

### RESEARCH HIGHLIGHTS

- Academically high performing student-athletes had a significantly larger number of academic experiences compared to low-performing peers.
- Nearly 80% of participants displayed a growth mindset towards academic abilities, and 65% of participants displayed a growth mindset towards athletic abilities.
- Despite the athletic growth mindset tendencies, most of the athletic performance scores fell to lower end of the scale, and half of the highest athletic performers had an ambiguous/uncertain or fixed mindset, indicating room for improvement.
- Student-athletes who perform at higher levels athletically do not necessarily have fewer academic experiences; in fact, high athletic performers recorded more academic, social, and everyday experiences compared to low academic performers.

*An athletic performance metric was created, vetted, and applied to allow parallel comparisons among Division I athletic performers.*

### QUESTIONS FOR PRACTICE

1. Within our athletic department, what ways are academic experiences beyond the classroom encouraged and incentivized? How about using resources?
2. How do coaches, administrators, and support staff measure or quantify individual athletic performance inclusive of all Division I student-athletes?
3. What types of growth and fixed mindset tendencies do we notice among student-athletes of various academic and athletic ability levels?
4. Do our programs, interventions, and daily actions with student-athletes promote a growth mindset?
5. Are there narratives within our department that can be shifted after learning high athletic performers garnered more experiences compared to low-performing peers?



**Marissa Nichols, PhD**

Director of Leadership & Career Development  
Boston University  
[nicholsm@bu.edu](mailto:nicholsm@bu.edu)  
[Author website](#)

Co-authors:

[Nancy Lough, Ed.D.](#)  
[Alice Corkill, Ph.D.](#)

Additional resource:

[Dweck, C. S. \(2006\). \*Mindset: The new psychology of success.\* New York, NY: Random House.](#)

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