list of the top 1,000 colleges and universities in the United States;
- Specific recognition of Detroit Mercy programs: The Nurse Anesthesia program ranked #10; the Nursing program ranked #92; the Nursing Master's program ranked #105; Doctor of Nursing practice #121; the Physician Assistant program ranked #81; the Clinical Psychology program ranked #177; the Architecture program was recently ranked 25th in the nation; the undergraduate Management program ranked 20th in the nation and graduate Management program ranked #23rd in the nation; the Engineering and Computer Science program ranked top 3 in Michigan by Wall Street Journal; the undergraduate Addiction Studies program has been ranked #7 in the nation of Bachelor-level addiction programs by bestcounselingdegrees.net and the online Economics program has been ranked in the top 10 for best value by several organizations such as onlineedu.org, greatcollegedeals.com, and bestcollegevalue.com;
- The continued achievement of large grant awards, including the NIH BUILD that was recently renewed after the initial five years, and the DOE TRiO, and the continued increase in external funding support through grants and contracts over the last 5 years;
- Designation as a Gold-certified Veterans Friendly School by the Michigan Veterans Affairs Agency. Inclusion in this annual list demonstrates the University's strong commitment to providing a supportive environment for military students;
- The institution's recognition by *Money* magazine as one of the best colleges in the country based on graduation rates, degree costs and return on investment.

Sources

Strategic Plan Boundless Future 2019-2024

Planning Process Outline

Planning System Diagram

McNichols Campus Renovation Plan

How Your Aid is Determined?

Michigan Veterans Friendly Schools

Summary

Overall, Detroit Mercy has worked diligently to ensure it has the resources, structures, and processes to fulfill its mission, improve the quality of its academic programming, and to be both successful and sustained in the short- and long-term. The most significant evidence of this is that the University's net assets almost doubled between 2005 and 2019, increasing from \$81.9 million to \$155 million.

Several processes have been implemented to ensure the University's ability to continuously fulfill its mission and respond to challenges and opportunities well into the future. These include but are not limited to:

- A committed and engaged Board of Trustees;
- Highly qualified faculty and support staff;
- Sound financial systems and real-time reporting of finances for responsive decision-making;
- Sufficient operations infrastructures including Academic Affairs, Budget and Management, Information Technology, and Libraries;
- Significant improvements to infrastructures resulting in greater effectiveness in the Office of Sponsored Programs and Research Activities, Instructional Design Studio, and the Office of Admissions and Enrollment Management;
- Shared governance structures across the institution;
- Acquisition and implementation of enterprise level technology systems and specialized systems for admissions, instructional technology, and human resource management;
- Various quality assurance and quality improvement measures that include academic program review, assessment of student learning at course, department, college, and institution-levels; and
- Various processes and procedures to capture input from all stakeholders for use in ongoing institutional decision-making.

Whereas the University has made significant improvements over the last decade, it is also well-recognized that continued success will require persistence and determination to identify and address threats and challenges as they arise in the future.