

Diversity, Equity & Inclusion Report

2025-2026



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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. We continued to expand opportunities for internal employee development, strengthening our shared capacity to foster a campus culture grounded in cultural humility, equity, and Mercy hospitality.

These efforts are demonstrating measurable impact. Results from the 2025 Campus Climate Survey show significant gains in both student and employee perceptions of inclusion and diversity.

- **Among students, 90% reported experiencing an inclusive campus (up from 75% in 2022) and 82% perceived campus as diverse (up from 71%).**
- **90% of employees reported a sense of inclusion (up from 75%) and 78% perceived campus as diverse (up from 61%), though perceptions of diversity remain lower among employees of color.**

Student satisfaction with the quality of education has also increased to 84% (from 69%), reflecting a stronger overall experience. Opportunities also remain to deepen belonging, particularly among student-athletes, residential students, and first-generation students.

For employees, these high-level and detailed findings have been shared broadly with the community, affirming meaningful progress while reinforcing our responsibility to continue ensure every member of our community fully experiences a sense of belonging.



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

Professional development opportunities continue to be available to faculty and staff, and engagement with the Educational Excellence Certificate has grown significantly over the past year, with 50 employees completing the program (see chart). This impact is further demonstrated in the reflection snippets below.

- *The modules provided an opportunity to understand Mercy through various lenses.*
- *The practices discussed are Mercy-filled. With all staff and faculty reminded of merciful practices, we are apt to create and uphold the tradition and culture of mercy daily. It may first be intentional, but eventually it will become second nature. This is what we want.*

<i>Foundational Certificate</i>	2024-2025	2025-2026	
Staff completed all core modules	103	108	4% increase with 5 staff
Faculty completed all core modules	68	70	2% increase with 2 faculty
<i>Education Excellence Certificate</i>			Launched FY 2024-25
Immigrant Allyship	56	95	69% increase
Beyond Accessibility Module	17	70	311% increase
Cultural Humility	10	62	520% increase
Reflection + Certificate Completion		50	

115

Total Events/Trainings

The AVP of Diversity, Equity & Inclusion Office led, collaborated, or sponsored. There was a **22% increase in programing** from previous year.

Community Resource GroupEvents

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

18

8

Facilitator Lead events

- 4 Core Module Facilitations
- 4 Critical Concerns Mercy Teas

Student-Only Geared

25-26 saw **an increase of 16%** from previous year

62

GOAL 2: ENSURE OUR STUDENT BODY REFLECTS THE COMMUNITIES WE SERVE BY IMPLEMENTING EQUITABLE STRATEGIES FOR RECRUITMENT, RETENTION, AND PERSISTENCE, & ADVANCING GMERCYU'S MISSION



Grounded in our Catholic, Mercy mission and values—which call us to respect the dignity of each person and prepare students for meaningful lives in a global society— Gwynedd Mercy University fosters a welcoming, supportive campus while advancing inclusive excellence through efforts that reflect the communities we serve and prioritize equitable recruitment, retention, and student success.

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

- *With a record 164 accommodated students in Fall 2025, the Accessibility Office expanded outreach through a partnership with a local Intermediate Unit and strengthened collaboration with the Disability Alliance Club, with plans to grow these efforts.*
- *The Integrated Studies Program also launched an on-campus transition experience for students with Intellectual and Developmental Disabilities (ages 18–22) in partnership with Upper Merion, offering weekly campus visits, course auditing, and engagement in campus life.*
- *Expanded interfaith engagement through the establishment of the Muslim Student Association, five Jumma prayers, and an on-campus Iftar, alongside four Ramadan prayer spaces. New initiatives also include the student-led Passion for Christ Association and four Bible study groups.*

MY MENTOR WAS ALWAYS THERE FOR ME, EVEN ON DAYS WE DIDN'T HAVE A SCHEDULED MEETING WE WOULD JUST SIT AND TALK AND HE'D HELP ME NAVIGATE ISSUES I WAS HAVING. - GRIFFIN SCHOLAR 24-25



Overall RETENTION increased 3% from Fall 2024 to Fall 2025

Overall **FY RETENTION** Fall 2025 to Spring 2026 (for all undergraduate students) saw a 1% decrease from the previous year.



For Fall 2024 to Fall 2025 tracking:
Several student groups saw increases from Fall 2024 to Fall 2025, Asian & First Gen. Students maintained gains, and Black & White students saw a decrease.

ASIAN: 100% =
WAS MANTAINED

LATINO: 61% TO 100% =
39% INCREASE

TWO OR MORE: 60%-80% =
20% INCREASE

BLACK: 75% TO 67% =
8% DECREASE

WHITE: 79% TO 82% =
3% DECREASE

1GEN.: 70% =
WAS MANTAINED

PELL: 72% TO 73% =
1% INCREASE

ATHLETES.: 82%-84% =
2% INCREASE

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- Hosted the “Advising at the Crossroads: Academics, Aid, and Affordability” professional development event, bringing together Academic Advising, Financial Aid, Student Billing, First-Year Experience, Diversity Equity & Inclusion, and faculty partners to explore the intersection of academic and financial decision-making and identify best practices for supporting student success, persistence, and affordability.
- The Griffin Scholars Program (GSP) and the Griffin Connections Mentorship Program (GCMP) were established to support incoming first-year students through data-informed strategies that provide intentional guidance, support, and perspective during their transition to college and throughout their early years on campus. By pairing students with dedicated faculty or staff mentors, these programs offer personalized mentoring, specialized programming, and meaningful educational opportunities. Together, GSP and GCMP have become key student success and retention initiatives, fostering academic achievement through a strong sense of belonging, connection, and community.

Mentoring Programs Retention FY2025-2026

GCMP cohort includes only FY students while GSP Cohort includes YFY and Sophomores in the program

GCMP
73.4% (47/64)

GSP
90% (18/20)





GOAL 3: RECRUIT AND RETAIN FACULTY AND STAFF THROUGH EQUITABLE RECRUITMENT, RETENTION, AND ADVANCEMENT PRACTICES TO ENRICH STUDENT LEARNING AND UPHOLD GMERCYU'S MISSION

Gwynedd Mercy University advances equitable recruitment, retention, and advancement by building on the diversity within its community. Employee-led Community Resource Groups foster belonging, raise awareness, and support retention, while ongoing recruitment and professional development efforts strengthen faculty and staff success. In addition, a new CRG—Pause and Thrive—was established in FY25/26 to promote health equity and support employees navigating midlife health transitions.

Spectrum – LGBTQ+ Faculty and Staff Community Resource Group:

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

Faculty and Staff of Color Community Resource Group

- Lunch @ the Waldron—two lunchtime fellowships
- Step Afrika at the Kimmel
- Broadway with the group
- Black History Keynote Speaker
- Zoom General Meeting
- Spring Off-Campus Fellowship

First Generation Community Resource Group

- Lunch @ the Waldron - two lunchtime fellowships
- First Gen celebration
- Applied for Grants (internal & external)
- Spring Off-Campus Fellowship
- Applied to be part of First Gen Network



GOAL 4: INFUSE INCLUSIVE EXCELLENCE INTO OUR CURRICULAR AND COCURRICULAR EXPERIENCES BY CREATING EDUCATIONAL EXPERIENCES THAT PREPARE STUDENTS TO LIVE OUR CORE VALUES AND LIVE MEANINGFUL LIVES ROOTED IN THE MERCY TRADITION.



The Center for Teaching and Learning (CTL) continued to advance inclusive excellence by supporting faculty development, global engagement, and mission-centered teaching practices. Key initiatives included ongoing international partnerships in Kosovo, Kenya, and Israel that fostered collaboration in research, teaching, and professional development. CTL's many internal partnerships provide learning opportunities that strengthened inclusive pedagogy.

Highlighted Faculty Development Topics:

- It Makes Me More Aware When I Walk into a Space: Understanding the Value of Antiracism Pedagogy in Public Health Teaching and Learning
- Cultivating Self-Awareness for Inclusive Practice in Exercise Science
- The Mission of Global Leadership and Mercy

Additional Faculty Engagement

- Spring Assembly 2026: Mercy in Practice: Navigating Diversity in the Modern Classroom
- First Year Residency (FYR): Inclusive training sessions and resources designed to equip new faculty with the knowledge and tools needed to succeed as mission-centered, student-focused educators.

UNV-101 service-learning courses advanced the University's mission by engaging students in issues related to belonging, mission, community, and social responsibility. Through experiential learning and community engagement, students explored the Critical Concerns of the Sisters of Mercy while developing a stronger sense of purpose and connection to the campus and surrounding community.

Highlight events created by these sections:

- Mercy Mile
- Action Panel: Health, Human Rights, Environment, and Beyond
- Biology On-Campus Learning Garden



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- At the conclusion of Academic Year 2026, **eight identity-based** student clubs contributed meaningfully to the institution's ongoing commitment to diversity, equity, and inclusion. New clubs included Arab and Middle Eastern Club and Muslim Student Association and Disability Pride became active again after hiatus.
- Of the **717 co-curricular events** hosted by Residence Life, Student Engagement, and the Mercy Center for Justice and Peace, **69 (9.6%)** focused on advancing student engagement with social justice issues.
- These efforts reflect a growing co-curricular framework grounded in the Critical Concerns of the Sisters of Mercy—Immigration, Women, Earth, Anti-Racism, and Non-Violence—designed to deepen students' understanding of social justice and prepare them for lives rooted in Mercy and equity.
- The Weaving Equity into Leadership program continued to support student development, with 22 participants, 16 completing the e-course, 11 engaging in a retreat, and **10 completing the full program**, demonstrating sustained commitment to Mercy equity-centered leadership.

