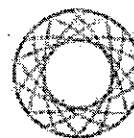


*Restructuring the First Year course is going to be an extensive undertaking that will require at least 6 months of research and vetting. No specific timelines have been identified, as this is a complicated undertaking, with many moving parts. Aggressive progress should be made such that a two semester course pilot could be available for the 2017 - 18 academic year or a one semester dramatically expanded course to address the majority, if not all, of new students (i.e. content and number of sections).*

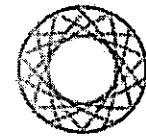
### ***Campus Diversity and Inclusion***

The tremendous diversity among MGA's student population is an absolute strength of the Institution. The diversity of learning environments and engagement spaces has been positively associated with increases in students' cognitive ability, civic interests, advocacy, community service, leadership and communications skills, and global-awareness. While MGA's diverse student body may have "naturally" emerged for a variety of reasons, it is important that the institution adopt an active, identifiable, and intentional approach to leveraging this particular strength. What must accompany diverse environments are proactive commitments to fostering an inclusive environment that values and affirms the many student identities that build and shape the community. (Note, a separate section focusing on student athletes will also be contained in this section)

- I. Create a plan and timeline to hire, in the future, a full-time professional staff member charged with advocacy, support, and community education around matters of *student* diversity and inclusion; consider future opportunities to expand staff, roles, etc. [Spring, 2016, benchmarking development of plan/timeline, resources needed, etc.]
  - The position above will:
    - Serve traditionally underrepresented student populations (e.g. students of color, students across the gender identification/sexual orientation spectrum, etc.) and their families
    - Serve majority student populations in supporting their involvement, ownership and inclusion in diversity initiatives
    - ***In partnership with campus-community***, focus on diversity and inclusion programming (academic, social, developmental) on matters of diversity and inclusion
    - Be instrumental in identifying students' needs; local, regional, and national trends; areas of opportunity; and so on
- II. Bring in a local/regional resource to provide student-centered diversity/inclusion training for all Student Affairs staff [Spring, 2016]
  - Identify key Student Affairs staff members to:
    - Participate in *train-the-trainer programs* to expand in-house expertise
    - Attend conferences (e.g. National Multicultural Institute; Social Justice Leadership Institute)



- III. Consider the creation of a Diversity and Inclusion Council [Vet during Fall, 2016]
- Multi-campus/cross-departmental team that helps the campus with general diversity programs and initiatives
  - The council can:
    - Review student demographic data; discuss local, regional, national trends; advise senior leadership about opportunities, areas of concern, etc.
    - Support work of student-led initiatives (offer guidance, support)
    - Identify local, regional, national grants and/or other resources available to advance campus inclusion goals
- IV. Design Social Justice leadership training series/program for student leaders [Spring/Fall, 2016]
- Approach “diversity” training through the lens of social justice and advocacy—particularly for campus leaders who are charged to support and represent the needs of others
    - Embed Social Justice training framework in current student leader training (e.g. Student Government, programming board, orientation leaders, student clubs/organizations, club/organization advisors, etc.)
    - Consult National best practice resources on training models
- V. Provide professional advising support for male mentoring initiative program [Spring, 2016]
- Ensure the existence of two advisors that are full-time staff and/or faculty members at the institution
  - Assist students with development of organization to parallel (where appropriate) other clubs and organizations (e.g. structure, charter, purpose, funding, etc.)
- VI. Explore the launch of other student organizations that are focused on underrepresented student populations [Spring 2016, ongoing]
- Ensure the presence of advisors and development of practices to foster organizational health and longevity
  - Begin exploration of environmental conditions, structure, requirements, and so on to consider the creation of historically underrepresented fraternity and sororities
    - This is a complicated process that will require close vetting and systemic support; ensure sufficient time is allowed to fully explore if this is a good option for MGA
- VII. Develop a proactive calendar to recognize and celebrate the following key cultural months/events [January, 2016 - on-going per schedule below]
- January – MLK Day
  - February – Black History Month
  - March – Women’s History Month
  - May (but often celebrated on campuses in April due to academic calendar) – Asian Pacific Heritage Month
  - Sept 15 – October 15 – Hispanic Heritage Month
  - October – LGBTQA Awareness Month



- November – Native American History Month

VIII. Explore development of a President's speakers series on Campus Diversity

- Coincide one major regional/national speaker per year with activities such as: Convocation, Cultural Heritage Month, etc.

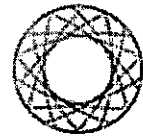
IX. Consider developing a student and faculty/staff award for significant efforts to foster campus inclusion – new campus tradition [Fall, 2016]

- Develop criteria, nomination, and selection process (for student and faculty/staff award)
  - A. Align criteria with MGA's core values, goals, mission
  - B. Tie award to promoting institutional excellence
  - C. Tie award to other institutional award processes and timelines
- Develop campaign and publicity efforts to advertise and publicize award

***-Diversity and Inclusion: Student Athletes***

MGA has a sizeable and growing population of Student Athletes which are largely concentrated on the Cochran campus. There have clearly been strides made to support this population's unique needs—particularly in consideration of identifying academic programs that can be scaled, fully accessible, and/or duplicated where the majority of student athletes reside. The student athlete experience is on the "fringe" of the institutional experience. Academically and socially, it will be important that student athletes are embedded into the fabric of the institutional community, and particular attention is paid to how this group is integrated into campus life. In consideration of these efforts, the ACE® team also recommends the following:

- I. Continue to investigate course sequencing and program offerings that can be made available to student athletes
  1. This may require conducting a more recent academic efficiency and classroom utilization study to understand the high frequency course requests (across programs), peak periods (when/where), and therefore faculty staffing patterns.
  2. Explore expansion of hybrid course offerings that provide scalability in online/virtual commitments and minimize face-to-face components
  3. Explore opportunities for expansion of summer courses and practicum experiences where possible
- II. Investigate, expand, and locate appropriate academic support services for student athletes on their timeline and in their spaces (e.g. after practice, after dinner, in the dining hall, in the residence hall, in practice facilities, etc.)
  1. Ensure the promotion of opportunities that integrate student athletes into academic support services with their peers



- III. Strengthen an intentional programming partnership across Student Affairs and Athletics
  1. Implement more intentional programming/support in residence halls for student athletes
  2. Develop “adopt a team” competitions between residence halls – reward residence halls for attendance to sporting events, spirit, etc.
  3. Develop “adopt a team” competitions between student clubs/organizations – reward clubs and organizations for attendance to sporting events, etc.
  4. Host “Team of the Week/Month” spirit days on the different campuses and in the community
  
- IV. Develop a robust community service program in the surrounding community (that targets both student athletes and all students)
  1. Partner with established community agencies and/or businesses to facilitate community relationships
  2. Identify ticket give-a-way opportunities/promotionals for campus and community members
  
- V. Actively recruit and target student athletes for leadership positions in clubs/organizations, peer groups (Orientation leaderships, campus programming board, student government, etc.)
  1. Create liaison position from Student Government to Athletic department.

### ***Technology***

MGA has gotten quite a bit of feedback and recommendations about its technology platform and applications, integration of technology, data integrity, clarity of system use, and so on from several invaluable resources. Therefore, this report will not rehash those needs but will instead highlight a few critical areas related to the Student Success ACE® outcomes.

### **Recommendations**

- I. Immediately resolve confusion, misunderstanding, and/or miscommunication about SIS capability to allow and track students who declare double majors [January 2016, ongoing]
  1. Evaluate and update the Institution catalog and/or location of all printed policies associated with dual majors. Fully vet/discuss any:
    - Parallel practices, processes, and/or policies that would require vetting, change, and/or approval
    - Parallel/interfacing technology systems that would be impacted by such a change
  2. Enhance current system capability within SIS
  3. Fully train appropriate staff on system change and data reporting abilities
  4. Develop training plan for all users (e.g. students, advisors, etc.)
  5. Develop communication plan for all users (e.g. students, advisors, etc.)
  6. Roll out enhanced system feature (timeline dependent upon above)