

# Diversity, Equity & Inclusion Report

## 2024-2025



Prepared By

TATIANA DIAZ  
AVP OF DIVERSITY,  
EQUITY & INCLUSION





## GOAL 1: CREATE AND SUSTAIN A WELCOMING, INCLUSIVE, AND EQUITABLE CAMPUS CLIMATE

- Driven by our Catholic, Mercy mission, Gwynedd Mercy University prepares students for successful careers and meaningful lives in a global society. This year, we have expanded opportunities for internal employee development, reinforcing our commitment to fostering a climate where all members of our internal and external community feel a sense of belonging and support. By investing in the growth of our faculty and staff, we are strengthening our collective capacity centered on cultural humility, equity, and aligned with the University's mission-driven values. This continued development is essential to ensuring that our community experiences the fullness of Mercy hospitality.
- FY24/25 - A total of 171 (103 staff and 68 faculty) employees completed the foundational certificates, which is an overall 10% increase.
- Percipio online staff modules were completed as follows:
  - Moving from Bias to Inclusion - 61%
  - Recognizing and Addressing Micro Behaviors - 70%,
  - Workplace Diversity equity & Inclusion in Action - 75%



## GOAL 1: CREATE AND SUSTAIN A WELCOMING, INCLUSIVE, AND EQUITABLE CAMPUS CLIMATE

- A new Education Excellence Certificate was launched in spring 2025 with six employees completing it. Some takeaways participants shared include:
  - *Although the topics presented in these modules were familiar to me, the presentations went into detail that taught me a lot. I value learning about the challenges that others face. I can then strive to be a better teacher, friend, human.*
  - *The most impactful take away is a change in attitude toward the need for greater awareness and need for inclusivity [...] Inclusion fuels acceptance of new and different perspectives which is one of the pillars of education. Only then can we have true collaboration and innovative ideas in our classrooms.*

Foundational Certificate	2023-2024	2024-2025	
Staff completed all core modules	94	103	9% increase with 9 staff
Faculty completed all core modules	61	68	11% increase with 7 faculty
<b>Education Excellence Certificate</b>			<b>Launched FY 2024-25</b>
Immigrant Allyship		56	
Beyond Accessibility Module		17	
Cultural Humility Module		10	

94

### Total Events/Trainings

*The AVP of Diversity, Equity & Inclusion Office led, collaborated, or sponsored.*

### Community Resource Group Events

- Faculty and Staff of Color CRG
- Spectrum – LGBTQ+ Faculty and Staff CRG
- First generation - CRG

17

10

### Facilitator Lead events

- 16 Core Module Facilitations
- 4 Critical Concerns Mercy Teas

### Student-Only Geared

*24-25 saw an increase of 130% from last year's total 23 student geared programming*

53

## GOAL 2: RECRUIT UNDERREPRESENTED AND MINORITIZED STUDENTS AND ENHANCE THEIR RETENTION/PERSISTENCE BY PROVIDING THE SUPPORT AND OPPORTUNITIES NECESSARY FOR THEIR DEVELOPMENT AND SUCCESS

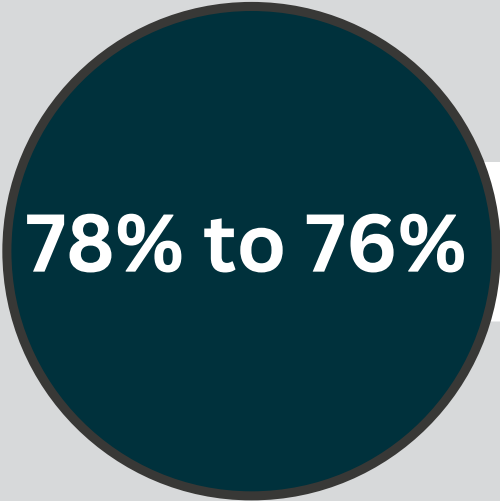


Guided by our Catholic, Mercy mission and values, to respect the dignity of each person and prepare students for meaningful lives in a global society, Gwynedd Mercy University continues to foster a campus environment where our community feel welcomed, supported, and valued.

Some examples of this work done in the last year include:

- *Interfaith Efforts:* In alignment with our mission to foster spiritual inclusion and interfaith understanding, we secured a \$1,000 grant to support interfaith events and supplies, established a shared “common prayer space” in the Mercy Center, and celebrated our first-ever Iftar during Ramadan. Additionally, Aramark offered a Kosher meal option for Passover, marking a meaningful step toward honoring diverse faith traditions on campus.
- Over the past year, *LGBTQ+ efforts* on campus have been led collaboratively by the DEI Office (1 event), Student Engagement (2 events), and student and faculty/staff organizations (5 initiatives). Additionally, Admissions demonstrated support by tabling at two local Pride events.
- New *mentoring programs* were piloted, the Griffin Scholar Program and Griffin Connection available to 115 first-year students combined.

**I ENJOY THIS PROGRAM AND WOULD LOVE TO BE A PART OF IT ALL OVER AGAIN - GRIFFIN SCHOLAR 24-25**



**Overall RETENTION** decreased from Fall 2023 to Fall 2024

Overall **FY RETENTION** Fall 2024 to Spring 2025 (for all undergraduate students) saw a 5% increase from the previous year.



**For Fall 2023 to Fall 2024 tracking:**

Several student groups saw increases from Fall 2023 to Fall 2024, except for Latino/e & White students.

ASIAN: 83% TO 100% =  
17% INCREASE

BLACK: 67% TO 79% =  
12% INCREASE

TWO OR MORE: 25%-60% =  
35% INCREASE

LATINO: 79% TO 61% =  
18% DECREASE

WHITE: 84% TO 79% =  
5% DECREASE

1GEN.: 68%-70% =  
2% INCREASE

PELL: 69% TO 73% =  
4% INCREASE

## GOAL 2: RECRUIT UNDERREPRESENTED AND MINORITIZED STUDENTS AND ENHANCE THEIR RETENTION/PERSISTENCE BY PROVIDING THE SUPPORT AND OPPORTUNITIES NECESSARY FOR THEIR DEVELOPMENT AND SUCCESS

- *Admissions Engagement Tracking.* While Admissions has not yet hosted events specifically targeted toward underrepresented minority (URM) populations, we have taken intentional steps to track and analyze overall engagement and attendance across all recruitment events. This data informs our current outreach strategies and guides more inclusive and mission-aligned programming.
- *Improving Financial Aid Accessibility.* To better support prospective and current students, our Financial Aid webpages have been updated to clearly define key terms such as FAFSA, first-generation, scholarship, and others. These updates aim to make financial aid information more accessible and understandable, particularly for students and families navigating the process for the first time.

### UNDERREPRESENTED (URM) STUDENT APPLICANTS BY THE NUMBERS FOR FALL 2025

1602 APPLICATIONS  
INCREASE OF 25.6%.

1095 STUDENTS ACCEPTED  
INCREASE OF 59.8 %

138 STUDENTS DEPOSITED YIELD OF 8.6%  
AS OF 6/10 DECREASE OF 3%





## **GOAL 3: RECRUIT UNDERREPRESENTED AND MINORITIZED FACULTY AND STAFF AND ENHANCE THEIR RETENTION BY PROVIDING THE SUPPORT AND OPPORTUNITIES NECESSARY FOR THEIR PROFESSIONAL DEVELOPMENT AND SUCCESS**

We recognize and celebrate the diversity already present within our Gwynedd Mercy University community. A key strategy in supporting this diversity is the work of our employee-led Community Resource Groups. These groups help foster belonging through programming that builds community, raises awareness, and supports retention. Also, as part of our commitment to inclusive excellence, we continue to strengthen the recruitment and development of all faculty and staff.

### **Spectrum – LGBTQ+ Faculty and Staff Community Resource Group:**

- Held several “Spill the T(ea)” member meetings Fall/Spring
- Drag Queen Bingo With Student Pride Alliance
- National Coming Out Day is a supportive gathering
- Spotlight on Pride
- Organized 4th Annual Pride Flag Ceremony to coincide with Trans Day of Visibility
- Spring Off-Campus Fellowship
- Tabling at two community Pride events

### **First Generation Community Resource Group**

- First meeting
- In-person event for First Gen students
- Online meeting for First Gen Students
- Lunch @ the Waldron
- Online presentation on First Gen students and experiences
- FASFA night
- Survey of the First Gen students
- Spring Off-Campus Fellowship

### **Faculty and Staff of Color Community Resource Group**

- Lunch @ the Waldron—two lunchtime fellowships
- Supported the International Night in Fall 202
- Black History Keynote Speaker
- Zoom General Meeting
- Spring Off-Campus Fellowship

# GOAL 4: CREATE A ROBUST CURRICULAR AND CO-CURRICULAR FRAMEWORK TO ADVANCE DIVERSITY, EQUITY, AND INCLUSION



- In Spring 2025, GMercyU continued its commitment to inclusive education through the CTL Workshop Series. On January 22, 2025, a session titled "Building Community in Face-to-Face and Online Classrooms" was held as part of ongoing discussions around the Social Justice Framework. This session featured faculty from various schools and a graduate program, sharing practical strategies for fostering inclusive learning environments and building classroom community.
- In alignment with our objective to develop, implement, and assess a robust curricular framework, the Diversity, Equity, and Inclusion Office, in collaboration with the Center for Teaching and Learning, hosted a virtual session titled "UDL as a Framework to Respond to Our GMercyU Values" during Mercy Week.
  - This session, led by the Director of the Center for Teaching, Research, and Learning at Carlow University, emphasized Universal Design for Learning (UDL) as a strategic approach to inclusive pedagogy.
- Lastly, our Spring Pedagogy book "Delivering Inclusive and Impactful Instruction: Universal Design for Learning in Higher Education" by Kevin L Merry introduces how to implement Universal Design for Learning (UDL) in the physical or virtual Higher Ed classroom.
- These initiatives reflect a sustained, collaborative effort to embed our mission into teaching practices and curricular development across the university.



## GOAL 4: CREATE A ROBUST CURRICULAR AND CO-CURRICULAR FRAMEWORK TO ADVANCE DIVERSITY, EQUITY, AND INCLUSION

- At the conclusion of Academic Year 2025, **five identity-based student clubs** contributed meaningfully to the institution's ongoing commitment to diversity, equity, and inclusion. Of the 548 co-curricular events hosted throughout the year—organized by Residence Life, Student Engagement, and the Mercy Center for Justice and Peace—a **total of 54 events (9.8%)** were specifically aligned to foster student engagement with social justice issues.
- These events supported the objective to develop and implement a robust co-curricular framework that enhances students' understanding of both historical and contemporary challenges related to social justice. Grounded in the Critical Concerns of the Sisters of Mercy—Immigration, Women, Earth, Anti-Racism, and Non-Violence—these initiatives aimed to cultivate students' capacity to live meaningful lives rooted in radical Mercy and a commitment to equity and justice in a diverse world.
- In addition, the Weaving Equity into Leadership program further advanced this mission by offering a structured pathway for student development. A total of 48 students enrolled in the program, with 32 completing the E-course component. Of those, 23 participated in a retreat experience, and six students successfully completed the entire program, demonstrating a sustained commitment to equity-centered leadership.

# DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN UPDATE

The plan was created in partnership with GMercyU’s Office of Diversity, Equity & Inclusion and a committee of faculty and staff from departments across the University. It serves as our roadmap to further living our Mercy mission with four concrete goals.

Goal 1. Create and sustain a welcoming, inclusive, and equitable campus climate	Completed	In Progress	Delayed
Objective 1.1: Develop a formal University statement	<input checked="" type="checkbox"/>		
Objective 1.2: Create a plan to collect and share DEI related data	<input checked="" type="checkbox"/>		
Objective 1.3: Develop expectations and practices that ensure employees’ attention to their personal development	<input checked="" type="checkbox"/>		
Goal 2. Recruit Underrepresented/ minoritized students	Completed	In Progress	Delayed
Objective 2.1: Develop, implement, and assess recruitment strategies		<input checked="" type="checkbox"/>	
Objective 2.2: Develop, implement, and assess retention/persistence strategies		<input checked="" type="checkbox"/>	
Goal 3. Recruit Underrepresented/minoritized faculty and staff	Completed	In Progress	Delayed
Objective 3.1: Develop, implement, and assess recruitment strategies		<input checked="" type="checkbox"/>	
Objective 3.2: Develop, implement, and assess retention/persistence strategies			<input checked="" type="checkbox"/>
Goal 4. Create a robust curricular and co-curricular framework	Completed	In Progress	Delayed
Objective 4.1 Develop, implement, and assess a robust curricular framework		<input checked="" type="checkbox"/>	
Objective 4.2: Develop, implement a robust Co-curricular framework		<input checked="" type="checkbox"/>	