<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:00AM</td>
<td>Registration Opens</td>
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<tr>
<td>8:30AM</td>
<td>Welcome</td>
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<tr>
<td>8:45AM</td>
<td>Blessings in Disguise: How Wayne State's Retention Crisis made us National Leaders</td>
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<tr>
<td>10:00AM</td>
<td>Learning from Failure: The Day I Realized I was a Bad Teacher</td>
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<tr>
<td>11:15AM</td>
<td>Grit and Growth Mindset</td>
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<tr>
<td>1:10PM</td>
<td>Breakout Session A**</td>
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<tr>
<td>2:20PM</td>
<td>Breakout Session B**</td>
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<tr>
<td>3:30PM</td>
<td>Lessons Learned</td>
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<tr>
<td>4:30PM</td>
<td>Summit Closes</td>
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</tbody>
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**Breakout Session Details on Reverse Side**
2018 Student Success Summit
November 29th, 2018 - SCB Ballroom

285 SCB

Our Voice
A performance by the Freedom Players under the direction of Billicia Hines – Session A & B

The Freedom Players, the Social Justice Touring Theatre Ensemble within the Theatre and Dance Department will be performing "Our Voice". It comprises of various scenes that explore various experiences that college students face today. These experiences range from lack of confidence, lack of college preparation, sexual assault, racism, financial instability, identity challenges, and confidence. There will be a post discussion following the play. Directed by Calvin Biggs and Nigel Tutt. Advisor: Billicia Channelle Hines

Hilberry A

Grit and Growth Mindset: Why Some Environments Motivate People to Become Excellent
David S. Yeager, assistant professor of psychology, University of Texas at Austin – Session A & B

David Yeager is an experimental development psychologist in the department of psychology at the University of Texas at Austin. In his academic research, he examines the causes of and solutions to adolescent health problems, such as bullying, depression, academic achievement, cheating, trust, or healthy eating. He often focuses on adolescent transitions—the transition to middle school, the transition to high school, or the transition to college—as a place where there is great opportunity (and risk) for young people's trajectories.

Hilberry B

Employing our Identities as Faculty and Academic Staff to Advocate for our Students
Anmmane Cano, associate provost for faculty development and faculty success, Office of the Provost – Session A & B

This session begins with a "values clarification exercise" that will help participants identify personal values that drive their work with students. Included in this exercise is an opportunity to explore how valuing our own multiple identities (e.g., gender, sexual orientation, race, ethnicity, religious/spiritual identification, socioeconomic status, first-generation status, citizenship status) can be used in service of student success.

Hilberry C

APEX Scholars — Intrusive Advising and Support with AdvisingWorks
Mark Jackson, director; Audrey Whitfield, associate director for enrollment and advising services; and Veronica Killbrew, associate director for instructional support/learning communities, APEX Scholars – Session A & B

The APEX Scholars program has implemented many changes over the last two years to keep abreast of the dynamic needs of our conditionally-admitted freshmen. Presenters will provide a candid, behind-the-scenes perspective of how APEX staff move to anticipate and address challenges through campus partnerships and internal strategies.

Hilberry D

Early Academic Assessment Strategies for Instructors
Adrienne Jankens and Thomas Trimble, senior lecturers, Department of English – Session A Only

This session will present an overview of a program-level intervention designed to support instructors teaching WSU's first-year writing course, ENG 1020. The intervention links the Early Academic Assessment process with a series of communications to instructors. These communications aim to support instructors' interactions with students identified as at risk of failing and to facilitate students' access to support services.

Hilberry D

Faculty Stress is Student Stress
Angela Zanardelli Sickler, associate director, Academic Success Center; and Tom Fischer, associate professor of Psychology – Session B Only

This interactive session focuses primarily on the effects of stress on the teaching performance of faculty as well as the learning performance of students. In addition, strategies for recognizing, preventing, and managing stress will be discussed.

Hilberry E

From our Toolkit to Yours: How Thinking Like an Advisor can Optimize Your Student Interactions and Enhance Student Success
Catherine Bernas, associate director, Advisor Training Academy, University Advising Center – Session A & B

Academic advisors are trained in a number of approaches that build relational skills such as interpersonal relations, communication, helping, and effective problem solving used in the advising process. While these time-honored approaches are considered foundational to an advisor’s basic toolkit of practice, they can also be adapted to other university professionals and their interaction with students. This session will provide an overview of a number of the advising profession’s best loved approaches, how and when to use each approach, and the intended outcomes of their use. Participants will gain new skills, gain a deeper appreciation of advising and advisor training, and discover new training possibilities through WSU’s Advisor Training Academy.

Hilberry F

Open Textbooks and Open Educational Resources: What are they and how do they support student success?
Veronica Bielat, student success librarian and instruction services coordinator, University Libraries; Nathan Chavez, associate director, Academic Applications, Computing & Information Technology; and Erik Nordberg, assistant dean, University Libraries – Session A & B

A recent study found that 85% of students said paying for textbooks and course materials is financially stressful. Open Educational Resources, or OER, are free and openly licensed educational materials that can be used for teaching and learning. Learn more about OER, quality factors, open licenses, availability, and how adopting OER can improve affordability and impact student retention and success.