

ISSUE 1.1



AUG 2021

CAT NEWS

WELCOME BACK

With our first week (or two) behind us, we are all settling in for yet another term of pandemic teaching. In a cruel twist of the **darkest timeline**, we're finding ourselves preparing, yet again, for a semester of unknowns in the classroom.



We're all tired and anxious. But we in the CAT are also hopeful. We've welcomed a new **Communications and Operations Specialist**, are about to welcome a new Associate Director of Research, and are back on campus ready to support our teachers in a variety of traditional and not-so-traditional ways. We'll be reviving some of our most popular programs and services, introducing new opportunities, and working together to help our teachers weather whatever this semester might bring.

The **Faculty Commons** was designed to be a place of respite, but we hope it will be especially so this term. Please stop by to say hello and don't hesitate to **reach out** if you're in need!

Betsy

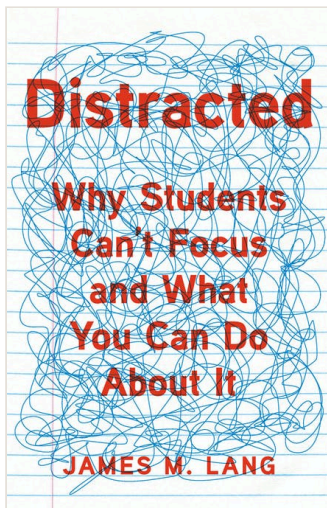
CONFERENCE UPDATE

In addition to the many programs highlighted below, we are preparing to reboot the campus-wide **Inclusive Teaching Conference** we had to postpone in April of 2020. As we begin planning the details, we would love your feedback on potential dates, optimal modalities, and whether we should ask schools to cancel classes as we did in 2019. Follow the link below to share your thoughts!



PROVIDE FEEDBACK

READING GROUPS



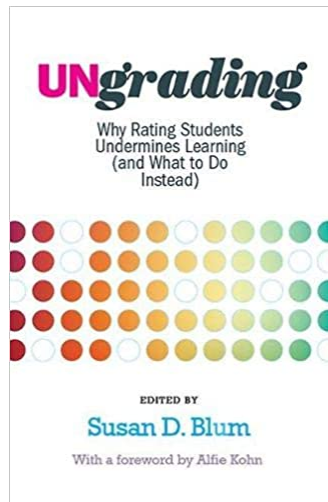
Distracted: Why Students Can't Focus and What You Can Do About It



Why is it so hard to get students to pay attention? Conventional wisdom blames iPhones, insisting that access to technology has ruined students' ability to focus. In **Distracted** (Lang, 2020), Lang rethinks the practice of teaching, revealing how educators can structure their classrooms less as distraction-free zones and more as environments where they can actively cultivate their students' attention.

Tuesdays, 12:30pm - 1:30pm
Sept 14, Sept 28, & Oct 12
665 Wilson Wing, ZSR Library

REGISTER



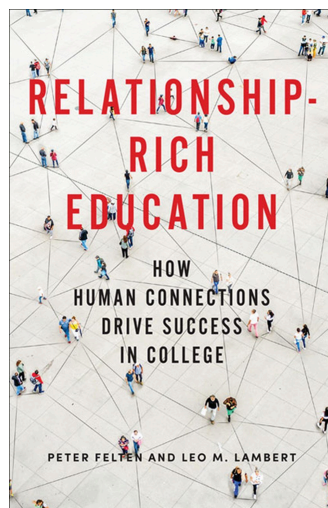
Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)



The moment is right for critical reflection on what has been assumed to be a core part of schooling. In *Ungrading* (Blum, 2020), fifteen educators write about their diverse experiences going gradeless. Based on rigorous and replicated research, this is the first book to show why and how faculty who wish to focus on learning, rather than sorting or judging, might proceed.

Tuesdays, 12:30pm - 1:30pm
Oct 5, Oct 19, & Nov 2
665 Wilson Wing, ZSR Library

REGISTER



Relationship-Rich Education: How Human Connections Drive Success in College



Decades of research demonstrate the transformative potential and the lasting legacies of a relationship-rich college experience. *Relationship-Rich Education* (Felton & Lambert, 2020) offers practical advice about developing and sustaining powerful, relationship-based learning within your own teaching context.

Thursdays, 3:30pm - 4:30pm
Oct 21, Nov 4, & Nov 18
665 Wilson Wing, ZSR Library

REGISTER

RESEARCH TALKS

Building the Inclusive Classroom: Examining the Role of Course Design, Rapport, & Teaching Behaviors



Dr. Christina Shane-Simpson
Assistant Professor of Psychology
University of Wisconsin-Stout

Tuesday, August 31
12:00pm - 1:00pm
Zoom

REGISTER

Exploring the Impact of Assignment Features on Equity Gaps



Dr. Karen Singer-Freeman
Director of Academic Planning and Assessment
UNC-Charlotte

Thursday, September 2
12:00pm - 1:00pm
Zoom

REGISTER

Worthy or Worthless? Making Sense of the Research on Student Ratings of Instruction



In this repeat of her 2019 presentation, Executive Director Betsy Barre will summarize the expansive literature on student ratings, highlight points of wide agreement among scholars, and make recommendations for the interpretation of student feedback at the

individual, departmental, and institutional levels.

Friday, October 29

12:00pm - 1:00pm

ZSR Auditorium (404)

REGISTER

WORKSHOPS

Don't "Fall" Behind: Plan for a Productive Semester!



Do you start the semester with high aspirations for productivity only to find yourself wondering where the time went in December? During this workshop, you'll spend some time clarifying your semester goals and creating a plan to accomplish them.

Wednesday, September 8

3:30pm - 4:45pm

665 Wilson Wing, ZSR Library

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Writing a Teaching Philosophy Statement



During this session, we'll discuss format and style expectations and you will begin articulating your ideas and values around teaching. This will assist you in crafting a teaching philosophy that effectively communicates who you are as a teacher.

Wednesday, October 13

3:30pm - 4:45pm

665 Wilson Wing, ZSR Library

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Finishing with a Flourish



Join us to discuss practical and easy-to-implement activities for the last day of class that will help your students integrate their learning across the semester. You will leave this workshop with a plan for making your last day more engaging and meaningful for both you and your students.

Wednesday, November 10

3:30pm - 4:45pm

665 Wilson Wing, ZSR Library

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NEW TEAM MEMBER



As mentioned above, the CAT has welcomed a new Communications and Operations Specialist this summer.



Megan Hobbs comes to us from Sawtooth School of the Arts where she served as their Data and Development Manager. Originally from Georgia, she is a flutist with a BA in Music and a minor in Creative Writing. After graduating, she spent a number of years in Eugene, Oregon where she was a regular contributor to *Eugene Magazine* and held a variety of positions in the hospitality, tech, and arts nonprofit sectors.

Megan has primary responsibility for the day-to-day running of the CAT office, including scheduling and space reservations. She also takes the lead on internal and external communications such as e-newsletters, print collateral, and social media, as well as coordinating marketing and logistics for conferences and events.

Join us in welcoming Megan by sending her a quick note below!

WELCOME MEGAN

STAY CONNECTED

Sign up to receive our newsletter directly to your inbox once a month or if blogs are more your style we've got one of those, too. Featuring posts from the CAT team as well as guest contributors, you'll find a variety of evidence-informed practices and industry-trending topics.



Looking for a casual space to connect with colleagues? Join over 240 faculty to ask questions and share tips in our WFU Teaching Support Facebook group!

CONNECT



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