

Faculty Senate Meeting

November 2, 2016, 2:30 PM to 5:00 PM

MGC 3 & 4

- 1) Chair's Report – Todd Eisenstadt (2:30)
 - a) Approval of October 2016 minutes *
 - b) Getting Emeriti involvement
- 2) Provost's Report – Scott Bass (2:40)
- 3) AU Core Update – Jessica Waters & Andrea Brenner (2:50) *
- 4) Faculty Involvement in AU Development Campaign – Courtney Surls (3:35)
- 5) Discussion of Budget Resolution on Cost of Living Adjustment – Shalini Venturelli (4:05) *
- 6) RiSE Update – Larry Engel (4:35)

Minutes

Faculty Senate Meeting

October 5, 2016 found at

**** The complete recording for this meeting can be*

<http://www.american.edu/facultysenate/agendas-minutes.cfm>

Present: Professors Todd Eisenstadt, Larry Engel, Andrea Pearson, Karen Baehler, Kyle Brannon, David Banks, Kyle Brannon, Rachel Borchardt, Tim Doud, John Douglass, Chris Edelson, Bryan Fantie, Maria Gomez, John Heywood, Olivia Ivey, Kelly Joyner, Ken Knight, Iris Krasnow, Emily Lindsey, Jun Lu, Cathy Schaeff, Steve Silvia, Kate Wilson, Zehra Peynircioglu, Shalini Venturelli, Provost Scott Bass, DAA Mary L. Clark.

Diversity and Campus Climate Discussions – Student Leaders and Members of the Community

Professor Eisenstadt opened the meeting with a discussion on Diversity and Campus Climate. He stated that there are several student groups that had been invited and are present to speak.

Student Isiah Young stated he was representing the Black Student Alliance. He stated he noticed the lack of color around the table of the Senate, especially that of “black people.”

Student Ma’at Sargeant, the President of the Black Alliance stated that People of Color, (POC) are uncomfortable in every aspect of being on this campus. There are fears in and out of the classroom and in the dorms. She expressed that students feel that faculty do not understand the depth of race, be it historical or micro aggressions. Ma’at expressed that POC’s are tired of having to teach about these issues. It is very stressful sitting in a classroom that faculty are not prepared to address problematic issues.

Student German Figueroa from the Student Workers Alliance said that American University is a great platform to make change. He expressed that he “loves his school” but does not feel he has received that love back. He also stated that his organization has started working with the athletics department to address similar things that are happening across the country. Yesterday they had a moment of silence for all the recent victims of violence. He asked that the faculty take time to get to know at least one student that is of a different ethnicity than themselves and learning about who they are will help them learn how to teach to that ethnicity. This will give faculty a better understanding of their students.

Student Government President Devontae Torriente thanked the Senate for the invitation to come speak. He continued to say that black students wear two different hats here at AU. The hat of a student and the hat of an educator. Often the burden is pushed on black students to educate their peers and the faculty. It is demoralizing and humiliating for faculty to use students of color to be a teaching tool in the classroom. He also expressed that the mental health aspect of these issues is largely being ignored. Trigger warnings (TW) are a fundamental component of mental health.

Devonte expressed that he feels that TW would help with all the various mental health stressors in the classroom and insure students are able to be just students.

Further comments from students included lack of role models of the same color in the classrooms. There are more people that look like the POC's in the dining halls. Unfair treatment is on this campus for the workers of color, the students and probably the few professors of color. Concern was expressed on mental health needing to be affordable and accessible.

Professor and chair of the President's Council on Diversity and Inclusion (PCDI) Caleen Jennings stated that one of the committee's first initiatives that is being worked on is to gather a group of faculty who will go into the resident halls and hold a series of chats and listening sessions to allow the students to see the faculty of color and allies here at AU and to give students the opportunity to interact with the faculty outside of the classroom. Professor Jennings closed by saying that they hear the students concerns and are looking forward to hearing more as they get this committee up and running.

Professor Engel asked the students to elaborate on the issue of stress and mental health and why do they feel that it is expensive and hard to access support through campus life?

Student Ma'at Sargeant stated that she has spoken with many students, and not only students of color, and has been told that it is hard to get counseling appointments in a timely manner. She also mentioned that she has been told that there is not any representation of color in the counseling center and students find it hard to speak to those not of color about the issues they are dealing with. Also, emergencies can expedite visits but who determines what someone's emergency is? Ma'at also said that the cost is \$90 dollars after a certain amount of visits and that is not affordable for college students.

Further discussions continued amongst the students and faculty on other examples of the issues that POC's are experiencing, student counseling, educating faculty and more representation of faculty of color at the university.

Provost Bass stated that the faculty of color is lower than the university would like it to be as well as it is a national issue. The schools and college are working hard to bring more people of color to the faculty across campus as well as to the administration but it does take time and effort. He also stated that it is a high priority.

Dean of Academic Affairs Mary L. Clark followed with some statistics of where this initiative is at this time with the AU faculty. She also stated that she continues to look at the candidate pools and those that are interviewed and will be something she will continue to do.

Librarian Jefferson and chair of the Faculty Diversity Working Group (FDWG) stated that he was very troubled by the issues that have been happening on campus. Additionally, the FDWG will be working with the PCDI so that together they can address and find solutions to the many

issues that are being expressed here today. He also stated that he feels his “blackness” every day on the AU campus and truly does understand how students are feeling.

Professor Enchautegui De Jesus also stated that the FDWG is working on the connection and relationships with students and faculty and how to strengthen those relationships. The group will be collecting information to share with the community as a way to help address the very concerning issues that are being expressed.

Chair’s Report – Todd Eisenstadt

Professional Eisenstadt asked the Senators if there was any discussion or comments on the September 14, 2016 minutes. There was not discussion so the Senate **VOTED** 21-0-0 in favor.

Provost’s Report – Scott Bass

Provost Bass stated the following items;

- The racial climate on campus is challenging. There are deep issues and we will continue to work to address them and make students feel more welcome. These are all issues that are being addressed as part of the RiSE initiative. Student evaluations and the written evaluations provided by students need to be addressed as well especially on how to access them in order to respond to the concerns that the students are sharing.
- The retreat is approaching and will be another opportunity to address these concerns and find many work on ways to address them.
- Airlee House is now a part of the University and a place that can be used for many events. Units might consider visiting and planning conferences there.

Committee on Faculty Grievances Faculty Manual Change – Larry Engel

This issue will not be addressed at this meeting and will be brought back at a later time.

Senate Standing and Committee’s Annual Reports

Committee on Faculty Grievances (CFG) – Larry Engel for Co- Chairs Stacey Marien and Don Williamson

The Committee report stated that one case was reviewed. Current Faculty Manual language regarding conflict of interest is being edited and the hope will be that it is brought back to the Senate in November.

Undergraduate Curriculum Committee (UCC) – Maria Gomez

Professor Gomez stated that the UCC evaluated 24 new courses over the academic year and that the majority were from CAS. In May the committee received 53 new courses. One course was not approved at the VPUG review stage which occurs before it is sent to the committee.

Graduate Curriculum Committee – Jun Lu

Professor Lu stated that his committee has managed to meet the two week turn around unless there were changes that needed to be made. During the last academic year the committee reviewed 9 program proposals, 39 course proposals which included 4 online proposals and 24 online course proposals. Over the summer 20 plus proposals were submitted for review.

Committee on Academic Budget and Benefits – Olivia Ivey

Librarian Ivey stated that the committee did not meet as much last year as it was an off budget cycle year. The committee has two sides which include the benefits side and the budget side. On the budget side the committee meets with HR to review changes to health insurance and evaluate costs and the new retirement plan. The budget side included follow up on previous recommendations that were made which included the status of the Term Faculty salary initiative, technology updates, Gen Ed changes, the Ombuds position proposal and the committee began setting new budget items for the coming year.

Committee on Faculty Actions – Steve Silvia

Professor Silvia stated the committee reviewed 54 files of all types. The committee also continues its work on reviewing the unit guidelines which 5 did not complete the year before. There is one are remaining and will be completed in 2016. Professor Silvia also stated that he has been working with on the Ad-Hoc Term Faculty Faculty Manual Committee to address the concerns of promotion and tenure.

Committee on Learning Assessment – David Banks

Professor Banks stated that the committee received 77 reports and were missing 32. 11 courses had no reports at all. The committee is working with communication with the departments to help make it clear on how to prepare the reports. Workshops and training is being planned to help make the process more understanding for everyone.

University Budget – Todd Eisenstadt

Professor Eisenstadt stated that there are three resolution drafts that have been prepared to address the during the budget process. Discussion by the Senators was had and editorial changes were made within the resolutions. After completion of discussion it was decided to move the resolutions forward to be presented for the upcoming budget negotiations consideration.

Resolution 1

*Given that the annual faculty and staff merit increase (as a percentage of increase in base pay) has averaged only 0.75 percent per year over the last two years, whereas the cost of living during that two-year period is projected at twice that amount, and given that the increases during the prior decade (from FY06 to FY16) was over four times that rate, or 3.17 percent, the Faculty Senate resolves to ask the University Budget Committee and Board of Trustees to offer a faculty and staff merit increase, in base salaries, during each of the two years of the budget, sufficient to offset inflation and overcome the salary stagnation of the last two years. While we understand that merit raises are not related to the cost of living, we do fear that failure to offer meaningful raises as part of a comprehensive budget will hurt the university's competitive hiring and retention. The Senate **VOTED** and the resolution was passed 20-0-2 in favor.*

Resolution 2

*To maintain and improve levels of academic programming and service, the Faculty Senate recognizes the need for a tuition increase as part of the FY2017-19 American University budget. The Senate **VOTED** and the resolution was passed 16-0-4 in favor.*

Resolution 3

*American University's doctoral stipends are traditionally low compared to our peer institutions and competitors. Given the need to successfully recruit doctoral students to maintain the university's hard fought status as a strong research university, the Faculty Senate advocates giving priority consideration to this matter in planning for the FY2017-19 American University budget. The Senate **VOTED** and the resolution passed 16-0-2 in favor.*

Senate Executive Committee Meeting

October 19, 2016, 10:00 AM to 12:00 PM

Senate Conference Room

- 1) AU Core Update –Jessica Waters (10-10:30)
- 2) Chair’s Report – Larry Engel for Todd Eisenstadt (10:30-10:45)
 - a) Emeriti Luncheon
 - b) Courtney Surls Senate meeting presentation
 - c) SIS resolution *
 - d) ITS Student Evaluations
 - e) RiSE
- 3) Provost’s Report – Scott Bass (10:45-11)
- 4) Follow up on Diversity Issues – Andrea Pearson, Todd Eisenstadt, Derrick Jefferson & Noemi Enchautegui De-Jesus (11-11:30)
- 5) Getting Faculty Involvement in Faculty Senate – Todd Eisenstadt (11:45)

*****= Handout will be provided**

Senate Executive Committee Meeting Minutes
October 19, 2016

In Attendance: Todd Eisenstadt, Andrea Pearson, Larry Engel, Emily Lindsay, Maria Gomez, Brian Fantie, Olivia Ivey, Provost Scott Bass, DAA Mary L. Clark

Professor Larry Engel welcomed all to the meeting. He stated he was opening the meeting for Professor Eisenstadt.

AU Core Update – Jessica Waters

Vice Provost Waters stated that the Aux1 complex problems pilots have been running for 5 weeks. The first assessment information has been compiled and are being evaluated. Aux2 will begin in the spring with community wide meetings happening now to receive feedback. Complex Problems are currently running 8 pilot sections with Habits of Mind being presented at open meetings also to obtain feedback. Further details were discussed and will be presented to the full Senate in November.

Faculty Salary Resolution – Shalini Venturelli

Professor Venturelli thanked the committee members for welcoming her to present. She stated that she worked with several other colleagues in developing the resolution. The concern is to address the issue of Cost of Living Adjustments at American University. She stated that the incomes currently being earned at AU are falling below a livable wage in the Washington DC area and that along with Merit the resolution address considering including COLA. It was discussed that this is a BOT decision and that the resolution would be brought to the Senate in November and if approved presented to the BOT by the Senate trustees.

ITS/Student Evaluations/Follow Up on Diversity Issues – Andrea Pearson, Noemi Enchautegui De Jesus, Derrick Jefferson, Larry Engel & Todd Eisenstadt

Professor Engel opened the conversation with discussion on the narratives from the student evaluations. It was stated that there is still concern who will receive the narrative information as well if the information is not received by the correct audience, how will the student's concerns be addressed. The question of, *how can issues with various classes expressed in narratives be made visible to help address very important student concerns with faculty and administrators?* Students do not know that the information they write in narratives is not going to anyone other than the professor. It was discussed to possibly create a faculty working group to address these concerns.

Future of Emeriti Luncheons – Todd Eisenstadt

Professor Eisenstadt stated that the continuing issue of very low attendance for the Emeriti Luncheons raises the question of their future. The current fall luncheon will still be hosted, but the spring luncheon was cancelled. Professor Eisenstadt stated further conversation will need to occur to determine how to best serve the emeriti moving forward.

The Meeting was Adjourned at 12:00 pm.



**AMERICAN UNIVERSITY
EXPERIENCE**

**AUx Pilot
Presentation
Faculty Senate
11/2/16**

Andrea Malkin Brenner, PhD
Director, American University Experience (AUx)

Izzi Rose Stern
Program Coordinator, American University Experience (AUx)

A Brief Introduction to Student Development Theory

What is Student Development Theory?

Student development is the way that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education. There are three types of development:

Change is an altered state, which may be positive or negative and progressive or regressive.

Growth is an expansion, but may be positive or negative to overall functioning.

Development is positive growth.

Student Development Theory is used to describe, explain, predict, and/or control student development. In other words, student development theory can help you to better understand, support, and serve students. However, use caution when referring to student development theories. Students are individuals and theory is simply a guide; it is not applicable to all students in every situation. You should be aware of the use of labels and avoid using theory to manipulate students.

Major Types of Student Development Theory

1.) PSYCHOSOCIAL

Explains interpersonal and identity development of students: including how students define themselves, their relationships with others, and what they want to do with their lives.

Theorists: Arthur Chickering and Linda Reisser: Theory of Identity Development (1993)

Can be helpful in understanding the progression that students have in their identity development.

Students will move through the seven vectors at different rates and in various orders. Vectors interact with and build upon one another.

2.) COGNITIVE-STRUCTURAL

Illuminates changes in the way people think and make decisions. Examines both intellectual and moral development.

Theorist: William Perry: Scheme of Intellectual and Ethical Development (1968)

Students progress through Perry's scheme hierarchically, although some students may stray from straight-line development. Each stage represents a different way of thinking. Perry's scheme provides insight to the behavior that you may observe from first-year students. They may share dichotomous thoughts in class discussions and become frustrated by your challenge to help them see the "grey" in situations. Students can be supported as they move from a place of dualistic thinking to more relative thinking by assignments that promote critical thinking and analytical consideration of information through four specific stages (Dualism, Multiplicity, Relativism and Commitment to Relativism).

3.) TYPOLOGY

Examines individual differences in how people view and relate to the world. Typologies are not developmental; they are used simply to observe innate individual differences (e.g., Myers-Briggs, Holland,).

Theorist: Alexander Astin: Involvement Theory (1984)

Theorist: Vincent Tinto: Retention Theory (1987)

Both Astin and Tinto theorized that students' social integration with the university is a critical component of their development and, ultimately, their decision to persist to graduation. The first-year seminar is a prime environment for students to consider social integration and campus engagement. Introducing students to campus resources, encouraging involvement in clubs and organizations, promoting learning through service opportunities, etc. can prompt students to become engaged in their experience, thus enhancing their learning and development.

Ways to Promote Student Development in the Transitions Course Classroom

1. Let students know that they have the freedom to disclose their innermost thoughts and feelings without fear of attack or rejection from the instructor. Create a classroom environment where they are also encouraged to share this information with the class.
2. Recognize that students must begin at their own level and move at their own pace and master each succeeding level of learning before moving through the developmental process.
3. Create opportunities to identify emerging developmental needs and give students an equal voice in deciding what learning to pursue and how to proceed.
4. Create ways for students to be able to observe and interact with others who effectively model the characteristics, values, and processes that best represent the outcomes to which the environment is committed.
5. Make sure that students are receiving accurate and usable feedback and reinforcement in response to their behavior.
6. Create opportunities for students to practice and test out new ideas and actions.
7. Encourage students to learn increasingly complex behaviors and apply them, as appropriate, to situations of daily life.

Tips for Implementing a Supportive Atmosphere for First Year Students to Grow and Develop

1. Take a genuine interest in the individual student's personal situation so that an atmosphere of support and care can be established, which promotes awareness and exploration.
2. Provide avenues (people, places, activities) in which a student can explore the options and opportunities beyond the present situation. Suggestions and non-threatening forms of challenge can be the impetus for the student to move to a higher level.
3. When impasses and problems arise, demonstrate problem-solving strategies to move the student towards solutions. These may be activities you apply yourself or by referral.
4. Help students assess where they are through the use of reflection and feedback.
5. Be proactive by providing programs and activities that anticipate the needs of students based upon what is known concerning developmental level.

Evans, N.J., Forney, D.S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. Jossey-Bass Publishers: San Francisco.

Newton, F.B., & Ender, S.C. (2010). *Students helping students: A guide for peer educators on college campuses*. Jossey-Bass Publishers: San Francisco.

Yovich-Whattam, M. (n.d.) Introduction. *Creating your course: Freshman year experience resource manual*. University Division, Purdue University, Calumet.



American University Experience (AUx) FAQ's

What is the American University Experience (AUx) All About?

AUx is a course specially designed for students transitioning into their first year of college at AU. The fall semester (AUx1) is meant to get them off to a great start in college and to motivate them to succeed in their new environment. It is a place to get their questions answered, explore and establish their goals, create and define their identities, and connect them to the campus community. The spring semester (AUx2) aims to equip them to become part of a community of learners whose members come from a variety of backgrounds and bring with them a range of experiences. AUx1 is not unlike first year seminars or transitions courses offered at many colleges and universities in the United States, although ours has some special elements. AUx2 is unique to American University, and has been created specifically as a call to action by AU students, staff and faculty who want to ensure that diversity, inclusion, free speech, and freedom of expression are part of our core General Education curriculum.

How Were Students Selected for AUx?

Half of the students enrolled in the Complex Problems Living- Learning Community in Fall 2016 were randomly selected to be enrolled in EDU 196: American University Experience I (AUx1). There are four sections of AUx1 with approximately 17 students in each class. The students will be enrolled in EDU 296: American University Experience II (AUx2) in the Spring of 2017. There are four sections of AUx2 with approximately 17 students in each class.

How Does This Pilot Course Work?

Students enrolled in the pilot are assigned to an AUx section, 1.5 credits in the fall and 1.5 credits in the spring of their first year. These A-F graded courses will be co-taught by a professional staff Instructor and a junior or senior student Peer Leader. Readings and videos will be assigned through Blackboard as online homework. The content will be discussed in class discussions each week, as the students come together as a group to process the material, participate in classroom exercises, and explore new ways of thinking. Discussions will take place in The Perch in Anderson-Centennial Hall.

Although the AUx course are only scheduled for once a week, students are strongly encouraged to keep their schedules open on the corresponding day. This will give them the opportunity to attend office hours with their AUx Instructor and/or Peer Leader individually or in small discussion groups. This time will also be used for our assessment team to conduct focus groups; the feedback students offer about their experiences in the AUx pilot will help us finalize this program for future students.

When Do Students Participating in AUx Arrive on Campus?

All students taking part in AUx will participate free of charge in a specific Explore DC program, part of AU's Welcome Week. This AUx program is called *Hidden DC Scavenger Hunt: Your AU, Your City* and is only available to students enrolled in AUx. Explore DC programming takes place on Wednesday, August 24th and Thursday, August 25th. Students will participate in the remainder of Welcome Week with the rest of the incoming first year class. Details about this particular Explore DC program have been sent to students and students have been asked to register online. Please note that the majority of first-year students do arrive on campus early to participate in Explore DC.

Who Will Be Teaching the First Pilot of AUx?

AUx1 Instructors: Andrea Brenner, Lisa Freeman, Matt Bruno, Briana Weadock

AUx1 Peer Leaders: Shyheim Snead, Devontae Torriente, Diego Aleman, Jojo Leung

AUx2 Instructors: Andrea Brenner, Briana Weadock, Angie Chuang, Isaac Thweatt

AUx2 Peer Leaders: Shyheim Snead, Eric Vignola, Ray Uyeda, Nick Guthman

What is the role of the Instructor and Peer Leader?

The AUx Instructor and Peer Leader are there to help support students during their first year of college, both inside and outside of the classroom. These facilitators have been specially selected and trained to work with first year students and are very knowledgeable about the resources and opportunities available to them on the American University campus and in the greater Washington, DC area. The Instructors and Peer Leaders have already reached out to welcome students by email.

What Is the Scope of This Pilot?

AUx Pilot #1 will take place during the 2016-2017 Academic Year with 65 students participating. Pilot #2 will take place during the 2017-2018 Academic Year with approximately 420 students participating. A full roll-out of AUx for all incoming students will take place during the 2018-2019 Academic Year for approximately 1700 students. Separate sections of AUx are envisioned in the future for special populations of students including transfer students, commuters, and adult students/veterans.

What are the Incentives to Stay in the AUx Pilot for a Full Year?

Students who complete both semesters of the AUx Pilot #1 will have satisfied a 3 credit General Education course, which will count as either an Area 2, 3 or 4 Foundational Area based on their particular needs. In addition, students participating in AUx2 will receive priority registration for their first spring semester. If a student completes only AUx1 but not AUx2, they will be granted 1.5 elective credits.

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Working With First Year College Students Training Materials For AUx Instructors and Peer Leaders

Post-high school satisfaction/Pre-college elation: At this phase, students experience much excitement over the prospect of attending college. Expectations then prove to be unrealistic and are based on brief glimpses of college life from campus visits or movies.

Early separation anxiety: As they begin to pack and prepare for college, students realize that they are actually leaving behind the support systems of family and friends.

Acute separation anxiety: As students actually leave home, they experience emotional moments with loved ones. They realize that they do not know the unwritten rules of this new campus culture. At this stage, it is especially critical to meet experienced older students, such as resident assistants and peer leaders, who can assist with the adjustment process.

The honeymoon: This is a time of euphoria as students anticipate intellectual excitement and a satisfying social life. Students feel ready to experience all that campus life has to offer.

The end of the honeymoon: After the frantic rush of orientation and welcome week activities subsides, students realize that college life consists of hard work, frustration, and disappointment. Normal events such as long lines and class schedule changes may be unsettling to a new student. Initial grades may be lower than expected, which can come as a shock to the students who “coasted” through high school. Students may work harder than ever before, only to earn lower grades. At this point, students often experience feelings of homesickness. Students should realize that this is normal and they are not alone.

The grass is always greener: Midway through the first year, students often think they can solve their problems by transferring to another institution. At this point, students should be encouraged to give the college they are attending at least a full year's try. Students should be reminded that they might have had a worse experience at another school and situations that seem impossible in the first semester often disappear altogether later in the year.

You can't go home again: A first visit home is often traumatic due to a sense that things have changed. Siblings are curious about college life and reunited high school friends tend to exaggerate college success. At this time, students may realize that they themselves have changed and may long to return to campus.

Learning to cope: Students have learned their way around campus and are expanding their circle of friends. Their self-confidence increases and they participate in more activities, and enjoy campus life.

Fear of failure: Students often panic around the time of exams as they fully appreciate the amount of work involved. Students should be reminded that thorough course preparation is the best way to ensure a good grade. Warning signs which indicate trouble are panic attacks, procrastination, sleeping over 12 hours a day, and avoidance of academic responsibilities.

Putting it all together: By the middle of the 2nd semester, students notice their classes and co-curricular activities have come together into a well-integrated lifestyle. Students are more confident, better able to make decisions, and are aware of opportunities for personal and intellectual growth.

Adapted from Zuker, F. (n.d.) Transitional trauma: Predictable signs in the transition from high school to college.

Major Differences Between High School and College

HIGH SCHOOL	COLLEGE
Teacher/Student Contact – Contact closer and more frequent (5 days a week)	Teacher/Student Contact – Faculty are available during office hours (only a few hours a week) and by appointment to address students' concerns.
Competition/Grades – Academic competition is not as strong; good grades can often be obtained with minimum effort.	Competition/Grades – Academic competition is much stronger; minimum effort may produce poor grades.
Status – Students establish a personal status in academic and social activities based on family and community factors.	Status – Students can build their status as they wish; high school status can be repeated or changed.
Counseling/Dependence – Students can rely on parents, teachers, and counselors to help make decisions and give advice. Students must abide by parents' boundaries and restrictions.	Counseling/Dependence – Students rely on themselves; they see the results of making their own decisions. It is their responsibility to seek advice as needed. Students set their own restrictions.
Motivation – Students get stimulation to achieve or participate from parents, teachers, and counselors.	Motivation – Students apply their own motivation to their work and activities as they wish.
Freedom – Students' freedom is limited. Parents will often help students out of a crisis should one arise.	Freedom – Students have much more freedom. Students must accept responsibility for their own actions.
Distractions – There are distractions from school, but these are partially controlled by school and home.	Distractions – The opportunity for more distractions exists. Time management to students will become more important.
Value Judgments – Students often make value judgments based on parental values; thus, many of their value judgments are made for them.	Value Judgments – Students have the opportunity to see the world through their own eyes and develop their own opinions and values.

Mullendore, R.H., & Hatch, C. (2000). *Helping your first-year college student succeed: A guide for parents*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. All rights reserved.

First-Year Adjustment Issues

Certain times during the academic year tend to be universally challenging to students. Those who understand the ups and downs of the first college year are better able to help students negotiate the challenges of transitioning to college. Below are some typical adjustment issues faced throughout the first year.

August/September

- o Excitement
- o Testing new-found freedom
- o Frequent calls and visits home
- o Homesickness and loneliness
- o Anxiety about roommates, professors, classes
- o First exams

October

- o Roommate problems begin to arise
- o Students begin to question: "Do I fit in here?"
- o First test grades returned
- o Midterm exams
- o Relationships from home remain strong, or fall apart
- o Consequences of decision-making are experienced

November

- o Midterm grades returned
- o Roommate challenges become more clear
- o Many exams and papers due before Thanksgiving
- o Excitement and/or anxiety regarding going home for Thanksgiving
- o First series of campus-wide illness (cold, flu, strep, etc.)

December

- o Anxiety over preparing for finals
- o Excitement and/or anxiety regarding going home for the holidays
- o Sadness about leaving new friendships and/or relationships

January

- o "Fresh Start" mentality sets in with new term
- o Satisfaction and/or disappointment with fall term grades
- o Homesickness
- o Loneliness for relationship back home
- o Relief being away from home and back at school

February

- o Feelings of claustrophobia and depression set in with winter
- o Potential increase in alcohol and other substance abuse
- o Challenges with relationship back home
- o Valentine's Day brings out loneliness and isolation

March

- o Anxiety regarding finding roommate(s) for next year
- o Excitement and/or disappointment regarding Spring Break plans
- o Midterm exam stress
- o Concern over summer employment
- o Concern over winter weight gain

April

- o Excitement with arrival of spring
- o Concern over declaring major
- o End of semester pressure

May

- o Final exam anxiety
- o Apprehension about returning home for summer
- o Sadness over leaving new friendships and/or relationships at school
- o Realization of how college influences life decisions

In addition to these more predictable stressors, students may experience the following concerns throughout the academic year:

- o Missing family birthday and holiday celebrations
- o Missing participation in family traditions
- o Some involvement with family is maintained, but students expect their desire for complete freedom to be respected.

Mullendore, R.H., & Hatch, C. (2000). Helping your first-year college student succeed: A guide for parents. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. All rights reserved.

Classroom Tips for Teaching First-Year Students

1. Seat students in a circle or square
2. Follow up individually with students who seem to be struggling with transition
3. Call students by name
4. Ask students to write an answer to your question before you ask them to talk
5. Require students to visit your office hours at the beginning of the semester
6. Start each class with a “high/low” from the week
7. Be very explicit about your learning objectives: what you are doing and why
8. Remind students that they have to work hard and that college should be hard
9. Model appropriate behavior inside and outside of the classroom
10. Encourage students to seek out campus resources for support
11. Use group activities to help students make friends

Adapted from Wren Singer, Center for the First-Year Experience, www.newstudent.wisc.edu

American University Experience I (AUx1) Course Description

A one-and-a-half credit required and graded (A-F) course, taken by all students in their first semester at American University. This collaboratively-taught course will be offered in a hybrid format, taught by a professional Instructor with an affiliate faculty appointment in the School of Education and supported by a junior or senior student Peer Leader. Drawing on many academic disciplines and on student development theory, the course will help students navigate their academic, social, cultural and psychological adjustment to university life consistent with the University's learning outcomes.

These include:

Cultural Competency and Effective Communication: communicating across differences of race, culture, sex, gender, disability and sexual orientation, understanding the perspectives of others, exploring and expressing identities academic freedom and freedom of expression

Civic Engagement

Collaboration and Ethics: finding and creating community on campus, responding to conflict, responsible advocacy, bystander intervention, leading within one's community

Personal Growth: embracing change, making independent decisions, health, wellness and resilience, self-assessment and early exploration of career goals

AUx1 Course Goals and Learning Outcomes

AUx1 course learning outcomes are achieved through online readings and videos, in-class learning and activities, reflective writing assignments, and separate individual and small group discussions with course Instructors, Peer Leaders, and classmates.

Course Goal #1: Students Will Learn the Benefits of Engagement with Their New Campus Community

- **Learning Outcome:** Students will identify policies, programs, and support resources at American University (including staff, faculty, and peers) and discuss how they can contribute to their academic success and personal well-being.
- **Learning Outcome:** Students will orient themselves to campus and begin to engage with AU's policies, programs and support resources.
- **Learning Outcome:** Students will apply knowledge-based skills (e.g., time management, self-care, task prioritization) to develop healthy habits, to embrace change, and to cope with the stresses that often accompany major life transitions.

Course Goal #2: Students Will Explore Their Identities as Young Adults

- **Learning Outcome:** Students will explore, define and express their own identities, strengths, challenges, passions and goals orally and in writing.
- **Learning Outcome:** Students will prepare for future decision-making related to their academic course of study and career aspirations by applying critical thinking and transferable skills to develop realistic short- and long-term professional and academic goals.

Course Goal #3: Students Will Learn to Become Part of a Diverse Community

- **Learning Outcome:** Students will analyze the multiple aspects of diversity and inclusion and examine how those dimensions impact their and others' experiences at AU.
- **Learning Outcome:** Students will demonstrate empathy and respect for those whose experiences and opinions vary from their own.
- **Learning Outcome:** Students will practice respectful cross-cultural communication skills while effectively advocating for themselves and others.

American University Experience II (AUx2) Course Description (draft)

A one-and-a-half credit required and graded (A-F) course, taken by all students in their second semester at American University. The prerequisite for this course is American University Experience I (AUx1). This collaboratively-taught course will be offered in a hybrid format, taught by a professional Instructor with an affiliate faculty appointment in the School of Education and supported by a junior or senior student Peer Leader.

AUx2 will build on the sociological and psychological aspects of the individual and community introduced in AUx1, with focus on the past and present challenges of diversity and identity in society. Historical events and movements involving a range of racial and ethnic groups will provide a foundation for discussions about inequality and intergroup relations, with an emphasis on intersectionality, which in the social sciences and cultural studies is defined as the interconnected nature of categories such as race/ethnicity, sex, gender and sexual expression, disability, and other identities.

Readings and assignments will explore social constructions of, and engagement with, issues of race and identity through historic and contemporary literature, film, theory, and data. Course materials, writing assignments, and interactive exercises will focus on race and ethnicity as a starting point for the exploration of students' own complex identities and cultural experiences, as well as for the academic study of the structures of culture, power, and social change and movements. The goal of this course is to equip students to become part of a community of learners whose members come from a variety of backgrounds and bring with them a variety of experiences. AUx2 continues a discussion of identity and difference that lays the groundwork for learning from one another and for collaborating to address pressing challenges in society.

AUx2 Course Goals and Learning Outcomes (draft)

By the conclusion of this course, students will be able to:

Knowledge:

Discuss the social and historical roles of race and ethnicity on the individual, group, and institutional level through the study of specific concepts and events that will establish a foundation for lifelong learning on a complex, dynamic topic.

- Students will analyze, and conduct their own research on, materials highlighting significant moments United States related to the identity formation and relationships between Native American, whites and Caucasians, blacks and African Americans, Latinx and Hispanic Americans, and Asian and Pacific Islander Americans.
- Students will examine and discuss the concept and complexity of white / Caucasian identity in the United States, including the historic limits and expansions of whiteness as a form of exclusion or inclusion to European ethnic groups and, later, to Asians and Latinx immigrants.
- Students will analyze texts, film excerpts, audio and video materials, and games on the key concepts of bias (individuals), discrimination (groups), and structural racism (institutions), and how their presence or absence informs power structures, privilege, assimilation, and the students' own experiences and identities.

Analyze concepts of identity writ large – starting with race and including (but not limited to) gender and sexual expression, class, religion, disability – as they pertain to society and ourselves.

- Students will be able to articulate various and overlapping aspects of their identities and the identities of others in writing and discussion with each other.
- Students will be able to analyze the intersections of gender, class, religion, sexual orientation, etc., in conjunction with race and ethnicity.
- Students will examine how other features of identity that we acquire through our lives – such as political affiliation, geography, occupation, military / veteran status – influence our sense of selves and our interpersonal relationships.

Skills

Develop research, analytical, and communication skills related to topics of race, identity, and related concepts.

- Students will reflect on the course materials and concepts individually and as a group through writing, guided group exercises, role plays, interviewing, and independent research.
- Students will take this reflective, exploratory mindset into exercises designed to encourage interactions and discoveries beyond their class and cohort, onto the campus community and into their own lives.
- Students will complete a capstone “Letter to a Former Stranger” project in which students reach out to a person who represents an identity group with which they have had limited previous experience. Through interviewing, research of relevant cultural or historical background, self-reflective writing exercises, and collaborative writing workshops with classmates, will complete and share with the class a first-person letter / essay.

Outlooks

Explore and model ways of communicating and living in a diverse society, particularly in addressing divergent opinions on challenging topics in all of their communities, large and small, on campus and beyond.

- Each class section will establish, as a community, a series of classroom agreements and protocols for discussions, disagreements, and moments in which students, facilitators, and peer leaders need to pause and process what has been communicated (or not).
- Students will study written and video materials pertaining to group dynamics and community building, and discuss how to apply them to their own experiences, and that of those around them.
- Students will model and role-play conversations and interactions about race, identity, and difference in a setting that allows them to explore the creative tensions between safety and discomfort, honesty and compassion, individual freedom and group dynamics.

Student Letter to Self
First AUx1 Reflective Writing Assignment
Selected Responses
(*Before Arriving on Campus)

Transitioning to AU Worries

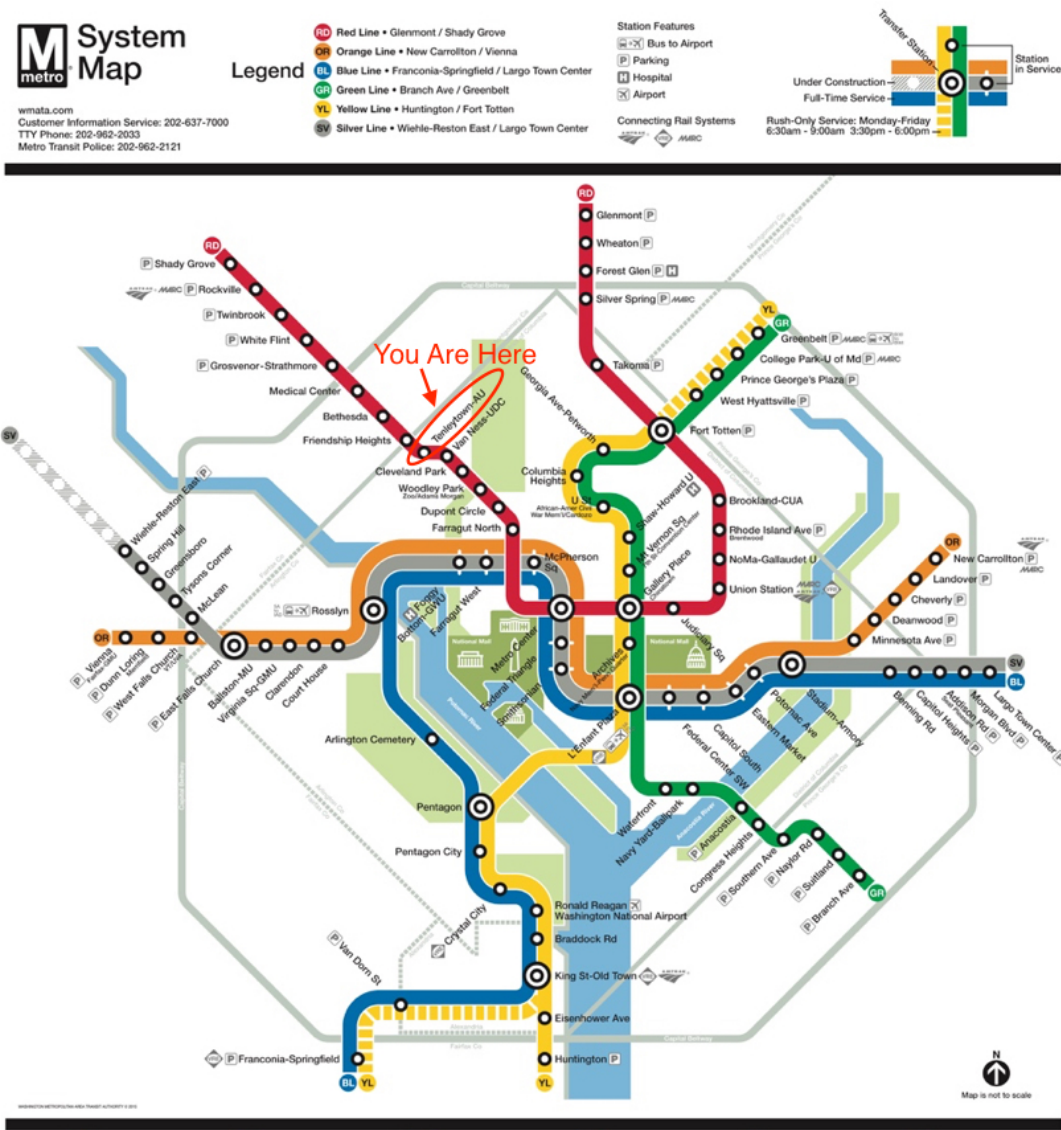
- I'm worried that I might struggle with my classes or have a hard time making friends and getting involved with campus activities. I want to make the most out of my college experience, but, at this moment, I'm not entirely sure how to do that.
- It gives me anxiety to start school and have to adapt to the changes that I will be going through due to a heavier course load, and less supervision.
- I feel as though homesickness could be a huge problem for me as I go throughout this year.
- The social aspect of college; I'm nervous that I won't find people who are interested in the same things.
- Friends and family that have supported me and who I have depended on my whole life will be a country and an ocean away.
- Financially my family isn't very affluent so I don't know how I'll get through the year if I don't find a job.
- In six short days, there will be no more moving my stuff between my divorced parents' houses.
- Saying goodbye to Mom and Dad was hard but not as hard as I anticipated. They're sad and scared... you can tell--it's written all over their faces.
- I'm worried it will be hard to navigate D.C. and learn the metro system.
- Its overwhelming to be exposed by all these cultures and opinions that I'm not exposed to back home.
- I am worried that I won't be successful in establishing and maintain professional relationships with professors and even those in the city.
- I feel challenged by being the only student from my high school to attend AU this year...
- My loneliness has led to me being overwhelmed about meeting new people and making friends...
- As a first generation college student, I have no idea what to expect from arrival to campus to the time I receive my diploma. My family isn't able to provide insight; thus I am left to figure it out all on my own.
- I don't know what type of collateral is necessary for a loan. I don't know how to pay for health insurance or what kind I have. I am completely lost when it comes to maintaining adult friendships.
- I feel challenged by moving to a different country, meeting new people and making new friends.
- I have changed my major three times and now accept that I probably won't graduate until 2022.
- It's good to have high aspirations, but my fear of failure might be stronger than my ambition.
- I have to take on the responsibility of being an *adult* – a concept both exciting and terrifying.
- I worry that Thanksgiving break will roll around and I will be going home dreading returning because I'm doing poorly in all of my classes and don't have any friends for support.

AMERICAN UNIVERSITY EXPERIENCE

Metro Map & Information

Get the Metro App! It is a great way to track busses and trains in real time*

Your University Pass (U-Pass) covers all Metro and Bus fares





Bus Information

Get the Metro App! It is a great way to track busses and trains in real time*

Your University Pass (U-Pass) covers all Metro and Bus fares

From Campus:

- From the stop by SIS on New Mexico Avenue, you can take any of the “N” busses going towards Farragut Square to get to Dupont Circle and Farragut North (White House)
- From the Massachusetts and Ward Circle stop, you can also get on an “N” bus going towards Farragut Square to take you to Dupont Circle and Farragut North
- From the stop in front of the Katzen Arts Center, take any “N” bus going east to Friendship Heights (Movies, Food, High-end Shopping)
- Take the “M4” bus from the Ward Circle and Nebraska Avenue stop to get to Sibley Hospital

From Tenleytown:

- From the AU Shuttle stop near the Metro, take any “H” bus to get to Columbia Heights (Target)
- From the AU Shuttle stop near the Metro, take the “H2” bus to get to VanNess (UDC, Sushi Para)
- From the stop in front of CVS, take any of the 30 busses to get to Friendship Heights
- From the stop in front of Best Buy, take any of the 30 busses to get to Georgetown, Foggy Bottom, The White House, or Library of Congress
- From the stop in front of Best Buy, take the “96” bus (toward Capitol Heights Station) to Woodley Park /Adams Morgan (Zoo, Culturally Diverse Restaurants)
- To get back to Tenleytown, take the “96” bus toward Tenley station from the corner of Adams Mill Road and Colombia Road

AUx1 Themes and Weekly Topics

THEME 1: WELCOME EAGLES TO THE AMERICAN UNIVERSITY EXPERIENCE
Pre-AUx- Introduction to AUx, History and Important Facts About American University
Week One- Introduction to AUx: Getting to Know your Instructor, Peer Leader, and Classmates
Week Two: Demystifying Your College Experience: The Normative Nature of Struggle and Stress for First Year Students
THEME 2: TAKING FLIGHT: NAVIGATING YOUR FIRST YEAR
Week Three- Navigating Your Academic Life: Students, Faculty and Services
Week Four- Embracing Change in Your New Community and Understanding Difference
Week Five- Wellness, Mindfulness and Self-Motivation
THEME 3: BALANCE: SELF AND RELATIONSHIPS
Week Six- Finding and Creating Community on and off Campus
Week Seven- Communicating Across Difference: Interpersonal and Intergroup Dialogue
THEME 4: IDENTITIES AND DECISION MAKING
Week Eight- Advocating for Yourself
Week Nine- Exploring and Expressing Who You Are
Week Ten- Cultural Competency, Bias and Privilege
Week Eleven- Advocating for Others and Bystander Intervention
THEME 5: LOOKING AHEAD: DEFINING YOUR OWN SUCCESS
Week Twelve- Setting Goals for Your Own American University Experience
Week Thirteen- Open Week- Student Choice for Focus of Class
Week Fourteen- Leading Within Your Community
Week Fifteen- Reflecting and Looking Forward

My Story: Walk in My (Symbolic) Shoes
Second AUx1 Reflective Writing Assignment
Selected Responses
(*Week One of College)

What gives me knots in my stomach?

- When I think about doing badly in school and disappointing my family.
- Thinking about starting school and keeping up with the course load since I took a gap year after high school.
- Terrorism, wall street bankers, economy, social media culture, abuse/cruelty of any kind, sexism.
- Whether or not I am enough.
- When I feel unprepared, and when I feel like I cannot relate to the people around me.
- Socializing with a large group of people in unfamiliar situations.
- Thinking about breaking rules or messing up.
- Public speaking.
- Being far away from my family.
- The horrific events we see on the news and seeing other people suffer.
- Not being able to control a situation, especially the future.
- Thinking about all the assignments that I have to do because its overwhelming.
- The fear of not being good enough, or the thought of not reaching my goals.
- When I have to confront people and work out issues.
- Not living up to my full potential as a person.
- Whenever people excessively talk about money--especially when my divorced parents argue about money in front of me.
- Differentiating myself from 1000's of people with the same interests and drive.
- Whenever my health becomes unstable or my doctor's talk about another surgery.
- When fellow classmates don't understand how offensive they are being while they are displaying their personal opinions on race, religion, gender, or sexuality.
- Feeling like I won't leave a footprint on the world.
- Thinking about my grades in college.
- Losing my phone, laptop, or wallet.
- When I have to tackle a big task on my own, far away from my support group at home.
- Talking about one's emotional state. I do not mention my father's alcoholism and neglect.
- Working extremely hard to achieve a goal and failing in the end.
- When it comes to my beliefs. If I do not feel comfortable doing something, then I will say no.
- Politics. I am fairly conservative and firmly believe in many things, however I have started to realize that I'm not always right.

When was the last time I felt defeated?

- Last night-- By seeing the things I have disliked from previous generations reappear in students here even though we should have learned from the past.
- When I realized that I had nobody to relate to about my identity, and nobody who had the experience to understand what I struggled with daily.
- When I lost one of my best friends. We stopped talking over an argument. I wish I was able to swallow my pride and apologize.
- When I was denied admission into SPA's Leadership Program-- this undermined my confidence.
- When I had to balance my first days at AU with spending quality time with my loving parents.
- My first week at AU when I felt lonely and lost.
- In high school when my grades slipped because my depression became more severe.
- When I got rejected from my first choice college.
- When I came out to my parents and they insisted that I wasn't actually gay and that they can't approve of my "lifestyle".
- When I thought I was going to be able to go off my medication for my auto-immune disease but they decided it wasn't a good idea.
- When I was not proud of my own body, my skin, or my hair; I saw it as something ugly.

Who walked my path before me?

- I am from a long line of very strong women; they have all suffered greatly, tirelessly to make life better for everyone around them and in the world.
- No one—I am the first person in my family to go to college.
- Nobody in my family has gone far from home before and experienced what I have.
- I am also the oldest of mixed race in my entire family. I can only imagine those before me who were also of mixed race, years ago when prejudice was significantly worse, the similar yet even more difficult path to mine that they walked; they rarely had the opportunities that I now have.
- My grandmother who set up educational grants for impoverished countries.
- My father's father earned a degree while in the Navy to be an accountant, rather than becoming an electrician like those before him.
- I get to pave a new way for myself; I want to create a future uniquely dictated by my own actions rather than the actions of those before me.
- My Great Great Grandfather. He was the last person in my family to really connect with Judaism the same way I do.
- My mother prosecutes child cases in one of the most dangerous counties of America.
- My AUx Peer Leader. I talked with them about some of my insecurities about attending college and they said that they felt similarly; it reassured me that someone had been in my shoes.

Instructions: How Do I Spend My 168?

1. Fill out the attached chart, accounting for a typical week for yourself as a first-year student now that you have started your classes. Record your activity for every one of the 168 hours in a given week.
2. Assign a category to each block of time indicated on your chart. Choose categories that reflect your own life and schedule. Some suggestions include the following:
 - in class
 - grooming
 - eating
 - sleeping
 - socializing/relaxing
 - practicing particular skill(s)
 - studying
 - exercising
 - in religious/cultural observation
 - in co-curricular activities
 - on service work
3. For each category, calculate the total number of hours spent. Make sure that your hours totaled across all categories equal 168.
4. Look at the hours per category and think about the following questions, incorporating the answers in a reflective response. This document includes a blank page after the chart. Use this space to compose your written reflection.
 - How do you spend your time?
 - Do you need/are you able to reprioritize any of your categories?
 - Can you identify your time-wasters?
 - Are there changes you feel that you should make in your schedule?

Your reflection should be approximately 500 words in order to thoughtfully respond to the questions posed, although a longer response is welcome. All assignments should be double-spaced. Proofread before submitting.

5. Submit your response. Both your chart and your summary of hours/written reflection must be submitted through Blackboard by the posted deadline

Your submission should be uploaded as a Word document or PDF. Submissions that are handwritten or pasted into the text entry box will not be accepted. To upload your submission, click on the title of the assignment in Blackboard, navigate to **Attach File**, and click the **Browse My Computer** button. Locate the file on your computer and click **Submit**.

How Do I Spend My 168?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Socializing	Socializing	Sleeping
1:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
2:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
3:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
4:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
5:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
6:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
7:00 AM	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
8:00 AM	Grooming	Grooming	Sleeping	Grooming	Grooming	Sleeping	Sleeping
9:00 AM	Eating	Eating	Grooming/ Eating	Eating	Eating	Sleeping	Sleeping
10:00 AM	Class	Class	Working out	Class	Class	Grooming/ Eating	Grooming/ Eating
11:00 AM	Class	Class	Studying	Class	Class	Socializing	Socializing
12:00 PM	Class	Class	Studying	Class	Class	Socializing	Socializing
1:00 PM	Class	Class	Studying	Class	Class	Socializing	Socializing
2:00 PM	Class/ Eating	Class/ Eating	Eating	Class/ Eating	Class/ Eating	Eating	Eating
3:00 PM	Working out	Studying	Studying	Studying	Studying	Studying	Studying
4:00 PM	Studying	Studying	Studying	Studying	Studying	Theatre	Theatre
5:00 PM	Studying	Studying	Studying	Studying	Studying	Theatre	Theatre
6:00 PM	Studying	Studying	Studying	Studying	Studying	Theatre	Theatre
7:00 PM	Eating/ Socializing	Eating/ Socializing	Eating/ Socializing	Eating/ Socializing	Eating/ Socializing	Eating/ Socializing	Eating/ Socializing
8:00 PM	Socializing	Socializing	Socializing	Socializing	Socializing	Theatre	Theatre
9:00 PM	Theatre	Theatre	Theatre	Theatre	Theatre	Theatre	Theatre
10:00 PM	Theatre	Theatre	Theatre	Theatre	Theatre	Theatre	Theatre
11:00 PM	Theatre	Theatre	Theatre	Theatre	Theatre	Theatre	Theatre

Reflection

Sleeping: 59

Eating: 21

Grooming: 6

Class: 20

Working out: 2

Studying: 20

Socializing: 13

Theatre: 27

Total: 168

I really enjoyed this assignment and so far I think it has been one of the most helpful activities I have done in this class. This helped me to put a lot of things into perspective. I think it is important to note that this schedule is fluid and I might not spend these exact amounts of time doing these activities, or there might be some minute activities that I forgot to mention, however I tried to do my best to ensure that the information I included was accurate. This activity was very helpful to me for multiple reasons. First, I had never done an activity where I laid out my entire schedule for the week. I diligently use a planner to keep track of school work however this reflection helped me to feel very de-cluttered and as the year continues on I may have to try to use this method more often. The readings also helped me to understand that there are many stressors that are going to hit me this year, but despite that there are also many resources to help me tackle this stress. I think that time management is one of the best ways to keep the stress of freshman year at bay. With this being said the activity helped me to put into perspective how I spend my time and how I can most effectively use my time.

This activity helped me to see that I spend the majority of my time sleeping and going to class/studying. This reflection also helped because at the current moment I am considering joining a theatre group which would take up a large chunk (27 hours) of my time. Despite how overwhelming this amount seemed at first this helped me to see that the only thing theatre would be taking out of my schedule is socializing, however it is a form of socializing and therefore I think I should take the opportunity and pursue this interest. If I do start to feel crunched for time a lot of those other hours labeled purely “socializing” can be redistributed to studying. Not all of my hours socializing are spent with other students here, some are spent on the phone or Face timing with my family and friends at home, other are spent watching Netflix or reading. Looking at this schedule I would like to

find more time to go to the gym, and maybe I can convince myself to take some time out of my sleeping in on the weekends to dedicate to going to the gym. I do not feel that there are very many time-wasters in my schedule. If I would consider anything as a time-waster it would be eating but I use my breakfast, lunch and dinner times as a way to socialize or as down time to reflect on my day. Doing this assignment, I felt reassured that the majority of my time here is spent in class or studying, as that is what I am here to do. I think that this reflection helped me to see that despite the stress that might hit me I have a large amount of time I can dedicate to school, studying, sleep as well as interests, such as theatre.

Attend a Professor's Office Hours
First AUx1 Experiential Writing Assignment
Selected Responses
(*Week Three of College)

Selected Responses:

- She explained that her door was always open for me to discuss any of my ideas and viewpoints that I wasn't comfortable sharing in front of the whole class. Yet, at the same time she encouraged me to participate in class discussions, ask questions, and when there was a point of interest that I wanted to bring up, I was more than welcome to, as long as I had the information to back it up. She said the same standard would remain true for any student, regardless of their views.
- She really wants her students to be scholars who are intellectually curious and willing to learn. When we had an opinion we wanted to share, it was necessary to have that opinion backed up by facts and evidence. From this point, she encouraged me to stop by office hours whenever I needed to, and that she looked forward to hearing from me in the future.
- Overall, I was ecstatic to have gone to office hours. I learned about not only my class, but my professor as a person. This meeting made me realize that my professor was more than just a distributor of notes, tests and grades, rather she was a person to be a trusted guide throughout my academic process.
- I was very surprised to hear that my professor wanted to hear more of my ideas and not less. Unfortunately, media presents college professors as pompous people who had no time for the ideas and thoughts of their students. It was refreshing and reassuring to hear that this was not the case at all. Professor S. not only had time for my commentary, but in fact encouraged it.
- Most people do not realize the important connections that can be made between an instructor and a student. I know that I did not, not even during high school, up until a few days ago. What was supposed to be a fifteen-minute Q and A turned into an hour-long conversation.
- Though to my surprise, when I began nervously re-introducing myself, he told me that I was the first student to come to his office hours. Yet he was not annoyed, but instead pleasantly intrigued. When I brought up my passion for languages, the conversation took off because he apparently likes languages as well.
- Right off the bat I felt very awkward sitting in the chair of one of my professor's office, just simply staring him, dead in the eye.
- Basically, I tried having a conversation. She struck me as a little bit of an awkward person because I asked things about her experiences, and she gave odd responses. For example, I asked what it was that made her interested in her academic areas, and she replied "It was just something I was interested in..?". I asked her if she thought there was any advice she had for me as a freshman, and she didn't really give a response other than "I don't know- that's really broad".
- The advice he gave me was to write as much as I can, because in the humanities, writing is crucial. Accordingly, he advised that I speak up and ask for anything, that he would always be willing to help me, because talking to professors and building a relationship can lead to unexpected opportunities. He also said that, after adjusting, to look into the internships and take advantage of just purely living in D.C.
- I would definitely continue to visit Professor P. during office hours. Being able to have such a fluid conversation with a professor was mind-boggling. A few years ago, I never would have imagined myself talking for so long with an instructor. I realize that having a conversation one-on-one can lead to a special bond that could not exist otherwise. I suppose that I will take advantage of the office hours again for perhaps my Chinese teacher or my Writing teacher.

- College is truly a place where one can put themselves out there and be heard. I am now reassured by what American University has to offer, whether it be in the classroom or out. I know that the Professors are there to help us students pursue our dreams.
- I decided to meet with Professor N. Out of all my professors, he is most involved in my major and I really wanted to stand out against the other 104 kids in that class. I told him I was a political science major and explained my future career goals to him as eloquently as I could, and he immediately washed away any anxiety I was having about this meeting.
- I started asking for her advice in regards to my next four years at AU. Her main advice to me was to make sure that I get involved in the AU community. She said joining a club is like climbing a ladder; the organizations can lead to internships, thus giving me more stuff to put on my resume. She also praised AU's ability to provide help and counseling in any way possible. She understands that some people do fall off track and she reminded me of all the infinite resources AU has to get you back on top of things.
- Professor N. was so invested in what I had to say and my career, and I found it incredibly encouraging. He listed off names and professionals in my field that I could get in touch with through him as well as American University staff that were the best in their field. He seemed to really care about helping me reach my goals.
- I was surprised about how open she was during our conversation. I was also surprised at myself because of how much I contributed to the conversation. Initially I thought I was just going to ask my questions and leave as quickly as I could but I actually started enjoying the conversation we were having. I think I will make it priority to visit Professor S. during her office hours more often and this has also made me very curious at what my other professors are like outside of the classroom.
- At first, the thought of meeting with a professor, especially this early in the semester, seemed daunting. I was worried that I would be bothering whichever professor I chose to visit and that we would have virtually nothing to talk about. However, I found the experience to be a positive one and I am very glad that I did visit one of my professors during their office hours.
- In terms of independent research, he explained that underclassmen, even freshmen, are involved with independent research projects, which I was very excited about because I definitely want to pursue research during my time here at AU. He explained the different types of research available and recommended some other faculty members I could contact for more information. He then talked about his own research, which he is very passionate about.
- I will definitely be attending more of my professors' office hours in the future, whether or not I have a question for them regarding classes.
- During our meeting I could tell he was happy that I scheduled an appointment to meet with him. He was eager to hear about the impact I wanted to make during my time at AU and my plans after college. My appointment with Dr. M. motivated me to attend all my professors' office hours at least once this semester and I will definitely be visiting Dr. M. again.
- I've already made plans to go visit my other professors so I can get to know them and ask any questions I have about the course. I don't have to struggle with my college courses. The professors are there to help us as a number one resource, we just have to use them.
- She was able to help me find centers in Tenleytown I can apply at as well as going onto the SG job page that has listings. I also learned about the community based learning and research center where I can learn about volunteering my Spanish skills to help others. I enjoyed visiting my professor during her office hours and feel more comfortable talking to her now if I need help with something in class. After this I will definitely be attending the office hours of my other professors just to get to introduce myself as well as getting to know them.

- If I'm being honest, if it weren't for this assignment I probably would not have gone to any of my professor's office hours. Most likely, I won't be attending this professor's office hours again unless I have a specific question about the class.
- In sum, attending Professor M.'s office hours was a great experience. I am glad I got to know him on a more personal level than I would have simply by participating in class. I can tell he is going to be a wonderful resource these next four years and I look forward to attending his office hours in the future. This assignment made me realize that visiting my professors during their office hours is not as daunting of an experience as I thought it would be. After this week, I feel more optimistic about my studies and am excited to see where my first year at American University leads me.
- For this assignment, I decided to go to my History class professor, Professor H. I chose to see her because of the size of our class. Most of my classes have 12-15 people, however, my history class has about 50 people. I used this assignment to my advantage, so that Professor H. could get to know me better. I also told her that history is not my best subject and asked her questions on her assessments; Prof. H. even gave me examples of assessment questions. Hearing this made me feel more relaxed and more comfortable with the class rather than terrified.
- I felt very welcomed knowing a little more about my teacher, and creating a better student-teacher relationship. She welcomed me to go during her office hours as many times as I want for help, advice or even to talk about the AUx Experience Program. When she was walking me to her office I felt a little nervous in talking one to one with a teacher that a barely knew, but after we started talking it just felt natural. I really appreciate her time and I will be back there soon.
- This experiential assignment was a little nerve wracking at first. I think most college freshmen are nervous and a little scared to attend office hours with their professors. It's hard to explain why that is. My professors aren't necessarily intimidating, but there's just something about seeing them outside of class that changes everything. Now that I've attended office hours for a professor, that all seems a little silly. I was nervous for no reason. Professor B. was extremely welcoming and happy to talk to me; he was very interested in getting to know me and why I had a passion for business.
- Overall, I really enjoyed my experience with Prof. H. It gave us a chance for both of us to get to know each other. Having that meeting, allowed Prof. H. to know who I am in the class now. When I went to class this week, Prof. H., was able to call on me and say my name.
- He recommended some of the best databases from the AU library to use in order to obtain my data. I realized how much teachers really are invested in your education and your future.
- I see now why our professors encourage us so much to visit them during their office hours. They just want to get to know you better so they can help you with your education on a more personal level. Professor B. was willing to explain to me in better details the requirements he was looking for in our big upcoming assignment. Analyzing and researching companies is new to me, but I feel a lot better about the assignment after talking to my professor.
- Professor A. then told me something about the class that fascinated me. He said that he knows that being a freshman is a big transition to students and that because of this transition he wanted to teach things that were interesting to him and discuss things that he himself does not even think about. He hopes that I will also think about things I don't even think about and that I have a deeper understanding of the topics discussed in class.

Assumptions, Stereotypes, and Identities

Overview

This week's reflection assignment focuses on one of the assigned videos, titled "Identities." The video was created and filmed at AU this summer; almost all of the actors in the video are AU students.

Follow the seven steps below, thoroughly responding to each of the accompanying prompts. *A high-quality reflection will incorporate material from several of the other online materials assigned for this week.* You may compose your responses directly in this document -- be sure to save your changes! To view and delete any hidden page breaks, click the **Show/Hide ¶** button on the **Home** tab under **Paragraph Settings**.

To upload your submission, open the assignment in Blackboard by clicking on its title, navigate to **Attach File**, and click the **Browse My Computer** button. Locate the file on your computer and click **Submit**.

Instructions

Step 1: Watch "Identities" in its entirety, and record your initial response to the video's content. Do NOT revise this response at any point during or after completing this rest of the assignment.

Step 2: Watch the first scenario, "Coffee Talk," pausing after it ends. Answer the following questions:

What physical markers did Grant use to determine the religion of his acquaintances?

Why do you think Grant found it so hard to believe that one of his acquaintances was Muslim?

What assumptions were behind Grant's comment that wearing a hijab is an "oppressive practice"?

Step 3: Watch the second scenario, "Roll Call," pausing after it ends. Answer the following questions:

How might this whole situation have been avoided?

Grant's discomfort may have been compounded by his classmates' responses. What assumptions about gender identity do you think his classmates made?

You may have noticed that Grant appeared in two very different contexts in "Coffee Talk" and "Roll Call." How do these scenarios speak to understanding intersectional identities?

Step 4: Watch the third scenario, “Pushing Buttons,” pausing after it ends. Answer the following questions:

How did Jason view the interaction in the elevator?

How did Audrey view the interaction in the elevator?

Through which “lens” did you view the scenario at first? Why do you think this is?

Step 5: Watch the fourth scenario, “Subtext Message,” pausing after it ends. Answer the following questions:

Why do you believe that Lena reacted the way she did to the text she received?

What is problematic about Audrey’s behavior in the scenario?

What does the narrator mean when he says, “How can we make sure we never exclude students from their own identities?”

Step 6: Watch the fifth scenario, “Split Fare,” pausing after it ends. Answer the following questions:

What assumptions about an invisible identity did the students make in this scene?

If the students were made aware of how their insensitivity singled out their friend, how might they remedy their error?

You may have noticed that Lena appeared in two very different contexts in “Subtext Message” and “Split Fare.” How do these scenarios speak to understanding intersectional identities?

Step 7: In conclusion, answer the following questions:

How do these scenarios compare with what you have experienced in your own life?

How might your own identities affect how you interpreted any of these scenarios? *(Note that you do not need to discuss all five.)*

Outside My Comfort Zone: Attending Something New
Third AUx1 Experiential Writing Assignment
Student Responses
(*Week Six of College)

All Responses:

Night of Scenes (x2)
Volleyball club
Young Americans for Liberty (YAL) meeting
Queer and Progressive Men's event, AU Queers and Allies (x2)
AU Farmer's Market, Quad
Swim Meet, Bender
Data sharing: DC Area Survey Report
Vision Wall public reading (x2)
Women's Volleyball, Bender Blue Out (x2)
Northwestern Mutual Panel, Kogod (x2)
Public Relations Student Society of America meeting
AU Dems Presidential Campaign Screening
Christians United for Israel event
Presidential Debate Watch party, SOC (x2)
Methodist church service
UN Secretary-General Candidates Forum
Mindful Eagles, Kay Spiritual
First Gens Run the World (x5)
Lighting board operator- Rude Mechanicals
Courageous Conversations in Katzen
Yoga Class, Bender
Job and Internship Fair, Career Center
Shabbat Services and Dinner, Hillel
AU Ultimate Frisbee Tournament
Students Against Sexual Violence (SASV) meeting
"Overture," Performing Arts
Remembering Former Death Row Inmate Troy Davis event
Armenian Student Association meeting (x2)
Black Student Alliance (BSA) General Body meeting
Russian film screening
BSA and NCAA Student Protest rally, MGC
Humanities Lab on Climate Change
Organizational Meeting and Structural Racism Training- The Darkening (x3)
Indonesian Language/Culture Workshop- ASEAN
Beyond Islamophobia lecture (x2)
Asian American Students Union- AASU
Audition for On a Sensual Note A Cappella Group
Hawaiian club meeting
AU men's soccer game

My Long- and Short-Term Goals: College Vision and Mission

Overview

For this assignment, you will create your own college vision and mission using the template provided. In three weeks, you will be asked to share your completed vision and mission statements in a meeting with an AU advisor (academic advisor, departmental faculty advisor, career advisor, or a faculty/staff mentor). Thus, this is a working document that you will edit during the next several weeks — and hopefully will return to over the course of several years.

Instructions

Step 1: Download the **Reflection Assignment 6 Template**, attached to Reflection Assignment #6 in the Blackboard course site.

Step 2: Fill out the first section (**About Me**) with your name and today's date

Step 3: Fill out the second section (**My Interests and Focus**) with your potential academic major (s), minor (s) and/or certificates, academic passions, and co-curricular passions.

Note that each of these categories is likely to change over the course of this year, and beyond, as you learn about new academic fields of study and discover career opportunities. These changes are not only normal, but expected and encouraged at AU.

Step 4: Construct your **College Vision Statement**, which describes what you want to achieve over the next few years... not now, but in your immediate future.

Your vision statement should answer the question, "Where do I want to be?" It shapes your understanding of WHY you are doing what you choose to do. Your college vision statement defines the optimal desired future state—the mental picture—of what you want to achieve during your time at AU. This statement should be concise, clear, and realistic, while describing an optimistic future. Your college vision statement may include dreams specific to your career, your life passions, or both. It should be easy to memorize.

Examples:

- To be an activist for cross-cultural understanding
- To become a respected leader in _____ organization, helping transform it into _____
- To earn my degree and become a teacher who changes the lives of my students
- To gather the skills necessary to become a successful _____, while becoming physically and mentally fit in order to guide others through difficult situations

Step 5: Construct your **Mission Statement**, which describes the process upon which you will embark to achieve your college vision.

Your mission statement should talk about the present leading to the future and how you will get to where you want to be. A mission statement does not define a long-term future state, but is more concerned with your present state as a college student at AU. It answers the questions of: “What do I do?”, “How do I do it?”, “For whom do I do it?”, “What makes me different?”, and “What is the benefit?”

Examples:

- To spread cultural understanding through a commitment to education, service, and compassion
- To be known for inspiring my students to be more than they believe they can be
- To help people find hope and support after loss
- To acquire the business skills needed to enter a global marketplace through ethical decision-making

Step 6: Construct your **Personal Goals**, which are the detailed, attainable, and realistic steps you will take to reach your first-year mission. Two personal goals are required for this assignment; you may add more if you desire.

Examples:

- To become more well-rounded through the exploration of various disciplines
- To prepare for a future career in international studies through local, national, and international experiential learning
- To establish myself as a student leader on worker’s rights
- To become a vegan food blogger

Step 7: Construct your **Initiatives**, which are the specific, measurable, and individual tasks that you will ideally complete to reach your personal goals.

Aim for approximately five to eight initiatives for each of your personal goals; you may add more if you desire. Determine the current status of each initiative (completed, in progress, or to do) and indicate it by selecting the appropriate option from the drop-down menu in the template. You might have completed some of your initiatives before starting your first year of college. Other initiatives might be better suited for your junior or senior year.

Examples:

- Update my resume with the help of the AU Career Center
- Intern at a human rights organization
- Study abroad in Spain or Portugal
- Take an economics course

Step 8: Submit the completed template for grading and feedback.

To upload your submission, open the assignment in Blackboard by clicking on its title, navigate to **Attach File**, and click the **Browse My Computer** button. Locate the file on your computer and click **Submit**.

Next steps: When your submission is scored, your AUx Instructor and Peer Leader will provide feedback and suggestions. To prepare for Experiential Assignment #4 (due in Week 12), you will revise your document by integrating this feedback. You are also advised to attend an office hour with your AUx Instructor or Peer Leader to discuss the document in detail, in order to prepare for your advisor appointment.

ABOUT ME	
NAME	Student A
LAST UPDATE	October 22, 2016

MY INTERESTS AND FOCUS	
POTENTIAL MAJOR(S)	Political Science
POTENTIAL MINOR(S)	Education Studies
POTENTIAL CERTIFICATE(S)	Advanced Leadership Studies
ACADEMIC PASSIONS	Political Science, Leadership Studies, Education Studies, Pre-Law, Pre-Med
CO-CURRICULAR PASSIONS	SPA Leadership Program, Catholic Student Association, Model United Nations, Debate, Community Service

MY COLLEGE VISION AND FIRST-YEAR MISSION STATEMENTS	
COLLEGE VISION	To earn my degrees in political science and education in order to educate the future generation about the importance of civic engagement and political activism.
FIRST-YEAR MISSION	To achieve academic success with a humble and hopeful attitude while inspiring others to do the same.

PERSONAL GOAL 1	To discover what I am truly passionate about by taking a variety of classes and exploring diverse clubs and extracurricular activities.		
INITIATIVE	STATUS	NOTES	
To discuss my potential plans and passions with my academic advisor and AUx Instructor	Complete	<ul style="list-style-type: none"> Emailed Advisor October 18th Scheduled office hours with Advisor for October 21st 	
To look through the Course Catalog in order to determine what courses I am interested in taking/should take in order to fulfill my major and minor requirements	In Progress	<ul style="list-style-type: none"> Schools and Society Comparative Politics World Politics SPA Leadership Congressional and Legislative Behavior College Writing 	
To join three clubs I am interested in and narrow it down to my favorite two by the end of Freshman Year	In progress	<ul style="list-style-type: none"> Catholic Student Association Model United Nations Greek Life Chi Alpha Debate Society 	
To make new friends who have different interests than me and attend events outside of my comfort zone with them	In Progress	<ul style="list-style-type: none"> Shabbat 	
To journal once per week about my "AU Experience" so that I can read through the entries at the end of the semester and see what my favorite classes and experiences at AU were.	In Progress	<ul style="list-style-type: none"> I need to emphasize this more 	

PERSONAL GOAL 2	To make the Dean's list both semesters of Freshman year		
INITIATIVE	STATUS	NOTES	
To devote at least 3 hours outside of class each week to each course I have	In progress	<ul style="list-style-type: none"> The amount of hours dedicated to each class should also depend on how challenging it is and how many credits it is worth 	
To maintain a positive attitude throughout the semester, despite how challenging the curriculum may be	In progress	<ul style="list-style-type: none"> Remember this in philosophy and statistics 	
To ensure that I stay focused and motivated throughout the course of the semester	In progress	<ul style="list-style-type: none"> Remember my aspirations and career goals 	
To refrain from drinking alcohol and going to parties	Complete	<ul style="list-style-type: none"> Remember my morals 	
To remain well-rested throughout the semester, prioritizing sleeping over socializing	In progress	<ul style="list-style-type: none"> I need to emphasize this more 	

ABOUT ME	
NAME	Student B
LAST UPDATE	October 20, 2016

MY INTERESTS AND FOCUS	
POTENTIAL MAJOR(S)	Public Relations/Strategic Communications
POTENTIAL MINOR(S)	Marketing or Business and Entertainment or Sociology
POTENTIAL CERTIFICATE(S)	N/A
ACADEMIC PASSIONS	Writing
CO-CURRICULAR PASSIONS	Music

MY COLLEGE VISION AND FIRST-YEAR MISSION STATEMENTS	
COLLEGE VISION	During my next four years at college, I plan to take classes that will help me reach my goal of obtaining a degree in Public Relations/Strategic Communications. I want to do PR for the music industry while also learning skills on how to promote and market myself as a singer/songwriter. Public relations is a way for me to earn a degree that will allow me to get a practical job while also providing resources to follow my true passion, music.
FIRST-YEAR MISSION	During my first year of college, I plan on taking classes related to my major, but also using Gen-eds as a way to explore my options for a possible minor which is required to be outside SOC. I also want to get involved with the Public Relations Student Society of America, and the music scene on campus to start networking and making connections.

PERSONAL GOAL 1		Explore Gen-Eds to find possible minor I might be interested in.	
INITIATIVE	STATUS	NOTES	
Take a music class	In progress	Understanding music is not my favorite class. I don't think I will minor in music mostly because I hate music theory and more so enjoy music as a hobby/passion	
Take marketing class	not completed	Marketing is a minor a lot of PR majors do but I'm not sure it is for me.	
Meet with head of business and entertainment department to find out about minor	not completed	I have no idea what this minor even entails but it would be good for what I want to do in the music industry to that's something to think about.	
Take intro to Sociology class	not completed	I heard a lot of PR majors minor in sociology so we will see if that is a good fit.	
Ask Dr. X to recommend professors that fit with what I am looking for as far as learning style and content goes for a sociology class	not completed	Do after meeting with academic advisor	
Meet with Academic advisor to discuss options for a minor	in progress	meeting is October 24th at 1:00pm	
Talk with other upperclassmen SOC students to find out their minors	not completed	Get in touch with SOC peer mentors	
Take a Psychology class	not completed	This is apparently very clinical based so not sure if I would be interested.	

PERSONAL GOAL 2 Get involved with Public Relations Student Society of America		
INITIATIVE	STATUS	NOTES
Go to chapter meetings	In progress	There is one tonight 10/20/16
join the events committee	They had one meeting but I missed it	email leader of committee to ask when the next one it
utilize their internship/job board to see if there is a summer option or for next year	Not completed	I probably won't use this my first year since I am not looking for an internship yet
network with the speakers they have and get their cards	got one card so far	The speaker was from Beacon Hill PR firm
write a blog post for them	Not completed	This is a resume builder
Get professional head shots from them when they offer it	Not completed	I need professional head shots for applying places
Go to the community service events they host	Not completed	I feel like I need to give back to the community and this is a great opportunity to do it
build relationships with the people in PRSSA to branch out from being friends with only people on my floor	Made 1 friend!	With more friendships comes more connections

PERSONAL GOAL 3 Get involved with the music scene on campus and in D.C.		
INITIATIVE	STATUS	NOTES
Be on music staff for WVAU	In progress	The station send me one or two albums every week and if I give it a good review they put one or two songs from the album on air
Become a DJ for WVAU	Not Completed	Apply next semester to be a DJ
find open mic nights at coffee houses in D.C.	In progress	I found a couple, now I just need to bring myself to actually go to them
Meet with new campus booking agency	In Progress	Meeting with them Tuesday October 25th at 2:30
Ask to be featured in ATV's music spotlight	Not Completed.	Find out more information
Check out AU's record label	Not completed	I heard this was a thing

AUx1 Assessment Summary

2016 Fall Transition Survey: AUx1 Preliminary Assessment

Presented by Jimmy Ellis, Manager of Student Success and Retention

Office of the Vice Provost of Undergraduate Studies

October 10, 2016

Background

The Office of Undergraduate Studies administered the Fall Transition Survey to all new students during a two-week period from September 22 through October 6, 2016. This 25 question survey assessed many factors including students' awareness and willingness to seek help, academic integration, social integration, and intention to return to AU. Most questions were presented on 1-5 scale with 1 associated with the most "negative" responses and 5 with the most "positive" ones.

This analysis draws from results from two subsets of students enrolled in Complex Problems (n=77 completed the survey; 125 students were offered the survey; 62% response rate). The first group was also enrolled in AUx1 (n=42 completed; 58 offered; 72% response) and the second was not (n=35 completed; 67 offered; 52% response).

These two subsets are comparable because they were initially drawn from a pool of deposited student with the common selection criteria of: (1) not enrolled in any other living-learning community, (2) not enrolled as an SIS student; (3) not enrolled as an undeclared CAS student, and (4) offered and accepted a spot in Complex Problems. Students were initially assigned randomly to choose from Complex Problems sections attached with an AUx requirement or not. Items (2) and (3) were exclusions determined by university administrators and leadership.

Findings

AUx students are more aware of AU resources and more willing to seek help if needed

AUx students are anywhere from 26 to 53 percentage points more likely than non-AUx students to rate themselves highly (answered 4 or 5) on the question "For each of the following areas, rate how familiar you are with where to go on-campus for: Academic Issues (+45); Bias and Discrimination (+53); Financial Issues (+30); Mental Health Issues (+30); Physical Health Issues (+26)".

This increased awareness coincided with AUx students being 0 to 11 percentage points more likely to rate themselves highly willing (4 or 5) to seek help if they had an issue with Academics (+9); Bias and Discrimination (+11); Financial (+0); Mental Health (+9); Physical Health (+5). When looking at only the highest willingness (5 only) to seek help, the gap for AUx students increases to 13 to 16 percentage points more likely to seek help.

AUx students are more satisfied with their social life, likely due to making connections with others

AUx students were 13 percentage points more likely to rate themselves highly (4 or 5) on the question, "To what extent are you satisfied with your social life on-campus?". Disaggregated results on questions asking students about fitting in, belonging, and inclusion do not reveal obvious differences based on their involvement in AUx.

However, one area where the two groups differed was their assessment of "meeting people with common interests as them". AUx students were 13 percentage points to rate themselves highly (4 or 5) on this dimension. A quick review of students' responses to the optional open-ended question "what do you like most about AU" reveals that 21 of 32 AUx responses include reference to people (peers, staff, students) while only 6 of 23 non-AUx responses include those same

kind of references. Instead, non-AUx responses refer more to abstract concepts like freedom, independence, and campus life.

AUx students are more committed to returning to AU next spring and fall

Looking ahead one semester and one year into the future, AUx students were 4 percentage points more certain (4 or 5) they would return for Spring 2017 and 12 percentage points more certain they would return for Fall 2017 (83% to 71%). For those indicating low certainty (1 or 2), every AUx student said they would return for the spring, while only 3 students indicated doubt for the following fall.

AUx students are less satisfied with their academic life

AUx students were 7 percentage points (67% compared to 74%) less likely to rate themselves highly (4 or 5) on their satisfaction with their academic life at AU. On the lower end of the scale, three AUx students compared to zero non-AUx students expressed dissatisfaction (1 or 2) on this item. Student interest in what they were learning did not vary between the groups.

However, what did vary was students' assessments of their ability to (1) keep current with academic work", (2) motivation to complete their academic work, and (3) understanding what is expected from them to succeed. For (1) and (2), students were 13 and 10 percentage points respectively less likely to rate themselves highly. For (3), students were 9 percentage points less likely to understand what was expected of them.

AUx students identify their instructors and peer leaders as keys to their success

Of the 17 AUx students who identified someone on campus who was important for their success, over half mentioned their AUx instructor and/or peer leader by name.

Note:

These are preliminary findings and are subject to change. Any update or edits to this document, if necessary, will be made by December 1, 2016. Please contact Jimmy Ellis at jellis@american.edu with any questions about the survey instrument, administration, and analysis. Survey instrument available upon request, and survey data available after consultation with Jimmy Ellis.

END FACULTY SALARY DECREASE IN REAL TERMS

v.3

American University has not instituted any cost of living adjustment (COLA) for faculty salaries and AU faculty salaries have been decreasing in real terms. Salary increases have been primarily based on merit evaluations. The Faculty Senate empowers the Faculty Trustees to work with the AU Board of Trustees to institute AU faculty salary increases that should have two components, namely (i) a cost of living adjustment (COLA) increase based on a market index such as the Consumer Price Index (CPI) or Washington DC-based purchasing power index, and (ii) a merit-based salary increase for which faculty compete. This will ensure that real salaries received by faculty reflect their productivity while avoiding salary decline due to inflation.