

ISSUE 2.0

Welcome!



AUG 2022



# CAT NEWS

## WELCOME BACK

As someone whose first [CliftonStrength](#) is "context," I have a hard time thinking about new beginnings without connecting them to what has come before. And as we begin this new academic year, I've been thinking about those connections more than usual.

I've been thinking about how we engaged with faculty last year, and the ways we might maintain that momentum. I've been thinking about the [history of our office](#), founded 25 years ago this October. And I've been thinking about how the history of teaching at Wake Forest might inform our [strategic plans for the institution's 200th year](#).

Although this will be a year of reflection for many of us, we also hope to maintain the excitement we all felt at the end of last year's [Inclusive Teaching Conference](#). In addition to our usual lineup of outstanding programs, we're thrilled to be bringing Claude Steele to campus on [Thursday, October 27th](#). He will be meeting with smaller groups throughout the day before he gives a public lecture at 7:00 PM. Please share with colleagues at other institutions and [register](#) as soon as you are able. And if you're one of the 400 conference attendees who received a free copy of [Whistling Vivaldi](#), don't forget to [sign up](#) for our campus pre-read of the book before he arrives!

We've come a long way since October 3, 1997. We have grown in size, broadened the types of support we provide, and even changed our name. Yet we've never lost sight of the central mission of the original "TLC," to provide a "place where faculty at all stages of their career will WANT to go to explore innovations in teaching that have been tried by others; get support for their own innovations; find experienced mentors who can help answer questions and develop teaching skills; seek confidential help with problems; and share teaching ideas and innovations with other interested faculty."

We hope your experience with the CAT has reflected this original vision, and that you'll join us in raising a glass to 25 more years of pedagogical exploration, collaboration, and support!

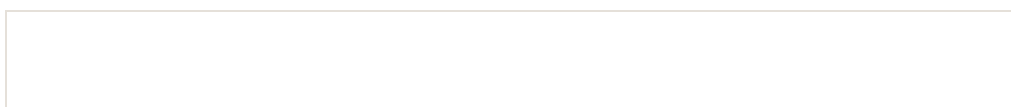
Betsy

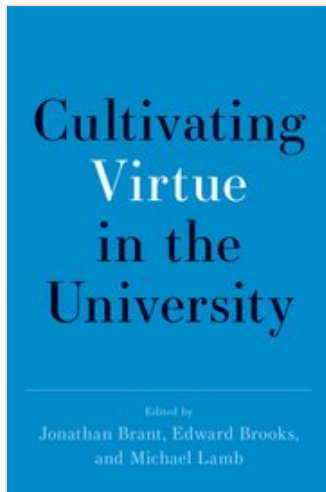


Mark your calendar for 7:00 pm - 8:30 pm on October 27th! In this follow-up event to the [Inclusive Teaching Conference](#), Claude M. Steele, an American social psychologist and a Professor of Psychology at Stanford University, will present findings detailed in his book [Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do](#). This event will be held at Wait Chapel and is open to the entire Wake Forest Community. Register below by October 7th to guarantee a spot.



**REGISTER**





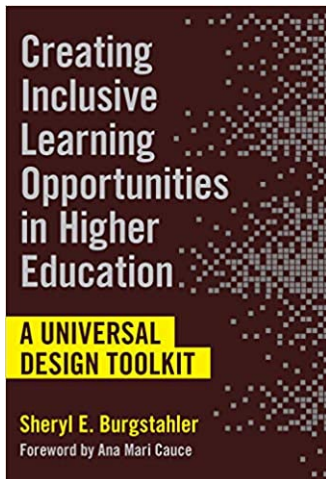
## Cultivating Virtue in the University



Along with knowledge and skills, many educators are now emphasizing the importance of character in preparing a new generation to engage the challenges and opportunities of the twenty-first century. Join us to discuss [this book's](#) diverse perspectives on character education at the university level.

**Tuesdays, 10:00 am - 11:00 am**  
**Sept 6, Sept 27, Oct 18, & Nov 15**  
**665 Wilson Wing, ZSR Library**

**REGISTER**



## Creating Inclusive Learning Opportunities in Higher Education



[Creating Inclusive Learning Opportunities in Higher Education](#) (Burgstahler, 2020) delivers a step-by-step guide for putting the principles of universal design (UD) into action. Let's meet and discuss how we can contribute to a barrier-free environment for all students.

*Co-sponsored and facilitated by the Disability Studies Initiative*

**Wednesdays, 1:00 pm - 2:00 pm**  
**Sept 7, Sept 21, & Oct 5**  
**665 Wilson Wing, ZSR Library**

**REGISTER**



**whistling vivaldi**

how stereotypes affect us  
and what we can do

CLAUDE M. STEELE

"This is an intellectual odyssey of the first order—a true tour de force."  
—WILLIAM G. BOWEN

## Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do



**In his book**, Steele offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. Let's meet to discuss the implications of this research in preparation for his visit on October 27, 2022.

**Wednesdays, 3:30pm - 4:30pm**  
**Oct 12, Oct 19, & Oct 26**  
**665 Wilson Wing, ZSR Library**

**REGISTER**

**SUGGEST A BOOK**



## **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, August 31**

**3:30pm - 4:45pm**

**665 Wilson Wing, ZSR Library**

**REGISTER**

## **Supporting Students with Psychiatric Disabilities in the Classroom**



*With guest 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, September 14**

**3:30pm - 4:45pm**

**665 Wilson Wing, ZSR Library**

**REGISTER**

## **Welcome to the WakerSpace!**



*With guest 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.

**Thursday, September 15 and Monday, October 31**

**3:45pm - 4:45pm**

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

**REGISTER FOR SEPTEMBER 15TH SESSION**

**REGISTER FOR OCTOBER 31ST SESSION**

### **Using a Collaborative Project to Teach Creative Writing and Speaking**



*With guest facilitator Adam Friedman, Education*

It is critical for students to learn to work collaboratively, think critically, observe trends, as well as write and speak persuasively, and the development of each of these skill sets is invaluable for future success at Wake Forest and beyond. This session will involve a discussion of how these skills have been taught in a First Year Seminar, and how they can be taught in other courses as well.

**Wednesday, September 21**

**3:30pm - 4:45pm**

**665 Wilson Wing, ZSR Library**

**REGISTER**

### **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 5**

**3:30pm - 4:45pm**

**665 Wilson Wing, ZSR Library**

**REGISTER**

### **Creating Assignments to Support Equity**



Let's discuss best practices that support increased equity in the assessment of student learning and practical ways in which assignments can be modified to increase equity. Come learn about simple changes in assignments that increase equity by allowing all students to fully demonstrate their learning.

**Wednesday, November 2**

**3:30pm - 4:45pm**

**665 Wilson Wing, ZSR Library**

**REGISTER**

### **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 9**

**3:30pm - 4:45pm**

**665 Wilson Wing, ZSR Library**

**REGISTER**

# CONFIDENTIAL FEEDBACK ON TEACHING



## 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.

***Email Kristi Verbeke*** with questions or for additional information.



## SCHEDULE AN OBSERVATION

# INSTRUCTOR DEPARTMENT RESEARCH & UNIVERSITY CONSULTATIONS



### 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.

[LEARN MORE & REQUEST A CONSULTATION](#)

# FUNDING OPPORTUNITIES

available year-round



### Departmental Teaching Initiative Fund

The Departmental Teaching Initiative Fund offers financial

support to departments and programs seeking to enhance teaching and learning in their programs of study. Funds will be distributed on a first-come, first-serve basis.

Departmental Teaching Initiative Funds may be used for a variety of teaching and learning development activities, such as purchasing books for group reading and discussion; bringing in a speaker with expertise in a specific teaching and learning topic; and purchasing food for meetings associated with these development activities.

### **LEARN MORE AND APPLY**

#### **SoTL Seed Grant Fund**



The SoTL Seed Grant Fund offers funds to scholars, or teams of scholars, pursuing Scholarship of Teaching and Learning (SoTL) projects. The Fund may be used to cover the cost of data collection and analysis, research assistants, conference presentations, or collaboration with researchers at other institutions. Applications are accepted throughout the year, but funds are distributed on a first-come, first-served basis.

### **LEARN MORE AND APPLY**

#### **Teaching Development Travel Fund**



The Teaching Development Travel Fund offers financial support to assist faculty in enhancing their teaching skills by attending teaching-related workshops or conferences. Proposals should include a description of the workshop/conference, an itemized budget, and a brief explanation of how the program will enhance one's teaching skills.

### **LEARN MORE AND APPLY**

**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!

## CONNECT



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UNIVERSITY

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