

# THE ECTL NEWSLETTER

SEPTEMBER  
2022

*Faculty Development > Teaching Excellence > Student and Faculty Success*

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Coe Library Rooms 510 and 511  
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THE ELLBOGEN CENTER FOR TEACHING & LEARNING

## Director's Note

Hello and welcome to the new ECTL monthly newsletter! Many of you got to know us during the pandemic as we shifted to emergency remote teaching, and we wanted to let you know we are still here. This newsletter is intended to keep you up to date on events and programs we have going on, highlights from those who have utilized our services, and teaching tips that might be useful. Our friendly educational developers have a combined 75 years plus of teaching experience in a variety of subjects, as well as specific credentials in educational psychology, adult education, curriculum design and more. We love meeting as many of you as possible and thinking together about teaching and learning. Come see us!

*--Janel Seeley*

## Over the Summer:

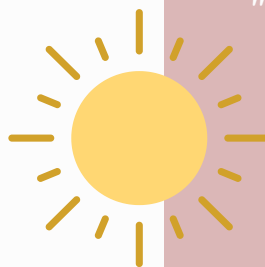
This summer, the ECTL was busy with a myriad of teaching and learning activities. We kicked off the summer with our John P Ellbogen Summer Institute where 20 faculty from 12 departments spent May 18-20 at the Saratoga Hot Springs Resort. This year we modeled the Summer Institute after The Great Teaching Retreat which 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. The Summer Institute was proof of this!

Though it was unfortunately cut a



bit short by a good old Wyoming summer snowstorm, a good time was had by all involved. Lots of new and interesting ideas for teaching and learning were shared! Plans are already in the works for next year's retreat.

For the rest of the summer, ECTL staff attended and presented at conferences, gathered ideas for fall programming, and generally enjoyed the lovely Wyoming weather.



### Quotes from the Summer Institute:

"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."

## Upcoming Programming:

On **Thursday, September 15**, we are hosting the first of four **Teaching and Learning Academies** taking place this academic year. These all-day academies feature presentations by UW educators sharing teaching strategies that have an impact on student learning. Sessions are available in-person, online and recorded. Attendees are welcome to attend for the entire day (lunch provided), sporadically as schedules allow, or request recordings of sessions. We invite you to sign up and discover the amazing things your colleagues are up to with their teaching. For more information and to register, please go [here](#).

Consultations are always available at the ECTL. Every Monday and Thursday from 2:00-4:00p, we offer **Faculty Learning Studio** hours on zoom. These are drop-in support hours every week 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. For those who can't make these times, we also offer **one-on-one consultations** for whatever your pedagogy needs may be. Click [here](#) for more information.

### Featured Resource: ECTL Lending Library

The ECTL library provides access to a range of resources about teaching and learning. Our books cover a wide variety of subjects and themes and include many of the most well-liked and well-respected books about teaching and learning. All books are available for checkout and can be shipped to off-campus faculty at their location.

[More information here!](#)

We also have a subscription to **Magna's 20 Minute Monday Morning Mentor** weekly series. These video-based programs are designed to answer a specific question related to teaching and learning. They deliver actionable insights in highly focused 20-minute presentations designed to fit busy schedules. If you are on our email list or on the faculty listserv, you will see weekly announcements with information on how to access the materials. See the schedule for Fall 2022 [here](#).

For more information about our upcoming programming, visit our [website](#).

# Welcome New Faculty!

## Accounting & Finance

- Trevor Sorensen
- Rebakah Bennick

## Anthropology

- Allison Craine
- Nikolas Sweet

## Botany

- Camellia Okpodu

## Chemical Engineering

- Ian Hammontree
- Randolph Pfeiffer

## Civil and Architectural Engineering

- Aysegul Demir
- Ryan Webb
- Dhawal Jain

## College of Business Dean's Office

- Scott Beaulier
- Jeffrey Covin

## College of Health Sciences Dean's Office

- Jacob Warren

## College of Law Dean's Office

- Autumn Bernhardt

## Communication Disorders

- Douglas Petersen
- Hannah Young
- Amy Peterson
- Zoe Kriegel

## Counseling, Leadership, Advocacy and Design

- Margaret Hudson

## Criminal Justice & Sociology

- Kyle Bares
- Ken Hanson

## Culture, Gender & Social Justice

- Bridget Groat

## Economics

- Tyler Kjorstad

## Electrical Engineering & Computer Science

- Duong Nguyen
- Laura Oler
- Daniel Radosevich
- Zeijian Zhou

## Engineering & Applied Science Dean's Office

- Brad Orr

## Geology & Geophysics

- Jamie McFarlin

## Haub School of Environment & Natural Resources

- Curt Davidson

## Kinesiology & Health

- Bryant Smalley

## Libraries

- Katharine Teykl
- Denis Shannon

## Life Sciences Program

- Liana Boggs Lynch
- Amy Rhoad

## Management & Marketing

- Albert Noel Gould Jr
- Maria Jenks

## Mathematics & Statistics

- Dheer Noal Desai
- Cedar Wiseman

## MBA and Professional Graduate Programs

- Enrique Girones
- Marcus Curley

## Physics & Astronomy

- Maxwell Moe

## Plant Sciences

- Kelsey Brock

## School of Nursing

- Carrie Barr
- Shirley Boggs
- Lindy Gray

## School of Pharmacy

- Lavinia Salama
- David Sheba

## School of Teacher Education

- Rosemary McBride

## Social Work

- Margaret Holland

## Theatre & Dance

- Matthew Greenberg
- Cat Kamrath
- Aaron Wood
- Zachary McCulley

## University Art Museum

- William Bowling

## Veterinary Sciences

- Brett Webb

## Visual & Literary Arts

- Kait Arndt
- Billi London-Gray

## WWAMI Medical Education Program

- Cam Walker

## Wyoming Geographic Information Science Center

- Beth McMillan

# Teaching Tips: Imposter Syndrome in Students

Karen Huxtable-Jester, Ph.D.  
Associate Director, Center for Teaching and Learning  
University of Texas at Dallas

Students often come into our classrooms feeling academically inadequate and fearful of being found out as imposters. They want to learn and are willing to work hard to do so, but worry about the assumptions they think professors make about them. This sense of being judged, or believing that others are noticing them more than is likely, is what social psychologists call the *spotlight effect*. Several strategies can be used to overcome students' fear of self-conscious embarrassment:

1. Communicate your understanding that introversion and shyness are not indicators of disinterest or disrespect.
2. Warn students in advance that you are going to call on them, and follow through. Give them time to prepare both academically and emotionally. For example, ask certain students to prepare an answer to a question that will be posed in a later class session. Plan for all students to take turns doing so.
3. Talk with students about the process of developing a professional or academic identity separate from their private self. Practice transparency by explicitly telling students that you are intentionally creating a safe, brave space for them to practice speaking up, sharing ideas, and taking risks.

For more on this topic, see:

Cox, R. D. (2009). *The college fear factor: How students and professors misunderstand one another*. Cambridge, MA: Harvard University Press.

Kaufman, P., & Schipper, J. (2018). *Teaching with compassion: An educator's oath to teach from the heart*. Lanham, MD: Rowman & Littlefield.

Newkirk, T. (2018). *Embarrassment: And the emotional underlife of learning*. Portsmouth, NH: Heinemann.

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Students don't care how much you know  
until they know how much you care.  
- Anonymous

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