# What does it mean to belong at LSE?

## SEP on Community & Belonging

**LSE**

### WHAT IT MEANS TO BELONG

Feeling like you are a part of the wider LSE community, being valued by your peers and staff, and knowing that there are support structures in place to fall back onto. Being surrounded by people who share your experiences, and that there are avenues to build respect and understanding with people from different experiences and build confidence.



### WHAT THE PROBLEM IS

COVID has exemplified the gaps in the LSE community.

Students have felt isolated and excluded from peers and staff; students have felt 'faceless' and as though they are treated as just another number.

This needs to change: students need to be seen and heard, with support not only being offered, but accessible.

### AUDIENCE

- University-wide
- LSE management, executive board & those capable of making change
- Students: so they know we are dealing with issues they may be struggling with and so they are able to offer continued input
- LSE SU: if they know of the issues students are facing, they can help deal with them
- Lecturers and staff: just exposing lecturers to our concerns could change things slightly (eg. learning names)

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### MAIN INSIGHTS

Being seen, feeling like everyone belongs, on every scale, is key:

- Smallest scale: feeling valued/accepted within classes. Feeling that you know everyone within your classes by name, as well as your teachers, and are making valuable contributions that are being acknowledged
- Within your department and your cohort - lecturers knowing the names of their students to avoid the issue of feeling 'faceless', as well as department wide events
- On the largest scale - events and programmes across your cohort as well as the university.

### KEY ACTIONS

- Make existing support (eg. counselling) more accessible and easier to book for students
- Hold school-wide events: spirit week/research events to bring students across departments/years together. eg. coding weekend, week of volunteering, food festival towards end of MT
- Make societies more inclusive, available and appealing. Non-academic interactions are integral to building a community. Offering a wide range of events - such as trips, lectures both in-person and online, activities. reducing costs of society admissions, especially for sports societies.

### NEXT STEPS

- Implement key actions and provide reasons for lack of action: students need to know that their concerns are being dealt with and not disregarded
- Provide a reasonable timescale and plan for how 'community and belonging' will be priotirised
- Take insights and create priorities, voting system, a sustainable route to change where students can priotirise issues
- Present this resource with LSE management and target audience
- Awareness for both staff and students is the first step forward, as discussed with 'faceless' issue and lecturers just knowing that students sometimes feel that way