

Building and Maintaining Communities

African American Male Initiative at Augusta
University

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Defining Communities

- Boyer proposed six attributes that characterize the ideal of campus community: a college should be educationally purposeful, open, just, disciplined, caring, and celebrative.
- Community influences its members to look beyond themselves and to feel a sense of responsibility and commitment to valuing others
- Campuses are made up of subcommunities such as learning communities

Learning Community

“Learning communities are small subgroups of students ...characterized by a common sense of purpose ... that can be used to build a sense of group identity, cohesiveness, and uniqueness that encourages continuity and the integration of diverse curricular and co-curricular experiences”

Alexander Astin

Achieving Educational Excellence

Tips to Creating Successful Communities

- Examine social movements
- Must involve students from beginning
- Involve multiple units from financial aid to faculty
- Set clear expectations
- Create a product that students want
- Include ceremonies and rituals
- Stay aware of barriers to student success and threats to the community



A Guide for Gap Identification

EAB has identified 116 demographic disparities that institutions need to address or that they themselves create. These items are the leading indicators of gaps in common metrics like retention, graduation, and career outcomes and often reflect the influence of institutional policies on students' sense of belonging. Members should consider these items as they try to identify the barriers to equity on their own campuses.

Common Student Success Metrics

- First year retention rates
- Term-to-term persistence rates
- Critical course DFW rates
- Four-year graduation rates
- Six-year graduation rates
- First destination surveys

Cut data by race, gender, ethnicity, income, first-generation status, and other demographics aligned with your population

Pre-College Academic Preparation

1. High school teacher expectations
2. Access to AP courses
3. Access to ACT/SAT prep courses
4. ACT/SAT test taking rates
5. Placement in developmental education
6. Success in developmental education
7. Disciplinary rates and experiences in K-12 schools
8. Writing ability by English Language Learner (ELL) status
9. Geographical access to higher education institutions
10. Impact of diversity of high school teachers
11. Segregation of K-12 schools
12. Access to guidance counselors
13. SAT/ACT scores by income quintile
14. AP exam pass rates

Family Expectations and Self Efficacy

15. Family expectations of student's ability to go to college
16. Family expectations of student's ability to succeed in college
17. Student expectation of their own ability to succeed
18. Resilience during the job and internship search
19. Impact of first failed course
20. Acceptance rates in competitive majors
21. Family perception of importance of high-impact practices
22. Undermatching in college selection process
23. Undermatching at the course-level
24. Impact of academic probation and dismissal language
25. Parental pressure on major choice
26. Disparity between high school and college GPA

Climate

27. Sense of belonging on campus
28. Perception of inclusivity in major
29. Treatment by local businesses
30. Treatment by local community
31. Impact of negative diversity event
32. Diversity of student organization leadership in relation to student body demographics
33. Success rates based on demographics of faculty encountered

34. Responsiveness of faculty to students
35. Consideration of racial justice activism in admissions decisions
36. Interactions with campus and local law enforcement
37. Access to facilities (e.g. building accessibility, gender neutral restrooms)
38. Faculty and staff diversity in relation to student diversity

Financial

39. Perception of cost of college
40. Ability and desire to take on debt
41. Application fee waiver request rates
42. FAFSA submission rates
43. Timing of FAFSA submission
44. Financial aid verification selection rates
45. Financial aid verification completion rates
46. Impact of unmet financial need

47. Ability to afford social experiences
48. Internet access at home
49. Ability to afford course materials
50. Need to work while enrolled in college
51. Need to support dependents
52. Impact of financial emergencies
53. Loss of scholarship rates
54. Rate of recovery from loss of financial aid or scholarships

55. Exhaustion of financial aid eligibility
56. Food insecurity
57. Housing insecurity
58. Access to transportation
59. Ability to afford graduation regalia
60. Access to employer-sponsored tuition reimbursement programs
61. Ability to take unpaid internships

Pedagogy and Academic Experience

62. GPA in lecture-heavy courses
63. Perception of representation within curriculum
64. Impact of grading practices
65. Perception that curriculum is relevant to students' goals and values
66. Teaching in First Nations' languages
67. Effect of pre-requisite course sequencing
68. Grades in online courses
69. Completion of online courses
70. Major switching patterns
71. Junior graduation rates

College Navigation

72. Likelihood to register late for classes
73. Student expectations of coursework rigor
74. Utilization of mental health resources
75. FAFSA resubmission rates
76. Summer melt rates
77. Unproductive credit accumulation
78. Enrollment in toxic course combinations
79. Graduation application submission rates
80. Understanding of re-enrollment policies

81. Perceptions of time needed to study
82. Parental engagement by ELL status
83. Expectations of frequency of faculty interactions
84. Understanding of academic honor codes
85. Impact of academic jargon
86. Knowledge and use of medical withdrawal policies
87. Enrollment by discipline
88. Knowledge and use of academic support resources

Post-Graduate Outcomes

89. Participation rates in undergraduate research
90. Participation rates in study abroad opportunities
91. Experience during study abroad
92. Ability to use social network for career advancement
93. Post-graduate employment rates
94. Alumni engagement rates
95. Post-graduate economic mobility
96. Career fulfillment and engagement
97. Impact of student debt
98. Career boost from non-degree credential

99. Student loan default rates
100. Participation rates in internships
101. Participation rates in learning communities
102. Participation rates in service-learning
103. Ability to receive letter of recommendation from faculty member
104. Graduate school application rates

Policies and Procedures

105. Need and ability to apply for financial independence
106. Ability to access all required courses
107. Faculty dropping students from courses
108. Need for on-campus housing during breaks
109. Misalignment between aid disbursement and billing
110. Mismatch between credit accumulation and financial aid awards
111. Placement on academic probation
112. Referrals to honor board

113. Impact of registration and bursar holds
114. Impact of differential tuition rates
115. Impact and knowledge of transfer credit articulation policies
116. Knowledge of Title IX policies and procedures

Source: Based on literature review and EAB interviews and analysis. Bibliography available upon request.



Building a Learning Community

- WAIT WAIT WAIT..... Ask yourself, what is already being done and why are you developing this learning community?
- Who should be sitting at the table for designing this learning community?
- How does this learning community connect to the overall campus community and other institutional goals?
- What about learning communities for specific populations on your campus?

USG's African-American Male Initiative (AAMI)

Mission Statement for USG's AAMI

To provide an *integrated program model* of academic and social tools that support students around adopting a positive mindset to successfully complete classes, elevate their cumulative GPAs, matriculate through each academic level and graduate.



Increasing the number of African-American males who complete their postsecondary education

AAMI Organization Structure

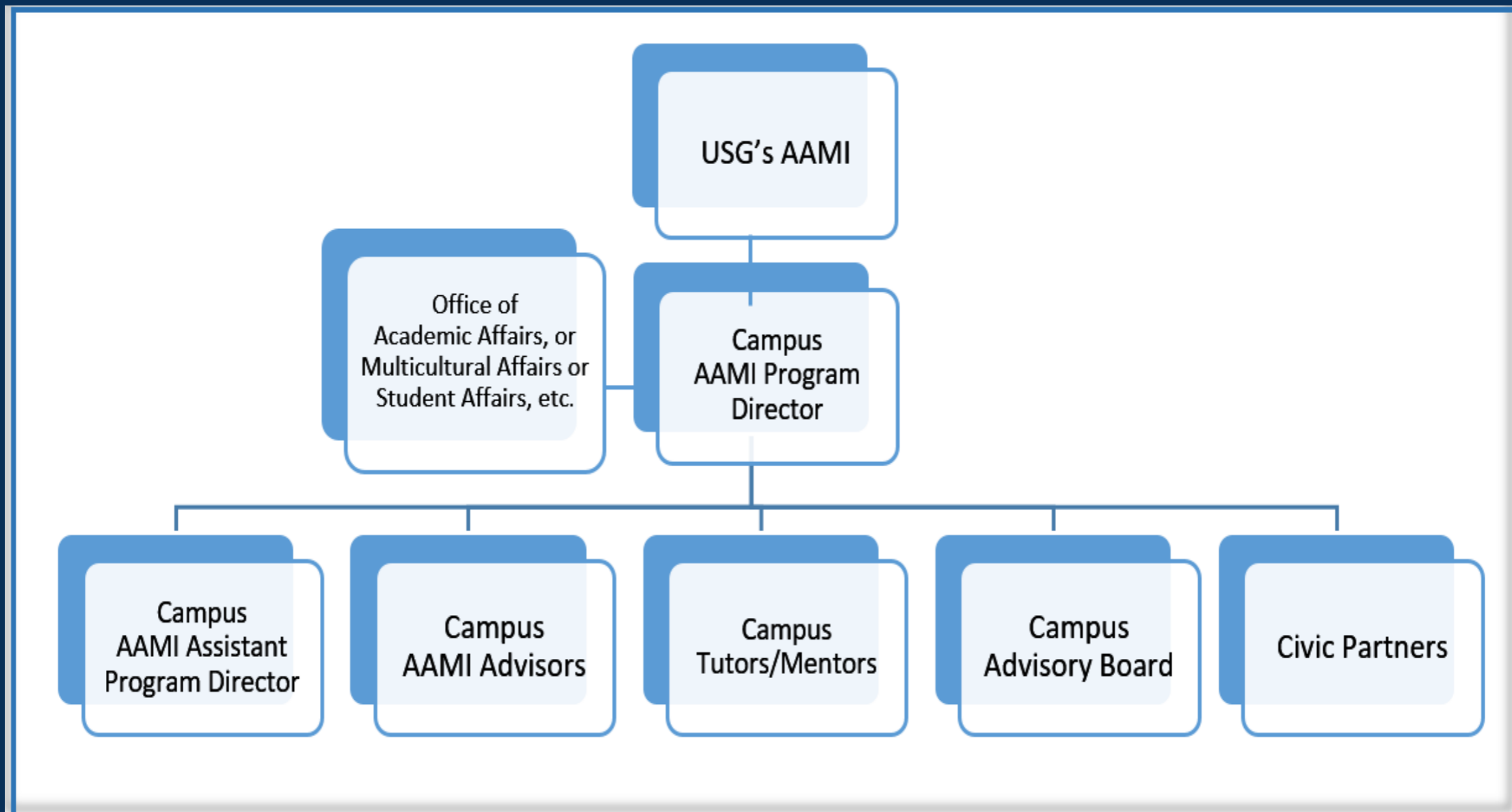
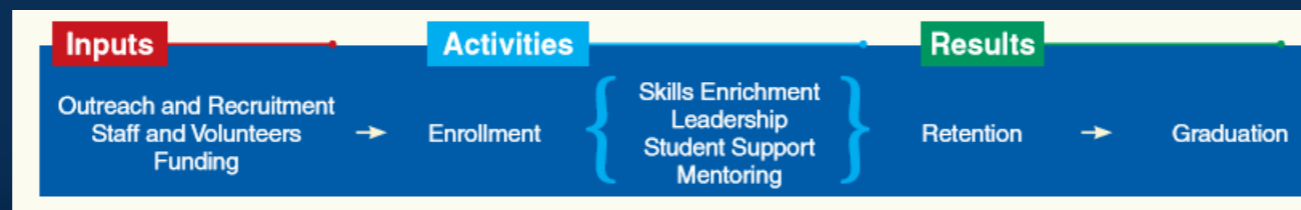


Table 1: AAMI's Logic Model^{xiv}

RESOURCES	ACTIVITIES	INDICATORS	RESULTS		
			Short Term	Intermediate	Long Term
AAMI Staff	1) Provide strategic direction for AAMI; and 2) Provide day-to-day management and coordination of AAMI campus activity	Grant and budget funds secured; USG data used for continuous program improvement	The AAMI is sustained and the program attracts participants	The number of private donors supporting AAMI increases by 25 percent; an evaluator is identified for AAMI	The budget for AAMI doubles in five years; an independent evaluation demonstrates the positive effects of AAMI
USG Campus Faculty	Support AAMI student participants through workshops and activities	AAMI students attend class regularly; feel welcome on campus; enjoy campus life and connection with a caring adult	AAMI faculty advisors are retained and their performance is assessed and acknowledged	Paid staff are hired to provide on-site management of AAMI program and support the students	More USG faculty volunteer to support AAMI and other vulnerable students
USG Campus Academic & Student Affairs Operations	Provide academic support, tutoring and educational enrichment to AAMI students	AAMI students attend classes; complete homework; study for exams; excel in classes	Academic affairs is the common administrative location for all AAMI campus programs	More online resources are available to students	The targeted services of AAMI become integrated into the standard operations
Local Community Partners	Mentor AAMI students and provide community service opportunities	AAMI students feel connected to local community life and a caring adult off campus	More mentors emerge to support AAMI students	More mentors and community service opportunities emerge for AAMI students	AAMI campuses and local communities develop permanent collaborations



Augusta's AAMI E3 Leadership Program:



Grounded in research and evidenced based practices

Emphasizes excellence for both students and staff

Linked to Momentum Approach and HIP

AU Program Successes

- Recent December graduates admitted into medical and graduate school
- Program Participants GPA higher than non-participants.
- Close to 20% of Black male population enrolled in program



Program Benefits

- Academic Success Workshops
- Peer Tutoring and Academic Coaching
- Academic and Career Advisement
- Leadership Certificate
- Community and Service-Learning Field trips
- Professional Development Opportunities
- LSAT, GRE, MCAT, and TEAS Exam Resources
- Ongoing Personal and Academic Support
- Laptop and Calculator Loaner Program

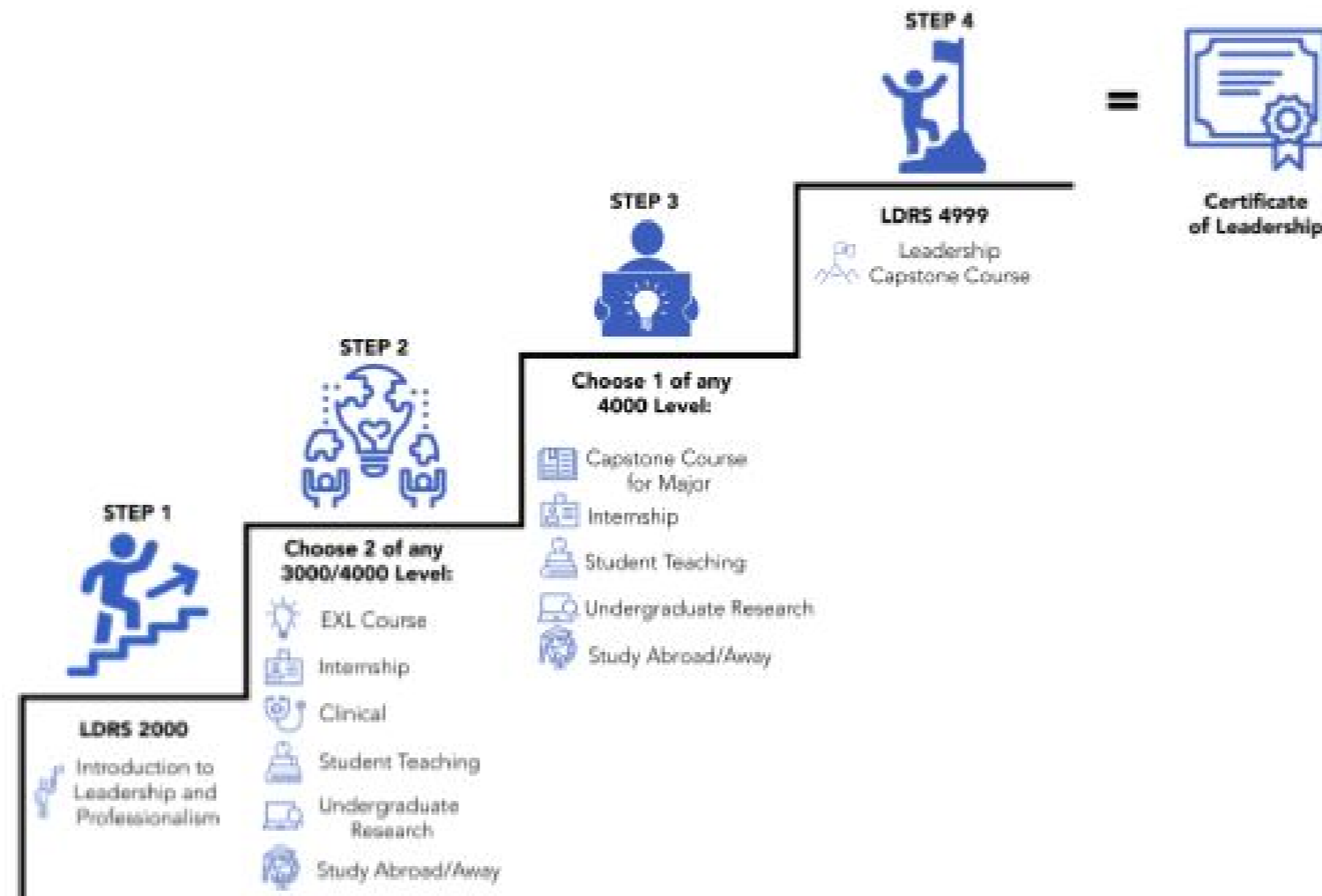


Leadership Certificate

CERTIFICATE OF LEADERSHIP REQUIREMENTS

Students will need to fulfill all of the requirements below to earn the Certificate of Leadership.

* The pre-requisite for the Certificate of Leadership is COMS 1100 and ENGL 1101



AU AAMI Integrated Program Model

AAMI Integrated Program Model includes:

- Academic Skills Enrichment- Academic Success Workshops, Peer Coaching, INQR 1000
- Student Support Services- Follow Up Friday
- Adult & Peer Mentoring- Undergraduate Research, Mentoring, Book Club
- Leadership Development- Leadership Certificate, Student Organizations, Man Cave Monday

*Ongoing Assessment and Monitoring of Student Success Metrics and Student Needs



AU AAMI Leadership Curriculum 4-Year Plan

4 Year Road Map AAMI

- **Pre-Enrollment:** Summer workshops to introduce program and study skills
- **Year 1:** enroll in INQR 1000 and LDRS 2000, meet with career advisor and peer coach, academic advisors regularly
- **Year 2:** meet with peer mentor, faculty mentor and career advisor and academic advisor (maintain 3.0 GPA)
- **Year 3:** meet with faculty mentor and community partner, serve as a peer coach/ peer mentor (pending budget approval and interest), complete high impact practice for LDRS Certificate (take graduate entrance exam)
- **Year 4:** serve on advisory committee for AAMI, lead and facilitate mentoring workshops, mentor freshmen and sophomores, assist community partners with mentoring and present for LDRS Capstone

AAMI Scholar's PASSPORT 2018-2019



ENVISION. ENGAGE. EXPLORE. (E3)

WELCOME MESSAGE

Dear Student,

Your decision to participate in the AAMI Development Passport Program is a very important step toward your personal and academic development at Augusta University. Such an investment by you, the staff at Augusta University and your peer mentor creates a partnership that sets the stage for on-going individual and institutional success. With such a vast array of potential majors, careers and research interests at our institution, it is with great excitement that we welcome you on this year-long personal and professional development journey.

We invite you to think broadly about your individual interests and the career possibilities associated with your unique set of skills, knowledge and abilities. This is truly a unique opportunity for you to continue to seek experiences to learn, grow and achieve.

Looking toward the future and how rapid changes will affect our personal development, it is imperative that each of us be adequately prepared for new and different opportunities. We commend you on taking the steps to be ready for change and for actively managing your success at Augusta University.

Consider this the first step toward your next new journey. We are confident that you will take advantage of all that the program has to offer.

Best Wishes,
AAMI Director

MY AAMI PASSPORT ITINERARY

Participants are expected to complete a minimum of 10 relevant activities during the 10-month program. To get the most out of the AAMI Development Passport Program, we highly encourage participants to complete at least one activity from each of the four quadrants. Such activities can be AAMI Program hosted workshops or outside activities.

The Four Quadrants:

Self-Assessment and Readiness - Assessments and checklists to help you gain direction and perspective in your academic and career objectives.

Career Exploration - Links to AU resources and tips on taking a self-guided approach to career exploration.

Academic Preparation - Strategies and tools to help you prepare to make the grades you want.

Social Development - Links to campus events and student organization and leadership opportunities.

My Career and Academic Goal(s):

My Attended Events:

Self-Assessment (Page 12)

Event Name	Date
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_____	_____
_____	_____
_____	_____

Career Exploration

Event Name	Date
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_____	_____
_____	_____
_____	_____

Course Description

INQR 1000 is a one credit hour, seminar course designed to engage first and second year students in the discovery, exploration and analysis of ideas. There are two types of INQR 1000:

Option A: Designing your Life

A semi-structured curriculum designed to encourage students to move beyond a job title and work toward uncovering their purpose.

Option B: Discipline-Based

A topic-driven seminar which uses active learning strategies to emphasize the importance of asking questions in the process of learning.

- We use Option A for the AAMI Program at AU
- Course topics include: mindset, purpose, program pathways, goal setting
- This is a required course for all Augusta University students



Mentoring

Mentee	Mentors	Focus Area
AAMI 1 st and 2 nd Year Students (Freshman and Sophomore)	AAMI Staff and Student National Medical Association	Academic skills enrichment Early connection to medical/health field for pre-health students Sense of belonging
Sophomore AAMI Students with a 2.8 or higher	Alumni Association	Academic skills enrichment Career exploration Service learning
AAMI Juniors and Seniors	Faculty, Staff, Alumni, and Community Partners	Internships, career readiness Undergraduate research Service learning

Other AU AAMI Engagement Strategies

- Man Cave Monday
- Follow-Up Friday
- Student National Medical Association Group Mentoring
- Mentoring Program
- Peer Coaching Program (AAMI is housed in the Academic Success Center at Augusta University)
- Book Club
- Service Learning Projects
- Leadership Conferences
- Cultural Trips

Man Cave Monday

- **Man Cave Mondays** are a way students to start the week with motivation and mentoring. Each session will feature a special guest speaker from the campus or the community who will provide perspective and inspiration.

African American Male Initiative (AAMI) Presents

MAN CAVE Mondays

Study Abroad
Presenter: Maria Darley
Monday, October 21st
12:00 pm
ASC, UH 156

AUGUSTA UNIVERSITY
African American Male Initiative

African American Male Initiative (AAMI) Presents

MAN CAVE Mondays

King Side Hustle
Presenter: Rickey Jones, Jr.

Monday, November 4th
7:00 pm
ASC, UH 160

AUGUSTA UNIVERSITY
African American Male Initiative

African American Male Initiative (AAMI) Presents

MAN CAVE Mondays

Ace the Interview

Presenter: Anthony Holland
Monday, November 18th
12:00 pm
ASC, UH 156

AUGUSTA UNIVERSITY
African American Male Initiative

African American Male Initiative (AAMI) Presents

MAN CAVE Mondays

Minority Males Transforming Education

Presenters: Marcus Allen and Clarence Kendrick

Monday, December 2nd
7:00 pm
ASC, UH 170

AUGUSTA UNIVERSITY
African American Male Initiative

African American Male Initiative (AAMI) and Student National Medical Association (SNMA) Presents

Black Men in White Coats: Conversations with Black Males about Healthcare Careers

Monday, February 24
7pm
UH 170

AUGUSTA UNIVERSITY
African American Male Initiative









AAMI CAMPUS POLICE INFO

9/18 & 9/21 2 PM

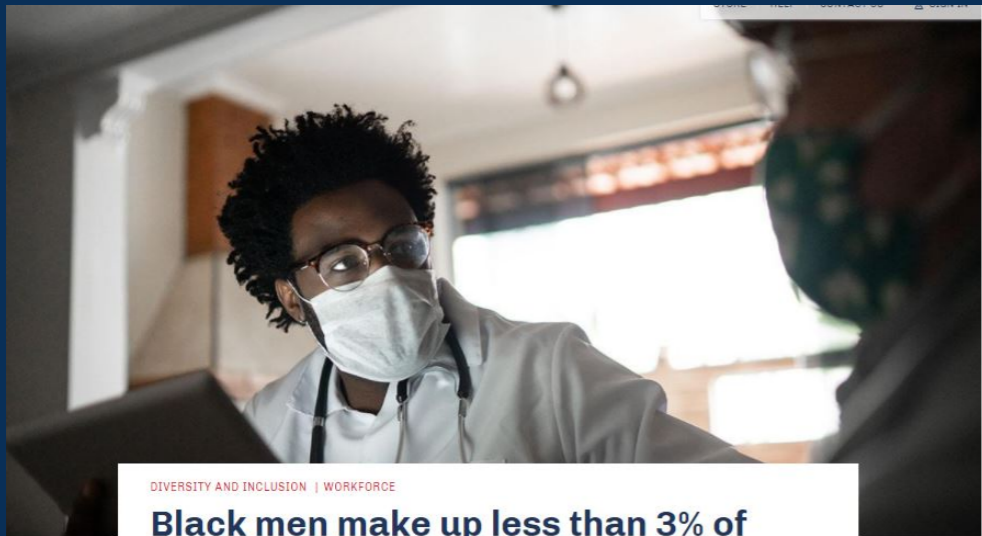
Captain Sam Sherrill
706-721-8105
ssherril@augusta.edu

Follow-Up Friday

- Follow-Up Friday is focusing on Holistic Wellness, members of Student Counseling and Psychological Services and Student Wellness will be facilitating Follow-Up Friday. Each session will focus on 1 of the [8 dimensions of wellness](#). Student Counseling and Psychological Services along with Student Wellness will be hosting the Holistic Wellness Series.
- This is an opportunity to let program administrators know what is going right, as well as how the program can better serve you. Also, it will be a good time to make sure you document all the points you earned that week (by visiting your advisor, meeting with your mentor, completing a tutoring session, etc.).

 Emotional Wellness Being able to express feelings, adjust to emotional challenges, cope with life's stressors, and enjoy life.	 Physical Wellness Maintaining a healthy body with exercise, nutrition, sleep, and appropriate health care.	 Financial Wellness Understanding your finances and balancing your income with debt and savings.	 Occupational Wellness Exploring work that reflects personal values, interests, and beliefs.
 Spiritual Wellness Defining personal beliefs and values and creating meaning, purpose, and peace in life.	 Intellectual Wellness Recognizing creative abilities and finding ways to expand knowledge and skills	 Social Wellness Developing a sense of connection, belonging, and a well-developed support system	 Environmental Wellness Preserving our environment and spending time relaxing and exploring outdoor spaces.

Connecting to Community & Social Issues



DIVERSITY AND INCLUSION | WORKFORCE

Black men make up less than 3% of physicians. That requires immediate action, say leaders in academic medicine.

Stacy Weiner, Senior Staff Writer

Why Black Men Face Greater Mental Health Challenges

Written by [Jor-Ei Caraballo](#) · Jun 13, 2018



Answer Sheet

Black male teachers: There aren't enough of them




The Next Gen Student Portal

Campus

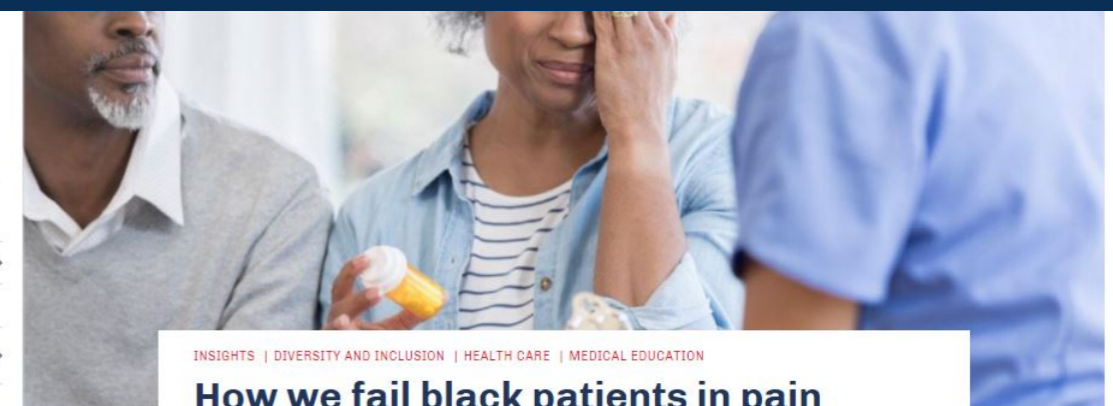
By [Valerie Strauss](#)
Reporter

April 26, 2015 at 4:00 a.m. EDT



SEARCH

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- PROFESSIONAL DEVELOPMENT >
- SERVICES >
- WHO WE ARE >
- WHAT WE DO >



INSIGHTS | DIVERSITY AND INCLUSION | HEALTH CARE | MEDICAL EDUCATION

How we fail black patients in pain

Janice A. Sabin, PhD, MSW

January 6, 2020

Half of white medical trainees believe such myths as black people have thicker skin or less sensitive nerve endings than white people. An expert looks at how false notions and hidden biases fuel inadequate treatment of minorities' pain.



Questions or Comments?
Email us at
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