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| Sense of Belonging | Inclusion | Communities |
| **How do students identify a sense of belonging on campus?**  Students feeling accepted, respected, included and supported, which may have an influence on the students’ motivation and dedication to their studies (Goodenow, 1993), reflect sense of belonging in an academic environment. Tinto’s Model on sense of belonging (1975; 1988; 1993; 1997; 1998) recognises three points, which influences the student journey; **pre-college characteristics**, **college experiences**, and **students’ out-of-class experiences.** Students who engage in formal and informal integration (academic and social) are less likely to withdraw from University.  A sense of belonging can be established through physical environments (e.g. classroom or a café), emotional (e.g. social groups) and digital (e.g. social media). Reflecting on Tinto’s model, the three influences may vary on the students’ personal sense of belonging based on experiences. However, opportunities for integration should be made available, and can therefore established through working in partnership with students to understand the expectations and perception of sense of belonging in Higher Education. | **Are we truly inclusive if we are particularly focusing on cohorts of students by ‘labelling’ their diversity?**  As suggested by Gibson et al (2016), institutional labelling of students, based on their diverse backgrounds, can risk being restrictive and excluding to students rather than embracing their strengths and needs. Students do not wish to be ‘different’ but recognised as an individual (Hockings, 2010) that wants to strive equally and academically. Furthermore, the portrayal and categorisation of a ‘traditional’ and ‘non-traditional’ student is not something that we can assume ‘normalcy’; “… this sense of normalcy reproduces thinking that non-traditional students are non-white, working class and/or disabled.” (Madriaga et al, 2011:901).  A different approach to inclusive practice could be implemented through Thomas and May’s (2010) Four Pronged Typology approach, which identifies the students’ diversity dimensions as; **Educational**, **Dispositional**, **Circumstantial** and **Cultural**. This inclusive approach proactively strives towards making higher education accessible, relevant and engaging to all students. (Thomas and May, 2010) | **How can we establish and develop communities on campus?**  Boyer (1990) establishes six principles to a campus community; **Purposeful**, **Open**, **Just**, **Disciplined**, **Caring** and **Celebrative**. Each of these principles take into account how staff and students can establish an inclusive community through communication and actions among a diverse population. Academic and Social integration influences how communities among students form. For instance, the experience of sharing the curriculum can encourage students to spend more time in and out of the classroom, which can facilitate inclusive practice, such as study groups or volunteering programmes.  To establish Learning Communities, there is a need to remove barriers, which restricts collaboration among Faculties and Services across University (Tinto, 1998). This includes staff and students working together in partnership and remove the gap between the intellectual and the social (Boyers, 1990). |
| Sense of Belonging  (Tinto, 1975+) | Inclusion  (Thomas & May, 2010) | Communities  (Boyer, 1990) |
| **Pre-College Characteristics (Pre-arrival)**  Family background, skills and abilities, and prior schooling experiences  **College Experiences (Academic)**  Area of study, academic performance, and the amount and quality of student – faculty interactions  **Students’ out-of-class Experiences (Social)**  Participation in extra-curricular experiences (including paid work) and student – student interactions | **Educational**  Level/type of entry qualification, skills, ability, knowledge, educational experiences, life and work experiences, and learning approaches  **Dispositional**  Identity, self-esteem, confidence, motivation, aspirations, expectations, preferences, attitudes, assumptions, beliefs, emotional intelligence, maturity, learning styles, perspectives, interests, self-awareness, gender, sexuality  **Circumstantial**  Age, disability, paid/voluntary employment, caring responsibilities, geographical location, access to IT and transport services, flexibility, time available, entitlements, financial background and means, and marital status  **Cultural**  Language, values, cultural capital, religion and belief, country of origin/residence, ethnicity/race, and social background | **Purposeful**  A place where faculty and students share academic goals and strengthen teaching and learning on campus  **Open**  A place where free speech is protected and civility powerfully affirmed  **Just**  A place where the sacredness of each person is honoured and where diversity is aggressively pursued  **Disciplined**  A place where individuals accept their obligations to the group and where well defined governance procedure guide behaviour for the common good  **Caring**  A place where the wellbeing of each member is sensitively supported and where service to others is encouraged  **Celebrative**  A place where the heritage of the institution is remembered and where rituals affirming tradition and change are shared |
| Establishing Sense of Belonging | Facilitating Inclusive Practice | Developing Communities |
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| Tutorial Sessions | Student Volunteer Scheme |
| Programme Induction Activity | Summer School |
| Assessed Group Work | Online Virtual Learning Environment (VLE) |





