

# Building Belonging

## Framework Theory of Change (Part 1)

**Problem:** Student success outcomes are impacted by their sense of belonging. There is currently no shared awareness, understanding or guidance on what belonging means and how to support belonging within the context of Warwick University.

**Aim:** For the Warwick Building Belonging Framework to equip the user with the knowledge and tools to enhance students' sense of belonging and thus, outcomes.

**Outcome:**

- The University community has a greater understanding of belonging, in terms of the elements, thread of trust and levels of participation (For, With, By).
- The University community has a greater understanding of what they can do to support belonging.
- To support knowledge sharing, guidance and best practice around belonging.
- To empower the University community to continue to support and further develop their practice to support belonging.

**Impact:**

- Students have improved experiences, programmes, and outcomes.
- Users of the framework will apply it when developing practice (teaching, learning, physical and social environments, projects and initiatives).
- Deepened engagement by visualising and mapping within the elements and against the principles of co-creation.
- Educating on what belonging means, individual roles in it, and what can enhance it further at Warwick.

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## Theory of Change (Part 2)

### Activities:

- Scoping, researching, and consulting in different formats (workshops, listening rooms, data analysis).
- Delivering workshops, training and masterclasses across the university, for students and staff.
- Working with and training groups and networks across the university (e.g., ED&I, DSEPs, Personal Tutors, SSLC, SU reps, Society Execs).
- Co-creation and consultation with others to continue to review and feed into the framework to maintain relevance.

### Outputs:

- Guidance and resources (framework, guide, visual, interactive visual).
- A programme of workshops, training and or masterclasses.
- Interactive tool (Genially) to aid engagement and sharing of best practices, within and beyond departments.
- Belonging Champions in each faculty, comprised of students and staff, supported by the Building Belonging Team.

### Inputs:

- Workshops and consultations with staff and students across the University.
- Academic Research from colleagues.
- Gathering of examples of best practice directly linked to the elements of belonging.
- Analysis of Warwick's data on belonging, including NSS, PTES, Student Feedback surveys, and a specific belonging questionnaire run with AdvanceHE.

### Rationale (R) and Assumptions (A):

- R- To provide support for an understanding, awareness, and approach to building belonging to aid positive outcomes for the University community (e.g., applications, retention, academic/professional and personal development).
- A- People involved in the framework are already thinking about supporting belonging.

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- A- People are time poor and need a framework that is easy to understand, adapt, and implement.
- A- The user has an understanding of their context.
- A- All want to feel a sense of belonging within the University environment in some way.