Students’ feelings of belonging are strongly correlated to their ability to learn. Evidence shows that students with a strong sense of belonging are more motivated and engaged, resulting in better performance and higher intentions to persist. Further, discipline-specific belonging is related to discipline-specific persistence. In this workshop, faculty and graduate student instructors will have the opportunity to engage in one of three Yale-specific math case studies related to belonging. After discussion of the cases, participants will consider evidence-based teaching strategies to support Yale math students, including those from historically underrepresented and/or under served groups. This workshop will serve as a starting point for the discussions the following week with Dr. Pamela E. Harris, Associate Professor in the Department of Mathematical Sciences at the University of Wisconsin at Milwaukee.