

# CONNECTION AND ISOLATION

NOTES FROM SEP MEETINGS 2022-2023

This document aims at '*connecting the isolation*'.

We believe that the collective and the individual experience of the student both within and beyond the classroom is affected at various intersections of identity—class, caste, race, age, gender, sexual and romantic orientation, caregiving responsibilities, nationality, neurodivergence, accessibility needs, and beyond.

Our purpose is to provide some actionable goals to acknowledge and facilitate the process of making LSE an inclusive and welcoming space.

## Inclusion within the Curriculum

- Diverse modes of information dissemination (including both textual and non-textual resources as part of the learning process).
- Making curriculum inclusive through reference to resources from diverse geographical/political context.



## Connection with Staff

- Professors should know their students' names
- Academic Mentor: provide a road map on the role of the mentor throughout the academic year (similar to the Dissertation Road Map).

## Connection with Peers

- Transparency in budget given to Academic Reps to organise social activities for their programs.
- Consistency across departments.
- Equal purpose and equal sizing of common rooms.



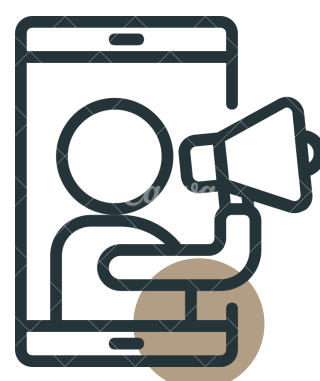
## Connective Student Feedback

- Organising pre-feedback informative sessions for students to understand the purpose and impact of their feedback aimed at teachers and courses.
- Making feedback more qualitative, to receive in-depth information.
- Making provision for a collective feedback mechanism for those who prefer.



## Connecting Voices

- LSE, broadly and specific departments, could look into acknowledging various social and political developments in a country and create help mechanisms for the affected student community.



# Inclusion in the Broader LSE Environment



- From receiving your offer letter to graduating, there are various points in an LSE student's journey that can act as a space for connection or isolation.
- It is important to remember that students should be able to bring their whole selves to campus.

## LSE Journey

- Before Welcome Week- resources and opportunities need to be accessible and in one place. Students might benefit from having their academic mentor reach out for a group call at this stage. Students from marginalised backgrounds might benefit from having an LSE ambassador or member of staff to talk to.
- During Welcome Week- too much emphasis on students finding peers from similar identities through societies. It increases the labour, especially for minoritized groups. It misses the opportunity to show support for different identities through official channels. Can departments help with this? Maybe using Moodle or official channels?
- Between Welcome Week and the first class- events that familiarise students with the campus space. More opportunities to connect with peers, professors, and staff.



## Campus Isolation

- A one-size-fits-all approach to design campus spaces should **not** be adopted.
- Make availability of opportunities more equitable between departments to encourage a stronger sense of belonging. Whole-School or joint-department events could help students whose departments don't have resources to hold memorable events individually.
- Transparency of communication, especially from official School channels re: education-related issues (e.g. strikes, Stonewall). Alienating to only hear it through informal networks (and informal networks may not include all students).



## Accommodation Isolation

- Having opportunities for students who don't live in halls to socialise- potentially partnering with hall events.
- The halls as a safe space to meet people with similar and different identities- how can LSE encourage this?
- Commuting students may not always be able to come to campus for events, can we have more hybrid or online events? Maybe more events at different times instead of evenings so that people can travel back?
- Understanding WHY students are not living in halls- having specific events for caregivers, more mature students, students from working class backgrounds, etc.
- Safety and community- More active security guards, subwardens from different backgrounds, visible elected representatives in all halls, more feedback provisions during the term.

