Belonging Series

Trusting and respectful relationships are key to belonging (Thomas 2012). Being able to develop a sense of belonging within higher education is an important factor for both students and instructors to ensure success. Belonging often begins with the question, "How do I belong?" Creating a welcoming environment, where care, warmth, and acceptance are promoted, can help students and new instructors answer that question. The *Belonging Series* is a set of six workshops that will enhance your awareness of the importance of belonging by provoking consideration of pedagogical approaches that support development of a sense of belonging. If you attend the whole series (all six sessions) you will be awarded a certificate of completion – a great addition to your dossier that indicates your commitment to professional development and to enhancing your performance as an instructor.

Longing for Belonging: A courageous conversation
Facilitated by: Moussa Magassa
Tuesday, February 11, 2020, 1:30 pm to 3:30 pm, HHB 128
According to Wilson (2018),

> The desire to belong is a universal human need that is found in all cultures. It's a powerful motivator that dates back to our caveman days, when belonging to a clan or tribe meant the difference in whether or not you would survive. Abraham Maslow, in his hierarchy of human needs, places belonging on the third tier. He said that an individual must satisfy his or her physiological and safety needs, before being able to love and belong.

The African concept of 'Ubuntu' conceptualizes 'belonging' as being human and part of a global human family. Ubuntu speaks directly to our common humanity and responsibility towards each other as human beings who belong to intersecting social networks of family, friends, co-workers, classmates, religion, and so on. Belonging as 'Ubuntu', means that my life is only meaningful because it is intricately dependent on my relationships with other beings and the understanding that the spiritual and physical worlds are interconnected. I am part of a local and global 'WE'.

Belonging is a two-way process, according to some respondents in my research on Muslim students' experiences of ambient Islamophobia on the university campus and in the community at large. It is first and foremost, the feeling of being welcomed and included, in the classroom, the campus, the workplace, the society at large; and being trusted.

This interactive and practical workshop engages participants to:
• Critically assess their classroom dynamics with regards to students' interactions, and the intersections of power, privilege, and the socio-cultural and political realities;

•   Develop concrete skills on how to facilitate students' belonging and inclusion in their curriculum and instruction; and

•   Develop clear and accessible strategies on how to create belonging and inclusion in both the curriculum and their approach to teaching. Students' belonging and inclusion are indeed the cornerstone of a successful academic career.

Critical self-location
Facilitated by: Erynne Gilpin
Wednesday, February 26, 2020, 9:30 am to 11:00 am, HHB 128
A workshop which explores the meaning and practice of critical self-reflection of Self in relation to professional, research and community spheres of relationship. Grounded in Indigenous Learning Practice and Protocols, this workshop will support learners with an Indigenous lens of Learning Pedagogy and application.

Belonging at UVic: Exploring international instructors' experiences and adaptive strategies
Facilitated by: Viviana Pitton
Wednesday, February 26, 11:30 am-1:00 pm, HHB 128
The goal of this session is to start a longer-term conversation on international instructors' experiences, challenges, and ways of coping with the Canadian higher education environment. In trying to achieve this goal, we will start with a panel session. Participants will have an opportunity to listen and actively engage with the first-hand stories of some international instructors who are/were new to living and teaching in Victoria and Canada. You will leave this session with teaching and adaptation tips. Additionally, by acknowledging the potential common realities of UVic's "community of newcomers," we hope to create a stronger sense of belonging among international peers, newcomers, and other community members.

Being, belonging, becoming in higher education – supporting our students
Facilitated by: Gerry Gourlay
Tuesday, March 3, 2020, 2:30 pm to 4:00 pm, HHB 128
Workshop description: This workshop addresses key concepts underlying students successfully being, belonging, and becoming in higher education. It addresses the conceptual framework behind belonging, and discusses specific pedagogies associated with ensuring a smooth and nurtured transition for students as they enter higher education. We will also practice important techniques that help students have a sense of belonging in their classes and within higher education, and brainstorm together conditions that would promote supportive learning environments for all students.

Indigenous learning methods
Facilitated by: Erynne Gilpin
Wednesday, March 4, 2020, 9:30 am to 11:00 am, HHB 128

An introduction to four guiding principles of Indigenous learning methods for Staff, Students and Faculty. Content will include: Significance of Indigenous Educational Pedagogies (for all learners), conditions towards Safer-learning spaces and application within the classroom.

Territorial acknowledgement: Practice, protocol, and purpose
Facilitated by: Erynne Gilpin
Wednesday, March 18, 2020, 9:30 am to 11:00 am, HHB 128
A deeper look into the cultural protocols and practices of Indigenous Territory Acknowledgement. What is the real significance of this practice and how can we cultivate our own meaningful approach to centring Indigenous Lands in our learning?