

American University Glossary of Key Terms January 5, 2018

AUx1 and AUx2¹ - The American University Experience I (AUx1) helps students transition into their first year of college at AU by introducing them to professional and student mentors, providing them with campus resources, and motivating them to succeed in their new environment. The American University Experience II (AUx2) builds upon concepts introduced in AUx1, blending personal exploration of social identity formation with a multidisciplinary approach to race and ethnicity.

Classroom climate² - “the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials” (p. 170)

Cultural Competence³ - acknowledges and incorporates, at all levels, the importance of culture, the assessment of cross-cultural relations, the need to be aware of the dynamics resulting from cultural differences, the expansion of cultural knowledge, and the adaption of services to meet culturally unique needs.

Discrimination⁴ - Discrimination occurs when an individual suffers an adverse employment, academic, or other decision based on an individual’s Protected Bases.

Diversity⁵ - Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, age and ability as well as cultural, political, religious, or other affiliations).

¹ American University Experience. Retrieved from:

<http://www.american.edu/provost/undergrad/auexperience/what-is-aux.cfm>

² Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.

³ Cross, Bazron, Dennis, and Isaacs (as cited in Leavitt, R. (2010). *Cultural Competence: A Lifelong Journey to Cultural Proficiency*. Thorofare, NJ: SLACK Inc.)

⁴ American University. University Policy: Discrimination and Sexual Harassment Policy and Procedures. Retrieved from: <http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=4200770>

⁵ *Making Excellence Inclusive*. Association of American Colleges & Universities. Retrieved from: <https://www.aacu.org/making-excellence-inclusive>

Equality - The even distribution of and access to resources and opportunities that are necessary to fulfill human potential. It is the uniform distribution of access that may or may not result in equal outcomes.

Equity⁶ - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Freedom of expression⁷ - Per the Universal Declaration of Human Rights, everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Historically underrepresented populations⁸ - populations who have previously been underrepresented in higher education, namely low-income and minority students, many of whom will be the first in their families to go to college.

Inclusion⁹ - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Inclusive pedagogy¹⁰ - teaching methods and practices that help increase the participation and achievement of all students (e.g., accessible learning opportunities, so that all students are able to participate in classroom life).

⁶ Ibid.

⁷ *Universal Declaration of Human Rights*. United Nations. Retrieved from: <http://www.un.org/en/universal-declaration-human-rights/>

Reference: American University. University Policy: Guidelines for Freedom of Expression and Dissent. Retrieved from: <https://www.american.edu/policies/upload/Freedom-of-Expression-508SIG.pdf>

Reference: AU Faculty Senate Resolution on Freedom of Expression
<https://www.american.edu/facultysenate/upload/AU-FACULTY-SENATE-RESOLUTION-ON-FREEDOM-OF-ACADEMIC-EXPRESSION-FINALv3.pdf>

⁸ Engle, J. and Tinto, V. “Moving Beyond Access: College Success for Low-Income, First-Generation Students.” The Pell Institute for the Study of Opportunity in Higher Education. Retrieved from: <https://files.eric.ed.gov/fulltext/ED504448.pdf>

⁹ *Making Excellence Inclusive*. Association of American Colleges & Universities. Retrieved from: <https://www.aacu.org/making-excellence-inclusive>

¹⁰ Florian, L. and Black-Hawkins, K. Exploring Inclusive Pedagogy. *British Educational Research Journal*. 2011, 37(5), 813-828.

Person of Color¹¹ - an umbrella term commonly used for those who do not racially identify as white.

Transparency¹² - Clear policies, procedures, and articulated information.

Structural racism¹³ - A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.

Unconscious bias¹⁴ - hidden prejudice that can favorably or unfavorably influence behavior toward members of particular social groups.

¹¹ Al-Yagout, N. Who is a ‘Person of Color?’ *Humboldt Journal of Social Relations*. 2017, 39 (39), 5-7.

¹² Schnackenberg, A. K. and Tomlinson, E. C. Organizational transparency: a new perspective on managing trust in organization-stakeholder relationships. *Journal of Management*. 2014, 42 (7), 1784-1810.

¹³ *Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis*. The Aspen Institute. Retrieved from: <https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>

¹⁴ Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden Biases of Good People*. New York: Delacorte Press.