Strategies for building relationships: creating community and belonging among students and staff

Prof Tina Harrison, Assistant Principal, Academic Standards and Quality Assurance and Personal Chair of Financial Services Marketing and Consumption

Dr Catherine Bovill, Senior Lecturer in Student Engagement, Institute for Academic Development
Outline of session

12:00 Welcome and introductions
12:05 Why focus on relationships & community? Evidence & examples (Cathy)
12:15 Belonging and community at the University of Edinburgh (Tina)
12:25 Breakout groups
12:45 Share back in larger group
13:00 Finish

PLEASE NOTE We will record the presentations only, not the chat or breakout groups
Relationships - evidence

Academic success, higher educational aspirations, personal and intellectual development, student satisfaction and enhanced motivation (e.g. Chickering & Gamson 1987; Cooper et al 1982; Cuseo 2007; Komarraju et al 2010; Kuh & Hu 2001; Lamport, 1993; Pascarella & Terenzini, 1978 & 2005).

Staff characteristics attitude and personality: warm and informal; friendly and flexible; accessible, approachable and available; empathetic, genuine and respectful; understanding and honest (e.g. Gadzella, 1977; Jacobsen, 1982; Lamport, 1993; Long, 1977; Powell, 1976; Rogers, 1962 Scheck & Bizio, 1977; Theophilides & Terenzini, 1981)
“the more contact between students and faculty both inside and outside the classroom, the greater the student development and satisfaction” (Kuh & Hu 2001, p309)
Hospitality

The first five minutes (Bovill, 2020)
Every class is an opportunity
Building trust, respect, community and belonging
Showing we care
Learning names

Arizona State University – name tents in large biology classes

“...statistically significant positive results on student motivation and learning and also to make it more likely students will seek help from their faculty.”

“Faculty do not need to memorize student names to achieve these outcomes; the practice of having students make and use simple name tents and then faculty intentionally calling students by name, when possible, seems to be sufficient.”

Cooper et al (2017)
What’s working?

• Town hall events
• Well-being check-ins
• Mixture of synchronous and asynchronous learning
• Using breakout rooms
• Encouraging responses/emojis in the chat box
• School and societies social events e.g. quizzes
• Opportunities to work in pairs/small groups outside
Sense of belonging

Breakout groups

1. Introduce yourselves

2. What did you find interesting/useful from the presentations?

3. What is working well in your course/programme/School/College to build relationships, community and belonging?
Future engage events

Co-creating a diverse and inclusive curriculum – when, where and how?
Dr Job Thijssen, Lecturer, School of Physics and Astronomy
Dr Hannah Chalmers, Reader, School of Engineering... and other speakers to be confirmed
Thursday 26th November 2020 12:00-13:00 Online

Engaging students through blogging
Dr Hazel Christie, Senior Lecturer (University Learning & Teaching), Institute for Academic Development
Josephine Foucher, Co-Editor Teaching Matters, Institute for Academic Development / PhD student, Sociology
Tuesday 1st December 2020 14:00-15:00 Online

https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage
Thank you

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