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 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 Ellbogen 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.

"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

--- Janel Seeley, Director
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)


[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).
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

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)

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

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

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

Together we offered
90 events, sessions, and workshops
28+ different programs, services, and resources
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
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
Together we aligned (cont.)

our programming around what we believe.

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.”
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 LeaRN 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 LeaRN 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 (LeaRN) 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”
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.
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** Attendees

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

**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.
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

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Together we learned

54 from 43

Educators

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
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
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

Departments & Units

including UW and community college colleagues and several visiting speakers, presented at ECTL events.
what it means to be a "great teacher."

20 from 12

Faculty 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.

"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.
Together we are

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

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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**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  
Reappraisal, 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**


**Wasilik, O.** (April 2022). International Faculty and Students Panel Discussion. Shepherd Symposium.


**Boggs, C.** (January, 2022). Trends in innovative teaching at UW or in higher education. Mentoring Program. College of Education.


**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
**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.
- 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.
- UPCEA 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.
Publications


External Presentations


