Promoting Student Belonging

Research shows that social connection is a key element of many of the most frequently cited models of student success and that interventions to increase sense of belonging have improved academic achievement in minoritized students.

Participants will explore goals and practices to help students build connections on campus. The case study for this topic features a student veteran's experience in their first year at the university.

Student Co-Curricular Development

Co-curricular learning experiences are out-of-classroom experiences, such as service learning, student clubs, and field experiences, that help students achieve meaningful learning outcomes in concert with academic study. Research shows that participation in these activities positively correlate with academic satisfaction and career motivation.

Participants will explore strategies for encouraging students' participation in co-curricular activities. The case study for this topic features two students' experiences in co-curricular activities and how these helped them increase motivation and build their sense of belonging and connection.

Student-Faculty Connection

Research shows that contact with faculty is one of the principles of effective undergraduate education and that engagement with faculty positively influences students' sense of belonging.

Participants will explore opportunities to connect with students and tools to enhance those connections. The case study for this topic features a faculty member's successes and challenges with building an intentional connection with their students.

Culturally Inclusive Education

Culturally inclusive interactions acknowledge and celebrate students' identity differences and help students capitalize on their cultural and linguistic strengths. This includes making easy-access requirements to participate in campus life and not causing harm through stereotypes, inaccessible content, or policies that are barriers to success.

Participants will explore ways to implement culturally inclusive practices in their university roles and interactions with students. The case study for this topic features a first-year student and their experience navigating a mix of positive and negative campus policies and classroom interactions.