

Proposal for Strategic Visioning – Support Services

Ellbogen Center for Teaching and Learning (ECTL)

Unit name: Ellbogen Center for Teaching and Learning (ECTL)

College: Academic Affairs

Purpose: The ECTL partners with faculty, graduate students, and colleagues to support excellence and innovation in teaching and learning.

Services Offered: ECTL services are bundled into three focus areas: programs, services, and resources; *all three* focus areas are reflective, transformative, collaborative, and research-based.

Programs: Teaching and Learning Series; Certification and Badge Programs in Teaching and Learning; Graduate Teaching Assistant Programs; Book Discussions; Summer Faculty Institute; New Faculty Initiatives and Programs; and, Faculty Learning Communities.

Services: Consulting and Class Observations; WyoCourses Instruction and Support; Scholarship of Teaching and Learning (SoTL); Faculty Learning Studio; and, Writing Center.

Resources: Lending Library; Lightboard Teaching Studio; Knowledge Base; and Video Library.

Vision: As the center of faculty development at the University of Wyoming, the Ellbogen Center for Teaching and Learning (ECTL) aims to foster and advance a university community culture that values and practices excellence in all modes of teaching and learning as an integral part of the student experience. Please see Appendix A for ECTL Values.

Quantitative Data

Number of Staff: 12 full-time staff and 1 graduate assistant. Two temporary full-time staff to assist with COVID-19 related services (Academic Year 2020-2021). Writing Center staff include: 1 full-time staff, 3 graduate assistants and 4 undergraduate tutors.

Meaningful Metrics & User Ratings:

Spring 2020 over 600 COVID-19 Consultations: Emails and phone calls to faculty and staff for support services related to pedagogy, online instruction, WyoCourses, and VidGrid (for example, not an exhaustive list). ECTL provided an enormous amount of support and services to the University of Wyoming community during the COVID-19 pandemic - this is only a snapshot of the work committed by ECTL staff during this time.

Faculty & New Faculty Groups

Date	Number of Participants	Program Type
Spring 2018	18	Faculty Learning Community (in collaboration with LeaRN)
2018-2019	23	Various Faculty Learning Communities
2018-2019	51	New Faculty Peer Mentoring Group
Fall 2019 - Spring 2020	6	Creative & Critical Thinking/Scholarship of Teaching & Learning Faculty Learning Community

Fall 2019 - Spring 2020	12	Creative & Critical Thinking/Scholarship of Teaching & Learning Faculty Learning Community (in collaboration with LeaRN)
Spring 2020	14	Book Discussion Group (<i>Foundations for Critical Thinking</i>)
Spring 2020	8	Magna Critical Thinking Course
Fall 2020	30	New Faculty Learning Communities
Spring 2021	31	Book Discussion Group (<i>America's Critical Thinking Crisis</i>)

Faculty Learning Studio (drop-in consultations)

Year	Number of Participants
2018	136
2019	98
2020	105

Summer Institute (SI)

SI 2018 received a "very valuable" rating from 92% of participants.

Year	Number of Participants	SI Title
2018	25	Developing Research Through the Scholarship of Teaching & Learning (SoTL)
2019	32	Critical Thinking Initiative

GA/GTA Programs

GTA Learning Community Fall 2020 received evaluation responses from 22 participants - 13 ranked the overall quality of the community as "very valuable" and 9 ranked the overall quality of the community as "valuable."

Date	Number of Participants	Program Type
Spring 2019	10	GA/GTA Book Club (<i>Teaching Your First College Class</i>)
Fall 2019	10	GA/GTA Book Club (<i>First Day to Final Grade</i>)
Spring 2020	5	GA/GTA Book Club
2020	50+	GA Learning Community (focus on strategies and

		techniques for successful academic writing)
Fall 2020	35	GTA Learning Community (Online Content, Bi-Weekly Zoom Sessions, and <i>How Learning Works</i>)

GRAD 5910: Teaching Methods and Applications.

Grad 5910 Spring 2019 received a 4.3 overall rating.

Year	Number of Participants
2018	13
2019	15
2020	13
2021	11

Ongoing Programs

Title	Number of Participants
Certificate and Badge Programs	87
Diversity, Equity & Inclusion Certification	65 registered 12 completed at least one badge
Scholarship of Teaching & Learning (SoTL)	27 (21 faculty & 6 graduate students)

Digital Teaching and Learning Course

Date	Number of Participants
Summer 2020	295 <i>Please see Appendix B for meaningful metrics & user ratings related to this data set.</i>
Fall 2020	54
J-Term 2021	45

Various Workshops & Events

Date	Number of Participants	Program Type & User Ratings
Fall 2018	249	12 various workshops 92.38% "High Quality" Rating

Spring 2019	196	13 various workshops 95.29% “High Quality” Rating
Summer 2019	32	2 workshop offerings 96% “High Quality” Rating
Spring 2020	120	Synchronous Webinars
Spring & Fall 2020	27	Magna Courses
Fall 2020	14 (11 completed)	Quality Matters “Applying Quality Matters Rubric”

Writing Center: Please see Appendix C for 2019-2020 Annual Report and Fall 2020 Report.

Qualitative Assessment

Summer Institute (SI) Feedback:

One of the most impactful parts for me attending the summer SoTL institute was the opportunity to develop a research project that will (hopefully) have impact on the praxis of higher education. (2018 SI Participant)

My main intention was to become intentional about shaping thought leaders. This workshop provided a foundation to do just that. Loved it! This was the best teaching workshop I have attended. (2019 SI Participant)

I've struggled with applying, and for that fact, even understanding critical thinking. This institute has helped me with both of these. (2019 SI Participant)

GA/GTA Book Club and Learning Community Feedback:

This is a unique opportunity, in a low pressure environment, to engage in discussion with others about a common topic. I found the topics to expand my understanding and perspective of teaching and provided useful tools and techniques to enhance my own teaching skills. (Spring 2020 Book Club Participant)

The feedback I received allowed me to make real-time, meaningful changes in my teaching strategies that benefited my ability to teach as well as my students ability to learn. In addition, hearing and helping others through their respective "challenges" helped me to learn through others experiences. A lot of really great advice and ideas were shared in Zoom meetings that have been and will be very meaningful to me throughout my teaching experiences. (Fall 2020 Learning Community Participant)

Faculty Learning Communities (FLC's):

I thought the series was very well done, relevant to my teaching goals; it was thought-provoking and inspiring.

This series was well organized with readings that covered a broad swath of what is an enormous topic to wrap one's mind around. The format was perfect - an hour and a half was enough time to dig into a topic without having it feel like the session was dragging

Having a chance to discuss these topics with people from a variety of disciplines really opened my eyes to the plethora of things we assume students know, either from previous classes or prior experience. Those assumptions are very often not true.

Outstanding book club, wish this could last another semester!

ECTL - A Lynchpin During a Time of Crisis:

Public Knowledge (PK) Assessment & Evaluation of COVID-19 Response (Appendix D): The most current qualitative assessment of the ECTL was conducted by Public Knowledge from September to December 2020. The scope of this assessment included offerings of the ECTL from March 2020 to present day, including courses and individual guidance and support and focused on emergency teaching and learning services and programs to mitigate the pandemic.

The evaluation assessed the direct impact (of the ECTL offering) on UW instructors, and compared the responses to the instructors who used the ECTL's services and those who did not, as well as considering the indirect impact on and benefit to students.

Evaluation/Assessment: The following quotes are a snapshot of the qualitative data harvested from the interviews, focus groups and online surveys:

- *ECTL staff go the extra mile!*
- *I hear from students about things other instructors are doing and I want to learn those too.*
- *ECTL was the go-to when we flipped to online learning.*
- *ECTL's services impact students in looking at outcomes of learning. Continuous improvement is important to student success.*
- *Everywhere – everyone was talking about them as a resource during this time of crisis.*
- *I would love it if all faculty had to work with the ECTL.*

Scenario Planning & SOAR

Scenario Planning: Scenario Planning (Appendix E) is a powerful tool to increase organizational agility and survival. It prepares organizations to better handle emergent changes in the environment. The focus is on the external factors – political, economic, environmental, and technological. Scenario planning is applicable to any type of organization and can be used as a tool for leadership development.

The Ellbogen Center for Teaching and Learning (ECTL) conducted a comprehensive Scenario Planning project in the fall of 2019. The project consisted of four workshops, with the first workshop held in May of 2019 and the last held in September of 2019 at the University of Wyoming.

SOAR (Strengths, Opportunities, Aspirations, and Results: After coordination with the ECTL Director and Academic a SOAR analysis (Appendix F) was accomplished during the Scenario Planning Workshop.

The SOAR strategic planning tool engaged all levels and functional areas of the ECTL. With SOAR, the focus is on enhancing what the ECTL and its team members are currently doing well, rather than concentrating on perceived threats and/or weaknesses. It is about achieving the good versus avoiding error. ECTL SOAR Outcomes can be found in Appendix E.

Goals (Aspirations)

ECTL is committed to our Vision and Values, and relies upon both to inform and guide our approach to achieving the goals set forth below.

1. Pedagogy - To work toward creating a campus climate where the value of teaching is comparable to that of research.
2. Awareness - To serve as the hub for teaching and learning both within and outside the University of Wyoming community by sharing meaningful results that show impact (to include: assessment and Scholarship of Teaching and Learning, SoTL).
3. Collaboration - For continued collaboration and deeper relationships with departments and also with Wyoming Community Colleges (in accordance with the Wyoming Innovation Network, WIN, Initiative) aimed at supporting improved student learning.
4. Educational Development - To support teaching professionals' pedagogy throughout all phases of career. With an emphasis on inclusive pedagogy and research based practices.
5. Professional Development - Engage in ongoing internal professional development.

Appendix A

Ellbogen Center for Teaching and Learning Values

As education development professionals in a learning organization, we value:

Best Practices:

- A research- and assessment-driven approach to promoting and supporting best practices in teaching and learning.
- Recognizing the value of excellent teaching on student learning.
- The innovative pursuit of excellence.
- Promoting inclusive pedagogy.

Collaborations:

- Engaging in and facilitating sustained relationships, both within and between ECTL, programs, faculty and staff, and students.
- Fostering interdisciplinary relationships and diversity throughout the university community and beyond.

Areas of Excellence:

- Communication across the curriculum;
- Critical and creative thinking;
- Instructional design and technology/distance education; and,
- Assessment and Scholarship of Teaching and Learning (SoTL).

Assessment:

- Supporting a strong culture of student learning outcome assessment throughout all University of Wyoming programs and departments.
- Engaging faculty with assessment results that inform practice, ways to improve student learning outcomes, and support pedagogical changes as necessary.
- Promoting well-defined student learning outcomes (SLOs), robust assessment processes (clearly documented and explainable), and effective data gathering processes of direct and indirect assessment.
- Encouraging assessment results that are transparent and accessible.

Appendix B

[University of Wyoming ECTL Course Audits \(WILEY Education Services\)](#)

[Ellbogen CTL Course Audit Project, University of Wyoming January 14, 2021 \(WILEY Education Services\)](#)

Appendix C

[UW Writing Center Fall 2020 Report](#)

[UW Writing Center 2019-2020 Annual Report](#)

Appendix D

[Evaluation of COVID-19 Response Assessment Final Report - “ECTL: A Lynchpin During a Time of Crisis” - Public Knowledge, December 2020](#)

[Public Knowledge - Appendix B: Action Plan](#)

[Public Knowledge - Appendix C: Reflecting Back and Looking Forward](#)

Appendix E

[Scenario Planning Comprehensive Strategic Planning Workshop - October 2019](#)

Appendix F

[SOAR - Strengths, Opportunities, Aspirations, and Results](#)