



2022-2023
STRATEGIC PLAN ANNUAL REPORT



University of Detroit Mercy – Leadership Roster

Administrative Titles

University President
Provost and VP for Academic Affairs
VP for Finance & Administration
VP for Enrollment Management & Student Affairs
VP for University Advancement (Interim) & Exec. Dir. Development
VP for Mission Integration
Executive Assistant to the President
University Secretary and Senior Attorney
Athletic Director
Director of University Ministry
Director of Diversity, Equity and Inclusion
Executive Director of Admissions
Director of Public Safety
Dean of Students
Associate VP for Facilities Management & Campus Services
Associate VP for Academic Administration
Associate VP for Finance
Associate VP for Human Resources
Associate VP for Information Technology
Associate VP for Marketing & Communications
Associate VP / University Registrar

School, College, Unit

School of Architecture and Community Development
College of Business Administration
School of Dentistry
College of Engineering & Science
College of Health Professions & McAuley School of Nursing (Interim)
School of Law
College of Liberal Arts & Education
School of Optometry
University Libraries (Interim)

Administrators

Donald B. Taylor, Ph.D.
Pamela Zarkowski, J.D., M.P.H.
Thomas Manceor, C.P.A.
Deborah Stieffel, M.S.
Dennis Carlesso, M.B.A.
Rev. Charles Oduke, Ph.D.
Lisa MacDonnell, M.A.L.S.
Monica Barbour, J.D.
Robert Vowels, J.D.
Anita Klueg, M.T.S.
Kristin Johnston, M.Ed.
Tyra Dahlerup, M.B.A.
Joel Gallihugh, B.S.
Monica Williams, M.A.
Tamara Batcheller, M.S.
Karen Lee, Ph.D.
Kimberly Koelb, C.P.A.
Netina V. Anding-Moore, M.S.A.
Edward G. Tracy II, M.S.C.I.S.
Gary Erwin, M.F.A.
Diane Praet, M.B.A.

Deans

Daniel Pitera, M. Arch.
Joseph G. Eisenhauer, Ph.D.
Mert N. Aksu, D.D.S., J.D., M.H.S.A.
Katherine Snyder, Ph.D.
Janet Baiardi, Ph.D., FNP-BC
Jelani Jefferson Exum, J.D.
Jocelyn Boryczka, Ph.D.
Sulman Hans, O.D., F.A.A.O.
Marilyn Dow, M.L.I.S.



UNIVERSITY OF
DETROIT MERCY
Build A Boundless Future

MISSION

*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

*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.*

UNIVERSITY OF DETROIT MERCY- STRATEGIC GOAL AND STRATEGIES

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

Goal 1: Create Detroit's "College Town"

- Enhance student engagement.
- Improve student-centered facilities.
- Connect to and enhance the surrounding community.

Goal 2: Deliver Relevant and Dynamic Academics

- Establish a process for ongoing and comprehensive academic program evaluation.
- Support the academic enterprise with alternative revenue streams.
- Coordinate marketing and recruitment with academic goals.
- Invest in effective and high-quality teaching, advising and mentorship.

Goal 3: Passionately Serve Students and Each Other

- Create a culture of exceptional customer service to students.
- Ensure that every student knows they are cared for
- Create a culture of respect and collaboration among employees..

Executive Summary

The University’s 2019-2024 Strategic Plan was distributed to stakeholders in January of 2020. The Strategic Plan Implementation Task Force was then charged to prioritize action plans for the ten strategies associated with the three goals. Faculty, students, staff, and administrators steered, directed, and managed tasks to complete various action plans.

The 2022-2023 academic year welcomed the University’s 26th President, Dr. Donald Taylor. It yielded the grand opening and blessing of the renovated Student Union; plans for the Novi Optometry program; improved student-focused spaces on all campuses; strengthened community partnerships; increased attention to sponsored research grants; mission focused support from corporations & foundations; coordinated strategic marketing efforts; DEI sponsored multi-cultural events; employee development; and allocated resources to support strategic action plans. This report provides details about the action plans. The dashboards track annual progress toward the 2024 goals.

F N	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
2	Student Enrollment - Total Headcount	4,987	5,227	5,360		5,486	Satisfactory Progress
3	Funding Commitments - Amount of funding committed annually to general campus-wide physical improvements	\$15.5 million	\$16.3 million	\$17.3 million		\$10.8 million	On Target for Goal Attainment
4	U.S. News & World Report Ranking - Best National University	187	187	202		Top Quarter	Satisfactory Progress
5	Grant Awards Supporting the Academic Enterprise - Sponsored Research Grant Awards	\$4.4 million	\$2.2 million	\$2.2 million		\$5 million	Unsatisfactory Progress
6	Endowment	\$94.0 million	\$86.0 million	\$91.0 million		103.7 million	Satisfactory Progress

Foot Notes

¹Baseline Data Values reflect data collected or reported in various years over the period from 2017 to 2021. Data collection and reporting vary by data source and are noted for each data source in the notes.
²Student enrollment baseline data reported are from the fall 2020 census report and all other enrollment data are from the respective fall census reports.
³Funding Commitments baseline value for capital improvements related to general campus-wide physical improvements are for the 2020-2021 fiscal year.
⁴U.S. News and World Report Best National University - 2022-2023 Ranking of 443 schools was 202. Percentile score is calculated as $[443-202] / 443=54$ th percentile. Target is 75th percentile (top quarter).
⁵Sponsored Research Grant Awards include federal and state grants, allocations and contracts. Baseline value is from the 2021 fiscal year. Subsequent years are reported, respectively
⁶ Baseline Endowment value is from the close of the 2021 fiscal year. The 2024 fiscal year goal for Endowment is the five-year projection included in the 2022 fiscal year budget. Subsequent years are reported, respectively.

overview

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

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

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

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

This annual report provides details about progress made in 2022-2023 on each strategic goal. Dashboard measures track annual progress toward the 2024 goal targets. Measures used nationally to determine the viability of a university are shared in the initial dashboard: enrollment, recruitment, retention, graduation, and degree completions. Subsequent sections of this report contain an overview of the goal, 2022-2023 goal progress, dashboard measures with a baseline data value, and 2024 target goal values.

General Dashboard Measures - Across all Goals

Student Enrollment

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
²	Total Headcount	4,987	5,227	5,360		5,486	Satisfactory Progress
²	Overall Full-time Equivalent (FTE)	4,329	4,420	4,424		4,762	Satisfactory Progress
²	Total New Students	1,498	1,662	1,606		1,648	Satisfactory Progress
²	Undergraduate Full-time	2,214	2,182	2,146		2,436	Goal Progress Unsatisfactory
²	Total graduate	1,168	1,095	999		1,285	Goal Progress Unsatisfactory
²	Total Professional	1,183	1,208	1,205		1,301	Satisfactory Progress

Student Recruitment (Yield = Enrolled / Admitted)

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
³	Freshman Yield	13%	14%	11%		15%	Goal Progress Unsatisfactory
³	Transfer & Post-Degree Yield	45%	50%	48%		45%	On Target for Goal Attainment
³	Graduate Yield	65%	53%	50%		65%	Goal Progress Unsatisfactory
³	Dental Yield	100%	100%	100%		100%	On Target for Goal Attainment
²	Law Yield	40%	41%	39%		40%	Goal Progress Unsatisfactory

General Dashboard Measures - Across all Goals (continued)

Retention and Graduation

Foot Note	Key Performance Area	Baseline Data Value ¹	2020-2021	2021-2022	2022-2023	2023-2024 Goal	Goal Progress
⁴	First to Second Year Retention of undergraduate students	86%	83%	85%		ANA	On Target for Goal Attainment
⁵	Six-Year Graduation Rate for undergraduate students	73%	67%	73%		ANA	On Target for Goal Attainment

Degree Conferred and Certificates Awarded

Foot Note	Key Performance Area	Baseline Data Value ¹	2020-2021	2021-2022	2022-2023	2023-2024 Goal	Goal Progress
⁶	Postsecondary Certificates	54	55	40		59	Goal Progress Unsatisfactory
⁶	Bachelor's Degrees	653	701	643		718	Goal Progress Unsatisfactory
⁶	Postbaccalaureate Certificates	17	42	49		19	On Target for Goal Attainment
⁶	Master's Degrees	376	481	427		414	On Target for Goal Attainment
⁶	Post-Master's Certificates	22	24	23		24	Satisfactory Progress
⁶	Specialist Degrees	7	9	10		8	On Target for Goal Attainment
⁶	Doctoral Professional Practice Degrees	347	331	346		382	Satisfactory Progress
⁶	Doctoral Research/Scholarship Degrees	11	11	36		12	On Target for Goal Attainment
⁶	Total Degrees Conferred and Certificates Awarded	1487	1654	1574		1636	Goal Progress Unsatisfactory

General Dashboard Measures Foot Notes

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

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

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

⁴Retention rates, as defined by IPEDS, "measures the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall". The 2024 goal is to be above the national average of 81%, as reported by the National Center for Education Statistics for private nonprofit institutions (fall 2019 to fall 2020). Baseline data are for the fall 2019 entering cohort of students who returned in fall 2020. Subsequent data are reported respectively.

⁵The six-year graduate rate is defined by IPEDS as the "Percentage of Full-time, First-time Students Who Began Their Studies in Fall and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program". The 2024 goal is to be above the national average, as reported by the National Center for Education Statistics (NCES). The most current available national average is 68% for private nonprofit institutions (from the fall 2014 entering cohort that graduated in 2020). Baseline data are for the fall 2014 entering cohort of students who graduated by the end of August 2020.

⁶Degrees conferred and certificates awarded are reported by the Office of Institutional Research and Effectiveness. They include degrees conferred at any point during the academic year (fall, winter and summer). Information is as of census date the following fall term, degrees retroactively conferred may not be included. The 2024 Goal for Total Degrees Conferred and Certificates Awarded is a 10% increase from the baseline data value, with all other degree/certificate targets proportional to the total degrees conferred and certificates awarded. Baseline data are completions reported at the time of the fall 2021 census. Subsequent data are reported respectively.

Goal 1: Create Detroit’s “College Town”

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

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

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



Goal 1: Create Detroit's "College Town"

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



Goal-One members of the Strategic Plan Implementation Task Force serve as champions for the University Strategic Plan, assisting in spreading the word and connecting the Plan to all aspects of the university life. At the close of the academic year, one action plan was in the planning phase, six were progressing as scheduled, and eight had been implemented as a continuous University practice or completed. Prior year resource requests for additional personnel and facility upgrades contributed to goal attainment. Measures of goal-one progress toward 2024 targets are documented in the appended dashboard. Measures include nationally used metrics for institutions of higher education such as student enrollment, retention, and graduation rates, as well as metrics specific to goal-one strategies: number of extra-curricular and co-curricular events/activities offered to students, amount of funding committed to capital improvements related to student housing, amount of funding committed to general campus-wide physical improvements, and student satisfaction with student life.

Strategy 1.1: Enhance Student Engagement

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



Detroit Mercy's Men's Basket Ball Team

Progress: Student Life, University Ministry, Residence Life, Alumni Relations, University Recreation and the Athletics Department sponsored events to support students' intellectual, spiritual, ethical, and social development.

Strategy 1.1: Enhance Student Engagement

Student engagement opportunities included Titan sporting events, the Fitness Center, Zumba and other fitness sessions, a book reflection series, life support training, game activities and contests, outdoor sports, intramural tournaments, a variety of retreats, social justice related events, and various guest speakers and exhibits. Moreover, students attended Detroit Mercy Night at Little Caesar's Arena, the John Lindell Ice Area in Royal Oak; the Tree Runner Adventure Park, the Diamond Jack Riverboat tour, a walking tour of Detroit's Avenue of Fashion, Homecoming, Titan Winter Blast, De-Stress Fest, Titan Fest - Taste of Nations, Titan Slam Monologue Competition, the Interfaith Dinner, and various Service Immersion trips.



Strategy 1.2: Improve Student-Centered Facilities

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

Progress: The 2022-2023 academic year was a milestone year for renovation and expansion at the University. Many of the projects listed in the Detroit Mercy Master Plan were initiated or completed. The grand opening and blessing of the Student Union took place on September 12, 2022. It now houses all student-centered services such as admissions, financial aid, and student life offices, serving as a one-stop-shop for students and their families as they consider a Detroit Mercy education. These efforts are laser-focused on improving student satisfaction in all Detroit Mercy facilities, attracting and retaining more students and using University resources efficiently and effectively.



Strategy 1.2: Improve Student-Centered Facilities

The bookstore was relocated within the Student Union to a newly renovated space on the lower level across from the University Ministry Office. Glass walls brighten up the building and provide great views of the campus and the new outdoor Student Union Plaza which can be used for studying or gathering. The lower level of the Student Union includes several student-centered spaces. There is a pool table, ping-pong table, lounging area, study rooms, and a refreshment station.



Strategy 1.2: Improve Student-Centered Facilities

Welcoming green spaces have been created on campus for students that include hammocks, an outdoor disc golf course, and sand volley ball areas.



Strategy 1.2: Improve Student-Centered Facilities

Student centered facilities include the Fitness Center, which provides an outlet for competition, exploration, fitness, play and social interaction. Students participate in intramural sports, club sports, adventures, and outdoor recreation through the University Recreation Department. They can also utilize the Fitness Center to work out, attend fitness sessions, play ping pong, grab a healthy snack, and socialize with friends. The Recreation Department promotes health, inspires well-being, enhances academic success and fosters community.



The McNichols Library is an additional student-centered facility that provides ample space for individual and group study.



Strategy 1.2: Improve Student-Centered Facilities

The College of Health Professions held an opening celebration in June for its new Simulation, Technology, and Research (STAR) Center. The state of the art 5,000 square foot STAR Center is located on the McNichols Campus in the College of Health Profession (CHP) Building on the second floor. These simulated hospital suites are fully-equipped with medical supplies and technologies using high fidelity Human Patient Simulators, including adult, obstetrical, and pediatric manikins to prepare students to provide safe, competent and compassionate care in the clinical setting.



Strategy 1.2: Improve Student-Centered Facilities

STAR Center suites include intensive care unit simulations, obstetrical and pediatric simulations, community-based simulations, and an OR Procedural Bay.



Strategy 1.2: Improve Student-Centered Facilities

Additional projects and plans underway during 2022-2023 include renovating lounges in the Quad Buildings, replacing the Engineering High Bay skylights, renovating the Engineering Annex, designing plans for the new Optometry program at the Novi Campus, and facilities maintenance on all campuses (e.g. Calihan Hall windows; Titan Field turf; Briggs stairwell doors; Chemistry Bld. exterior stairs; Quad elevators, windows, and fan coil unit; Dental School roof replacement; Law School windows; and parking lot repairs).



Strategy 1.3: Connect to and Enhance the Surrounding Community

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

Progress: Detroit Mercy students, faculty, and staff connect to and enhance the surrounding community through special programs, outreach services, and partnerships. The College of Business Administration's Charlton Center for Responsible Investing partners with Money Matters for Youth, a Detroit-based financial literacy program, to host an annual financial literacy camp for Detroit youth on the McNichols Campus. Hosting this camp aligns with the mission of the Charlton Center, which is to provide academic excellence and experiential training to students pursuing careers in the investment and investment-related financial services industry. It also supports the Center's goal of increasing the number of black, brown and female students in the sector, helping to reverse a long-term trend of under-representation.



Strategy 1.3: Connect to and Enhance the Surrounding Community

Detroit Mercy faculty and staff, with support from the Jesuit and Mercy Community host the Great Lakes Bioneers Detroit conference each year. It provides a platform for community members and local students to network and highlight innovative solutions to environmental and social problems with a focus on metro Detroit and Michigan.



The School of Law provides legal assistance to residents of Detroit and surrounding communities through externships and clinics. The School of Dentistry provides dental care to the community through its mobile clinics, community out-reach programs, and campus-based programs. Detroit Mercy's Counseling Clinic and Psychology Clinic offer mental health services to Detroit residents. The Center for Social Entrepreneurship provides workshops and conferences for new business ventures that strengthen society, while the Institute for Leadership and Service coordinates students' community engaged learning through approved courses.



The College of Engineering & Science partners with community organizations that support FIRST programming (For Inspiration and Recognition of Science and Technology). FIRST combines the rigor of STEM learning with the fun and excitement of traditional sports, with the goal of inspiring young people to be science and technology leaders and innovators. The College of Engineering & Science hosts FIRST Robotics competitions on campus and offers scholarships to high school senior participants who are interested in attending Detroit Mercy to study Robotics & Mechatronic Systems Engineering. The School of Architecture & Community Development continues its community outreach through the Detroit Collaborative Design Center, which provides professional community-engaged design services to nonprofit community and civic organizations citywide and through the Master of Community Development (MCD) program, which partners with community organizations/projects such as Grandmont Rosedale Development Corporation, Bailey Park Project, Southwest Housing Solutions, and Facelift Detroit.

Strategy 1.3: Connect to and Enhance the Surrounding Community

University Ministry coordinates the Service in the City program, where students have the opportunity to participate in a Service Day with the University Ministry Office. These projects coincide with the Jesuit and Mercy values of the University. Students engage in service, and reflect on their experience afterwards. Service options vary each semester but often include working with the Pope Francis Center, Habitat for Humanity, and other local organizations.



The Detroit Mercy Titan Equity Nourish Network (TENN), with support from educational and community partners and donors, fosters student and community collaboration for a more food sovereign Detroit. TENN provides students with opportunities to promote equity and sustainability in the food system. As part of the Institute for Leadership and Service, TENN student leaders coordinate multiple service opportunities each week that reduce the immediate effects and systemic causes of hunger and food waste.



Goal One Dashboard - Create Detroit's "College Town"

Student Engagement Events Offered Weekends (Fri, Sat, Sun) or Beyond 5pm Weekdays

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
²	Student Life	71%	54%	75%		85%	Satisfactory Progress
²	Residence Life	100%	100%	100%		85%	On Target for Goal Attainment
²	Alumni Relations	86%	100%	100%		85%	On Target for Goal Attainment
²	University Ministry (excludes mass)	82%	82%	42%		85%	Goal Progress Unsatisfactory
²	University Recreation	71%	80%	100%		85%	On Target for Goal Attainment

Funding Commitments

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
³	Amount of Funding Committed to Capital Improvements related to student housing	\$899,000	\$461,000	\$3,800,000		\$10 million	Satisfactory Progress
³	Amount of Funding Committed to general campus-wide physical improvements	\$15,464,000	\$16,323,000	\$17,296,000		\$10.8 million	On Target for Goal Attainment

Student Satisfaction

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
⁴	Campus Life	5.0	5.0	No Data Available		6.0	Satisfactory Progress
⁴	Campus Climate	5.3	5.3	No Data Available		6.0	Satisfactory Progress
⁴	Campus Safety and Security	5.5	5.5	No Data Available		6.0	Satisfactory Progress

Goal 1 Dashboard Notes

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

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

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

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

Goal 2: Deliver Relevant and Dynamic Academics

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

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

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

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



Goal-Two members of the Strategic Plan Implementation Task Force serve as champions for the University Strategic Plan, assisting in spreading the word and connecting the Plan to all aspects of the university life. At the close of the academic year, one action plan was in the planning phase, four were progressing as scheduled, and eight had been implemented as a continuous University practice or completed. Prior year resource requests for additional personnel and facility upgrades contributed to goal attainment.

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



Relevant and Dynamic Academic Programs: Dental, Physician Assistant - Pediatrics, Research, Cyber Security, Engineering, and Pre-Law



Relevant & Dynamic Academic Programs: A 3-credit history course taught by Dr. Diane Robinson-Dunn during the winter 2023 semester, exploring the history of the Indian Subcontinent with an emphasis on cultural encounters and exchanges, helped prepare students for their 10-day international experience in India in May of 2023. Students and faculty visited the "Golden Triangle" (i.d. the cities of New Delhi, Agra, and Jaipur), learning about historically and culturally significant sites.



Relevant & Dynamic Academic Programs: A group of students, faculty, staff and alumni visited Ireland in May of 2023 to learn about the life, work and history of Catherine McAuley and the Sisters of Mercy. The group was led by McAuley School of Nursing Professor Andrea Kwasky and Associate Professor Mary Serowoky. The Mercy Heritage Tour significantly enriched participants' understanding of the role of McAuley in shaping the student experience and educational foundation of College of Health Professions and McAuley School of Nursing graduates, as well as provided an international perspective of healthcare as it relates to the college's objectives.



Relevant and Dynamic Academic Programs: Service Immersion Trips

Service immersion trips are key experiences of a transformative Jesuit and Mercy education, rooted in service and social justice. Students are given opportunities to serve in shelters, soup kitchens, after school projects, urban farms, and many other important community-based projects. Service immersion experiences also include cultural learning, relationship building, presentations from local community leaders, daily prayer and evening reflection. They offer a life-long path for students to become “men and women with and for others”. University Ministry believe that these experiences form student leaders who have critical minds and compassionate hearts. During winter and spring breaks, students travel to locations throughout the United States to engage in direct service, immerse in diverse perspectives, local culture and learn about systemic injustice.



Relevant & Dynamic Academic Programs: The Annual Research Symposium, hosted by the College of Engineering & Science, highlights and promotes the research undertaken by undergraduate and graduate students.

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

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

Psychology

+ NAVIGATE THIS SECTION

[College of Liberal Arts and Education](#) > [CLAE Academics](#) > [Psychology](#)



Progress: Academic program review supports the University's commitment to continuous improvement in educational programs, learning environments, support services, and student learning. Data gathered through the revised review process supports informed decision-making within departments, schools, colleges, and the University pertaining to planning, budgeting, allocating resources, and investing in new capital projects. Review of existing and proposed programs includes broad participation by faculty, staff, administrators, students, alumni, and community partners. It is intended to enhance the quality of a program; assist in determining a program's ability to respond to future challenges and opportunities; evaluate strengths and weaknesses; determine future priorities; and guide continuous improvement and planning. All undergraduate Psychology programs were reviewed during the 2022-2023 academic year, along with program proposals for the Master of Arts in Leadership and the Master of Science in Vehicle Cyber Engineering.

Strategy 2.2: Support the Academic Enterprise with Alternative Revenue Streams

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



Progress: Grant awards supporting the academic enterprise at Detroit Mercy totaled \$2.2 million dollars during the 2022-2023 fiscal year. Corporate and Foundation funding totaled nearly \$1.5 million dollars in the 2022-2023 fiscal year. Foundations, corporations, and organizations supported student scholarships, community outreach, and mission related programs.

The Kresge Foundation and Ford Foundation continued their support of the Detroit Collaborative Design Center. Johnson & Johnson Consumer Health and Delta Dental Foundation funded initiatives at the School of Dentistry. The Helen L. Kay Charitable Trust and the Dewitt C. Holbrook Memorial Fund funded efforts at the School of Law. The Catholic Foundation of Michigan supported a youth summer camp in the College of Health Professions and the Ford Motor Company Fund supported mission related initiatives. The Sutaruk Foundation funded scholarships for Engineering and Science students.



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

Strategy 2.3: Coordinate Marketing and Recruiting with Academic Goals

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

Progress: Coordination, collaboration, interaction and centralization of marketing, communications, and recruitment are key to reaching the University's academic goals. The partnership between Admissions and MARCOM is very important as they utilize detailed analytics to improve prospect engagement and drive increased applications and website traffic to programs. The use of statistical and analytical tools, combined with other comprehensive, integrated marketing, communications and recruitment efforts such as creation of prospective student social media influencers, enhanced program websites, digital marketing targeting efforts and others, have increased website traffic and inquiries. Additionally, collaborating and coordinating efforts with the Schools and Colleges improves recruiting. A strong coordination between academic leadership and administrative leadership will help move ideas and plans to the next level. Admissions has begun to expand markets beyond the state, with potential to grow undergraduate and graduate programs.



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

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

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

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

Progress: A high-quality student experience at Detroit Mercy involves high-quality teaching. Being able to offer faculty relevant and meaningful professional development opportunities through a centralized office has been a goal for some time. A \$1.6 million grant from the U.S. Department of Education was instrumental in the establishment of the Center for Excellence in Teaching and Learning (CETL), which promotes excellence in pedagogy. The Center expands upon the services previously offered by the Instructional Design Studio through the Office of Digital Education in the CETL, but are expanded to include faculty programming, mentoring, consultation, and other services via the CETL's Educational Development team.

The CETL supports faculty through individual consultations, small groups, formal workshops, and professional development sessions. The newly implemented faculty-guided course observation process provides confidential feedback to faculty about their planning and preparation, teaching environment, and instruction. The CETL offers a myriad of faculty support services relating to academic technology, professional services, scholarship, and research. Moreover, the Center supports faculty growth at all career stages, including opportunities to develop and present collaborative professional development sessions with CETL staff; receive research and grant assistance, principally related to teaching and learning; and engage in faculty on-boarding initiatives.



The Evaluation of Faculty Teaching Implementation Task Force, chaired by Professor Matt Mio, is charged with implementing recommendations resulting from the 2020 Evaluation of Faculty Teaching Ad Hoc Committee Report. Task Force members include representatives from the Corktown campus, Riverfront campus, McNichols Campus, Center for Excellence in Teaching and Learning, and Academic Affairs. Task Force efforts in 2022-2023 included formally defining excellence in teaching, developing a Student Feedback on Learning form to replace the current Student Evaluation of Teaching form, and engendering support from all faculty and academic administrators to implement or pilot the new evaluation form in 2023-2024.

Goal Two Dashboard - Deliver Relevant and Dynamic Academics

U.S. News and World Report Rankings

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
²	Best National University	187	187	202		Top Quarter	Satisfactory Progress
²	Best Value Schools	34	35	40		Top Quarter	On Target for Goal Attainment
²	Top Performers on Social Mobility National Universities	129	120	209		Top Quarter	Goal Progress Unsatisfactory

Student Satisfaction with Academic Elements

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
³	Academic Advising & Counseling Effectiveness	5.7	5.6	No Data Available		6.0	Goal Progress Unsatisfactory
³	Campus Support Services	5.6	5.5	No Data Available		6.0	Goal Progress Unsatisfactory
³	Instructional Effectiveness	5.5	5.5	No Data Available		6.0	Satisfactory Progress
³	Recruitment, Admissions, and Financial Aid Effectiveness	5.2	5.2	No Data Available		6.0	Satisfactory Progress
³	Registration Effectiveness	5.3	5.2	No Data Available		6.0	Goal Progress Unsatisfactory

Foot Notes

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

²U.S. News and World Report Rankings - University rankings and program rankings are conducted at various intervals and have different methodologies that can be read on the ranking website.

-Best National University Rankings - 2022 Ranking of 443 schools was 202 for Detroit Mercy. Percentile score is calculated as $(443-202)/443=54$ th percentile. Percentile ranking up 2% from previous year.

-Best Value Schools National Universities - 2022 Ranking of 223 schools was 40 for Detroit Mercy. 2022 Percentile score is calculated as $(223-40)/223=82$ nd percentile, up one percentile from previous year.

-Top Performers on Social Mobility National Universities - 2022 Ranking of 439 Schools was 209 for Detroit Mercy. 2022 Percentile score is calculated as $(439-209)/439=52$ nd percentile, down from the 65th percentile in the previous year.

³W2017 Student Satisfaction Inventory. N=790 (17% response rate) and constitutes the baseline data. W 2022 semester N=696 (16% response rate). Students asked to "tell us how satisfied you are that your institution has met this expectation" (7 pt. Likert Scale- 5=being somewhat satisfied, 6=being satisfied, 7=being very satisfied).

Philanthropic Awards Supporting the Academic Enterprise

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
4	Scholarships & Financial Aid	\$43,209,250	\$48,534,444	\$51,723,429		\$52 million	Satisfactory Progress
4	Programs and Faculty	\$56,173,794	\$61,126,141	\$67,919,596		\$65 million	On Target for Goal Attainment
4	Facilities Improvements	\$19,369,090	\$24,271,490	\$25,011,423		\$51 million	Satisfactory Progress
4	Unrestricted and General	\$13,983,325	\$16,946,286	\$16,956,625		\$20 million	Satisfactory Progress

Endowment

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
5	Endowment	\$93,964,000	\$86,033,000	\$91,000,000		103.7 million	Satisfactory Progress

Allocated Capital for Relevant and Dynamic Teaching and Learning Spaces

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
6	Annual Allocated Capital	\$6,568,000	\$2,701,000	\$3,981,000		\$6.7 million	Satisfactory Progress

Grant Awards Supporting the Academic Enterprise

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
7	Sponsored Research Grant Awards	\$7 million	\$4.4 million	\$4 million		\$5 million	Unsatisfactory Progress

Foot Notes

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

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

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

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

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

Professional Board and Bar Examination Pass Rates

Architect Registration Examination Pass Rates (National Pass Rates) - ANA = Above National Average

Foot Notes	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
8,9	Construction & Evaluation	60% (66%)	62% (62%)	No Data Available		ANA	Satisfactory Progress
8,9	Practice Management	71% (51%)	50% (53%)	No Data Available		ANA	Goal Progress Unsatisfactory
8,9	Programming & Analysis	57% (50%)	53% (52%)	No Data Available		ANA	On Target for Goal Attainment
8,9	Project Development & Documentation	67% (57%)	60% (53%)	No Data Available		ANA	On Target for Goal Attainment
8,9	Project Management	72% (63%)	60% (63%)	No Data Available		ANA	Goal Progress Unsatisfactory
8,9	Project Planning & Design	45% (45%)	60% (47%)	No Data Available		ANA	On Target for Goal Attainment

National Nursing & PA Examinations (National Pass Rates) - ANA = Above National Average

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
8,10	National Council Licensure Examination NCLEX -RN (Detroit)	96% (84%)	77% (83%)	65% (80%)		ANA	Goal Progress Unsatisfactory
8,10	National Council Licensure Examination NCLEX -RN (Grand Rapids)	100% (84%)	93% (83%)	85% (80%)		ANA	On Target for Goal Attainment
8,10	National Council Licensure Examination NCLEX -RN (SDO)	97% (84%)	70% (83%)	55% (80%)		ANA	Goal Progress Unsatisfactory
8,10	National Council Licensure Examination NCLEX -RN (MEAGN)	New Program	New Program	93% (80%)		ANA	On Target for Goal Attainment

National Nursing & PA Examinations (National Pass Rates) - ANA = Above National Average - continued

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
8,10	Family Nurse Practitioner (FNP) Certification Exam	97% (85%)	100% (84%)	84% (74%)		ANA	On Target for Goal Attainment
8,10	Clinical Nurse Specialist Certification Exam (Adult Gerontology CNS)	100% (89%)	100% (84%)	100% (83%)		ANA	On Target for Goal Attainment
8,10	Emergency Nurse Practitioner (ENP) Certification Exam (Specialty)	New Program	New Program	100% (89%)		ANA	On Target for Goal Attainment
8,10	Physician Assistant (PA) National Certifying Examination® (PANCE)	93% (95%)	84% (93%)	91% (92%)		ANA	Satisfactory Progress
8,10	National Certification Exam (NCE)	91% (85%)	88% (84%)	71% (83%)		ANA	Goal Progress Unsatisfactory

Michigan State Bar Exam Pass Rates (State Pass Rates) - ASA = Above State Average

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
8,11	First Time Bar Passage	76% (78%)	72% (72%)	78% (74%)		ASA	On Target for Goal Attainment

National Dental Examinations

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
8,12	National Board Dental Exam: Part I	95%	84%	100%		100%	On Target for Goal Attainment
8,12	National Board Dental Exam: Part II	97%	96%	100%		100%	On Target for Goal Attainment
8,12	Integrated National Board Dental Examination (INBDE)	NA	99%	99%		100%	Satisfactory Progress
8,12	ADEX Dental Exam: Anterior Restorative	100%	99%	100%		100%	On Target for Goal Attainment
8,12	ADEX Dental Exam: Posterior Restorative	100%	97%	99%		100%	Satisfactory Progress

National Dental Examinations - continued

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
8,12	ADEX Dental Exam: Prosthodontic	99%	97%	100%		100%	On Target for Goal Attainment
8,12	ADEX Dental Exam: Endodontics	100%	97%	100%		100%	On Target for Goal Attainment
8,12	ADEX Dental Exam: Periodontics	100%	97%	100%		100%	On Target for Goal Attainment
8,12	ADEX Dental Exam: Dental Simulated Clinical	91%	100%	99%		100%	Satisfactory Progress
8,12	National Board Dental Hygiene Examination	91%	92%	96%		100%	Satisfactory Progress
8,12	ADEX Dental Hygiene Examination	100%	86%	96%		100%	Satisfactory Progress

Academic Program Efficiency

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
13	Portion of UG programs with 20 or more majors	0.55	0.61	0.60		0.67	Goal Progress Unsatisfactory
13	Portion of Graduate programs with 20 or more majors	0.40	0.45	0.42		0.50	Goal Progress Unsatisfactory
13	Student to Faculty Ratio	11 to 1	11 to 1	13 to 1		12 to 1	On Target for Goal Attainment

Foot Notes

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

⁸Professional Board and Bar Examination Pass Rates

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

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

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

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

Foot Notes continued

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

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

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

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

Goal 3: Passionately Serve Students and Each Other

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

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

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

Goal-Three members of the Strategic Plan Implementation Task Force serve as champions for the University Strategic Plan, assisting in spreading the word and connecting the Plan to all aspects of the university life. At the close of the academic year, one action plan was in the planning phase, six were progressing as scheduled, and eight had been implemented as a continuous University practice or completed. Prior year resource requests for additional personnel and facility upgrades contributed to goal attainment. Measures of goal-three progress toward 2024 targets are documented in the appended dashboard. Measures include nationally used metrics for institutions of higher education such as student enrollment, retention, and graduation rates, as well as metrics specific to goal-three strategies: student satisfaction, mission awareness and appreciation, and employee satisfaction.

Two major events took place in 2022-2023 to enhance services provided to students. The Vice President for Enrollment and Student Affairs, Debbie Stieffel, hosted a Student Recruitment and Retention Summit in April of 2023 that brought together faculty, staff, and administrators to discuss barriers, challenges, and best practices for improving student recruitment and retention practices. Similarly, the Associate Vice President and Registrar, Diane Praet, hosted a seminar in March of 2023 for faculty, staff, and administrations to see a demonstration of Course Demand and Academic Scheduling Software that delivers student-centric schedules, supports on-time completions, and improves operational excellence using efficiency analytics. Both events yielded valuable solutions that will be implemented in fall of 2023.

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

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



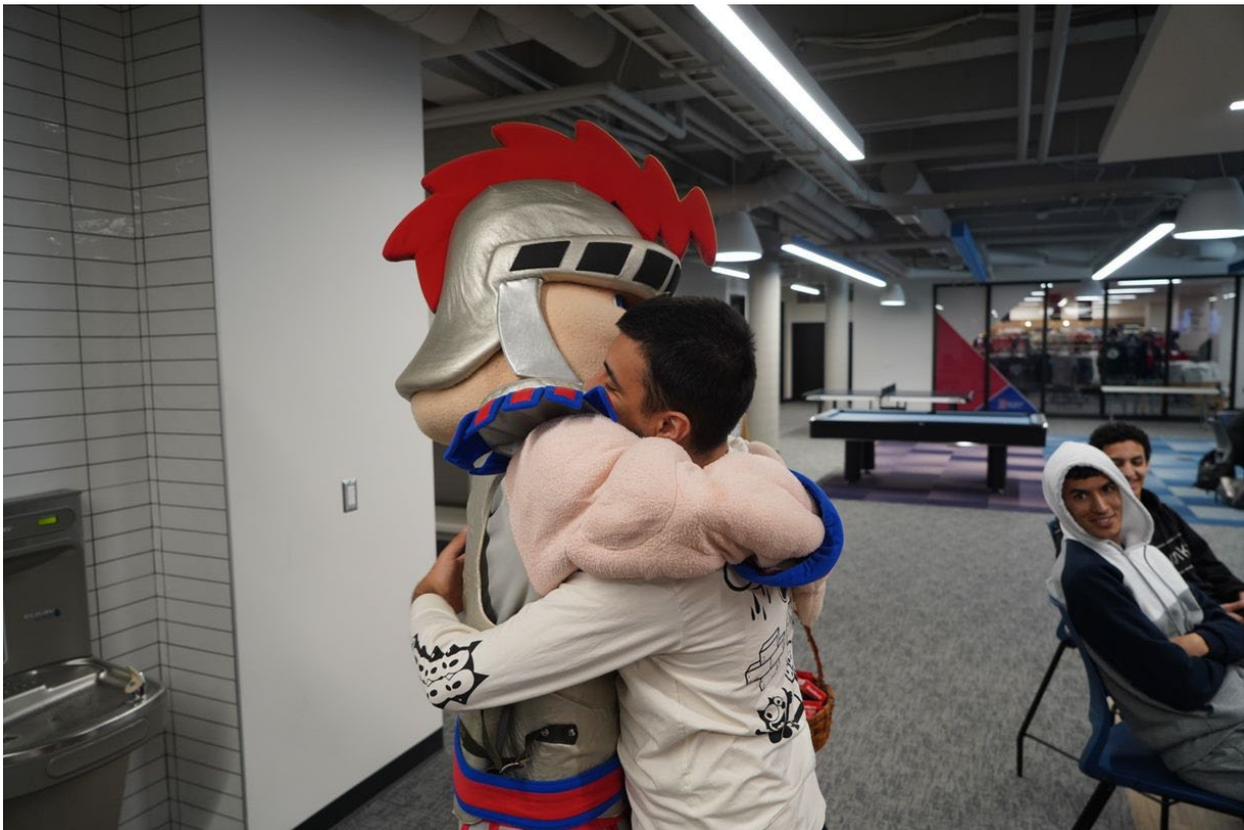
Progress: Efforts to improve student services include centralizing student-service offices for convenient student access. The lower level of the new Student Union houses the Bookstore, Student Life, and University Ministry. The first floor houses Admissions, Financial Aid, Student Accounting, and the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



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

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

Progress: Detroit Mercy ensures that students know they are cared for. In recent years, additional staff and Personal Counselors have been hired in Detroit Mercy's Wellness Center to provide high quality interdisciplinary health, wellness, psychological and counseling services. The mission of the Wellness Center is promotion of services with a focus on developing the whole person; enhancing the physical, emotional, psychological, intellectual and spiritual well-being of students. They strive to facilitate students' personal growth and enhance their academic success. Moreover, the Recreation and Fitness Center, Health Clinic, and University Ministry offer services to promote health, inspire well-being, enhance academic success, and foster community. Faculty serve as advisors and mentors to students and student groups. Administrators, faculty, and staff work diligently to ensure students have a welcoming campus experience.



Tommy Titan passing out hugs to students in the Student Union on the McNichols campus.

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

Dr. Donald Taylor began his tenure as the 26th President of the University on July 1, 2022. He has been quoted as stating “Under my leadership, Detroit Mercy is always going to be a student-centered university and a home for diversity, equity, inclusion and belonging.” President Taylor demonstrated his care for students by hosting several student ice cream socials in fall of 2022 on each of Detroit Mercy’s campuses. These events provided opportunities for President Taylor and Mrs. Taylor to become acquainted with Detroit Mercy students.



The vision of University Ministry is to form students through experiences of community, prayer, action, and reflection. Featured here is an outdoor mass at the Student Union Plaza.



Strategy 3.2: Ensure that Every Student Knows They are Cared For The Office of Diversity, Equity, and Inclusion (ODEI) opened this year with an inaugural director, Ms. Kristin Johnston. A Multicultural Student Advisory Board was established to give students a voice in campus diversity programming. The Inaugural Multicultural Graduation Celebration was an exciting opportunity to celebrate the varying cultures and traditions.



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

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

Progress: The University values all of its employees and strives for a campus work environment that is welcoming to all. An Employee Satisfaction Survey was administered in Winter 2022 by the Office of Institutional Research and Effectiveness, in conjunction with the Human Resources Office to capture employee perspectives on institutional performance in several areas, including campus environment, communication and transparency, professional development and promotion, mission awareness and appreciation, and institutional commitment to students. Survey results served as a catalyst for several new employee initiatives and variations in some existing practices.

The Center for Excellence in Teaching & Learning partnered with the Office of Academic Affairs to solicit proposals for the fall 2022 Colleague Development Days with the theme of “Cultivate”. Presenters were asked to reflect upon how the university is poised for growth and regeneration by thinking of the university as a space that is rich with opportunity—not just for students, but for the entire community. Sessions included ideas and best practices to help Detroit Mercy employees cultivate talents, abilities, and knowledge. A sample list of session titles is provided here:

- Embracing Change & Cultivating Connection (Keynote Address)
- Beating Burnout in a Complex and Evolving Workplace Environment by Building Resiliency, Teamwork, and Mental
- Cultivating Creativity
- Playing Well in the Sandbox: The Interplay of Emotional Intelligence, Crucial Conversations, and Crucial Accountability
- Cultivate Staff Development and Retention by Leading with Compassion
- Cultivating Good Physical and Mental Health Habits

The results of the Employee Satisfaction Survey were shared in a Colleague Development Day session facilitated by the Executive Director of Institutional Research & Effectiveness and the Associate Vice President for Human Resources. In response to recommendations provided by employees who participated in the survey and/or attended the Colleague Development Day session, the university developed an online Employee Suggestion Form. It is located on the Human Resources website and provides employees with an opportunity to share areas of concern or make recommendations for improving services, processes, and policies.

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

President Taylor initiated two new employee bonding events: McNichols Campus Fall Cleanup and Spring Beautification Flower Day. All employees were invited to participate and work together with their Titan colleagues to build community and beautify the campus in the morning, followed by a BBQ lunch. Participants were granted a Presidential Benefit of four hours of time off that afternoon or at another time mutually agreeable with their supervisor.



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



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



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

The tradition of an Employee Christmas and Holiday Party continues, but with an emphasis on building community, gathering, and celebrating the holidays. Employee awards that were previously presented at this event are now acknowledged at the newly created Spotlight on Excellence event held in May.



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

The Detroit Mercy University community enjoyed the Christmas and Holiday Party, complete with singing of Christmas/Holiday carols, mingling, paperless raffle for gift cards; and great food!



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

President Taylor initiated a new annual event to recognize accomplishments of all employees. The inaugural Spotlight on Excellence event honored employee contributions and achievements: years of service; retirements; emeriti faculty/administrators; faculty promotions and tenure; faculty excellence awards; commitment to excellence awards, and Agere ex Missione awards.



Goal Three Dashboard - Passionately Serve Students and Each Other

Student Satisfaction

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
²	Concern for the Individual	5.4	5.3	NA		6.0	Goal Progress Unsatisfactory
²	Responsiveness to Diverse Populations	5.5	5.5	NA		6.0	Satisfactory Progress
²	Service Excellence	5.4	5.2	NA		6.0	Goal Progress Unsatisfactory
²	Student Centeredness	5.3	5.2	NA		6.0	Goal Progress Unsatisfactory

Employee Satisfaction

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
³	Feeling Valued	NA	3.6	NA		5.0	Satisfactory Progress
³	Campus Environment	NA	3.6	NA		5.0	Satisfactory Progress
³	Budget & Resources	NA	2.8	NA		5.0	Satisfactory Progress
³	Professional Development & Promotion	NA	2.8	NA		5.0	Satisfactory Progress
³	Communication & Transparency	NA	3.0	NA		5.0	Satisfactory Progress

Mission Awareness and Appreciation

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
⁴	I understand how my job contributes to the University's mission	NA	4.2	NA		5.0	Satisfactory Progress
⁴	The mission, purpose, and values of this institution are well understood by most employees	NA	3.7	NA		5.0	Satisfactory Progress
⁴	Most employees are generally supportive of the mission, purpose, and values of this institution	NA	3.7	NA		5.0	Satisfactory Progress
⁴	The goals and objectives of this institution are consistent with its mission and values	NA	3.7	NA		5.0	Satisfactory Progress

Institutional Commitment to Students

Foot Note	Key Performance Area	Baseline Data Value ¹	2021-2022	2022-2023	2023-2024	2024 Goal	Goal Progress
⁵	Institution promotes excellent employee-student relationships	NA	3.7	NA		5.0	Satisfactory Progress
⁵	Institution treats students as its top priority	NA	3.7	NA		5.0	Satisfactory Progress
⁵	Institution does a good job of meeting the needs of students	NA	3.6	NA		5.0	Satisfactory Progress

Foot Notes

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

²Student Satisfaction Inventory administered to students on all campuses and at all class levels during the Winter 2017 semester. N=790 (17% response rate) and constitutes the baseline data. 2021-2022 Data are from the Winter 2022 semester. N=696 (16% response rate). Students were instructed to "tell us how satisfied you are that your institution has met this expectation", using a 7 pt. Likert Scale with 5 being somewhat satisfied, 6 being satisfied, and 7 being very satisfied.

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

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

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

Strategic Plan Implementation Task Force Members 2021-2023

Task Force Leaders

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

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

Goal 1 Captain: Ceara M. O'Leary, Professor of Practice,

Goal 2 Captain: Matthew Mio, Professor and Chair, Department of Chemistry and Biochemistry

Goal 3 Co-Captain: Mary S. Taylor, Assistant Director - Human Resources

Goal 3 Co-Captain: Felicia Hartinger, Director of Student Success Center

Task Force Members

Strategy 1.1 Enhance Student Engagement

Strategy Coordinator - Monica Williams, Dean of Students

Delaney Alward, Psychology major and Leadership minor

Alysa Jackson, Director of University Services

Christopher J. Kolon, Head Coach, Men's Lacrosse

Diego Peralta, Business major and Leadership minor

Mary Liz Valesano, Assistant Professor, Performing Arts

Strategy 1.2 Improve Student-Centered Facilities

Strategy Coordinator - Dominic Romano, Business Manager, Facility Operations

Dennis M. Carlesso, Executive Director, Major Gifts

Lanae E. Gill, Director for Residence Life

James Leach, Assistant Professor of Architecture

Eduardo Sanchez, Architecture major and Leadership minor

David Vandelinder, Director for Facilities Operations and Construction Management

Strategy 1.3 Connect to and Enhance the Surrounding Community

Strategy Coordinator - Ceara M. O'Leary, Professor of Practice, School of Architecture & Community Development"

Zach Cotton, Biology major and Psychology minor

Fr. Tim Hipskind, Director, Service Learning Program

Derrin Leppek, Director of the Center for Social Entrepreneurship

Sonya Simmons, Criminal Justice major and Psychology minor

Strategic Plan Implementation Task Force Members 2021-2023

Task Force Members

Strategy 2.1 Establish a Process for Ongoing and Comprehensive Academic Program Evaluation
Strategy Coordinator - Karen Lee, Associate Vice President for Academic Administration"

Steven Abell, Professor of Psychology

Abiodun Ige, Assistant Professor of Management

Gnanada S. Joshi, Assistant Professor of Biology

Nutrena Tate, Associate Dean, College of Health Professions

Shelley Wagnon, Executive Director of Institutional Research & Effectiveness

Leonard Kloft, Assistant Dean of Academic Affairs, College of Business Administration

Victoria Mantzopoulos, Associate Dean, College of Liberal Arts & Education

Noah Resnick, Associate Dean, School of Architecture and Community Development

Elizabeth Roberts-Kirchhoff, Assistant Dean for Academics, College of Engineering & Science

Strategy 2.2 Support the Academic Enterprise with Alternative Revenue Streams

Strategy Coordinator - Ann Serra, Director of the Office for Sponsored Programs and Research Activities

Nancy Calleja, Professor and Chair, Department of Counseling and Addiction Studies

Arnold A. D'Ambrosio, Vice President for University Advancement

Greg Grobis, Associate Professor of Performing Arts

Christina Heximer, Co-Executive Director of Detroit Collaborative Design Center

Darrell Kleinke, Professor of Mechanical Engineering

Kimberly Koelb, Associate Vice President for Finance & Controller

Yvonne Lindstrom, Director of Corporate-Foundation Relations

Nicholas Schroeck, Associate Dean of Experiential Education and Associate Professor of Law

Strategy 2.3 Coordinate Marketing and Recruitment with Academic Goals

Strategy Coordinator -Gary J. Erwin, Associate Vice President for Marketing and Communications

John Brett Erskine, 5-year MBA major and Leadership minor

Gary J. Erwin, Associate Vice President for Marketing and Communications

Alyssa Lang, 5 year MBA major and Leadership minor

Mary Mitsch, Professor and Interim Chair, Health Services Administration

Deborah Stieffel, Vice President for Enrollment Management & Student Affairs

Strategic Plan Implementation Task Force Members 2021-2023

Task Force Members

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

Strategy Coordinator - Michael Verduco, Director of Center for Excellence in Teaching and Learning

Micah Carey, Biology major and Leadership minor

Zack Kennedy, Business major and Leadership minor

Gloria Regis, Biology major and Leadership minor

Carolyn Rimle, Assistant Dean for Academics, College of Engineering & Science

Richard Rockwell, Adjunct Education Professor and Field Supervision Coordinator

Strategy 3.1 Create a Culture of Exceptional Customer Service to Students

Strategy Coordinator - Juliette Daniels, Assistant Dean of Student Services & Enrollment Management, School of Dentistry"

Kyle Bandyk, -5 year MBA major and Leadership minor

Kimberly Van Assche, Coordinator, Financial Aid

Deanna Blevins, Director, Fitness Center

Teri Carroll, Senior Director of Development, College of Business Administration

Shuvra Das, Professor of Mechanical Engineering

Nicole Shorter, Library Assistant

Cheryl Styczynski, Director, Student Accounting

Jessica Turner, Criminal Justice major and Leadership minor

Strategy 3.2 Ensure that Every Student Knows they are Cared for

Strategy Coordinator - Erica Graze, Assistant Director, Student Success Center"

Kelson Connors, Business major and Leadership minor

Maghan Davis, Social Work major and Leadership minor

Megan Jennings, Associate Dean, Student Affairs, School of Law

Andrea Kwasky, Clinical Professor, McAuley School of Nursing

Sr. Erin McDonald, University Minister for Service and Social Justice

Catherine Punsalan-Manlimos, Assistant to the President for Mission Integration

Annamaria Silveri, Director of Wellness Center

Strategic Plan Implementation Task Force Members 2021-2023

Task Force Members

Strategy 3.3 Create a Culture of Respect and Collaboration Among Employees

Strategy Coordinator - Amber Johnson, Director of TRIO Student Support Services"

Anita Klueg, Director of University Ministry

Brigette Murphy-Barbee, Business Manager, School of Architecture and Community Development

Lauren Paton, Assistant Dean of Finance and Business, College of Health Professions

Nicole Najor, Assistant Professor of Biology

2022-2023 Strategic Planning and Budget, Facilities, and Safety Team

Member	Title
Dana Hart	Director of Business and Finance, School of Dentistry
Dennis Carlesso	Executive Director-Major Gifts, University Advancement
Fr. Gilbert Sunghera, SJ	Associate Professor of Architecture (invited participant)
Megan Conrad	Associate Professor, ME, College of Engineering and Science, & MFA Representative
Megan Novell	Title IX Coordinator & Equity Compliance
Pamela Zarkowski	Provost & Vice President for Academic Affairs
Paul Vandelinder	Senior Accountant
Rebecca G. Nowak	Director, Clinical Operations & Outreach, School of Law
Renady Hightower	Associate Professor, College of Health Professions
Steve Corder	Assistant Athletic Director - NCAA Compliance
Tammy Batcheller	Associate Vice President, Facilities Management
Todd Hibbard	Professor of Religious Studies, College of Liberal Arts & Education (invited participant)
Tom Manceor	Vice President for Business & Administration (invited participant)

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

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

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

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

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

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