Sense of belonging leads to persistence (Strayhorn, 2012).

**CHOOSE ONE. TRY ONE.**

**BELONGING MATTERS AT WMU**

**DRIVE DISCUSSION**
- Facilitate, don’t judge.
- Provide opportunities for students to tell their story.
- Stay curious in the classroom.
- The students are the expert in their own lived experience.

**ENCOURAGE STUDENTS TO SHARE PERSPECTIVES**
- Share their views.
- Approach difference with curiosity.
- Stop and ask why.

**UNDERSTAND OTHERS**
- Model productive conflict.
- Encourage students to share perspectives.
- Be familiar with university resources.

**BUILD CONNECTIONS THROUGH CONVERSATIONS**
- Encourage groups to be comprised of students who have not worked together before.
- Actively work to dislodge cliques.

**HEALTHY DEBATE BROADENS PERSPECTIVE**
- Little value comes from full agreement.
- Avoid creating an echo chamber of student opinion.
- Use conflict as a teaching tool.

**MODEL PRODUCTIVE CONFLICT**
- Use an "operating agreement" for group work and require students to discuss what they will do when things go wrong before problems occur.

**BEST WAY TO ENCOURAGE CRITICAL THINKING IS TO ASK WHY**
- Diverse conversations can be created when groups are included from different majors, class standing, and work experience.

**BUILD DIVERSE GROUPS**
- Ask questions; know where to help students find resources for success.

**ACADEMIC SUCCESS IS ACHIEVED BY MEETING STUDENTS’ BASIC NEEDS FIRST**
- (e.g., shelter, food, safety)
- "67 percent said they were provided the support they needed to help them succeed academically.

**NON-ACADEMIC RESPONSIBILITIES IMPACT ACADEMIC SUCCESS**
- 52 percent said they were provided with support to help manage non-academic responsibilities.

**FOSTER FRIENDSHIPS**
- Sense of belonging leads to persistence (Strayhorn, 2012).

**CONNECT TO RESOURCES**
- Invite the success liaison for your college to your faculty meeting or classroom.

**wmich.edu/directories/studentservices**

Broncos FIRST seeks to make student success and retention the central organizational priority at WMU.

*Data in this resource sheet are taken from the responses of first-year students at WMU who took the 2013 National Survey of Student Engagement (NSSE). The percentages represent how many students engaged in the stated behavior/activity often or very often.*
Sense of belonging leads to persistence (Strayhorn, 2012).

CHOOSE ONE. TRY ONE.
BELONGING MATTERS AT WMU

CHALLENGE YOUR OWN PRECONCEPTIONS AND ASSUMPTIONS
- Asking why you believe something is as important as having that belief.
- Allow yourself to be challenged by other viewpoints.
* 67 percent said they examined the strengths and weaknesses of their view on a topic or issue.

MAKE THE MOST OF OUT OF CLASS-TIME
- Use campus academic resources like tutoring, Bronco Study Zone, Writing Center, and the Student Success Directory.
- Supplemental instruction.
- Visit your professors.
- Form study groups.
* 67 percent said they were provided the support they needed to help them succeed academically.

LEARN MORE ABOUT YOURSELF BY TRYING SOMETHING NEW
Take the risk to attend a new activity and bring a friend.

WHO ARE YOU HANGING OUT WITH?
YOU CAN MAKE YOUR GROUP MORE INCLUSIVE BY ASKING YOURSELF, “WHO'S MISSING?”
* 67 percent said they were encouraged to have contact with students from different economic, social and racial or ethnic backgrounds while in the classroom.

MULTIPLE PERSPECTIVES SOLVE BIGGER PROBLEMS
- Know your strengths, show your strengths, grow from others.
- Be open to what others bring to your group.
- Appreciate that others have different skills.
* 67 percent said WMU contributed to their knowledge, skills, and personal development in effectively working with others.

IT IS BETTER TO BE INTERESTED THAN INTERESING
- CONSIDER SOMEONE ELSE'S VIEWS BY ASKING THEM QUESTIONS.
- TRY TO PUT YOURSELF IN THE POSITION OF SOMEONE WHO HOLDS A DIFFERENT PERSPECTIVE THAN YOU.
* 71 percent have tried to better understand other viewpoints by imagining how an issue looks from the perspective of others.

EVERYONE HAS A DIFFERENT STORY
- ALL STUDENTS HAVE DIFFERENT NON-ACADEMIC RESPONSIBILITIES.
- HOW CAN YOU AND YOUR GROUP MAKE SURE YOUR ACTIVITIES ARE ACCESSIBLE?
* 52 percent said WMU contributed to their knowledge, skills and personal development in working effectively with others.

GET INVOLVED
LIFE HAPPENS

• CHOOSE ONE. TRY ONE.

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