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!

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
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.

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 Radosевич
- 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
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:


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