MIND SET IS EVERYTHING
Success is likely in an environment that:

UNC-Chapel Hill believes all admitted students can thrive in college, graduate, and grow into lifelong learners.

Components of Student Success

1. Exploring & growing intellectually
2. Appreciating diverse perspectives as well as developing one’s own identity
3. Developing social & emotional skills
4. Engaging in meaningful activities, roles, & relationships
5. Cultivating a sense of purpose or vocation

Encouraging Student Success

1. Fosters self-advocacy & resiliency
2. Promotes a growth mindset understanding of intelligence
3. Affirms cultural identities & advances inclusive excellence
4. Encourages academic excellence, integrity, & leadership
5. Demonstrates concern for the well-being of the whole student

UNC-Chapel Hill wants every student to make steady academic progress and graduate on time. But success does not look the same for every student. There are different pathways to success.

WE BELIEVE STUDENTS SUCCEED WHEN THEY:

• Take full advantage of the breadth and depth of our curriculum
• Set academic and personal goals
• Take responsibility for their education, choices, & decisions

Undergraduate student success advances higher learning and discovery as well as individual competency development and academic achievement.

This is something I know for a fact:
You have to work hardest for the things you love most.
—Carol S. Dweck
CONFERENCE OVERVIEW AND GOALS

OVERVIEW
Each year, the Office of Undergraduate Retention and the Division of Student Affairs at The University of North Carolina at Chapel Hill (UNC-CH) partner with colleagues from across campus to provide a day-long conference for faculty and staff on current issues in undergraduate student success. Prior conferences include:
- Transfer Student Success (2009)
- First-Generation College Students (2010)
- The Forum on Minority Male Student Success (2012)
- Carolina Firsts Advocates (2013)
- High Impact Carolina (2014)
- Thriving in College (2015)

The 2016 conference is focused on growth mindset.

Growth mindset (Dweck, 2006), the belief that abilities can be developed through dedication and hard work, is a theoretical framework applied to student success initiatives across the education pipeline. While individuals with a fixed mindset believe their basic qualities, like their intelligence or talent, are unchangeable fixed traits, people with a growth mindset believe that intelligence is malleable and individuals have significant capacity to change. Research suggests that developing a growth mindset may result in positive educational outcomes. This day-long conference will explore the following questions: What is growth mindset? How can growth mindset be applied to undergraduate student success? How can faculty and staff at UNC-CH apply growth mindset to their current work with undergraduates?

GOALS
1. Enhance participant knowledge of mindset theory as applied to undergraduate student’s success, including:
   - Understanding the distinction between growth and fixed mindsets
   - Examining the research related to mindset theory and its application to college students
   - Learning how to integrate theory and research related to mindset in order to develop principles for practice
   - Developing at least one strategy for promoting a growth mindset in their students
   - Becoming aware of specific feedback techniques that promote a growth mindset
   - Applying growth mindset approaches with relevant case studies

2. Identify campus experiences that contribute to increasing growth mindset.

3. Provide an opportunity for departments to collaborate on potential strategies for promoting growth mindset in college, including the opportunity to apply for funding from the Summer School to promote mindset among undergraduate students during summer 2016.

WHAT DO STUDENTS NEED TO DEVELOP A GROWTH MINDSET?
“People may start with different temperaments and different aptitudes, but it is clear that experience, training, and personal effort take them the rest of the way” (Dweck, 2006, p. 5).

Consider these questions today and connections with past conference topics:

What can you do to provide Carolina students high-impact experiences and training that can impact their ability to develop a growth mindset and attain their goals?

In order to thrive in college, students need to be safe, well, prepared, connected and engaged. How does thriving connect with students’ personal efforts in college and their ability to meet academic opportunities with a growth mindset?

CONFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Check-In and Continental Breakfast</td>
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<tr>
<td>9:00 a.m.</td>
<td>Welcome and Overview</td>
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<tr>
<td></td>
<td>Katie Cartmell, Transfer Student Coordinator, Undergraduate Retention</td>
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<td>Bettina Shuford, Associate Vice Chancellor for Student Affairs</td>
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<td>9:15 a.m.</td>
<td>Keynote—Mindset: Its Powerful Impact on Achievement</td>
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<td>Martha E. Casazza, Partner, TRPP Associates, Inc.</td>
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<tr>
<td>10:15 a.m.</td>
<td>Break</td>
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<tr>
<td>10:30 a.m.</td>
<td>Breakout Sessions</td>
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<td></td>
<td>Please see page 5 for session descriptions</td>
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<tr>
<td>11:45 a.m.</td>
<td>Break</td>
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<tr>
<td>12:00 p.m.</td>
<td>Lunch and Q&amp;A with Martha Casazza</td>
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<tr>
<td>1:00 p.m.</td>
<td>Plenary—Mindsets, Myths, and Messages: How We Promote (and Undermine) Growth</td>
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<tr>
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<td>Jeffrey A. Greene, Associate Professor, Learning Science and Psychological Studies Program</td>
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<td>UNC School of Education</td>
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<tr>
<td>1:45 p.m.</td>
<td>Continuing the Conversation and Request for Proposals:</td>
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<td>Growth Mindset Grants for Summer 2016</td>
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<td>Cynthia Demetriou, Associate Dean and Director, Undergraduate Retention</td>
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<td>Jan Trapp, Dean, Summer School and Distinguished Professor, UNC School of Media and Journalism</td>
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<td>Heather Farichild, Undergraduate Intern, Undergraduate Retention</td>
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<tr>
<td>2:30 p.m.</td>
<td>Acknowledgements and Closing</td>
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<td></td>
<td>Carla Rodriguez, Coordinator, New Student &amp; Carolina Parent Programs</td>
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<tr>
<td>3:00 p.m.</td>
<td>Distribution of Mindset T-shirts and Books</td>
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KEYNOTE SPEAKER

Martha E. Casazza is a partner in the educational consulting firm of TRPP Associates. TRPP is a model that Dr. Casazza and her colleague, Sharon Silverman, developed and published in 1996. It is based on the integration of Theory, Research, Principles and Practice. Prior to TRPP, she was the Vice President of Academic Affairs at the Adler School of Professional Psychology and the Dean of the College of Arts and Sciences at National-Louis University. She has served as President of the National College Learning Center Association, President of the National Association for Developmental Education, and Co-Editor of the Learning Assistance Review. She was President of the Illinois Network of Women in Higher Education, an affiliate of ACE, and is a regular peer reviewer for the Higher Learning Commission. Dr. Casazza holds an Ed.D. from Loyola University Chicago.

PLENARY SPEAKER

Jeffrey A. Greene is an Associate Professor in the Learning Sciences and Psychological Studies program at the University of North Carolina at Chapel Hill. He has over 40 peer-reviewed articles and book chapters on student digital learning and literacy, and in particular the ways in which students’ cognition, metacognition, and beliefs interact to affect their acquisition of conceptual understanding in science and history. His work has been funded by the National Science Foundation, the Institute for Education Sciences, and the Spencer Foundation. He serves as Associate Editor of Epistemic Cognition and the Handbook of Self-Regulation of Learning and Performance, both published by Routledge. Dr. Greene holds a Ph.D. in Educational Psychology from the University of Maryland, as well as a Master’s degree in Measurement, Statistics, and Evaluation.

Effort is what ignites ability and turns it into accomplishment.
—Carol S. Dweck

MEANING MAKING TOOLS TO ENHANCE STUDENT MINDSETS THROUGH STUDENT SERVICES

Royal
Gregory P. Bocchino

How can staff in student support services encourage students to develop a mindset for success in college? This session will focus on creative activities that can increase students’ self-awareness, embrace challenges, persist in the face of setbacks, and capitalize on their strengths. The activities discussed will be particularly applicable to orientation and transition programs, career and course selection discussions, admissions programs, and programs related to student health, academic performance, behavior, and discipline. In particular, attendees will explore how they can use tools such as the values clarification card sort, force field analysis activity, StrengthsFinder assessment, and the Myers Briggs Type Indicator within these contexts and how to provide students with feedback and guidance to “stretch” and “grow.”

APPLYING MINDSET TO TEACHING AND LEARNING

Peebles
Jeannie Loeb, Cheryl Moy, and Jennifer Park

There are many opportunities to encourage students’ growth mindset in academic courses. This session will explore cross-disciplinary strategies that can help students understand and apply mindset concepts to academic tasks and thriving in the classroom. The presenters will include specific examples of strategies they have used in their courses, the outcomes of their efforts and considerations for additional strategies. Attendees will also discuss ideas for incorporating mindset concepts in their own courses and teaching approaches.

ENCOURAGING GROWTH MINDSET IN STUDENT LEADERS AND CO-CURRICULAR EXPERIENCES: A Brainstorming Session

Alumni Hall III
Bobby Kunstman and Kate Kryder

Developing undergraduate students to become the next generation of scholars and leaders is a top priority at Carolina. This priority is evidenced by the dozens of formal leadership programs and courses across our campus. This session will be a highly collaborative time for conference participants to exchange ideas about ways to infuse growth mindset concepts into student leader training and cohort experiences.

COACHING TO GROWTH

Dowd-Harris
Kimberly Abels, Vicki Behrens, and Bob Pleasants

This session invites attendees to experience and experiment with the kind of academic coaching students receive when they visit the Writing Center or Learning Center. With writing and time management as our starting points, staff members and attendees will work in small groups to sample coaching skills and learn how our academic coach approach helps students grow.
Dear Conference Attendee: Thank you for attending today’s event and for your commitment to undergraduate student success. Use these pages to write down important thoughts and observations throughout the day. Questions are provided to help you reflect on today’s sessions and consider how to bring the insight and knowledge you gain today back to your daily work.

I. KEYNOTE: DR. MARTHA CASAZZA
How does mindset have a powerful impact on achievement?

II. BREAKOUT SESSION
Key points

III. PLENARY: JEFFREY A. GREENE
In what ways do we promote (and undermine) growth?

“Why waste time proving over and over how great you are, when you could be getting better?”
—Carol S. Dweck
For your reference, cited sources and additional resources will be listed on the Undergraduate Retention website at [studentsuccess.unc.edu/annual-conference-2](http://studentsuccess.unc.edu/annual-conference-2).

**SELECT PUBLICATIONS FROM CAROL DWECK**


Yeager, D. S. and Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. Educational Psychologist, 47, 302–314

**PLANNING COMMITTEE**

Candice Powell, Retention Specialist, Undergraduate Retention (Planning Committee Co-Chair)

Alison Spannaus, Associate Director, New Student and Carolina Parent Programs (Planning Committee Co-Chair)

Katie Cartmell, Transfer Student Coordinator, Undergraduate Retention

Lisa Corvin, Finish Line Project Coordinator for STEM Transfer Students, Undergraduate Retention

Carmen Gonzalez, Finish Line Project Coordinator for First Generation College Students, Undergraduate Retention

Laura Ketola, Leadership Development Coordinator, Student Life & Leadership

Sharon Levine, Transition Course Coordinator, Undergraduate Retention

Erin Moseley, Director of Admissions, Summer School

Carla Rodriguez, Coordinator, New Student & Carolina Parent Programs

Molly Sutphen, Associate Director and Teaching and Learning Coordinator, Center for Faculty Excellence

**WITH SPECIAL THANKS TO THE FOLLOWING INDIVIDUALS FOR THEIR SUPPORT OF THE THRIVING IN COLLEGE CONFERENCE:**

Winston Crisp, Vice Chancellor for Student Affairs

Steve Farmer, Vice Provost for Enrollment and Undergraduate Admissions

Kevin Guskiewicz, Dean, College of Arts & Sciences

Abigail Panter, Senior Associate Dean for Undergraduate Education

Bettina Shuford, Associate Vice Chancellor for Student Affairs

Jan Yopp, Dean of the Summer School
“Becoming is better than being.”
—Carol S. Dweck
ACKNOWLEDGMENTS

This conference is brought to you by Undergraduate Retention in the Office of Undergraduate Education and Student Affairs with the generous support of Summer School and Thrive@Carolina.

“Don’t judge. Teach. It’s a learning process.”
—Carol S. Dweck