



# Building Belonging for School Personnel: Key Insights from Research to Practice

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# BACKGROUND/PROBLEM STATEMENT

- Formidable challenges in wake of the global COVID-19 pandemic
- Recent federal data show signs of:
  - Student enrollment declines
  - Government financial support shortages
  - The Great Resignation
  - Record-breaking teacher/staff turnover and burnout



# Workplace Flexibility

- Part-time or job share
- Reduce(-d) hours
- 4-day work week
- Remote (vs. in-office)

## Actuarial Analyst - (Part-Time, Job-Share and Full-Time)



 Zurich Insurance Company Ltd  
Wallington

Apply on LinkedIn

13 days ago Full-time

Actuarial Analyst - (Part-Time, Job-Share and Full-Time)



Location: Fareham or London (if London, regular travel to Fareham will be required)

The opportunity:

An excellent opportunity has arisen for a role in the Planning and Insight team (within the Actuarial Reserving team) in London (with regular travel to Fareham) or Fareham. You will be involved in the reporting of actuarial work, delivering insights across the UK portfolio and assisting with the annual planning cycle, while helping to communicate the financial risk and its consequences, all of which are fundamentally important to our business.

You will work closely with our UK Reserving teams – Retail, Municipal, Commercial and Legacy – to understand and report their results, identify trends and bring insights to the senior stakeholders from the wider business, with whom you will gain exposure on a regular basis.

Using strong analytical and mathematical skills, you'll work alongside some of our most talented qualified actuaries. You'll also liaise with other areas of the business, including Finance, Underwriting, Pricing and Capital, to develop a broad understanding of the business and promote process change that will result in a real difference.

This role is available part-time, job-share or full time. This is because we want the best people for our roles, and we recognise that sometimes those people aren't available full-time.



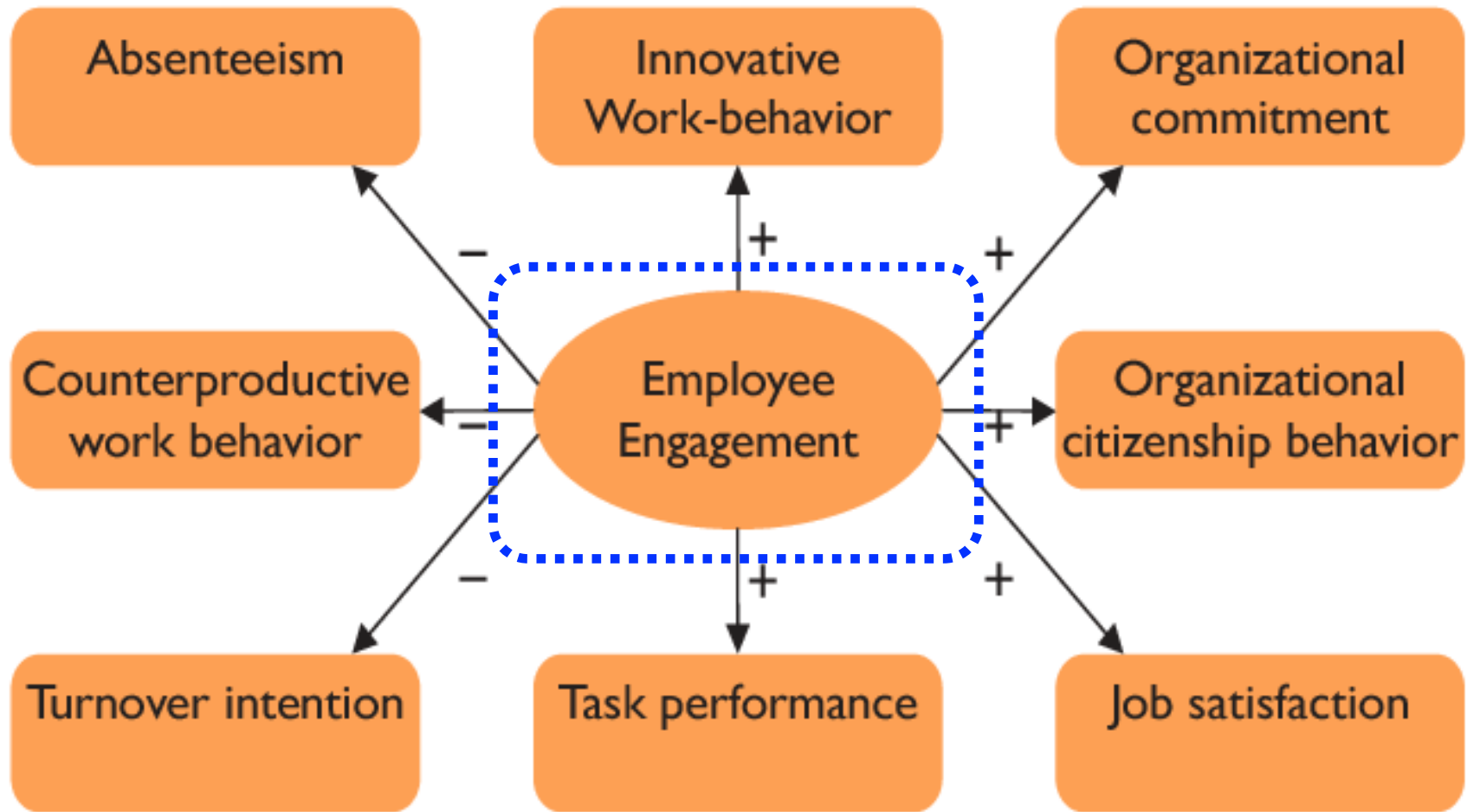
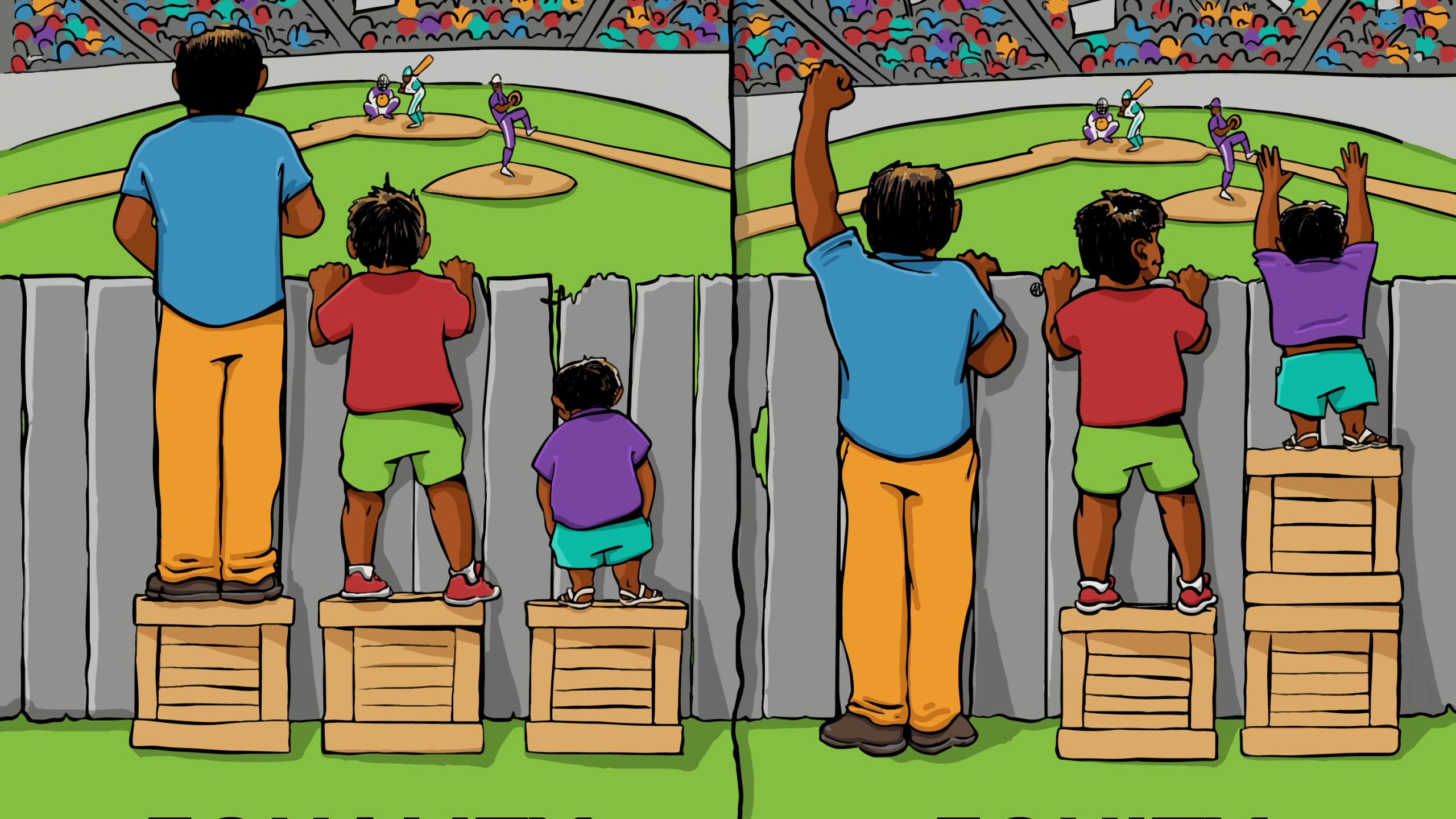


Figure 2: Conceptual Model of Employee Engagement and Employee Performance



“Diversity is good. Pass it down.”



# DIVERSITY

-the presence and awareness of different kind, mind

# EQUITY

-everyone is treated fairly, justly, and have what *they need* to be part

# INCLUSION

-everyone feels included, valued, and seen





# DIVERSITY, EQUITY, INCLUSION, AND BELONGING

*Asking the right questions*

## DIVERSITY ASKS

**WHO IS IN THE  
ROOM?**

## EQUITY ASKS

**WHO IS  
TRYING TO GET  
IN THE ROOM  
BUT CAN'T –  
AND WHAT ARE  
THE BARRIERS?**

## INCLUSION ASKS

**HAVE  
EVERYONE'S  
IDEAS BEEN  
HEARD,  
RESPECTED, AND  
UNDERSTOOD?**

## BELONGING ASKS

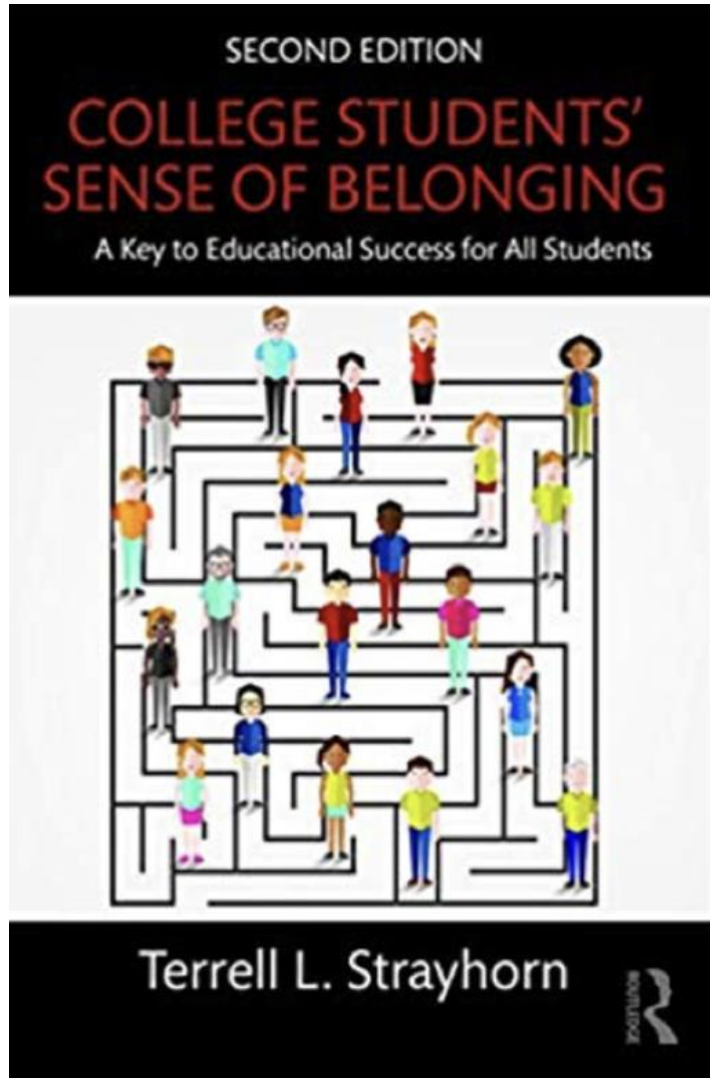
**IS EVERYONE  
FEELING VALUED  
THROUGH  
POSITIVE  
CONNECTIONS  
WITH OTHERS  
AND ABLE TO  
BRING THE  
AUTHENTIC SELF  
TO WORK?**



A glowing yellow lightbulb sits atop a row of wooden blocks. The blocks are arranged to spell out the words 'BE BELONGING'. The 'E' block is replaced by the base of the lightbulb, which is illuminated from within, casting a warm glow. The background is a solid, vibrant orange color.

**BE BELONGING**





## The Science of **SENSE OF BELONGING**



**Sense of belonging is a basic human need**

“Sense of belonging refers to a **feeling** that members matter to one another and **the group**, and a **shared faith** that members' needs will be met through their commitment to be together.”

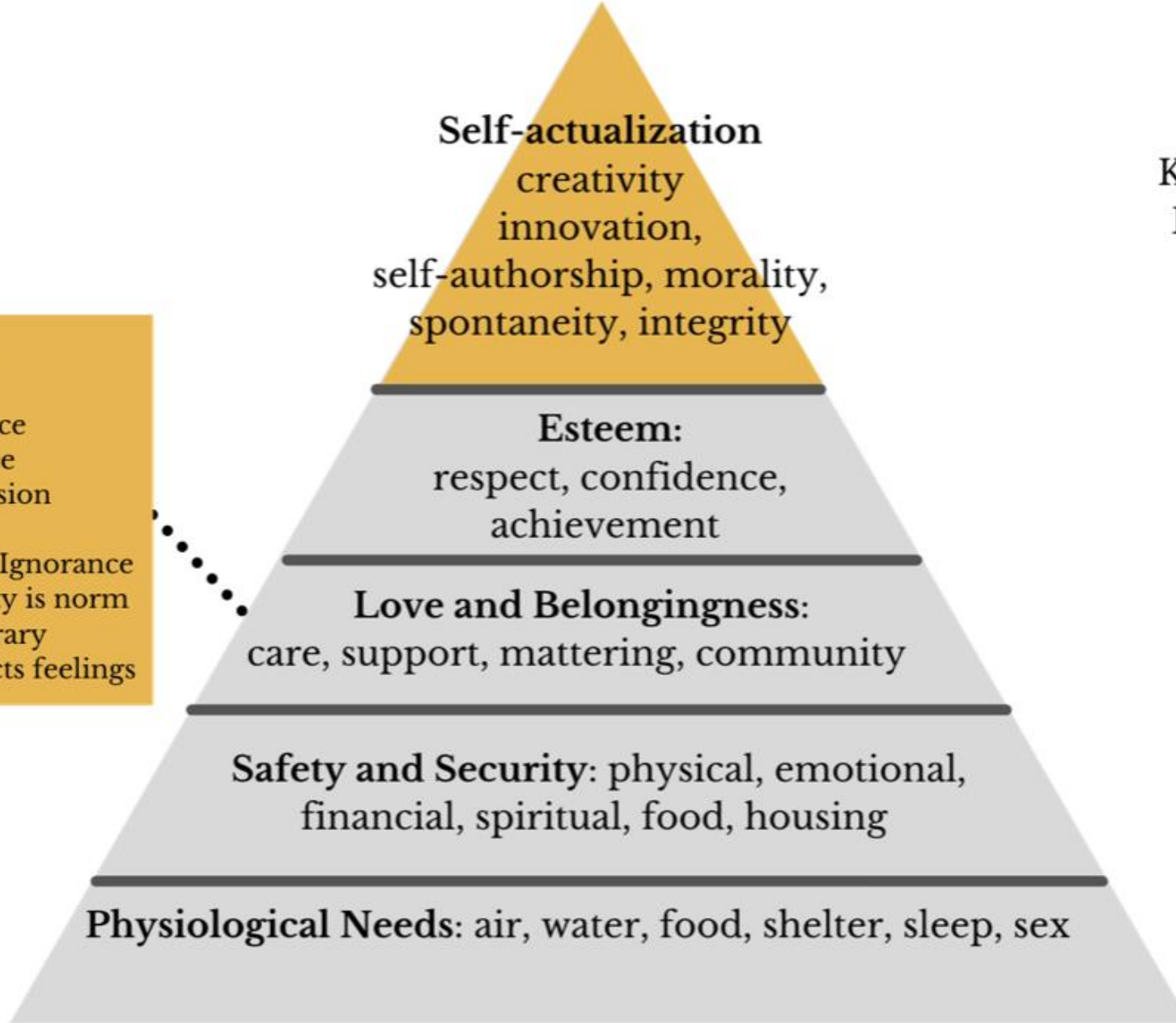
SOURCE: Osterman (2000)

**Fullest Potential:**  
Where They Will Be

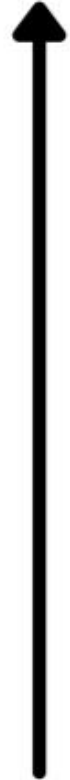


**Mattering:**  
-Attention  
-Dependence  
-Importance  
-Ego-extension  
  
-Pluralistic Ignorance  
-Uncertainty is norm and temporary  
-Time affects feelings

**Baseline Status:**  
Where They Are



**Our Mission:**  
Knowledge Producers  
Democratic Citizens



**Admission:**  
Consumers  
Individuals





### Assess for learning

Evidence of learning demonstrates students' application (and transfer) of content knowledge and skills.



### Build collaborative communities

Communities built on trust, care, collaboration, and high expectations connect and empower students.



### Cultivate belonging

Equitable learning experiences affirm who students are and prioritize their psychological safety.



### Foster student-led learning

Students learn deeply when learning experiences are designed to develop ownership over their own learning.



### Rethink time and space

Students learn deeply when we use technology to expand our notion of when and where learning happens.

**G O A**

Center for  
Professional Learning



**BELONGING**



**at WORK**

# 4 Effective Ways to Create a Sense of Belonging in the Workplace

By [Guest Post](#) | In [Company Culture](#), [Compensation & Benefits](#), [Staffing & HR](#) | Mar 24, 2023



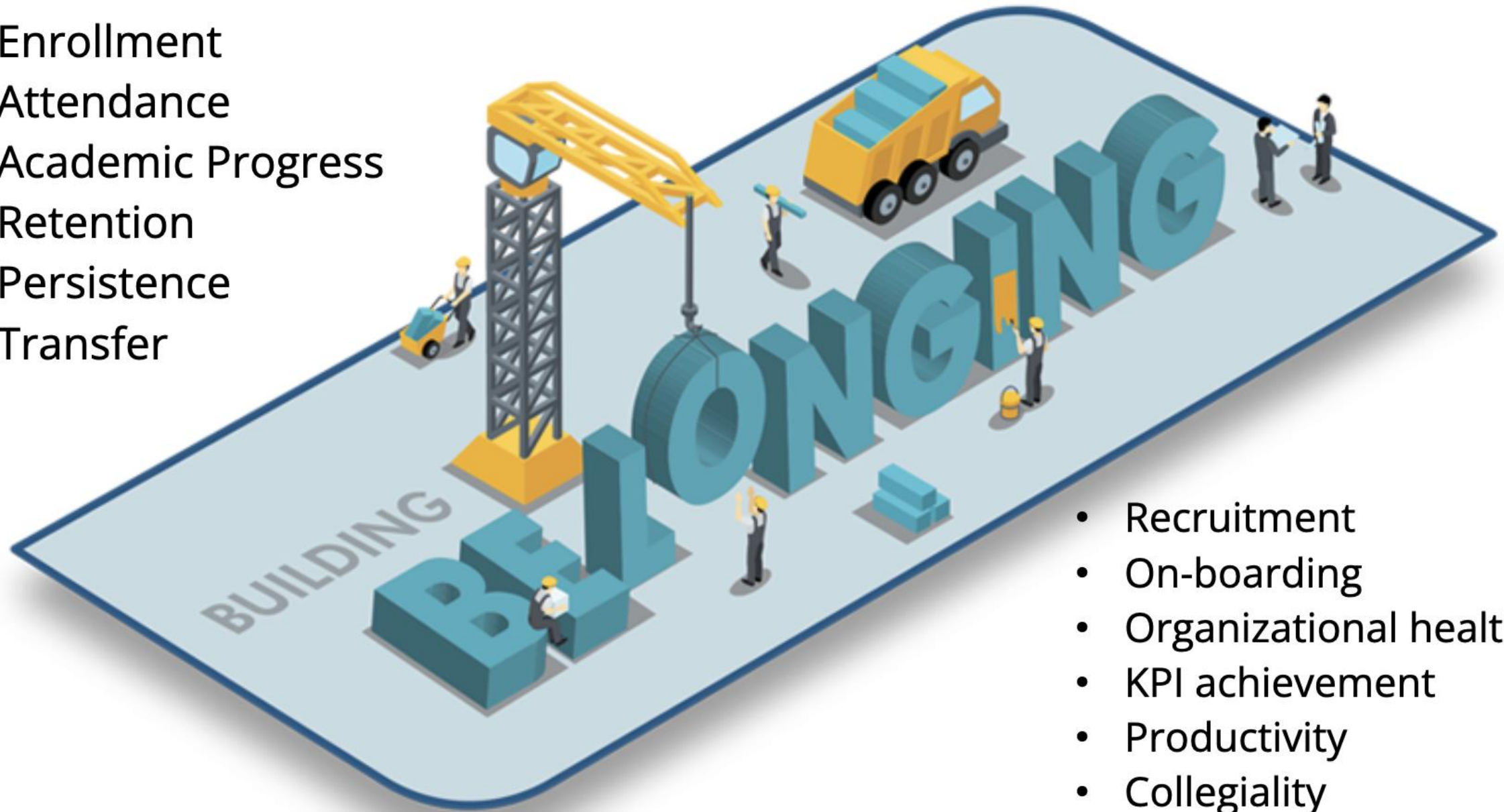
*By Dr. Terrell Strayhorn*

Sense of belonging is a basic human need and people, as humans, yearn to feel a sense of belonging at home, school, and work. It's much more than just "fitting in." Fitting in or assimilation often requires denying aspects of one's self or concealing core identities to satisfy the expectations, preferences, and values of some other group. As one person put it in a recent focus group, "that's way too high a price to pay and the return on

investment or ROI can be psychologically fatal."



- Enrollment
- Attendance
- Academic Progress
- Retention
- Persistence
- Transfer



- Recruitment
- On-boarding
- Organizational health
- KPI achievement
- Productivity
- Collegiality
- Brand Prestige



# Tying Work to Why



Our key activities focus on three areas—environmental sustainability, people and community, and business practices—and how we embed DEI into these activities and our culture. In these ways, we believe [the firm] can have the most impact for our internal and external stakeholders.

THANK  
YOU!

Remember: Our work matters...so, too, do you!  
YOU BELONG HERE.





# Questions?

2023 NASASPS Annual Conference

April 30 – May 3 | Phoenix, Arizona





Thank you!

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