Ellbogen Center for Teaching & Learning

ANNUAL REPORT | AY 23-24

**YOU KNOW YOUR DISCIPLINE.
THE ECTL IS HERE TO GUIDE YOU IN TEACHING IT.**

SEPTEMBER 2024

ISSUE NO.03

Scan the QR code
or follow the link to
watch a short video
about the ECTL.

bit.ly/ECTL-intro-
video

Scholarship of Teaching & Learning (SoTL)

Instructional Design

ASSESSMENT

ONLINE AND DIGITAL LEARNING (ODL)

Quality Matters

New Faculty & Graduate Teaching Assistant Programming

CRITICAL AND CREATIVE THINKING (CCT)

ELLBOGEN CENTER FOR TEACHING & LEARNING

Click here for a letter to your supervisor stating why you should be involved in ECTL programming:

bit.ly/AttendECTL

Director's Message

The past academic year has been transformative for the ECTL, marked by exciting changes, significant growth, and the launch of new initiatives. As we reflect on our achievements and look forward to the future, we're proud to share our journey with you.

Looking back

Over the past year, we've been thrilled to add **Ashli Tomisich** as our new assistant director and **Dilnoza Kahsilova** as our new SoTL specialist. We were also excited to welcome three new curriculum designers, **Amy Renehan**, **Megan Jones**, and **Thom Freeman**, along with GA **Erica Meyers**, to our Online and Digital Teaching division.

We started off the fall with a continuation of our campus wide book group on Relationship Rich Education. With support from our friends in LeaRN, Honors, and Academic Affairs, we brought the authors to campus for a teaching and learning academy.

Last year, we also piloted a course for new faculty that included online resources, in-person gatherings, and personal consultations. We continued our work with the HLC Assessment Academy and offered a variety of learning communities, including one for graduate teaching assistants and one on critical thinking. We offered four teaching and learning academies focused on relationship rich education and AI. We also held our always collaborative, insightful, and relaxing annual summer institute using The Great Teachers Retreat model.

Our faculty and staff continued to teach classes, attend conferences and serve on committees to keep up with the latest research and practices in teaching and learning. We've conducted our own research and presented at national and international conferences with our professional organizations as well.

Looking ahead

We are excited to pilot our new faculty course one more year, this time with the help of three faculty fellows, **Chris North**, **Alisa Siceloff**, and **Jamie Snyder**, and to provide graduate teaching assistant support with another faculty fellow, **Catherine Johnson**.

Our assessment team continues to promote transparent and supportive assessment practices for student learning. We have more learning communities this year, including another focus on critical thinking and one on collaborative communication/reflective dialogue.

Our online and digital teaching team will begin their first round of work in the curriculum design cycle for a variety of online programs at UW, and we will again hold our ever-popular summer institute. Our teaching and learning academies will focus on AI and a variety of other popular topics in teaching and learning.

Thank you

We couldn't do the work we do without all our partners across campus and beyond. Thanks to everyone who is dedicated to helping our students succeed through successful teaching practices. We are proud to be part of UW.

Janel Seeley

Janel Seeley, Ph.D.
Director, ECTL
Sr. Lecturer

What do we do?

At the heart of our mission lies the belief that quality instruction is fundamental to student success. We recognize the significant investment students make in their education, both in time and resources. Therefore, to ensure their success, we leverage the expertise of our highly qualified professionals across various disciplines at UWYO.

The ECTL specializes in enhancing instructional quality at UW. Our team of teaching and learning experts offers evidence-based methodologies to help instructors excel in teaching their discipline. We provide consultations, workshops, learning communities, and other programming opportunities.

We stay current with the latest developments in areas such as:
- Active Learning
- Artificial Intelligence in education
- Assessment techniques
- Critical thinking strategies
- Online and in-person instruction methods

Our success is built on collaborations with partners across campus and beyond. We work closely with colleges, units, instructors, and professionals at national and international levels. This broad network allows us to access and share cutting-edge research on optimal learning strategies.

Ultimately, our goal is to support instructors so they can better support students.

We Offer:
- Drop-In Instructor Support
- Consultation Services
- Class Observations
- Teaching & Learning Academies
- Magna 20-Minute Monday Morning Mentor Series
- Lightboard Studio
- Learning Communities on Special Topics
- Certification and Badge Programs
- Teaching & Learning Sponsorships
- Rapid Course Design Workshops
- Spring Book Discussions
- Active Learning Tools
- Knowledge Base Website
- Support for New Faculty and Graduate Assistants

The Admin Team

Ashli Tomisich, JD, PhD
Assistant Director
Coe Library | Room 510-A

Janissa Martinez, MFA
Office Associate, Senior
Coe Library | Room 510

ECTL Divisions

CRITICAL AND CREATIVE THINKING

The critical and creative thinking division supports faculty in exploring ways to inspire students in open inquiry, curiosity, truth seeking, artistic expression, and problem solving.

MEG VAN BAALEN-WOOD, MA, MFA
CCT LEAD | SR. LECTURER

Most courses at UW, from USP to disciplinary, undergraduate to graduate, include learning outcomes focused on critical and creative thinking. Yet these skills and characteristics can vary significantly by context. Partnering with instructors throughout the university, the Critical and Creative Thinking Division aims to facilitate the inclusion of effective critical and creative thinking pedagogies throughout the undergraduate and graduate curricula.

Notable AY 23/24 Highlights:

- Developing Activities to Promote Students' Critical
- and Creative Thinking Learning Community-- in collaboration with Communication Across the Curriculum (CXC).
- Collaborated with the Office of the President, the English Department, the College of Business, and CxC to bring Doug Eyeman to campus for the ECTL Teaching & Learning Academy: AI Edition.

Upcoming Learning Community: Teaching Critical Thinking in the Age of AI

Whether we like it or not, AI is infiltrating all aspects of our lives. In this learning community, we'll explore ways to elevate critical and creative thinking to retain our intellectual agency. Our aim is not to reject AI but to leverage it as a tool to drive critical thinking.

> Meg gave me a lot of advice on increasing active learning in my classroom. After implementing these ideas, students reported significantly more engagement in the lesson after the activity.

Consultation Participant, Psychology, AY 23-24

Four Key Benefits of CCT:

1. *Enhancing* graduates' employability;
2. *Maintaining* **accreditation**;
3. *Meeting* **student learning outcomes**;
4. *Preparing* **informed & engaged citizens**.

CCT Website:
bit.ly/CCT-ECTL

Our Collaborators:

Dr. Martha McCaughey
Adjunct Professor | Criminology & Sociology
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T.K. Stoudt
Temporary Lecturer | UW Casper, Veterans Center
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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.

HEATHER E. WEBB SPRINGER, MA
ASSESSMENT DIRECTOR

Assessment *for* student learning at the University of Wyoming invites campus colleagues to embrace student learning inquiry with curiosity and courage. Curiosity to delve further and courage to try new things and to continue to learn, grow and develop.

We celebrate and appreciate the enthusiasm and intentionality our campus colleagues bring to the work of assessment *for* student learning. Thank you for your continued commitment, and we look forward to the work ahead.

Assessment Website:
bit.ly/Assessment-ECTL

> " There are rare opportunities to share learning and assessment strategies among departments at a university. The Assessment and Learning Community increased interaction within departments, as small clusters of instructors and faculty self-identified as individuals who were all working on improving assessment and learning strategies. Having access to the guidance and support from people in the ECTL substantially sped up the long process of developing assessment strategies that were appropriate for the interests of faculty in different fields."

--AY 23/24 Assessment Learning Community Participant from College of Agriculture, Life Sciences and Natural Resources

Upcoming Programming | AY 24/25

UW Assessment Academy: Campus community members are invited to celebrate and dialogue about assessment's work *for* student learning. Colleagues learn with and from one another, share ideas, and engage in informed practices at Assessment Academies, which are held once per semester.

Assessment Learning Community: Teams of 2-4 individuals within a program or department are invited to participate in this year-long assessment journey! This is an opportunity to think with peers about assessment for student learning, review relevant assessment literature, delve into the culture of assessment, and much more. Teams create their own goals and projects for this experience, with checkpoints along the way to foster an iterative practice and community.

Notable AY 23/24 Highlights:
- HLC Mid-Accreditation Report
  - Criterion 3 & 4 Content
- Assessment Institute 2023 Presentation
- International Conference on Assessing Quality in Higher Education 2024 Poster Presentation
- Program Curriculum Mapping
- HLC Assessment Academy

> " I loved the opportunity to connect with folks I might not normally meet on campus, and this experience pushed our area to think about how we can assess our student employees in a powerful way for our programs. It's important that we measure students in all areas on campus; we are all educators!

--AY 23/24 Assessment Learning Community Participant from Student Affairs

UW Institutional Assessment Plan for Student Learning

UW continues to inquire into and shape the narrative of assessment *for* student learning at our institution. As a result, we have redesigned assessment and are attending to culture and capacity as we move forward. We strive to implement a transparent and support-centric assessment plan and system. Assessment as an iterative process at UW is integral to attending to culture, capacity, teaching, and learning.

The UW Institutional Assessment Plan for Student Learning is *available on our website*. *We invite campus colleagues to provide feedback, ask questions, and engage with us as we continue in this work together.*

Assessment Team

Dilnoza Khasilova, PhD

Assessment Specialist
SoTL
Coe Library | Room 511-E

Jake Hayden, MPA

Assessment Specialist
USP2015 Assessment
Coe Library | Room 510-E

Scholarship of Teaching and Learning (SoTL)

The University of Wyoming's Scholarship of Teaching and Learning (SoTL) initiative aspires to create a culture that encourages systematic inquiry into teaching and learning. UW's SoTL community provides a platform for the academic community (e.g., faculty, instructors, lecturers, and graduate assistants) to contribute to scholarship, creative work, and knowledge discovery in teaching and learning.

Notable AY 23/24 Highlights:

- Daniel's Funds Fellows Collaboration (7 fellows)
- Fulbright Hays Project Abroad Grant (11 participants)
- Hopscotch4SoTL Platform Introduction
- Sponsored 3 SoTL Scholars to the Air Force Academy SoTL Summit
- NAFSA - National Association for International Educators, Workshop & Presentation

SoTL Website:
bit.ly/ECTL-SoTL

Upcoming Programming | AY 24/25

SoTL Learning Days | September 19-20, 2024: Attendees will participate in the Kennesaw State University virtual SoTL Summit together! A SoTL Poster Symposium (*SoTL & Graduate Student Poster Showcase*) will take place 12:30-1:30pm on September 20 as part of SoTL Learning Days. This is an opportunity to share ideas, discuss findings, and reflect on student learning.

Air Force Academy SoTL Summit Sponsorship: ECTL will sponsor 3 SoTL Scholars to attend the SoTL Summit in Colorado Springs on November 19, 2024.

SoTL & BuJo Learning Community: Learn about SoTL while utilizing bullet journals (BuJo) to record classroom notes, analyze data, and identify effective teaching practices. Participants will spend time reflecting on practices, developing reflective narratives, generating SoTL research ideas, and more.

ONLINE AND DIGITAL LEARNING

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

CHRISTI BOGGS, EdD
ODL DIRECTOR | SR LECTURER

Online & Digital Learning (ODL) encompasses instructional practices that effectively use technology and evidence-based practice to strengthen teaching and learning. We support an understanding of course/program design that engages students in learning that is meaningful, relevant, and accessible to all. It recognizes that individual experiences and backgrounds strengthens rigor and enrich the classroom experience. ODL can contain many different understandings, techniques, tools, digital content and resources, and applications to support and empower teachers and students in all educational environments, including online, hybrid, and face-to-face. ODL works to increase access to educational opportunities, improve student success, as well as provide instructors with the knowledge and tools to teach all students.

ODL Website:
bit.ly/ODL-ECTL

Notable AY 23/24 Highlights:

- Rapid Course Design (WyoCourses) Workshops
- Ungrading Learning Community
- Going Gradeless Watch Party
- The Grading Conference (read more on p.19)

Upcoming Programming | AY 24/25

Rapid Course Design: This session will give you hands-on assistance setting up the basic functionality for your course.

Ungrading Learning Community: Ungrading is more than just not giving grades; in fact, our current system requires that we give grades. Ungrading is a way of thinking that assists students in their learning in ways that transcend grades. Join us for a learning community where we will explore the ins, outs, and alternatives to traditional grading.

Teaching Online Learning Community: The concept of small teaching is simple: small and strategic changes have enormous power to improve student learning. This learning community will focus on small teaching strategies to positively impact the online classroom.

Online and Digital

Megan Jones, PhD
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Thom Freeman, MA
Instructional Designer
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Erica Meyers
Graduate Teaching Assistant
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> "
>
> **Christi did a fabulous job with the Ungrading learning community to help instructors across disciplines at UW. She really facilitates individual growth as well as community building across campus to help the university improve their teaching for our students. The networking and community built during these sessions provides essential professional development to UW faculty while providing students with a top notch education at UW using the most recent pedagogy in the nation. Thank you Christi and ECTL!**
>
> "
>
> **--AY 23-24 Ungrading Learning Community Participant from Animal Science**

Learning (ODL) Team

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Online Course Design Cycle

The ECTL partners with instructors to develop engaging online courses (synchronous, asynchronous, or hybrid) that meet Course Design Standards. These standards are based on the most widely recognized standards for quality assurance in online course design and have been customized to reflect our design process and needs. There are two design cycles per year – Fall and Spring. Each cycle lasts about 16 weeks (about 3 and a half months), beginning the week before the start of the term.

An instructional designer, media specialist, and librarian work collaboratively with instructors through the design phases, providing support and guidance along the way. Depending on a project's scope, the design team determines which steps in the design phases are needed. Upon completion of a project, a Quality Assurance (QA) Review Team determines whether the course meets the Course Design Standards.

The ODL Team has spent the past 10 months working on creating the Online Course Design Cycle. We began this time by hiring three new positions: a Senior Instructional Designer and two Instructional Designers.

Amy Renehan is the Senior Instructional Designer focused on creating the Design Cycle and all the nuts and bolts to ensure its success. She also participated in the search for and eventually hired the two instructional designers, Thomas Freeman and Megan Jones. We are currently in the process of hiring an Instructional Media Specialist.

Adding these incredible team members will enable ODL to provide support in pedagogy, online teaching, and course design and development. This will enable faculty to focus on content and teaching while the designers create course shells that follow best practices in online teaching, Universal Design, and all the details necessary to engage your students online and improve their learning.

Offered This Year

Learning Communities

Learning communities are groups of 10 to 20 instructors that come together to engage with a topic of special interest. This year, the ECTL offered **11** learning community sections to **115** participants:

- Assessment Learning Community
- A Practical Approach to Effective Teaching--GTA Learning Community (4 sections)
- The Bullet Journal Method as a Tool for Instructor Reflection
- Developing Activities to Promote Students' Critical and Creative Thinking
- New Faculty Learning Community (2 sections)
- Ungrading Learning Community (2 sections)

Direct Support Services

The ECTL offered direct support to **87+** participants, totaling over **110+** individual meetings. Two types of direct support were offered:

- Drop-In Instructor Support offers drop-in support hours every Monday and Thursday during the semester to consult about a wide range of curriculum and pedagogy questions, explore more advanced uses of WyoCourses, or get a refresher about the basic WyoCourses tools.
- Consultations and Classroom Observations include:
  - Lesson Planning/Curriculum Development
  - Classroom/Course Site Observation
  - Mid-Semester Feedback
  - Small-Group Instructional Diagnosis
  - Student Course Evaluation Analysis

28
Distinct Programs, Services, and Resources

158
Individual sections or sessions

Watch Parties

There are some online conferences or webinars that the ECTL believes are too important for instructors to miss! For these events, the ECTL offers watch parties, where instructors are brought together in our space to watch the program together--often with coffee and snacks!

Over the course of the year, the ECTL offered **4** Watch Parties to **77** participants:

- Elements of Practice and Policy of AI in Education (AI Committee sponsored)
- SoTL Summit
- Going Gradeless
- The Teaching Professor Online Conference

Conference Sponsorships

The ECTL offered **3** conference sponsorship opportunities to **32** participants.
- The Grading Conference Online (24 Registrations)
- The Lilly Conference (Registration and travel expenses for 5 participants)
- Air Force Academy Fall 2024 SoTL Conference (Registration and Travel for 3 participants).

Workshops/Webinars

The ECTL offered **11** individual workshops/webinars to **32** participants**.**
- Program Curriculum Mapping (4 sessions)
- Rapid Course Design (WyoCourses) Workshops (7 sessions)

> " I just learned more about the valid assessment of my students' learning in the last 15 minutes than I have in the past 15 years of teaching. "
>
> -Participant, College of Health Sciences, AY 23-24

Other Programs

The ECTL offered **4** other programs to **303** participants**.**
- SoTL Cafe
- SoTL Cohort Follow-Up meetings
- Magna Monday Morning Mentor Series
- Summer Institute

Services and Resources

The ECTL offered **6** additional resources to UW Instructors.

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

Academies

The ECTL offered **6** academies to **486** participants.
- Assessment Academies
  - December 7, 2023 | 4 sessions
  - March 21, 2024 | 6 Sessions
- Teaching and Learning Academies
  - September 19, 2023 | 7 Sessions*
  - October 25, 2023 | 4 Sessions
  - January 31, 2024 | 4 Sessions
  - April 9, 2024 | 4 Sessions**

*Relationship Rich Education author visit (*p.13*)
**Generative AI speaker visit. (*p.15*)

> " The ECTL has created a safe space where I can share and ask questions (I never feel dumb). AY 23-24 Participant "

343

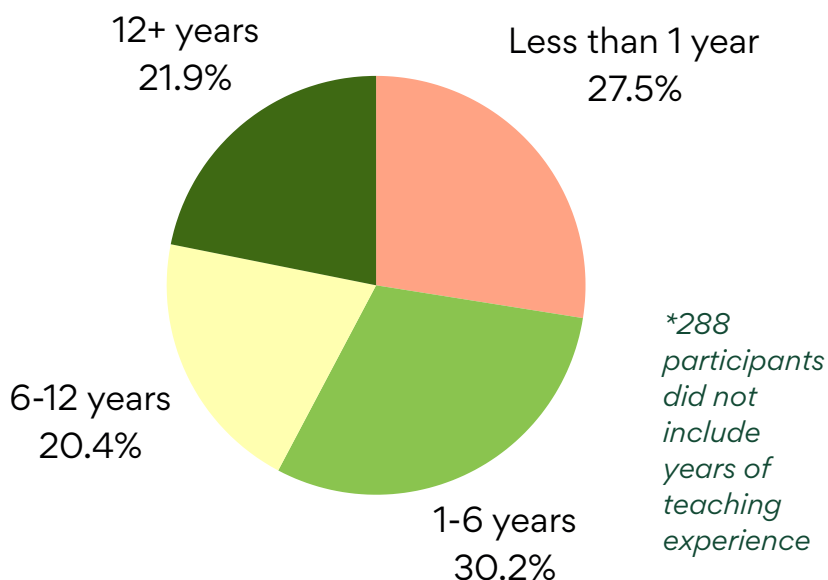participants applied ECTL informed practices.
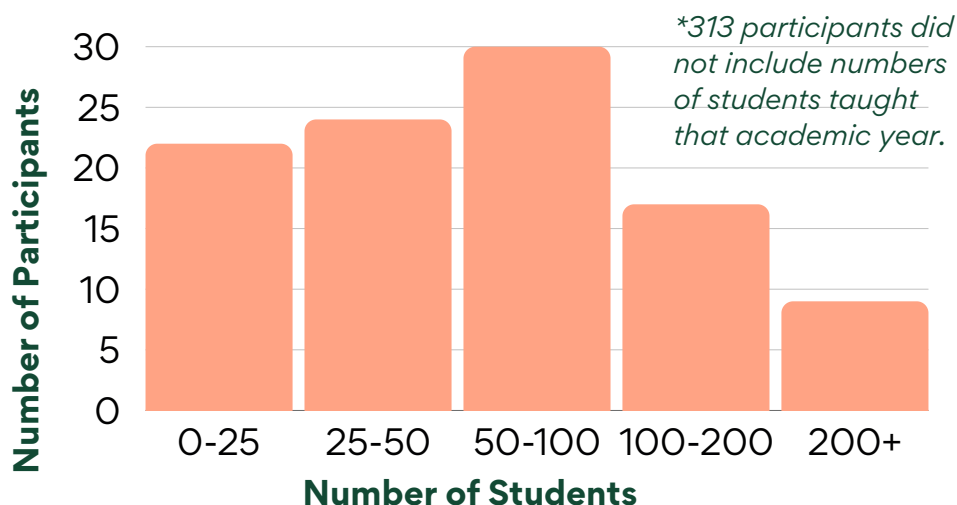
These participants **each** teach an average of

92

students per year.

Participant Data

Years of Teaching Experience

12+ years
21.9%

Less than 1 year
27.5%

6-12 years
20.4%

*288 participants did not include years of teaching experience

1-6 years
30.2%

Students Taught Per Year

*313 participants did not include numbers of students taught that academic year.

Number of Participants

Number of Students

0-25   25-50   50-100   100-200   200+

Teaching Method

Face to Face: 90
Online Synchronous: 20
Online Asynchronous: 41
Hybrid: 30
Hyflex: 9

Note: 47 participants answered multiple methods, and 318 did not include teaching method

> " *I came into the position with professional knowledge but no background in best teaching practices or pedagogy. With the ECTL's resources, I acquired the skills to create a positive, engaging, and accessible class for my students.*
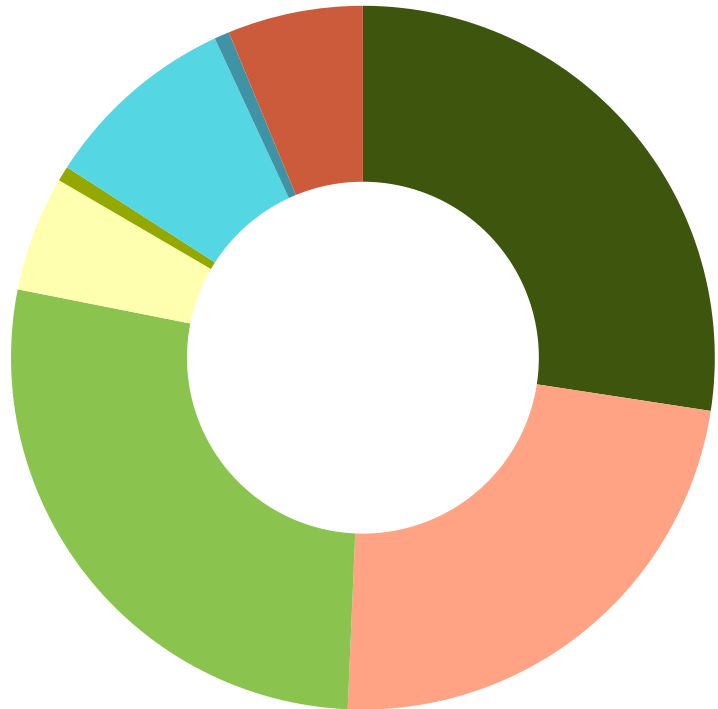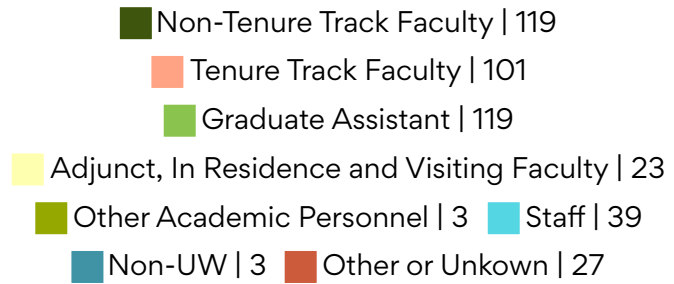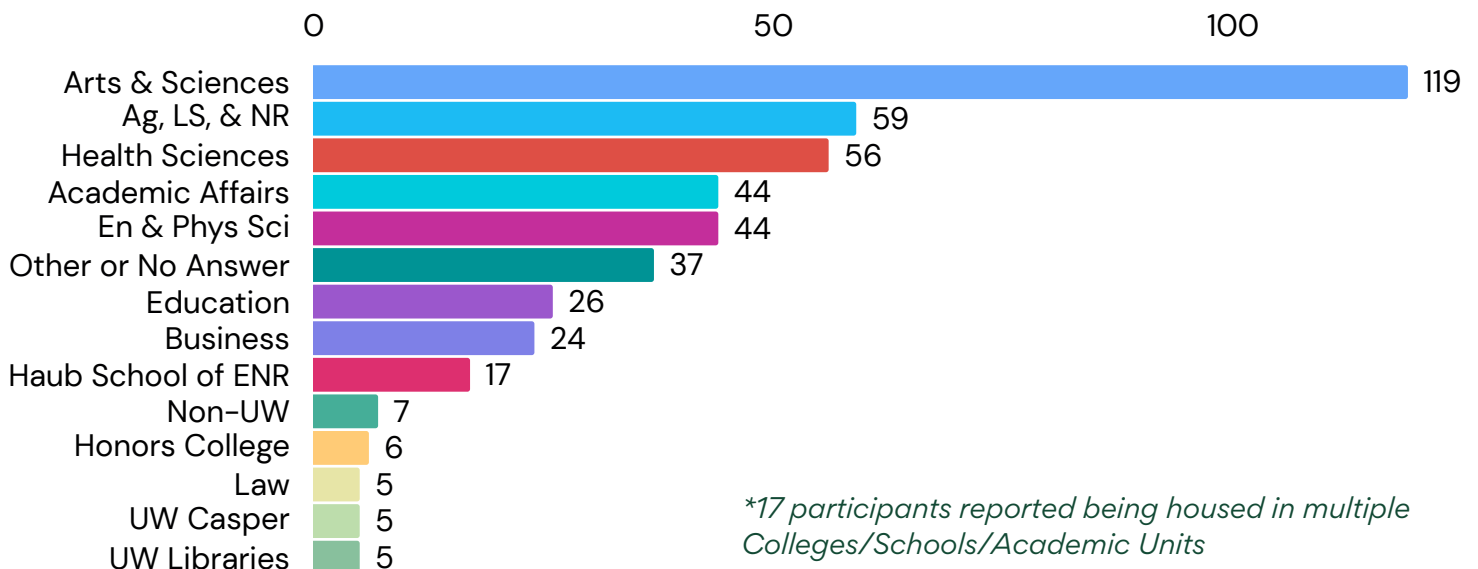> **--AY 23/24 Participant** "

bit.ly/ECTL-data-AY23-24

*View a more complete version of our data by scanning the QR Code or following the link.

Teaching Position

- Non-Tenure Track Faculty | 119
- Tenure Track Faculty | 101
- Graduate Assistant | 119
- Adjunct, In Residence and Visiting Faculty | 23
- Other Academic Personnel | 3
- Staff | 39
- Non-UW | 3
- Other or Unkown | 27

Participants by College

College	Count
Arts & Sciences	119
Ag, LS, & NR	59
Health Sciences	56
Academic Affairs	44
En & Phys Sci	44
Other or No Answer	37
Education	26
Business	24
Haub School of ENR	17
Non-UW	7
Honors College	6
Law	5
UW Casper	5
UW Libraries	5

17 participants reported being housed in multiple Colleges/Schools/Academic Units

Ellbogen Foundation Endowments

The Ellbogen Center for Teaching and Learning (ECTL) would like to take this opportunity to express our gratitude for the funding that supports our New Faculty/Graduate Teaching Assistant (GTA) programs and the John P Ellbogen Summer Institute. Endowed gifts such as this are vital to the success of teaching and learning at the University of Wyoming.

John P. Ellbogen Summer Institute

From May 15th to 17th, 2024, the ECTL held its 9th annual Summer Institute. For the past three years, we have used the Great Teachers Retreat as a model for this event.

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. Therefore, our focus is on learning from one another. We limit the number of attendees to ensure a high-quality, personalized learning experience.

READ ABOUT THE

ECTL **SUMMER FACULTY INSTITUTE** 2024

"One of the best things I've done at UW!"

New Faculty

Every year, the ECTL offers services and programming specifically for new and early-career instructors. This year, we prepared 60 book bags, which included two leading books on pedagogy and various items promoting the center. We piloted a non-credit course for new faculty, including online and in-person components. We had 22 participants, with excellent feedback provided as we continued to develop this course.

"I don't know how you get through the first year without this course!" --AY 23-24 New Faculty participant, Social Work Department

To learn more about New Faculty Programming:

bit.ly/NF-programs_ECTL

Graduate Teaching Assistants

The ECTL offered learning communities for graduate teaching assistants utilizing *The Successful TA* to foster conversation on teaching as a graduate student. Thirty-two participants were involved in this program over two sessions, fall and spring. We also offered the book to 25 additional GTAs to read independently.

"I particularly valued the emphasis on active learning methodologies and the role of collaborative communication in enhancing student engagement and comprehension. The interactive nature of the session not only broadened my understanding but also provided me with tangible tools to implement in my teaching practice." --Spring '24 GTA participant, Chemistry Department

To learn more about GTA Programming:

bit.ly/NF-programs_ECTL

Program Highlights

Featured: Relationship-Rich Education author visit

The Relationship-Rich Education author visit on September 19, 2023, focused on building relationships in education and delivered valuable insights into impactful teaching strategies. Jointly sponsored by the Honors College, LeaRN Programs, the Office of Academic Affairs, and the Ellbogen Center for Teaching and Learning (ECTL), this day featured an exceptional lineup of speakers, including a special keynote lunch with authors Peter Felten and Leo Lambert.

The day began with the ECTL's Teaching and Learning Academy, which included three sessions about student/instructor relationships:

- "Meeting Students Where They Are" by Dr. Kaitlyn Root explored techniques for supporting diverse student bodies.
- "The Graduate Assistant and Advisor Relationship," led by Peter Felten, addresses the crucial dynamics between graduate assistants and their advisors.
- "Fostering Student Relationships Through Team-Based Learning" presented by Dr. Lori Howe showcased interdisciplinary inquiry methods used in the Honors First Year Seminar.

A highlight of the event was the special keynote lunch featuring authors Peter Felten and Leo Lambert, who discussed their book "Relationship-Rich Education." Their presentation emphasized the importance of human connections in driving college success.

After the keynote lunch, educators who participated in the Spring 2023 book groups were invited to attend a discussion facilitated by Lambert and Felten.

RELATIONSHIP-RICH EDUCATION

HOW HUMAN CONNECTIONS DRIVE SUCCESS IN COLLEGE

PETER FELTEN AND LEO M. LAMBERT
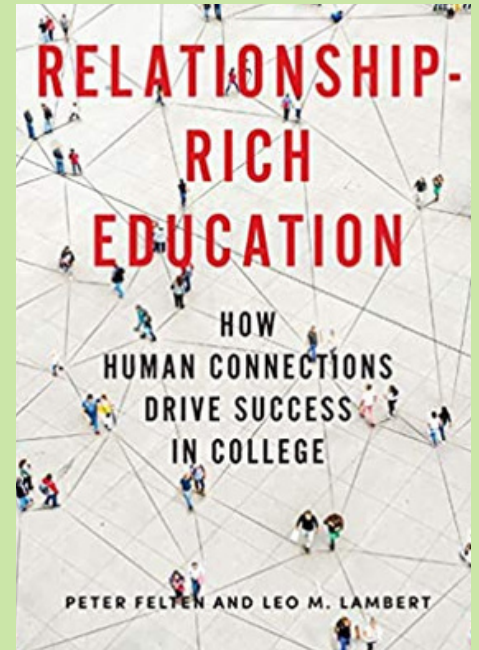
June 2024 Grading Conference Sponsorship

The ECTL Assessment and Online & Digital Learning (ODL) Divisions sponsored 20 participants to the virtual 2024 Grading Conference. For more information about the impact of this sponsorship, click on or paste/type this link into your web browser:

https://bit.ly/GCS-Report

AY 23-24 Conference Sponsorships

We offered 116 sponsorship opportunities to faculty to attend the following professional development opportunities in teaching and learning.

- Elements of Practice and Policy of AI in Education
  - Watch Party (20 sponsored)
- SoTL Summit
  - Watch Party (12 sponsored)
- Going Gradeless
  - Watch Party (24 sponsored)
- The Teaching Professor
  - Online (28 sponsored)
- The Grading Conference
  - Online (24 sponsored)
- The Lilly Conference
  - Austin, TX (5 sponsored)
- Air Force Academy SoTL Summit
  - Colorado Springs, CO (3 sponsored)

Reza Teheri, Cheryl Rogers, Jamie Snyder, Samara Johnson, Shannon Schneider

Jenny Ingwerson-Niemann, Courtney Carlson, Oksana Wailik

Lilly Conference Participants

Featured: Sponsorship to the Lilly Conference in Austin, TX

The ECTL proudly sponsored five UW faculty members to attend the Lilly Conference in Austin, TX. Participants represented diverse departments, including Nursing, Energy and Petroleum, Criminal Justice, and the Haub School of Environment and Natural Resources.

The conference focused on exploring innovative teaching practices, evidence-based pedagogical ideas, and collaborating with scholars nationwide on teaching and learning concepts. Each faculty member submitted a presentation proposal as part of their application package, all of which were accepted. They presented dynamic topics such as high-impact experiences in study abroad courses, quantitative research on the effect of peer grading on course completion, and accommodations for neurodiverse students.

Participants found the conference energizing and gained valuable insights into emerging themes, particularly around generative AI (GAI) in education. One participant observed:

"I'm cautious about both my own and students' over-reliance on such tools, and the sessions offered concrete ideas to cultivate original thinking alongside GAI as a supportive tool."

Sessions on collaborative online international learning and story-telling for assignment design and student engagement were especially beneficial.

Featured: Sponsorship to Air Force Academy SoTL Summit

We celebrate the SoTL Scholars who are committed to inquiring into student learning. They consistently reflect on how students learn and advance their teaching by participating in various professional development opportunities and events. Attending SoTL Commons gave us valuable tools that our UW SoTL scholars can use to develop their SoTL research.

These three SoTL Scholars who attended the Air Force Academy in Colorado Springs have gone above and beyond. Upon returning, they formalized a group and met 12 times during Spring 2024 to develop a SoTL Scholarly Blog project. Individually, they wrote about SoTL and its principles.

"The infusion of SoTL and insights gained from attending the Air Force Academy 2023 Conference on SoTL have been instrumental in enhancing my role as a professor and researcher.

These experiences have provided valuable applications and support, fostering a culture of continuous improvement in teaching practice and enriching my research endeavors with innovative methodologies and perspectives."

-- SoTL Scholar, School of Teacher Education

Marian Stordahl, ELC; Dilnoza Khasilova, ECTL; Jenny Ingwerson-Niemann, Animal Science; Amy Roberts, CoE

SoTL Summit Participants

For a virtual copy of our annual report, scan the QR Code or follow the link:

bit.ly/ECTL_23-24_Annual-Report

Featured: AI in April

In April 2024, the University of Wyoming hosted a Teaching and Learning Academy focused on AI in education. The event, sponsored by the Office of the President, the Ellbogen Center for Teaching and Learning, the Department of English, the College of Business, and the Communication Across the Curriculum program, featured prominent speakers, including UW Presidential Fellow Mia Williams, UW Associate Dean of CEPS Danny Dale, and Doug Eyman, Director of Writing and Rhetoric Programs at George Mason University.

The academy offered a series of workshops exploring AI integration in classrooms across disciplines. Eyman shared insights on incorporating AI platforms into assignments, while Dale discussed his experience using ChatGPT in a STEM course. Williams led a hands-on session on practical AI tools for teaching. The highlight was Eyman's keynote luncheon, addressing the role of writing in an AI-dominated world.

Presenters

We have many excellent faculty and staff here at UW and beyond who have offered their expertise to some of our programming. A big thanks to the following individuals:

Assessment Academies

- Jeffrey Means (History)
- Steve Barrett (Vice Provost of Undergraduate Education)
- Tawfik Elshehabi (Petroleum Engineering)
- Carrie Barr (School of Nursing)
- Katelyn Golladay, Jamie Snyder (Criminal Justice & Sociology)
- Sandy Hsu, Cindy Price Schultz, Justin Stewart (Communication & Journalism)
- Melissa Murphy, Pamela Joan Innes (Anthropology)

Teaching & Learning Academies

- Peter Felten, Leo Lambert (Co-Authors of *Relationship-Rich Education*)
- Kaitlyn Root (Criminal Justice & Sociology)
- Danny Dale (AI Committee, E&PS Dean's Office)
- Erin Olson (Office of Engagement & Outreach)
- Lori Howe (Honors College)
- Chrissy Renfro, Becky Despain (ACES)
- Matthew Greenberg (Theatre & Dance)
- Mia Williams (AI Committee, CLAD)
- Candace Ryder (CoB Dean's Office)
- Christopher Dechter (UWIT)
- Danielle Cover (Law)
- William Cain (CLAD)

Truly Grateful for you.

UW Collaborations

Wyoming Institute for Humanities Research

Graduate Education

CXC — UW Communication Across the Curriculum

College of Arts and Sciences
Modern and Classical Languages

UWIT Information Technology

College of Engineering and Physical Sciences
Civil and Architectural Engineering and Construction Management

School of Computing

College of Education
School of Counseling, Advocacy, Leadership, and Design

Global Engagement Office
Education Abroad

School of Computing

Advising, Career, and Exploratory Studies

College of Health Sciences
Division of Communication Disorders

School of Culture Gender and Social Justice UW
AMST · AIST · AAST · GWST · LTST

College of Arts and Sciences
Department of English

Daniels Fund Ethics Initiative Collegiate Program

Office of Academic Affairs

Office of Online and Continuing Education

LeaRN Programs

LAMP — Learning Actively Mentoring Program

UW Honors College

Office of the President

Libraries

ECTL Staff

Contributions

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UW Internal Leadership, Committees, Advising, etc.
We serve on a variety of UW committees where we offer our lens of teaching and learning.

- **Boggs:** Next Generation General Education- Cultural Competency Sub-Committee Chair, Freedom of Expression Working Group, Accessibility Committee, Classroom Committee, Campus Sustainability Committee, WyoCourses Steering Committee, 3 Doctoral Committees, 2 Masters Committees, UW Nordic Ski Team Coach, Graduate Teaching Assistant Supervisor, Facilitator for Learning Actively Mentorship Program (LAMP), Howard Hughes Medical Institute Inclusive Excellence Grant Program
- **Hayden:** University Studies Program (USP) Committee, Next Generation General Education- Executive Committee
- **Jones:** AI Committee, Advisory Council on Graduate Education
- **Khasilova:** International Research and Engagement Committee, Presidential Leadership Institute
- **Martinez:** Tri-Alpha Honor Society Member, Incoming MFA Program Peer Advisor
- **Miller:** Committee on Committees, Faculty Recognition Committee, Honorary Degree Committee, Central Student Technology Committee, WyoCourses Steering Committee
- **Renehan:** WyoCourses Steering Committee, Course Design Committees
- **Seeley:** Academic Success Coach, Graduate Student Network Advisor, Presidential Fellows Mentor, Facilitator for Learning Actively Mentorship Program (LAMP), Humanities Institute- Democracy Lab mentor, Daniel's Fellows Mentor, 3 doctoral committees.
- **Tomisich:** Promoting Intellectual Engagement (PIE) First Year Teaching Award, Cowboy Life Coach
- **Van Baalen-Wood:** WyoCourses Steering Committee, WyoCourses Template Design Committee, Committee Member for one Faculty RTP Committee
- **Webb Springer:** University Assessment Coordinators, Higher Learning Commission (HLC) UW Assessment Academy Team, Higher Learning Commission (HLC) UW Evidence Committee

UW Courses and Classes Taught:

Many of us keep up to date with our own teaching practices by offering the following for-credit courses:

- **Boggs:** WMST 4430/5430/AMST 4500 | Queer Theory: KIN 4074 | Field Studies in the Art & Science of Nordic Ski Racing; ENR 4890/5890 | Earth as Body/Body as Planet
- **Jones:** ITEC 2360 | Teaching with Technology
- **Khasilova:** ITEC 2360 | Teaching with Technology
- **Miller:** AGRI 4600-41 | Developing Organizational Leadership
- **Seeley:** GRAD 5910 | Teaching Methodologies & Application
- **Tomisich:** ERS 4970 | Internships
- **Van Baalen-Wood:** ENGL 4010 | Technical Writing in the Professions

Invited UW Presentations

In addition to programming at our center, we have been invited to present on various topics in teaching and learning to classes at UW.

- **Boggs:** "Inclusive Pedagogy," Diversity in Psychology Guest Lecture. "Building Community Partnerships," Diversity in Psychology Guest Lecture. "Queerness in STEM!" Geology & Geophysics.
- **Jones:** New Graduate Teaching and Learning Symposium.
- **Martinez:** "Canva Tutorial," Professional Sports Sales Presentation.
- **Miller:** "Preparing for Day 1 of Class," New Faculty Orientation Panel.
- **Seeley:** "Collaborative Communication," Psychology Guest Lecture. "Dialogue," Presidential Fellows Presentation.
- **Van Baalen-Wood:** "Getting to Know Your WyoCourses: Rapid Course Design" English Presentation. Teaching with Technology Guest Lecture.
- **Webb Springer:** "Preparing for Day 1 of Class," New Faculty Orientation Panel.

Awards/Grants - UW and External

- **Boggs:** Howard Hughes Medical Institute Inclusive Excellence
- **Khasilova:** American Councils for International Education Faculty Enrichment Program for Uzbekistan; Fulbright Hays, Spanish Group Project, Costa Rica

External Certifications and Training

- **Boggs:** Inclusive STEM LC Certification
- **Khasilova:** Student Affairs Assessment Leaders, Applying Leading Assessment in Student Affairs
- **Renehan**: Applying the QM Rubric, 7th ed.
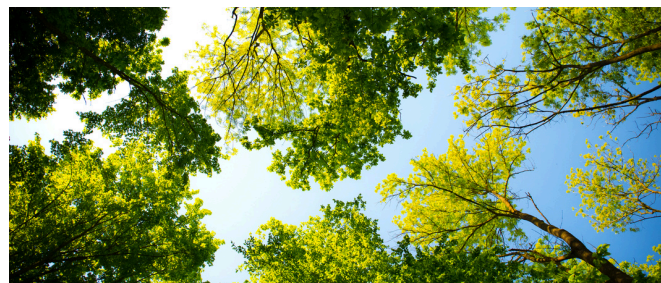
Attendance at non-UW Conferences, Workshops/Webinars, Courses, and Seminars

We participate in conferences, workshops, and courses ourselves to offer our participants the latest evidence-based practice in teaching and learning.

Workshops/Webinars

- NEean Going Gradeless: Exploring Ungrading as an Assessment Innovation to Enhance Student Outcomes
- CELT Webinar on Fostering Inclusivity and Accessibility in the College Classroom
- WESTAF Accessibility 101 Webinar
- NEean Neurodiversity and Assessment Webinar
- HLC Assurance Workshop

Conferences online and in-person

- The International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference
- International Consortium for Educational Development (ICED) Conference
- Professional and Organizational Development (POD) Annual Conference
- International Conference on Assessing Quality in Higher Education
- Higher Learning Commission (HLC) Annual Conference
- IUPUI Assessment Institute
- Heterodox Conference

Courses/Programs

- NAFSA International Education Professional Competencies 2.0 Course
- Leveraging Technologies in Nonformal Learning: Word Language and Culture Program, Samarkand Institute of Economics and Service
- Leveraging Cross-Cultural Understanding in Higher Education, YEAR Exchange Program, American Councils for International Education

- The Teaching Professor Online Conference
- Quality Matters Connect Conference
- Instructurecon
- Wyoming Innovations in Learning Conference
- The Grading Conference
- Fulbright Conference
- NAFSA Conference
- SoTL Summit Online Conference
- SoTL Commons

Seminars

- WESTAF Arts Leadership and Advocacy Series

External Organizations Served, Outside Consulting

- **Boggs:** United States Ski & Snowboard Association, Skiers Nordic of Wyoming
- **Martinez:** Women Artists of Color Retreat Focus Group, Western States Arts Federation (WESTAF) BIPOC Artist Fund Grant Reviewer, ArtsHERE Grant Review and Panelist
- **Seeley:** Chair board of directors- Relative Theatrics
- **Webb Springer:** Laramie County Reentry Partnership

External Presentations, Seminars, Workshops, and Courses

- **Khasilova:** "Building International Alumni Communities with Purpose," NAFSA Conference. "New Strategies for Engaging International Alumni," NAFSA Conference Workshop.
- **Seeley:** ISSOTL International Collegiate Writing Group (ICWG): Leader. Institute for New Educational Developers: Faculty Member.
- **Hayden:** "The University of Wyoming (UW) Assessment Matrix: Using Technologies to Advance Assessment for Student Learning," IUPUI Assessment Institute.
- **Van Baalen-Wood:** "A Community of Principle: Development on the New University of Wyoming Principles," Heterodox Conference, Presentation.
- **Wasilik and Jones:** "Book Clubs," Quality Matters Conference, Poster Presentation.
- **Webb Springer:** ISSOTL International Collegiate Writing Group (ICWG): Member. "The University of Wyoming (UW) Assessment Matrix: Using Technologies to Advance Assessment for Student Learning," IUPUI Assessment Institute. "Agility and Relationships to Inspire Assessment for Student Learning," ICAQHE, Poster Presentation.

Peer Reviewers

- **Khasilova:** International Journal of Students as Partners, UK
- **Seeley:** International Journal for Academic Development, Teaching and Learning Inquiry, Transformative Dialogues: Teaching and Learning Journal
- **Jones:** 2023 AECT International Convention Peer Reviewer

Publications

Khasilova. D. (2024). Case study regarding adult students' learning of world languages and cultures in a unique volunteer and learner-centered nonformal setting. Studies in the Education of Adults, 1-21.

Huijser, H., **Seeley, J.,** & Wittig McPhee, S. (2024). Exploring international collaborative writing groups' potential for community-based academic development around public SoTL. International Journal for Academic Development, 1–13. https://doi.org/10.1080/1360144X.2024.2350643

Motley, P., Archer-Kuhn, B., Dishke Hondzel, C., Dobbs-Oates, J., Eady, M., **Seeley, J.,** & Tyrrell, R. (2024). Defining immersive learning. Teaching and Learning Inquiry, 12. https://doi.org/10.20343/teachlearninqu.12.9

Aleman, R., Vaughan, K., Summerfield, K., & **Seeley, J.** (2023). Immersive, interactive virtual learning environments increase accessibility in soil science. Natural Sciences Education, 52, e20131. https://doi.org/10.1002/nse2.20131

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). https://doi.org/10.26209/td2023vol15iss31505

Tomisich, A. (2024). Learning the Rural Practice of Law. Wyoming Law Review, 24(1), 113–137. https://doi.org/10.59643/1942-9916.1499

Tomisich, A. (2024, May). Rural law & the access to justice crisis. The Coffee House, 4–6.

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Your contributions make a lasting impact on the future of education at the University of Wyoming. Please help us continue to provide essential resources and services that empower our faculty and improve student outcomes.

With your help, we can:

- Offer more conferences, book clubs, and fellowship sponsorships to faculty. This will allow faculty to present and collaborate on the art of teaching with other institutions, bringing valuable insights and innovative pedagogies back to UW and their department.
- You can expand our wrap-around support services for individual departments and divisions. From individual observations and consultations to broad curriculum development and support, these supports advance a holistic integration of assessment and digital innovation.
- Sponsor lunch sessions, which allow busy faculty to attend, network, and learn during our programming throughout the year.

Every contribution, no matter the size, makes a difference. Your donation will directly support the tools, programs, and resources that help our educators excel and our students thrive.

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