

A young man with short brown hair, wearing a purple long-sleeved shirt and black shorts, is sitting on a bed of dry pine needles at the base of a large, leafy tree. He is holding an open book and looking down at it. A green backpack is on the ground next to him. In the background, there is a large, multi-story brick building with many windows and a central entrance with steps. The scene is set on a green lawn.

Live.
Learn.
GROW.

2018-2019 QEP Annual Report

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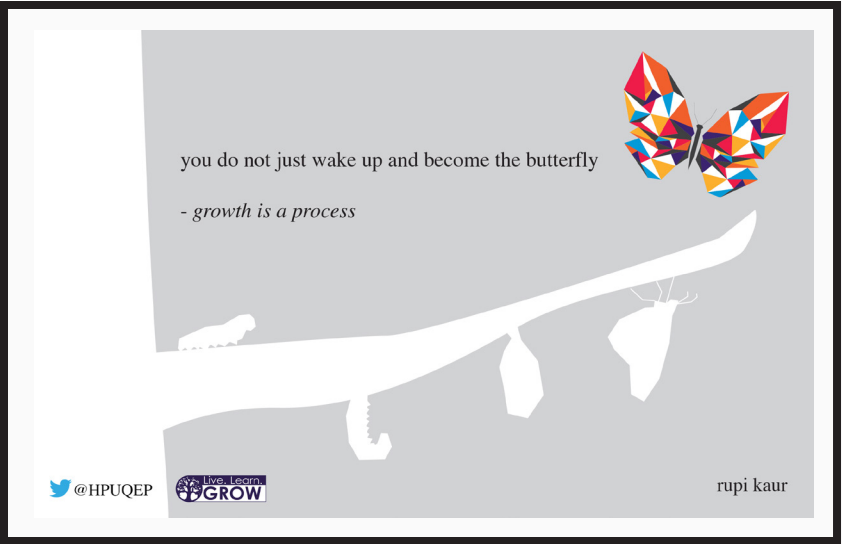
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INTRODUCTION & SUMMARY

It's been a great year of growth and learning for our QEP.

Our overall growth mindset scores are increasing.

High Point University's growth mindset composite score (composed from five items in Carol Dweck's Intuitive Theories of Intelligence Scale) increased from 4.36 in the 2017-18 academic year to 4.43 in 2018-19. The score for undergraduates along increased from 4.27 to 4.39; faculty and staff dropped from 4.83 to 4.77.

High Point University Growth Mindset Composite Scores:

	2016-17	2017-18	2018-19	Statistical Significance
University Composite	4.25	4.36	4.43	2016-2018 $p < 0.01$ 2017-2018 $p = NA$
Student Composite	4.10	4.27	4.39	2016-2018 $p < 0.01$ 2017-2018 $p < 0.01$
Faculty & Staff Composite	4.90	4.83	4.77	2016-2018 $p = NA$ 2017-2018 $p = NA$

Note: The scale runs from 1-6.

Sources: 2016-17, 2017-18, and 2018-19 Summer Student Surveys and Fall Faculty & Staff Surveys

Further, growth mindset scores increased for each class:

	2016-17	2017-18	2018-19	Statistical Significance
Class of 2019	4.12	4.27	4.48	2016-2018 $p < 0.01$ 2017-2018 $p = NA$
Class of 2020	4.13	4.23	4.35	2016-2018 $p = 0.015$ 2017-2018 $p = NA$
Class of 2021	NA	4.28	4.38	$p = NA$
Class of 2022	NA	NA	4.22	$p = NA$

Note: The scale runs from 1-6.

Sources: 2016-17, 2017-18, and 2018-19 Summer Student Surveys and Fall Faculty & Staff Surveys

We’re also seeing the needles move in other areas.

In addition to our growth mindset composite scores, we assess the success of our QEP through additional measures that show growth mindset in action. These measures include changes in achievement gaps, the number of classes that incorporate growth mindset interventions, and the frequency of growth mindset keywords in campus messaging.

Of the items we measured:

- 20 items increased, with 15 moving up a level;
- One item remained static;
- 18 items decreased

Additionally, we continued to measure the University community’s Grit score. Angela Duckworth’s Grit scale assesses perseverance toward long-term goals, a trait that demands an application of growth mindset.

Grit Scores for High Point University

	2017-18	2018-19	Statistical Significance
University Composite	Did not measure	3.72	p = NA
Students	Did not measure	3.27	p = NA
Faculty & Staff	3.90	3.92	p = NA
Faculty	3.88	3.92	p = NA
Academic Services	3.97	3.60	p = NA
Student Success	3.91	3.80	p = NA
Student Life	4.04	4.00	p = NA
Administration	3.86	3.87	p = NA

Note: The scale runs from 0-5.

Sources: 2017-18, and 2018-19 Summer Student Surveys and Fall Faculty & Staff Surveys

We also continued to evaluate the University community on Dweck’s Intuitive Theories of Intelligence of Others scale. The scale helps us understand how much we believe others can improve, which is a valuable trait among effective educators.

Growth Mindset Scores of Others at High Point University

	2017-18	2018-19	Statistical Significance
University Composite	Did not measure	3.91	p = NA
Students	3.78	3.83	p = NA
Faculty & Staff	4.62	4.71	p = NA
Faculty	4.59	4.73	p = NA
Academic Services	5.10	5.38	p = NA
Student Success	4.38	4.44	p = NA
Administration	4.63	4.58	p = NA

Note: The scale runs from 1-6.

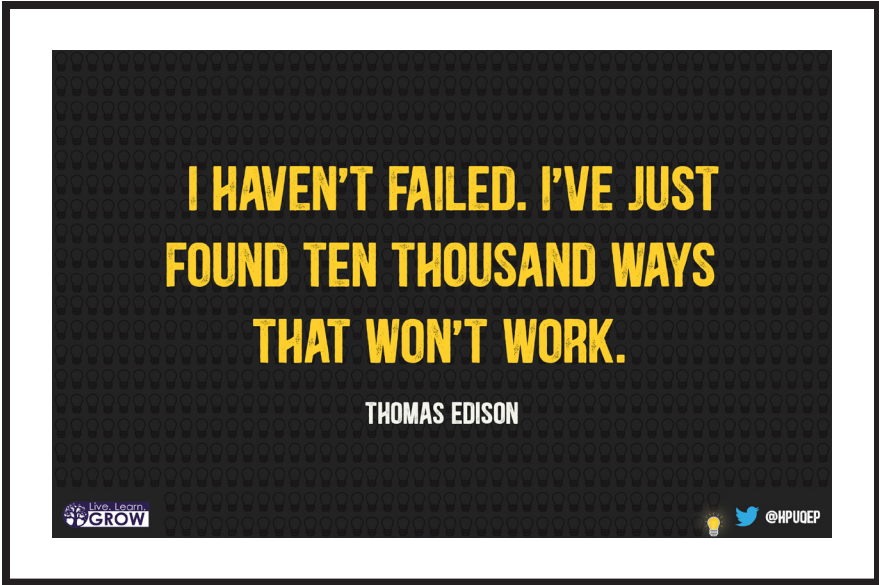
Sources: 2017-18, and 2018-19 Summer Student Surveys and Fall Faculty & Staff Surveys

This report covers our activities and growth from the 2018-19 academic year to help us shape our plans for the upcoming year.

Jim Y. Trammell, Ph.D.

QEP Director

Associate Professor of Communication



2018-2019 Activities & Goals

This section covers goals stated in the QEP and in the QEP Director's 2017-18 Annual Report, and includes a narrative on how we realized these goals.

CLASSES AND CURRICULA

Include growth mindset as a key academic component of High Point University's 2024 Strategic Plan

As of May 2019, the University's Academic Policies committee was still strategizing the drafting of the 2024 Strategic Plan.

Sponsor development programs to train faculty in embedding growth mindset interventions in their class development

The QEP and the University's Center for Innovative Teaching and Learning (CITL) co-sponsored eight "Ed Talks" in the academic year. These talks bring faculty and academic staff together for a lunch and discussion about how to implement growth mindset interventions in the classroom. They are also opportunities for Growth Mindset Grant recipients to present their projects to the University community.

Additionally, as of May 2019 the University funded 24 Growth Mindset Pedagogy Grants, and ten Growth Mindset Technology Grants, each worth \$1500. These grants funded new and innovative projects to embed growth mindset in our classes and curricula.

Include growth mindset as a key topic in President's Seminar classes and capstone classes

Growth mindset interventions were apparent in twenty-six capstone classes in the 2018-19 academic year, down from thirty-one in 2017-18.

Other Activities

- The QEP Director led a growth mindset sessions in Leah Schweitzer's writing center class, and in Matthew Brophy's First-Year Seminar class. Additionally, the Survey Research Center conducted focus groups in several spring 2019 classes.
- The "Liberated Learning" course was developed and approved as a First-Year Seminar class for the 2019-20 academic year. This course will feature growth mindset and grit as key components.

FACULTY

Faculty development programs sponsored by CITL & "Live. Learn. Grow."

The QEP and CITL hosted eight Ed Talks in the 2018-19 academic year.

We also booked Anders Ericsson to speak to faculty and staff during the fall 2019 faculty seminars about his "Deliberate Practice" concept.



Incentives for faculty to include growth mindset interventions in the classroom through their syllabi, tests, assignments, lectures, or other materials, including:

- **Growth Mindset SOTL Grants**
- **Growth Mindset Pedagogy Grants**
- **Growth Mindset Technology Grants**

As of May 2019, the QEP awarded \$264,108 in Growth Mindset Grants to the University community, with \$221,608 awarded to faculty. These grants include 29 SOTL grants (\$6500 apiece), 14 pedagogy grants (\$1500 apiece), and 8 technology grants (\$1500 apiece) to faculty.

Additionally, 58.54% of faculty and academic staff reported in the 2018-19 QEP Participation Audit that they received support from their administrators to embed growth mindset interventions in their work with students. This is an increase from 45.54% reported in the 2017-18 QEP Participation Audit.

Regular presentations to the full faculty and staff regarding growth mindset scholarship

As noted above, the QEP and CITL co-sponsored eight Ed Talks that centered around growth mindset scholarship.

Other Activities

- The QEP purchased copies of Anders Ericsson's *Peak: Secrets from the New Science of Expertise* to expose faculty and academic staff to the concept of deliberate practice.
- The QEP Director presented a QEP update and growth mindset refresher to the School of Business, and to the departments of economics, psychology, sociology/anthropology, and pharmacy clinical studies.

ADMINISTRATION

Administrative development programs sponsored by CITL & “Live. Learn. Grow.”

High Point University administrators, like all faculty and staff, attended and participated in the CITL con-sponsored “Ed Talks” and the Anders Ericsson presentation, as noted above.

Growth mindset components included in faculty assessment and evaluations

The QEP Director was named co-chair of the University’s faculty evaluations committee in the 2017-18 academic year. However, the committee was tabled in the 2018-19 academic year.

ACADEMIC STAFF

Staff development programs sponsored by CITL & “Live. Learn. Grow.”

High Point University academic staff, like all faculty and staff, attended and participated in the CITL co-sponsored “Ed Talks” and the Anders Ericsson presentation, as noted above.

Incentives for faculty to include growth mindset interventions in the classroom through their syllabi, tests, assignments, lectures, or other materials, including:

- Growth Mindset SOTL Grants
- Growth Mindset Pedagogy Grants
- Growth Mindset Technology Grants

As of May 2019, the QEP awarded \$264,108 in Growth Mindset grants, with \$25,500 awarded to academic staff. These grants include 3 SOTL grants (\$6500 apiece) and 4 pedagogy grants (\$1500 apiece).

Training of tutors

Dr. Craig Curty trained the student tutors in growth mindset messaging and interventions as part of the tutoring center’s efforts to reach the College Reading and Learning Association’s Level II Advanced Level Status.

Training of writing center tutors

The QEP Director conducted growth mindset training in Leah Schweitzer’s writing center tutor course.

Include growth mindset components in academic staff evaluations and assessments

This remains a goal for the 2019-20 academic year.

STUDENT LIFE

Greek Life

Include growth mindset messaging in fraternity/sorority recruitment informational meetings

The QEP Director received no information about growth mindset messaging in fraternity/sorority recruitment informational meetings in the 2018-19 academic year.

Pi Chis will be taught specific growth mindset messaging during training

The QEP Director led growth mindset training with the Pi Chis in August 2018.

Pi Chis will use growth mindset messaging when working with Potential New Members during the recruitment process

Student Life reported that 13.02% of Potential New Members withdrew from the Greek Life recruitment process in the 2018-19 academic year, a decrease from 15.8% in the 2017-18 academic year.

Office of Student Conduct

Include growth mindset training for student justices

The QEP Director did not conduct growth mindset training for student justices in the 2018-19 academic year.

The number of students involved in conduct court cases who said the process resulted in positive behavioral change dropped in the 2018-19 academic year from 62.00% to 59.06%.

Residence Life & First-Year Residential Education

Include growth mindset training for RAs

Student Life reported that growth mindset interventions were included during resident assistant training.

Panther Chats

Student Life reported that growth mindset topics were included in 5918 Panther Chats between RAs and freshmen & sophomores during the 2018-19 academic year.

Roommate workbooks

Student Life reported 22 roommate mediation contracts in the 2018-19 academic year. This is an increase from 7 contracts in the previous academic year.

Student Life Staff Professional Development

StrengthsQuest Professional Development

Student Life reported it used StrengthsQuest as part of its professional development plan in the 2018-19 academic year.

Staff development programs sponsored by CITL & “Live. Learn. Grow.”

High Point University academic staff, like all faculty and staff, attended and participated in the CITL co-sponsored “Ed Talks” and the Anders Ericsson presentation, as noted above.

Growth Mindset Grants

As of May 2019, the QEP awarded \$264,108 in Growth Mindset grants, with \$17,000 awarded to student life. These grants include 1 SOTL grant (\$6500), 5 pedagogy grants (\$1500 apiece), and 2 technology grants (\$1500 apiece) to student life.

Other Activities.

- These messages are embedded in the HPU 101 for Parents program.
- The QEP Director brainstormed videos of interfaith and growth mindset projects with the University Chaplin.

CAMPUS MESSAGING

Sponsor growth mindset installations and performances, such as photography exhibits or spoken-word performances that address shifts in mindset

In spring 2019 six students from the School of Communication collaborated with the QEP Director on the “Adversitree.” This installation encouraged students to share their struggles and achievements on paper leaves, then affix those leaves on a tree framework. The installation took place in the Wanek Center for a week.



Additionally, the University sponsored two “Growth Mindset Summits.” These events featured Marc Randolph (co-founder of Netflix) and Cynt Marshall (CEO, Dallas Mavericks) discussing how principles of growth mindset affected their lives and careers



Also, growth mindset messages were included in the wall projection installation in Cottrell Hall.



Produce growth mindset digital signage on a weekly basis throughout the fall and spring semesters. This signage will be distributed to all faculty, academic staff, and students, and used as models for various printed materials

As of May 2019, the QEP produced sixty-six growth mindset slides, with twenty-five produced in the 2018-19 academic year by Kaylee Kerr. These slides were shared around campus through Campus Concierge updates and kiosk screens.

Produce and distribute “cheat sheets” that promote best practices in modeling growth mindset to faculty and staff

We created a template for department-specific cheat sheets to help demonstrate how their curricula aligned with Anders Ericsson’s “Deliberate Practice” concept.

The QEP also produced and distributed business cards that encouraged faculty not to inflate grades. It also created a handout with key growth mindset phrases to be distributed in the fall 2019 semester.

Include growth mindset themes in official off-campus messaging, including press releases, magazines, President’s speeches, Tweets, and other official University messages

We coded a sample of press releases produced through the High Point University Office of Communication. Our content analysis measured the frequency of growth mindset keywords: grow, growth, fixed, mindset, success, successful, succeed, fail, failure, improve, talent. These words appeared in 48.05% of the press releases, an increase from 38.49% in the 2017-18 academic year.

Other activities

- Growth mindset messages have been included in pre-presentation slide shows created by the University’s Office of Communication.

ADDITIONAL GOALS

Increase the recognition that growth mindset is directly related to “intelligence”

To determine how well University faculty and staff understand growth mindset, they are asked to define the term as part of the Spring Participation Audit. We then conduct a content analysis of their responses to learn how many identify intelligence as a component of growth mindset.

Overall, the percentage of faculty and staff who identified intelligence as a component of growth mindset increased across the board, although it is unclear if these increases are statistically significant. The increases are as follows:

	2017-18	2018-19
Faculty	18.92%	20.51%
Administration	25.00%	26.09%
Academic Staff	18.18%	25.00%
Student Life	6.25%	25.00%

Increase the number of Growth Mindset Grants

The QEP awarded 17 new Growth Mindset Grants in the 2018-19 academic year. This is an increase from 13 new Growth Mindset Grants awarded in the 2017-18 academic year.

Explore a self-assessment course at HPU

The QEP Director convened an ad-hoc committee tasked with developing a course covering growth mindset components and the liberal arts. The committee consisted of Amanda Mbuvi (Religion), Craig Curty (Academic Services), Preston Davis (Student Life), Dan Tarara (Exercise Science), Nathan Hedman (English), Matthew Schneider (CITL), and Allison Walker (English). Their work culminated in the “Liberated Learning” course, which will be offered as a First-Year Seminar course in the fall 2019 semester.

Other activities

- The QEP purchased copies of Anders Ericsson’s *Peak: Secrets from the New Science of Expertise* to expose faculty and academic staff to the concept of deliberate practice. We also booked Ericsson to speak to faculty and staff during the fall 2019 faculty seminars.
- The QEP Director discussed the University’s QEP with representatives from the UNT Health Science Center and the Mountain Heritage High School at Burnsville, NC.
- As a means to help faculty and staff develop their Growth Mindset Grant proposals, the QEP Director held a drop-in grant review session.
- The QEP Director composed letters of support for Veronica Segarra’s and Joanne Altman’s Think Big grant proposals.



OUTCOMES MATRIX

Classes and Curricula

OVERVIEW

PROGRAM & COMMUNITY OUTCOMES	BENCHMARK (2017)	LEVEL 1	LEVEL 2	LEVEL 3
Increase among all class sections that include growth mindset interventions (Participation Audit 5)	17.42% of classes with growth mindset interventions ¹	10% increase (17.59%)	25% increase (21.78%)	40% increase (24.39%)
Increase among all general education class sections that include growth mindset interventions (Participation Audit 5)	24.41% of gen ed sections with growth mindset interventions ³	30% increase (31.73%)	45% increase (35.39%)	60% increase (39.06%)
Increase in confidence in mathematics skills (Summer Student Survey QEP 14)	4.15	3% increase (4.28)	5% increase (4.36)	7% increase (4.44)
Increase in confidence in science skills (Summer Student Survey QEP 14)	4.22	3% increase (4.35)	5% increase (4.43)	7% increase (4.52)
Increase in confidence in foreign language skills (Summer Student Survey QEP 14)	3.48	3% increase (3.58)	5% increase (3.65)	7% increase (3.72)
Increase in confidence in writing skills (Summer Student Survey QEP 14)	4.70	3% increase (4.84)	5% increase (4.94)	7% increase (5.03)
Increase in confidence in test-taking skills (Summer Student Survey QEP 14)	4.13	3% increase (4.25)	5% increase (4.34)	7% increase (4.42)
Increase in confidence in time-management skills (Summer Student Survey QEP 14)	4.67	3% increase (4.81)	5% increase (4.90)	7% increase (5.00)
Increase in confidence in study habits (Summer Student Survey QEP 14)	4.45	3% increase (4.58)	5% increase (4.67)	7% increase (4.76)
Increase in writing multiple drafts (Summer Student Survey QEP 2)	Campus average: 1.62 drafts	10% increase (1.78)	15% increase (1.86)	30% increase (2.11)
Decrease in achievement gaps among gender	0.35 ⁶	10% decrease (0.315)	15% decrease (0.298)	30% decrease (0.245)
Decrease in achievement gaps among race	0.05 ⁸	10% decrease (0.045)	15% decrease (0.043)	30% decrease (0.035)
Increase in reviewing comments on papers, projects, and other work (Summer Student Survey QEP 3)	94.08% of students report using comments	1% increase (95.02%)	2% increase (95.96%)	3% increase (96.90%)

5-YEAR PLAN

2016-17	2017-18	2018-19	2019-20	2020-21
Benchmark: 17.42%	24.00%	21.48% ²		
Benchmark: 24.41%	37.93%	14.23%		
Benchmark: 4.15	4.21	4.03 2016-18 p = NA 2017-18 p = < 0.01		
Benchmark: 4.22	4.25	4.03 2016-18 p = < 0.01 2017-18 p = < 0.01		
Benchmark: 3.48 (2018-19)	NA	3.48		
Benchmark: 4.70	4.67	4.43 2016-18 p = < 0.01 2017-18 p = 0.048		
Benchmark: 4.13	4.22	3.90 2016-18 p = < 0.01 2017-18 p = < 0.01		
4.67	4.68	4.50 2016-18 p = < 0.01 2017-18 p = < 0.01		
4.45	4.46	4.30 2016-18 p = 0.014 2017-18 p = < 0.01		
1.62	2.94 ⁵	1.98		
0.35	0.288	0.303 ⁷		
0.05	0.133	0.107 ⁹		
94.08%	92.50%	94.14%		

1: 535 sections with growth mindset interventions/3072 sections = 17/42% of classes with growth mindset interventions.

2: 436 sections with growth mindset invervetions/2030 total sections = 21.48%

3: 226 gen ed sections with growth mindset interventions/926 total gen ed sections = 24.41% of gen ed sections with growth mindset interventions

4: 101 gen ed sections with growth mindset interventions/710 total gen ed sections = 14.23%

5: The survey item was revised in the 2017-2018 Summer Student Survey to clarify the number of drafts produced. This revision could account for increases in drafts reported.

6: Gap between undergraduate males (2.876) and females (3.226) = 0.35

7: Gap between undergraduate males (2.8685) and females (3.1712) = 0.3027

8: Gap between undergraduate whites (3.09) and ethnic minorities (3.049) = 0.05

9: Gap between whites (3.0740) and ethnic minorities (2.9675) = 0.1065

Faculty

OVERVIEW

PROGRAM & COMMUNITY OUTCOMES	BENCHMARK (2017)	LEVEL 1	LEVEL 2	LEVEL 3
Faculty recipients of Growth Mindset Scholar, Pedagogy, or Technology Grants	31	50	65	80
Peer-reviewed and published or presented works related to growth mindset scholarship (Participation Audit QXX)	2	10	15	20
Growth mindset-based research projects produced through faculty & student partnerships (Participation Audit QXX)	0	1	5	10
Increase in growth mindset among faculty	4.91	3% increase (4.96)	5% increase (5.06)	7% increase (5.16)
Increase among faculty who can articulate the mission and goals of the QEP ¹⁰ (Fall Faculty Staff Sturvey Q10)	51.4%	5% increase (53.97)	7% increase (55.00)	10% increase (56.54)
Increase among faculty who can define “growth mindset” ¹⁰ (Fall Faculty Staff Sturvey Q8)	38.71%	5% increase (40.65%)	7% increase (41.42%)	10% increase (42.58%)

Administration

OVERVIEW

PROGRAM & COMMUNITY OUTCOMES	BENCHMARK (2017)	LEVEL 1	LEVEL 2	LEVEL 3
Growth mindset interventions present in all academic departments (Participation Audit Q5)	47 ¹¹	10% increase (52)	15% increase (54)	20% increase (56)
Incentivies provided by administrators to subordinates to increase growth mindset interventions (Participation Audit Q9)	51.56% ¹²	3% increase (53.11%)	5% increase (54.12%)	7% increase (55.17%)
Increase in growth mindset among the administration	4.82 ^B	3% increase (4.96)	5% increase (5.06)	7% increase (5.16)
Increase of administration who can articulate the mission and goals of the QEP ¹⁰ (Fall Faculty Staff Sturvey Q10)	50.00%	5% increase (52.50%)	7% increase (53.50%)	10% increase (55.00%)
Increase of administration who can define “growth mindset” ¹⁰ (Fall Faculty Staff Sturvey Q8)	25.00%	5% increase (26.25%)	7% increase (26.75%)	10% increase (27.50%)

5-YEAR PLAN

2016-17	2017-18	2018-19	2019-20	2020-21
Benchmark: 31	44 (Since 2016)	53 (Since 2016)		
Benchmark: 2	8 (Since 2016)	12 (Since 2016)		
Benchmark: 0	3 (Since 2016)	5 (Since 2016)		
Benchmark: 4.91	4.82	4.77 2016-18 = NA 2017-18 NA		
Benchmark: 51.40%	43.92%	62.32%		
Benchmark: 38.71%	18.92%	20.51%		

10: See “Revisions to QEP Outcomes.”

5-YEAR PLAN

2016-17	2017-18	2018-19	2019-20	2020-21
Benchmark: 47	53	49		
Benchmark: 51.56%	45.54%	58.54%		
Did not measure	Benchmark: 4.82	4.63 2017-18 p = NA		
Did not measure	Benchmark: 50.00%	61.91%		
Did not measure	Benchmark: 25.00%	26.09%		

11: To assess the increase of growth mindset interventions in academic departments, we are basing the numbers on the prefix of the class (e.g., ACC, ART, etc.). The benchmark indicates that 47 department prefixes were represented as including growth mindset interventions in at least one course.

12: The percentage of respondants who say their administrators incentivize growth mindset interventions.

Academic Staff

OVERVIEW

PROGRAM & COMMUNITY OUTCOMES	BENCHMARK (2017)	LEVEL 1	LEVEL 2	LEVEL 3
Academic staff recipients of Growth Mindset Scholar, Pedagogy, or Technology Grants	5	15	20	25
Increase in growth mindset interventions in academic staff initiatives ((Participation Audit Q7)	27	5% increase (28)	10% increase (30)	15% increase (31)
Increase in growth mindset among academic staff	4.93	3% increase (5.08)	5% increase (5.18)	7% increase (5.28)
Increase of academic staff who can articulate the mission and goals of the QEP ¹⁰ (Participation Audit Q10)	41.67%	5% increase (43.75%)	7% increase (44.59%)	10% increase (45.84%)
Increase of academic staff who can define “growth mindset” ¹⁰ (Participation Audit Q8)	14.29%	5% increase (15.00%)	7% increase (15.29%)	10% increase (15.72%)

5-YEAR PLAN

2016-17	2017-18	2018-19	2019-20	2020-21
Benchmark: 5	8 (Since 2016)	13 (Since 2016)		
Benchmark: 27	18	6		
Benchmark: 4.93	5.04	5.03 2016-18 p = NA 2017-18 p = NA		
Benchmark: 41.67%	36.36%	60.00%		
10% increase (15.72%)	18.18%	25.00%		

Campus Messaging

OVERVIEW

PROGRAM & COMMUNITY OUTCOMES	BENCHMARK (2017)	LEVEL 1	LEVEL 2	LEVEL 3
Growth mindset digital signage produced in an academic year	15	15	20	25
Growth mindset-based intallations, campus pre-sentations, and/or performances	1	1	3	5
“Cheat sheets” that promote best practices in modeling growth mindset to faculty and staff	2	1	3	5
Increase in growth mindset messages embedded in press releases	36.93%	5% increase (38.78%)	7% increase (39.52%)	10% increase (40.62%)
Increase in growth mindset among the University community (e.g., faculty, staff, and students)	4.25	3% increase (4.38)	5% increase (4.46)	7% increase (4.55)
Increase among the University community (faculty, staff, and administrators only) who can articulate the mission and goals of the QEP ¹⁰ (Participation Audit Q10)	50.77%	5% increase (53.31%)	5% increase (53.31%)	10% increase (55.85%)
Increase among the University community (faculty, staff, and administrators only) who can define “growth mindset” ¹⁰ (Participation Audit Q8)	34.64%	5% increase (36.37%)	7% increase (37.07%)	10% increase (38.10%)

5-YEAR PLAN

2016-17	2017-18	2018-19	2019-20	2020-21
15	25	26		
1	2 (Since 2016)	5 (Since 2016)		
2	3 (Since 2016)	4 (Since 2016)		
Benchmark: 36.93%	38.49%	48.05%		
Benchmark: 4.25	4.36 2016-17 p = 0.033	4.43 2016-18 p = < 0.01 2017-18 p = NA		
Benchmark: 50.77%	42.92%	63.16%		
Benchmark: 34.64%	17.74%	20.93%		

Student Life

OVERVIEW

PROGRAM & COMMUNITY OUTCOMES	BENCHMARK (2017)	LEVEL 1	LEVEL 2	LEVEL 3
Growth mindset training included in Panther Chats ¹⁰	5146 Freshman and Sophomore Panther Chats	5% increase 5403 chats	10% increase 5661 chats	15% increase 5918 chats
Student life staff recipients of Growth Mindset Scholar, Pedagogy, or Technology Grants	3 Recipients	10	15	20
Decrease in withdrawals from the fraternity and sorority recruitment process	17.98% withdrawal	5% decrease (17.08%)	10% decrease (16.18%)	15% decrease (15.28%)
Increase of students involved in conduct court cases saying the process results in positive behavioral change	62.00% (2018)	3% increase (63.86%)	5% increase (65.10%)	7% increase (66.34%)
Decrease in roommate moves in Blessing Hall	9 moves	7 moves	5 moves	3 moves
Increase in roommate mediation contracts	7 contracts (2018)	9 contracts	11 contracts	13 contracts
Increase of growth mindsets among the student life staff ¹⁰ (Fall Faculty Staff Sturvey Q10)	4.71	3% increase (4.85)	5% increase (4.95)	7% increase (5.04)
Increase of student life staff who can articulate the mission and goals of the QEP, and define "growth mindset"	54.55%	5% increase (57.28%)	5% increase (57.28%)	10% increase (60.00%)
Increase of student life staff who can define "growth mindset" ¹⁰ (Fall Faculty Staff Sturvey Q8)	20.00%	5% increase (21.00%)	7% increase (21.40%)	10% increase (22.00%)

5-YEAR PLAN

2016-17	2017-18	2018-19	2019-20	2020-21
3849 (freshman only)	Benchmark: 5146	5776 chats		
Benchmark: 3	3 (Since 2016)	4 (Since 2016)		
Benchmark: 17.98% withdrawal	15.98% withdrawal	13.02% withdrawal ¹³		
Did not measure	62.00%	59.06%		
Benchmark: 9 moves	12 moves	16 moves		
Did not measure	7 contracts	22 contracts		
4.71	4.71	4.66 2017-18 p = NA		
54.55%	25.00%	100%		
20.00%	6.25%	25.00%		

13: 664 total Greek recruitment participants/51 withdrawals = 13.02%

REVISIONS TO QEP OUTCOMES

Increase among faculty/administration/academic staff/student life/University community who can define “growth mindset”

In 2017-18 we assessed this item by the percentage of respondents who used the word “intelligence” when defining “growth mindset.” In 2018-19 we decided not to exclude the words “intellect” and “intellectual.” As such, we revisited data from the 2016-17 and 2017-18 Fall Faculty & Staff Surveys, and searched for responses that included words that began with “intel” so as to include “intelligence,” “intellect,” and “intellectual.”

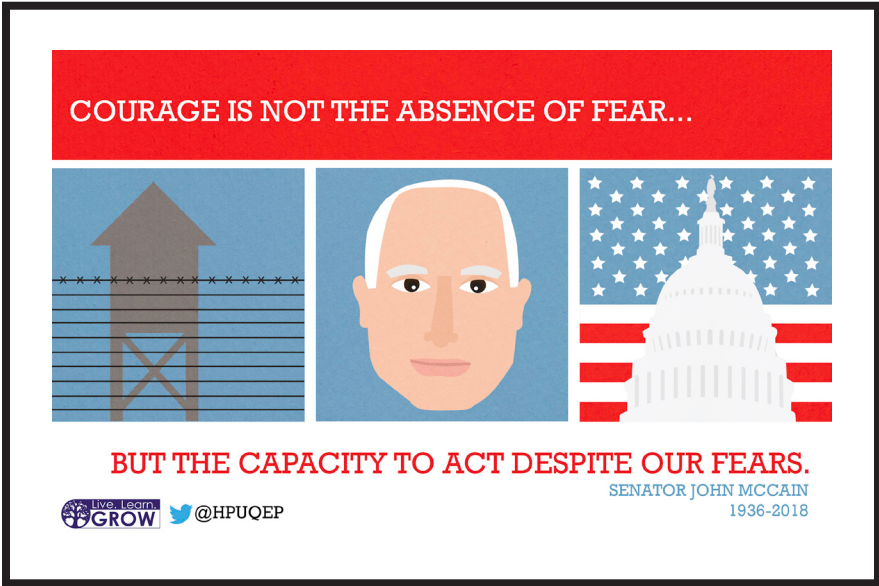
Increase among faculty/administration/academic staff/student life/University community who can articulate the mission and goals of the QEP

We discovered errors in our 2017-18 report, and fixed them accordingly.

Growth mindset training included in Panther Chats

In consultation with Scott Wojciechowski, Assistant Vice President for Student Life, we decided to revise this item. Rather than measure the number of Panther Chats each resident has with his or her Resident Assistant (which is typically three), we decided to measure the total number of Panther Chats held between all freshmen and sophomores and their RAs.

The 2016-17 figure (3849) is the number of freshmen Panther Chats only. The 2017-18 and 2018-19 figures cover freshmen and sophomore Panther Chats. As such, the 2017-18 number is used as the benchmark.



APPENDICES

STUDENT SUMMER SURVEY (2018)

Views on Education/ Growth Mindset Summer 2018

Q44 Views on Education - High Point University Students' Perspective Study

High Point University is interested in knowing what YOU, a current college student or soon-to-be college student thinks about education. What is it? What are YOUR specific insights into what makes up “education.” There are no right or wrong answers to these. We just want to know what your unique perspective is on education as a whole. Take a few minutes and share your insights with us. You may choose how your responses are used here:

- If you choose to allow your responses to be used for both internal High Point University use and for the Growth Mindset Survey Database, click here. (1)
- If you choose to allow your responses to be used only for High Point University use, click here. (2)
- If you choose to allow your responses to be used only for the Growth Mindset Survey Database, click here. (3)

Q28 Are you a new HPU student this fall or a returning student?

- I am a new HPU student entering this fall. (1)
- I am a returning student. (2)

If “I am a new HPU student entering this fall” Is Selected:

Q52 Have you completed the HPU 101 online program?

- Yes, I have completed it. (1)
- I have started the program, but I have not yet completed it. (2)
- I have not started the program yet. (3)

If “I am a returning student” Is Selected:

QEP1 Estimate your current GPA:

Q53 Select your major.

- Choose One: Accounting (1) ... Other (79)

Q53 Select your minor.

- Choose One: I do not have a minor. (1) ... Women’s and Gender Studies (60)

Q55 Select each of the following programs you are a member of:

- Honors Scholar Program (1)
- Business Fellows Program (2)
- Media Fellows Program (3)
- Natural Sciences Fellows Program (4)
- Education Fellows Program (5)
- Leadership Fellows Program (6)
- Bonnor Scholars Program (7)

QEP7 You can learn new things, but you can’t really change your basic intelligence.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP4 You have a certain amount of intelligence, and you can’t really do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP5 Your intelligence is something about you that you can't change very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP8 Difficulties and challenges prevent you from developing your intelligence.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP6 To be honest, you can't really change how intelligent you are.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-Others1 The kind of person someone is, is something very basic about them and it can't be changed very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-Others2 People can do things differently, but the important parts of who they are can't really be changed.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-Others3 As much as I hate to admit it, you can't teach an old dog new tricks. People can't really change their deepest attributes.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-Others4 Everyone is a certain kind of person, and there is not much that can be done to really change that.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

GR1 New ideas and projects sometimes distract me from previous ones.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR2 Setbacks don't discourage me. I don't give up easily.

- Not At All Like Me (1)
- Not Much Like Me (2)
- Somewhat Like Me (3)
- Mostly Like Me (4)
- Very Much Like Me (5)

GR3 I often set a goal but later choose to pursue a different one.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR4 I am a hard worker.

- Not At All Like Me (1)
- Not Much Like Me (2)
- Somewhat Like Me (3)
- Mostly Like Me (4)
- Very Much Like Me (5)

GR5 I have difficulty maintaining my focus on projects that take more than a few months to complete.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR6 I finish whatever I begin.

- Not At All Like Me (1)
- Not Much Like Me (2)
- Somewhat Like Me (3)
- Mostly Like Me (4)
- Very Much Like Me (5)

GR7 My interests change from year to year.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR8 I am diligent. I never give up.

- Not At All Like Me (1)
- Not Much Like Me (2)
- Somewhat Like Me (3)
- Mostly Like Me (4)
- Very Much Like Me (5)

GR9 I have been obsessed with a certain idea or project for a short time but later lost interest.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR10 I have overcome setbacks to conquer an important challenge.

- Not At All Like Me (1)
- Not Much Like Me (2)
- Somewhat Like Me (3)
- Mostly Like Me (4)
- Very Much Like Me (5)

Q76 Where have you seen or heard messages about growth mindset?

- In class (1)
- From an HPU faculty/staff member (2)
- From a roommate/suitemate (3)
- From a friend or group of friends on campus (4)
- From my peer mentor (5)
- From my resident assistant (6)

Q77 In the space below, briefly define "growth mindset." (If you do not know, write "I don't know.")

Q47 In your own words, what does it mean to "Be Extraordinary?"

Q78 In the space below, briefly articulate the mission and goals of HPU's QEP. (If you do not know, write "I don't know.")

QEP14 How confident are you in the following subjects?

	Very Confident (6)	Confident (5)	Mostly Confident (4)	Mostly Not Confident (3)	Not Confident (2)	Not Confident at all (1)
Mathematics (1)	☐	☐	☐	☐	☐	☐
Science (2)	☐	☐	☐	☐	☐	☐
Writing (3)	☐	☐	☐	☐	☐	☐
Test Taking Skills (4)	☐	☐	☐	☐	☐	☐
Time Mangement (5)	☐	☐	☐	☐	☐	☐
Study Habits (6)	☐	☐	☐	☐	☐	☐

QEP13 Learning new math is different from changing your math intelligence.

- ☐ Strongly Agree (1)
- ☐ Agree (2)
- ☐ Mostly Agree (3)
- ☐ Mostly Disagree (4)
- ☐ Disagree (5)
- ☐ Strongly Disagree (6)

QEP9 Empathic and compassionate people are born, not made.

- ☐ Strongly Agree (1)
- ☐ Agree (2)
- ☐ Mostly Agree (3)
- ☐ Mostly Disagree (4)
- ☐ Disagree (5)
- ☐ Strongly Disagree (6)

QEP10 I can improve my math intelligence through hard work.

- ☐ Strongly Agree (1)
- ☐ Agree (2)
- ☐ Mostly Agree (3)
- ☐ Mostly Disagree (4)
- ☐ Disagree (5)
- ☐ Strongly Disagree (6)

QEP2 When writing a paper for a class, how many drafts do you typically write before handing it in?

- ☐ 1 (2)
- ☐ 2 (3)
- ☐ 3 (4)
- ☐ 4 (5)
- ☐ 5 or more (6)

QEP12 Math intelligence is mostly genetic.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP11 You have a certain amount of math intelligence and you really can't do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP3 When an instructor gives you feedback on a paper, what do you do with the comments provided?

- I don't typically read them. (1)
- I read them, but don't really use them. (2)
- I read them and use the comments to make changes. (3)
- I read them and meet with my instructor to understand them more clearly. (4)

Q79 A quality education required me to put just as much work into it as what is provided to me.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q32 Learning requires hard work, not basic intelligence.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q26 It is best to ask a question in class rather than try to figure it out on your own.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Start of Block "Biology"

Q70 Your ability within the field of biology is something very basic about you that you can't change very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q71 You can learn new things about biology, but you can't really change your ability.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q72 To be honest, you can't really change your ability in biology.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q73 You have a certain amount of ability in biology, and you can't really do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q74 Difficulties and challenges prevent you from developing your ability in biology.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q77 I am able to design and execute a well-controlled experiment on living systems

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q78 I am able to apply quantitative analysis to interpret biological data.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q79 I am able to understand the chemistry of molecules and biological systems.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q80 I am able to communicate biological concepts of scientists in other disciplines.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q81 I am able to evaluate ethical implications of biological research.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q82 Have you had a class in biology at High Point University?

- Yes (1)
- No (2)
- I am an incoming freshman and have not taken HPU classes yet. (3)

Start of Block "English"

Q83 Your writing ability is something very basic about you that you can't change very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q84 You can learn new things about writing, but you can't really change your ability.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q85 To be honest, you can't really change your writing ability.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q86 You have a certain amount of writing ability, and you can't really do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q87 Difficulties and challenges prevent you from developing your ability in writing.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q89 I am able to compose in several genres.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q90 I am able to evaluate primary and secondary research materials.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q91 I am able to compose texts that integrate the writer’s ideas with those from appropriate sources.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q92 I am able to develop a writing project through multiple drafts.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q93 I am able to use my knowledge of linguistic structures, including grammar, punctuation, and spelling, to construct rhetorically effective texts.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q94 Have you had a class in English at High Point University?

- Yes (1)
- No (2)
- I am an incoming freshman and have not taken HPU classes yet. (3)

Start of Block “Psychology”

Q95 Your ability within the field of psychology is something very basic about you that you can’t change very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q96 You can learn new things about psychology, but you can’t really change your ability.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q97 To be honest, you can’t really change your ability in psychology.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q98 You have a certain amount of ability in psychology, and you can’t really do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q99 Difficulties and challenges prevent you from developing your ability in psychology.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q100 I am able to design and conduct complex studies to confirm a hypothesis based on operational definitions.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q101 I am able to compare and contrast psychology's major subdisciplines.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q102 I am able to locate and use relevant scholarship (e.g., databases, credible journals) to address psychological questions.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q103 I am able to evaluate psychological information based on reliability, validity, and generalizability of success.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q104 I am able to summarize important aspects of the history of psychology, including key figures, central concerns, methods used, and theoretical conflicts.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q105 Have you had a class in psychology at High Point University?

- Yes (1)
- No (2)
- I am an incoming freshman and have not taken HPU classes yet. (3)

Start of Block "Mathematics"

Q106 Your mathematical ability is something very basic about you that you can't change very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q107 You can learn new things about math, but you can't really change your ability.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q108 To be honest, you can't really change your mathematical ability.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q109 You have a certain amount of mathematical ability, and you can't really do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q110 Difficulties and challenges prevent you from developing your ability in mathematics.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q111 I am able to interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q112 I am able to represent mathematical information symbolically, visually, numerically, and verbally.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q113 I am able to use arithmetical, algebraic, geometric and statistical methods to solve problems.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q114 I am able to estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q115 I am able to recognize that mathematical and statistical methods have limits.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (8)
- Disagree (9)
- Strongly Disagree (10)

Q116 Have you had a class in mathematics at High Point University?

- Yes (1)
- No (2)
- I am an incoming freshman and have not taken HPU classes yet. (3)



FALL FACULTY & ACADEMIC STAFF GROWTH MINDSET SURVEY (2018)

Q44 Consent Form. The following survey serves two purposes: to supply High Point University with information about student life, and to contribute to the Growth Mindset Survey Database, a collection of student surveys that help researchers explore the effectiveness of growth mindset interventions. This database will be used for publishable and presentable scholarship. Faculty and staff involved in research projects based on this survey will have access to the responses of individuals, but they will not have access to respondents' names, IDs, or other personal identifying information. Personal information will be protected and stored electronically through password-protected servers managed by the High Point University Office of Research and Planning and the Office of Information Technology. There are no direct benefits for completing the survey, nor are there any punishments for refusing to complete the survey. If you have any questions about the study, you may contact Jim Y. Trammell, Ph.D. at jtrammel@highpoint.edu. If you have any questions regarding your rights as a subject in this study, you may contact Kimberly Wear, Ph.D., IRB chair at kwear@highpoint.edu. Click "Next" to agree to participate.

Q1 Which best describes your position at High Point University?

- Faculty (1)
- Academic Services (2)
- Student Success (4)
- Student Life (3)

Q60 Do you currently serve in an administrative capacity? (e.g. department chair, dean, director, etc.).

- Yes (5)
- No (6)

Q47 Using the scale provided, please indicate the extent to which you agree or disagree with the following statements.

End of Block: Block 1

Start of Block: Default Question Block

QEP1 You can learn new things, but you can't really change your basic intelligence.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP2 You have a certain amount of intelligence, and you can't really do much to change it.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP3 Your intelligence is something about you that you can't change very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP4 Difficulties and challenges prevent you from developing your intelligence.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP5 To be honest, you can't really change how intelligent you are.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q11 A quality education requires students to put just as much work into it as what is provided to them.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q12 Students receive the academic support that they need from HPU.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q13 Seeking help is not a sign of weakness, but a sign of strength.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q15 It is best to stick to the subjects you are best at so you know you will be successful.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q17 Learning requires hard work, not basic intelligence.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q18 I encourage students to pursue opportunities outside of the classroom (e.g. internships, research).

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q19 It is best for a student to ask a question in class rather than try to figure it out on his/her own.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q20 Failing is learning.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

If “Faculty” Is Selected

Q21 I am very conscious of how my teaching style could influence my end-of-semester course evaluations.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q22 I fear that teaching a more rigorous course that requires more time and effort from the students will generate unfavorable student evaluations.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q39 I fear that teaching a more rigorous course that requires more time and effort from the students will generate unfavorable peer evaluations.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q40 I fear that teaching a more rigorous course that requires more time and effort from the students will generate unfavorable department chair evaluations.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q23 I might be overly conservative when trying more innovative teaching methods because I feel that I do not have the time or resources to do them well.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q24 I worry that the first iteration of teaching novel material or using educational techniques could generate student blowback.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q25 I do not consider end-of-the-semester student evaluations when creating course assignments.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q26 I would grade more rigorously if performance reviews and job security weren't tied to course evaluations.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q27 Pushing students too hard in class is risky because their complaints could cause me to lose my job.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q28 I do not feel there is institutional support for me to challenge a student who is not devoting the time and effort required to be successful in my course.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q29 Tenure and promotion are dependent on receiving primarily positive course evaluations from students.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q30 It does not impact me in a negative way when students comment on the difficulty of my courses.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q42 In order for my students to adopt a growth mindset, they will have to work harder in my courses.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q43 I believe I am demanding an appropriate amount and level of work from students in my courses.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

If “Academic Services” or “Student Success” is selected:

Q31 I am concerned that if I honestly discuss a student’s bad habits when it comes to their coursework, it will generate complaints concerning my job performance.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q32 I feel that students view me primarily as a cheerleader, and that they do not respect my authority.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q33 I feel that my job performance would improve if faculty knew more about what I do.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q36 Students expect me to do their work for them, and I am worried that if I challenge them, it will generate complaints concerning my job performance.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

Q37 I feel that students expect me to be perpetually available, and that if I don’t drop everything to help them, I will receive negative feedback.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

If “Academic Services,” “Student Success,” or “Student Life” is selected:

Q41 I do not feel there is institutional support for me to challenge a student who is not devoting the time and effort required to be successful in college.

- ☐ Strongly Agree (1)
- ☐ Agree (2)
- ☐ Mostly Agree (3)
- ☐ Mostly Disagree (4)
- ☐ Disagree (5)
- ☐ Strongly Disagree (6)

If “Student Life” is selected:

Q34 I am worried that student expectations concerning my job are unrealistic, and this generates negative feedback.

- ☐ Strongly Agree (1)
- ☐ Agree (2)
- ☐ Mostly Agree (3)
- ☐ Mostly Disagree (4)
- ☐ Disagree (5)
- ☐ Strongly Disagree (6)

Q35 I am worried that students’ possible misinterpretation of information I give them will generate complaints.

- ☐ Strongly Agree (1)
- ☐ Agree (2)
- ☐ Mostly Agree (3)
- ☐ Mostly Disagree (4)
- ☐ Disagree (5)
- ☐ Strongly Disagree (6)

For all selections:

Q8 In the space below, briefly define “growth mindset.”

Q10 In the space below, briefly articulate the mission and goals of HPU’s QEP.

Q59 In your own words, what does it mean to be extraordinary?

GR1 New ideas and projects sometimes distract me from previous ones.

- ☐ Not At All Like Me (5)
- ☐ Not Much Like Me (4)
- ☐ Somewhat Like Me (3)
- ☐ Mostly Like Me (2)
- ☐ Very Much Like Me (1)

GR2 Setbacks don’t discourage me. I don’t give up easily.

- ☐ Not At All Like Me (5)
- ☐ Not Much Like Me (4)
- ☐ Somewhat Like Me (3)
- ☐ Mostly Like Me (2)
- ☐ Very Much Like Me (1)

GR3 I often set a goal but later choose to pursue a different one.

- ☐ Not At All Like Me (5)
- ☐ Not Much Like Me (4)
- ☐ Somewhat Like Me (3)
- ☐ Mostly Like Me (2)
- ☐ Very Much Like Me (1)

GR4 I am a hard worker.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR5 I have difficulty maintaining my focus on projects that take more than a few months to complete.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR6 I finish whatever I begin.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR7 My interests change from year to year.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR8 I am diligent. I never give up.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR9 I have been obsessed with a certain idea or project for a short time but later lost interest.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

GR10 I have overcome setbacks to conquer an important challenge.

- Not At All Like Me (5)
- Not Much Like Me (4)
- Somewhat Like Me (3)
- Mostly Like Me (2)
- Very Much Like Me (1)

QEP-O-1 The kind of person someone is, is something very basic about them and it can't be changed very much.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-O-2 People can do things differently, but the important parts of who they are can't really be changed.

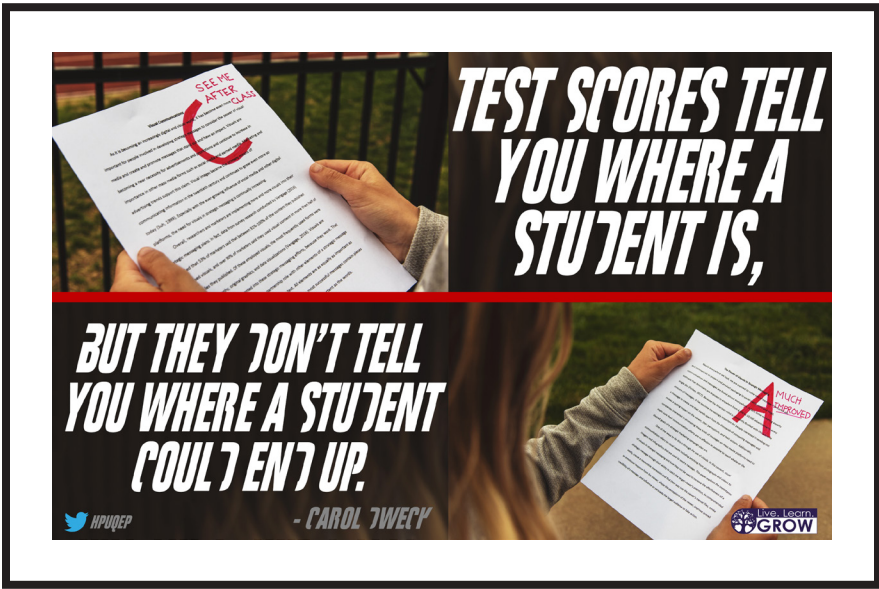
- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-O-3 As much as I hate to admit it, you can't teach an old dog new tricks. People can't really change their deepest attributes.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)

QEP-O-4 Everyone is a certain kind of person, and there is not much that can be done to really change that.

- Strongly Agree (1)
- Agree (2)
- Mostly Agree (3)
- Mostly Disagree (4)
- Disagree (5)
- Strongly Disagree (6)



SPRING QEP PARTICIPATION AUDIT (2019)

Q2 Colleagues, To help measure HPU's progress toward our QEP goals, please complete this form. This QEP audit will help us discover:

- How many classes and/or initiatives include growth mindset interventions,
- The growth mindset scholarship produced by staff and faculty,
- The reach of our QEP-sponsored programs, and
- The support that staff and faculty receive to model growth mindset.

This audit will take most users fewer than ten minutes to complete. If you have any questions, contact the QEP Director Jim Y. Trammell at qep@highpoint.edu.

Q14 Please enter your name:

Q3 Which of the following best describes your department at High Point University?

- Academic Affairs (1)
- ...
- Other (42)

Q13 Please select which describes your position best here at High Point University?

- Faculty (1)
- Staff (2)

Q5 Which class sections did you teach in fall 2018 or spring 2019 that included at least one growth mindset intervention? NOTE: A "growth mindset intervention" includes any exercise, lecture, discussion, or other message that says students' intelligence, aptitude, and talent can always improve. These messages can include, but are not limited to: "Tests are supposed to make students struggle." "Ignorance is okay at the beginning of the semester." "Difficulty with a topic is to be expected in college." "Improvement requires hard work." These messages can be delivered in any way throughout the semester, including, but not limited to: Class emails. In-class lectures. Comments on student work.

Please scroll horizontally to make sure you have answered all questions related to each course. If none, leave this section blank.

	Department/ Course Prefix	Course Number	Number of Sections Taught	Semester	Describe the interventions used.*	Type of Course
	(e.g. ENG) (1)	(e.g. 2200) (1)	(e.g. Did you teach one, two or three sections of ENG-2200?) (1)	[Fall 2018 (1) ... Spring 2019 (2)]	(1)	[General Education Course (1) ... Other Course (3)]
Class Section 1 (1)						
Class Section 2 (2)						
Class Section 3 (3)						
Class Section 4 (4)						
Class Section 5 (5)						
Class Section 6 (6)						
Class Section 7 (7)						
Class Section 8 (8)						

*Type of Interventions Used:

- Test Wrappers (1)
 - Growth Mindset Centered Feedback (2)
 - Reflection Exercises (3)
 - Standards-based grading (4)
 - Letters to Future Students (5)
- Sharing Personal Stories of Growth (6)
 - Quick/Low Stakes Quizzes (7)
 - Peer Assessment (8)
 - Other (9)

Q7 In which work-related initiatives—above and beyond one-on-one meetings with students—did you include at least one growth mindset intervention in fall 2018 or spring 2019? NOTE: A “growth mindset intervention” includes any meeting, exercise, lecture, discussion, or other message that says students’ intelligence, aptitude, and talent can always improve. These messages can include, but are not limited to: “College work is supposed to make students struggle.” “Ignorance is okay at the beginning of the semester.” “Difficulty with a topic is to be expected in college.” “Improvement requires hard work.” These messages can be delivered in any way during your work with students, including, but not limited to: Emails. Exercises or training seminars. **Please select one:**

- I only included growth mindset interventions this year during my one-on-one meetings with students. (1)
- Yes, I included growth mindset interventions this year above and beyond one-on-one meetings with students. (2)
- I did not use growth mindset interventions during my one-on-one meetings with students or in additional initiatives (3)

If “Yes, I included growth mindset interventions this year above and beyond one-on-one meetings with students.” is selected:

Q8 Initiatives beyond one-on-one meetings with students:

	Name of Initiative	Semester	Brief Description of Initiative
	(e.g. “Ropes Course Leadership Training”) (1)	[Fall 2018 (1) ... Spring 2019 (2)]	(1)
Initiative 1 (1)			
Initiative 2 (2)			
Initiative 3 (3)			
Initiative 4 (4)			
Initiative 5 (5)			
Initiative 6 (6)			

If “Would you be willing to share a growth mindset story to benefit other academic staff? = Yes ” is selected:

Q25 Tell us about a time where a particular area of responsibility was challenged and how a growth mindset helped you overcome and grow from the challenge. (Optional: Include your name, position, and rank in your response).

Q9 How has your department chair, dean, director, or other administrator incentivized or supported your efforts to embed growth mindset interventions in your work with students? Such incentives or support can include, but are not limited to: Encouragement to experiment with new teaching strategies that model growth mindset. Support when students challenge you when you deliver growth mindset messages. Grants or bonuses (unrelated to QEP-sponsored growth mindset grants) to support growth mindset initiatives. **If you have received no such incentives or support, leave this section blank.**

	Supervisor	Summary of Support
		(1)
Incentive/Support 1 (1)		
Incentive/Support 2 (2)		
Incentive/Support 3 (3)		
Incentive/Support 4 (4)		
Incentive/Support 5 (5)		
Incentive/Support 6 (6)		

Q16 Have you considered applying for a growth mindset grant?

- o Yes, I already have. (1)
- o Yes, but I have not yet applied. (2)
- o No, I have not considered applying. (3)

If “Yes, but I have not yet applied” or “ No, I have not considered applying” is selected:

Q17 Why haven’t you applied? (e.g., not enough time to produce a proposal, not enough financial incentive, etc.)

QXX Please list the published and/or presented growth mindset-related scholarship you have completed since 2016. These works can include projects that received QEP Growth Mindset Grants, as well as works that were not funded by the QEP.

- o Author’s Name:
- o Author’s Name:
- o Title:
- o Venue presented or published:
- o Year:
- o Was this project funded by a QEP Growth Mindset Grant?
- o Were students involved as research assistants for this project?

Click [HERE](#) to submit another publication/presentation.

Q12 That’s it. Thank you so much for your help. Please click “SUBMIT” below to complete this audit form.



SPRING 2019 FOCUS GROUP SUMMARY

In Spring of 2019, the Survey Research Center was invited into 6 classes to conduct focus groups to help evaluate the QEP at High Point University. The groups were held on February 13, March 5 and March 22, 2019. There were a total of 78 students that participated in these groups across the 6 courses.

DEMOGRAPHICS

Gender: Male: 35% (27); Female 65% (51)

Ages: 19-26 (78)

Fields of study represented: Accounting, Actuarial Science, Advertising, Athletic Training, Biology, Business Administration, Communications, Computer Science, Criminal Justice, Education, English, Entrepreneurship, Event Management, Exercise Science, Finance, Graphic Design, International Relations, Journalism, Neuroscience, Philosophy, Pre-pharmacy, Psychology, Sports Management, Strategic Communications and Theatre

Races represented:

- o White or Caucasian – 84%
- o African-American or Black – 4%
- o Asian – 4%
- o Multiple/Other – 8%

THEMES

- o One is born with intelligence; one has to work to achieve smartness.
- o Math is similar to writing it just clicks more for some people; born with certain level of intelligence and like writing and math.
- o Even if you're born with an aptitude for math or writing, you still have to work at it.
- o Growth mindset is being committed to actually wanting to change.
- o Students tend to pick classes to learn a lot; growth mindset can be applied to other parts of your life other than academics.
- o Some classes/courses might be harder to adapt a growth mindset to (math, science), others might be easier (writing, psychology).
- o Difference between learning and trying to receive good grades is how much you enjoy the class; enjoy the content – actually want to learn it.
- o It's alright to make mistakes because you'll have another opportunity to get a better grade.

- o Focusing on grades sometimes prevents one from doing well in class.
- o We place limitations on ourselves; we all have different learning styles, professors don't always take the time to accommodate different learning styles.
- o Everyone wants to sort of foster this growth mindset; all the ideas of growth mindset are fighting against the system that's already in place.
- o Words used to describe growth mindset: acceptance, adjustment, development, intelligence, open failing, engaging, thinking, effort, attitude, motivation, opportunity, curious, culture, stale, and dynamic.
- o HPU allows you to try new things and expand your horizons; different activities and the diversity of the campus.
- o Freshman year growth mindset was repetitive; mentioned in hall meetings, meetings with success coaches. Growth mindset so ingrained that it turns you away from it.
- o Never heard it talked about in any classes; only time is president seminar (and the banners).
- o Growth mindset seems geared towards parents to get students here; used as a marketing tool.



LIBERATED LEARNING SYLLABUS

FYS 1000—LIBERATED LEARNING

FALL 2019

TUESDAY & THURSDAY, 3:30-5:10

NORTON 205

JIM Y. TRAMMELL, PH.D.

QUBEIN 344

OFFICE HOURS: 11:00-NOON, MONDAY-FRIDAY

JIM@HIGHPOINT.EDU; 336-841-9172

Description

This class introduces students to the value of a liberal arts college education. It covers how a liberal arts education is distinctive from a college education in general, particularly regarding how it inspires students to become free-thinkers, to improve oneself, to apply their education toward personal growth, and to better understand oneself within the world. Four credit hours.

FYS “Big Question”

Is a liberal arts education valuable?

Student learning outcomes

- Define and defend the value of a liberal arts education. (Exams and the real-world examination project)
- Compare the value of a liberal arts education to the goals of strictly professional and/or vocational programs. (Exams)
- Describe and demonstrate what it means to teach oneself as a liberally-educated person. (Concept application exercises and the final liberated learning project)
- Examine how a liberal arts education helps students understand themselves better. (Concept application exercises and the final liberated learning project)
- Analyze how a liberal arts education helps students interpret and engage with the world. (Concept application exercises and the real-world examination project)
- Practice principles of learning as a liberally-educated person to their personal goals. (Final liberated learning project)
- **Big Question learning outcome:** Describe and interpret the value of a liberal arts college education. (Big question essay)

Course materials

Readings will include articles provided by the instructor, plus excerpts from the following:

- Carey, K. (2015). *The End of College: Creating the Future of Learning and the University of Everywhere*. New York: Riverhead Books.
- Doidge, N. (2007). *The brain that changes itself: Stories of personal triumph from the frontiers of brain science*. New York: Viking.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance* (First Scribner hardcover ed.). New York, NY: Scribner.
- Dweck, C. (2006). *Mindset: The new psychology of success* (1st ed.). New York: Random House.
- Ericsson, A., & Pool, R. (2017). *Peak: Secrets from the new science of expertise* (First Mariner Books ed.). Boston: Mariner Books/Houghton Mifflin Harcourt.
- Kronman, A. T. (2007). *Education’s End: Why Our Colleges and Universities Have Given Up on the Meaning of Life*. New Haven, CT and London: Yale University Press.
- Krznaric, R. (2014). *Empathy: Why It Matters, and How to Get It*. New York: Perigee.
- McGuire, S. Y. (2015). *Teach Students How to Learn*. Sterling, VA: Stylus Publishing.
- Riess, H, & Neporent, L. (2018). *The Empathy Effect: Seven Neuroscience-Based Keys for Transforming the Way We Live, Love, Work, and Connect Across Differences*. Boulder, CO: Sounds True.
- Roth, M. S. (2014). *Beyond the University: Why Liberal Education Matters*. New Haven, CT and London: Yale University Press.

Assessments and grading

The assessments and grading are informed by Bloom’s Modified Taxonomy of Learning. Bloom’s Taxonomy identifies six stages of learning, progressing from being able to merely recall information to creating, generating, and designing new experiences. The taxonomy reads as follows:

- **Remembering**—Can a student recall or remember the information?
- **Understanding**—Can the student explain ideas or concepts?
- **Applying**—Can the student use the information in a new way?
- **Analyzing**—Can the student distinguish between different parts?
- **Evaluating**—Can the student justify a stand or decision?
- **Creating**—Can the student create a new product or point of view?

With this model in mind, this course’s assessments and grading are based upon progress through the taxonomy.

D grades: Remembering and understanding

In order to earn a D grade, students must satisfactorily complete the following:

- **Exams**—Students will take three exams throughout the semester (around the fifth and tenth weeks, as well as the final exam period). The exams will assess how well students remember, understand, define, identify, list and or paraphrase concepts and information covered in class. To earn a satisfactory grade, students must earn an average of 75% on all three exams. (Students who earn a 90% average will have a “+” added to their final grade, e.g. B+, C+. etc.)
- **Weekly annotations**—Students will complete **seven out of nine** annotations based on the readings or clips assigned throughout the semester. The annotations are expected to be thorough, covering the main points as well as the supporting information. These annotations will allow students to illustrate and interpret key points about the value of a liberal arts college education. Each annotation is expected to be around 500-words. More information about this assignment is forthcoming. The due dates for these outlines are staggered throughout the semester: see the course schedule.

C grades: Applying

In order to earn a C grade, students must satisfactorily complete the following:

- All of the requirements for a D grade.
- **Concept application exercises**—Students will complete five out of six concept application exercises on the following topics:
 - o Bloom’s Taxonomy
 - o General education courses
 - o Growth mindset
 - o Grit
 - o Deliberate practice
 - o Personal perspective inventory

These exercises will require students to apply, illustrate, interpret and operate these concepts within a liberal arts framework through papers, models, and other projects. Each concept application will demonstrate the following components at minimum:

- An understanding of the concept (e.g., Bloom’s Taxonomy, Grit, etc.)
- An application of how the concept is applied in an education or training setting (e.g., how Bloom’s Taxonomy is used to help students progress through a history curriculum; how a basketball training regimen relies on principles of Grit).

Each paper, model, or other project for these exercises is expected to be around 500-words. Their due dates are staggered throughout the semester: see the course schedule. More information about each of these assignments, including rubrics, is forthcoming.

B grades: Analyzing and evaluating

In order to earn a B grade, students must satisfactorily complete the following:

- All of the requirements for a D and C grade.
- **Real-world examination project**—Students will examine, appraise, and argue how principles of liberated learning inform a real-world issue. Students will compose a paper that addresses a contemporary continuous topic (e.g., gun control, poverty, health care, etc.), and evaluate how a liberal arts education contributes to how we understand, defend or argue, and engage with the issue. The project will culminate in a paper of around 1500-words. More information about this assignment, including the rubric, is forthcoming.

A grades: Creating

In order to earn an A grade, students must satisfactorily complete the following:

- All of the requirements for a D, C, and B grade.
- **Final liberated learning project**—Students will construct and implement a semester-long liberated learning project. Each student will pursue a new topic worthy of a “free person” (and approved by the instructor) that will demonstrate a change in both practical skills and cognitive abilities. The project should include evidence of:
 - o Gathering, processing, and applying information
 - o Intellectual growth (e.g., evidence of growth mindset, grit, deliberate practice)
 - o Applications of criticism and revision
 - o A foundation for understanding the world in a new way
 - o A foundation for understanding the self in a new way

Students will keep weekly records of their work and progress toward this goal (totaling no fewer than 100 hours), as well as submit reflections on their progress. The full report, including the periodic and cumulative reflection, is expected to be around 2000-words. During the final exam period, students will report on their progress and insights, including a demonstration of their acquired skills. More information about this assignment, including the rubric, is forthcoming.

All grades: Big Question Essay

All First-Year Seminar students are required to complete a “Big Question” assignment. As such, students will compose an essay as a cumulative that describes and interprets the value of a liberal arts college education, particularly in how the study of the liberal arts pertains to their personal and vocational goals. Students will be expected to draw upon sources reviewed and discussed in class, and demonstrate not only an understanding of those source’s main arguments or points, but also an application of those points to the student’s

education and future plans. The essay will be expected to be around 500-words. More information about this assignment is forthcoming. More information about this assignment, including the rubric, is forthcoming. *Students must satisfactorily complete this assignment in order to receive a passing grade in the course.*

The instructor may assign pluses (+) or minuses (-) to final grades as appropriate based on the quality of the completed assignments.

Writing Style

The papers will be composed as professional, academic essays. As such, we will use APA style in our citations.

Absences and Tardies

- For the following reasons, it is not in the students' best interest to miss class:
- By missing class, students run the risk of missing key information. It is the responsibility of the student (not the instructor) to secure class notes, assignments, and other information from missed classes.
- The university does not "excuse" any absence, regardless of reason. In other words, there are no "excused" absences, even for conflicts with extracurricular activities or illness.
- Students will be placed on class probation after three absences; students will be dropped from the class after the fourth absence.
- Each tardy (i.e., coming to class unreasonably late or leaving unreasonably early at the discretion of the instructor) counts as half-an-absence.

Plagiarism and Cheating

Although there should be no reason for students to plagiarize or cheat in this class, such behavior will not be tolerated. Any instance of plagiarizing or cheating can result in a failing grade.

Further, all work produced and submitted in this class is expected to be original work created this semester for that particular class assignment only. Work submitted for any assignment that was created, in part or in whole, for another class or another assignment will face the same punishment as plagiarism and cheating.

The Honor Code relates particularly to the issue of plagiarism. Many students think it is okay to quote someone word-for-word without quotation marks if they just cite the source in a reference list—they will insist this is not plagiarism. This is plagiarism. Still others think it's okay to claim someone else's video or audio as their own if it was already posted on the Internet. No.

All instances of plagiarism will be reported to the Dean's office where a cumulative list will be maintained. Ignorance is not an excuse as students have been well instructed about plagiarism in high school. It is up to the instructor to determine the appropriate next step for first time offenders (e.g., zero for the project, expulsion from class, referral to the Honor Court). Second and subsequent offences will automatically be reported to the Honor Court.

Diversity Statement

High Point University values diverse opinions, perspectives, and lived experiences. This class will recognize this diversity through exposure to productions and stories that uncover the differences between subjects, and address strategies on telling the stories of persons who have different beliefs, perspectives and lived experiences.

Further, High Point University is committed to providing a diversity of opinions and information to our students; creating a diverse and inclusive faculty and student body and; providing a tolerant, inclusive atmosphere where faculty and students are treated with respect and dignity in an environment free of discrimination and harassment.

Additionally, High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs (Slane 319) is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email diversity@highpoint.edu.

Title IX

High Point University faculty are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While faculty want you to feel comfortable coming to them with issues you may be struggling with or concerns you may be having, please be aware that they have some reporting requirements that are part of their job requirements at High Point University. As a "responsible employees" of High Point University, all faculty and staff must report to the university's Title IX coordinator what you share. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination, he/she will keep the information as private as they can, but they are required to bring it to the attention of the institutions' Title IX Coordinator.

If you would like to speak with someone who may be able afford you privacy or confidentiality, you can contact the minister of the university (Mr. Preston Davis pdavis@highpoint.edu or 1 (336) 841-9241) or the manager of chapel programs, (Ms. Andria Williamson awillia5@highpoint.edu or 336-841-9132). You can also get confidential support at the campus counseling center (336-888-6352 orcounseling@highpoint.edu).

If you would like to talk to the Title IX Director directly, her name is Megan Karbley and she can be reached at mkarbley@highpoint.edu or 1 (336) 841-9457. Additionally, you can also report incidents or complaints to law enforcement (High Point Major Crimes 336-887-7820 or High Point Non-Emergency 336-883-3224).

University Honor Code

Each student signed the HPU Honor Code, which is available at <http://www.highpoint.edu/studentconduct/university-honor-code/>. It is the responsibility of each student to abide by the Honor Code.

Statement about Email

As a matter of personal policy, the instructor does not discuss grades over email. He does, however, invite students to meet with him in person to discuss grades throughout the semester. The instructor is also available to discuss this semester's final grades in person at the beginning of the following semester.

The instructor also limits the time he spends checking email to once per day on class days. He attempts to respond to the email that compels a response by the following class day after reading the email. If students have questions or concerns than would require immediate and/or engaged responses, the instructor invites students to meet with him during office hours.

Classroom Use of Electronic Media

Cell phone use in communication classes is strictly prohibited. This includes voice, text, video, data or any other current or future transmission technology.

Any audio or video recording in the class, including the instructor's lecture/discussion, or other classroom activity is strictly prohibited unless authorized by the instructor and students in the classroom.

Inappropriate use of a laptop, desktop, or other electronic computing device during class will result in the student being asked to leave the room. An absence will be recorded for that day's class and the student will not be readmitted to class until they have met individually with the Dean of the School of Communication.

Writing Center

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting August 27, 2018 for the Fall 2018 semester.

Writing Center tutors do not proofread or edit students' papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at lschweit@highpoint.edu or 336-841-9106.

Disability Support Services

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Students' needs for accommodations must be made at the beginning of the course. Accommodations are not retroactive. Contact the Coordinator of Disability Support at 336-841-9061 for additional information.

Accommodations made for documented disabilities are not retroactive—students need to inform the professor about their needs for each class, even if they have had the instructor in previous classes. It is also the student's responsibility to provide the instructor with the necessary paperwork regarding accommodations, and they should remind the instructor to send a test to the Academic Services Center if they plan on taking exams there instead of with the rest of the class.

The disability support staff also provides testing accommodations, assistive technology, mentoring, time management, and organization skills development, in addition to other academic support services.

Course Evaluations

All students are expected to complete course evaluations in the week preceding final exams. These evaluations, which are delivered online, are an important part of High Point University's assessment program, so your cooperation in completing them is greatly appreciated. As the end of the semester or academic session draws near, you will receive information from the Office of Institutional Research and Assessment about how to complete the online evaluations.

Grievance Procedure

If a student has a complaint about a faculty member regarding a grade or other matter, they should first try to resolve it with the instructor in question. If the complaint is not resolved the student should then go to the (1) department Chair; the next step is to go to (2) the Dean of the School of Communication; then (3) the Provost, which is the final step in the grievance process. Bypassing any of these steps—going directly to the president, for example—will not resolve the issue and only delay resolution. Senior administration will not deal with grievance issues unless it has been discussed at the appropriate level.

Diversity & Inclusivity Statement

High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs (Slane 319) is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email diversity@highpoint.edu.

Other Remarks

- The instructor may send announcements and assignment updates on the class Blackboard page. As such, students are expected to check the class Blackboard page regularly. Students are responsible for any announcements or updates posted on Blackboard.
- Grades will be posted through the “My Grades” function on Blackboard. Students are expected to check their grades regularly.
- Students are absolutely not allowed to “double dip” assignments without the express consent of all instructors involved. This means that students cannot submit one paper/assignment or variations of one paper/assignment to satisfy the requirements in two or more classes. Such practice is considered plagiarism.
- All students are expected to attend final exams. Do not schedule events that will require you to miss final exams or expect a faculty member to move a final to accommodate your plans. This includes attending vacations arranged by parents (do not get plane tickets that depart before your last final exam); do not buy tickets to rock concerts that occur during final exams; do not plan to get married during final exams; do not schedule internship or job interviews during final exams, and do not expect to have car troubles during final exams. The only person who can excuse you from final exams is the Dean and he will only do so for a medical emergency requiring hospitalization or the death of an immediate family member.
- At various times during this course students may be exposed to certain issues, words, symbols and/or images that are not typically presented in traditional college classes or social settings. These may include, but are not limited to, material some might consider to be obscene, vulgar, pornographic, blasphemous, sexist or racist. It is assumed that each student in the class is a serious pre-professional who can handle exposure to controversial material—while students may be offended by some material covered in the class, they must remember they may deal with similar material and issues in their professional careers. Students are free to non-disruptively leave the classroom during presentation of such material, or opt not to view material assigned out of class. However, they will still be responsible for knowing and understanding the material.
- The instructor reserves the right to reasonably alter this syllabus and schedule at any time. Any changes or addendums to this syllabus will be noted on the class Blackboard page under the “Course Information” link.

FYS 1000—LIBERATED LEARNING

Course schedule

The instructor reserves the right to reasonably alter this syllabus and schedule at any time.

Readings in *italics*.

Assignments in **bold**.

Week one

- Unit I: Understanding college education in general
- *Kronman: “Introduction” (pg. 1-8)*
- *Carey: “The Secret of Life” (pg. 1-11)*
- What does it mean to be educated?
- Knowledgeable, intelligent, smarts
- Gathering, processing, and applying information

Week two

- *Kronman: excerpts from “Secular Humanism” (pg. 45-51; 58-65)* **Annotation due the following week.**
- *Carey: “A Sham, A Bauble, A Dodge” (pg. 13-36)*
- Vocational education vs. liberal arts education
- Knowledge transfer vs. critical thinking
- Ways to learn (Bloom’s taxonomy, knowledge production)
- Reasons to learn
- Education as transactional vs. education as transformational

Week three

- *Kronman: excerpt from “Secular Humanism” (pg. 37-40)*
- *Roth: “Pragmatism” (pg. 62-94)* **Annotation due the following week.**
- Competing functions of a college education
- Learning skills
- Metrics: board exams, entry-level jobs
- Personal growth
- Contemplation, pondering, meditation
- **Concept application exercise (Bloom’s Taxonomy) due**

Week four

- Unit II: Understanding the liberal arts
- Roth: "Introduction" (pg. 1-18) **Annotation due the following week.**
- Cronon, "Only Connect . . ."
- Historic derivation of "liberal arts"
- Contemporary approaches to the liberal arts

Week five

- Kronman: excerpt from "Secular Humanism" (pg. 65-70)
- The value of being liberally-educated
- Personal values
- Communal values
- Foundations of learning about ourselves and our world

Week six

- **Exam 1**
- UNIT III: Learning as a liberally-educated person
- Dweck: "The Mindsets; "Mindset and School Achievement" (pg. 57-67) **Annotation due the following week.**
- Can we learn?
- Growth & fixed mindsets
- **Concept application exercise (general education classes) due**

Week seven

- Doidge: "A Woman Perpetually Falling . . ." (pg. 1-26)
- Dweck: "Is Success About Learning—Or Proving You're Smart?" (pg.16-31) **Annotation due the following week.**
- Maguire: "Mindset Matters" (pg. 60-71)
- Why should we learn?
- Motivations for learning
- How do we learn?
- Learning as a continual process
- Neuroplasticity
- **Concept application exercise (growth mindset) due**

Week eight

- Duckworth: "Showing Up" (pg. 3-14); "How Gritty Are You?" (pg. 53-78) **Annotation due the following week.**
- Ericsson: "The Power of Purposeful Practice" (pg. 1-25); "The Gold Standard" (pg. 84-114) **Annotation due the following week.**
- Dweck: "Mindsets Change the Meaning of Failure" (pg. 32-39)
- What does learning look like?
- Grit
- Deliberate Practice

Week nine

- Fattal, "The Value of Failing," TheAtlantic.com **Annotation due the following week.**
- Burger, "Teaching to Fail," InsideHigerEd.com
- Understanding failure
- Understanding criticism and revision
- Giving effective and constructive criticism
- Taking and using criticism
- "Austin's Butterfly"
- **Concept application exercise (grit and deliberate practice) due**

Week ten

- Unit IV: Understanding ourselves and the world as liberally-educated persons
- Understanding our perspectives and experiences
- Personalities
- Myers-Briggs
- StrengthsFinder

Week eleven

- **Exam 2**
- Barthes, "Preface to Mythologies"
- Excerpt from the film "Understanding Diversity: Where are you From?"
- How we understand the world and others
- "Normal" and "natural" as cultural and social constructs
- How media shape perceptions

- How class shapes perceptions
- How education shapes perceptions

Week twelve

- **Real-world examination project due**
- Excerpt from the film Miss Representation
- Excerpt from the film The Mask You Live In
- Perceptions and constructions of gender
- Perceptions and constructions of race
- Perceptions and constructions of sexuality

Week thirteen

- Krznaric, *"The Radical Power of Empathy"* (pg. ix-xxx) **Annotation due the following week.**
- Riess & Neporent, *"Shared Mind Intelligence"* (pg. 9-16); *The Seven Keys of E.M.P.A.T.H.Y.* (pg. 43-60)
- Understanding empathy
- "Outrospection"
- "E.M.P.A.T.H.Y."
- **Big question essay due**

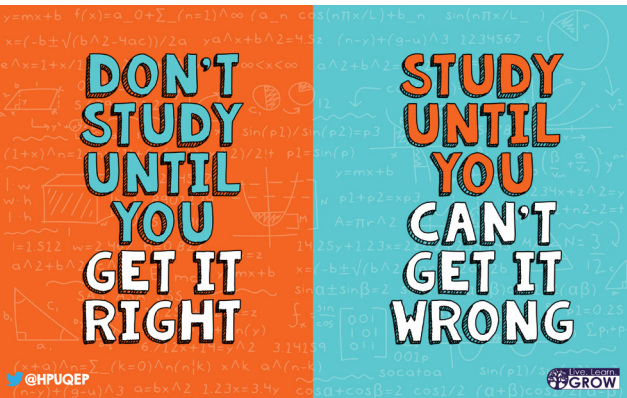
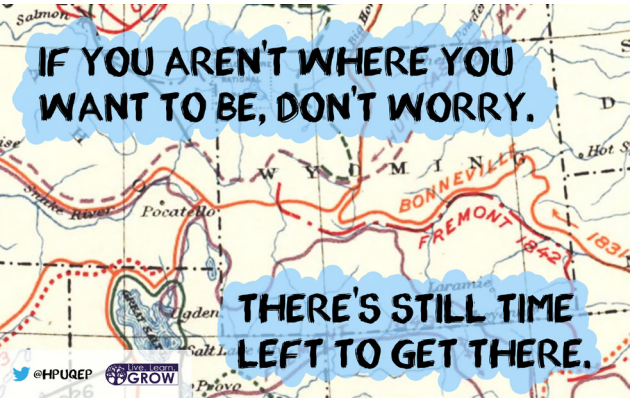
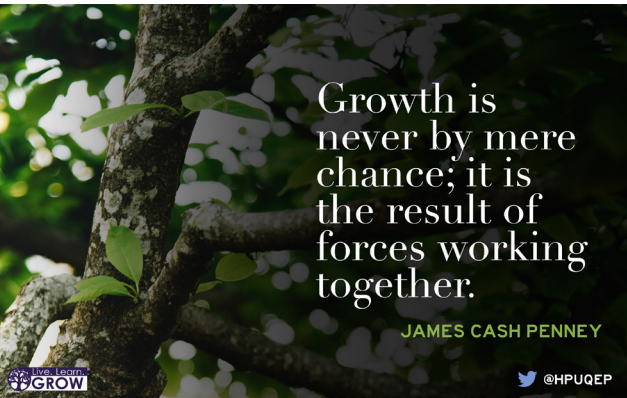
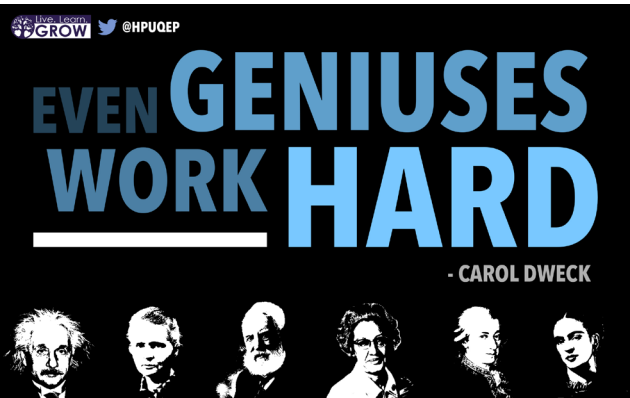
Week fourteen

- Spill
- What have we learned?
- **Concept application exercise (personal perspective inventory) due**

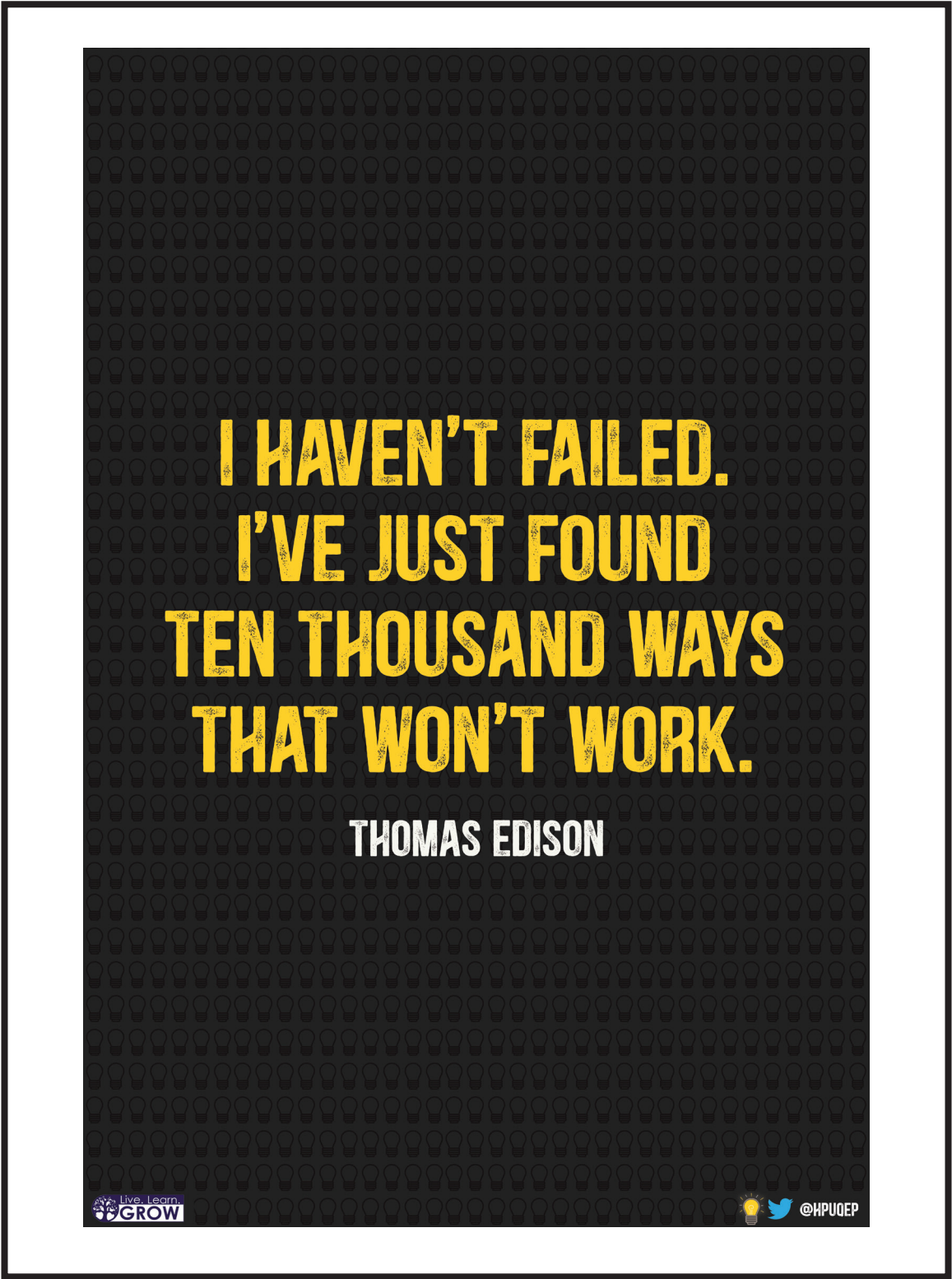
Final exam period

- **Final liberated learning project presentations**
- **Exam 3**

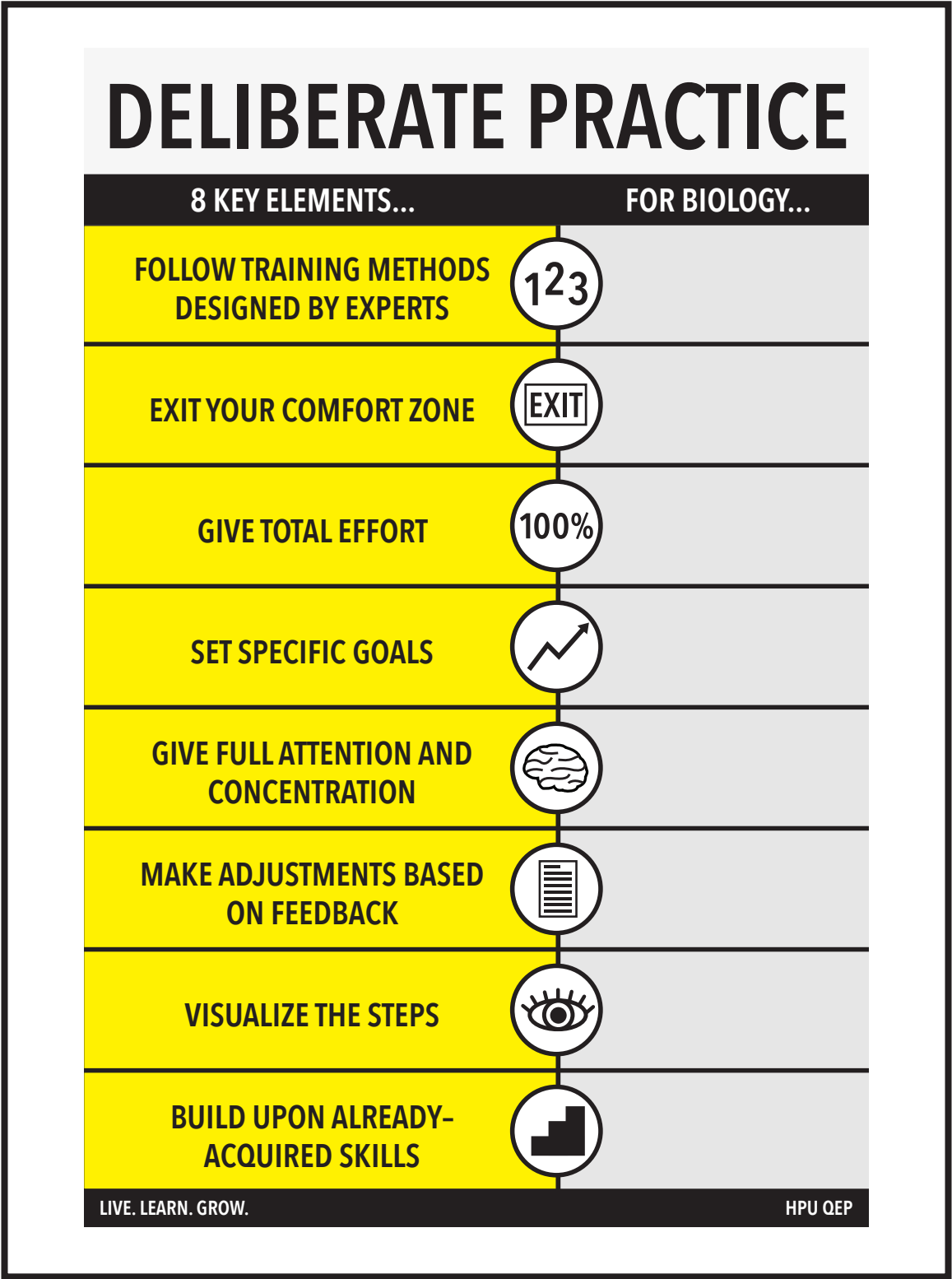
DIGITAL SIGNAGE EXAMPLES



THOMAS EDISON GROWTH MINDSET
MESSAGE POSTER



DELIBERATE PRACTICE POSTER
TEMPLATE



INSPIRATIONAL GROWTH MINDSET QUOTES SHEET

11 growth mindset quotes to use in the classroom.

- 01 Your intelligence can grow.
- 02 The goal of college is not to make things as easy as possible.
- 03 An “easy A” won’t help you grow.
- 04 Your abilities are not fixed unless you want them to be.
- 05 You can only grow your intelligence through work that challenges you.
- 06 You are not your grades.
- 07 What did you learn from this?
- 08 Don’t study until you get it right. Study until you can’t get it wrong.
- 09 Your passion is what you are willing to sacrifice time for.
- 10 Test scores tell you where you are right now, not where you’ll be forever.
- 11 Being “gritty” means you still do the work when you’d rather do something else.

FACULTY FINAL EXAM REMINDER BUSINESS CARD



GROWTH MINDSET GRANT BREAKDOWN

Spring 2016

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Jenn Brandt*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Charmine Cadeau*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Jenny Fuselier*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Cara Cozma*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Heather Miller*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
David Radanovich*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Tara Shollenberger*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Melissa Srougi*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Cindy Vigueira*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Allison Walker*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Laurie Zack*	SOTL – \$6500	\$1,625	\$1,625	\$1,625	\$1,625				
Craig Curty*	Pedagogy – \$1500	\$750	\$750						
Brittani Chavious* (Applied with Preston Davis)	Pedagogy – \$1500	\$750	\$750						
Sadie Leder-Elder*	Pedagogy – \$1500	\$750	\$750						
Leah Schweitzer*	Pedagogy – \$1500	\$750	\$750						
Allison Walker*	Pedagogy – \$750 (with Joanne Altman)	\$375	\$375						
Joanne Altman*	Pedagogy – \$750 (with Allison Walker)	\$375	\$375						
Scott Wojciechowski*	Pedagogy – \$1500	\$750	\$750						
Thomas Dearden*	Technology – \$1500	\$750	\$750						
Christina Sherrill*	Technology – \$1500	\$750	\$750						

Fall 2016

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Sara DeNicolas	SOTL--\$6500		\$1,625	\$1,625	\$1,625	\$1,625			
Randy Moser	SOTL--\$3250 (with Miguel Sahagun)		\$812.50	\$812.50	\$812.50	\$812.50			
Miguel Sahagun	SOTL--\$3250 (with Randy Moser)		\$812.50	\$812.50	\$812.50	\$812.50			
Veronica Segarra	SOTL--\$6500		\$1,625	\$1,625	\$1,625	\$1,625			
Frank Freeman*	Pedagogy--\$1500		\$750	\$750					
Elizabeth Jeter*	Pedagogy--\$1500		\$750	\$750					
Amanda Mbuvi*	Pedagogy--\$1500		\$750	\$750					
Bradley Taylor*	Pedagogy--\$1500		\$750	\$750					
Mike Grider*	Technology--\$1500		\$750	\$750					
Daliang Wang*	Technology--\$1500		\$750	\$750					

Spring 2017

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Brian Augustine	SOTL--\$3250 (with Heather Miller)			\$500.00					
Heather Miller	SOTL--\$3250 (with Brian Augustine)			\$1,500.00					
Courtney Bradley	SOTL--\$3250 (with Julie Cooper)			\$812.50	\$812.50	\$812.50	\$812.50		
Julie Cooper	SOTL--\$3250 (with Courtney Bradley)			\$812.50	\$812.50	\$812.50	\$812.50		
Alixandra Yanus	SOTL--\$6500			\$1,625	\$1,625	\$1,625	\$1,625		
Jenn Brandt*	Pedagogy--\$750 (with Scott Wojciechowski)			\$375	\$375				
Scott Wojciechowski*	Pedagogy--\$750 (with Jenn Brandt)			\$375	\$375				
Jhon Cimmino	Pedagogy—\$0 (with Angi Kinsey and Philip Wogatzke)			\$0	\$0				
Angi Kinsey*	Pedagogy--\$750 (with Jhon Cimmino and Philip Wogatzke)			\$375	\$375				
Philip Wogatzke*	Pedagogy--\$750 (with Jhon Cimmino and Angi Kinsey)			\$375	\$375				
Elizabeth McCorquodale*	Pedagogy--\$1500			\$750	\$750				
Loredana Moccia	Pedagogy--\$750 (with Mina Ouakrim)			\$275	\$375	NOTE: \$200 to be paid to Every Campus a Refuge			
Mina Ouakrim	Pedagogy--\$750 (with Loredana Moccia)			\$275	\$375	NOTE: \$200 to be paid to Every Campus a Refuge			
Tessa Gurney*	Technology--\$1500			\$750	\$750				

Summer 2017

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Thomas Dearden	SOTL—\$6500			\$1,625	\$1,625	\$1,625	\$1,625		
Matthew Weidenfeld	SOTL--\$6500			\$1,625	\$1,625	\$1,625	\$1,625	NOTE: left HPU Fall 2018	
Learning Excellence*	Pedagogy--\$1500			\$750	\$750				

NOTES

Purple = Paid

* = Has Presented the project to the University Community

Fall 2017

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Jolene Henning	SOTL--\$6500				\$1,625	\$1,625	\$1,625	\$1,625	
Stacey Lipowski	SOTL—\$3250 (with Sarah Ross)				\$812.50	\$812.50	\$812.50	\$812.50	
Sarah Ross	SOTL—\$3250 (with Stacey Lipowski)				\$812.50	\$812.50	\$812.50	\$812.50	
Jacqueline Arthur-Montagne	Pedagogy--\$1500				\$750	\$750			
Benita VanWinkle	Pedagogy--\$1500				\$750	\$750			
Scott Wojciechowski	Technology--\$1500				\$750	\$750			

Spring 2018

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Alicia Emerson	SOTL—\$2166.67 (with Jeff Taylor and Angela Gisselman)					\$541.67	\$541.67	\$541.67	\$541.67
Jeff Taylor	SOTL—\$2166.67 (with Alicia Emerson and Angela Gisselman)					\$541.67	\$541.67	\$541.67	\$541.67
Angela Gisselman	SOTL—\$2166.67 (with Alicia Emerson and Jeff Taylor)					\$541.67	\$541.67	\$541.67	\$541.67
Paul Ringel	SOTL—\$6500					\$1,625	\$1,625	\$1,625	\$1,625
Patrick Vigueria	SOTL—\$6500					\$1,625	\$1,625	\$1,625	\$1,625
Diana Peterson	Pedagogy—\$750 (with Renee Hamel)					\$375	\$375		
Renee Hamel	Pedagogy—\$750 (with Diana Peterson)					\$375	\$375		
April Weintritt	Technology--\$1500					\$750	\$750		

Summer 2018

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Cara Arena	SOTL—\$3250 (with Craig Curty)					\$812.50	\$812.50	\$812.50	\$812.50
Craig Curty	SOTL—\$3250 (with Cara Arena)					\$812.50	\$812.50	\$812.50	\$812.50
Douglas Hall	SOTL—\$6500					1625-240 (09.10); 200 (10.01); \$1185 (12.20)	deferred to fall 2019 semester	\$3,250	\$1,625
Shirley Disseler	SOTL—\$6500					\$5,502	\$998	\$0	\$0
Elizabeth Jeter	SOTL—\$3250 (with Jean Douglas)					\$812.50	deferred to fall 2019 semester to pay vendor for creating games	\$1,625.00	\$812.50
Jean Douglas	SOTL—\$3250 (with Elizabeth Jeter)					\$812.50	deferred to fall 2019 semester to pay vendor for creating games	\$1,625.00	\$812.50
Christina Sherrill	SOTL—\$3250 (with Courtney Bradley)					\$812.50	\$812.50	\$812.50	\$812.50
Courtney Bradley	SOTL—\$3250 (with Christina Sherril)					\$812.50	\$812.50	\$812.50	\$812.50
Bradley Taylor	SOTL—\$6500					\$1,625	\$1,625	\$1,625	\$1,625
Preston Davis	Pedagogy--\$1500					\$750	\$750		
Kathryn Brandt	Technology—\$858 (with John Linn)					Moved to Fall 19		\$858	
John Linn	Technology—see Kathryn Brandt								

Fall 2018

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Dan Hall	Pedagogy—\$1500					Moved to SP 19 recipients			
Amy Holcombe	Pedagogy—\$1500					750-102.00-500 (honorarium) (Mindset books, Jan. 3)-863.31 (food)-\$34.69 (donated back to the budget)	\$0		
Amber Kelley	Pedagogy—\$1500					\$750	\$750		
Kim Titus	Technology—\$1500					\$750	\$750		

Spring 2019

		F16	Sp17	F17	Sp18	F18	Sp19	F19	Sp20
Recipients	Grant								
Brian Augustine, Heather Miller, Michael Knippenberg	SOTL—\$6500								
Meghan Blackledge	SOTL—\$6500								
John Turner	SOTL—\$6500								
Dan Hall	Pedagogy—\$1500								
Dora Gosselin	Pedagogy—\$1500								
Scott Wojciechowski, Gail Tuttle	Technology--\$1500								