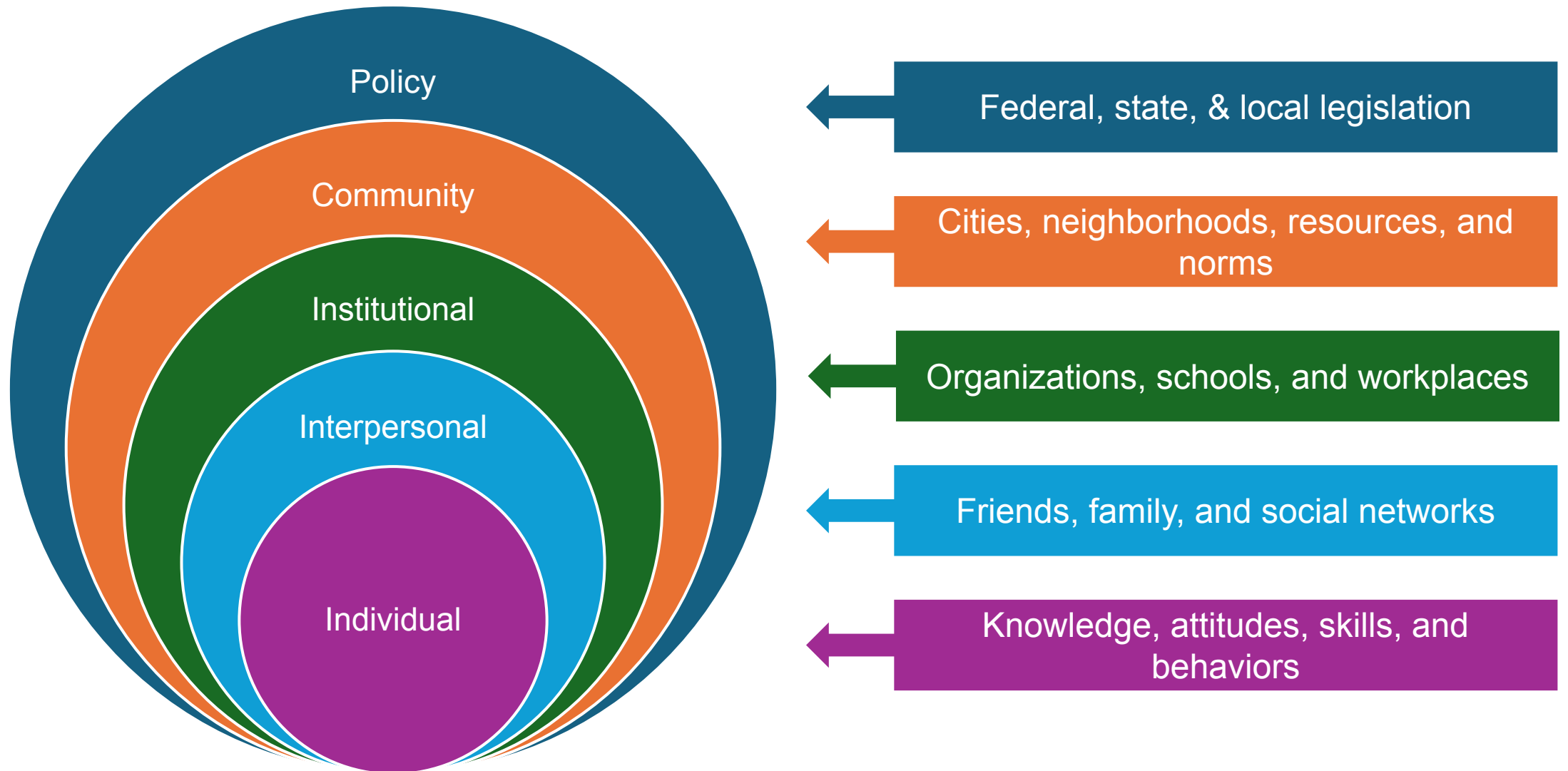


Empowering Diversity

The Multicultural Advancement Program (MAP)
at Pseudonym University (PU)

What influenced your experience as a graduate student?

Social Ecological Model

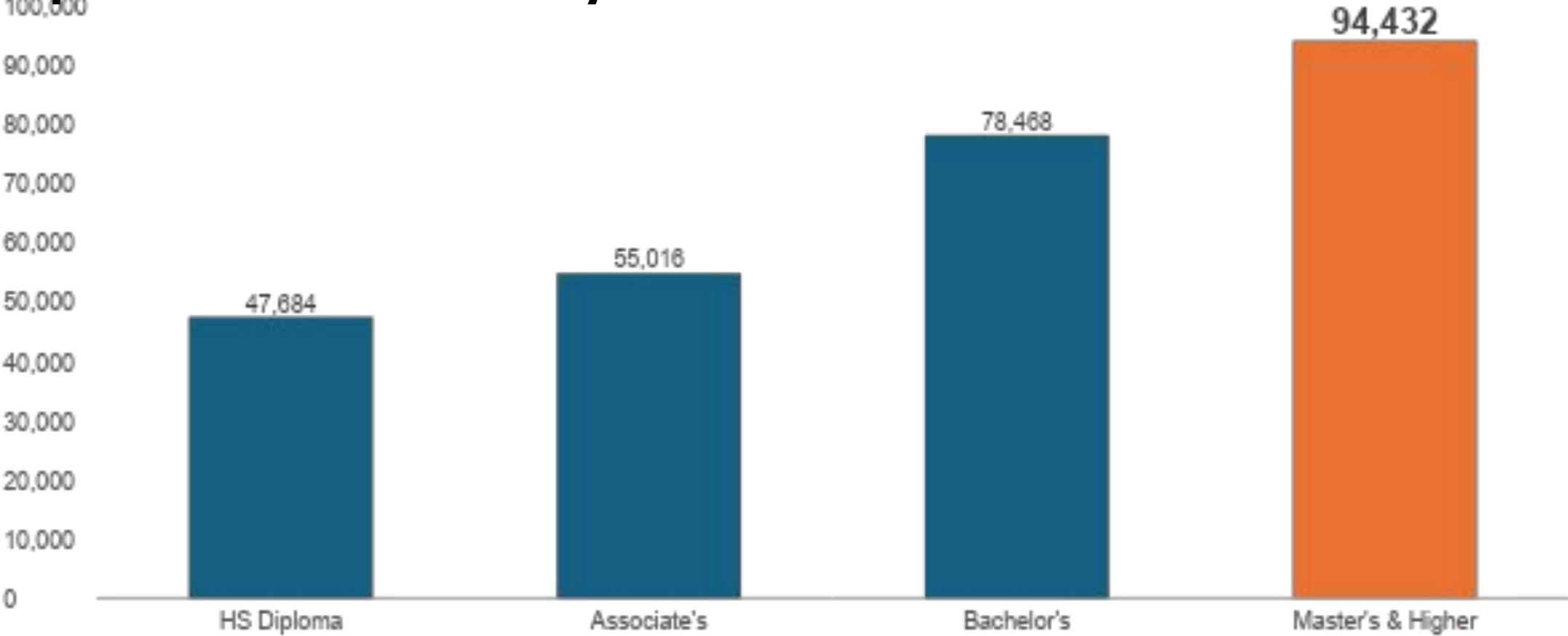


The Multicultural Advancement Program (MAP) was developed to improve campus diversity

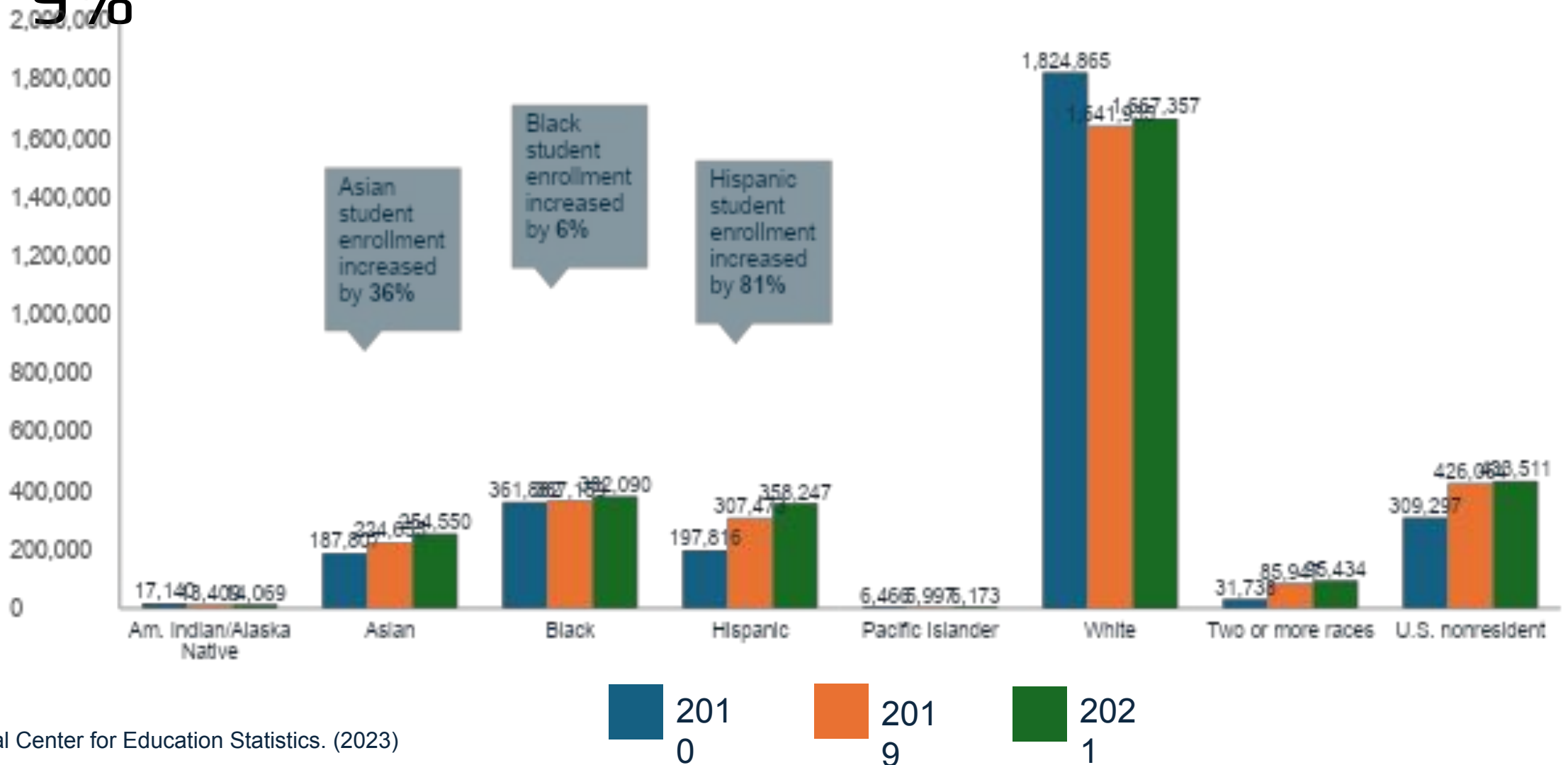
In the Spring of 2013, the Black Graduate Student Union (BGSU) at Pseudonym University (PU) faced a critical challenge: a shortage of members to fill key leadership positions within their organization. With 7 members for 9 positions, despite exhaustive recruitment efforts in the previous year, **the organization struggled to attract enough members to sustain progress** it had diligently worked to achieve.

Faced with the prospect of dwindling numbers and diminishing impact, **the BGSU made a bold decision to take matters into their own hands**. Thus, emerged the Multicultural Advancement Program.

The impact of graduate school on financial attainment and subsequent upward mobility

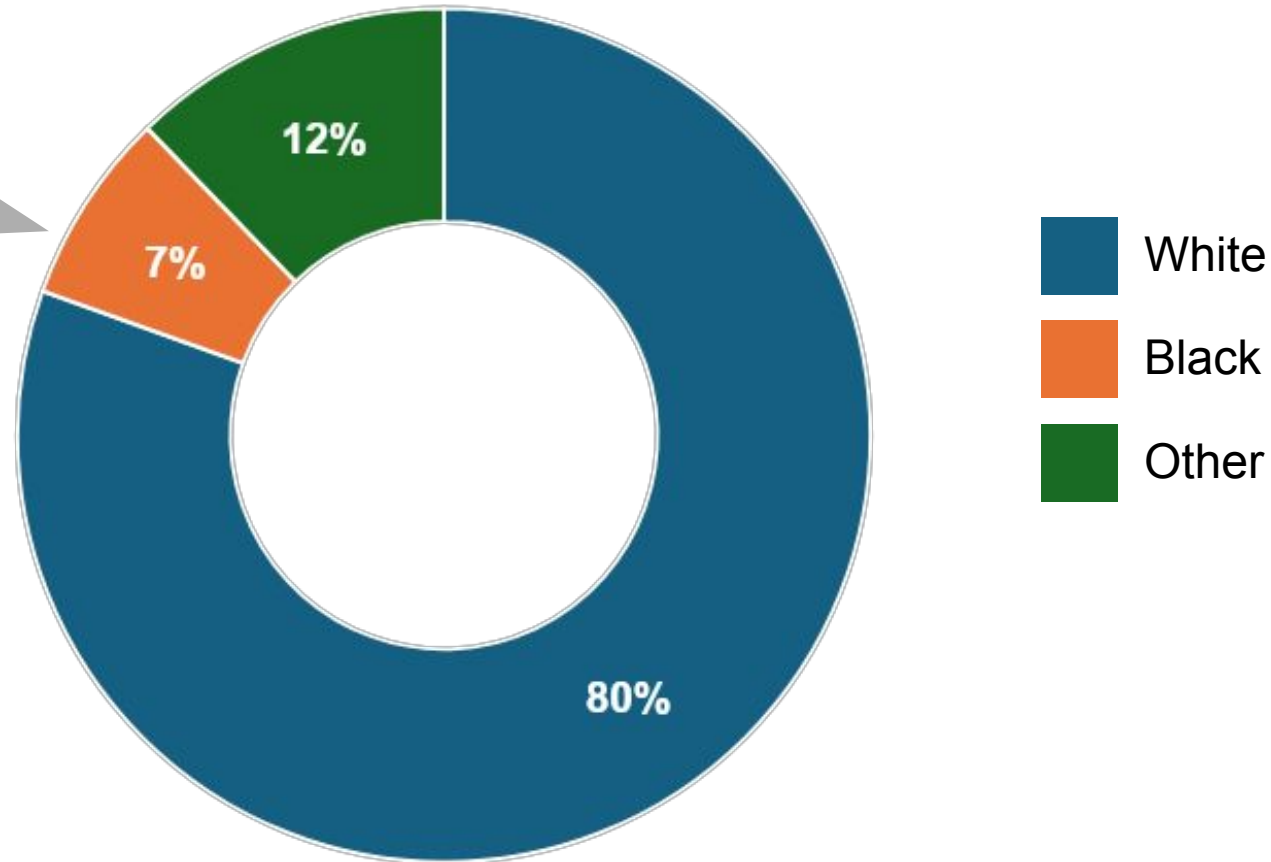


Between fall 2010 and fall 2021, the total postbaccalaureate enrollment increased by 9%

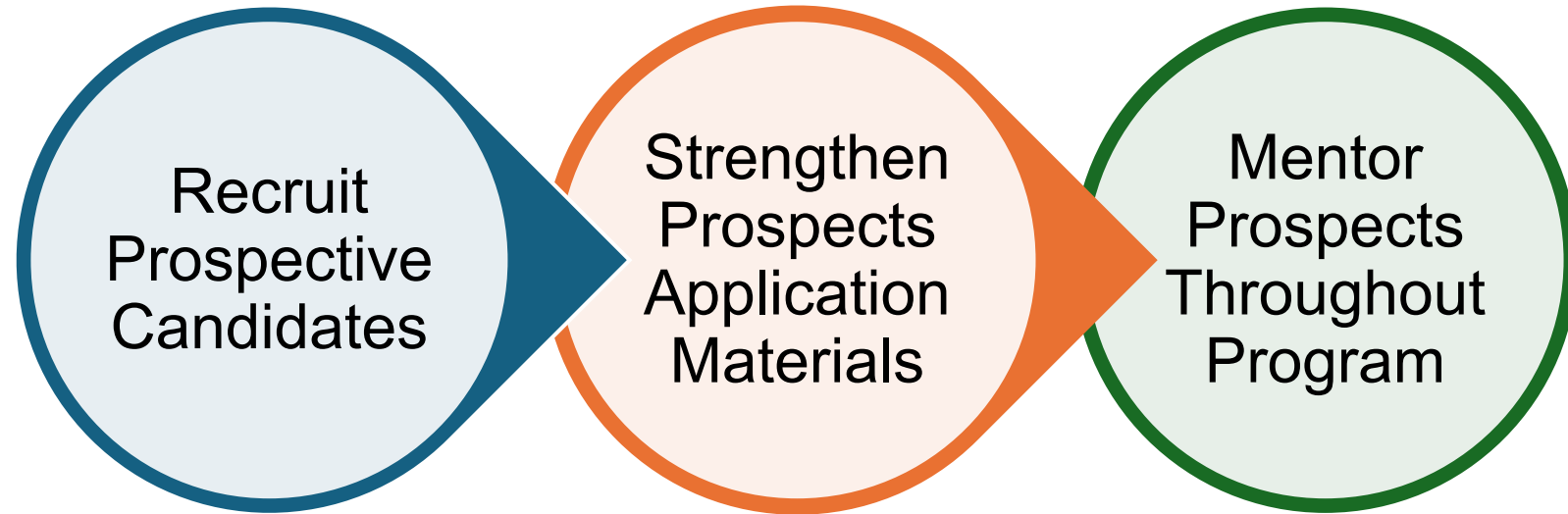


In 2013, PU had a total of 25,912 students with 1,886 of those being Black students

This percentage reflects the number of all Black students at PU, the number of Black graduate students was not available



In an attempt to increase the number of Black graduate students at PU, BGSU devised a plan



Sample Agenda

Day 1

Morning:

- Arrival & Registration
- Check-in at Auburn Hotel

Afternoon:

- Opening Mixer
- Introduction to Mentor Graduate Student

Evening:

- Free Time for Networking

Day 2 & 3

Morning:

- Grad Application Session
- Professional Development

Afternoon:

- Grad Application Session
- Professional Development

Evening:

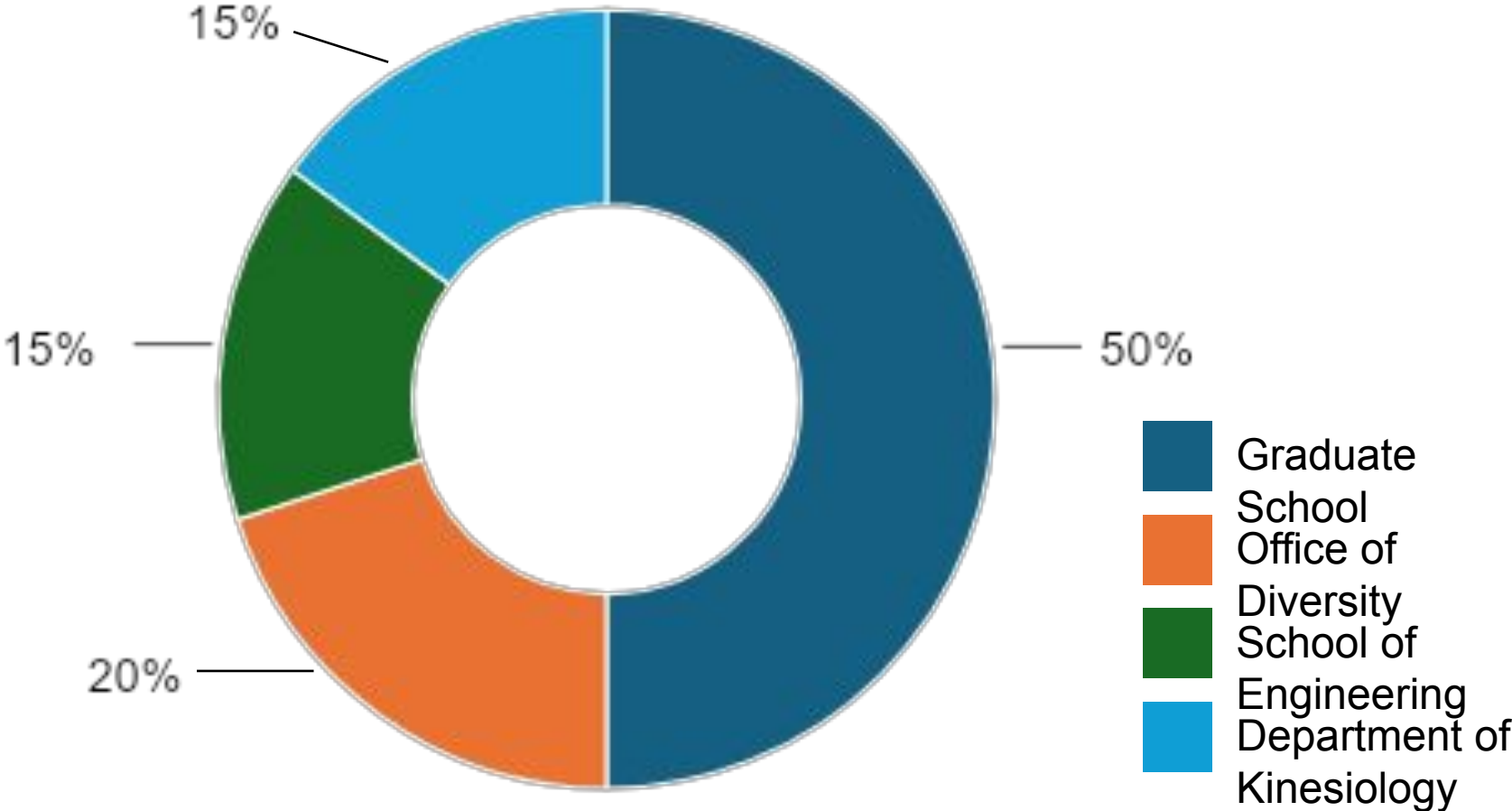
- Departmental Mixer

Day 4

Morning:

- Grad Application Session
- Networking Brunch
- Depart

The program thrived from major funding from schools and departments across the campus.



MAP offered a wide array of initiatives tailored to support the holistic development of participants.

Application
Review

Mock
Interview

Departmental
Introductions

Programmatic
Guidance

Networking
Opportunities

Professional
Development
Workshops

Personal
Support

Post-Accepta
nce Guidance

BGSU contacted various universities across 9 states surrounding Alabama in the inaugural year.

Efforts to recruit students included:

- Word of Mouth
- NBGSA List of Affiliate Chapters
- Desk Research
- Cold Calls and emails



BGSU recruited students from five of the nine states contacted in the inaugural year.

State	Participants
Alabama	3
Georgia	2
Florida	1
Louisiana	1
Texas	1
TOTAL	8



The inaugural program started out with 8 candidates & grew to host 12 -16 students annually

Fall 2013

Inaugural Class



Fall 2015

Third Class



In three years, MAPs yielded a major increase in the number of states represented

Fall 2013

Inaugural Class

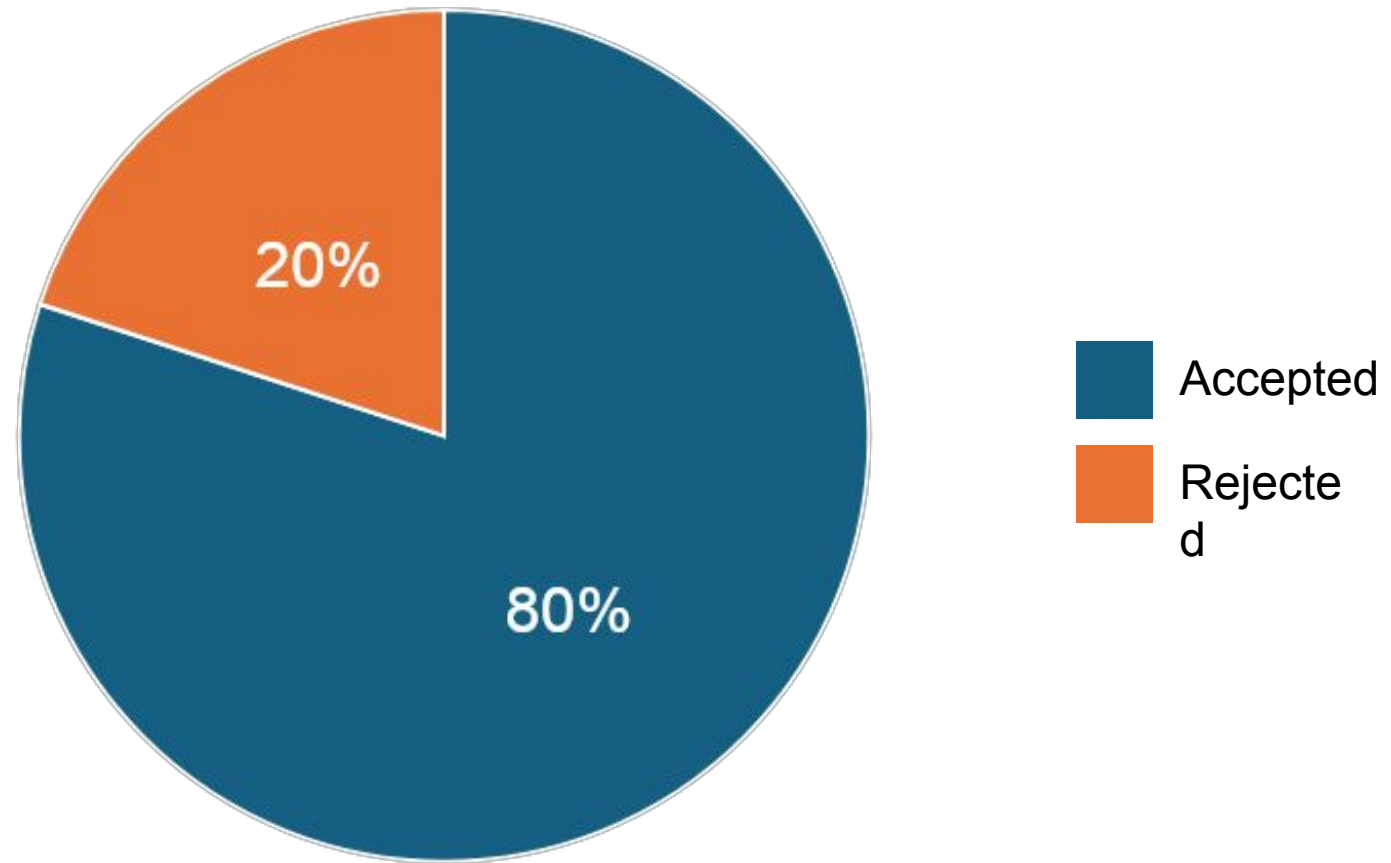


Fall 2015

Third Class



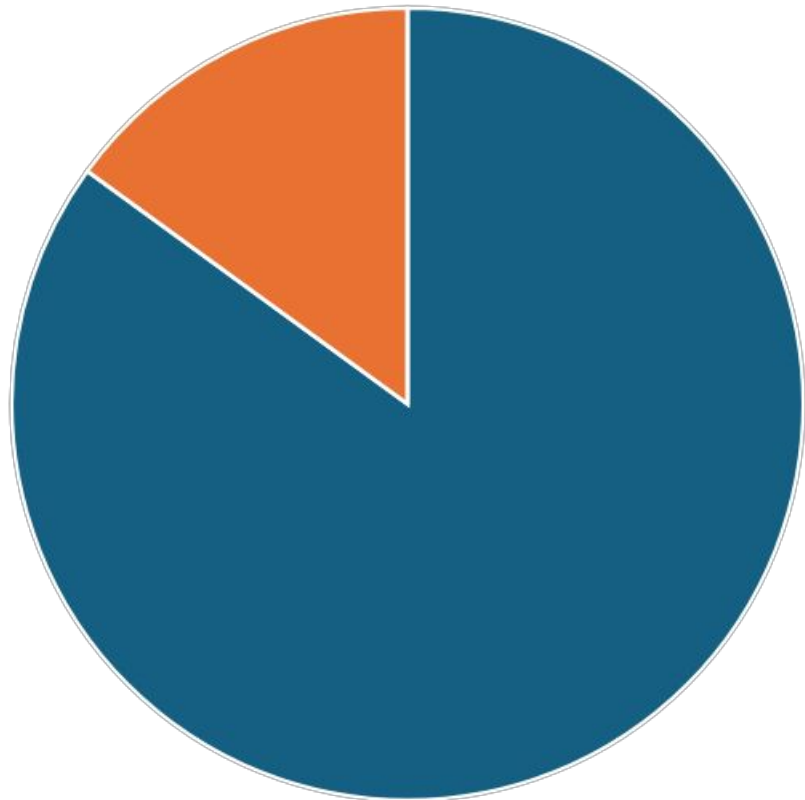
Prospects were evaluated upon completion of MAP for satisfaction and outcomes



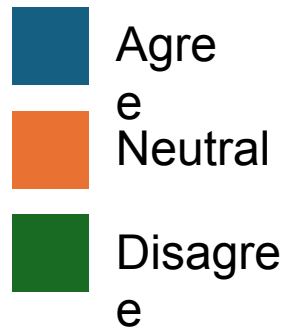
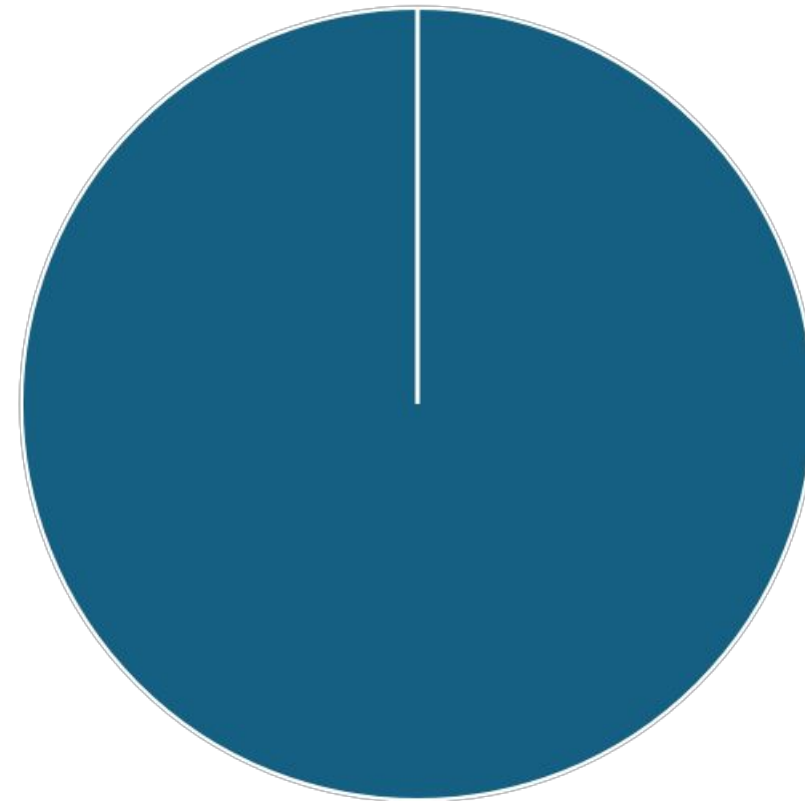
80% of prospects successfully enter their desired programs, showcasing the effectiveness of the program's mentorship and support system

Prospects responded positively upon completion of MAP when evaluated for satisfaction and outcomes

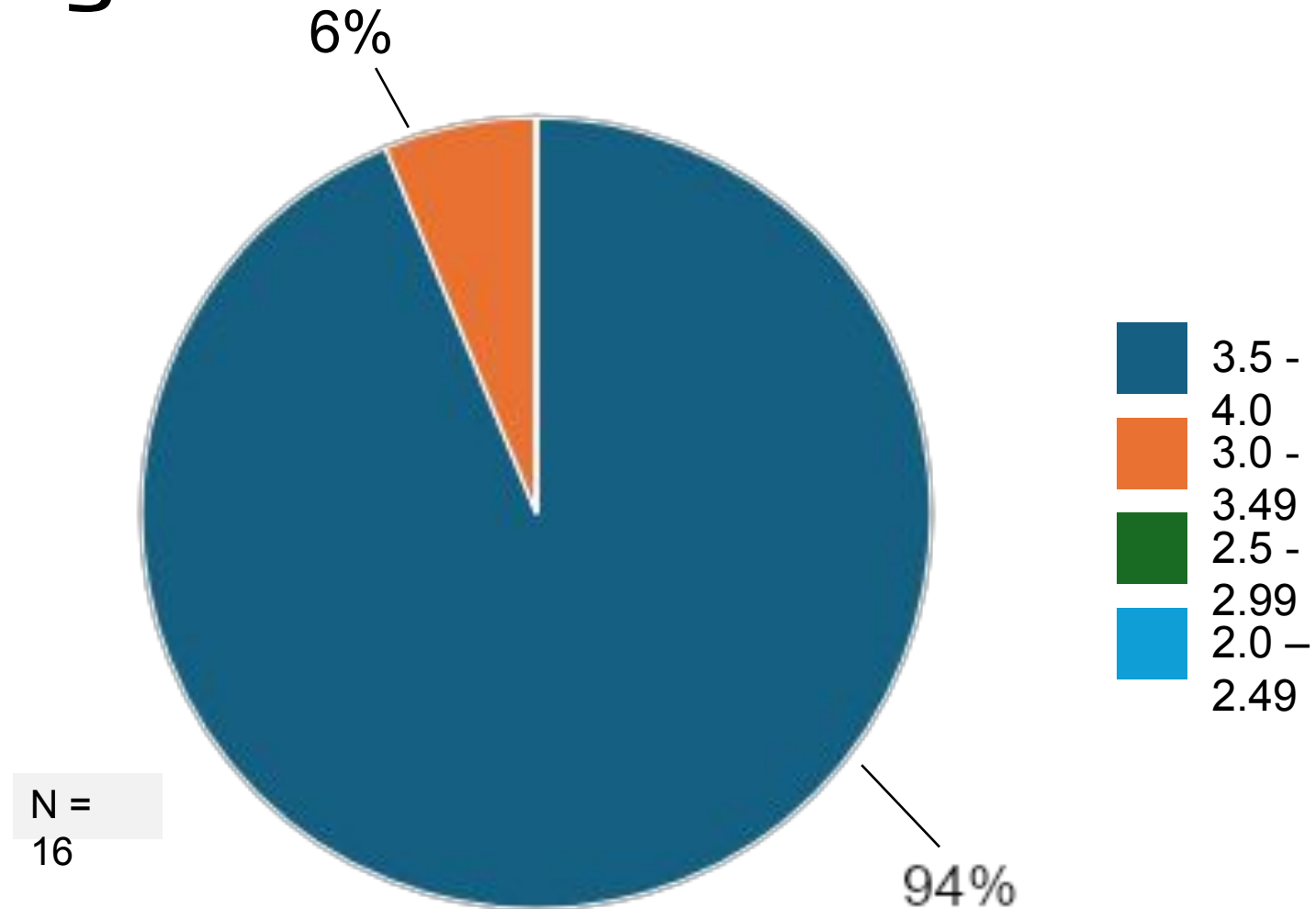
85% of attendees report feeling more prepared after participating in MAP.



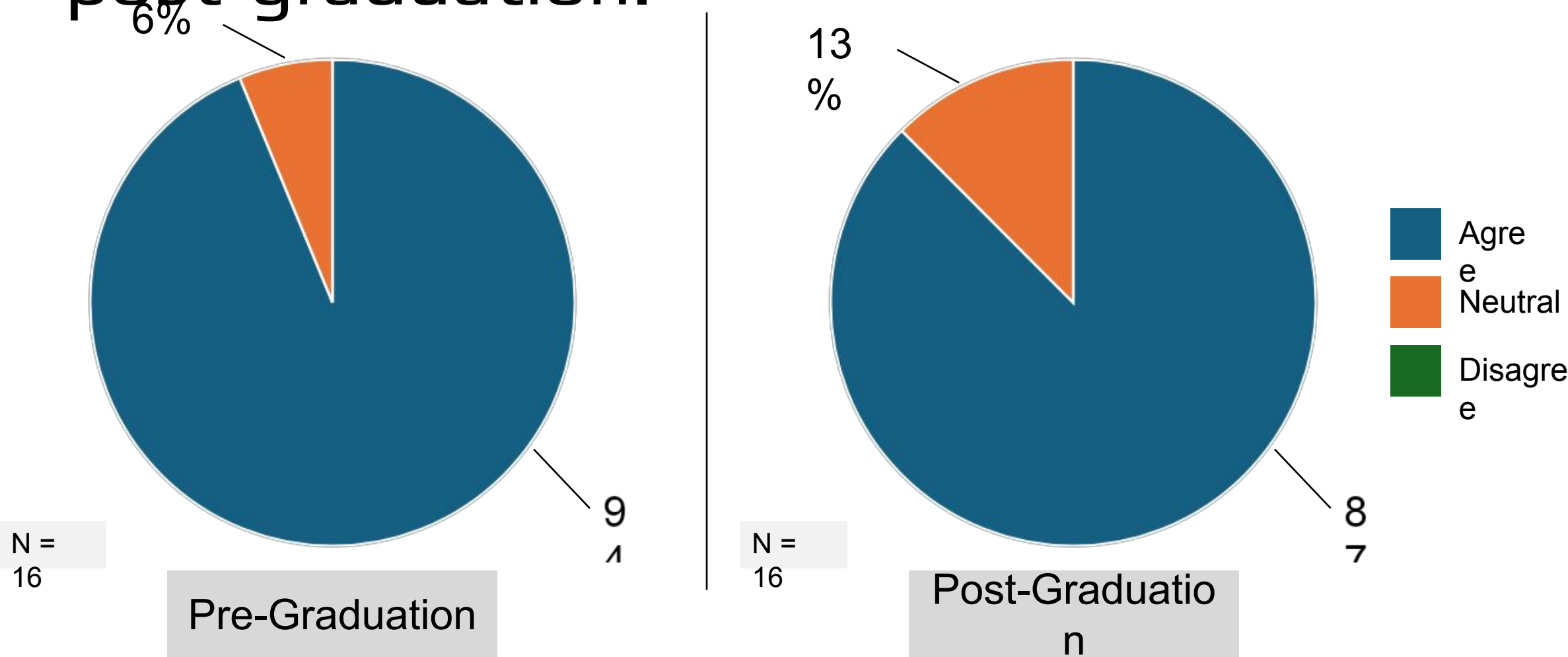
100% reported feeling more confident after participating in MAP activities.



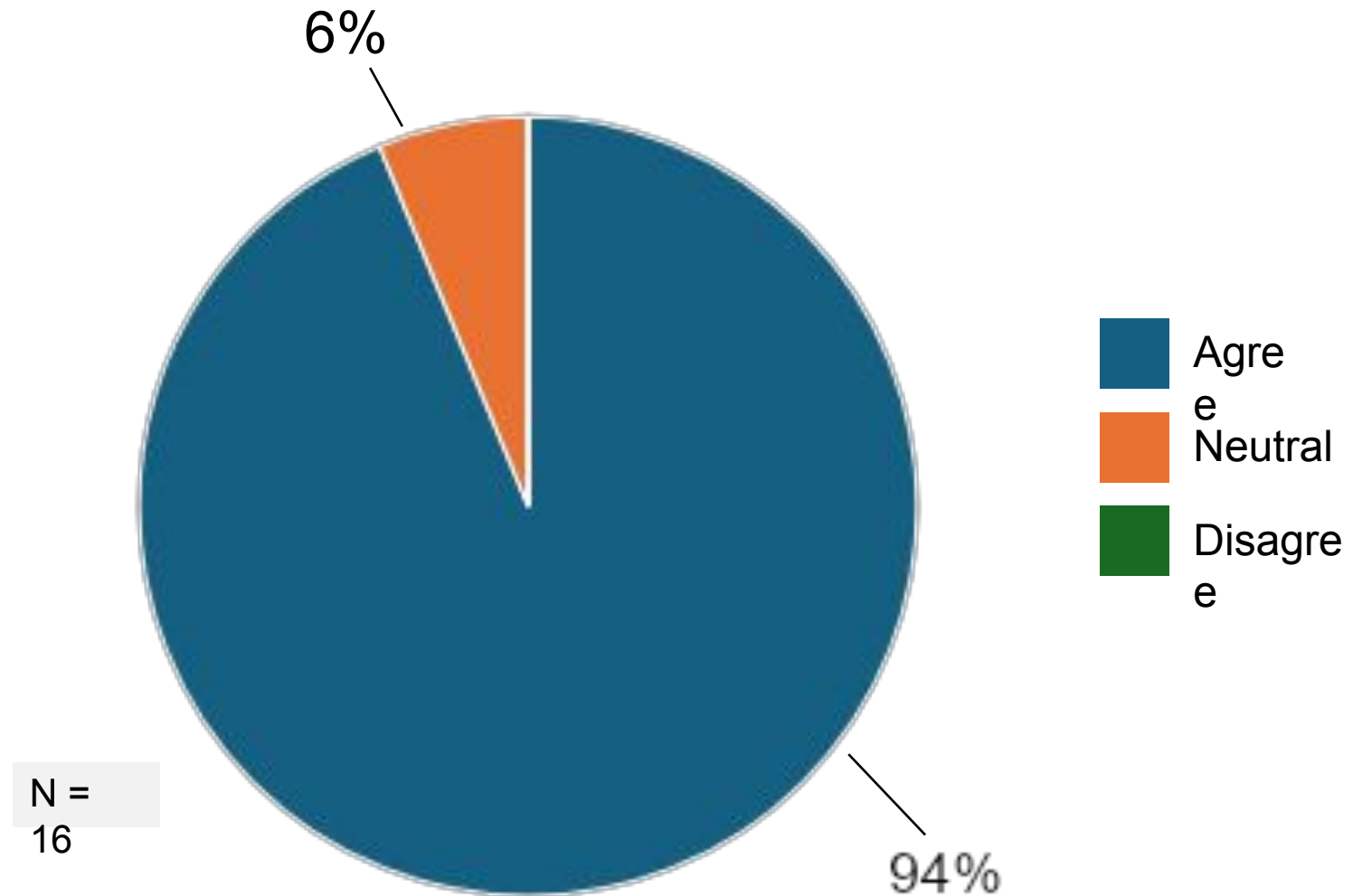
94% of MAP participants reported maintaining a GPA of 3.5 or above.



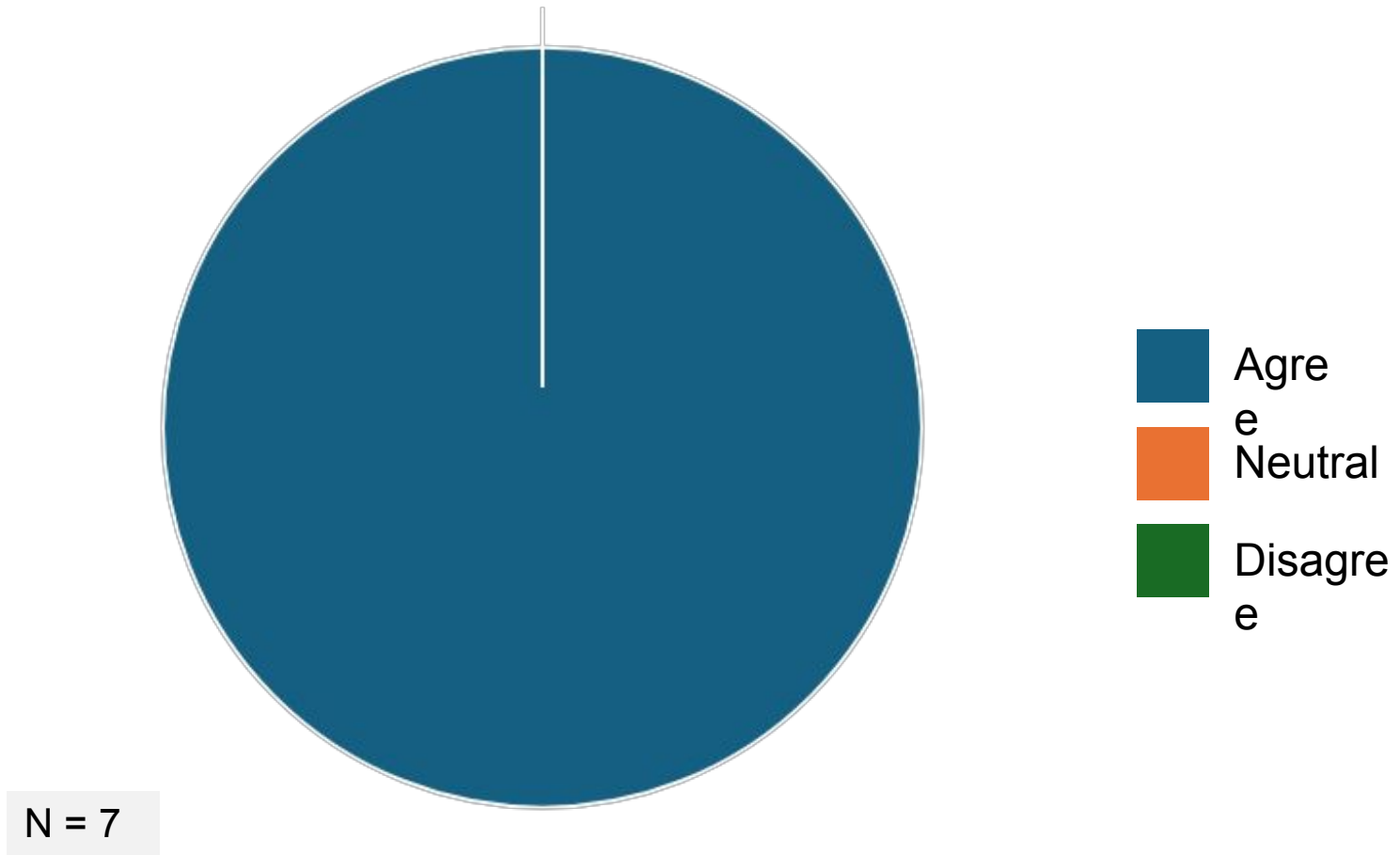
Attendees credit MAP with enhancing their career prospects pre- and post-graduation.



94% of participants expressed a heightened sense of belonging and camaraderie on campus.



BGSU mentors reported improvement in their leadership & mentoring skills due to their efforts



Obstacles to DEI Work

Oklahoma: Executive Order 2023-31

Requires state agencies and institutes for higher education to initiate a review of DEI positions, departments, activities, procedures, and programs to eliminate and dismiss non-critical personnel. State funds, property, or resources cannot be used to:

Grant or support diversity, equity, and inclusion positions, departments, activities, procedures, or programs to the extent they grant preferential treatment based on one person's particular race, color, sex, ethnicity, or national origin over another's

Effective May 31, 2024

Alabama: SB129

Bans the public funding of DEI initiatives and prohibits state agencies, local boards of education, and public institutions of higher education from maintaining DEI offices. The bill won't prevent student or employee organizations from hosting DEI events as long as state funds are not used.

Effective October 2024

Q & A