



ISSUE 2.6



SEPT 2023

CAT NEWS

WELCOME BACK

We hope you find the content below about our programs and services helpful! Please take a few moments to check out our [new website](#) design, and if you've participated in any of our programming over the past twelve months keep an eye out for an email with a link to a survey later today, more details below!

**TAKE THE
CAT SURVEY**



If you have participated in any of our programming over the past twelve months, please consider taking our survey if you haven't already! It truly helps us prepare the best resources and programming possible. Keep an eye out for an email with a link to the survey from our Director of Research, [Dr. Karen Singer-Freeman](#), later today.



NEW!
**EQUITY &
INCLUSION**
FACULTY
LEARNING
COMMUNITY



The CAT is accepting applications from faculty interested in exploring ways to increase equity and inclusion in a class they are teaching in Spring 2024. We welcome anyone with an interest to join the community (you can know a lot or know very little!) to **submit an application by Tuesday, September 26th.**



The Learning Community will be led by the CAT Director of Research, Dr. Karen Singer-Freeman. The Learning Community is capped at ten. Details can be found by following the link below!

LEARN MORE AND APPLY

NEW! CAT GRANT PROGRAM



Grant Funding



The CAT is pleased to provide grant support for the costs associated with projects that are directly related to improvements in teaching. Grant funding will be focused on the following teaching-related activities:

- Teaching improvement or innovation
- Increasing student success and accessibility
- Scholarship of teaching and learning

Available Funds: We will generally fund projects up to \$1,000

Submission Deadline Monday, October 16th, 2023

Decision Notification Monday, November 6th, 2023

Webinar

If you would like more information about this program and/or guidance for your submission, join our Director of Research, Karen Singer-Freeman for a Grants Information Webinar on **Wednesday, September 27 from 3:30 pm - 5:00 pm in the Faculty Commons Classroom, 665 Wilson Wing in ZSR Library.**

LEARN MORE AND APPLY

REGISTER FOR THE WEBINAR

NEW! PAGES TO PROGRESS: A WORKSHOPPED BOOK DISCUSSION



This fall we're launching a new program called *Pages to Progress: A Workshopped Book Discussion*, designed to take our book discussions to the next level. In this series, we will be both reading and applying the ideas to our courses over the course of the semester. These sessions will include discussion, working time, and peer feedback opportunities.

The first book we will workshop together is *Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education* (Clark & Talbert, 2023). More details and information on how to register are provided below!

GRADING FOR GROWTH

A Guide to Alternative Grading Practices
That Promote Authentic Learning and
Student Engagement in Higher Education

DAVID CLARK AND ROBERT TALBERT
FOREWORD BY LINDA B. NILSON

Pages to Progress: A Grading for Growth Workshopped Book Discussion



Are you frustrated with your current grading system and interested in learning about alternative approaches? Let's dive into Clark & Talbert's book, *Grading for Growth* and apply their ideas to our own courses! In this series, we will be both reading and applying the ideas to our courses.

We'll start by exploring alternative grading systems and then spend several sessions

utilizing the book's Workbook for Alternative Grading to design our own. These sessions will include lots of working and peer feedback time. [View the tentative agenda here.](#)

Tuesdays, 1:00 pm - 3:00 pm

Sept 19 | Oct 3, 17, 31 | Nov 7 & 28 | Dec 5

Faculty Commons Classroom 665

Wilson Wing, ZSR Library

REGISTER

TRADITIONAL BOOK DISCUSSION



IMPROVING LEARNING AND MENTAL HEALTH IN THE COLLEGE CLASSROOM



**ROBERT EATON, STEVEN V. HUNSAKER,
and BONNIE MOON**

Improving Learning and Mental Health in the College Classroom



Mental health challenges on college campuses were a huge problem before COVID-19, and now they are even more pronounced. Drawing from interviews with students and the scholarship of teaching and learning, this book examines how faculty can — instead of adding to their own significant workloads or duplicating counselors' efforts — combat student stress through adjustments

to the work they already do as teachers.

Thursdays, 9:30 am - 10:45 am

Sept 21, Oct 5, & Oct 19

Faculty Commons Classroom 665

Wilson Wing, ZSR Library

REGISTER

SUGGEST A BOOK



WakerSpace: The Happiest Place on Earth



Facilitator: Paul Whitener, WakerSpace

If you've wanted to learn more about how you might incorporate WakerSpace into your classes but have not had the chance to visit, this is your chance. You will receive the basic safety training required by all makers (which will allow you to use WakerSpace), then take a brief tour of the facility to highlight all of the equipment and supplies available. A short presentation about faculty engagements and projects will follow along with Q&A/ideation time toward the end of the session.

In addition to the above, hands-on making time will be provided. Participants will make a ceramic tile coaster to take home.

Thursday, September 14 & Wednesday, Nov 8

3:30 pm - 4:45 pm

WakerSpace (Building 61A, modular units in the back of Parking Lot Q between Scales & Dogwood/Magnolia)

REGISTER FOR SEPTEMBER 14 SESSION

REGISTER FOR NOVEMBER 8 SESSION

Substance Use Among WFU Students: Why Does it Matter and What Can You Do?



Facilitators: Alcohol and Other Drug Coalition

Faculty/Staff/Community Sub-committee: Peter Rives, George Stoupas, Sharon Woodard, and Abbie Wrights

Substance use among college students is associated with many negative outcomes including academic performance and mental health concerns. This interactive session will give you a glimpse into student substance abuse on the WFU campus. Topics addressed will include risk factors leading to substance use, how we can infuse harm reduction strategies into the classroom, and where students can find help on campus related to substance abuse.

Wednesday, September 20

3:30 pm - 4:45 pm

Faculty Commons Classroom 665

Wilson Wing, ZSR Library

REGISTER

Supporting Students with Psychiatric Disabilities in the Classroom



Facilitator: Ashley Heffner, Center for Learning, Access, and

Student Success (CLASS)

During this session you will learn about the most common psychiatric disabilities at WFU (e.g., anxiety, depression) and how this may impact a student's ability to learn in your classroom. Accommodations for psychiatric disabilities will be reviewed and you will learn how to share resources with students, such as requesting accommodations with the CLASS office, UCC, and CARE Team resources. You will also have time to share your experiences working with students with psychiatric disabilities and how it may influence course design and pedagogy. Finally, elements of Universal Design will be discussed so that you can accommodate all students with and without approved accommodations.

Wednesday, October 18

3:30 pm - 4:45 pm

Faculty Commons Classroom

665 Wilson Wing, ZSR Library

REGISTER

What Do Wake Forest Students Do With Self-Assessment Power?



Facilitator: Lauren Miller, Spanish

In this session, Dr. Miller will discuss how she has used self and peer assessment in her classes at Wake Forest. Most of the activities were designed for my First Year Seminar, but she have also done some similar work in my Spanish classes. We'll talk about why self and peer assessment promote buy-in from students and result in greater performance due to enhanced knowledge of the rubrics. You will also see concrete ways you can incorporate peer and self-assessment techniques with written papers, participation, and oral presentations (including activities requiring students to engage with the revision process, professor and peer feedback, and the rubrics designed by them). Finally, she will present qualitative and quantitative data on the results of these assessment techniques in her classes.

Wednesday, November 1
3:30 pm - 5:00 pm
Faculty Commons Classroom
665 Wilson Wing, ZSR Library

REGISTER

CONSULTATIONS OBSERVATIONS & OTHER SERVICES



Consultations

The CAT welcomes conversations about teaching and learning with everyone in our Wake Forest community. We offer consultations at the instructor, department, research, and university levels, depending on your area of interest. You are welcome to [schedule a consultation](#) with any of us, but we ask that you begin with your area so we are better able to distribute our work and build expertise by specializing.

Student Feedback Sessions

CAT team members are available to collect Small Group Instructional Feedback (SGIF) from your students. SGIFs use small-group discussion among students to give you feedback on things such as how to improve your course or how you're connecting with your students. It also lets students know that you're interested in their thoughts and ideas and can be very motivational.

Conducting a SGIF usually takes about 30 minutes and we recommend doing so about mid-way through the semester. All results are completely confidential. [Schedule a feedback session.](#)

Teaching Observations

If you're interested in getting some feedback on your teaching, we are happy to arrange a classroom visit at a time that is most convenient for you. We'll observe unobtrusively and then meet with you to provide feedback, answer any questions you might have, and discuss and explore new teaching strategies. All results are completely confidential.

[Schedule an observation.](#)

[Email Kristi Verbeke](#) with questions or for additional information.

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.

Interested in submitting teaching-related news or events to be included in next month's newsletter? [Email Megan Hobbs](#) with your request!

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