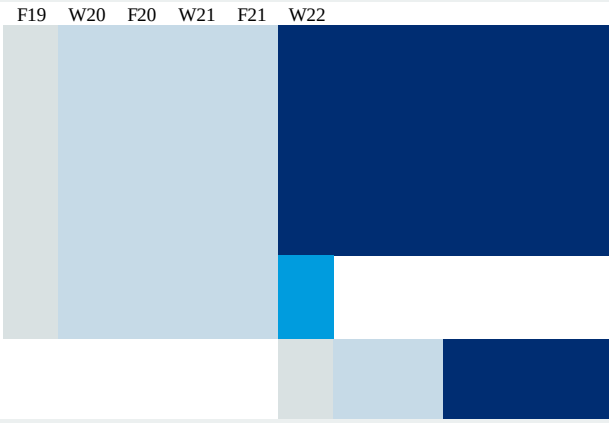
	Initiate
	In Progress
	Complete
	Continuous Detroit Mercy Practice

Strategy 2.1

Action Plan 2.1.1



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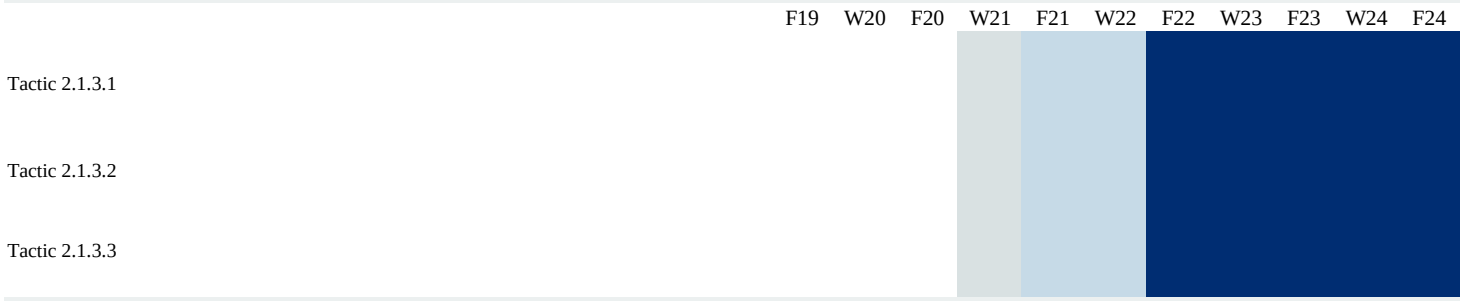
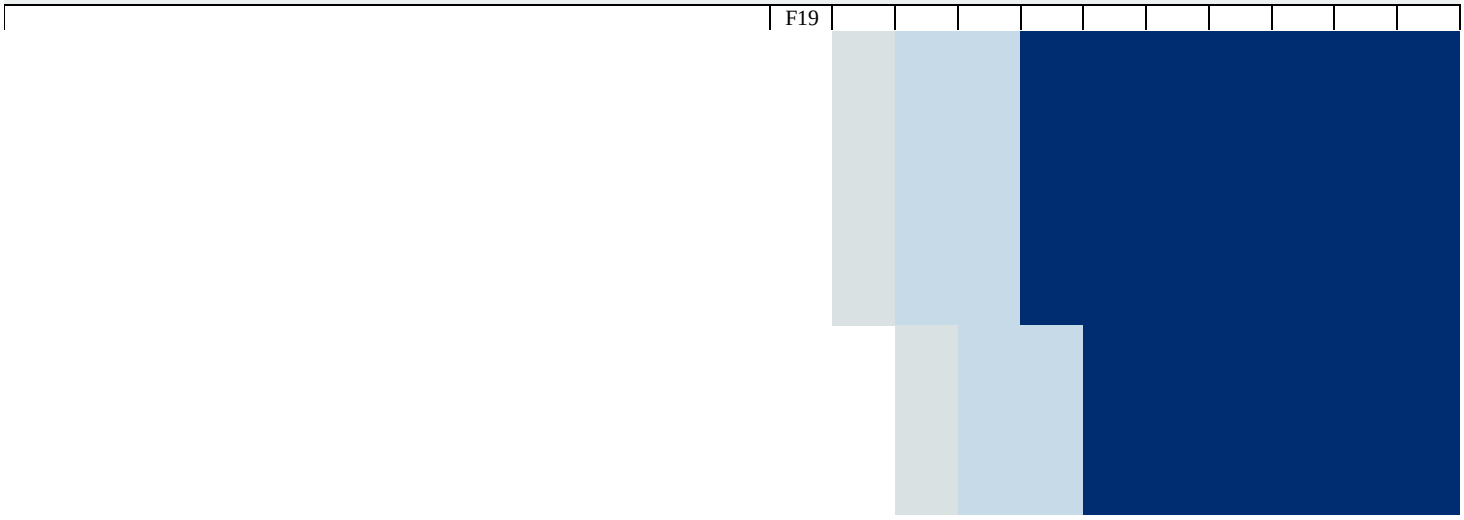
Strategy 2.1

Action Plan 2.1.3



Action Plan 2.1.4



Goal 2: Deliver Relevant and Dynamic Academics

Implementation Plan

Legend: Implementation Timeline	
	Initiate
	In Progress
	Complete
	Continuous Detroit Mercy Practice

Goal 2: Deliver Relevant and Dynamic Academics

The University will create and sustain a culture of academic excellence, program relevance, and positive effects 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.

Goal 2 Metrics: applications, enrollment, retention rates, graduation rates, program efficacy measures, student/faculty ratio, allocated capital for relevant and dynamic teaching and learning spaces, sponsored research awards, alternative revenue streams, media/social media engagement rates, student satisfaction rates with respect to academics, teaching, and faculty, national rankings, accreditation recognition, student engagement with businesses and community, and benchmarking comparison measures with peer institutions

Strategy 2.2	**Support the Academic Enterprise with Alternative Revenue Streams**
Action Plan 2.2.1	**Provide Leadership and Accountability -** Support and promote the generation of alternative streams of revenue.

Tactics		F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.2.1.1	Increase revenue generated from externally-funded sponsored programs (e.g, student training programs, student fellowship programs, academic support services.)											
Tactic 2.2.1.2	Increase revenue generated from sponsored research.											
Tactic 2.2.1.3	Increase externally-funded student fellowships.											

Strategy 2.3	**Coordinate Marketing and Recruiting with Academic Goals**
Action Plan 2.3.1	**Coordinate Strategic Academic Goals with Admissions and Marketing -** Fostering growth must be supported by a coordinated effort to intentionally market and recruit for all graduate and undergraduate programs. The Marketing and Communications Department (MarCom) and the Admissions Office must work collaboratively with deans and other academic leaders to ensure that the use of resources, policies, methodologies, and tactics deployed in the marketing, recruitment and admissions of prospective students aligns with and supports these strategies.

Tactics		F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.3.1.1	Establish a process for direct, ongoing, proactive collaboration between academic leaders, marketing, and admissions, to market more intentionally, including the promotion of individual programs while simultaneously reinforcing institutional brand differentiators.											
Tactic 2.3.1.2	Foster a clearly understood institutional identity to enhance the University's reputation and visibility. Marketing and recruiting efforts should use first-person narratives to reinforce brand differentiators including the University's mission and Jesuit/Mercy traditions.											
Tactic 2.3.1.3	Create and implement a mechanism for ongoing short-term feedback loops from students and prospective students regarding marketing effectiveness and brand differentiators to continuously update marketing messages.											
Tactic 2.3.1.4	Provide "ambassador" sessions to share good news, including stories that reinforce key branding narratives to reinforce brand differentiators to our internal audience so every member of the Detroit Mercy community is empowered to serve as ambassadors.											

Coordinate Marketing and Recruiting with Academic Goals (continued)

Promote Externally-Accredited and Nationally-Ranked Programs. Programs that have achieved national rankings and/or external accreditations are the University's front-runners, attracting students to Detroit Mercy to study in these and other fields. Capitalizing on these successes will strengthen enrollment throughout the entire institution. One area of focus for the University's marketing efforts should include programs whose national rankings and accreditation convey excellence.

	Tactics
Tactic 2.3.2.1	Establish and implement a plan to promote externally-accredited programs.
Tactic 2.3.2.2	Establish and implement a plan to promote nationally-ranked programs.

Action Plan 2.3.3 **Develop a Strategy for Graduate Recruiting -** Develop a comprehensive and cohesive strategy for recruiting graduate students.

	Tactics	F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.3.3.1	Name a central admissions staff member dedicated exclusively to providing proactive recruiting support to all McNichols graduate programs.											
Tactic 2.3.3.2	Form a University-wide task force to study all practices for recruiting graduate students through developing detailed and coordinated tactics.											
Tactic 2.3.3.3	To maximize return on the investment in finding potential graduate students, place special emphasis on graduate programs that have natural target audiences (career groups) where there is a clear benefit as a non-traditional student to complete a master's degree.											

Action Plan 2.3.4 **Invest in Regional Recruiting** - Given the competitive landscape in a state with a stagnant population, it is essential that this plan include an equally comprehensive and coordinated strategy for recruiting outside of southeast Michigan. These plans must take into account the larger context of shifting demographics and the expected decline in potential traditional student population in the future.

	Tactics	F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.3.4.1	Establish a process for data-driven analysis in order to prioritize a limited number of target markets outside of the Detroit metro area to focus on for travel, press engagement, marketing, and recruiting efforts, as well as specific leading and/or unique academic programs that are more likely to attract students from outside our region.											

Action Plan 2.3.5 **Improve Website and Social Media with a Recruiting Focus -** Identify and provide resources for appropriate technology needs that impact marketing and recruiting.

	Tactics	F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.3.5.1	Rebuild the website for more user-friendly navigation. Separate the website into public and private sections. Emphasize the use of personal narratives and compelling video towards prospective students (both on the website and through robust social media exposure).											

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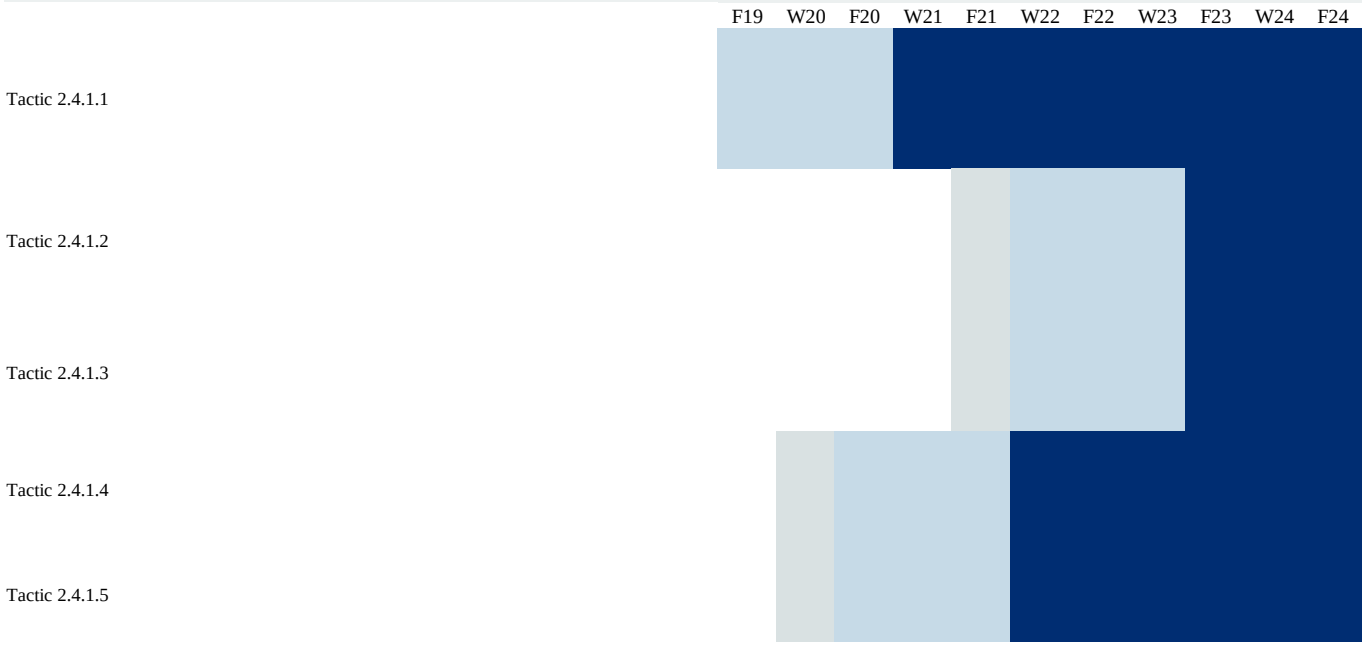
Goal 2 Metrics: applications, enrollment, retention rates, graduation rates, program efficacy measures, student/faculty ratio, allocated capital for relevant and dynamic teaching and learning spaces, sponsored research awards, alternative revenue streams, media/social media engagement rates, student satisfaction rates with

Strategy 2.4

Action Plan 2.4.1



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Strategy 2.4 — **Invest in Effective and High Quality Teaching, Advising, and Mentorship (continued)**

Action Plan 2.4.2 — **Invest in Teaching Technology Paired with Teaching and Collaboration Spaces.** Invest in up-to-date classrooms, labs and technology that support teaching throughout the curriculum. To be successful and ensure the effective use of scarce resources, facility enhancements should be planned and designed with significant end-user participation in the design phase.

Tactics		F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.4.2.1	Conduct an analysis of all teaching and lab spaces, associated technology and infrastructure from the point of view of both faculty and students to create an accurate assessment of campus wide facility and technology assets and deficiencies.											
Tactic 2.4.2.2a	Develop a prioritized list of targeted spaces that provide enhanced learning environments with up-to-date and flexible teaching/learning spaces and non-classroom spaces that foster faculty-to-faculty collaboration, student-to-student collaboration and student-to-faculty collaboration.											
Tactic 2.4.2.2b	Develop a plan to convert targeted spaces that provide enhanced learning environments with up-to-date and flexible teaching/learning spaces and non-classroom spaces that foster faculty-to-faculty collaboration, student-to-student collaboration and student-to-faculty collaboration.											
Tactic 2.4.2.3	Prioritize and improve facilities in STEAM fields that appeal to prospective and current students.											
Tactic 2.4.2.4	Provide online resource support to enhance students' remote learning experiences and promote alternative teaching/learning modalities.											

Action Plan 2.4.3 — **Support Experiential Learning and Co-ops.** Invest in more centralized support for experiential learning to ensure excellent outcomes for all students participating in co-op, clinical, applied research, externships, service learning and study abroad. Leverage more corporate support and expand opportunities for all students, including disciplines where internships and applied research opportunities are not as easy to provide.

Tactics		F19	W20	F20	W21	F21	W22	F22	W23	F23	W24	F24
Tactic 2.4.3.1	Establish a collaborative group of leaders who are involved in co-op, clinical, applied research, externships, service learning and study abroad experiential learning opportunities in each of the Schools and Colleges to share best practices and to seek opportunities for synergy and collaboration.											
Tactic 2.4.3.2	Seek grant funding to support a University Experiential Learning Coordinator, who would provide best-practice guidance and logistical support, identify sponsorship opportunities and assist with initiating new experiential learning programs.											
Tactic 2.4.3.3	Provide Faculty Training, including a module in the faculty development sequence, to assist with experiential learning and related applied research.											