



Diversity, Equity, and Inclusion

5-YEAR STRATEGIC PLAN | 2018-2023



**MIEC Diversity, Equity, and Inclusion Committee
5-Year Strategic Plan
2018-2023**

6.2.1. The Mount will continue to diversify its student body and students will achieve equitable outcomes and success.

6.2.1.1 Continue to recruit diverse student body of undergraduates, graduate students, and seminarians.

Actions	Purview	Timeline
Hire two Admissions Counselors focused on recruiting underrepresented populations to sustain enrollment of a diverse student body.	Vice President for Enrollment Management, Marketing & Communication	July 2018
Develop a strategic recruitment plan to sustain enrollment of students from diverse backgrounds.		August 2020
Implement strategic recruitment plan; assess and revise as necessary.		2020-2023
Develop a plan to enhance marketing and communication efforts to reach a more diverse population of students.		August 2020
Implement marketing and communication plan; assess and revise as necessary.		2020-2023
Implement test-optional admissions for freshman applicants.		September 2019

KEY PERFORMANCE INDICATORS:

- Disaggregate measures below by race/ethnicity, gender, first-gen status, SES, religion, etc.; aim for annual targets identified in strategic recruitment plan.
 - Number of students contacted by Admissions efforts
 - Mailings, phone calls, emails, social media contact
 - Attendance at Admissions events
 - Number of applicants
 - Number of students accepted
 - Number of students enrolled

6.2.1.2. Provide comprehensive support to promote the academic success and retention of undergraduate students, graduate students, and seminarians.

Actions	Steps	Purview	Timeline
Develop and implement a comprehensive retention plan for students on the main campus that coordinates and integrates existing services and provides necessary new services to reduce achievement gaps.	Form a group of administrators, faculty, and staff from relevant areas to focus on retention efforts (= retention group).	Provost	September 2018
	Retention group meets monthly to develop a comprehensive retention plan for students.		2018-2019
	Implement retention plan; assess regularly and revise as necessary.		2019-2023
Increase capacity of summer academic and co-curricular programs on the main campus.	Increased capacity of summer bridge program to 40 students.	Provost/Vice President for Student Life	June 2018
	Seek external funding to further expand summer programs and provide scholarships.		March 2020
	Complete funding and further expansion of curricular and co-curricular programs.		March 2023
Develop and implement comprehensive support plan for students at the Frederick Campus.		Provost; Associate Provost of Continuing Studies	
Assess effectiveness of comprehensive support plan for retention and discernment of seminary students and revise as needed.		Seminary Rector/ Vice President	2019-2023
Provide additional support for undergraduates and graduate students who are English Language Learners (ELLs).	Assess current needs and levels of ELL support; research ELL support at peer institutions.	Provost	2019-2020
	Develop a plan for implementing ELL support.		2020-2021
	Implement plan for ELL support.		2021-2023

	Assess and revise as necessary.		2021-2023
Maintain CEA accreditation for Seminary ESL (English as a Second Language) Program.		Vice President/ Seminary Rector	2019-2023

KEY PERFORMANCE INDICATORS:

- Key performance indicators will be disaggregated by race/ethnicity, gender, first-gen status, socioeconomic status, religion, etc.
 - 4 and 6-year graduation rates (*target: rates within 2% for all groups*).
 - 1st year retention rate (*target: rates within 2% for all groups*).
 - Credit completion rate (*target: rates within 2% for all groups*).
 - DWFI rates in gateway courses (*target: rates within 2% for all groups*).
 - Employment and graduate school outcomes (*target: ≥95% of graduates employed or in school one-year post grad*).
 - Number of internships (*target: all groups obtain comparable %s of internships- within 2%*).
 - Membership/participation in academic honors and leadership opportunities (e.g., Honors Program, Mount Fellows Program) (*target: all groups obtain comparable participation rates- within 2%*).
 - “Graduation” rates and “parish placement rates” for seminarians who have discerned a vocation for the priesthood.
 - #/% of ELL students supported (and how extensively).
 - Utilization of student support services, disaggregated: Learning Services, CSES, Career Center, Writing Center, etc.
- Benchmark student outcome measures against national averages and results for peer/comparator/aspirational schools.
- Enrollment and funding for summer bridge program.

6.2.1.3. Ensure all learners have full and equitable access to the educational experience.

Actions	Purview	Timeline
Ensure that faculty development workshops (6.2.1.4.2) address issues in universal design and ADA compliance.	Provost	2019-2023
Assess course materials and course policies for accessibility for students with disabilities.	Provost	2020-2023
Based on assessment results, development and implement new training and policies as necessary.	Provost Vice President for Equity & Success	2021-2023
Self-assessment and inventory of ADA compliance for physical spaces on campus.	Vice President for Business & Finance	2019-2020
Make appropriate changes to physical spaces based on ADA evaluation.	Vice President for Business & Finance	2020-2023
Repeat ADA evaluation.	Vice President for Business & Finance	2022-2023

KEY PERFORMANCE INDICATORS:

- Attendance at and evaluations of faculty development workshops
- Assessment results for course materials and policies re: accessibility
- Outcomes of ADA evaluations; changes to physical spaces made to address compliance over four years with noted improvement
- Performance of students with accommodations versus other students

6.2.1.4. Improve competency in diversity, equity, and inclusion for cabinet, faculty, administrators, and staff to help support the success of students from diverse backgrounds.

6.2.1.4.1 Cabinet

Actions	Purview	Timeline
Assess needs (use NERCHE results).	Vice President for Equity & Success	Summer 2019
Develop training programs.	Vice President for Equity & Success	Summer 2019
Implement training program, 2 workshops per semester.	Cabinet	2019-2023
Assess and modify training program as needed.	Vice President for Equity & Success	2019-2023

- #/type of training opportunities offered.
- Attendance at and evaluation of DEI training opportunities
- Assessment results (improvement over time).

6.2.1.4.2 Faculty

Actions	Steps	Purview	Timeline
Assess faculty competency in DEI.	Determine how to measure.	Vice President for Equity & Success	2019-2020
	Assess annually.		2020-2023
	Use results to inform faculty development opportunities.	Vice President/ Chief of Staff (ASPIRE) Provost	2021-2023
Provide faculty professional development opportunities related to DEI.	Member of MIEC join Advisory Board of the Center for Instructional Design and Delivery to add DEI expertise to their programming.	Provost Vice President for Equity & Success	2019-2020

	Develop plans for a broader Center for Excellence in Teaching and Learning (plan mission, budget, personnel, organizational structure, etc.).		2019-2021
	The Center for Excellence in Teaching and Learning coordinates all DEI development opportunities (in addition to other pedagogical instruction).		2021-2023
	Increase internal capacity for delivering DEI workshops (provide train-the-trainer opportunities).		2019-2023
	Offer 2 on-campus training workshops a semester.		2018-2023
	Offer at least one additional on campus training opportunity each semester (book discussion groups, speakers, online training, etc.).		2018-2023
	Provide support for faculty to seek off-campus training opportunities (e.g., via grant application).		2020-2023

KEY PERFORMANCE INDICATORS:

- Results of faculty DEI competency assessments
- #/types of development opportunities offered
- Attendance at and evaluation of development opportunities
- Number of new facilitators trained
- Faculty participation in off-campus training opportunities
- HERI Faculty Survey (Commitment to Diversity, Diversity and Inclusion Climate). Target: The % response will be 5% better than comparison schools.

6.2.1.4.3 Administrators and Staff

Actions	Purview	Timeline
Assess needs (use NERCHE results).	Vice President for Equity & Success	Summer 2019
Develop training program.		2018-2019
Implement training program, 2 workshops per semester.	Cabinet	2018-2023
Assess and modify training program as needed.	Vice President for Equity & Success	2019-2023

KEY PERFORMANCE INDICATORS:

- #/type of training opportunities offered.
- Attendance at and evaluation of DEI training opportunities
- Assessment results (improvement over time).

6.2.1.5 Develop programs to reduce financial barriers to success

Actions	Steps	Purview	Timeline
Evaluate and revise billing and collection procedures to reduce barriers to enrollment.	Provost and Business/Finance Office evaluated policies and procedures for billing and collections of student accounts, financial holds and implemented new policies and procedures through alternative funding and payment strategies for students who met predefined criteria in order to help students get the classes that they need.	Vice President for Business & Finance Provost	May 2019
	Assess impacts of policies and revise as necessary.		2019-2023
Assist students in accessing critical resources needed to succeed academically.	Develop and implement ways to reduce costs of course materials (expand availability of used, rental, and electronic materials).	Provost	2018-2023
	Develop and implement a book loan and library reserve program for textbooks.		2018-2023
	Expand awareness, capacity, and utilization of laptop loaner program.	Chief of Staff/VP	2018-2019
	Assess utilization and impact of these new programs; revise as necessary.		2019-2023
	Seek additional funding for microgrants to reduce financial barriers for students.	Vice President of Advancement	2018-2023
Increase student financial literacy.	Financial Literacy workshop offered through CSES Tools for Academic Success Program.	Vice President for Equity & Success	2018- 2023

KEY PERFORMANCE INDICATORS:

- Number of students not retained due to financial pressures.
- Utilization of alternative course materials (book loans, online, reserve, used, etc.).
- Utilization of laptop loaner program.
- Attendance at and evaluation of CSES Financial Literacy workshops.
- Expansion of work-study positions

6.2.1.6 Review policies and procedures affecting students to identify and revise or eliminate those that perpetuate inequities; Develop new policies that promote equity.

Actions	Purview	Timeline
Train relevant administrators (e.g., Provost, VP of University Affairs, VP of Student affairs) on MCOB model and how to evaluate the impact of policies on equity in student outcomes and success.	Vice President for Equity & Success	2019-2020
Each VP area with policies affecting students reviews and recommends revisions and additions to institutional policies and practices to promote equity in student outcomes and success.	Cabinet	2020-2021
Set up and implement a regular schedule of assessing the impact of policies and revising as necessary.	Vice President/ Chief of Staff (ASPIRE)	2021-2023

KEY PERFORMANCE INDICATORS:

- #/types of policies revised and/or newly developed.

6.2.2 The Mount will embody a welcoming climate and a more inclusive learning community, workplace, and campus environment.

6.2.2.1. Training of Student Leaders. Best practices for diversity, equity, and inclusion will be integrated into the training programs for all students in leadership roles, including Resident Assistants, Orientation Leaders, student athlete Team Captains, and Student Mentors.

Action	Purview	Timeline
Student Leaders within the Division of Student Affairs will receive comprehensive and integrated training on Diversity and Inclusion best practices pertinent to their roles and duties with regard to student support. This training program will encompass an evaluation of students' current levels of functioning and plans for developing and expanding on their skill sets.	Vice President for Student Life	2019-2023
VP of Division of Student Affairs will coordinate with Director of Orientation and Transition Programs to review and revise the Accepted Students Day, June Orientations, and August Orientation experiences to ensure that all first-year students are exposed to speakers, literature and discussions on diversity and inclusion.		2018-2019

Action	Steps	Purview	Timeline
Athletics will investigate Diversity and Inclusion training programs through the NCAA and NEC Athletic conference. Training program should include an evaluation of students' current levels of	All student-athlete team captains (Student Athlete Advisory Committee) will receive training on Diversity and Inclusion best practices pertinent to their roles	Director of Athletics	2021-2023

functioning and plans for developing and expanding on their skill sets.	and duties with regard to student support.		
	Review and revise annual athlete climate assessment to incorporate more DEI content and use assessment results to inform training program.		2018-2023

KEY PERFORMANCE INDICATORS:

- number and demographics of students participating in DEI training opportunities.
- DEI Content of Accepted Students Day and June & August Orientations.

6.2.2.2 Use of Space. Create program space, office space, residential living spaces, and common areas that are inclusive in their architectural plan and design, use of artwork, and serve to highlight our commitment to diversity, equity, and inclusion.

Action	Steps	Purview	Timeline
In conjunction with the ADA evaluation (6.2.1.3), evaluate and assess the needs of offices and programs with regard to space needs, structural accessibility, design requirements, and artwork.	Offices and programs in Lower McGowan.	Vice President for Business & Finance Appropriate Cabinet Members	2020-2021
	Patriot Hall		
	Academic Buildings		
	Administrative Buildings		
Make appropriate changes to spaces to make them more inclusive.	PNC Sports Complex		2021-2023

KEY PERFORMANCE INDICATOR

- See 6.2.1.3 (outcomes of ADA compliance audits)
- Outcomes of needs assessments and associated changes to physical space

6.2.2.3. Increase affiliation of students through the development of Integrated Learning Communities within the residence halls.

Action	Purview	Timeline
Evaluate the effectiveness of the three Living Learning Communities that were added in Year One (AY 18 – 19) including: Honors, Core Human Values, and Faith & Learning.	Vice President for Student Life	2019-2020
Add additional Living Learning Communities for upper-level students including Global Encounters, Telos and Living a Meaningful Life, and Arts.	Provost	2020-2022

KEY PERFORMANCE INDICATORS:

- Number of students (disaggregated by race/ethnicity, gender, etc.) residing in Learning Communities
- Evaluation results for Living Learning Communities

6.2.2.4. Campus programming. Expand programming offerings and services for underrepresented students and provide campus-wide programming focusing on diversity, equity, and inclusion topics.

Area	Action	Purview	Timeline
Campus-Wide	Host campus-wide events on topics of diversity, equity, and inclusion, such as speakers, panel discussions, town hall discussions, book and film discussions; at least 1 per semester.	Vice President for Equity & Success	2018-2023
Academic Affairs	Deans, program chairs, and academic department chairs should encourage faculty/departments/programs to bring in lecturers and guest speakers who themselves represent underrepresented groups and who speak about issues related to diversity, equity, and inclusion in their respective fields; at least 1 discipline-specific events per semester.	Provost	2018-2023
Student Affairs Division (entire)	Student Affairs offices will assess how events and programs are utilized by underrepresented students.		2019-2020
	Student Affairs offices will use the results of the assessment to expand offerings for underrepresented students.		2020-2023
Center for Student Diversity	The Center for Student Diversity will evaluate the effectiveness of the Diversity Dialogue series through evaluation surveys and participation tracking and make necessary changes to improve effectiveness.	Vice President for Student Life	2018-2023
	The Center for Student Diversity will invite offices, departments, athletic teams or student groups to volunteer to sponsor and/or contribute to the planning of monthly heritage celebration programs (like Black History Month, Hispanic Heritage Month, and Asian and Pacific American Heritage Month).		2018-2023
Office of Social Justice	The Office of Social Justice will expand service trips that highlight diversity, equity, and inclusion issues and refine the accompanying reflection assignment.		2018-2023

Campus Ministry	Campus Ministry will resume interdenominational services open to the campus community.		2019-2023
	Campus Ministry will explore additional ways to provide programming for non-Catholic community members (e.g., offering nondenominational and/or interfaith services).		2020-2021
Food Services	Food services will offer a more diverse and inclusive menu on a regular basis to complement specific cultural celebrations.	Vice President for Business & Finance	2020-2023
Mount Bookstore	The Mount Bookstore will offer personal care products for students of color.	Vice President for Business & Finance	2020-2023

KEY PERFORMANCE INDICATORS:

- # of DEI events; attendance at and evaluations of each DEI event (includes non-Catholic religious/spiritual programming).
- Utilization of events and programs by underrepresented students.
- Diverse offerings by Food Services and Mount Bookstore.

6.2.3 The Mount will define and advance diversity, equity, and inclusion through education and scholarship.

6.2.3.1. Ensure students are exposed to content in the curriculum related to diversity, equity, and inclusion

Actions	Steps	Purview	Timeline
Assess the curriculum for DEI content.	Identify qualifying content areas.	Provost	2018-2020
	Assess learning outcomes, texts, course materials, and activities in relation to DEI in the core curriculum.		2018-2020
	Assess learning outcomes, texts, course materials, and activities in relation to DEI in the major programs.		2020-2021
Assess student exposure to DEI content and faculty.	Track enrollment in courses identified with DEI content.	Vice President/ Chief of Staff (ASPIRE)	2020-2023
	Track enrollment in courses with diverse faculty.		2018-2023
Make necessary curricular changes based on assessment outcomes.	Consult with discipline-specific experts on how to diversify curriculum.	Provost	2021-2023
	Consider adding specific content to required courses or adding new core requirements.		
Assess student competency in DEI.	Determine method to measure competency.	Vice President/ Chief of Staff (ASPIRE)	2019-2020

	Implement assessment on a regular schedule.	Provost	2020-2023
	Use results to inform curricular and co-curricular efforts.		2021-2023
Social Justice Teach-In	Develop planning procedures to institutionalize it and ensure its sustainability.	Vice President for Equity & Success	2019-2020
	Offer Social Justice Teach-In annually; assess effectiveness (reach, outcomes, etc.) and modify as needed.	Provost	2019-2023

KEY PERFORMANCE INDICATORS:

- Results of curricular assessments re: DEI content.
- Results of student cultural competency assessments (improvement over time).
- Changes in core or major programs to enhance DEI content.
- Participation in and evaluation of Social Justice Teach-In.

6.2.3.2. Promote faculty and student scholarship in topics related to diversity, equity, and inclusion.

Actions	Purview	Timeline
Identify qualifying DEI topics.	Provost	2019-2020
	Vice President for Equity & Success	
Assess faculty research (topics, work products, etc.) and student involvement.	Provost	2019-2023
Identify and implement ways to increase scholarship in these areas (e.g., funding for conference presentations).		2020-2023

KEY PERFORMANCE INDICATORS:

- Changes over time in faculty and student involvement in research topics related to DEI.

6.2.3.3. Promote campus-wide academic discussions of how diversity, equity, and inclusion are integral to our Catholic identity and mission.

Actions	Purview	Timeline
Members of the MIEC and the Catholic Identity Committee will meet to plan programming around the relationship between our Catholic identity and diversity, equity, and inclusion work.	Vice President for Equity & Success	2019-2020
One program in this area will be offered each academic year (e.g., internal/ external speaker, book/film discussion, panel discussions, etc.).	Provost	2020-2023
	Vice President for Student Life	

KEY PERFORMANCE INDICATORS:

- Assessment of programming (attendance, evaluations).

6.2.4. The Mount will have institutional viability and vitality through comprehensive development, continuous improvement, and active, intentional involvement with diversity, equity, and inclusion.

6.2.4.1. Recruit and retain employees who are diverse and culturally competent.

Actions	Steps	Purview	Timeline
Review, revise, and develop policies and procedures for recruiting diverse job candidates.	Implement best practices to reach a diverse applicant pool.	Vice President for University Affairs	2019-2020
	Provide training to search committees on best practices for hiring for diversity.	Vice President for Equity & Success	2019-2020
	Include cultural competency as a criterion for evaluating applicants.	Vice President for Equity & Success	2019-2020
Develop and implement a welcoming orientation and on-boarding process for all new hires that highlights our support for diversity, equity, and inclusion.		Vice President for University Affairs	2019-2023
Develop a campus inclusion statement.		President, Vice President for Equity & Success	2019-2020
University Marketing Office will develop and implement and Diversity, Equity, and Inclusion website for internal and external audiences to show that our campus is welcoming to all who seek to live, learn, and worship.		Vice President for Enrollment Management, Marketing & Communication Vice President for Equity & Success	2019-2020
The VPUA and the Compensation Analysis Committee will conduct a compensation analysis to evaluate equity among employee groups.		Vice President for University Affairs	2021-2022
Incentivize employees to improve their competency in diversity, equity, and inclusion	Incorporate DEI competency criteria in the evaluation process for all employees.	Vice President for University Affairs	2019-2020

topics via the professional development opportunities described in 6.2.1.4.		Vice President for Equity & Success	
	Develop and implement a DEI certificate program for employees.		2021-2023
	Provide paid release time for staff to participate in DEI professional development opportunities during working hours.		2019-2020
	Continue to offer the Inclusive Excellence Awards to celebrate and encourage individuals who are models of inclusivity and who have supported DEI programs.		2018-2023

KEY PERFORMANCE INDICATORS:

- Track employee demographics (new hires, promotions, resignations, etc.) by race/ethnicity, gender, etc... Target: 15% employees of color in each (category faculty, administrators, and staff) in five years.
 - Assessment of programming (attendance, evaluations)
 - #/type of training opportunities offered.
 - Review analytics of DEI website
- DEI revisions included in the Guidelines and Procedures for Recruitment and Hiring Practices.

6.2.4.2. Ensure that the organizational structure of the institution is designed to support the implementation of this strategic plan and achievement of DEI goals.

Actions	Steps	Purview	Timeline
Create, define, and fill the position of Vice President for Equity and Success.			2018
Form President’s Advisory Council on DEI.	Includes representatives from all campus constituencies; meets monthly; advises the President on ways to ensure a welcoming and inclusive community.	President Trainor	2018-2023
Empower the MIEC to accomplish its work.	Develop a charter for the MIEC and have it approved as a standing committee under the Mount Council.	Vice President for Equity & Success	2018
	Continue to develop the core competencies of the MIEC members through professional development opportunities.		2018-2023

Develop and implement a staffing model to support the university's DEI efforts and the 5-year plan.	Assess current staffing levels, expertise, and effectiveness of the current organizational structure in achieving DEI goals.	President Trainor Vice President for Equity & Success	2019-2020
	Identify schools for benchmarking (peer, aspirational, etc.) and review their DEI organizational structure and staffing.		2019-2020
	Develop and implement a university-wide organizational structure, with defined leadership and staffing roles, to maximize efficiency and effectiveness of DEI efforts.		2020-2023

KEY PERFORMANCE INDICATORS:

- Attendance at and evaluation of professional development opportunities for MIEC members
- Changes in organizational structure and staffing (measure efficiency and effectiveness)

6.2.4.3. Common Framework. To ensure consistency in programming and use of a common language and context, we must establish a common framework within which we conduct DEI efforts.

Actions	Purview	Timeline
MIEC will recommend a common framework to the Cabinet for adoption (Institutional Indicators for Inclusive Excellence).	Vice President for Equity & Success	2019
Cabinet will develop a policy that requires all new projects and initiatives to be evaluated in terms of the common framework (diversity, equity, and inclusion criteria).	Cabinet	2020-2023

KEY PERFORMANCE INDICATORS:

- Percentage of new projects and initiatives evaluated in terms of DEI criteria (100% by 2023)

6.2.4.4. The Diversity, Equity, and inclusion program is dynamic and must adapt to the changing needs of the Mount community. Through continuous planning and improvement, we will strive as a community to become ever more inclusive and responsive to each other.

Actions	Purview	Timeline
ASPIRE and University Marketing will develop an internally available SharePoint site that reports the key performance	Vice President/ Chief of Staff (ASPIRE)	2020

indicators for the 5-yr DEI strategic plan and provides access to relevant documentation.	Vice President for Enrollment Management, Marketing & Communications	
The ASPIRE office will develop and implement an evaluation plan for the 5-yr DEI strategic plan in order to ensure continuous improvement and to document progress towards our objectives.	Vice President/ Chief of Staff (ASPIRE)	2019-2023
The ASPIRE office and the MIEC will develop and administer a campus climate survey on a regular basis (every 3 years); results will be utilized to assess progress towards the 5-yr DEI strategic plan's goals and to inform revision of the strategic plan.	Vice President for Equity & Success Vice President/ Chief of Staff (ASPIRE)	2018-2023
Ensure that 5-year review for each department/office (including the campus survey) addresses DEI topics.	Vice President/ Chief of Staff (ASPIRE)	2019-2023

KEY PERFORMANCE INDICATORS:

- Diversity equity and inclusion climate surveys for all students and employees.
- Net Promoter Score. Target: The NPS will be >0 for all racial ethnic and groups.
- Percentage of 5-year reviews addressing DEI topics (100% by 2023).

6.2.4.5. Develop partnerships with external organizations and individuals that will support DEI goals.

Actions	Purview	Timeline
ASPIRE and HR will explore membership in organizations that support underrepresented populations in higher education.	Vice President/ Chief of Staff Vice President for University Affairs Vice President for Equity & Success	2019-2020
The Provost, in conjunction with our grants consulting firm, will explore opportunities for external grant funding for relevant parts of the 5-yr DEI strategic plan.	Provost Vice President for Equity & Success	2018-2023

KEY PERFORMANCE INDICATORS:

- Membership in organizations that support underrepresented populations in higher education.
- Grant funding to support DEI efforts.