

DEAN'S OFFICE DIGEST

SEPT.
08
2020

From the Dean



Students talk together in small groups about their college plans during their first-year seminar in Greene Hall on Thursday, Sept. 3.

We are in our tenth day and the third week of classes. This is a terrific accomplishment in and of itself. Thanks goes to every single faculty member for putting such incredible effort into getting us here. It is your commitment that ensures we will be successful whatever comes our way through the fall. No one has ever seen a semester like this. Yet, it is remarkable how well we are responding to our students' needs, advancing our academic mission, and building equity and inclusion despite all the hardships created by COVID. After a dress rehearsal this past spring and a summer engaged in new ways of thinking about teaching and learning, we are now adapting each and every day to what seems to be our new pandemic normal. Our students are eager to learn from us and to be with us. Let's use these hard-earned lessons of these past few months to triumph over COVID in the new academic year ahead. And if you need a little inspiration, read about the dedication of this year's College Board of Visitors Faculty and Staff Leadership Awardees on page 8. The CBOV received many wonderful nomination letters detailing the excellence and impact of many outstanding faculty and staff leaders. The CBOV ultimately selected Mark Welker, the William L. Poteat Chair of Chemistry, and Sheila Lockhart, the Administrative Coordinator for the Department for the Study of Religions, as this year's CBOV Leadership Award recipients. Congratulations, Sheila and Mark!

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Note: Throughout the Digest, please enjoy a photo essay of the first week of classes by Wake Forest photographer Ken Bennett.

2 | Important Information

Teaching Professor Leah Elyce Roy leads her acting class in warmup exercises on the Tedford Stage on Thursday, Aug. 27.



POLICIES

WEARING MASKS IN YOUR OFFICE

If a faculty member is in a private office without anyone else present, they can remove their mask with the door closed. Under certain conditions, they can keep their office door open and remain unmasked in their private office as long as their desk is at least 6 feet away from someone else's office. If people pass by in the hallway but do not stop, the door can remain open and the faculty member can be unmasked. If someone enters the office or comes to the doorway to speak, the faculty member should put their face mask on.

Additionally, if a faculty member is in a classroom space without anyone else present, they can unmask since the space is operating as a private space, separated from common areas by doors. If someone enters the classroom, then both parties should put their masks on and adhere to the 6-feet protocol.

MASK DISTRIBUTION

The state-wide face covering requirement is still in effect as North Carolina transitions into Phase 2.5. Free face coverings are available for faculty and staff pick up at the following campus locations:

- Benson Information Desk
- Environmental Health and Safety Office
- Reynolds Gym Front Desk
- School of Business Student Engagement Suite
- ZSR Library Circulation Desk

If you would like to request masks for your entire department or you have questions, contact Jen Haggas at (336) 758-5707 or haggasjl@wfu.edu.



Students in Teaching Professor Leigh Ann Hallberg's intermediate drawing class in a studio in Scales Fine Arts Center on Thursday, Sept. 3.

3 | Important Information



CLASSROOM OCCUPANCY

Please do not move furniture into or out of your classroom, or move furniture in or out of your rooms (altering its occupancy). Facilities and Campus Service partnered with the College this summer to modify our classrooms, and those occupancies and room layouts are in place to support our University-wide COVID-19 learning spaces [Standard Operating Procedure](#).

Changing your classroom's occupancy violates University COVID-19 policy, and is one reason we carefully spent the summer auditing classroom capacities with department and program help, and aligning them with modalities.

If you have any issues or questions about your room and its occupancy, please reach out to Laura Giovanelli, Associate Dean for Learning Spaces.

CLASSROOM CLEANING PROTOCOL FROM F&CS

We'd like to share [Facilities and Campus Services classroom cleaning protocol](#); this important work by custodial staff supports our [disinfection policy](#). High touch areas in common spaces, such as open-access lounges, are cleaned twice a day.

Chemistry Professor Christa Colyer teaches her first year seminar, "Scientists: Born or Made?" in Manchester Hall on Thursday, Aug. 27.

RESERVING TENTS FOR ACADEMIC USE

Two large tents now grace upper Davis Field. The Davis Field tents are prioritized for student events that cannot be held indoors due to physical-distancing and gathering size restrictions. These tents are not meant to supplant assigned classroom space, which should be our primary and provided location to meet in-person.

Given that classes have assigned space, and we have a significant lack of space for non-class events on campus, the tents will only be used for class-related events if there are no other non-class activities/events/requests for the tents. If College faculty want to request a tent for an activity, they should submit a reservation through [DeaconSpace](#) (reach out to department or program administrative support staff for help). Tent capacity is limited to 25, and students and faculty should still maintain physical distance.

When you use a tent—or more generally teach outdoors—you must wear masks if you and your students can't maintain a distance of six feet (please see our [University face coverings policy](#)). In classrooms, students and faculty must wear face coverings regardless of distance.

When teaching outside, we also need to be aware of a range of accessibility issues and our students' needs, including hearing, sun sensitivity, allergies, and mobility issues.

4 | Important Information

FOR

ALL

FACULTY

PROPOSALS FOR 2021-2022 FACULTY SCHOLARLY LEAVES DUE IN OCTOBER

Faculty members should submit their proposals for faculty scholarly leaves for the 2021-2022 academic year to their department chair by Oct. 1. This will ensure chairs have time to review each application.

FACULTY SENATE MEETING SCHEDULE FOR 2020-2021

According to the University Senate Bylaws, Article III, Section 2b, the Deans of each Academic Unit will notify all faculty in their units of scheduled Senate meetings.

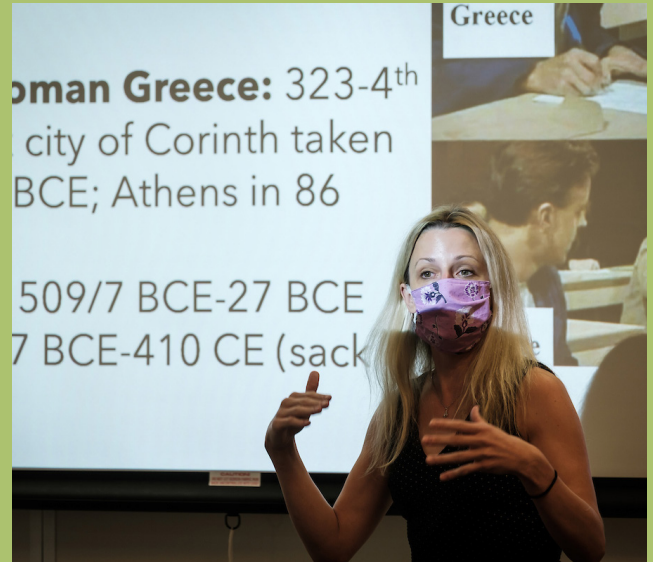
Here are the dates for the 2020-21 academic year:

- Sept. 16, 4-5:30 p.m., Zoom
- Oct. 21, 4-5:30 p.m., Zoom
- Nov. 18, 4-5:30 p.m., Zoom
- Jan. 20, 4-5:30 p.m., TBD
- Feb. 17, 4-5:30 p.m., TBD
- Mar. 24, 4-5:30 p.m., TBD
- Apr. 21, 4-5:30 p.m., TBD

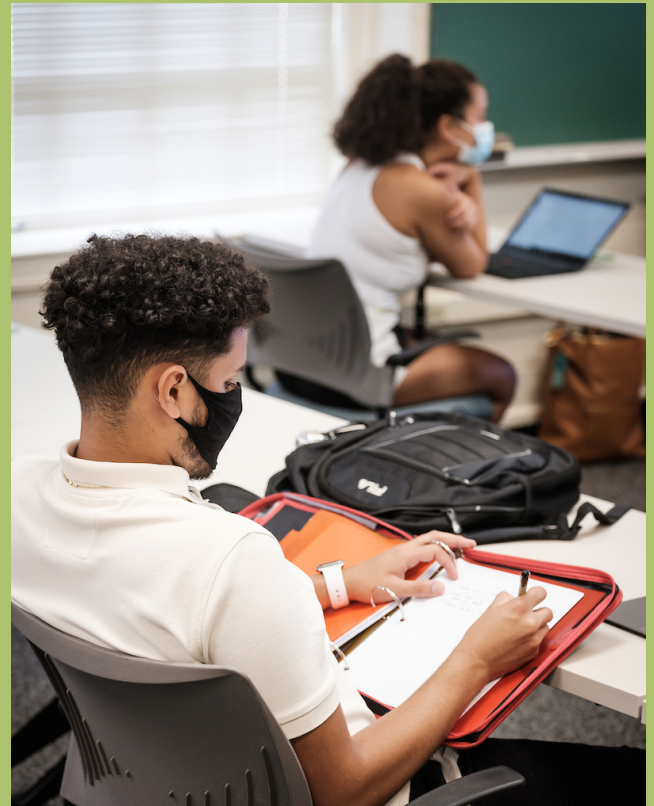
Associate Professor Joel Tauber takes his cinematography students outside Scales Fine Arts Center to teach them how to use their professional video equipment on Wednesday, Sept. 2.



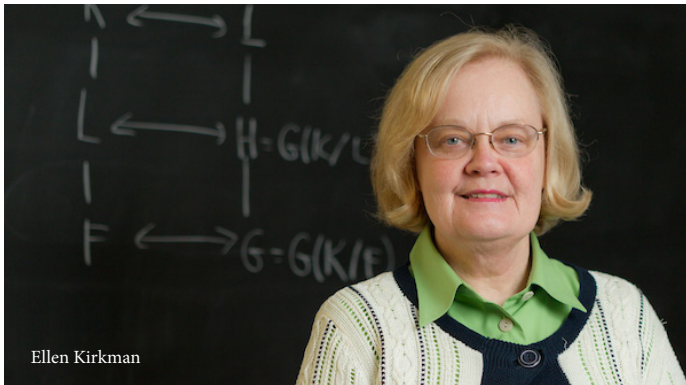
WEEK ONE OF CLASSES



Assistant Professor Amy Lather teaches her first year seminar on Greek and Roman history in Tribble Hall, on Friday, Aug. 28.



5 | Important Information



HONOR & ETHICS COUNCIL ANNOUNCES NEW CO-CHAIR

The Honor and Ethics Council (HEC) is pleased to announce the appointment of Ellen Kirkman, Professor of Mathematics and Statistics, as its new co-chair. Ellen has worked with various iterations of the HEC and Judicial Council, and she brings a wealth of experience and commitment to ensuring students' academic integrity.

As a reminder, the HEC is best positioned to adjudicate cases in a way that maintains consistency and equity for all students, so it encourages all faculty to refer instances of suspected cheating, plagiarism, or other forms of academic dishonesty to the HEC by contacting the Judicial Liaison, [Barry Maine](#). As a final note, if you are interested in learning more about the HEC process and/or would consider serving as a Faculty Hearing Panelist, please contact either [Erica Still](#) or [Ellen Kirkman](#). Thank you for all you do to support academic integrity in our community!



LAC-DS PEER TUTORING PROGRAM FOR STUDENTS

The LAC-DS provides online tutoring services for undergraduate WFU students through the Peer Tutoring Program. The Fall 2020 tutoring schedule is now available at go.wfu.edu/tutoring.

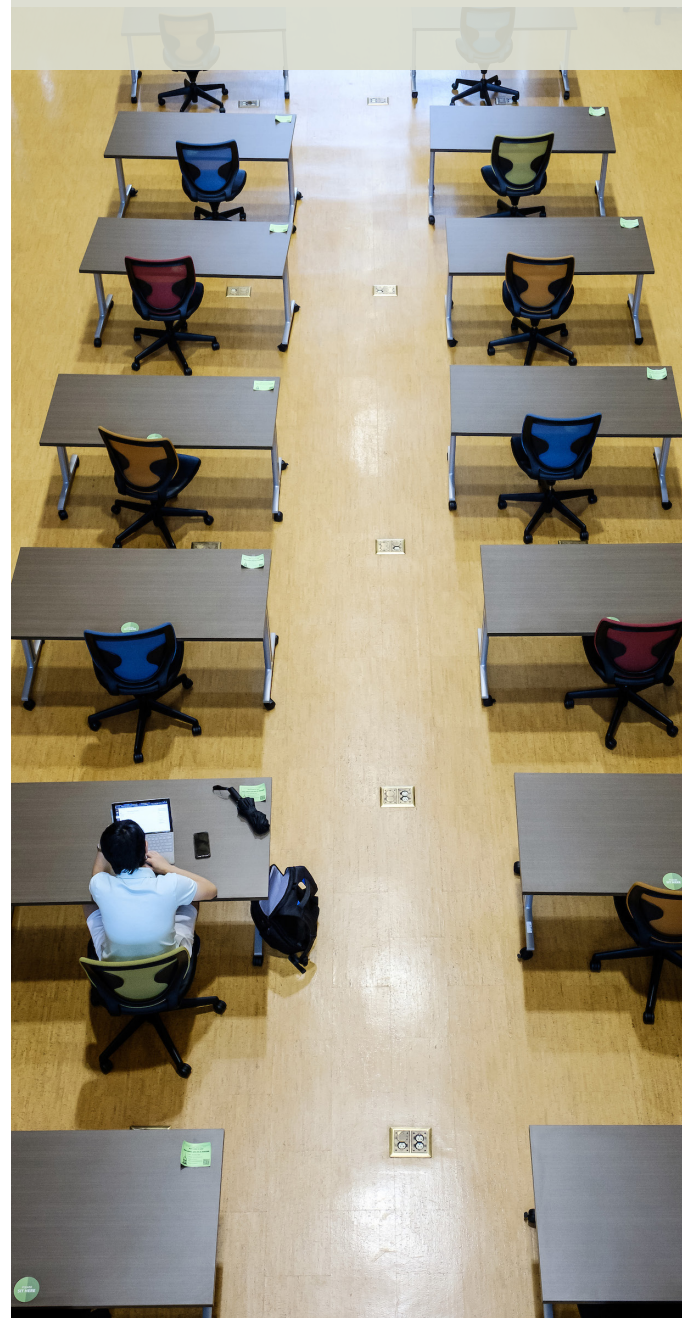
- All appointments are virtual this semester.
- Students can schedule appointments 2-14 days in advance.

Contact [Laura Denlinger](#), LAC-DS Tutor Coordinator, with questions.

STUDY SPACE FOR STUDENTS

Students want additional space to study this semester. You can direct them to check [this website listing study spaces](#), including information on availability in ZSR and academic buildings on Reynolda campus and at Wake Downtown; guidelines on accessing designated study rooms; and conditions associated with use of these spaces.

This is a live document and will change as rooms are opened for student use.



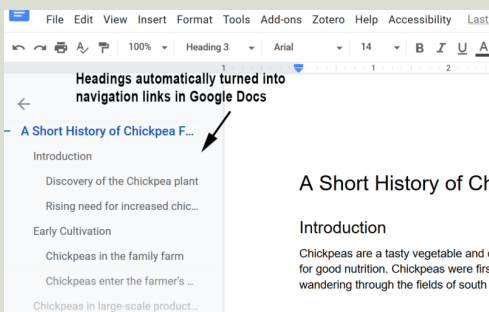
ACCESSIBILITY IN YOUR CONTENT: WRITE AN OUTLINE

You've probably already heard that accessibility is an important consideration when creating digital content. Content which is created in an adaptable, accessible way is available to a larger audience without the need for special tools or processes to make it available to those with specific limitations or needs. As we all start an exciting new semester in which much of our classes will be online, it's difficult to fold yet one more requirement into our workflow. The good news is that you've already learned how to make your documents very accessible: write an outline.

Remember the common junior high school assignment of writing an outline for our first multi-page paper? Turn the headings in that outline into headings in your document, and you will create a very easy-to-understand document, easy to follow for all your readers, whether they use an assistive technology or not.

Nearly any software you might use to create content, whether its Microsoft Word, Google Docs, WordPress or even Canvas allows one to use headings of different levels to guide readers through a document. There are only a couple simple rules to remember:

- Start with Heading 1 – This is the theme of the entire document and tells people clearly what they will find. This often will be the title
- Don't skip heading levels – Your heading level one should only contain headings of level two, each of which might have within them level three which can contain level four, etc. You will likely have many level two headings, not all of which will have subheadings, but never choose a heading level just because of the way it looks on your screen.



If you take a moment to think about your document as a whole and identify the sections with appropriate headings, your document will be understandable at a glance, whether by a sighted reader scanning the headings or a low-vision reader using a screen reader to jump from heading to heading. Google Docs will even reward you by creating sort of a linked table of contents automatically by showing a list of the headings to

the left of your document, each of which links to that spot in the document.

Whether you actually create an outline before you start or just write a bunch of stuff, then double-back to chop it into sections, dividing your document up with hierarchical headings, your document clarity will improve for everyone. (Added bonus: If your document happens to be on a public web page, Google loves headings, too. It makes it easier for Google to deliver your page in search results to those who are searching for content like yours.)

So go forth bravely, creating documents with a robust heading structure and send some happy thoughts to your junior high school teacher!

For more information on improving the accessibility of the content you create, including links to guides on [improving the accessibility of Word documents](#) and [improving the accessibility of your PDFs](#) and lots more quick tips, check out accessibility.wfu.edu and [the Accessible Content Working Group](#).

INTRODUCTION TO CAPTIONING: MAKE YOUR VIDEOS MORE ACCESSIBLE AND GET YOUR CLASS ENGAGED WITH CAPTIONS

Captions offer time-synced text presentations of the audio content in videos, and are increasingly used by audiences across education, community outreach, social media, marketing, and more. In this session, we'll introduce the value of accurate captions for accessibility and engagement, define some terminology for captioning, discuss best practices and tips, and provide a quick survey of some campus tools that can be used to create and refine your own captions. We'll share how to use scripts and auto-captioning as foundations for your captions, and finish the session with a demonstration of how to use one tool's auto-captioning and correction feature to produce accurate captions. These courses take place on Zoom.

- [Tuesday, Sept. 8, 10:30 a.m.](#)
- [Thursday, Sept. 24, 1:30 p.m.](#)
- [Wednesday, Oct. 7, 11:30 a.m.](#)
- [Thursday, Oct. 22, 10 a.m.](#)
- [Monday, Nov. 2, 9 a.m.](#)

LEARNING OPPORTUNITIES

ONLINE INTRODUCTORY MENTORING SKILLS CERTIFICATE COURSE

This course is designed as an introduction to skills and strategies used by effective mentors and mentees. We will also explore tools that will help you build and maintain your mentoring network. At the end of this course, you should be better equipped with the language and tools for engaging in mentoring relationships and conversations both personally and professionally. Participants who complete the course in its entirety, including the final assignment, will receive an Introductory Mentoring Skills Certificate. This is a virtual, self-paced course that will be available between October 1-31, 2020. Space is limited to the first 100 participants who enroll, and is open to Wake Forest faculty, staff, students, and alumni. Click [here](#) to register for the **Introductory Mentoring Skills Online Course**. This course is brought to you by the WFU Mentoring Resource Center and the Alumni Personal & Career Development Center.

“BECOMING AMERICAN: MORAVIANS AND THEIR NEIGHBORS, 1772-1822”

The 2020 Reynolda Conference, “Becoming American: Moravians and Their Neighbors, 1772-1822” will happen online September 23-26, 2020. The conference is funded by a grant for Engaged Humanities from the Andrew W. Mellon Foundation and other WFU supporters. This online conference offers a historical examination of the concept of “the neighbor” and invites reflection on the first 50 years of Moravian-influenced change in the Piedmont. The conference offers a webinar panel discussion with Cherokee scholars, webinar keynote lectures, virtual “Walk and Learn!” presentations, a cultural performance, and more. All events are free and open to the public, but registration is necessary.

Registration links:

- <https://humanitiesinstitute.wfu.edu/programming/ba/wednesday-registration>
- <https://humanitiesinstitute.wfu.edu/programming/ba/thursday-registration>
- <https://humanitiesinstitute.wfu.edu/programming/ba/friday-registration>
- <https://humanitiesinstitute.wfu.edu/programming/ba/saturday-schedule>



OCCE SUMMER UNDERGRADUATE RESEARCH COLLABORATIVE: COMMUNITY CONVERSATION ABOUT COVID-19

Join the Office of Civic & Community Engagement, the Race Inequality and Policy Initiative, and Action 4 Equity on Thursday, September 10, for a Community Conversation About COVID-19.

Hear highlights from the OCCE Summer Undergraduate Research Collaborative as they present their research findings, and hear from a panel of Community Leaders discussing the state of Winston-Salem around three key focus areas: food & health, education equity, and non-profit funding.

Students from the OCCE Summer Research Collaborative will present their research during the first 15 minutes, followed by a panel discussion.

The event will run from 4 to 7 p.m., with each focus area starting at the top of the hour: food and health (4 p.m.), education equity (5 p.m.), and nonprofit funding (6 p.m.). Register on Zoom [at this link](#).

CBOV AWARDS

COLLEGE BOARD OF VISITORS ANNOUNCE FACULTY AND STAFF LEADERSHIP AWARDS

In 2017, the College Board of Visitors began an annual award to recognize outstanding academic leadership by faculty. This year, the College Board of Visitors expanded their support to include a staff award. These awards recognize that leadership is a valued practice and confirms that faculty and staff leaders can be effective agents of change on behalf of the institution, students, and colleagues. These leaders embody the best qualities of leadership — including an institutional vision and an abiding commitment to academic excellence, diversity and inclusion, workplace innovation, and commitment to students and the Wake Forest community.

STAFF WINNER



Sheila
Lockhart

The recipient of the first annual College Board of Visitors Staff Leadership Award is Sheila Lockhart, Administrative Coordinator for the Department for the Study of Religions.

Lockhart is affectionately described as the “Religion Mom,” or as a surrogate mother for students. “Sheila has made it a personal mission to ensure that no student falls between the cracks due to financial or other difficulties they may experience during their four years in college,” says Annalise Glauz-Todrank and Kimberly Wortmann, who nominated Lockhart on behalf of the department. As a trained LGBTQ Ally and participant in the Adopt-A-Deac program, Lockhart is known for her inclusive approach towards all. She has visited students in the hospital, cooked them meals, invited them to her home, navigated their travel logistics, and helped in tasks that far exceed the purview of her job. Many students who have become interested in pursuing careers in university administration have stayed on to work at Wake Forest, attributing this transition to Lockhart’s guidance. Tom Benza, a Wake Forest alumnus and Associate Director at the Student Financial Aid office, writes: “Over the past 15 years, Sheila Lockhart has helped to shepherd a countless number of Religion students across the graduation stage. I should know because I am one of them. In my time in Student Financial Aid, Sheila has connected me with students that were in serious risk of dropping out due to financial concerns. Her kindness, compassion, and dedication to our students are invaluable assets to this institution. I am grateful to be her colleague and happy to be her friend.”

Lockhart cares deeply about the well-being of the institution, demonstrated by the two terms she has served on the Staff Advisory Council, which functions as a critically important forum for addressing the concerns, policies, and issues that impact Wake Forest staff employees. It’s not only the students and other staff who receive individual care packages or assistance when needed, either. Faculty within the Department for the Study of Religions call Lockhart “the lifeblood” of the program, and “is the best example of a person who translates thoughtfulness into action.”

It is the College Board of Visitors’ privilege to recognize Sheila Lockhart for her steadfast commitment to students, faculty, and the university.



CBOV AWARDS

Mark Welker, the William L. Poteat Professor of Chemistry, is an exceptional teacher, scholar, and leader, who has dedicated his career to building world-class research opportunities for Wake Forest faculty and students.

Welker received his Bachelor of Science in Chemistry from the University of North Carolina at Chapel Hill and his Ph.D. in Chemistry from Florida State University. After post-doctoral work at the University of California at Berkeley, he joined the Wake Forest faculty in 1987. His research is world class. A treatment for prostate cancer developed by Welker, George Kulik, professor of cancer biology, and Fred Salisbury, professor of physics, along with their student co-workers, was so important it was featured on the cover of the *Journal of Medicinal Chemistry*. He has been a longtime recipient of significant external research funding, including the National Science Foundation's prestigious CAREER award, where he also served as a program officer (2001-2002).

Welker's commitment to building research excellence at Wake Forest led to his appointment as the first Associate Provost for Research (2003-2008) and included establishing and leading the Office of Research and Sponsored Programs. He subsequently served as Associate Provost for Research and Faculty Affairs (2008-2010), Vice Provost (2010-2011), and Interim Provost (2011-2012). In these roles, he oversaw faculty development programs and tenure and promotion. He supervised the Research Advisory Council, the Institutional Review Board, the Professional Development Center (jointly with HR), and the directors of six centers and two institutes. He was the authorized institutional official on grants and human subjects research and on scientific misconduct; and he also served as the primary point of contact on Academic Leadership development programs and diverse faculty hiring. Additionally, he worked

on university-wide Research Compliance issues, and Legal and Technology Asset Management on Intellectual Property.

After returning to the Chemistry Department, Welker served as chair (2014-2018), leading his colleagues through the planning process of moving part of the department to the new Wake Downtown facilities, while overseeing a complete renovation of Salem Hall, all of which necessitated displacing Chemistry faculty and students across the campus and to the former R.J. Reynolds laboratories on Reynolds Boulevard for an entire year. He has served on literally dozens of college and university committees across his career, including the University Retirement Funds Committee and the College Curriculum Review Committee, and most recently, he was elected to serve as interim Vice Chair of the College Faculty.

One of his nominators, who singled out Welker's incredible ability to navigate one set of challenging situations after another with real insight and wisdom, wrote about him: "Mark was probably amongst the busiest folks on campus, but yet, when I send him an e-mail or need anything, he was always right there for me. I cannot think of a higher praise as that I wish, when I get to the same point in my career as Mark is now, I hope to be a leader as gracious, friendly, helpful, selfless, and wise as Mark is."

The College Board of Visitors is pleased to honor Professor Mark Welker as an extraordinary teacher-scholar-leader. His long-standing commitment to academic excellence at Wake Forest has left a powerful legacy for other Wake Foresters to build upon, for which we are all exceedingly grateful.

Mark
Welker
FACULTY
WINNER

BOOKS

Elizabeth Clendinning, Associate Professor of Music, *American Gamelan and the Ethnomusicological Imagination*. University of Illinois Press, 2020.

Tom Frank, University Professor and Associate Dean of Graduate School, *Historic Houses of Worship in Peril: Conserving Their Place in American Life*. Library Partners Press, 2020.

ARTICLE



Indy Cousin ('21) and Betina Wilkinson

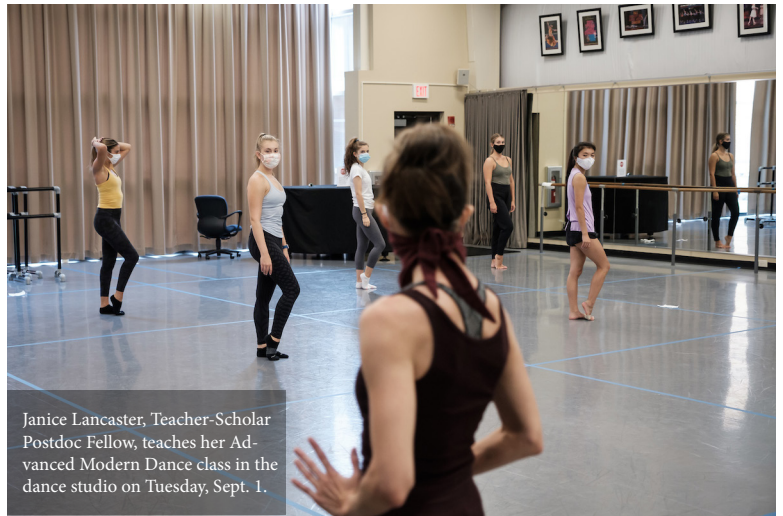
FACULTY STUDY: WHETHER PRO ATHLETES POLITICAL STATEMENTS AND RACE ARE INFLUENCERS

Betina Wilkinson, Associate Professor of Politics and International Affairs, and Lisa Kiang, Professor of Psychology, are using surveys to focus on the extent to which a professional athlete's political statements and race can influence people's stances on racial policies. [Read about their research on Wake Forest News.](#)

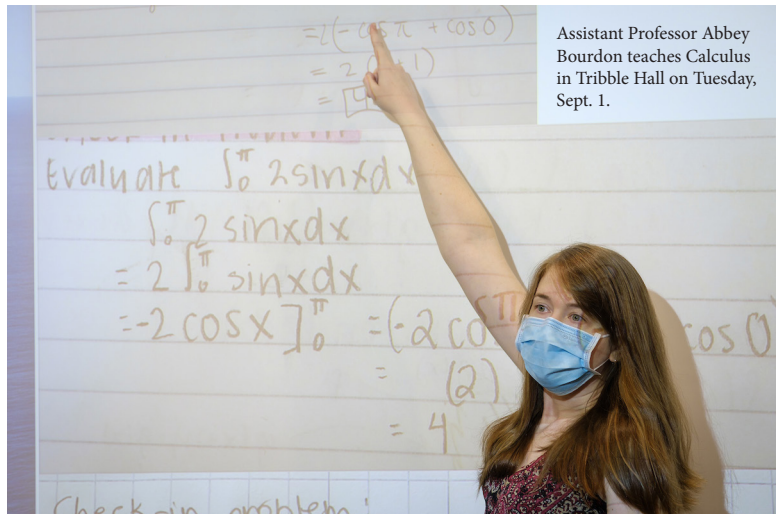
WEEK ONE OF CLASSES



Assistant Professor David Geary teaches half of his Music Theory class in-person in Scales Fine Arts Center on Monday, Aug. 31. They spend part of the class period together, then the other half of the class comes.



Janice Lancaster, Teacher-Scholar Postdoc Fellow, teaches her Advanced Modern Dance class in the dance studio on Tuesday, Sept. 1.



Assistant Professor Abbey Bourdon teaches Calculus in Tribble Hall on Tuesday, Sept. 1.

ABOUT THE DIGEST

To share news or events with the College, contact **Bethany Leggett** in the Office of the Dean of the College. If you wish to unsubscribe to the Dean's Office Digest, please contact **Bethany Leggett**.

The next Dean's Office Digest will be on Monday, September 21, 2020. Submissions are due Tuesday, September 15, 2020.