

Faculty mindset graphic for Indiana University study

The headline of the graphic reads "Faculty mindsets predict students' performance." The headline is on a red background. Next to it is a lightbulb icon.

Below the headline is a red silhouette of a person's head with a red thought bubble above it. Inside the thought bubble is text that reads, "Is student ability fixed or malleable?" Next to the silhouette is a box with an arrow pointing toward the person's face. Inside the box is text that reads, "Indiana University researchers found all STEM students, and especially underrepresented minorities, perform better in growth-mindset classes." Below the box is more text that reads, "Study included: 150 professors and 15,000 students." Next to the word "students" is the outline of a pencil icon.

The next section is white on a red background and compares the difference between a fixed-mindset professor and a growth-mindset professor. It has a subhead that reads "What is the difference?" It is divided into two columns. The left column explains the processes of a fixed-mindset professor. This type of teacher is represented by an icon of a professor wearing a mortarboard with a lock next to him, along with the following text:

- Believes students can't change their intelligence; a lightbulb icon is used to represent this statement.
- Sends message that only innately gifted students can succeed in classes; a lock icon is used to represent this statement.
- Results in lower motivation in class; an icon with two people standing next to one another is used to represent this statement.
- Results in poorer grades for all students; a pencil and paper icon is used to represent this statement.
- Results in larger racial achievement gaps; a scale icon is used to represent this statement.

The right column explains the processes of a growth-mindset professor. This type of teacher is represented by an icon of a professor wearing a mortarboard with a plant icon next to him, along with the following text:

- Believes students can change their intelligence; a lightbulb icon is used to represent this statement.
- Sends message that there are strategies students can use to succeed in classes; a plant icon is used to represent this statement.
- Results in higher motivation in class; an icon with two people standing next to one another is used to represent this statement.

- Results in better grades for all students; a pencil and paper icon is used to represent this statement.
- Results in smaller racial achievement gaps; a scale icon is used to represent this statement.

The next section of the graphic explains the findings of the study. This section is on a white background with a subhead that reads, "The findings." Below the subhead is text that reads, "While all students perform better when STEM professors endorse a growth-mindset belief, the racial achievement gap is almost halved when professors endorse a growth-mindset belief."

Below the subhead is a bar chart that compares STEM grades based on what type of teacher a student has: a fixed-mindset professor or a growth-mindset professor. The chart shows that there is a 0.19 GPA achievement gap between white/Asian students and black/Latino/Native American students who have fixed-mindset professors, compared to the 0.10 GPA achievement gap with growth-mindset professors. The white/Asian bar is red, and the black/Latino/Native American is yellow.

The last section of the graphic is on a red background and has white text at the top that reads, "When students have growth-mindset professors, they are more likely to." Below this sentence are three findings that read:

- Feel motivated to do their best work; a pencil and paper icon is used to represent this finding.
- Believe professors emphasize learning and development; a "professor teaching a class" icon is used to represent this finding.
- Recommend the class to others; a star icon is used to represent this finding.

The Indiana University logo can be seen in the lower-right corner of the graphic.