

Mission Accountability Self-Study
The University of Detroit Mercy
 (prepared for CMHE campus site-visit, March 12-14, 2017)

CMHE Site Visit Team

Moya Dittmeier	Executive Director: Conference of Mercy Higher Education
Sheila Carney	Carlow University, Pittsburgh
Tim Muldoon	Boston College, Boston
Kathleen Alaimo	St. Xavier University, Chicago

Detroit Mercy CHME Peer Review Committee

Helen Marie Burns, RSM Co-Chair, Sister of Mercy, West Midwest Community
 John Staudenmaier, SJ Co-Chair, Assistant to the President for Mission and Identity
 Mary Lou Caspers, Professor, Chemistry & Biochemistry
 Joseph Eisenhauer, Dean, College of Business Administration
 Tim Hipskind, SJ, Director of Service Learning, Institute of Leadership and Service
 Anita Klueg, Director, University Ministry
 Judith Mouch, RSM, Associate Professor, College of Health Professions
 Cheryl Munday, Professor, Clinical Psychology
 Pamela Wilkins, Associate Professor, School of Law

Preamble

The University of Detroit Mercy (Detroit Mercy) embodies the educational spirit and tradition of two religious congregations: the Society of Jesus (Jesuits) and the Institutes of Sisters of Mercy of the Americas (Sisters of Mercy). Detroit College, founded by the Jesuits in 1877, grew into the University of Detroit. Several decades later, in 1941, the Sisters of Mercy established Mercy College of Detroit. Both religious congregations established their respective colleges to improve the lives of men and women through higher education. For the Sisters of Mercy, educational works grew out of the needs of the people served. Education was a tool to enhance and improve the lives of persons impacted by poverty and oppression, especially women. Within the Jesuit tradition, education was understood as a tool for teaching young men and women, especially in urban areas, to serve “the greater good” and to become men and women for others.

In 1990, the University of Detroit and Mercy College of Detroit combined their resources and operations in a consolidated institution. This consolidation has permitted the University to both maximize and expand academic effectiveness, while improving efficiencies in administration and has been widely recognized as an effective, creative response to the challenges that face private higher education.

This innovative union created the University of Detroit Mercy with the clear intent of carrying forth the legacy of each founding congregation. Similarities would be recognized and differences would serve to complement and enlarge the world view of each. This would be a marriage in which the unique identity, history and tradition, of each partner would continually enrich the mission and values of the University.

The following report is organized around the five key questions presented by the Conference for Mercy Higher Education: What does the Catholic, Mercy mission mean to the institution? How does the institution apply the meaning of mission through programs, policies, and practices? What evidence is available, and what is needed, to judge the effectiveness of mission efforts? What might this evidence tell us about mission integration effectiveness? And what will be done with the information collected about effectiveness?

I. What does the Catholic, Mercy mission mean for the institution?

The University's mission statement expresses a commitment to excellent, integrative, student-centered education:

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

An essential aspect of the University's Mercy and Jesuit identities is the commitment to educating the whole person. Education of the whole person is one of the hallmarks of Mercy higher education outlined in CMHE's 2004 Discussion Paper on *Mercy Higher Education: Culture and Characteristics*, and Detroit Mercy's mission statement expresses this commitment through its reference to the integration of students' intellectual, spiritual, ethical, and social development.

The most commonly understood meaning of the *uniquely Mercy* identity is the special concern for vulnerable and underrepresented populations, especially women and children. A second understanding of that identity is closely connected with the first: the University seeks to foster lifelong attitudes of compassion and social justice in all students. The identity also means that Detroit Mercy provides teaching moments and events that represent Catholicism in a way that nourishes the faith of Catholics, attracts those who are seeking or open to exploring that Catholic faith, and edifies those who are firm in their own religious traditions.¹

The concern for the vulnerable and the commitment to fostering compassion in students requires active engagement in the spiritual and corporal works of mercy, such as educating the ignorant, counseling the doubtful, praying for the living and the dead, feeding the hungry, clothing the naked,

¹ The University operates within a context of academic freedom, a concept that is by no means antithetical to the University's Catholic and Mercy identity. Rather, this freedom is a manifestation of the mission. The University fosters an environment in which each person can encounter deep experiences of truth, beauty, and goodness using the tools of his or her own discipline.

and sheltering the homeless. Teaching, research, and service devote special attention to the needs of the underserved, especially women, children, minorities, the elderly, the poor and unemployed, those with disabilities, and others who have been marginalized. As a university dedicated to this mission, Detroit Mercy not only prepares students for careers dedicated to the works of mercy, but involves them directly in such works while they are still enrolled.

Finally, Detroit Mercy seeks to manifest the entrepreneurial spirit of Catherine McAuley as it fulfills this mission through innovative programs, new outreach ventures, and adaptation to the present-day challenges in metropolitan Detroit.

II. How does Detroit Mercy apply this meaning of mission through programs, policies, and practices?

The central features of the University's Mercy charism—the commitment to educating the whole person; the special concern for the vulnerable, especially women and children; and the commitment to inculcating in students an attitude of compassion and a concern for social justice—find expression throughout the University's academic and administrative units. The remainder of the answer to Question II describes more specifically how the University's programs, policies, and practices reflect both the specific commitments described above and other Mercy-related values.

A. Academic Programs & Academic Life

1) Core Curriculum

Any university's commitments and values are revealed by its core curriculum and all of its academic programs. University of Detroit Mercy is no exception. Although the University offers a variety of majors both in the liberal arts and in professional programs (e.g., engineering, nursing, architecture), the new core curriculum, which was the product of many years' thoughtful effort and which will be implemented in Fall 2017,² serves as a unifying principle for all undergraduate students. The core curriculum clearly expresses Detroit Mercy's mission to offer a student-centered education that “integrate[s] the intellectual, spiritual, ethical and social development of our students”—in short, that educates the whole person.

The core curriculum contains six areas of knowledge and six integrating themes. The knowledge areas include communication skills, mathematical and statistical knowledge, scientific knowledge, religious and philosophical knowledge, essential humanities, and ethics and social responsibility; students must take courses in each of these subject areas. The six integrating themes are RWR (reading, writing, and research) across the curriculum, critical thinking, cultural diversity, human difference, personal spiritual development, and spirituality and social justice. In addition to fulfilling knowledge area requirements, students must take courses in each integrating theme. Many courses satisfy both a subject area (knowledge) requirement and an integrating theme requirement, and students may also satisfy the integrating theme requirements through courses in their major fields of study. The requirements of the core curriculum develop students not only into analytical thinkers (whatever their course of study) and strong communicators, but also into principled and spiritually engaged members of their communities.

The commitment to encourage and support students in building values-driven and faith-filled lives of service—that is, to foster compassion and a concern for social justice—is most apparent in two knowledge areas—religious & philosophical knowledge and ethics & social responsibility—and two integrating themes, personal spiritual development and spirituality & social justice. These components of the core curriculum provide a foundation for mission by requiring all undergraduates

² A description of the old (current) core curriculum may be found at <http://www.udmercy.edu/catalog/undergraduate2013-2014/coreCurriculum>

to earn nine credits of Religious & Philosophical Knowledge, three credits of Ethics & Social Responsibility, and to achieve outcomes associated with Personal Spiritual Development and Spirituality & Social Justice. Courses from a variety of departments may satisfy these requirements. For example, nursing students may satisfy a core requirement through a course in Professional Practice from a Mercy and Jesuit Perspective, while business majors may choose a course in Ethics, Business Leadership & Social Responsibility to fulfill the same core objective.

A copy of the University's core curriculum is attached as **Exhibit A**.

2) Community Clinics and Experiential Learning

Clinics are a central curricular feature of many of Detroit Mercy's graduate and professional programs. In fact, clinics are required for students in the School of Dentistry, the School of Law, the McAuley School of Nursing, and the graduate programs in both counseling and clinical psychology in the College of Liberal Arts and Education.³ These clinics provide opportunities for students to develop their professional skills under the supervision of experienced professionals. Moreover, the clinics also express and further Mercy identity through outreach and service to some of the most vulnerable and underrepresented members of the community.

The University's clinics and experiential learning opportunities include:

- **The Campus Kitchen at University of Detroit Mercy**
Campus Kitchen, associated with the national Campus Kitchens Project, provides students the opportunity to gain leadership skills while running a real non-profit organization. Through Campus Kitchen, students work in partnership with five other community organizations to recover food that otherwise would be wasted and then get that food to persons in need in the neighborhood immediately surrounding Detroit Mercy's McNichols campus. One of the targeted service groups for Campus Kitchen is women seeking relief from domestic violence.

http://www.udmercy.edu/institute/campus_kitchen/
- **Center for Social Entrepreneurship**
The Center for Social Entrepreneurship in the College of Business Administration helps new enterprises with a social mission. Specifically, participants in the CSE Boost program learn business fundamentals, improve their strategic thinking, articulate a business plan, and develop a business model that demonstrates social impact, growth, and long-term financial sustainability. Participating enterprises also receive ongoing assistance from Detroit-based mentors to work on their growth plan for a six-week period after the Boost experience. Creation of the Center for Social Entrepreneurship was inspired by Catherine McAuley's own social entrepreneurship.

<http://business.udmercy.edu/centers/cse/index.htm>
- **Counseling Clinic**
The Counseling Clinic offers no-cost individual, group, and family counseling services to members of the community. Counseling may include addiction counseling, career counseling, personal counseling, and child and family counseling. Graduate students in the

³ Students in a variety of academic units, including the College of Engineering & Science and the School of Architecture, also engage in significant experiential learning. For example, students in the School of Architecture engage in a cooperative education sequence in which they work for an architectural office in metropolitan Detroit. Some students within the School of Architecture also work with the Detroit Collaborative Design Center [see p. 5 for explanation of the social justice nature of Design Center].

Counseling program serve in the Counseling Clinic for a semester under the supervision of a licensed member of the faculty.

<http://liberalarts.udmercy.edu/programs/depts/counseling/clinic/index.htm>

- **Dental Clinics**

The School of Dentistry offers an on-site general dentistry clinic, on-site specialty clinics, and several community clinics. The on-site clinics accept Medicaid and Medicare and offer services at significant discounts and many of the community clinics offer free services. On-site clinics include: Advanced Education in General Dentistry Clinic, Endodontic Clinic, Diagnostic Imaging Clinic, Oral Surgery Clinic, Orthodontics Clinic, Pediatric Clinic, and Periodontics Clinic.

<http://dental.udmercy.edu/patient/specialty>

Free community clinics include: 1) Mobile Detroit Clinic: a traveling eight-seat clinic in which fourth-year dental students provide free and comprehensive dental services to children and adults throughout the City of Detroit; 2) Special Needs Dental Clinic: a clinic located in Corktown and serving people with special needs. This clinic was created through a partnership with two community nonprofit organizations; and 3) St. Vincent de Paul Clinic: a student-run free dental clinic for the poor which provides services approximately twice per month at the St. Vincent de Paul Clinic.

Finally, students at the School of Dentistry participate in a variety of special initiatives and partnerships to promote dental and oral health in metropolitan Detroit and throughout the State of Michigan, including dental health for pregnant women, children, homeless adults, and special needs adults.

<http://dental.udmercy.edu/outreach/>

- **Detroit Collaborative Design Center**

The

Detroit Collaborative Design Center is a multi-disciplinary, nonprofit architecture and urban design firm at the School of Architecture dedicated to creating sustainable spaces and communities through quality design and the collaborative process. The Center uses a Neighborhood Engagement Workshop (NEW) process that engages stakeholders in community visioning and revitalization. To date, the Center has worked with more than eighty nonprofits, community groups, and philanthropic foundations. One to three student interns work for the Center at any particular time, and many undergraduate students work on specific projects the Center sponsors. The Center has received a variety of awards and is considered a major force in the revitalization of Detroit's neighborhoods. Recently the Center received a \$200,000 Kresge Foundation Grant to assist the City of Detroit with operational support related to various early child development initiatives designed to prepare children for educational success. The Center also received the national 2017 Whitney M. Young Jr. Award recognizing an architectural organization that embodies social responsibility and actively addresses a relevant community need.

<http://www.dcdc-udm.org/>

- **Highland Park Partnership**

University clinics and departments, including the Counseling Clinic, Dental Clinics, Education Department, Law Clinics, McAuley Health Clinic and Psychology Clinic, formed

a partnership with the City of Highland Park to provide service days and clinic operations to help Highland Park's neighborhood revitalization. Grants from MSHDA (Michigan State Housing Development Authority) Cities of Promise funded the three year project. Free services including health fairs, school-based mental health, Medicaid enrollment for seniors, dental care, legal services, blood pressure screening and programs to increase literacy were provided at various sites in Highland Park.

http://www.udmercy.edu/news_events/news/by-year/2009/files/03-12-hp.htm

<http://www.udmercy.edu/spiritus/archive/2009-04/insiderview/>

- **Law Clinics**

The School of Law, which has one of the oldest clinical programs in the United States, currently offers six clinics, all of which allow students to represent clients while under the supervision of an experienced clinical faculty member. The clinics have repeatedly been recognized nationally for their commitment to the public interest.

The six clinics are: 1) Criminal Trial Clinic: Students represent indigent criminal defendants in Oakland and Macomb County; 2) Immigration Clinic: Students represent persons seeking asylum in the United States. This clinic originally was created as a partnership between the School of Law and the Archdiocese of Detroit. The Immigration Clinic is no longer a formal partner to the Archdiocese, but those roots inform the Clinic's priorities, including the selection of cases and clients; 3) International Intellectual Property Clinic: Students represent inventors and entrepreneurs who are seeking patents either in the United States or Canada; 4) Juvenile Appellate Clinic: Students represent juvenile defendants in appellate proceedings regarding juvenile offenses. Students have also assisted in drafting legislation relevant to juvenile welfare (issues concerning the foster care system, for example); 5) State Appellate Defender Office (SADO) Clinic: Students represent indigent persons convicted of crimes in their appellate proceedings before the Michigan Court of Appeals and the Michigan Supreme Court; and 6) Veterans Clinic: Students represent homeless and disabled veterans seeking disability benefits through the Veterans Administration.

In addition to these semester-long clinics, the School of Law also offers one-day clinics that allow first-year law students to assist low-income residents of Detroit in the driver's license restoration process.

All of the Law Clinics are offered to clients free of charge.

<http://law.udmercy.edu/index.php/academics1/experiential-learning/clinics>

- **McAuley Health Center**

The McAuley Health Center is a nurse-run clinic located on the lower east side of Detroit and serving the community in that area. It offers a wide range of services, including primary care for acute and chronic conditions, mental health care, health education, immunizations, screenings, and basic physical examinations. Advance-practice nurses staff the clinic, and nursing students work under their supervision. Notably, McAuley Health Center, which has been awarded many grants, is a collaborative initiative of the McAuley School of Nursing and Mercy Primary Care, which is part of Trinity Health, a multi-state health system originally sponsored by the Sisters of Mercy-Regional Community of Detroit. McAuley Health Center also partners with a variety of organizations dedicated to improving the education and quality of life of Detroit's most vulnerable residents. Most of the clients of

the clinic are African-American residents of Detroit, and the great majority of clients have incomes below or just above the federal poverty line.

<http://healthprofessions.udmercy.edu/mcauley-health-center/>

- **Psychology Clinic**

The Psychology Clinic is a training clinic for the doctoral program in clinical psychology and provides a range of psychological services to predominantly uninsured and underinsured children, adolescents and adults in the metropolitan area. Located on campus, all services are provided by graduate students who are supervised by licensed psychologists both on faculty and practicing in the community. Fees are adjusted based on household income to provide access to underserved communities. Clinic services for mild to moderate and chronic mental health concerns include psychological assessment and testing, individual psychotherapy, child and adolescent psychotherapy and parent guidance and couples' therapy. Notably, children and adolescents comprise a significant percent of clients served. Graduates of the doctoral program, cognizant of the social justice mission, comprise the majority of non-faculty clinic supervisors. The clinic works with community and campus organizations to provide services and outreach activities to ethnically diverse and underrepresented groups in federally designated health professional shortage areas, particularly Detroit and low-income communities in Wayne County. Campus and community partners have included Office of Disability Services, Athletic Department, Immigration Law Clinic, Jalen Rose Academy, Gesu School and Highland Park High School.

<http://liberalarts.udmercy.edu/programs/depts/psychology/clinic/index.htm>

The clinical courses and community clinics further the University's mission priorities of serving the vulnerable and underrepresented and of encouraging students to lead value-driven lives of service to others. Moreover, the Counseling Clinic and Psychology Clinic, both of which serve students, demonstrate care for the whole person, another central aspect of the University's Mercy identity.

3) Service-learning and the Emerging Leaders Program

The University places a strong emphasis on service-learning, through which students use skills being developed in the classroom to serve the community. Notably, the University's service-learning courses further all three major aspects of the University's Mercy charism. Through service-learning, Detroit Mercy educates the whole student; inculcates in students attitudes of compassion and commitments to social justice; and allows students to engage in the works of mercy by working with and serving the vulnerable, the underrepresented, and the overlooked. Moreover, service-learning opportunities prepare students to understand theories of social justice.

The University's twenty-year service-learning program is coordinated through the **Institute for Leadership and Service**. The Director administers the program; works with faculty, students, and community partners; provides orientations and other training regarding service-learning; and identifies opportunities for both project- and advocacy-based service. At the beginning of every service-learning course, the Director of Service-learning offers a thirty minute presentation that includes a brief history of Catherine McAuley and highlights the aspects of the University's mission that are inspired by Catherine's life.

The program includes all colleges of the University, and the majority of undergraduates engage in service-learning. In fact, almost 80% of undergraduates and many graduate students take at least one service-learning course before they graduate. The University averages approximately 1550 students

in about 90 service-learning classes each year, which equates to over 12,000 hours of service each year.

Service-learning is required for all students in the College of Business Administration and the nursing program. Students serve at a variety of different agencies and organizations focused on issues ranging from the environment, to poverty, to health care.

Service-learning is incorporated into the hard sciences as well as into the social sciences and liberal arts. For example, freshmen engineering students evaluated energy use in the building housing a non-profit organization, designed solutions, and created cost estimates that would result in \$250,000 in savings for the organization. Similarly, a team of mechanical and electrical engineering students created a set of Health Information Kiosks for the Detroit Science Center. These kiosks allowed visitors to the Detroit Science Center to receive bar coded health information bands that they could then take to a kiosk to see information about their current state of health, risk factors, and recommended changes.

The **Emerging Leaders Program** is an integral part of the Institute for Leadership and Service. This Program prepares students for leadership in service of the common good. Students who participate in the Program explore their leadership potential and abilities through involvement in programs, events, and activities that include learning, leadership, spirituality, and service on and off campus. The Program is open to all undergraduate students. Similar programs are being created for graduate and professional students.

The Institute for Leadership and Service rewards students with medallions and pins for their service and for their leadership.

<http://www.udmercy.edu/institute/>

4) Mission-Specific Academic and Curricular Initiatives at Individual Schools and Colleges

Throughout the University, there is general agreement about the core aspects of the Mercy identity. Nonetheless, each academic unit within the University lives and interprets the mission differently based on the nature of the discipline in question and the needs of the students in that discipline.

An exhaustive list of all the mission-based academic initiatives within the University would prove almost impossible, but the following projects provide some sense of the breadth and depth of the University's commitment to its Mercy identity:

- The School of Architecture offers a Master's degree in Community Development (MCD) focused on the renewal of communities within the City of Detroit. The mission of the MCD program is service to marginalized communities, and the web materials explicitly ground this mission in the University's Mercy and Jesuit commitments.
<http://architecture.udmercy.edu/programs/mcd>
- The College of Business Administration offers a program in Ethical Leadership and Change Management. <http://business.udmercy.edu/programs/graduate/ethics/index.htm>
- The College of Liberal Arts and Education offers a multidisciplinary minor in African American Studies (AAS) that promotes the understanding of the African-American experience through scholarship, service-learning, and cultural events. Students in this 18-credit minor examine race, culture, and identity through urban, regional, national, and global perspectives. Multidisciplinary methods of inquiry and scholarly research in historical and contemporary theories of race will expose students to the history and culture of Africans,

African Americans, and Africans in the diaspora. This minor is directly relevant to one of the Critical Concerns of the Sisters of Mercy (Anti-Racism).

<http://liberalarts.udmercy.edu/programs/special/African-american/index.htm#tabs-3>

- The College of Liberal Arts and Education offers a minor in Women's and Gender Studies that seeks to inculcate in students a commitment to social justice, equity, and the recognition and examination of underrepresented and disadvantaged peoples. In describing the Program's commitment to women's equality, the website for the Women's and Gender Studies Program relies in significant part on the Direction Statement of the Institutes of Sisters of Mercy of the Americas and on similar statements from the Society of Jesus.
<http://liberalarts.udmercy.edu/programs/special/wgs/>
- The School of Law offers concentrations in Immigration Law and in Family Law, two of the Critical Concerns of the Sisters of Mercy (Immigration & Women); as well as courses on Spirituality and the Law and Canon Law. Spirituality and the Law is specifically designed to help students integrate their professional and spiritual identities and to infuse students' legal work with a richer spiritual perspective.
- The McAuley School of Nursing has created a capstone course entitled Professional Practice from the Mercy and Jesuit Perspectives. This course addresses the role of the professional nurse as an advocate and systemic change agent.
- The Mechanical Engineering undergraduate curriculum features a capstone course that puts the mission into action. Engineering and College of Health Profession students work together to design new specialty products (e.g., a bionic arm) for disabled veterans who volunteer to participate in the course.
- The Department of Philosophy offers a course in Peace and Social Justice. This course explores with students many of the critical concerns of both Sisters of Mercy (notably Nonviolence/Peace) and of Jesuits.
- In 2014, a group of nursing students traveled to Ireland to explore nursing education and the health care delivery system at The Mater Hospital in Dublin, Mercy School of Nursing in Cork, and St. Joseph Home in Trim. This trip included a visit to the Mercy International Centre (popularly known as the Catherine McAuley House) in Dublin; indeed, Ireland was chosen because of the close connection to the University's Mercy heritage. Students in the College of Business Administration also have traveled to the Mercy International Centre to study Catherine McAuley as a social entrepreneur.
- The Theater Department has articulated a commitment to focus on social justice themes in its selection of productions and associated community activities.
- The Detroit Mercy Ethics Bowl is a yearly event involving students, staff, alumni, faculty, and administrators throughout the University. It is inspired by TV's College Bowl, but modified rules adapt the game to the subject of ethics. The first place team represents the University at a Regional Ethics Bowl with the potential to move on to the Intercollegiate Ethics Bowl at the annual meeting of the Association for Practical and Professional Ethics.
<http://www.udmercy.edu/events/2016/11/18/16th-annual-detroit-mercy-ethics-bowl.php>

B. Faculty Scholarship

Much faculty research is focused on issues related to the critical concerns and charism of the Sisters of Mercy. Recent article titles include:

- “Religion and Care Intertwined: Nursing in Catholic Hospitals 1950-1965”
- “Clinical Nurse Specialists’ Perceptions of Care for Vulnerable Patients”
- “Catalytic Social Entrepreneurship to Combat Desperate Poverty”
- “Charism and Commerce: Business Education in the Mercy Context”
- “A Day in the Life of a Community Health Worker in Uganda”
- “Service-Learning and Leadership: Evidence from Teaching Financial Literacy”

Books, articles, posters, chapters, proceedings papers, and related research contributions are annually displayed at the Celebration of Scholarly Achievement.

http://research.udmercy.edu/find/special_collections/digital/csa

Because the University is committed to academic freedom and never imposes any institutional mandates regarding the subject matter of scholarly inquiry, this mission-related research arises organically among faculty who have self-selected into the University. In this sense, mission-related scholarship reflects the prominence and attractiveness of the mission in faculty recruitment and development.

C. Library Holdings

A keyword search for "Sisters of Mercy" in the University Library system gives 72 results. The majority of these materials are specifically about the Sisters of Mercy and/or Catherine McAuley, with some including a single chapter on some aspect or a particular community of the Sisters of Mercy. These results include:

- One digital special collection - The Sisters of Mercy Collection
- Five audiovisual materials
- Two slide collections
- 64 books/eBooks, of which 7 are available-online

The Sisters of Mercy Collection created by Library staff includes a list of publications about the Sisters of Mercy owned by the University Libraries. The list includes 56 items.

http://research.udmercy.edu/find/special_collections/digital/som/index.php?c=b

D. Programs related to University Ministry and Student Affairs

The University’s Mercy identity also finds expression in a variety of nonacademic programs related to student life. University Ministry, the Office of Student Affairs, and a plethora of student organizations in virtually every academic unit express and further the Mercy charism.

The **Office of University Ministry**, the mission of which⁴ includes formation of the conscience and character of students, sponsors religious services, retreat programs for students, spiritual direction, service, and immersion trips, and the Celebrate Spirit mass that begins the academic year.

⁴The Mission Statement of the Office of University Ministry is:

University Ministry is a welcoming place for all people and we provide experiences that support the Mission of the University of Detroit Mercy.

As a Catholic University, we respect and celebrate students of all religious backgrounds to grow in their own traditions while also encouraging interfaith dialogue and collaboration.

Notable University Ministry programs include:

- **Worship Services:** University Ministry offers Catholic Masses Monday-Friday and on Sunday. Liturgical ministries include lectors, Eucharistic ministers, choir, and sacristans. There are **Muslim Prayer rooms on each campus**. **Celebrate Spirit** is the opening liturgy in which both the Jesuit and Mercy spirits are invoked as blessings upon the new school year.
- **Alternative Break Service and Immersion Trips:** Every year between 60-80 students, faculty, and staff participate in the Service/Immersion program in which students prepare to learn that “our charity must be in our hearts and from our hearts” (Catherine McAuley) and “[to] let the gritty reality of the world into their lives to feel it, think about it critically, respond to its suffering, and engage in it constructively” (Fr. Peter Hans Kovenbach, SJ). These trips provide experiences of direct service rooted in relationship, engaging in the Works of Mercy. They offer students the opportunity to work in the service of the common good, encounter new realities, and reflect on their experience in the context of a diverse community. By focusing on the works of mercy, students become persons for others. Destinations are located among vulnerable populations and have included Chicago (Misericordia Home/David Darst Center); Washington, D.C.; Sacramento-(Loaves & Fishes); Cincinnati (Senior Endeavors); New Orleans; rural West Virginia (Nazareth Farm); St. Louis; and San Salvador, El Salvador.
- **Spiritual Life Communities:** Small faith-sharing groups-meet weekly and are intended to provide students with a safe space to explore issues of faith and life and to experience community.
- **Ignatian Family Teach-In for Justice Conference:** This program, which is rooted in the University’s Jesuit heritage, allows students to travel to Washington, D.C. and to engage in education and advocacy for social justice.
- **Retreat Program:** University Ministry offers multiple retreat opportunities, including:
 - **Horizon First-Year Retreat:** an opportunity for 50 to 60 incoming first year students to build community,-reflect on the challenges and areas of opportunity their first year, and-pray and dialogue with their peers and upperclassmen.
 - **Women’s Retreat:** is a two-day experience hosted by the Mercy Center and facilitated by a team of female students along with Mercy Sister. Each year a different theme is chosen and various speakers are invited to share on topics chosen by the female students. It includes yoga (led by a Mercy Sister), meditation, art, small group reflection, silence, testimonies and fun. Serves between 10-25 students per year.

We work closely with other departments and the Detroit community to form the conscience and character of students as we expose them to the realities of the world. Integral to the students’ holistic educational journey, we empower leaders in ministry for the common good by challenging comfort levels and exploring their spiritual growth.

- **Men's Wilderness Retreat:** a two-day experience for young men on campus, facilitated by Ministry staff and student leaders. The retreat includes small group discussion, adventurous activities, speakers, and prayer. Serves between 10-15 students per year.
- The **Explore Retreat:** a three-day/two-night experience for a mixed group students hosted by the Mercy Center and facilitated by a team of students and an invited retreat director. It is an opportunity for students to find meaning and purpose in their lives by listening more closely to God's call. Activities include small group discussion, a variety of activities, silence, and meditation. Serves between 10-20 students per year .
- **Specialized Retreats**, such as an annual retreat for business students.
- **Companion Leadership Program:** The University Ministry Companions are peer leaders in the Detroit Mercy community. Leadership development includes leadership days of reflection, bi-monthly meetings on building leadership skills and one-on-one meetings with the Ministry Staff. Student Companions/leaders are encouraged and taught to facilitate almost every program, retreat, and experience for Ministry.
- **Service in the City:** This program is developing into a weekly service and reflection program that helps students form relationships with a small group who serve together and with staff and clients of local service organizations.

<http://www.udmercy.edu/ministry/>

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

Notable programs and events offered by the Office of Student Affairs (often through its constituent offices) include:

- **Prologues, Transitions, and Viewpoints:** An orientation program designed both to educate students about the University's mission and identity and to inculcate in students attitudes of compassion.
- **Annual Celebrations and Service Opportunities**, including **Hunger & Homelessness Week**, **Martin Luther King, Jr. Day**, **Black History Month**, **Philanthropy Week**, **Interfaith Dinner**, and **Safety Street**.
- **Special Programs and Partnerships concerning Current Events**, such as a **Candlelight Vigil for Black Lives Matter**, opportunities to assist with the **Flint Water Crisis**, and activities related to the **2016 Presidential Election**.
- **Wellness Center Programs** that include general health services (physicals, etc.), immunizations and shots, and personal and group counseling.

Student Residence Life Programs that allow students living on campus to interact with one another, to become more familiar with the City of Detroit, and to engage in service and leadership activities.

- **International Services Office Programs** that focus both on assisting international students with practical matters (e.g., immigration materials) and on providing such students with educational, recreational, and cross-cultural programming.

<http://www.udmercy.edu/slo/>

Finally, the University's many student organizations provide opportunities for students to serve others, to support and be supported by peers with similar interests and backgrounds, and to develop their gifts outside the classroom. The University's student organizations show the institution's diversity and commitment to underrepresented students. Student organizations include a Muslim Student Association, a Chaldean American Student Association, a Hispanic American Student Association, various African American fraternities and sororities, professional organizations that support underrepresented students (e.g., the Society of Women Engineers, Organization of Minority Architect Students, etc.), and organizations for the LGBTQ community.

Student organizations engage in significant service to the community. For example, students at the School of Dentistry partner with Team Smile and the Detroit Lions to provide dental care (not to mention football players' autographs!) to local elementary school students. This effort provides free educational, preventive, and restorative services to children from low-income families. Similarly, members of the Chemistry Club perform chemistry magic shows to middle and high school students who attend the University's Technology Discovery Day. These kinds of community service are typical for Detroit Mercy's student organizations.

E. Recruitment and Support of Diverse and Vulnerable Students

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

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

- In 2014 the Office of Admissions created the **Assistant Director for Diversity Recruitment** position to further increase efforts targeting underrepresented students.
- For students who do not meet the minimum requirements for entry into a specific University college/school, but demonstrate potential, a personal non-cognitive characteristic interview is conducted using the Non Cognitive Interview (University of Maryland). Successful candidates are admitted to University College, and a contract is created between the student and the Student Success Center staff. The **Non-Cognitive Attributes rubric** is also used with two current grant-funded projects designed to provide exceptional experiences in the sciences to underrepresented students (i.e., NIH-Building Infrastructure Leading to Diversity (BUILD) grant, National Science Foundation grant).
- The College of Engineering & Science is the lead participant in the **Detroit Area Pre-College Engineering Program (DAPCEP)**, a multi-institution program designed to increase the number of historically underrepresented minority students interested and effectively prepared to enter the fields of engineering and science. More than 700 students

from 4th through 12th grades enroll in weekend courses in math, science, computer science and engineering during each fall and winter semester.

- Several academic units offer **summer enrichment programs** as outreach to economically and educationally disadvantaged students. For example, in 2013 the Dental School's Summer Enrichment Program (SEP) and Psychology Summer Enrichment Program (PSEP) conducted a six-week summer program for economically and educationally disadvantaged students. Educational experiences enhanced students' skills and knowledge to pursue graduate education in dentistry or behavioral sciences. This program was supported by a **Health Careers Opportunity Program (HCOP) Supplemental Interprofessional Education Program Behavioral Science grant** for \$111,764.00 to the doctoral program in clinical psychology in collaboration with School of Dentistry.

<http://liberalarts.udmercy.edu/programs/depts/psychology/graduate/psycphd/PDFfiles/UDM%20Doctoral%20Program%20Fall%202013%20Newsletter.pdf>

As a result, the University enjoys considerable diversity in enrollment. As of this academic year, 59.4% of Detroit Mercy students are female and 40.6% are male. As shown in the table below, roughly 15% of our students are international, and nearly 25% are minorities; of the latter, two-thirds are under-represented minorities (defined as American Indian/Alaskan Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander).

Students, Fall 2016	Number	Percent
International (nonresident alien)	719	14.75
Under-represented minorities	797	16.35
Other minorities (Asian, multi-racial)	413	8.47
Unknown	351	7.20
White	2,595	53.23
Total	4,875	100.00

A variety of initiatives recognize that outreach to vulnerable and underrepresented groups must include special efforts to support many of Detroit Mercy's students. Examples of such support include the following.

The **Student Success Center** provides a variety of services to students: testing, study groups, one-on-one and group tutoring, professional academic success mentoring, and disability support services (coordination of accommodations, etc.). Both the School of Law and the School of Dentistry have similar offices that provide tutoring, academic counseling, and workshops focused on study skills.

<http://www.udmercy.edu/uas>

The **Titan Success Network** is a campus-wide initiative designed to identify and to support at-risk students. The premise of the program is that all students, but particularly at-risk students, benefit from comprehensive support services that move well beyond academic support. Through the MAP-Works computer platform, the University is able to identify at-risk students, and MAP-Works also allows instructors, academic advisors, and other support personnel to coordinate communication and effective interventions for those students.

<http://www.udmercy.edu/academicaffairs/success>

The **International Services Office (ISO)** assists international students with a variety of matters, including immigration issues, orientations to the University and to the United States, and language instruction and practice. The ISO works with other units of the University to ensure that international students' needs are met. The College of Business Administration, for example, has its own International Student Counselor to support students from other countries.

<http://www.udmercy.edu/apply/international-students/iso>

The **1stGen Network** is a new initiative focused on the success of first-generation college students. Approximately 30% of Detroit Mercy's students are the first generation in their families to attend college. The 1stGen Network holds bi-monthly campus events and off-campus outings designed to foster a sense of community and of support. Faculty members, administrators, and alumni serve as mentors. A recent grant from the Sisters of Mercy West Midwest Mercy Ministry Grants will help the 1stGen Network to hire a program coordinator, to fund a speaker series, and to create a video library about the first-generation college experience.

The University's practices of awarding financial aid, scholarships, and grants also demonstrate a commitment to an inclusive campus in which women, underrepresented students, and economically and educationally disadvantaged students can attend college.

Significant financial aid is allocated to support students who otherwise would be unable to afford enrollment. Through a matrix of eight academic categories and five financial aid need levels, the Office of Admissions develops financial aid packages to attract students who have the potential to succeed. The matrix provides greater institutional aid for those students who have higher academic profiles, regardless of need, while also providing a high percentage of aid for those students with both exceptional academic profiles and high demonstrated need. Through this approach, 30% of freshman candidates who are Pell-eligible are able to enroll. Approximately 97% of the 2,102 undergraduates who were enrolled in 2014 received some kind of financial support or discount to attend. Of the 2,102 enrolled undergraduates, 1,548 (74%) had demonstrated financial need. The remaining 503 students received merit awards based on their high school academic performance. This matrix is adjusted annually and contributes directly to a mission-centric enrollment profile with the goal of a culturally, economically and socially diverse student population.

Finally, a number of foundation and federal grants support efforts to recruit underrepresented students. These grants support recruitment and education for health professionals, including nurses, counselors, psychologists, community developers and students pursuing the traditional sciences and engineering. The University's commitment to first-generation students, economically disadvantaged students, and students with disabilities also was recognized in 2015 through a five-year, \$1.1 million Student Support Services (SSS) grant from the U.S. Department of Education. This was the University's first TRIO Programs grant. Similarly, the University is the lead partner in a \$21 Million BUILD grant from the National Institutes of Health. This grant will allow the University (along with its partner institutions) to provide greater opportunities for underrepresented or otherwise disadvantaged groups to pursue careers in biomedical research.

F. Mission-Focused Programs for Faculty, Administrators, and Staff

The mission of the University also is supported by a variety of programs offered to employees through several offices, most notably the **Office of Mission and Identity** and the **Office of Academic Affairs**. Academic units within the University also sponsor employee-focused events and programs in furtherance of the Mercy identity, often in collaboration with the Mission and Identity Office.

The Office of Mission and Identity provides retreats, blogs, lectures, videos, and other venues through which employees can develop a greater understanding of and appreciation for the University's Mercy charism. The following three programs of the Office of Mission and Identity have proven particularly significant to the furtherance of the University's mission:

- **Half-Day Retreats for New Employees and Other Retreats:** All new employees are strongly encouraged to participate in a half-day retreat and are informed at orientation that their supervisors approve their participation as legitimate 'work' at the university. The retreat is focused on the University's identity and on the role of every employee to ensure that the mission is fulfilled; the half-day is a standard part of new faculty orientation in August each year. Retreats open to Trustees and employees from the three campuses are typically held once a month in the Jesuit Residence. The format includes 3 presentations: a) on prayer as taught by Catherine McAuley and St. Ignatius; b) on the defining noun, "University", c) on 4 core adjectives that the university claims as modifying the noun ("Catholic," "Mercy," "Jesuit," and "Urban." See <http://www.udmercy.edu/udmcasts/series/udm-mission-identity.htm>
- **Mission Micro-Grant Program:** This program provides small grants to employees who have ideas for mission-related projects. The nature of such projects varies and has ranged from a project providing children's books for a waiting room at the Dental Clinic to a project focused on awareness and prevention of sexual assault. Each project must promote at least one aspect of the University's mission (Catholic, Jesuit, Mercy, and urban), and many projects have focused on activities consistent with the University's Mercy identity. <http://www.udmercy.edu/mission/microgrant/>
- **Mission Leadership Awards:** These awards are given to students, faculty, and staff members who have demonstrated an extraordinary commitment to the University's mission. Those selected for the awards must be servant leaders whose service reflects a commitment to compassion and justice consistent with the University's Jesuit and Mercy traditions. <http://www.udmercy.edu/mission/mission-leadership-awards/index.htm>

The Director of Mission and Identity reports directly to the President and is a voting member at weekly meetings of the President's Council. The prominence and independence of this position allows the Director to serve as a liaison across all units of the institution. The Office of Mission and Identity also holds departmental retreats on the culture of work, inspires and humanizes campus colleagues through its poetry blog, and helps formulate and implement University policies (e.g., hiring for mission) that further the University's Mercy identity. Moreover, the Director interviews new trustees and plays a direct role in the selection of all senior leaders at the University (Deans, etc.).

See <http://www.udmercy.edu/mission/index.htm>

Although the mission of University Ministry focuses primarily on students, the University Minister's role in furthering the University's Mercy identity is important. This year, the University Minister will attend the Carlow Roundtable.

The Office of Academic Affairs also participates in educating faculty, administration, and staff about Detroit Mercy's Catholic, Mercy, and Jesuit identity. In academic year 2015-2016, the Office of Academic Affairs held a series of conversations for faculty and staff about the Catholic intellectual tradition; approximately forty people attended each session. Two of these conversations focused specifically on the significance of Mercy in higher education: one used Margaret Farley's reflection paper on *Higher Education as a Work of Mercy*, and the other featured excerpts from a history of Mercy College of Detroit.

Those conversations have continued in academic year 2016-2017. The most recent topic was social responsibility in the sciences as viewed through the lens of *Laudato Si*, Pope Francis's encyclical on the environment.

The Office of Academic Affairs also sponsors Colleague Development Days each semester and a Second Wednesday series each month. Although the topics vary by term and month, many topics have related directly to Mercy identity and values and have ranged from the depiction of Sisters of Mercy in the media to competency in intercultural communication.

Two summer programs are specifically designed to help faculty members promote the University's mission more fully in their courses and their research.

First, the **Jesuit Community Summer Faculty Stipends** are designed to encourage and support faculty in developing new courses, or substantially modifying current courses, to advance the Catholic Mission of Detroit Mercy. Stipends are offered to promote the Catholic identity and spiritual values of the University, as it prepares the future leaders of our community and the world. Courses may explore the interface between the subject and mission-related areas such as ethics, social justice, Catholic Social Teaching, spirituality, religion, and Catholic, Jesuit or Mercy history. Faculty are offered a stipend of \$3,000.00 to develop a course during the summer term. Two stipends are offered each year. Detroit Mercy has offered this program since 2003.

Second, **Collegium** convenes summer colloquies for faculty from 65 member institutions. The colloquies provide a collegial environment for participants from diverse backgrounds, faiths and disciplines to discuss the sources and implications of an academic vocation and to explore how that vocation can be enriched and realized at a Catholic college or university. Detroit Mercy has sent a participant to the program, held during the summer at different institutions for more than 20 years.

Finally—and not surprisingly—the various units of the University sponsor guest speakers and panels, films, art installations, and other events that express the Mercy identity. Such events are too numerous to name, but some examples include the following:

- In March 2016, the Executive Director of Jubilee USA presented *Reflections on Pope Francis's Year of Mercy*
- The College of Business Administration is organizing and hosting the first Mercy Business Leadership Conference in June 2017, bringing together business school deans and directors from other CMHE colleges and universities to discuss issues of mutual concern, to share ideas and resources, and to benefit from synergies.
- A recent Colleague Day presentation on “Catherine McAuley, Social Entrepreneurship, and Education for the Mercy Mission” is available at <http://business.udmercy.edu/video/index.htm>
- In April 2017, writer and public intellectual Ta-Nehisi Coates will address the University community and the public in a major talk entitled “Between the World and Me,” which will explore current experiences of racism in the United States.

G. Practices and Policies

Several practices and policies throughout the University feature the Mercy charism. Some practices relate directly to liturgical, spiritual, and ceremonial life; others, to buildings and physical features; still others, to hiring, management, and governance.

1) Liturgical and Spiritual Practices

The Mercy charism assumes particular prominence in two events in the liturgical and spiritual life of the University: **Celebrate Spirit** and **Mercy Day**. The charism also is apparent in the University's Honors Convocation.

Celebrate Spirit is the annual Mass that opens the academic year. It is hosted by a different school or college each year, and the homilist often is selected for his or her connections to the Sisters of Mercy or to the Jesuits. The keynote speakers in two of the last four years have spoken about their personal Mercy backgrounds (one is a Sister of Mercy, and the other is a Mercy Associate and author of *Mercy in the City*). This University-wide celebration includes the traditional Mercy blessing of hands, and this year included a special blessing of students by the Sisters of Mercy.

Mercy Day is celebrated annually on the McNichols campus. The event is sponsored by the Sisters of Mercy who work as faculty, staff, Trustees, or alumnae of the University. A Mercy Day Mass is also held, and a Sister of Mercy is the invited homilist.

Other liturgical events, though not specifically Mercy-focused, nonetheless emphasize the University's Catholic identity and values. For example, Mass is celebrated twice daily during the academic year in the St. Ignatius Chapel. The Red Mass celebrated by the School of Law each September asks God's blessing on law students, lawyers, judges, and the legal system in Michigan and in the United States. The Mass for Commerce likewise supports spirituality among members of the business community. Similarly, baccalaureate masses not only send forth graduating students with God's blessing and that of the University community, but also remind graduating students of their own callings to service for the common good.

2) Art, Architecture, and Symbols

The University's Mercy heritage and charism are also reflected in art, architecture, objects, and symbols throughout campus. Perhaps one of the most significant objects is the statue of the Blessed Virgin that was brought from the Mercy campus on Outer Drive and now sits in the heavily trafficked space between the College of Liberal Arts, the College of Business Administration, and the College of Health Professions. Stained glass windows from the Mercy campus are now featured prominently in the entrance hall and reflection room of the College of Health Professions.

Images of Catherine McAuley appear throughout campus. They can be found in the Fisher Administration Center, the College of Engineering and Science, the St. Ignatius Chapel located in the College of Business Administration, and the College of Health Professions. Additionally, internationally known artist Sr. Marie Henderson, RSM, created a bronze bust of Catherine McAuley for the 100th anniversary of the College of Business Administration. That bust is now on permanent display in the Commerce and Finance Building.

Focus groups suggest that the University should display more symbols of its Mercy heritage (whether Mercy crosses, images of Catherine McAuley, or plaques naming the works of mercy) and that the Sisters of Mercy should play a more prominent role on the campus and in the life of the University. One focus group suggested encouraging senior class gifts focused on plaques and art related to the Mercy charism.

3) Practices and Policies Related to Hiring, Management, and Governance

The most significant policy concerns University governance. As provided in the Bylaws of the Board of Trustees, the Board of Trustees must include at least three Sisters of Mercy. At present, three of the University's Trustees are Sisters of Mercy: Sr. Mary Ann Dillon, RSM; Sr. Elizabeth A. Linehan, RSM; and Sr. M. Rosita Schiller, RSM.

Another important policy concerns faculty governance. Like many universities, Detroit Mercy has a shared governance model. That model includes a Mission/Urban/Social Justice Team, whose faculty representatives include members of the McNichols Faculty Assembly, the School of Law, and the School of Dentistry. The Team also includes students, alumni, and administrators, and is charged with developing recommendations to foster the Jesuit and Mercy traditions. This team reports to the Office of Academic Affairs.

As for practices, Sisters of Mercy and Jesuits regularly serve on Search Committees and Advisory Boards within the various colleges. Recent search committees on which Sisters have served are: Title IX Coordinator, Vice President for Advancement, and Director of University Ministry. Sisters also have served on Advisory Boards within the various colleges, including the McAuley School of Nursing and the College of Business Administration. Finally, Sisters have served on several other significant University committees, most notably the Commission on Higher Learning Steering Committee and the Criterion 1 Committee.

The Director of Mission and Identity, sometimes but not always together with a Sister of Mercy, conduct[s] a one hour mandatory interview with all incoming trustees and with finalists for all senior management searches (deans, associate vice presidents, vice presidents, The President). The interview begins with an email pointing the candidate or trustee to 7 mission-defining pages on the Mission Website: (“University,” “Research,” “Teaching,” “Service,” “Catholic,” “Mercy & Jesuit,” and “Urban.”). They are instructed to lead the interview by discussing what catches attention on these pages. The interviewers do not provide fixed questions that might encourage rote responses.

Use of the same format with faculty searches is currently being explored.

Orientation to Mission for all newly hired employees often includes a presentation by a Sister of Mercy. Moreover, Sisters of Mercy often participate in retreats for faculty, staff, and Trustees.

4) Practices Related to Service

The University encourages community service by employees. Each year, employees may use up to twenty-four hours of work time for service projects in the community, and such service has included Mercy-related service, such as work with the Mercy Education Project in Detroit.

III. What evidence is needed to judge the effectiveness of mission efforts?

Evidence of the effectiveness of mission efforts is measured in at least five ways: through **data** about the student body, about student and employee involvement in mission initiatives, and about the community impact of such initiatives; through **testimonials** and **surveys**; through **new curricular programs as well as student-led initiatives** that appear inspired by the mission; through the **extent to which the University is known** (brand recognition, essentially) by stakeholders and members of the community as a Mercy and Jesuit institution; and, ultimately, through the **lives students and alumni lead**. A few of these forms of evidence merit further discussion.

The University compiles and analyzes **data** about many of its mission efforts. For example, the University tracks how many students participate in service-learning, Alternative Winter and Spring Breaks, clinics, academic tutoring, and so forth. The University also tracks the number of clients served in clinics. Statistics concerning the characteristics of the student body demonstrate commitments to diversity and to outreach to and inclusion of vulnerable and underserved populations. The Office of Mission and Identity keeps records regarding employee participation in on and off campus retreats and conferences (such as the Heartland Delta Conference and meetings of the Conference for Mercy Higher Education).

The impact of service-learning on students has been documented by numerous studies authored by Detroit Mercy faculty—most recently in a 2013 study entitled “Service-Learning and Leadership: Evidence from Teaching Financial Literacy,” in the *Journal of Business Ethics*. The study found that after engaging in service-learning, students exhibited significantly higher concern about seven out of seven social justice issues as defined by Catholic Social Teaching, and registered improvements on eight out of ten dimensions of leadership.

The Multi-Institutional Study of Leadership, a national **survey** in which the University participates, also provides evidence of the effectiveness of the University’s mission efforts. Findings include:

- 77% of Detroit Mercy’s students say they “have a clear understanding of UDM’s Mission.”
- 71% say they “have had several opportunities to live the UDM Mission.”
- When asked to compare their current self-perception to their pre-college self-perception, students reported gains in all areas of individual values, group values, and society and community values.

In addition to survey results, **student testimonials** attest to the effectiveness of the University’s mission efforts. For example, the 2016 address by the University valedictorian is a clear statement of mission values. That address can be found at http://www.udmercy.edu/commencement/grad-day/baccalaureate/Valed_Speech_2016.pdf

Available evidence concerning **brand recognition** suggests that the University is known more for Jesuit identity than for Mercy identity. This is true both within and outside the University. However, in recent years there has been great interest in ensuring that Mercy identity enjoys equal prominence with Jesuit identity. Several ongoing scholarly projects further that interest. For example, a small group of library staff has been working on an oral history project featuring Sisters of Mercy who worked at Mercy College of Detroit. This project seeks to capture the significance of the University’s Mercy heritage and tradition. Similarly, a professor at the School of Law is working on an article about the significance of Mercy identity within legal education.

The University certainly enjoys a reputation for furthering social justice. Within the City of Detroit, it is known for its decision to remain in the city when other institutions (educational and otherwise) fled to the suburbs. This decision continues to be a significant source of pride at the University. However, the reputation for social justice extends well beyond the decision to remain in the City of Detroit. Various academic units have been recognized for a commitment to social justice. For example, the School of Architecture was recognized as a national leader in addressing issues of social justice within the architectural profession, and the City Council has bestowed recognition on the College of Business Administration in each of the last three years for its income-tax assistance program.

Finally, the **lives of students and alumni** provide the best evidence of the effectiveness of mission efforts. For example, one student developed a fundraiser in which she sold bags of tea with Catherine McAuley’s *Sucipe* attached to raise money for a nursing program in Africa. On a larger scale, sixty-five student leaders received grants over the past five years which pay them a stipend and provide a leadership class in which they develop special service projects for other students as a part of the Ford Community Corps Partnerships program. Through that program, these student leaders have included 897 other student in projects that have directly served 3515 persons in need in the community. Projects have included mentoring, providing legal assistance or energy audits or design skills, raising awareness about sexual assault and domestic violence, or sharing information about special medical care options for homeless persons, or Medicaid/Medicare information for low-income residents and seniors. Each of these projects demonstrates a concrete commitment to compassionate service and to social justice.

Many alumnae and alumni exhibit the Mercy values in their lives and careers. For example, Caitie Goddard, '06, has founded several international social enterprises, including the I Can Create Change (IC3) Academy, and addressed incoming freshmen at the First Year Convocation in 2015. Alumni recipients of the Spirit of Detroit Mercy Award include Meredith (Lyons) Phillips, '94, '97, the Chief Information Privacy and Security Officer at Henry Ford Health System, who has mentored young women interested in STEM careers and has worked with early college entry programs. Rev. Robert Fisher, '83, was recently appointed a bishop in the Roman Catholic Church by Pope Francis. Numerous other examples could easily be cited.

IV. What might this evidence tell us about mission integration effectiveness?

First, the relative lack of recognition of Mercy identity suggests a need for greater attention to and a greater promotion of the Mercy component of the University's identity.

Second, survey results and data about the number of students who participate in various service initiatives suggest that many Detroit Mercy students know and live the Mercy charism by the time they graduate.

Finally, to the extent the University lacks empirical data regarding the effectiveness of mission efforts, it should develop tools to gather and analyze data and to conduct meaningful reviews of relevant programs.

V. What would be done with the information collected about effectiveness?

The full report of the Conference for Mercy Higher Education will be submitted to the Board of Trustees, the President, the Provost and Vice President for Academic Affairs, the Office of Mission and Identity, and the Office of University Ministry. Under the leadership of the Office for Mission and Identity this review will be used for planning mission-directed matters.

Some information could become part of promotional efforts celebrating the ways in which the University honors its Mercy values. Making this work better known would help to attract like-minded faculty, staff, students, and benefactors, so that the work becomes self-reinforcing and self-sustaining.

Finally, the University could share such information with other Mercy institutions in an effort to increase its collaboration with such institutions and to develop resources beneficial to all Mercy-affiliated colleges and universities.