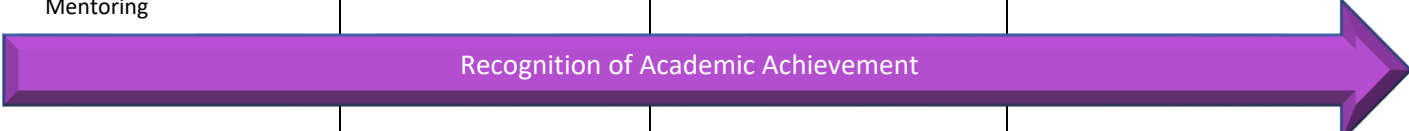
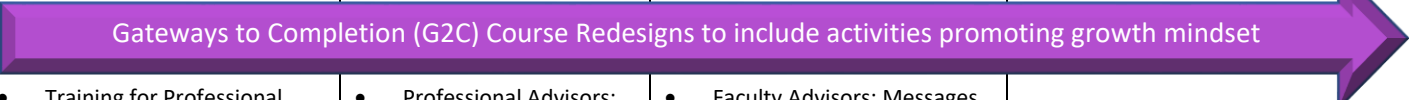
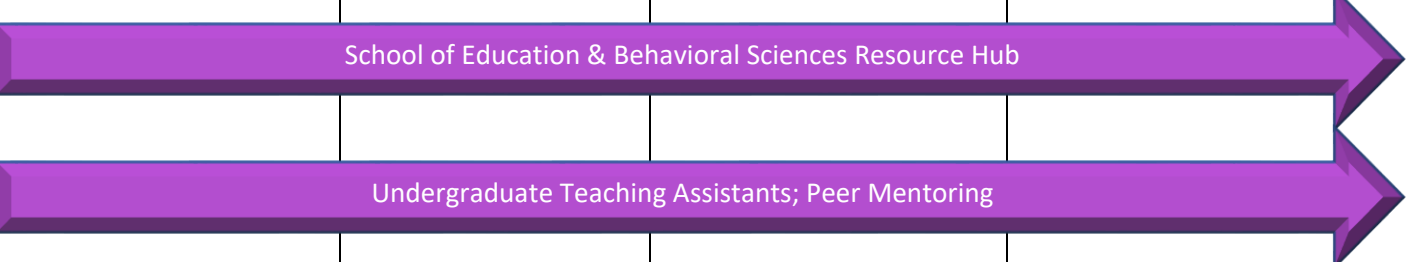
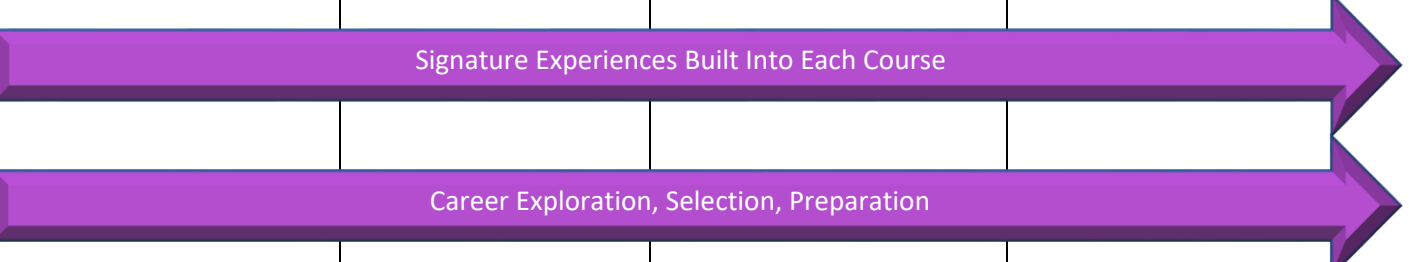


**School of Education & Behavioral Sciences – Academic Mindset Plan**

Academic Mindset Element	Freshman Year	Sophomore Year	Junior Year	Senior Year
<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>• Welcome letter from Dean of School</li> <li>• Connect with Academic Advisor</li> <li>• Selection of Faculty Mentor</li> <li>• Introduction of Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Advising</li> <li>• Interaction with Faculty Mentor</li> <li>• Peer Mentoring</li> <li>• Academic Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Mentor becomes Faculty Advisor</li> <li>• Peer Mentoring</li> <li>• Academic Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Advisor/Mentor</li> <li>• Become a Peer Mentor</li> <li>• Academic Clubs/Leadership</li> </ul>	
<p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>• Training for Professional Advisors to include messages and activities promoting growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Advisors: Messages that Motivate</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Advisors: Messages that Motivate</li> </ul>		
<p><b>Self-Efficacy</b></p>				
<p><b>Value/Meaning/Purpose</b></p>				

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.