

# Testing the Effectiveness of Faculty as Facilitators of Psychological Resilience

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## Motivation

- Our prior work focused on developing tailored and targeted interventions for law students. Working with faculty mindsets is a critical next step in shaping the student experience.
- We view faculty as culture creators and recognize the impact of faculty mindsets on the student experience.

## Desired Source of Support

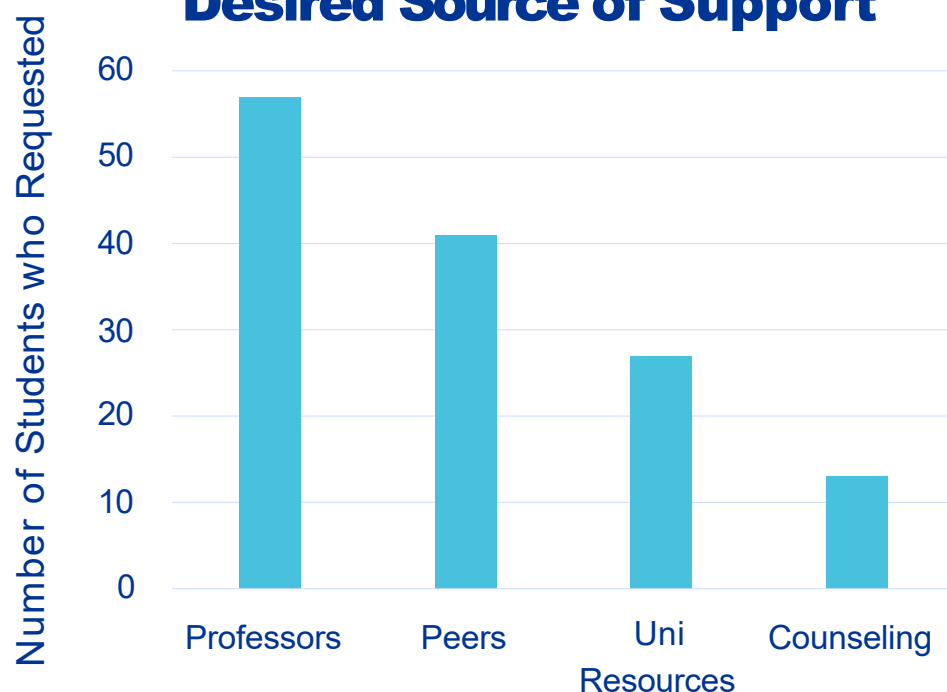


Figure 1: Sources of Desired Support among Law Students (N = 142) During Transition to Pitt Law

## Project Description

- Our team will work to understand the faculty experience, engage faculty, and implement a research protocol that includes focus groups and entry and exit surveys—validated to measure mindset—to assess the efficacy of our interventions.



# Goal: To understand how faculty mindsets influence student mindset and establish evidence-based practices to promote adaptive mindsets in students.

## Context

- Our data supports that such interventions can improve students' resilience, persistence, and ability to deal with new challenges.
- However, few studies have looked at graduate and professional student populations to test these theories, and none have looked at the combined student and faculty mindsets.

## Project Deliverables

- We will develop and implement faculty interventions targeted to promote adaptive mindsets in students; we will measure the success of these interventions using field studies.
- Working with faculty and students at Pitt Law, we will design a research protocol that explores how faculty can translate adaptive mindsets into effective classroom practice.
- Ultimately, we will build a research agenda that is collaborative, informed by a steering committee, and scalable.

## Potential Impact

- Although studies have identified the role of UG faculty mindset in shaping students' mindsets, little attention has been given to graduate and professional school faculty.
- This work will serve as a model for institutional improvements in other programs, with an eye toward modernizing and humanizing the professional and graduate school education system, making it more inclusive, and helping students maintain balance.

## References and Acknowledgements

- We gratefully acknowledge the support of the Pitt Momentum Funds and the Provost's Seed Grants in making this work possible.
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