School of Education & Behavioral Sciences – Academic Mindset Plan

Academic Mindset Element	Freshman Year	Sophomore Year	Junior Year	Senior Year
Belonging	 Welcome letter from Dean of School Connect with Academic Advisor Selection of Faculty Mentor Introduction of Peer Mentoring 	 Professional Advising Interaction with Faculty Mentor Peer Mentoring Academic Clubs 	 Faculty Mentor becomes Faculty Advisor Peer Mentoring Academic Clubs 	 Faculty Advisor/Mentor Become a Peer Mentor Academic Clubs/Leadership
	Recognition of Academic Achievement			
Growth Mindset				
	Gateways to Completion (G2C) Course Redesigns to include activities promoting growth mindset			
	Training for Professional Advisors to include messages and activities promoting growth mindset	 Professional Advisors: Messages that Motivate 	Faculty Advisors: Messages that Motivate	
Self-Efficacy				
	School of Education & Behavioral Sciences Resource Hub			
	Undergraduate Teaching Assistants; Peer Mentoring			
Value/Meaning/Purpose				
	Signature Experiences Built Into Each Course			
	Career Exploration, Selection, Preparation			

Reference: Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.