



TOGETHER WE SUPPORT
faculty development to foster student and faculty success
through teaching excellence

2021-22 Annual Report

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APPENDIX A: Staff Scholarship & Service to UW, the Field & Beyond

TOGETHER WE - DIRECTOR'S MESSAGE



TOGETHER WE ARE MAKING A DIFFERENCE in teaching and learning at the University of Wyoming. We, the ECTL, are a team dedicated to educational development, educators, and students. Through learning communities, workshops, consultations, resources, and partnerships, we promote excellence in teaching and learning. **TOGETHER WE RECOGNIZE** that the programs, services, and resources we offer come from and belong to all of us.

TOGETHER WE SHARE this report as a visual representation of those who go above and beyond with their teaching. We recognize those who participated in ECTL programming in AY 21-22 and chose to make a difference in their students' learning.

TOGETHER WE THANK our UW and community college colleagues and visiting speakers who presented at ECTL events and shared the innovative and transformative ways they are providing meaningful learning for their students. We also appreciate our partners across campus who work with us to further our mission. And of course a big thank you to the Eillbogen Foundation that funds our new faculty, GTA and summer institute work.

TOGETHER WE EMBRACE the relationship between our center and the educational community we serve across the University, the extended community around the state, and beyond. The breadth of these relationships affords us the opportunity to facilitate and build transdisciplinary communities and connections among colleagues.

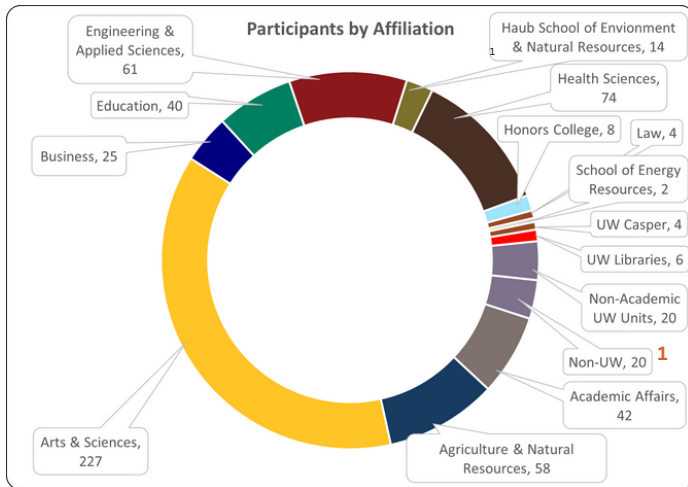
TOGETHER WE WITNESS first-hand, the critical role our educators play in student success and retention.

-- Janel Seeley, Director

"Engagement with community brings innovation and fresh ideas to practice. Each opportunity to engage with other teachers has benefitted my students and me in measurable ways."
-- Learning community participant

TOGETHER WE REACHED

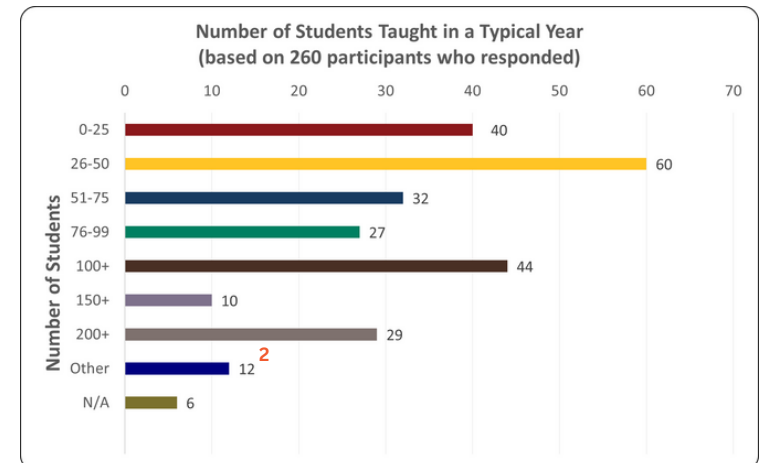
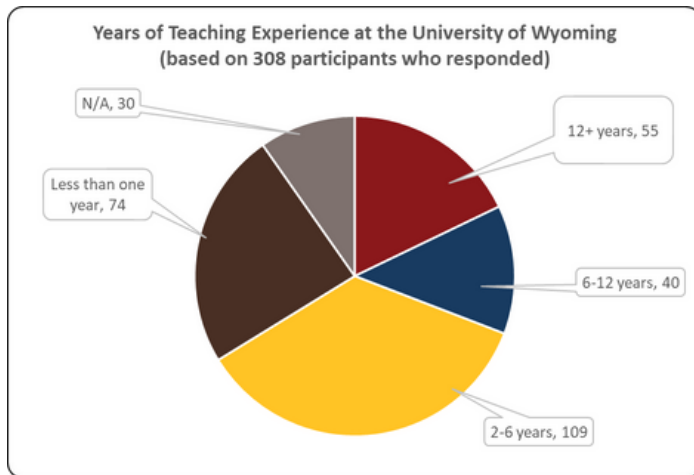
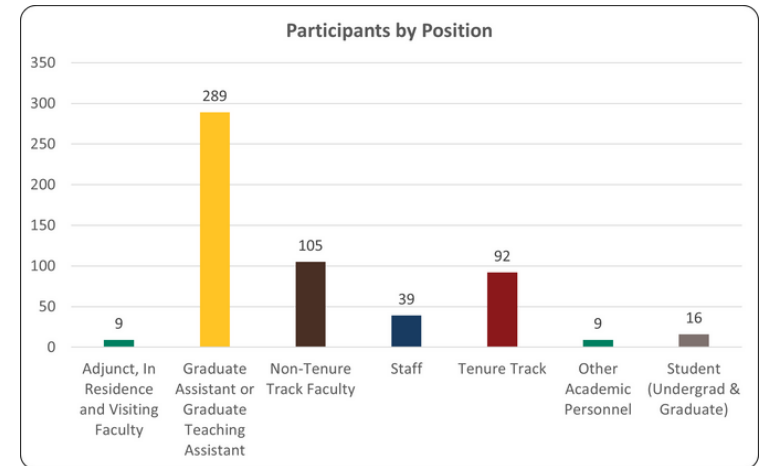
Numbers provided in the Participants by Affiliation graph are for all participants including non-UW. The remaining graphs represent numbers for UW participants only.



578
INDIVIDUAL PARTICIPANTS

22,821
STUDENTS TAUGHT
(based on 242 responses)

66%
EARLY CAREER INSTRUCTORS
(taught 6 years or less; based on 308 responses)



Teaching Delivery Mode

Mode (based on 330 participants who responded)	# of Participants
Hybrid Only	4
On Campus Face-to-Face Only	85
Online Asynchronous Only	23
Online Synchronous Only	9
Combined (more than one of the above)	162
Other	36
N/A	11

[1] Non-UW includes participants from the Wyoming Community Colleges, State Government & Wyoming School Districts. Non-Academic Units include Information Technology, VP of Student Affairs, VP Research & Economic Development, and Wyoming Public Media.

[2] Of the 12 participants classified as "Other" who entered an explanation for "How Many Students" they teach in a typical year, responses included I am a retired emerita professor, so I am not teaching. I am involved in LAMP; I am an aspiring ESL Teacher; I am not sure; It depends; New graduate student for spring 2022; Team member is an academic advisor – does not teach but engages with all Honors College students; Unknown/Unsure (x3), and Varies (x3).

TOGETHER WE OFFERED

Learning Communities

- Assessment
- Collaborative Communication
- Critical and Creative Thinking Reading Group
- Graduate Teaching Assistant, Teaching Development
- New Faculty Learning Community
- Quality Matters
- Revisiting Significant Course Projects
- The Future of Teaching

Resources

- Breakout EDU Active Learning Tool
- Graduate Teaching Assistant Handbook
- ECTL Knowledge Base
- ECTL Lending Library
- LightBoard Studio

Sessions and Workshops

- Democratizing Education Podcast Discussion Group
- Magna 20-Minute Mentor
- Scholarship of Teaching & Learning (SoTL)
- Thursday Teaching & Learning Series
- WyoCourses Rapid Course Design

Book Groups

- Engaging in the Scholarship of Teaching & Learning*
- Radical Hope: A Teaching Manifesto* (UW Casper)

Consultations

- Course observations, mid-semester feedback, etc.
- Faculty Learning Studio (drop-in support)

Special Events

- 30th Anniversary Teaching & Learning Symposium
- Assessment Academy
- Graduate Assistant Teaching & Learning Symposium
- John P Ellbogen Summer Institute

Mini-grants

- Formative Assessment International Conference
- Quality Matters

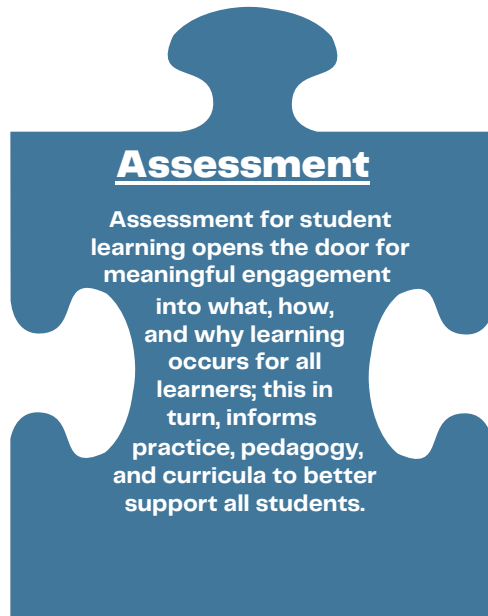
Certification & Badge Programs

- Digital Teaching & Learning Self-Paced Course
- Teaching & Learning Certification & Badge Program



TOGETHER WE **ALIGNED**

our programming around what we believe.



The work of assessment for student learning has made significant strides in AY 21/22. **Two integral components of this work are transparency and support** – thus the efforts of the Assessment Unit in the ECTL centers around these components. For **transparency**, we have maintained monthly meetings with Assessment Coordinators and HLC Assessment Academy Team Members. Considerable work has been committed to developing our website, with the intent that the site will be used as a resource and support platform for our institution. Finally, we collected and disseminated assessment data to the Provost, VP of Undergraduate Education, Colleges, Department Heads, and Programs. For **support**, we provided one-on-one assistance to instructors and programs, hosted a workshop about assessment of Student Learning Outcomes (SLOs), hosted an Assessment Coordinators Fall Academy and Monthly Book Club, and championed the SoTL initiative. Finally, a considerable amount of work has been committed to developing the UW Assessment Plan for Student Learning. Through the process of inquiring into student learning, we will champion meaningful and actionable assessment and inform pedagogy and curricula.

"I had not really thought much about faculty self-assessment and the value of that. I now see it is equally important to have a formal self-assessment process. We are working on implementing that." -- Assessment faculty learning community participant

Communication skills are often referred to as "soft" skills, when in reality, effective, quality dialogue is not always as easy as it seems. For the past six years we have offered a learning community for anyone interested in learning about **collaborative communication** (CC) as a form of dialogue. This community offers an opportunity for individuals to come together to be heard, to listen, and to learn from their own and others' reflections on teaching and learning. The process of collaborative communication and **dialogue** is the focus, rather than the content. This group is open to faculty, staff, and GTAs, and we welcome newcomers each semester.

"Utterly transformative in all aspects of my life, ranging from how I teach and mentor to how I try to be in a relationship of any type." -- CC participant



TOGETHER WE **ALIGNED** (CONT.)

our programming around what we believe.

New (pre-tenure) Faculty and Graduate Teaching Assistants

Getting new faculty and GTAs started on the right foot goes a long way toward successful teaching and learning.

New (pre-tenure) faculty and graduate teaching assistants (GTAs) face unique challenges as they navigate new roles. For many, this is the first time in front of students as an instructor of record. Therefore, the ECTL offers **specific programming** on teaching and learning for new faculty and GTAs **with funding from the Ellbogen Foundation**. This programming includes workshops, learning communities, books, and other resources.

This year, new faculty were given the books *How Learning Works* and *Radical Hope: A Teaching Manifesto*. We held two learning communities that met regularly throughout the year where members discussed these books. We also held four GTA learning communities where participants read books and articles and practiced teaching with one another.

"I want to make sure that I can accommodate and support the different ways students learn. Of course, it is incredibly important that I create community with other educators and we can co-create spaces to share, support, and learn." – GTA learning community participant

Students' ability to **think critically and creatively** has never been more important than it is today. In fact, UW educators and stakeholders overwhelmingly view these skills as the backbone of the higher education mission. The ECTL's Critical and Creative Thinking (CCT) division's workshops, learning communities, and consultations with individual/groups of instructors aim to help stimulate discussion about critical and creative thinking and to support instructors in developing, implementing, and assessing **research-based critical and creative thinking** pedagogies. As one participant in a recent discussion group says, "I have a better appreciation for the differences between critical and creative thinking and many new ideas to implement to nudge students along."

"My goal would be to brainstorm more intermediary assignments while also having students grasp the critical thinking aspect of the assignment sooner, as well as learning how to interpret research in such a way that they learn how to think critically about their own content." -- Learning community participant

Critical & Creative Thinking

Critical and creative thinking is the backbone of all educational goals.

TOGETHER WE **ALIGNED** (CONT.)

our programming around what we believe.

Digital and Inclusive Teaching & Learning

Supporting faculty with digital teaching tools and techniques to inspire student learning, inclusive pedagogy, and innovative teaching.

The ECTL **Digital and Inclusive Teaching & Learning** (DITL) Team works with faculty, departments, and programs in using digital tools and creating fully online courses or online course shells to support all modes of effective teaching and learning. Better teaching results in better student learning, and an intentionally designed course is essential to better teaching. We also know that inclusive pedagogy is at the heart of all learning. It not only supports students from different backgrounds and experiences, it also helps them learn how to be thoughtful, lifelong learners. The DITL team provides support through workshops, learning communities, individual and departmental consultations, and by providing certifications in Digital Teaching & Learning, Distance Teaching, and Inclusive Pedagogy. We also coordinate **Quality Matters** implementation at UW. The DITL team also plays a role in the assessment and acquisition of campus-wide teaching tools, such as Zoom, VidGrid, Breakout EDU, and Lightboard Studio.

"I want to continue to improve my teaching with respect to delivery method to improve engagement and retention." - Learning community participant

To promote and enhance teaching and learning at UW, the ECTL designs and develops **SoTL** programming for instructors, graduate teaching assistants, and academic professionals **to engage with the inquiry into teaching and learning**. SoTL programming includes workshops, book clubs, and other resources. The book *Engaging in the Scholarship of Teaching and Learning* (Bishop-Clark and Dietz-Uhler, 2012) was given for book club discussions. We had two **SoTL cohorts** in the past academic year where members discussed the book, attended the workshops, and completed SoTL project abstracts.

One participant described the experience as "gaining appreciation and understanding of the process of conducting SoTL research."

Scholarship of Teaching & Learning (SoTL)

SoTL offers instructors a venue for making systematic inquiries into student learning and demonstrating their commitment to teaching.

TOGETHER WE IMPACTED

as told here by a faculty member reflecting on the impact of the ECTL's Critical and Creative Thinking programming on student learning.



Alyssa Konesko is an Assistant Lecturer in LeaN and has been teaching First-Year Seminar (FYS) courses at UW since 2015. Born and raised in Saginaw, MI, Alyssa has been teaching at the University of Wyoming with the LeaN Program since 2015. While mainly teaching First-Year Seminar courses, she also teaches first year composition, technical writing, and academic success skills. Her research and teaching interests include first-year college student programs, college academic probation programs, and the intersection of theatre and teaching.

Alyssa has participated actively in programming for teaching critical and creative thinking since the ECTL established its Critical and Creative Thinking (CCT) Division in Spring 2018. The division lead, Meg Van Baalen-Wood, collaborates with various instructors across the university, including Rick Fisher (LeaN) and TK Stoudt (Veterans Services Center), to design and administer CCT programming. Alyssa has both shaped and been shaped by UW's rapidly growing CCT community. Alyssa highlights a few examples below. Her full reflection can be found on our [CCT website](#).

Alyssa's reflections

Fall 2019 / Spring 2020 Faculty Learning Community on First-Year Seminar Students' Learning Outcomes. This FLC blew my mind [It] allowed me an "aha!" moment and gave me new and exciting perspectives. This was the beginning of significant change, not only in the way I taught my first-year seminars, but also how I went about designing my FYS courses, taking into consideration my new view on the learning outcomes. I found that the FYS's six learning outcomes aligned with creative and critical thinking almost explicitly and adjusted my curriculum accordingly.

Spring 2021 Book Club *America's Critical Thinking Crisis: The Failure and Promise of Education*. I took a lot from this book group-especially the words that spoke to problems instructors had with students. The book and discussion spoke to the way students' minds work, talking about students wanting lectures like a smoker wants cigarettes. The students didn't want lectures, but it was what they knew and were comfortable with. Lectures allowed them to stay in their comfort zone but did not engage them as fully as possible.

“As instructors, we should be lifelong learners and practice what we preach to our students. I'm grateful for the ECTL and the constant programs that are offered to help the educators and the University of Wyoming. What a fantastic resource we have in our own back yard! -- Alyssa Konesko”

TOGETHER WE IMPACTED (CONT.)

Spring 2021 – ongoing Think–Tank Critical Thinking Group. This small, but incredibly talented group of educators has met monthly since the spring of 2021. These wonderful colleagues assisted me in redesigning my summer first–year seminar. They were my sounding board and safe place by which to run crazy ideas.

Spring 2022 Critical and Creative Thinking Reading Group. The articles and discussion in this group continued to fuel my hunger for not only learning about critical thinking but also the idea of transfer, i.e., how students would continue to use the skills from my first–year seminar in future classes. Transfer was something that I thought about in an abstract sense– often talking about the student learning outcomes and how students would continue to master these skills indefinitely for the duration of their college career– but never in a concrete way. This group led me to the realization that I needed to not only talk to students about transfer, but also have them engage in thinking about how these skills will help them, individually, as they continue here at the University of Wyoming.

Student reflections

Have your thoughts about critical thinking changed?

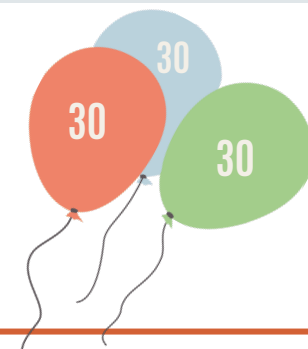
- There is a lot to uncover with thinking this way and personally it is a lot of fun to over think.
- I finally figured out how I critically think and why I should critically think about my day–to–day life.
- Once I started learning about the topic, I did have a very closed mindset about it. I thought there was one right way or answer to critical thinking, but as the weeks went on, I discovered differently. I discovered that critical thinking can be applied to anything, and I can do it in many different ways.
- My critical thinking needs to be authentic, open–minded, and decisive...I appreciate that Alyssa was able to convey this information in a way that made me inspired to critically think through curiosity and through some way of making me believe in my self to critically think.
- This class has forced me to think about things I never considered in the past. Critical thinking is very complex.



STEP Summer Bridge class students visiting the Shell 3D Visualization Center.

TOGETHER WE CELEBRATED

the **ECTL's 30th Anniversary** and held a **Teaching and Learning Symposium**, both in-person and online, September 20-21, 2021 to celebrate this milestone. Here are some highlights from this hugely successful event.



138 from **14** Colleges, Academic Units, Community Colleges, and K-12 Schools throughout Wyoming
Attendees

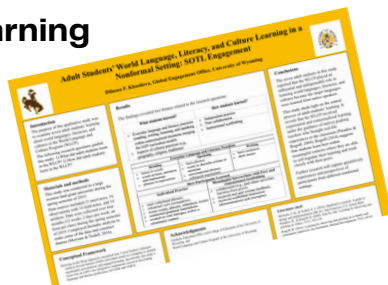


Keynote Luncheon: Creating Communities of Hope

Kevin Gannon, author of *Radical Hope: A Teaching Manifesto*

Scholarship of Teaching & Learning Poster Presentations

13 instructors showcased findings from their inquiries into student learning.



Teaching & Learning Certification Graduates



- **Tawfik Elshehabi**, Associate Instructional Professor, Petroleum Engineering
- **Jennifer Tabler**, Associate Professor, Criminal Justice & Sociology
- **Kimberly Frith**, Associate Lecturer, Civil & Architectural Engineering
- **Gordon Custer**, Postdoc, Program in Ecology
- **Jesse Alston**, Postdoc, Program in Ecology
- **Ramesh Sivanpillai**, Associate Research Scientist, Botany & Ecosystem Science & Management



Student Essay Contest Winners read their submissions on "The Impact of a Good Teacher"

- Undergraduate student winner: **Emily Smith** (Spanish/Communication & Journalism) honored Lori Howe from the Honors College
- Graduate student winner: **Tina Nirk** (Counselor Education & Supervision) honored Jane Warren, retired faculty from the College of Education-Professional Studies

Workshops, Webinars, and Programs

Topics included Resilient Teachers * Difficult Discussions * Radical Self-Care and Wellness * DesignPLUS * Information, Digital, and Data Literacies * Student Writing in UW Communication-Intensive Courses * SoTL * Learning Outcomes * Escape Room Puzzles * Pandemic Influences on College Students



Anniversary Reception

- **Jim Wangberg**, first director of the Center for Teaching Excellence (now the ECTL)
- **Mary Ellbogen Garland**, president of the Ellbogen Foundation
- President **Ed Seidel**

“ I will incorporate more assignments that ask students to question how they will improve the world, not just studying it as it is. ”

TOGETHER WE CONTRIBUTED

through scholarship and service to the University, the field, and beyond..

Members of the ECTL team serve on a variety of committees (many in leadership roles) that include assessment; the University Studies Program (USP); educational technology; strategic planning; faculty governance; teaching awards; social justice; and diversity, equity, and inclusion. Our staff also continues to contribute to their respective disciplines by teaching, as well as to the scholarship of teaching and learning through publications; presentations at regional, national, and international conferences; and by serving on external committees and boards. The extent of our work can be found in Appendix A.

Scholarship and Service to the University, the field, and beyond



TOGETHER WE LEARNED

54 from **43**

Educators

Departments & Units

- Emma Jane Alexander, Shell 3D Visualization Center
- Steve Barrett, Academic Affairs
- Aysenur Bicer, Physics & Astronomy
- Ian Bitzes, Laramie County Community College
- Maggie Bourque, Haub School of Environment and Natural Resources
- Julio Brionez, University Counseling Center
- Julia Bulick, Laramie County Community College
- Andrea Burrows, College of Education
- Kaatie Cooper, Communication & Journalism
- Danny Dale, A&S Dean's Office/Physics & Astronomy
- Amanda DeDiego, Counseling, Leadership, Advocacy & Design
- Frederick Douglas Dixon, School of Culture, Gender and Social Justice/Black Studies Center
- Eleanor Downey, Health Sciences
- Khalid el-Hakim, Black History 101 Mobile Museum
- Rick Fisher, English/Communication Across the Curriculum/LeaRN
- Kathleen Frye, Visual and Literary Arts
- Kevin Gannon, Grand View University
- Allison Gernant, English/LeaRN
- Mark Guiberson, Health Sciences
- Jim Gunderson, Accounting & Finance
- Clare Gunshenan, Science Math Teaching Center
- April Heaney, LeaRN
- Petra Heinz, English Language Center
- Joe Holles, Chemical Engineering
- Anna Houseal, School of Teacher Education
- Lori Howe, Honors College
- Martha Inouye, Science Math Teaching Center

including UW and community college colleagues and several visiting speakers, presented at ECTL events.

- Francois Jacobs, Construction Management
- Catherine Johnson, LeaRN
- Tyler Kerr, Innovation Wyrkshop
- Dilnoza Khasilova, Office of Global Engagement
- Alyssa Konesko, LeaRN
- Lars Kotthoff, Computer Science
- Breanna Krueger, Communication Disorders
- Michele Larson, Life Science Program
- Sarah Lee, Family & Consumer Sciences/Human Development & Family Sciences
- Janissa M.A. Martinez, Creative Writing
- Vicky Mayfield, Eastern Wyoming College
- Rosemary McBride, School of Teacher Education
- Martha McCaughey, Appalachian State University
- Kate McLaughlin, Disability Support Services
- Meredith Minear, Psychology
- David Mukai, College of Engineering & Applied Science
- Alec Muthig, Information Technology
- Fabian Nippgen, Ecosystem Science & Management
- Nichole Person, Research & Economic Development
- Samantha Peter, University Libraries
- Jessica Rardin, University Libraries
- Candace Ryder, College of Business
- Nancy Small, English
- Lilia Soto, School of Culture, Gender and Social Justice/American Studies
- Amy Spiker, College of Education
- TK Stoudt, Veterans Services Center
- Rachel Watson, LAMP/Science Initiative
- Margaret Wilson, Theatre & Dance



TOGETHER WE EXPLORED

what it means to be a "great teacher."

20 Faculty from **12** Departments

participated in the annual **John P Ellbogen Summer Institute** from May 18-20, 2022 at the Saratoga Hot Springs Resort **with funding provided through the generosity of the Ellbogen Foundation.**

This year the Summer Institute was modeled after The Great Teaching Retreat. This retreat is based on the philosophy that no individual "expert" can match the collective knowledge, experience, wisdom, creativity, and genius of any group of teachers actively involved in their profession. We limit the number of attendees to ensure a high-quality, personalized learning experience.



Kim Frith (Civil & Architectural Engineering) and Maria Kuznetsova (Psychology-UW Casper)



“I already thought highly of my UW colleagues - now I think even more highly.”

“The feeling of community that we built both in the formal session and during down time. Spending time sharing ideas with so many diverse experts was very invigorating.”

TOGETHER WE COLLABORATED

with partners across campus to further our mission to promote best practices in teaching and learning.



Libraries



First Year Seminars



Graduate Education



Office of Online and Continuing Education

TOGETHER WE ARE

a super team dedicated to supporting faculty development to foster student and faculty success through teaching excellence.



From L-R: Jeff Miller, Oksana Wasilik, Megan Jones, Meg Van Baalen-Wood, Christi Boggs, Janel Seeley, Heather Webb Springer, Shujuan (Olivia) Wang, Janissa M.A. Martinez, and Jake Hayden. Not pictured: Cathy Gorbett.

Jeff Miller

Senior Lecturer
Educational Developer

Oksana Wasilik

Associate Lecturer
Educational Developer

Megan Jones

Graduate Teaching
Assistant

Meg Van Baalen-Wood

Senior Lecturer
Associate Director of
Critical & Creative Thinking

Christi Boggs

Senior Lecturer
Associate Director of Digital
and Inclusive Teaching &
Learning

Janel Seeley

Associate Lecturer
Director

**Heather Webb
Springer**

Associate Director of
Assessment

Cathy Gorbett

Assistant Director
(not pictured)

Shujuan (Olivia) Wang

Assessment Specialist
Scholarship of Teaching
and Learning

Janissa M.A.

Martinez
Office Associate, Sr.

Jake Hayden

Assessment Data
Analyst



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APPENDIX A - STAFF SCHOLARSHIP & SERVICE TO UW

UW Committees

Campus Sustainability Committee
 Central Student Technology Committee
 Classroom Committee
 Council on Diversity, Equity, and Inclusion
 Democracy Lab
 Dissertation Committee: Soil Sciences
 Faculty Senate-Committee on Committees, Faculty Recognition
 Higher Learning Commission (HLC) Evidence Committee
 Institutional Transformation Assessment (ITA) Sense-Making Team
 LAMP Soil Science Dissertation Committee
 Next Gen USP Committee
 Promoting Intellectual Engagement (PIE) Teaching Awards
 Reappointment, Tenure, and Promotion Committees: LeARN (3),
 Honors (2)
 Saddle Up Faculty Development & Assessment
 Selection Committee: Assistant Professor of Dance
 Strategic Alignment Group
 USP Committee

Invited UW presentations/facilitations

Boggs, C. (April 25, 2022). Inclusive Pedagogy. Department of Chemical Engineering.
Wasilik, O. & Rush, L. (April 19, 2022). Presentation on Finnish Educational System. RIDE Advisory Group.
Boggs, C. (April 13, 2022). Teaching Adults. Early Childhood Center.
Wasilik, O. (April 2022). International Faculty and Students Panel Discussion. Shepherd Symposium.
Boggs, C. (March 25, 2022). Canary in the Mine: Teaching Queer Theory and Integrating Queer Theory in STEM teaching in a time of challenging legislation, LAMP Coffee and Curriculum Presentation. Science Initiative.
Wasilik, O. (March 10, 2022). Technology and Job Search. Scientific Communication. Students in ZOO 4100-50.
Boggs, C. (March 7, 2022). Game On. LAMP Educators Learning Community Presentation. Science Initiative.
Wasilik, O. (March 1, 2022). Google Doc Training. Psychology Class.
Webb Springer, H. (Winter 2022). UW Assessment for Student Learning Spring/Summer 2021 Assessment Survey Report. College of A&S Department Head Meeting.
Boggs, C. (January, 2022). Trends in innovative teaching at UW or in higher education. Mentoring Program. College of Education.
Van Baalen-Wood, M. (August 21, 2021). Designing Dance Portfolios presentation. Theatre and Dance Class.

UW Courses Taught (credit)

AGRI 4600-41: BAS Capstone, Developing Organizational Leadership
 ENGL 4010: Technical Writing in the Professions
 ENR 4890/5890: Earth as Body/Body as Planet
 GRAD 5910: Course in College Teaching
 ITEC 4030/5030: Introduction to Online Teaching
 KIN 4074: Field Studies in the Art & Science of Nordic Ski Racing
 WMST 4430/5430/AMST 4500: Queer Theory

Advising

Graduate Student Network
 UW Nordic Ski Team

Leadership Roles

Faculty Senate Executive and Bylaws Committees
 New Media Content Management System RFP Lead
 Shepard Symposium on Social Justice (Co-Chair)
 Social Justice Research Center Advisory Board
 Strategic Planning Council
 University of Wyoming Nordic Ski Team and Nordic Ski Training Program (Co-Coach)
 WyoCourses Steering Committee

APPENDIX A - STAFF SCHOLARSHIP & SERVICE TO THE FIELD & BEYOND

Attendance at Conferences, Workshops, Seminars

AAC&U

AALHE Annual Conference

Association for the Study of Higher Education (ASHE)

Embracing the Future of Teaching & Learning. Colorado Virtual Conference

Formative Assessment International Conference. Virtual.

Hawkes Learning. "The new way of relating: Teaching students in the time of COVID" (Felicia Hope Cate, presenter). Virtual.

Hawkes Learning. "Overcoming Compassion Fatigue in Higher Ed" (Rachel Gallardo, presenter). Virtual.

HLC Conference

HLC Assessment Series

IUPUI Assessment Institute

InstructureCon

Lilly Conference

POD Network Conference. Virtual.

Quality Matters Connect

Quality Matters Ohio

Student Success in Writing Conference. Virtual.

UPOEA Digital Teaching and Learning Conference

WCET Conference

Zoom Academy

External Organizations Served, Outside Consulting

Alpine Tennis Association Board Member

Learning Corps Consultant

Relative Theatrics Board of Directors - Chair

Rocky Mountain Conference - Nordic Coordinator SNOW - Executive Director

United States Collegiate Ski & Snowboard Association - Vice-President of Nordic United States Collegiate Ski & Snowboard Association

External Committees, Boards, Panels

HLC Academy

ISSoTL ICWG - Member

ISSoTL International Collaborative Writing Group (ICWG) Public-International Team Leader

POD SoTL SIG - Chair

Quality Matters External Reviewer

Wyoming Distance Education Consortium (WyDEC)

Wyoming Distance Education (WDE) Digital Learning Plan Advisory Panel

Wyoming Innovations in Learning Conference Committee

Journal Reviewers

To Improve the Academy

Teaching and Learning Inquiry

Transformative Dialogues

Awards/Grants

Wyoming Teacher Mentor Corps Program

Howard Hughes Medical Institute Inclusive Excellence Challenge Program, pre-proposal was advanced and we have been invited to be members of the National Learning Community for Inclusive Excellence. Monetary awards were paused in 2021 to consider the social reckoning of 2020. National learning community membership is an opportunity to be a part of the national dialogue to make the award process more inclusive. Member of the Steering Committee. \$30,000.

APPENDIX A - STAFF SCHOLARSHIP & SERVICE TO THE FIELD & BEYOND (CONT.)

Publications

Wood, M., Wasilik, O., & Boggs, C. (2022). "Let No Crisis Go to Waste: Preparing Faculty for the Future." EdMedia Conference Proceedings.

Smith, A. H., Grupp, L. L., Doukopoulos, L., Foo, J. C., Rodriguez, B. J., **Seeley, J.**, Boland, L. M., & Hester, L. L. (2022). "Taking Teaching and Learning Seriously: Approaching Wicked Consciousness through Collaboration and Partnership." *To Improve the Academy: A Journal of Educational Development*, 41(1).

Tyrrell, R., Motley, P., Dobbs-Oates, J., Hondzel, C. D., Archer-Kuhn, B., Eady, M. J., & **Seeley, J.** (2022). "Online, Qualitative Research: Conducting a Multi-institutional, Multinational Study on Immersive Learning Pedagogies." *In SAGE Research Methods Cases*.
<https://dx.doi.org/10.4135/9781529601466>

Seeley, J. (2022). "Reflecting on Global Efforts in Knowledge Democracy and SoTL Collaborations." *Going Public Reconsidered: Engaging With the World Beyond Academe Through the Scholarship of Teaching and Learning*. Chick, N.; Friberg, J. EDS. Stylus.

Arend, B.; Archer-Khun, B.; Hiramatsu, K.; Ostrowdun, C.; **Seeley, J.**, Jones, A. (2021). "Minding the Gap: Comparing Student and Instructor Experiences with Critical Reflection." *Teaching and Learning Inquiry*. 9:1.

Poproski, R.; **Seeley, J.**; Robert, J. (2021). "The Positions of Instruction: Faculty Perspectives on Forms of Address." *College Teaching*.

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