

WAKE FOREST UNIVERSITY
THE ENHANCED CLASSROOM INITIATIVE

WAKE
WILL
THE CAMPAIGN
FOR
WAKE FOREST



$$F_{\text{net}} = W_1 + W_2$$
$$= mg + W_2$$
$$= (20.5 \text{ kg})(9.8) + 125 \text{ N}$$
$$= 225 \text{ N}$$
$$F_{\text{net}} = T = \left(\frac{1}{2} W_1 + \frac{3}{5} W_2 \right)$$



Wake Forest University's national ranking is due in large part to our abiding commitment to exemplary classroom teaching and faculty-student engagement both inside and beyond the classroom. Across the College, students debate timeless questions and engage the most current theories and technologies. In our classrooms, you will find students excited by their own learning and research and guided by a world-class faculty of teacher-scholars to maximize their intellectual and personal potential.

Now, a new initiative in Wake Will: The Campaign for Wake Forest intends to deliver tangible and practical innovation that will further enhance the environment in which our students learn. In so doing, it will help Wake Forest College fully realize its central role within the nation's premier Collegiate University; it will help us distinguish ourselves from our competitors; and it will add value across the board to our teaching, scholarship, creativity and student-faculty collaboration.

Randall Rogan and Rebecca Thomas
Interim Deans, Wake Forest College



ABOUT THE PROJECT

The Enhanced Classrooms Initiative seeks support to:

- Target 10 classrooms in buildings in and around Manchester Plaza such as Tribble and Carswell Halls to create transformative learning spaces that support innovative, student-centered learning;
- Build endowments for academic departments to propel the creativity and ingenuity of our teacher-scholars, providing them with the resources necessary to deliver the personal experiences that augment a challenging curriculum;
- Increase operating support to the College through the Wake Forest Fund. The participation of our alumni, parents, and friends in the annual-giving program will create flexible, current-use resources that endowment income or tuition payments cannot necessarily provide.



IMPACT AND IMPORTANCE

In Carswell Hall, an original Reynolda Campus building, students have taken a seat an estimated 2,100,000 times between them since the most recent full-scale renovation in 1993.

Some buildings still house classrooms in which chairs have been bolted into the floor since television consisted of three channels and the campus' entire computing power could have been safely housed in a small portion of a single modern smart phone. Three of these rooms are in Tribble Hall, which was built in 1963 with a \$700,000 loan.

Traditional classroom design, in which all seats face forward toward a podium, is optimized for a single purpose: transcribing the teacher's notes into the student's notes. This activity (note-taking) was rendered obsolete, if not by the mimeograph machine, then certainly by the word processor, email, and the web. Try to think of any other workplace environment that has remained so stagnant over even the past century, much less the past four millennia. This old model is a barrier to collaboration, to discussion, to teamwork, and even to interaction between students and faculty.

We can be most successful for our students by aligning all we do to support faculty-student engagement. The commitment to new, adaptable teaching facilities will help us retain our distinguished faculty, who teach as much as their colleagues at elite small colleges while conducting research – often with undergraduates – more often than the average scholars in our Carnegie Foundation classification.



” The most meaningful and impactful learning is done when students are part of the process rather than passive listeners. And the most meaningful and satisfying teaching is done when the teacher is a facilitator throughout a room rather than simply a speaker affixed to a podium. Classrooms transformed by modern technology and smarter, more flexible organization deliver the enhanced educational experiences and opportunities for intensive faculty-student engagement that Wake Forest students seek and deserve.

– **Rebecca Thomas**
Professor of German and Interim Co-Dean of Wake Forest College

PHASE 1

In Phase I, The Enhanced Classroom Initiative seeks 10 commitments of \$100,000 each. The gifts will be allocated as follows:

\$65,000 will help transform 10 classrooms

\$22,500 will build endowment funds for academic departments

\$12,500 will go to the Wake Forest Fund for the College. Commitment at this level includes membership in the Silver Society, one of Wake Forest's annual giving societies.

- Imagine flexible workspaces that can be dynamically reconfigured throughout the class session to support mini-lectures and group and individual work.
- Imagine mobile whiteboards throughout the space allowing students groups to brainstorm and share problem-solving strategies. Imagine AV stations on every wall linked to individual computing devices with the capacity to project student work in real time. Imagine the integration of leading-edge technologies that link our students to the world.
- Imagine creating a learning space that will allow our students to transcend space and time to connect effortlessly both to one another and to scholars and information across the globe.



” I went back to one of my old classrooms in Tribble during Homecoming a couple of years ago and noticed that things looked pretty much as they had during my days as a student. There's a good kind of nostalgia and a less appealing kind. And this sort of felt like the Selectric III typewriter you used when writing papers late at night. It might still work as it was intended, but do you really think it will still deliver the best product?

– **Tara Raines Stokes ('83, P'10, P'12, P'15)**





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