

2023 ANNUAL REPORT

UNIVERSITY OF TENNESSEE

MEDICINE
NURSING
BIOLOGICAL
SCIENCE

UT THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER.

TEACHING AND
LEARNING CENTER

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Dear colleagues,

It was an exciting year for the TLC as our team continued to grow in terms of scope and programming.

Most notably, we were excited to add Accessibility and Accommodations to our service portfolio. This new group will provide some great opportunities for those on our team who work with faculty to team directly on a regular basis with those who work with students. The partnership will inform our faculty programming to help create an inclusive educational environment.

Another notable achievement in 2023 was the return of our educational development team to the General Education Building (GEB) with new and renovated labs. We are grateful to be back in our home and the ability to provide our students and faculty with a top-notch educational experience.

After a long delay due to COVID, TLC went back on the road with a daylong workshop for Jackson's Family Medicine faculty. We plan on continuing our road trips to other UTHSC instructional sites.

We were excited to introduce three new teaching awards, given to faculty who excel at Active Learning, Inclusive Teaching, and the Scholarship of Teaching and Learning. Congratulations to the three educators who received them in the first year. More information about the awards and the 2023 winners can be found in this report.

Our team participated in several national and international events this year, with several of them partnering with faculty to publish SoTL papers, providing evidence of the impact of their work on student learning.

Finally, 2023 marked several firsts for faculty and graduate students working with the TLC. Rebecca Reynolds, College of Health Professions, received the first Expert Educator medallion, awarded as a result of completing nine online mini-courses. In addition, Alaina Grissom, a PhD candidate in Speech and Hearing Sciences, was the first to complete the Future Educators Academy, a program for graduate students. She will receive a notation on her academic transcript indicating her completion of the program.

We are excited to serve UTHSC's students, faculty, and staff and appreciate the support we receive from our community.

Sincerely,

A handwritten signature in black ink that reads "Thomas C. Laughner". The signature is written in a cursive, flowing style.

Thomas C. Laughner, PhD

Director

BY THE NUMBERS

34

Workshops and Webinars
Offered by TLC

WORKSHOP ATTENDANCE

43

Dentistry

59

Nursing

6

Graduate Health Sciences

68

Pharmacy

55

Health Professions

113

Other

276

Medicine

629

Total

482

Faculty Consults

668

Faculty Tech Assists

ACCESSIBILITY AND ACCOMMODATIONS

In 2023 student disability services was relocated under the Teaching and Learning Center and rebranded as Accessibility and Accommodations. Along with a name change, the office was also relocated to the new Center for Student Success in the 910 Madison building. Fall 2023 also brought the migration to a new management system, Maxient, which was already in use by Student Conduct and Care. Under new leadership, Accessibility and Accommodations streamlined the application process, using current AHEAD guidelines to assist students in applying for accommodations, reducing the timeline from applying for accommodations to receiving a decision from months to about two weeks.

EDUCATIONAL DEVELOPMENT

The Educational Development Program supports classroom learning environments across UTHSC, but primarily within the Cecil C Humphreys General Education Building (GEB). The GEB is the largest instructional facility on the Memphis campus and boasts 209,000 square feet (which is equivalent to 3.5 football fields) of learning space. There are six classrooms, nine lecture halls, two exam testing areas, 16 basic science labs, and numerous individual and group study spaces. Also, the building hosts conferences, workshops, ad hoc, and external events.

AREAS OF FOCUS

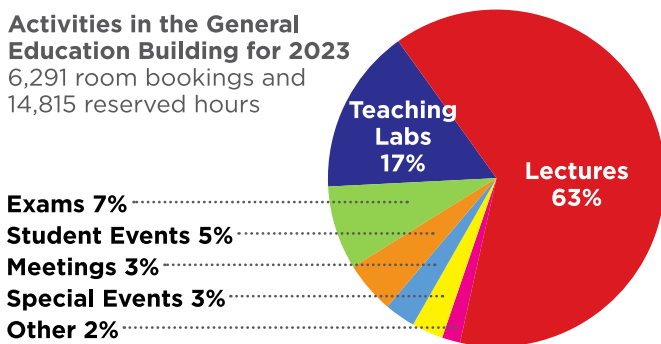
Educational Development is comprised of two areas: Learning Space Management and Teaching Lab Operations.

Learning Space Management

Learning Space Management is responsible for scheduling effective and efficient use of learning spaces and to ensure that they are meeting the academic standards of the university.

Activities in the General Education Building for 2023

6,291 room bookings and 14,815 reserved hours



There was an 8% increase in scheduled activities compared to 2022. Lectures, teaching labs, and exams were the three top activities in the GEB.

Teaching Lab Operations

Each of the sixteen labs in the GEB is equipped with lab benches, power outlets, and gas sources. Eye wash stations and showers are located within the interlab corridor in case of an emergency. Other resources available in the labs are:

- biological safety and chemical fume hoods
- incubators
- cold storage
- pipettes and glassware
- analytical balances
- centrifuges
- microscopes
- sterilizers
- fluorometers
- thermocyclers
- osmometers
- chloridometer
- densitometers

For lab experiences, Senior Laboratory Technologists consult and collaborate with faculty to provide pedagogically sound educational experiences. Staff assist in the selection, development, testing, and implementation of appropriate experiments. Learners are exposed to principles of anatomy, neurology, microbiology, chemistry, and other basic sciences.

In 2023, Teaching Lab Operations conducted 1,013 unique lab experiences with 3,083 lab hours.

Achievements

In December 2023, GEB renovations were completed, and the Teaching Lab Operations returned to the General Education Building.

Educational Development secured over \$100,000 in capital improvements due to the renovation. There were several improvements in the new space:

- Modular cabinetry and mobile wire racks for storage
- Oiled soapstone countertops for prepping experiments
- Additional power sources in the corridor
- Upgraded appliances in the washroom
- New heating source for the incubation room
- Modular furniture in the staff offices

TLC ON THE ROAD

In February, Kelly Jo Fulkerson Dikuua and Amy Hall traveled to Martin, TN to facilitate a faculty development, day-long retreat for the Family Medicine Jackson faculty. Participants included ten faculty members and two chief residents. During the retreat, faculty participated in sessions focused on backwards design, curriculum review, alignment of objectives, assessment, and instruction, and giving effective feedback. Faculty spent the day brainstorming ways to improve teaching effectiveness through programmatic and personal improvements. They finished the day with practicing feedback skills during a “healthy” competitive game of basketball toss.



TEACHING EXCELLENCE INSTITUTE

The Teaching Excellence Institute is a series of year-long programs for faculty interested in focusing on a specific topic related to teaching and learning.

Participants meet monthly beginning at the start of the academic year and complete projects and assignments related to that topic. Faculty that complete the minimum requirements receive a certificate and a stipend.

FACULTY NEW TO TEACHING

Intended for faculty who are early in their teaching careers, participants in this track are introduced to the fundamentals of teaching and learning at a health science center. Topics include writing a teaching philosophy, developing learning goals, creating a course skeleton, effective use of class time, inclusive learning spaces, student engagement, providing effective feedback and assessment to students, time management, effective presentation strategies, and student ratings of instruction.

“As a new educator, the course ‘Faculty New to Teaching’ provided me with invaluable support and guidance while I was beginning to learn about the complexities of academia. I recently shared with my chair that this course offered me the support in my transition from practice to academia and I encourage every new faculty member at UTHSC to enroll in this course. The interactive workshops taught me practical teaching strategies while engaging with experienced faculty members and students helped enrich my understanding of effective teaching practices and classroom management techniques.”

The faculty who received the Faculty New to Teaching certificate were:

Dentistry

Anmol Brar

Health Professions

Carlos Clardy

Medicine

Thirumalini Vaithianathan

Tali Wajsfeld

Nursing

Rebecca Burrow

Alisa Haushalter

Kim Kennel

Meghan Madea

Andrea Sebastian

Pharmacy

Julie Farrar

CLINICAL EDUCATOR

The Clinical Educator track is a 9-month program for faculty interested in developing and/or deepening their understanding of the pedagogical strategies used to effectively teach students in the clinical setting. Topics include setting expectations, feedback and coaching and case-based learning.

“The program definitely increased my confidence in teaching, providing feedback, and evaluating students.”

The faculty who received the Clinical Educator certificate were:

Dentistry

Angela Haynes

Health Professions

Ashley Harkrider

Marcia Sharp

Lauren Woods

Pamela Lewis-Kipluei

Medicine

Anna Allen

Kristin Bettin

Nursing

Alise Farrell

Alexia Williams

Pharmacy

James Wheeler

INCLUSIVE LEARNING

Participants in the Inclusive Learning TEI met monthly to discuss topics and strategies related to inclusive teaching and learning. Faculty members also read a book together; the book is titled *What Inclusive Instructors Do* by Dr. Tracy Addy, et al. At the culmination of the TEI, Dr. Addy gave a virtual, campus-wide talk about inclusive teaching and learning. Additionally, faculty participants of the TEI developed teaching tools and revised teaching materials to include best practices in inclusive teaching and learning.

“I felt the Inclusive Learning TEI was a valuable learning experience because it helped me think about ways to foster an inclusive environment in my classroom beginning with language in my syllabi. I now have statements included in my syllabi to make sure my students are aware of resources that are available to them and language that lets them know from the beginning that inclusivity is part of my teaching philosophy.”

The faculty who received the Inclusive Learning certificate were:

Dentistry

Angela Haynes

Health Professions

Ashley Harkrider

Marcia Sharp

Lauren Woods

Pamela Lewis-Kipluei

Medicine

Anna Allen

Kristin Bettin

Nursing

Alise Farrell

Alexia Williams

Pharmacy

James Wheeler

SCHOLARSHIP OF TEACHING AND LEARNING

The Scholarship of Teaching and Learning (SoTL) track was an 18-month program for faculty interested in contributing to the formal peer-reviewed scholarship of teaching and learning. Participants were supported as they develop a research concept and moved towards the publication of

original research. Topics included an overview of SoTL, study design and conception, literature review, IRB approval, data collection, data analysis, and writing. This year, nine participants earned the SoTL certificate by successfully completing the program and having a SoTL manuscript ready for submission to a peer-reviewed journal at the conclusion of the program.

“The SoTL program was very valuable to me to understand the importance of developing research about teaching and learning in the medical field. I especially liked the session on using EndNote, as I had always done my citations by hand in the past.”

The faculty who received the Scholarship of Teaching and Learning certificate were:

Health Professions

Jacen Moore
Rebecca Reynolds
Lauren Woods
Anne Zachry

Medicine

Aditi Kesari
PJ Koltnow
Melissa Taylor

Nursing

Christie Manasco

Pharmacy

Kelsey Frederick

ACTIVE LEARNING COURSE REDESIGN

The Active Learning Course Redesign track is an 8-month program that started in August 2024 for faculty interested in integrating active learning into a course redesign. Active learning instruction includes evidence-based strategies to promote student learning and engagement. Participants craft learning outcomes that reflect big picture goals. Based on the learning outcomes, participants design assessments and develop teaching methods aligned with effective active learning strategies. Participants read Engaged Teaching and discuss active learning with the author, Dr. Claire Major in a Q&A session.

TLC MEDALLION PROGRAM

The TLC Medallion Program is a series of online courses on a wide range of topics related to teaching and learning. After completing nine medallions, faculty receive the Expert Educator medallion and a stipend from the university.

This year, Dr. Rebecca Reynolds, College of Health Professions, was the first to achieve this milestone.

Dr. Reynolds had this to say about her experience in the Medallion Program.



“The TLC Medallion program is an invaluable resource for faculty at UT Health Science Center. My only regret is that the TLC was not available to me when I began teaching over 25 years ago. I have utilized the TLC resources and wonderful instructional design professionals to collaborate on redesigning courses and aligning my course content with learning outcomes. I am much more aware of andrological approaches to learning and have incorporated these into my classes and research. I encourage all faculty to work with the TLC and take advantage of this great resource.”



Science of Learning

In October, the TLC launched the Science of Learning Medallion, which focuses on cognitive learning theory and its impact on student learning. During the medallion, participants are led on a journey via James Lang’s book *Small Teaching* on how practical instructional strategies can enhance student learning. *Small Teaching* is written on the premise of playing “small ball” to win a baseball game instead of hitting home runs and grand slams. Similarly, Lang posits that teaching can be effective in enhancing student learning through the implementation of small strategies focused on cognitive learning. Faculty finish the medallion with a toolkit of “small teaching” strategies that they can implement tomorrow.



Scholarship of Teaching and Learning

As UTHSC educators consider the best ways to improve student learning, they may also want to research and publish their findings. The SoTL medallion will step through the stages of publication, starting from developing the initial research question, through literature reviews, designing the instrument, evaluating the data, and getting the findings published.



Interprofessional Education

The Interprofessional Education (IPE) Medallion course offers faculty a chance to develop an IPE Project while learning more about interprofessional education. The five modules guide participants through the four IPE competencies, Values and Ethics, Communication, Roles and Responsibilities, and Teamwork, and support the participants in designing teaching activities aligned with these areas. Each participant finishes the course with a completed IPE Project Proposal and Assessment Plan that they can implement in their own teaching. All participants meet individually with instructional consultants from the Teaching and Learning Center and with the Assistant Vice Chancellor of Academic, Faculty, and Student Affairs for support. In addition to developing an IPE project, participants explore pedagogical strategies and resources they can incorporate into clinical and didactic teaching to instruct learners about IPC. Participants who successfully complete the course earn a physical medallion and recognition at an annual awards ceremony.

“The Interprofessional Education Medallion provided me with the background I needed to assist in the planning of a large IPE event that included over 160 faculty and students from across the university. Seeing the impact that the IPE event had on student learning and seeing students from different college collaborate to improve their skills and knowledge, I plan to include IPE events throughout the courses I teach in the future.”

Forty-five faculty were awarded fifty-five medallions in 2023.

“After completing the Teaching with Technology Medallion, I developed a Flipgrid video reflection assignment in the DNP Epidemiology for Clinical Practice. Students reflected on key epidemiologic concepts related to disease frequency such as incidence, risk, rates, and prevalence based on their readings and assigned YouTube video. They were given a grading rubric with a 3-minute limit for the video and to blur their background. Faculty in the course enjoyed not having to grade a written assignment and students were able to participate in more active learning using technology. So, it was a win-win for all! “

BY THE NUMBERS:

Medallions Awarded in 2023

COLLEGE	# FACULTY	TOTAL AWARDED
Dentistry	8	8
Health Professions	12	16
Medicine	15	19
Nursing	12	16
Pharmacy	4	5
TOTAL	51	64

WEBINARS

The TLC's webinars in 2023 focused a wide range of topics from generative artificial intelligence to engaged and active learning.

WEBINAR TITLE	SPEAKER	ATTENDEES	ARCHIVE VIEWS
Reimagining Engaging Learners	Balaji Krishnaiah, College of Medicine	30	18
ChatGPT: Optimizing Artificial Intelligence for Education	Chance Arnold and Bailey Floyd, College of Health Professions; Elizabeth Tobener, College of Graduate Health Sciences; Ted Cory, College of Pharmacy; Kelly Jo Fulkerson Dikua, Amy Hall, Tom Laughner, Teaching and Learning Center	101	39
Saying the "Right Thing": How to Prepare Learners for Difficult Conversations in Clinical and Classroom Settings	Lauren Woods, College of Health Professions; Christie Manasco, College of Nursing; Thomas Yohannan, College of Medicine; Tyler Kiles, College of Pharmacy; Kelly Jo Fulkerson Dikua, Teaching and Learning Center	30	24
Writing Effective Multiple-Choice Questions	Amy Hall and Devin Scott, Teaching and Learning Center	30	17

Continued on next page

WEBINAR TITLE	SPEAKER	ATTENDEES	ARCHIVE VIEWS
Using Growth Mindset Teaching Strategies to Foster Academic Progress	Anita McCurtry, Fort Valley State University	19	3
What Inclusive Instructors Do	Tracie Addy, Lafayette College	23	11
Quick and Easy Strategies Faculty Can Use to Improve Student Learning	Todd Zakrajsek, University of North Carolina-Chapel Hill	16	19
Teaching in Tumultuous Times	Kelly Jo Fulkerson Dikuaa, Teaching and Learning Center	19	14
Building Bridges to Better Health Care through Interprofessional Education	Elizabeth Hall, College of Pharmacy	17	7
Ways to Foster Clinical Reasoning Among Health Science Students	Christie Cavallo, University of Memphis	16	29
Assessing with Purpose: Using Rubrics to Communicate Expectations and Priorities	Devin Scott, Teaching and Learning Center	18	5
Technology for Inclusive Learning	Jennifer Stewart and Kelly Jo Fulkerson Dikuaa, Teaching and Learning Center	12	6

ACADEMIC TECHNOLOGY

Led by Jennifer Stewart, Academic Technology Consultant, UTHSC continued its migration to Blackboard Ultra. Stakeholder engagement was crucial to ensure administration, faculty, staff, and students were notified about the planned conversion of all Banner-generated Blackboard courses. UTHSC is now operating under Blackboard's newest version which offers improved navigation and enhances the user experience.

The project was a collaborative project between UTHSC, Anthology (aka Blackboard), and K16 Solutions. K16 Solutions, a third-party vendor, converted 1,040 Blackboard Original courses to Ultra Course View at zero cost to UTHSC.

The project had several goals: 1) To **foster involvement**, stakeholders were invited to attend seminars and trainings. A self-enrollment virtual Ultra Course was available for learning purposes. Additional online resources such as support help articles and by-topic videos were provided to faculty, staff, and students; 2) To **establish user involvement**, an Ultra Course Super User Group was formed with representatives from each college to serve as support liaisons with their communities; and 3) To **sustain a continuous learning experience**, virtual office hours, technology support, and vital updates were promoted regularly.

In November 2023, ITS released spring term Blackboard course shells in Ultra Course View for all Banner-generated courses. The Ultra Course View Spring 2024 launch was a success and continues with ongoing technical support and learning opportunities for all users.

ExamSoft continues to be a major area of focus, with steps taken to strengthen support for the tool. Working with ITS, processes were developed to assure computer labs had the newest software versions. In addition, a user's group was created to provide a communication forum for key users in each of the colleges.

PROGRAMMING FOR GRADUATE STUDENTS AND RESIDENTS

RESIDENT AS EDUCATOR

Developed in collaboration with the College of Medicine, the Resident as Educator (RAE) program is composed of ten interactive online modules and reflections designed to support medical residents and fellows in becoming effective teachers in clinical settings. **166 residents completed the program in 2023.**

Using RAE as a foundation, the Neurology program used the Medallion Program as a component of a new Neurology Master Educators' Curriculum. In its inaugural year, **three residents are enrolled in the program.**

FUTURE EDUCATORS ACADEMY

The Future Educator's Academy (FEA) provides training in teaching and learning for graduate students at UTHSC who may enter academia. The purpose of this program is to support graduate students across disciplines in becoming effective educators for academic settings. FEA consists of two parts: 1) six self-paced, asynchronous medallion courses, and 2) the submission of a capstone project that includes a teaching portfolio and teaching demonstration, both of which are needed for academic job interviews. All graduate students who complete the program will also receive a notation on their transcript indicating this accomplishment.

There are twenty-one graduate students and residents currently enrolled in the program.

PROGRAM	# PARTICIPANTS
Doctor of Nursing Practice	11
Speech and Hearing Science	6
Pharmacology	1
Pediatrics	1
Physical Therapy	1

Alaina Grissom, a PhD candidate in the Speech and Hearing Science program is the first to complete the program. In a news story about her achievement, Alaina said:

"I really appreciated the variety of information they collected for each of the different medallions, and how it was a great mix of research in specific areas with practical tips on how to implement them into the classroom," she said. "And the assignments allow those who are completing the program to really think about how we might implement them into our own classes in the future."

The **full news story** can be found with the following QR code.



PHARMACY EDUCATOR ACADEMY

The Pharmacy Educator Academy (PEA) is a nine-month program to support pharmacy residents across the state of Tennessee in their growth as educators. Each month, residents complete mini-assignments and attend a lecture or workshop based on the monthly topic. At the end of the program, residents submit a final portfolio that documents competency with elements like lesson planning, developing a feedback plan, developing a teaching philosophy, and using technology to teach. At the mid-program check-in, participants noted appreciating the variety of speakers and how the monthly activities reinforced the monthly topics. **In its inaugural year, 78 residents completed the program.**

"I appreciate the time balance. The activities are meaningful without being long-winded. I feel that the skills are truly helping me form a tool kit for my future in academia. The content is all wonderfully curated!"

"I truly appreciate the opportunity and quality of the program. It is truly a highlight of UT residencies!"

TLC TEACHING AWARDS

2023 saw the inaugural implementation of the TLC's Teaching Awards which recognize and celebrate excellence in teaching and scholarship. Chosen by their peers and students, the awardees were honored for their outstanding achievement in active learning strategies, inclusive teaching, and educational scholarship.

The 2023 award recipients were Aditi Kesari, PhD from the College of Medicine for **active learning**, Stephanie Lancaster, EdD from the College of Health Professions for **inclusive teaching**, and **Leslie Hamilton**, PharmD from the College of Pharmacy for the **scholarship of teaching and learning**. Each faculty received a plaque and \$500 stipend and were honored at TLC's annual Celebration of Teaching Excellence.



Aditi Kesari, PhD
College of Medicine



Stephanie Lancaster, EdD
College of Health Professions



Leslie Hamilton, PharmD
College of Pharmacy

TLC TEACHING AWARD NOMINEES

ACTIVE LEARNING

Brittany Grayless, AuD	Health Professions
Angela Haynes, MS, RDH	Dentistry
Aditi Kesari, MBBS, PhD	Medicine
PJ Koltnow, MS, MSPAS	Medicine
Balaji Krishnaiah, MD	Medicine
Santosh Kumar, PhD	Pharmacy
Christie Manasco, PhD, RN	Nursing
Mark Miller, PhD	Medicine
Swapna Thota, MD	Medicine
James Wheeler, PharmD	Pharmacy
Alexia Williams, PhD, RN	Nursing
Lee Williams, OTD	Health Professions
Yanhui Zhang, PhD	Dentistry

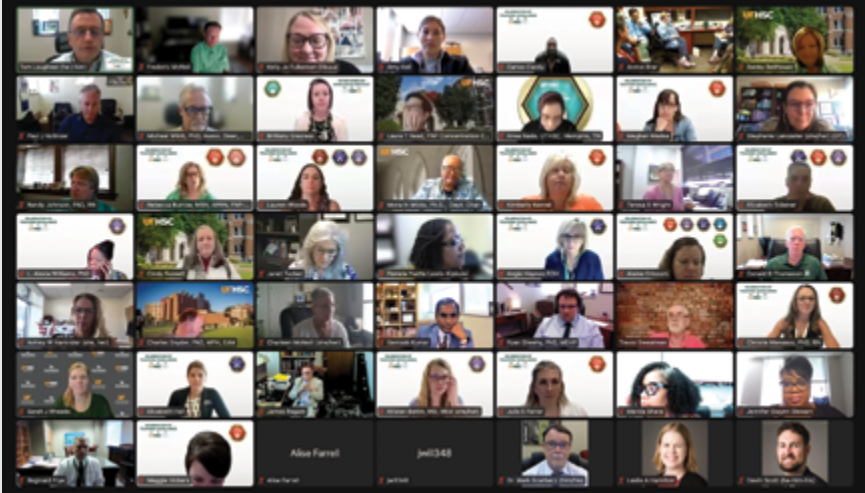
INCLUSIVE TEACHING

Anna Allen, MD	Medicine
Stephanie Lancaster, EdD, OTR/L	Health Professions
Crystal Walker, PhD, DNP	Nursing

SCHOLARSHIP OF TEACHING AND LEARNING

Bobby Bellflower, DNSc	Nursing
Alina Cernasev, PhD, PharmD	Pharmacy
Terrence Cooper, PhD	Medicine
Leslie Hamilton, Pharm D	Pharmacy
Hilary Jasmin, MSIS and Ken Hohmeier, PharmD	Library and Pharmacy
Santosh Kumar, PhD	Pharmacy
Ryan Sheehy, PhD	Medicine

CELEBRATION OF TEACHING EXCELLENCE



The third annual celebration of the work UTHSC faculty and graduate students put into building, improving, and honing their teaching skills was held on August 18. Cindy Russell, Vice Chancellor for Academic, Faculty, and Student Affairs, Wendy Likes, Dean of Nursing, James Ragain, Dean of Dentistry, Stephen Alway, Dean of Health Professions, Reggie Frye, Dean of Pharmacy, and Don Thomasson, Dean of Graduate Health Sciences joined 52 medallion and certificate recipients and the nominees of the TLC Teaching Awards for the hour-long recognition. This year's gift box theme was "teaching toys," with dice, playing cards, play-doh, and a ball in a draw string bag and a card with tips on how to use them with students.



IMPACT

Edited by Kelly Jo Fulkerson Dikua with articles and features written by TLC staff, iMPACT is TLC’s online periodical that features profiles of UTHSC’s faculty, tech tips, and other information relevant to teaching and learning. Three editions of Impact were published in 2023.

April 2023

The Spring 2023 issue opened with an interview with Dr. Elly Riley (College of Medicine) about how to find your ‘big rocks,’ or primary goals, as an educator. The Teacher’s Toolbox section covered TLC’s resource pages and tips on how faculty could

use these pages to support their teaching. Another article shared information about how to use Qualtrics to design an interactive syllabus. The pedagogy podcast focused on rethinking office hours to make them more accessible and student-centered. Research Bytes focused on how to use generative AI in teaching and offered advice for how to discuss appropriate AI use with learners. Finally, the book giveaway was *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*. Dr. Lauren Woods (College of Health Professions) won the book giveaway.



July 2023

The Summer 2023 issues featured an interview with Dr. Anmol Brar (College of Dentistry) discussing her use of simulation to prepare second-year dental students for clinical experiences. The next article detailed how to use an online



resource, the Active Learning Library, to design teaching experiences that incorporate active learning strategies in meaningful ways. The 'Did you know?' article shared tips for how to use Poll Everywhere for learner engagement. The pedagogy podcast outlined a podcast about how to prepare for the first day of class. The Research Bytes article discussed how instructors can use confusion to help learners understand complex topics. Finally, the book giveaway was *Distracted: Why Students Can't Focus and What You Can Do About It*. Dr. Kim Carter (College of Health Professions) won the giveaway.



November 2023

The Fall 2023 issues featured an interview with Dr. LaToya Green (College of Health Professions) sharing her research on how to help learners address imposter syndrome. The Teacher's Toolbox article detailed ways to



use scheduling software to tackle administrative teaching tasks, like office hour appointments and writing recommendation letters. The 'Did you know?' article outlined the TLC's Celebration of Teaching Excellence and offered information about how faculty could be a part of future celebrations. The pedagogy podcast discussed the science of retrieval practice. The Research Bytes article synthesized research on best practices for gaining student buy-in for active learning. Finally, the book giveaway was *Small Teaching Online*. The winner was Elizabeth Schneider (College of Pharmacy).



BY THE NUMBERS

	APRIL 2023	JULY 2023	NOVEMBER 2023
VIEWS	155	205	173

FIVE MINUTE UNIVERSITY

This popular video series, featuring faculty sharing their best teaching tips, started its second season with the theme of “I Wish I Knew Then.”



BY THE NUMBERS

THEME (2022-2023): Top Tips

SPEAKER	TOPIC	2023 VIEWS
Rebecca Reynolds	Keep Lectures Short	56
Lynn Russell	Know Your Students	45
PJ Koltnow	Invite Student Feedback	43
Nikki Dyer	Representation Matters	43
Elizabeth Hall	Use Data Driven Instruction	45
Anne Zachry	Emphasize Why the Course is Important	53
Andrew Wilner	Giving and Receiving Feedback	90

THEME (2023-2024): I Wish I Knew Then

SPEAKER	TOPIC	2023 VIEWS
Vrushali Abhyankar	Adopting a Growth Mindset	272
Alexia Williams	The Value of Student Contributions	32
Bill Callahan	The Importance of Caring	42
Kristen Bettin	You Don't Have to Know Everything	47

PUBLICATIONS AND PRESENTATIONS

TLC Staff were active in the national and international communities, presenting and publishing in several venues.

PRESENTATIONS

Adams, D. and Fulkerson Dikuua, K.J. (2023). Inclusion of Left-Handed Dental Students. American Dental Education Association.

Axon, D., Scott, D., Barenie, R., Springer, S., & Cernasev, A. (2023, September 24-28). Thematic analysis of student pharmacist's perceptions of deprescribing education and assessment in the pharmacy curricula [Conference presentation]. 81st FIP World Congress of Pharmacy and Pharmaceutical Sciences, Brisbane, Australia. <https://doi.org/10.46542/pe.2023.236.151>

Fulkerson Dikuua, K.J., & Hall, A.E. (March 2023). Focusing on the big picture: Using Faculty Learning Communities (FLC) to promote interprofessional collaboration in Health Science Education. Presentation at Southern Regional Faculty and Instructional Development Consortium, virtual.

Fulkerson Dikuua, K.J., & Hall, A.E. (November 2023). Student Wellbeing as a Catalyst for Student Success. Presentation at POD Network, virtual.

Hall, A.E., & McElveen, K. (November 2023). Effective resident as teacher programs: Developing educators for today and tomorrow. The Generalist in Medical Education, Seattle, WA.

Haynes, A., & Hall, A.E. (March 2023). Reframing the culture of teaching into a culture of learning: e-Portfolios as a reflective education model. Presentation at UTK Teaching and Learning Innovation Conference, virtual.

Melton, T., Cody, B., Rodriguez, K. E., & Scott, D. (2023, September 24-28). Improving rural health: The development of a rural health certificate in pharmacy curriculum [Conference presentation]. 81st FIP World Congress of Pharmacy and Pharmaceutical Sciences, Brisbane, Australia. <https://doi.org/10.46542/pe.2023.236.151>

Sharp, M. & Fulkerson Dikuua, K.J. (2023). Representation beyond Assimilation: Using Collaborative Technology to Empower Student Storytellers. United States Distance Learning Association.

PUBLICATIONS

Cernasev, A., Barenie, R., Metzmeier, S., Axon D., Springer, S., and Scott, D. (2023). "Student Perspectives on the Pharmacist's Role in Deprescribing Opioids: A Qualitative Study." *Pharmacy* 11, no. 4: 116. <https://doi.org/10.3390/pharmacy11040116>

Frederick, K., Havrda, D., Scott, D., Gatwood, J., Hall, A.E., Desselle, S., and Hohmeier, K. (2023). "Assessing Student Perceptions of Blended and Online Learning Courses in Pharmacoeconomics, Management, and Leadership." *American Journal of Pharmaceutical Education* 87, no. 4. <https://doi.org/10.5688/ajpe9001>.

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2023 NATIONAL ORGANIZATIONS

Amy Hall

Faculty Development Special Interest Group as part of Southern Group on Educational Affairs (part of AAMC). Vice-Chair. July 2023 – June 2024.

The Generalist in Medical Education. Program Co-Chair. December 2023 – November 2025.

Tom Laughner

GEA, National Grant Reviewer.

POD, Core Committee. June 2023-June 2026.

TLC ADVISORY COMMITTEE

Neale Chumbler, PhD
Executive Associate
Dean, College of
Health Professions

John Cox, PhD
Associate Dean,
College of Graduate
Health Sciences

Ed DeSchepper, DDS
Associate Dean,
College of Dentistry

Rick Fought, EdD
Director of Library

Dawn Havrda, PharmD
Associate Dean,
College of Pharmacy

Thomas Laughner, PhD
Director, Teaching
and Learning Center

Vikki Massey
Interim Vice Chancellor
and Chief Information
Officer

Charleen McNeill, PhD
Executive Associate Dean,
College of Nursing

Jamie Pitt, MBA
Director of Education,
CHIPS

Natascha Thompson, MD
Associate Dean, Graduate
Medical Education

Michael Whitt, PhD
Associate Dean,
College of Medicine

TLC FACULTY DEVELOPMENT CIRCLE

Wanda Claro-Woodruff, DDS
College of Dentistry

Angela Haynes, MS
College of Dentistry

Vrushali Abhyankar, MS
College of Dentistry

LaToya Green, DPT
College of Health
Professions

Marcia Sharp, EdD
College of Health
Professions

Anne Zachry, PhD
College of Health
Professions

Chris Jackson, MD
College of Medicine

Lauren King, MD
College of Medicine

Trevor Sweatman, PhD
College of Medicine

Janeane Anderson, PhD
College of Nursing

Jackie Burchum, DNSc
College of Nursing

Randy Johnson, PhD
College of Nursing

Laura Reed, DNP
College of Nursing

Alexia Williams, PhD
College of Nursing

Andrea Franks, PharmD
College of Pharmacy

Thomas Laughner, PhD
Teaching Learning Center

STAFF

Venus Claxton, MPS
Associate Director,
Classroom Learning
Environments

Lela Coleman MLT (ASCP)
Senior Lab Technologist
Microbiology, Mycology,
Parasitology

Susan Cooper, MT (ASCP)
Senior Lab Technologist
Hematology, Blood Bank,
Immunology, Molecular
Biology

Ronald Davis, MS, MBA
Manager, Instructional
Laboratories

**Kelly Jo Fulkerson
Dikuaa, PhD**
Instructional Consultant

Amy Hall, EdD
Instructional Consultant

Thomas Laughner, PhD
Director

Carol Mason
Conference Specialist,
Scheduling Office

George McNeil
Media Specialist

Veronica Reliford-Thomas
Administrative Specialist

Jessica Ross, MLT (ASCP)
Senior Lab Technologist
Clinical Chemistry,
Biochemistry, Molecular
Biology, Urinalysis

Devin Scott, PhD
Instructional Consultant

Keri Snyder, EdM
Associate Director,
Accessibility and
Accommodations

Jennifer Stewart, MPS
Academic Technology
Consultant

Catrina White, MA
Teaching and Learning
Assistant

NEW STAFF PROFILES

The TLC welcomed two new team members in 2023.

KERI SNYDER, EDM



What do you do for TLC/UTHSC?

I'm the Associate Director of Accessibility and Accommodations. I work directly with students to coordinate disability accommodations in the classroom and clinic environments.

A little bit about your background

I'm a west coast transplant to Tennessee, having lived in California and Washington state and moved to the Memphis area in late 2015. I began my career in higher education at Washington State University in 2010, working in the civic engagement office and then transitioned into academic advising. In 2017, I began at UTHSC as an

Educational Specialist in SASSI and joined the TLC team in 2023 in my current role. My educational background is quite diversified as I have an associate's degrees in Forestry and Natural Resources, a bachelor's degree is in Environmental Studies, and master's degrees in Teaching and Higher Education Leadership.

What are you liking most about your job?

Student interaction. I'm always learning from the students that I work with. I also enjoy the dynamic nature of my colleagues, as they bring positive energy to a diversified group.

What do you like about working for UTHSC?

The students. Their dedication and enthusiasm to their future career fields is impressive. I enjoy hearing about their academic journeys and new experiences in the field.

What was your most noteworthy achievement in 2023?

Attending the NASPA annual conference. This was the first large conference that I've attended since joining UTHSC.

CATRINA WHITE, MA



What do you do for TLC/UTHSC?

I am a teaching and learning assistant in the Educational Development Department. My job responsibilities include assisting the MLS staff with staging and de-staging labs, mainly for the medical laboratory science program and for the College of Medicine and Nursing. Recently, I've begun collecting data for each lab our department supports to increase efficiency and organization.

A little bit about your background.

I grew up in a small town called Bradford, TN. After graduating high school, I pursued a bachelor's degree in cell and molecular biology at the University of Tennessee at

Martin. Following my bachelor's degree, I received a master's degree in biology from Union University. Throughout my education, I developed an interest in research and medicine. In 2019, I began working at UTHSC as a senior research assistant for the Department of Pediatrics, where we studied translational/clinical research involving bronchopulmonary dysplasia in neonates. I've also had the privilege of working with other research labs here at UTHSC.

What are you liking most about your job?

I like the collaborative effort of our team, as we strive to foster an exceptional learning environment for our students.

What do you like about working for UTHSC?

UTHSC is a remarkable institution. I've appreciated various factors about this university. To name a few, I value the knowledge I've gained about health conditions and diseases through my research here. I enjoy the many opportunities they offer to serve our community. Also, I am grateful for the position I've recently transitioned into. I'm happy to support our students here and watch them grow in their education.

What was your most noteworthy achievement in 2023?

I started working for the TLC department in June 2023. I've learned how to effectively stage and de-stage the labs our department supports along with familiarizing myself with the courses taught. Also, I productively assisted our department during our moving transition from the Molecular Science Building (MSB) and Nash to the General Education Building (GEB).

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TEACHING AND
LEARNING CENTER