Together We Support

faculty development to foster student and faculty success

photography by Aubrey Edwards

Ellbogen Center for Teaching & Learning

Annual Report | 2022–2023
Together We—
Director’s Message

Together We OFFERED
Programs, Services, and Resources

Together We REACHED
Participant Data

Together We ALIGNED
Unit Belief Statements and Summaries

Together We IMPACTED
Teaching and Learning Spotlight

Together We CONTRIBUTED
ECTL Faculty and Staff Contributions

Together We EXPLORED
2023 John P Ellbogen Summer Institute

Together We LEARNED
List of Presenters

Together We WELCOMED
New ECTL Team Members

Together We COLLABORATED
Partners Across Campus

Together We ARE
ECTL Faculty and Staff

APPENDIX A
ECTL Scholarship and service to UW, the Field, and Beyond
Together We Are Making a Difference in teaching and learning at the University of Wyoming. We, the Ellbogen Center for Teaching and Learning, are a team dedicated to educational development and student success. Through learning communities, workshops, consultations, resources, and partnerships, we promote excellence in teaching and learning. We recognize that the programs, services, and resources we offer are designed by and belong to all of us.

We Share this report as a visual representation of our colleagues who are dedicated to the art and science of teaching. We recognize those who participated in ECTL programming in Academic Year 2022-2023 and chose to make an impact in student learning.

We Thank our University of Wyoming and community college colleagues and visiting speakers who presented at ECTL events and shared the innovative and transformative ways they are providing opportunities for meaningful learning. We also appreciate our partners across campus who work with us to further our mission. And of course, a huge thank you to the Ellbogen Foundation for continuing to fund our New Faculty and Graduate Teaching Assistant (GTA) programming, along with our summer institute.

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 Ph.D.
# Together We Offered

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- **94** events, sessions, and workshops
- **25+** distinct programs, services, and resources
Roughly **27,000** Students are taught by **314** ECTL Participants from UW. Of the ECTL participants who teach, **66%** are early career instructors (less than 6 years).

**Please note, data shared on pages 3 to 6 of this report is dependent on registrant responses. Thus, some data points reflect higher totals than others.**

### Years of Teaching Experience at UW

- **N/A**: 36
- **3-6 years**: 66
- **6-12 years**: 41
- **12+ years**: 64
- **0-3 years**: 190

*(based on 397 participant responses)*
ECTL Participants by College, AY 2022–2023

Please note some ECTL Participants are reflected in more than one college, as indicated by registration responses.
Number of Students Taught in a Typical Year (based on 356 participant responses)

Based on 404 participant responses, 329 teach face-to-face, 145 teach hybrid or hyflex, and 250 teach online synchronous or online asynchronous.
ECTL Participant Position (based on 632 participant responses)

- Tenure Track: 142
- Non-Tenure Track Faculty: 131
- Adjunct, In Residence and Visiting Faculty: 20
- Staff: 45
- Other Academic Personnel: 10
- Graduate Assistant or Graduate Teaching Assistant: 279
- Student (Undergrad & Grad): 2
Assessment

Assessment for student learning opens the door for meaningful engagement into what, how, and why learning occurs for all learners; this in turn, informs practice, pedagogy, and curricula to better support all students.

Assessment at UW centers students, teaching and learning - we engage in **assessment for student learning**. The Assessment Unit in the ECTL champions **transparency** and **support** in our institutional assessment for student learning efforts. For AY 22/23 monthly meetings with the University Assessment Coordinators and HLC Assessment Academy Team, utilization of the Assessment and Scholarship of Teaching and Learning (SoTL) websites, collaborations across campus, one-on-one consultations, curriculum mapping presentations and workshops, the Assessment Matrix Pilot program, and the Assessment Learning Community are examples of transparency and support in action. The Assessment Unit in ECTL is well positioned to influence the culture and practice of assessment for student learning. **Together we support** the curious spirit and iterative process of engaging in the inquiry into student learning with the intent to improve learning for all learners at UW.

“And assessment bridges the gap between our perceived teaching objectives and students’ learning outcomes. I experienced an inclusive and supportive environment within this assessment learning community that has fostered significant professional growth. The diverse insights gathered from this community have played a pivotal role in enhancing my capabilities as an educator. I would strongly advocate integrating assessment training into the onboarding process for new faculty and graduate students, and this community shows an exemplary model of such an endeavor.” -- Tawfik Elshehabi, Assessment Learning Community member
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. In addition, the DITL Team plays a role in the assessment and acquisition of campus-wide teaching tools, such as Zoom, Yuja, Breakout EDU, and the Lightboard Studio.

“I have worked with Digital & Inclusive Teaching and Learning for many years. They are an incredible resource. I credit the ECTL, and the DITL in particular, with helping me become a strong instructor. From assistance with syllabi and course design, to peer reviews, their assistance has been invaluable in helping me craft online courses based on best practices. Through the faculty learning communities, I have found a diverse group to share and exchange ideas. I encourage everyone to sign up for a workshop or a learning community offered by the ECTL.”
--Alisa Siceloff, Ungrading Learning Community member

“Digital & Inclusive Teaching and Learning has been amazing! As one who needs to join via the web, there has always been a welcoming environment and excellent discussions. I appreciate the sharing of ideas and practical ways to apply them to your own teaching.” --Sandy Goheen-Smith, Ungrading Learning Community member
Critical & Creative Thinking

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

“I’ve gained concrete strategies to teach critical thinking AND learned how as an educator I can think about teaching this skill.” --Making Critical Thinking Visible workshop evaluation

Collaborative Communication

We believe in meaningful, thoughtful, and effective dialogue as a means of teaching, learning, and collaborating with colleagues. 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 seven 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.

“Collaborative Communication has not only helped me have more meaningful dialogue with my students, but also in other areas of work and life.” --CC participant

Scholarship of Teaching & Learning (SoTL)

The SoTL initiative supports faculty, educators, and the academic community to elevate teaching practices, empower collaborative SoTL research, engage in SoTL professional development opportunities, and evolve student learning in the classroom, program, department, institution, and beyond.
SoTL is a growing area of pedagogical engagement. The goal of the SoTL initiative in the ECTL at UW is to create a culture of SoTL that offers a venue for using systematic, evidence-based, inquiry-based, and innovative approaches to assess and reflect on students’ learning, experiences, and engagement in deep teaching processes.

Engagement in SoTL projects allows faculty, educators, and the academic community to:

- embrace and experiment with new quality teaching approaches and strategies (practice);
- explore and reflect on their own teaching and students’ learning to meet the learning needs (curricula);
- experience a change in the classroom (pedagogy); and
- empower a collaborative action- and inquiry-based research spirit (research methodology) through the process of reflection and assessment.

Thus, coordinating SoTL and assessment efforts strengthens the processes of systematic inquiries, observations, examinations, analyses, and performances to inform whether students’ learning of the material improved or whether one’s teaching practices were effective to motivate students’ learning at the micro, meso, macro, and mega levels. SoTL enables educators and the academic community to conduct action or inquiry-based research using vigorous research methodology (qualitative, quantitative, or both) and to share the findings in peer-reviewed research formats.

“Learning about SoTL and using it to problem solve in the classroom has been an indispensable tool whether I am engaging in it through formal research or whether I am simply trying to improve my teaching for my students. It is also a wonderful way to engage with colleagues who teach in my area, as I am able to share real, concrete data with them about what works and does not work in my classroom.” -- Breanna Krueger, SoTL Scholar

“I found the ECTL’s faculty learning community on the Scholarship of Teaching and Learning (SoTL) a few years ago and have been drawn in by the notion of making learning visible. Workshops and conferences offered under ECTL sponsorship bring faculty into conversation centered on both conceptual and practical aspects of teaching. Professional development opportunities like these, alongside a wonderful online summit conference in September 2023 on SoTL in practice, stand as endeavors justly worth time and effort of instructors.” -- Marian Stordahl, SoTL Scholar
Getting New Faculty and GTAs started on the right foot goes a long way toward successful teaching.

New (pre-tenure) faculty and GTAs face unique challenges as they navigate new roles. For many, this is their 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 received two books: *How Learning Works: Seven Research-Based Principles for Smart Teaching* and *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*. The ECTL held two New Faculty learning communities that met regularly throughout the year where members discussed these books.

“In this learning community one of the top things I learned was, while there is no single ‘right’ way to teach, there is a significant amount of research out there that you can use to improve your teaching methods.” -- New Faculty Learning Community participant

We also held four GTA learning communities where participants read various articles and the book *The Successful TA: A Practical Approach to Effective Teaching* and practiced teaching with one another.

“One of the major takeaways that I found from this community was to get an opportunity to connect with other TAs, share insights and experiences, and gain new perspectives. By engaging with a community of peers, you can expand your knowledge and skill set and gain valuable support and encouragement.” -- Graduate Teaching Assistant Learning Community participant
During the 2022/2023 academic year, my involvement with the Ellbogen Center for Teaching and Learning (ECTL) at the University of Wyoming has been enriching and transformative, significantly influencing my educational practices and student interactions. My journey with the ECTL began earlier with the Teaching and Learning Certification, a pivotal experience that broadened my pedagogical horizons. Initially, I viewed teaching as an innate ability, but my experiences with the ECTL revealed the extensive science and research behind effective teaching and learning.

**ECTL Teaching and Learning Certification:**

Facing the unprecedented challenges of the COVID-19 pandemic, the certification program played a pivotal role in enabling a smooth transition to remote education. This critical period necessitated strongly emphasizing Diversity, Equity, and Inclusion (DEI) principles. Through the exceptional
mentorship and resources offered by the ECTL, I could effectively implement and adapt inclusive teaching, learning, and assessment strategies for this digital environment. The positive feedback from students regarding this transition has been a testament to the efficacy of these inclusive approaches. My gratitude extends to the mentors and peers at the ECTL whose guidance has made this virtual journey remarkable. Recognizing the vital role of face-to-face interactions and feedback in addressing misunderstandings, I promptly incorporated these pedagogical strategies into my in-person classes upon our return to campus. This certification not only improved my virtual teaching but also reinforced the importance of inclusive practices in face-to-face settings. This experience has enhanced my pedagogical skills and reinforced my commitment to continuous improvement with ECTL communities.

Assessment Learning Community:

My engagement with the Assessment Learning Community during the 2022/2023 academic year is another cornerstone of my professional development at the University of Wyoming. This community provided an inclusive and collaborative environment, which is essential for my growth as an educator. This group’s diverse perspectives and shared experiences have significantly contributed to refining my understanding of how assessment can bridge the gap between teaching objectives and actual student learning outcomes. The multidisciplinary discussions spanned institutional, program, and module assessment and best practices. The Meaningful and Manageable Program Assessment book was an eye-opener; I wish I had discovered this book and community
much earlier. This experience has highlighted the importance of integrating assessment training into the early stages of faculty and graduate student development. This experience was outstanding, clearly showing how systematic assessment training can enhance teaching effectiveness and deepen student engagement.

**Impact on ABET Accreditation:**

My engagement with the ECTL has greatly strengthened my role as a program coordinator and external evaluator for the Accreditation Board for Engineering and Technology (ABET). The acquisition of practical knowledge and skills, particularly in curriculum mapping and assessment strategies, has been invaluable in meeting ABET’s outcome-based education criteria. This alignment has heightened my ability to ensure our programs meet ABET’s rigorous standards and has improved our assessment process. The collaborative atmosphere at ECTL honed my ability to lead discussions on assessment and facilitated my delivery of presentations on assessment to university stakeholders. My involvement with the ECTL has been instrumental in navigating the complexities of program assessment and accreditation.

In summary, my engagement with the ECTL has been instrumental in evolving my teaching methodology and enhancing my interaction with students. These experiences have deepened my understanding of effective educational practices and affirmed my belief in the power of collaborative learning communities in fostering pedagogical excellence. Having a mentor can enhance the outcome of certain situations, yet having a great mentor(s) has the power to transform lives.
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 and 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.

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Together We Explored what it means to be a “great teacher.”

25 Faculty from 16 Departments participated in the annual John P Ellbogen Summer Institute, May 22 to 24, 2023, 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 Teachers 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.

Participants said:

“I loved meeting faculty from across campus and learning that my problems are not my own! Getting to talk through these with others has reinvigorated my passion as an instructor and encouraged me to keep innovating in the classroom while also focusing on making time for myself and my research.”

“The casual, but directed, schedule allowed me to make meaningful connections with my colleagues that then lead to meaningful conversations about teaching.”
Summer Institute Attendees

A-Z

Together We Learned
from 39 educators representing 26 departments, units and several visiting speakers who presented at ECTL events.

Ali Raddaoui, School of Politics, Public Affairs & International Studies
Alisa Siceloff, Kinesiology & Health
Amy Rieser, Wyoming Institute for Disabilities
Betsy Bress, Wyoming Institute for Disabilities
Candace Ryder, College of Business
Chase Smith, Physics & Astronomy
Chrissy Wade, Family & Consumer Sciences
Christian Pellatz, Elementary Education Student
Cindy Jones, College of Engineering & Physical Sciences–Dean’s Office

Danny Dale, Physics & Astronomy
Dianne Thompson, Global Engagement
Emma Waters, Rangeland Ecology
Francois Jacobs, Construction Management
Irene Checa-Garcia, Modern & Classical Languages
Jaime Gagnon, Psychology Student
Jessica Rardin, UW Libraries
Karagh Brummond, Honors College
Kate McLaughlin, Disability Support Services
Kathryn Senn, UW Libraries
Lindsay Baker, Communication Disorders
Maggie Bourque, Haub School of Environment and Natural Resources
Margarita Pignataro, School of Culture, Gender, and Social Justice
Marian Stordahl, English Language Center
Melissa Martinez, HDFR University of Colorado at Denver and UW School of Culture, Gender, and Social Justice
Melissa Morris, History
Michelle Sunset, UW Art Museum
Ola Raddaoui, College of Education
Pam Langer, Molecular Biology
Priya Chaudhari, Entrepreneurship
Raechel Cook, UW Art Museum
Randa Jabbour, Plant Sciences
Rick Fisher, Communication Across the Curriculum, LeaRN and English
Sammy Peter, UW Libraries
Sarah Lee, Family & Consumer Sciences
Shelby Kappler, Wyoming Institute for Disabilities
Steve Barrett, Academic Affairs
Tawfik Elshehabi, Petroleum Engineering
William Cain, School of Counseling, Leadership, Advocacy & Design
Zoe Simms, Criminal Justice

THANK YOU!
Together We WELCOME new ECTL team members

The ECTL is pleased to welcome two new team members: Dr. Dilnoza Khasilova began in October 2023 as our new Assessment Specialist, SoTL. Dr. Ashli Tomisich began in January 2024 as our new Assistant Director.

**Dilnoza Khasilova -- Assessment Specialist, SoTL**

Dilnoza has a Ph.D. in Education, Curriculum & Instruction with a focus on Literacy Studies (minors in Qualitative and Quantitative Research Methodologies) and International Studies. Her MA is in Curriculum & Instruction with a focus on English as a Second Language (ESL). She earned both graduate degrees from the University of Wyoming. To advance her career, Dilnoza is completing Public Leadership Credentials from Harvard University. Dilnoza’s areas of expertise includes a skill set in intercultural competence, program development and assessment, research professional development trends, and providing professional development support. Her research interests include adult education, scholarship of teaching and learning, lifelong learning, non-formal education, and international education.

**Ashli Tomisich -- Assistant Director**

Ashli completed her BS in Secondary Education from Oklahoma Christian University, her JD from the University of Wyoming College of Law, and her PhD from the University of Wyoming College of Education. She works with each member of the ETCL team to facilitate faculty support and effective student learning. Her scholarly interests include experiential learning, leadership, legal pedagogy, and adult education. Ashli is a Wyoming native, proud of her mountain heritage, and lives in Laramie with her husband and four children.
Together We Collaborated

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

Janel Seeley
Senior Lecturer
Director

Christi Boggs
Senior Lecturer
Associate Director of Digital and Inclusive Teaching & Learning

Cathy Gorbett
Assistant Director

Heather Webb
Springer
Associate Director of Assessment

Janissa M.A. Martinez
Office Associate, Sr.

Meg Van Baalen-Wood
Senior Lecturer
Associate Director of Critical & Creative Thinking
a super team dedicated to supporting faculty development to foster student and faculty success through teaching excellence.

Oksana Wasilik
Associate Lecturer
Educational Developer

Jeff Miller
Senior Lecturer
Educational Developer

Shujuan Wang
Assessment/SoTL Specialist
Scholarship of Teaching and Learning

Megan Jones
Graduate Teaching Assistant

Jake Hayden
Assessment Data Analyst

Erica Meyers
Graduate Teaching Assistant
Appendix A
ECTL Scholarship and Service to UW, the Field, and Beyond

Awards/Grants
Howard Hughes Medical Institute (HHMI) Inclusive Excellence Grant
Wyoming Arts Council (WAC) Vaccine Confidence Grant

External Committees, Boards, Panels, Service
Alpine Tennis Association Committee Member
Association for Educational Communications and Technology (AECT)
ISSOTL International Collegiate Writing Group (ICWG)
NAFSA (Association for International Educators), Teaching, Learning, and Scholarship Knowledge Community Liaison
Phi Beta Kappa National Honor Society Member
Phi Kappa Phi National Honor Society Member
President and Director of the Access the World with World Languages and Cultures (AWWLC) Region II (AZ, CO, KS, MT, NE, NM, UT, and WY)
Quality Matters Master Reviewer for Western Kentucky University, MATH 137
Relative Theatrics Board Chair
Rocky Mountain Teaching and Learning Collaborative Liaison for Wyoming Statewide Advisory Panel for Wyoming’s 2023-28 Digital Learning Plan for the Wyoming Department of Education (WDE)
Vice-President of Nordic, United States Collegiate Ski and Snowboard Association
Vice President of Safe Project
Volunteer Executive Director for Non-Profit Skiers Nordic of Wyoming
WDE Digital Learning Plan Advisory Panel
Western States Arts Federation(WESTAF) BIPOC Artist Grant Development Committee
WESTAF Leaders of Color Network
Wyoming Innovations in Learning Conference Planning Committee
Wyoming Teacher Mentor Corps

Awards/Grants
Howard Hughes Medical Institute (HHMI) Inclusive Excellence Grant
Wyoming Arts Council (WAC) Vaccine Confidence Grant
Invited UW Presentations/Facilitations

ACES Learning Outcomes/Assessment Workshop
Artificial Intelligence Introduction Training for Psychology Students
Chat GPT and AI Introduction for UW-Casper Faculty
Chat GPT Roundtable
Criminal Justice and Sociology Department Meeting (College of Arts and Sciences)
"Engaging Canvas Course Design Made Easy," Wyoming Innovations in Learning Conference, Presentation with Cidi Labs
Getting to Know Your WyoCourses Rapid Course Design Presentation for English 1010 GTAs
Guest Speaker at Doctoral Seminar for Counseling Students
History Graduate Assistant and Graduate Teaching Assistant Workshop
Learning Actively Mentoring Program (LAMP) Summer Institute
Laramie Then and Laramie Now: Remembering Matthew Shepard
New Faculty Orientation
New Graduate Assistant and Graduate Teaching Assistant Orientation Presentation for Creative Writing Graduate Teaching Assistants
Presentation for English 1010 Graduate Teaching Assistants
School of Culture, Gender, and Social Justice Summer Institute
Technology, AI, and Job Search for Scientific Communication students in ZOO 4100–50
WyoCourses Training (Canvas LMS) for New Students in the Casper Counseling Program
Wyoming Innovations in Learning Conference Presentation on Ungrading Wyoming Teacher Mentor Corps Online Facilitation and Summer Retreat

UW Credit Courses Taught

AGRI 4600 – Organizational Development
ENG 4010 – Technical Writing for the Professions
ENR 4890/5890 – Earth As Body/Body As Planet
GRAD 5910 – Teaching Methodologies and Applications
INST 4990/5990/EDCI 5070 – Education in a Democracy: US and Finland
KIN 4074 – Field Studies in the Art and Science of Nordic Ski Racing
WMST 4430/5430/AMST 4500 – Queer Theory
UW Committees/Service

Accessibility Committee
Advisory Council on Graduate Education
Campus Sustainability Committee
Central Student Technology Committee
Classroom Committee
Faculty Senate
   - Committee on Committees
   - Executive Committee
   - Faculty Recognition Committee
Freedom of Expression Working Group
Graduate Committees
   - Three Doctoral Committees in Education
   - One Doctoral Committee in Soil Science
   - One Doctoral Committee in Geology
   - One Masters Committee in Education
   - One Masters Committee in Kinesiology and Health
Higher Learning Commission (HLC) Committee
   - Assessment Academy Team
   - Evidence Committee
Honorary Degree Committee
NAFSA Trainer Corp Inductee, Teaching, Learning, and Scholarship
Next Generation General Education (NGGE) Committee
   - Assessment Subcommittee - Chair
   - Cultural Competence - Chair
   - First Year Seminar/First Year Experience
Promoting Intellectual Engagement (PIE) Award Committee
RFP Review Committee for VidGrid Replacement - Chair
RFP Review Committee for Online Proctoring Solution
Search Committee for Associate VP Online and Continuing Education
Strategic Planning Committee
University Assessment Coordinators
UW International Research and Engagement (IREC) Committee
University Studies Program (USP) 2015 Committee
WyoCourses Steering Committee
External Presentations
“Louder, A Vaccine Confidence Project” reading
Creating a Culture of Online Quality at Quality Matters Connect
EdMedia + Innovate Learning Conference presentation
Fostering Online Learning Excellence at EdMedia + Innovate Learning
Institute for New Educational Developers (INED) Conference
International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference presentation
Instructor for POD New Faculty Developers Institute
Quality Matters Connect Conference presentation
Ungrading: Alternative to Traditional Course Assessment at Wyoming Innovations in Learning

Attendance at Conferences, Workshops, Seminars
Association of American Colleges and Universities (AACU) Conference on General Education, Assessment, and Pedagogy
ChatGPT AI-101 Lab
Difficult Dialogue National Resource Center Conference
EdMedia + Innovate Learning
eLearning Consortium of Colorado Grading Conference
Higher Learning Commission (HLC)
   Annual Conference
   Assessment Academy Roundtable
   Conference on General Education, Pedagogy, and Assessment
Higher Education Quality in Action
Magna Online Seminar: How We Can Help Our Students Become Better Critical Thinkers, and Why It Matters
InstructureCon
International Society for the Scholarship of Teaching and Learning (ISSOTL) and International Collegiate Writing Group (ICWG)
International Visual Literacy Association
NAFSA Association for International Educators
Professional and Organizational Development (POD) Annual Conference
Quality Matters
WICHE Cooperative for Educational Technologies (WCET) 34th Annual Meeting
Wyoming Innovations in Learning Conference
Publications


