

# Together We Support

faculty development to foster student and faculty success

photography by Aubrey Edwards



Ellbogen Center for Teaching & Learning

Annual Report | 2022-2023



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# Together We- Director's Message

## **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.**

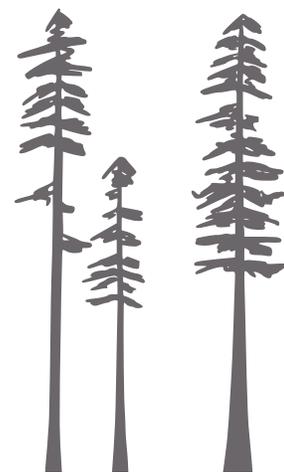
# Together We Offered

94

events, sessions, and workshops

25+

distinct programs, services, and resources



## Learning Communities

Assessment  
Scholarship of Teaching & Learning  
The First Monday Club  
Graduate Teaching Assistant  
New Faculty  
Collaborative Communication  
Ungrading

## Certification and Badge Programs

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

## Resources

Breakout EDU Active Learning Tool  
Graduate Teaching Handbook  
ECTL Knowledge Base  
ECTL Lending Library  
LightBoard Studio  
ECTL Pedagogical Post

## Sessions and Workshops

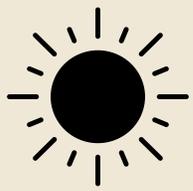
WyoCourses Rapid Course Design  
A.I. Discussion Series  
Food for Feedback  
Making Critical Thinking Visible  
Magna 20-Minute Mentor  
Teaching & Learning Academies  
UW Curriculum Mapping Workshops

## Book Groups

*Relationship-Rich Education: How Human Connections Drive Success in College*

## Direct Support

Faculty Learning Studio  
Consulting and Class Observations



# Together We Reached

Roughly **27,000** Students

are taught by

**314**

ECTL Participants  
from UW

Of the ECTL participants who  
teach,

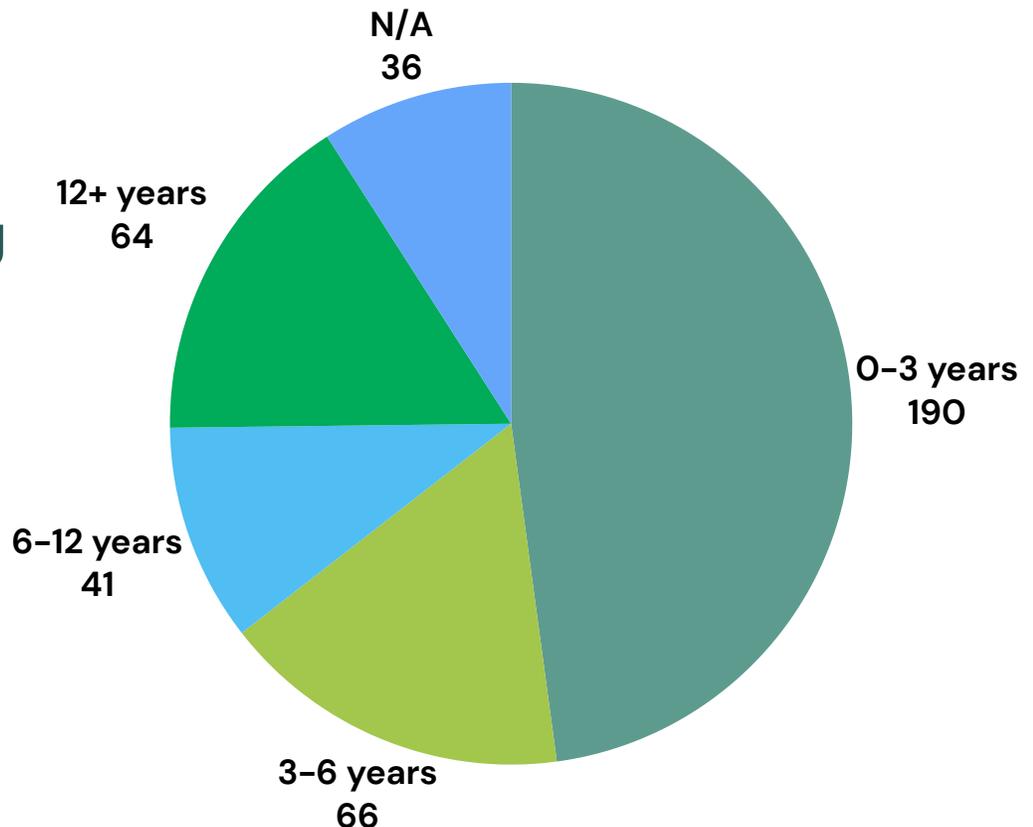
**66%**

are early career instructors  
(less than 6 years)

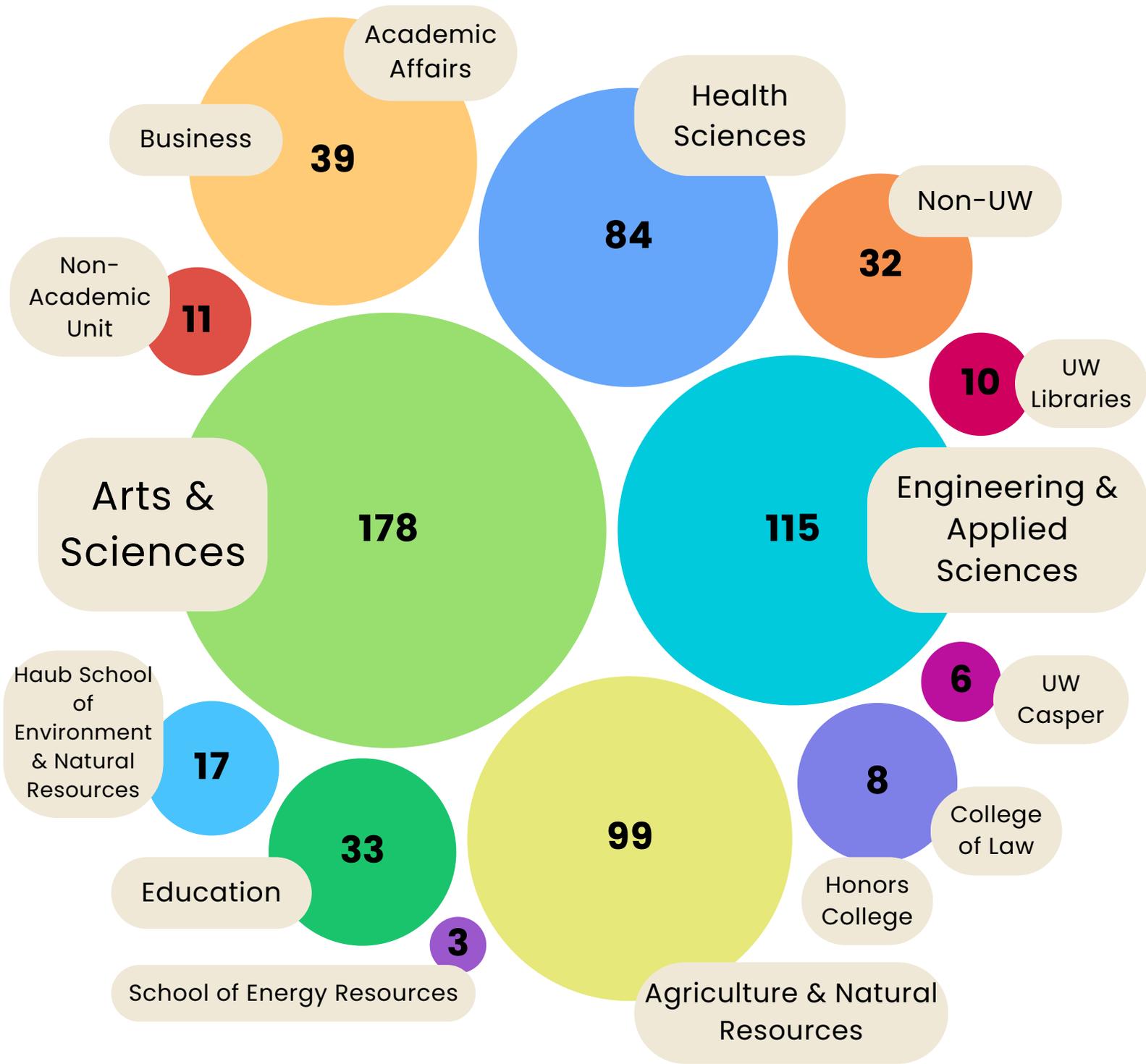
\*\*Please note, data shared on pages 3 to 6 of this report is dependent on registrant responses. Thus, some data points reflect higher totals than others.

## Years of Teaching Experience at UW

(based on 397  
participant  
responses)

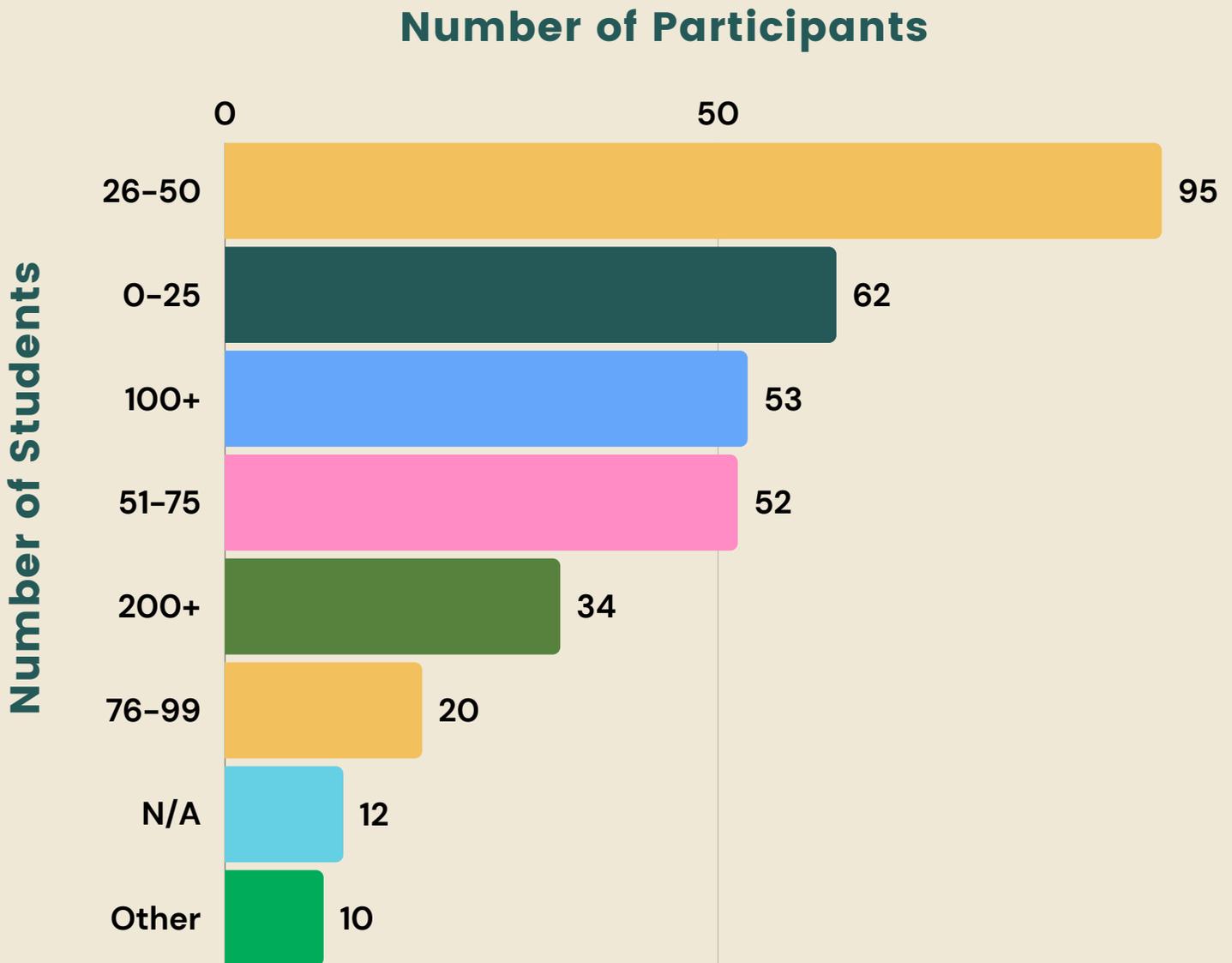


# ECTL Participants by College, AY 2022-2023



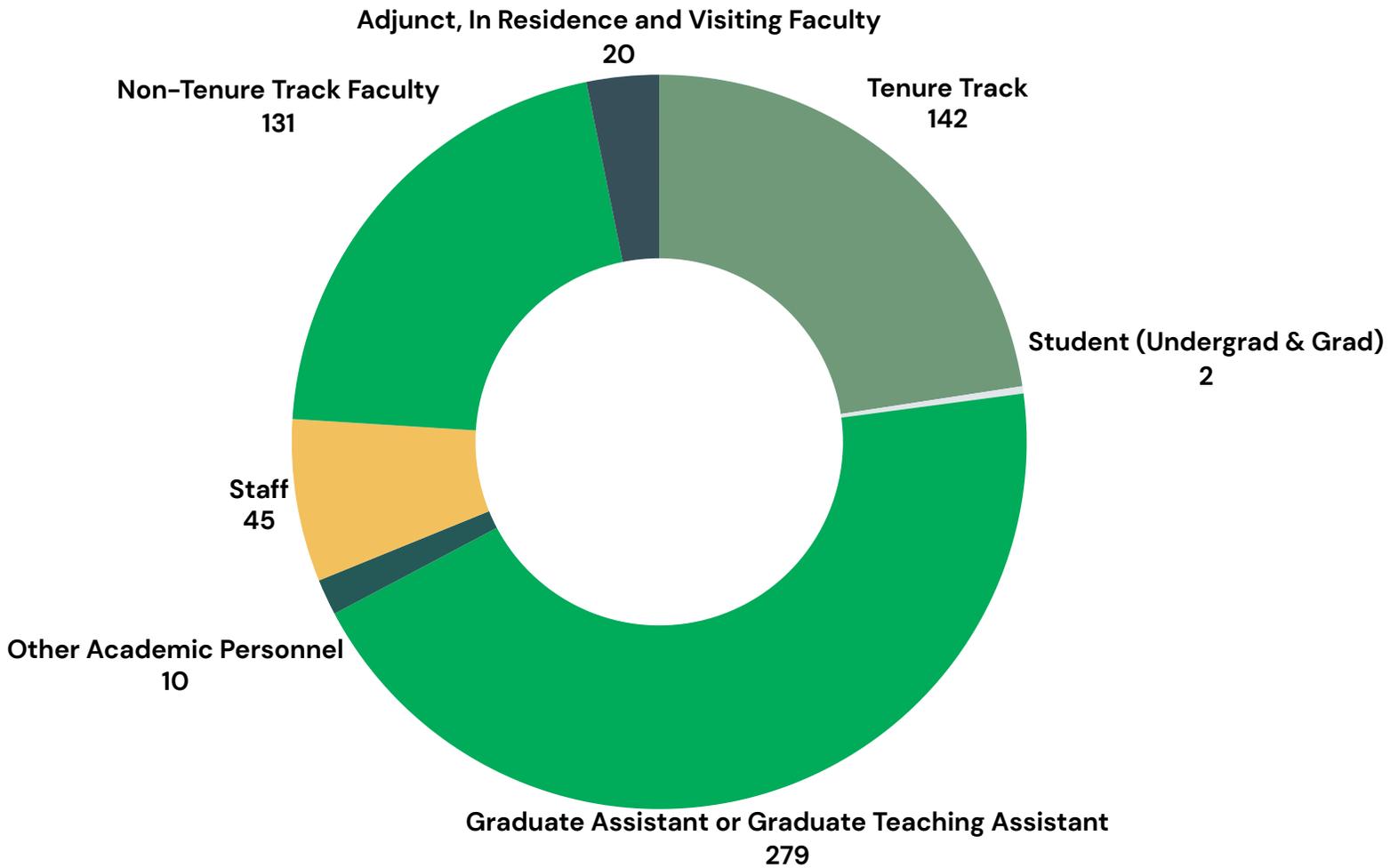
Please note some ECTL Participants are reflected in more than one college, as indicated by registration responses.

## 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)



## Assessment

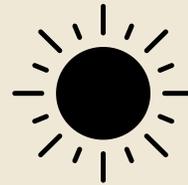
**Assessment for student learning opens the door for meaningful engagement into what, how, and why learning occurs for all learners; this in turn, informs practice, pedagogy, and curricula to better support all students.**

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.

**“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**

# Together We Aligned

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. 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**

# **New (pre-tenure) Faculty and Graduate Teaching Assistants (GTAs)**

**Getting New Faculty and GTAs started on the right foot goes a long way toward successful teaching.**

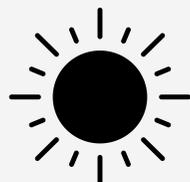
New (pre-tenure) faculty and GTAs face unique challenges as they navigate new roles. For many, this is their first time in front of students as an instructor of record. Therefore, the ECTL offers specific programming on teaching and learning for new faculty and GTAs with funding from the Ellbogen Foundation.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

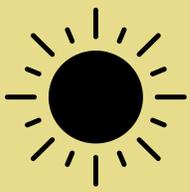
This year, new faculty received two books: *How Learning Works: Seven Research-Based Principles for Smart Teaching* and *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*. The ECTL held two New Faculty learning communities that met regularly throughout the year where 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**





# Together We Impacted

## My Journey with the ECTL

by Dr. Tawfik Elshehabi  
Assistant Professor  
Petroleum Engineering

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



Dr. Tawfik Elshehabi



**My experiences with the ECTL revealed the extensive science and research behind effective teaching and learning.**

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

## Meaningful and Manageable Program Assessment

A How-To Guide for  
Higher Education Faculty

Laura J. Massa  
and  
Margaret Kasimatis

*Meaningful and  
Manageable Program  
Assessment: A How-  
To Guide for Higher  
Education Faculty*

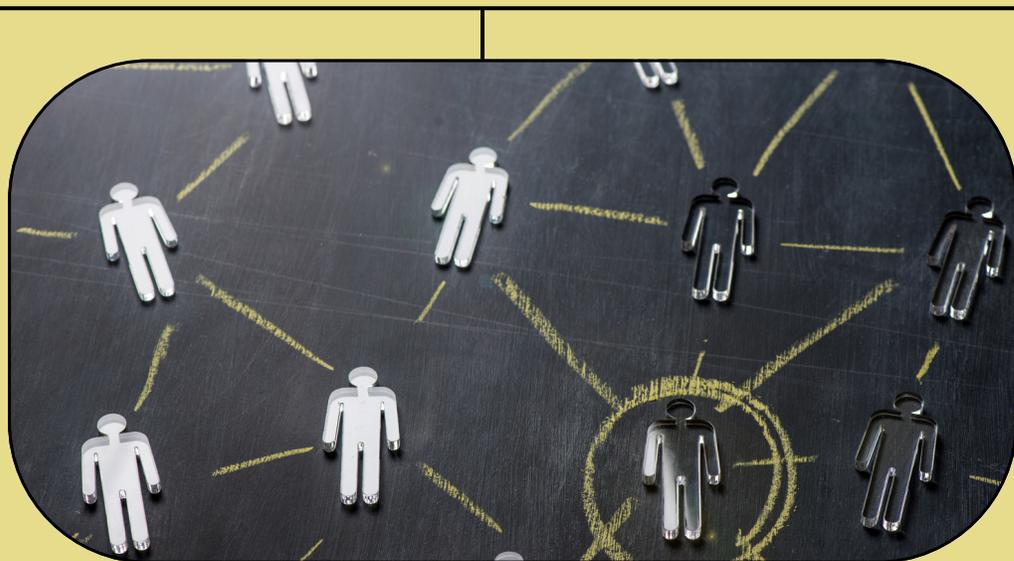
Routledge Press

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.



**Having a mentor can enhance the outcome of certain situations, yet having great mentor(s) has the power to transform lives.**



**Build your network**

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# 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 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**.

**30** UW Committees

**07** Courses Taught

**23** UW Presentations

**19** Attendance at  
Conferences,  
Workshops, and  
Seminars

**22** External Committees,  
Boards, and Panels

**08** Publications

**02** Awards/Grants

**09** External Presentations



# 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

Amanda DeDiego, Billi London-Gray, Blake McGee, Charli Dziedzic, Cheryl Rodgers, Christi Boggs, Courtney Carlson, Danielle Cover, Dhawal Jain, Ginka Kubelka, Heather Webb Springer, Janel Seeley, Jeff Miller, Jennifer Stephens, Jennifer Tanner Eisenhauer, Jenny Ingwerson Niemann, Jessica Papke, Kaitlyn Root, Kris Koski, Meg Van Baalen-Wood, Meredith Minear, Oksana Wasilik, Pam Langer, Reshmi Singh, Sarah Lee, Shane Epping, Shujuan (Olivia) Wang, Tessa Dallarosa, Tracey Eckersley, Treva Sprout Ahrenholtz, William Cain, Zoe Kriegel



# 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 Sicheloff, 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.



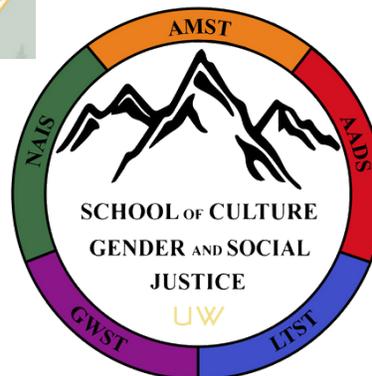
## **Ashli Tomisich -- Assistant Director**

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 ECTL 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.

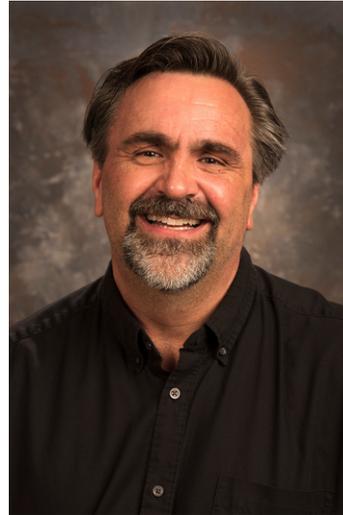


**Meg Van Baalen-  
Wood**  
Senior Lecturer  
Associate Director  
of Critical &  
Creative Thinking

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

## **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

- Jacobs, F., Elliott J., Annor J., & **Jones M.** (2023). Addressing the construction labor shortage in Wyoming through connected secondary and post-secondary construction education pathways. *59th Annual 2023 Associated Schools of Construction International Conference*
- Jarman, M., Thompson-Ebanks, V., Singh, R., **Boggs, C.**, Clement, K., & Peter, S. (2023). Disability studies, inclusive pedagogy, and Universal Design for Learning: A faculty pilot experience." *Disability Studies Quarterly*, 42(3-4). <https://doi.org/10.18061/dsq.v42i3-4.7981>
- Jones, M.** (2022). [Review of the book *Professional Learning Communities: The Ultimate Blueprint for Academic Success*, by Barbara D. Culp]. *Educational Thinking*, 2(1), 59-61. <https://analytrics.org/article/book-review-of-professional-learning-communities-the-ultimate-blueprint-for-academic-success>
- Martinez, J.** (2023). Silver feathers. *The MSU Roadrunner Review*, (5). <https://sites.msudenver.edu/roadrunnerreview/issue-5/silver-feathers>
- 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." *Sage Research Methods: Doing Research Online*. SAGE Publications, Ltd., <https://doi.org/10.4135/9781529601466>
- Ryder, C. & **Wasilik, O.** (2023). Fostering online learning excellence: Developing an internal review process through a 'bucket' approach." *T. Bastiaens (Ed.), Proceedings of EdMedia + Innovate Learning*, 490-493. Vienna, Austria: Association for the Advancement of Computing in Education (AACE)
- Seeley, J.** (2023) Ask me why I asked: Using concepts of collaborative communication to think together about teaching and learning. *Transformative Dialogues: Teaching and Learning Journal*, 15(3), 139-151. <https://doi.org/10.26209/td2023vol15iss31505>
- Van Baalen-Wood, M., Wasilik, O. and Boggs, C.** "Let No Crisis Go to Waste." *T. Bastiaens (Ed.), Proceedings of EdMedia + Innovate Learning*, 890-896. Online: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/221388/>