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 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
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.
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<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>INDICATORS</th>
<th>RESULTS</th>
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<tr>
<td>AAMI Staff</td>
<td>1) Provide strategic direction for AAMI; and 2) Provide day-to-day management and coordination of AAMI campus activity</td>
<td>Grant and budget funds secured; USG data used for continuous program improvement</td>
<td>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.</td>
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<td>USG Campus Faculty</td>
<td>Support AAMI student participants through workshops and activities</td>
<td>AAMI students attend class regularly; feel welcome on campus; enjoy campus life and connection with a caring adult</td>
<td>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.</td>
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<td>USG Campus Academic &amp; Student Affairs Operations</td>
<td>Provide academic support, tutoring and educational enrichment to AAMI students</td>
<td>AAMI students attend classes; complete homework; study for exams; excel in classes</td>
<td>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.</td>
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<td>Local Community Partners</td>
<td>Mentor AAMI students and provide community service opportunities</td>
<td>AAMI students feel connected to local community life and a caring adult off campus</td>
<td>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.</td>
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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

1. Choose 2 of any 3000/4000 Level:
   - EXL Course
   - Internship
   - Clinical
   - Student Teaching
   - Undergraduate Research
   - Study Abroad/Away

2. LDRS 2000
   - Introduction to Leadership and Professionalism

3. Choose 1 of any 4000 Level:
   - Capstone Course for Major
   - Internship
   - Student Teaching
   - Undergraduate Research
   - Study Abroad/Away

4. LDRS 4999
   - Leadership Capstone Course

= Certificate of Leadership

AUGUSTA UNIVERSITY
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)

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<th>Event Name</th>
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Career Exploration

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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:

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<th>Option A: Designing your Life</th>
<th>Option B: Discipline-Based</th>
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<td>A semi-structured curriculum designed to encourage students to move beyond a job title and work toward uncovering their purpose.</td>
<td>A topic-driven seminar which uses active learning strategies to emphasize the importance of asking questions in the process of learning.</td>
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- 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
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<th>Mentee</th>
<th>Mentors</th>
<th>Focus Area</th>
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<td>AAMI 1\textsuperscript{st} and 2\textsuperscript{nd} Year Students (Freshman and Sophomore)</td>
<td>AAMI Staff and Student National Medical Association</td>
<td>Academic skills enrichment Early connection to medical/health field for pre-health students Sense of belonging</td>
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<td>Sophomore AAMI Students with a 2.8 or higher</td>
<td>Alumni Association</td>
<td>Academic skills enrichment Career exploration Service learning</td>
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<tr>
<td>AAMI Juniors and Seniors</td>
<td>Faculty, Staff, Alumni, and Community Partners</td>
<td>Internships, career readiness Undergraduate research Service learning</td>
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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.
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.).

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**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

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

Black male teachers: There aren’t enough of them

Why Black Men Face Greater Mental Health Challenges

How we fail black patients in pain
Questions or Comments?
Email us at
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jeoliver@augusta.edu