Q: Is there a standard statement on seeking accommodations for the syllabus?

A: Yes, please see the Center for the Advancement of Teaching website. If a student presents a signed letter from CLASS (Center for Learning, Access, and Student Success - formerly LAC-DS), which will include the student name/evaluation/what the student is entitled to for the accommodation, e.g., 50% additional time on timed exams, that accommodation request must be honored. Faculty are under no obligation to provide accommodations for other requests. At the same time, we encourage faculty to work with all students to problem solve when there are legitimate instances of scheduling conflict with exams or assignments as a result of life situations that are outside of an individual’s control. In addition, you may receive requests from student-athletes, ROTC students, debaters, etc. to work with them to accommodate their unique demands.

For all formal accommodations from CLASS, faculty should work with the student receiving an accommodation to find a time that fully honors the accommodation and allows the student the opportunity to do their best work. If in doubt or if you think the accommodation letter is ambiguous, please call CLASS.

If you run into an issue with scheduling the accommodation, CLASS may be able to assist with proctoring an exam.

FYI - we do not support the use of proctoring software. See the policy on this page.

Q: Is there a way to do timed take-home exams?

A: CANVAS may offer a solution depending on your specific needs. Also, contact CLASS. They may have a solution, but they are not able to accommodate entire classes.

Q: Is there a time we should avoid holding office hours based upon Athletics scheduling?

A: Assistant Dean Jane Caldwell oversees the academic support for our student-athletes. She will work with you regarding any conflicts. You will receive a roster with related conflicts and practice schedules from student-athletes in your classes at the beginning of the semester.

Q: Are virtual office hours allowed?

A: Most students feel comfortable with virtual office hours. Face-to-face meetings are encouraged, but a virtual meeting is up to your discretion.

Q: Why do mid-term grades matter and why are you expecting me to report them in a timely fashion?

A: Please report mid-term grades. They are critically important so that OAA can reach out to students in the case of low grades to build back opportunities for academic success in the semester and prevent academic probation. Also, you may be contacted by Jane Caldwell regarding mid-term grades for student-athletes if they are taking your classes. Please share academic information with her so she can provide the help/assistance the student-athlete academic center has available to the student-athletes.

Q: How do I get timely info from the Dean’s Office?

A: Read the Dean’s Office Digest which is published every two weeks during the semester.
Q: The following scenario was offered by an attendee: A student has confided in you some distressing information, but the student does not feel comfortable reporting directly to another office (e.g., Title IX). What should you do with the information?

A: If the student is putting their trust in you, talk with them about seeking professional help and guidance. Mental health for students is much less stigmatized than in previous generations, and students are more willing to discuss their mental health stress/struggles with their faculty, who strike them as wise, thoughtful caring adults. At the same time, while the College expects strong faculty-student engagement, we do not expect our faculty to be counselors. The best way to address a student’s mental health concerns is to recommend having a conversation with someone who is trained in the relevant area. Depending on the situation you can talk to the student about resources available through the Office of Academic Advising, CLASS, the University Counseling Center, the Office of Diversity and Inclusion, the Title IX Office, or Student Health. If you think the student might be a danger to themselves or others, please contact the CARE team immediately. Please see the College Faculty Guide page here for links to these offices.

The CARE team is comprised of a wide range of campus units and resources that ensure individuals in our community can feel safe, secure and well supported. The CARE Team convenes to review individual cases that are referred to them and create a plan of action when appropriate. This resource is not just for students but for faculty and staff too. You may refer yourself or a colleague when you have concerns about individual or community wellbeing.

Q: How do we care for faculty and students when we have not been in the classroom for almost 2 years?

A: This will be a challenge for us all and will require significant personal and collective adjustment. We should recognize that some individuals are going to have concerns about being with others in an academic setting, especially if COVID challenges continue.

Q: What resources are available on the institutional level to support faculty wellbeing at this time?

A: The university offers a variety of resources for faculty seeking support or facing challenging circumstances. We encourage you to look over the university resources available here and particularly the Employee Assistance Program. Carolina Behavioral Health has a rich network of providers for faculty seeking support for their wellbeing including licensed therapists.

The Wellbeing Center offers significant programming to support faculty and staff. We encourage all faculty to take advantage of the coaching and groups aimed at providing effective strategies for dealing with these challenging times and for creating community.

Also consider checking out the Professional Development Center (PDC) and sign up for the monthly newsletter. The PDC offers a wide range of groups and workshops that meet personal needs for faculty and staff.

The university also has a variety of support mechanisms for students, some that we have mentioned above already. Of course, every situation is unique, but remember that all these offices communicate with each other and if you refer a student to, for example, OAA, and they can’t help, the staff in OAA will make sure to direct the student (or you) to the appropriate office.

Support can be found through the Office of Academic Advising, CLASS, the University Counseling Center, the Office of Diversity and Inclusion, the Title IX Office, or Student Health. Please see the College Faculty Guide page here.
Q: What are the academic and personal operating systems that I need to be able to navigate?

A: Please talk with your departmental administrative coordinator about Workday and WIN. They can help you with questions.

Q: Do I get a University credit card?

A: You may be eligible for a university procurement card (“P-Card,” i.e., the WFU company credit card); all transactions/reporting are handled via Workday. A benefit is that you can pay for conference travel/lodging in advance. You don’t need to worry about reimbursement or floating the amount until your trip or conference is over. Note that if you use your personal credit card, you will not be reimbursed for a charge until the travel has been completed. Know your spending limits on the P-Card to be sure an expensive conference does not exceed the credit limit.

Q: How am I reimbursed if I pay out of pocket?

A: You will not receive reimbursement for any charge you incur that has not been pre-approved, with the exception of departmental travel funds that have been allocated to you for conference or scholarship-related travel.

For example, if you purchase an airline ticket to a conference using your personal credit card, you cannot seek reimbursement for that expense from the faculty development funds.

You should plan conference or scholarship-related travel well in advance and seek funding prior to incurring any expenses on your personal credit card or university P-Card. The funding opportunities offered by the College can be found at this webpage.

Q: How do I execute Field Trips?

A: You may apply for funding for field trips through the Course Enhancement Fund. This fund does not cover an honorarium for a guest speaker.

Q: Is funding available for visiting or part-time faculty?

A: The College has made available $1000 for visiting faculty and $500 for part-time/adjunct faculty to use for professional development while you are working for Wake Forest. More details can be found here. Applications are considered on a rolling basis. The conference or travel must occur while you are employed at Wake Forest. These resources cannot be used for the conduct of research.