



UT THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER

TEACHING AND
LEARNING CENTER

2022 ANNUAL REPORT

Dear colleagues,

2022 was another banner year for the Teaching and Learning Center (TLC), with the introduction of several new programs and resources for our faculty. We added several new **medallions** to an already robust set of online, asynchronous courses on a variety of topics. The **Teaching Excellence Institute** continued, with offerings for faculty who teach in either the didactic or clinical settings. We also introduced **TLC Connect**, an online tool for faculty to be able to find others who have similar pedagogical interests and want to converse with their peers about continuing to enhance their teaching skills.

Another initiative structured to help our faculty share their wealth of pedagogical knowledge was the launch of **Five Minute University**, short videos of our great educators sharing their tips and insight on excellent teaching strategies.

The TLC also started to offer additional programming for residents and graduate students. After launching the second cohort of the **Residents as Educators** program with the College of Medicine, the TLC partnered with the College of Pharmacy to launch a **Pharmacy Educators Academy** program to residents across the state. We also launched a **Future Educators Academy** for any UTHSC graduate student interested in pursuing a career in academia.

Organizationally, the TLC grew a bit, with the General Education Building (GEB) staff joining our group. Our hope is that those staff, many of whom work side-by-side by faculty in the GEB labs, will work with our instructional consultants to help the faculty working in those settings identify ways to make the educational experiences of our students even better.

Individually, the TLC team continued to contribute to the global community on scholarly work on teaching and learning, with several articles, presentations, and poster sessions. Some of these publications were done alongside UTHSC faculty.

The TLC team is excited about all of the new initiatives from 2022 and look forward to an even better 2023!

Sincerely,



Thomas C. Laughner, PhD

Director

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BY THE NUMBERS

28

Workshops and Webinars
Offered by TLC



WORKSHOP ATTENDANCE

43

Dentistry



59

Nursing



6

Graduate Health Sciences



126

Pharmacy



40

Health Professions



68

Other



155

Medicine



497

Total



456

Faculty Consults



563

Faculty Tech Assists



GENERAL EDUCATION BUILDING (GEB)

On January 1, 2022, the Educational Development staff joined the TLC team. The combined teams will provide opportunities for lab technologists to work closely with instructional consultants to provide excellent educational experiences for students working in GEB labs.

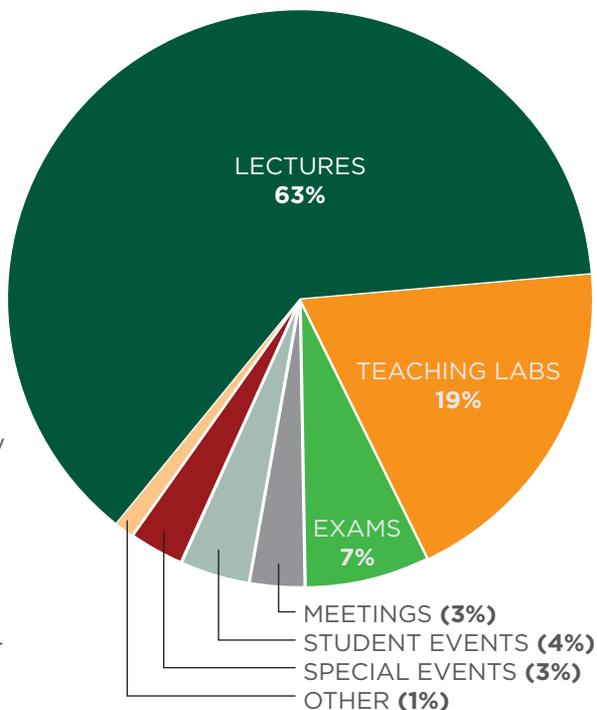
Educational Development supports the classroom learning environments and the operations within the General Education Building (GEB). The GEB is one of the primary instructional facilities on the UTHSC Memphis campus. Colleges, programs, ad hoc, and external organizations use the space for instructional activities.

ACTIVITIES IN THE GENERAL EDUCATION BUILDING FOR 2022 INCLUDED:

5,103 room bookings and 12,942 reserved hours

Activities increased by 65%, compared to 2021. This increase occurred because the campus slowly reopened from COVID-19 and social distancing guidelines were more relaxed.

The staff supports each of the colleges as well as provides room accommodations for faculty, staff, and students. The Teaching and Learning Laboratory Support Staff provide guidance and support and assists faculty with delivering a quality learning experience. The Scheduling Support Staff schedules curricular and non-curricular experiences.



Major renovation project on the first and second floors. The teaching labs were moved to the Nash and Molecular Sciences buildings. However, faculty and learners experienced the same level of laboratory support without major disruption in class meetings.

New Nikon and Olympus microscopes. Faculty and students are now utilizing the same microscopes that are found in clinical settings while eliminating student fees for their use.

TEACHING EXCELLENCE INSTITUTE

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.

“The Instructors New to Teaching Craft of Teaching Medallion Program was immensely helpful for me as a new faculty member at UTHSC. I learned how important it is to provide a support system and create a safe space for students to thrive in and be successful. Not only did I learn novel ways of engaging students, but I also learned new ways of gauging students’ learning with the use of technology, such as Poll Everywhere. I learned how to make active learning strategies, such as 1-minute reflections and SNAPP, more effective and beneficial to students and myself. Also, I learned to use active learning strategies to assess students formally and informally. I learned how to redesign a Prosthetics and Orthotics course that students successfully completed this past Wednesday and how to flip the classroom by starting with small segments of content. Completing the teaching philosophy assignment enabled me to perfect my teaching philosophy by offering guidelines of how my beliefs are enacted within my course designs, learning interactions, and assessments. Furthermore, I learned small but invaluable nuggets, such as scheduling times to check emails and tying up loose ends at the end of the day.”

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

Dentistry

Angela Gullard

Health Professions

LaToya Green
Jennifer Henderson
Michael Weitzel
Robert Hatfield

Pharmacy

Camaron Hole
Karl Kodweis
Dan Collier
Brandon Hawkins

CLINICAL EDUCATORS

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.

“I found the Clinical Educator [Teaching Excellence Institute] to be rewarding and changed my approach to clinical education. As a clinical program director and preceptor, I learned new teaching techniques to use in the clinical setting to assess the student’s knowledge level and then organize the clinical educational experience to meet the student’s needs. The ability to tailor the clinical experience to the individual student has proven to be much more productive for the student and less frustrating for me as the preceptor. I now have an approach that is organized and directed to helping the student learn in the clinical setting. I have also implemented some of the techniques we learned such as the SNAPPS methodology to our clinical courses for all faculty to use when interacting with our students in the clinical setting.”

The faculty who received the Clinical Educator certificate were:

Dentistry

Vrushali Abhyankar

Medicine

Benjamin Hendrickson

Chris Jackson

Katherine Nearing

Debendra Pattanaik

Leigh Anne Pickup

Elly Riley

Nursing

Laura Reed

Pharmacy

Leslie Hamilton

COURSE DESIGN

The Course Design Teaching Excellence Institute (TEI) was a 7-month program for faculty interested in learning Backward Design, an evidence-based method for designing effective courses. In this program, participants crafted learning outcomes aligned with big picture goals. Based on the learning outcomes, participants then created assessments, curated content and chose appropriate teaching strategies aligned with their learning objectives. The four participants completed the Course Design Track with a developed course outline, rough draft of a syllabus and an understanding of how to transfer this design process to additional courses.

“I cannot tell you how helpful our [course] was. I seriously had several ‘aha’ moments! I have a much better grasp on what I am doing now, so much so that I contacted our director and told him that I wanted to go through the process of changing my Course Outcomes...Some of them do not match well with what I am doing in the course, and some of the most important outcomes are not mentioned at all.”

The faculty who received the Course Design certificate were:

Dentistry

Angela Haynes

Nursing

Amy Koehn

Christie Manasco

Alexia Williams

SCHOLARSHIP OF TEACHING AND LEARNING

The Scholarship of Teaching and Learning (SoTL) Teaching Excellence Institute was launched to support and guide faculty as they work towards publishing formal, peer reviewed research. Faculty formed a community of likeminded scholars and are supported by the TLC as they move towards the publication of original SoTL. Faculty are encouraged to work together across disciplines as they seek to enhance educational experiences at UTHSC and beyond. At the conclusion of the program faculty will have a SoTL manuscript ready for submission to a peer-reviewed journal.

INCLUSIVE LEARNING

Dr. Kelly Jo Fulkerson Dikua received a grant from the Office of Inclusion, Equity, and Diversity to partner with the TLC in sponsorship of an Inclusive Learning Teaching Excellence Institute (TEI). As part of this Inclusive Learning TEI, eleven faculty members from varied colleges, including Nursing, Pharmacy, Medicine, Health Professions, and Dentistry, meet monthly to discuss topics and strategies related to inclusive teaching and learning. Faculty members are also reading 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 will give a virtual, campus-wide talk about inclusive teaching and learning. Additionally, faculty participants of the TEI have developed teaching tools and revised teaching materials to include best practices in inclusive teaching and learning.

TLC MEDALLION PROGRAM

The TLC continued introducing new medallions, a series of online asynchronous courses for faculty interested in improving their teaching skills. New medallions for 2022 were:



Designing a course involves a lot of pieces, from initial conception to developing learning objectives, writing the syllabus, creating assignments and other assessments, and more. The purpose of the Course Design medallion is to provide participants the tools needed to effectively design or redevelop courses.



As educators, UTHSC faculty have tremendous teaching experience that would benefit those who are interested in improving their own skills, abilities, and effectiveness. This medallion is for those who would like to work with other faculty and would like to acquire the skills to effectively mentor them.



Online learning provides faculty and students unique challenges. It's more than taking what we do in a face-to-face class and moving it to a virtual environment. Upon completion of the requirements for the **Teaching Online** medallion, participants will have a plan for effectively engaging with and teaching their students online and some of the technologies to support asynchronous and synchronous learning.



There are lots of ways to teach students beyond the traditional lecture. Recipients of the **Paradigms of Education** medallion will have learned about other ways to teach students, including the “flipped classroom”, problem-, case-, and team-based learning and other strategies to engage students and improve learning.

In 2022, thirty-six faculty received forty-five medallions. Each received physical medallions as well as digital medallions for LinkedIn and their profiles on Digital Measures.

“In 2022, I completed the Simulation medallion through a simulation in CHIPS. This was an incredible experience in which I was provided education on the background of simulations, best practices for planning and conducting simulations, and how to best measure outcomes of student learning. The medallion greatly improved the experience and learning of the students (based on their feedback).”

“I just completed the Technology Medallion, and I found it to be extremely helpful! I learned about so many different types of technology that I plan to incorporate into my courses. For example, I learned how to create a Wakelet (a digital curation platform), that I am going to incorporate into my leadership course. I also learned how to create a screencast that I can use for instructional purposes. I am confident that using these different technologies in my courses will increase student collaboration, interactivity, and engagement.”



More information about the program can be found at uthsc.edu/tlc/programs-and-events/medallionprogram/index.php.

BY THE NUMBERS

MEDALLIONS AWARDED IN 2022:

COLLEGE	# FACULTY	TOTAL AWARDED
DENTISTRY	6	10
HEALTH PROFESSIONS	7	10
MEDICINE	7	8
NURSING	9	10
PHARMACY	7	7
TOTAL	36	45

TLC WEBINARS



The TLC hosted a variety of webinars in 2022 with speakers from the UTHSC faculty, the TLC staff, and several guests from other universities. All webinars are archived on the TLC web site.

WEBINAR TITLE	SPEAKER	ATTENDEES	ARCHIVE VIEWS
Teaching for Learning: Evidence-Based Instructional Strategies	Claire Major, University of Alabama	20	108

Continued on next page

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WEBINAR TITLE	SPEAKER	ATTENDEES	ARCHIVE VIEWS
Using Gamification to Engage Students	Chelsea Renfro, College of Pharmacy	32	11
Using a Medical Humanities Framework to Support Inclusive Learning	Kelly Jo Fulkerson Dikuaa, TLC	15	14
How to Engage Your Students' Minds Without Losing Yours	Christie Cavallo and Christie Manasco, College of Nursing	14	8
Leveraging Case-Based Learning to Increase Learner Engagement with Materials	Chris Jackson, College of Medicine	22	11
Applying Scaffolding in Didactic and Clinical Environments	Anne Laverty, College of Medicine	23	19
Reframing the Lecture as a Pedagogy of Engagement	Claire Major, University of Alabama	33	11
Choosing the Right Academic Technology for Your Learning Goals	Jennifer Stewart, TLC	14	4
Marketing Good Teaching or: How to Convince Students to Love Effective Teaching	Devin Scott, TLC	27	3

ACADEMIC TECHNOLOGY

The TLC continues to support faculty and students in their use of technologies for their courses. The TLC provides front-line support for Blackboard, Poll Everywhere, ExamSoft, and other technology tools.

BY THE NUMBERS:

WORKSHOPS

WORKSHOP	ATTENDEES
Poll Everywhere	45
Blackboard Ultra	15
Blackboard Original	10

POLL EVERYWHERE ENGAGEMENT

# Faculty Accounts	322
# Questions Created	13901
# Responses Received	676924

PROGRAMMING FOR GRADUATE STUDENTS AND RESIDENTS

The TLC has introduced several new programs geared towards UTHSC's residents and graduate students.

RESIDENTS AS EDUCATORS

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. This program completed its inaugural cohort in January 2022 with a total of 208 residents and fellows statewide receiving a Certificate of Completion and RAE medallion. The second year of RAE began February 2022 with 232 participants from 42 programs.

FUTURE EDUCATOR'S ACADEMY

Launched in August 2022, 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.

“I am thrilled to have the FEA available to students in the DNP program. Many of our doctoral-level students are interested in pursuing a future career in nursing education, and the FEA provides them with the tools to do this. The flexible programming allows us to easily work it into the curriculum.”

PHARMACY EDUCATOR ACADEMY

The Pharmacy Educator Academy (PEA) is a nine-month program that launched in August 2022 to support pharmacy residents across the state of Tennessee in their growth as educators. 81 residents from twelve distinct sites enrolled as the first cohort of the program. Each month, residents complete mini-assignments and attend a lecture or workshop based on the monthly topic. Topics include Giving Effective Feedback, Inclusive Learning, the Craft of Teaching, Active Learning, and others. 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. One participant noted, “it’s been a lot of fun and I’ve learned a lot about myself to help educate future pharmacists.”

ANNUAL RECOGNITION AND REWARDS PROGRAM

The second annual TLC Recognition and Awards Program was held September 16. Cynthia Russell, Vice Chancellor for Academic, Faculty, and Student Affairs along with Wendy Likes, Dean of Nursing, James Ragain, Dean of Dentistry, Stephen Always, Dean of Health Professions, and Brad Boucher, Interim Dean of Pharmacy celebrated the certificates and medallions awarded to 35 faculty. Each faculty member received a box with their medallions and certificates, along with TLC goodies including a cord wrap, sticky notes, a car phone holder, a USB light, and candy.



IMPACT

IMPACT is TLC’s online periodical that features profiles of UTHSC’s faculty, tech tips, and other information relevant to teaching and learning. It is edited by Kelly Jo Fulkerson Dikua, PhD, instructional consultant, with articles and features written by TLC staff. Three editions of Impact were published in 2022.

MARCH 2022



The March 2022 issue opens with a profile of Dr. Y’Esha Williams Click from the College of Nursing discussing how she teaches students about mental health. She explains that she approaches the topics with sensitivity as many students enter her courses either with mental health struggles or with loved ones who have

struggled with mental health. She offers resources and ideas for other instructors teaching similar topics. In addition to the opening feature, the issue contains an article on equity mapping software, an update on the Blackboard Ultra conversion, a podcast recommendation about inclusive learning, and a research article on how to connect students with online icebreakers. The March issue has received approximately 455 views.

JULY 2022



July 2022’s faculty feature is of Angela Haynes from the College of Dentistry who describes her use of an eportfolio system to boost learning among dental clinical students. She shares how she worked alongside TLC consultants to identify Bulb, an eportfolio software, and develop assignments so that clinical students can document cases in real-time and

receive prompt instructor feedback. Students can also share cases and information with their peers. The article details how other faculty can implement a similar model. In addition to Mrs. Haynes’ interview, the Impact issue contains articles about digital whiteboards, an online tool to evaluate course workloads, using social media to engage students, and the benefits of beginning class with a visible agenda. This issue has received approximately 126 views.

NOVEMBER 2022



The November issue of Impact includes an interview with Dr. Joe Swanson from Pharmacy about teaching strategies he employs in didactic and experiential course. Dr. Swanson discusses how he uses a layered learning model with a student, resident, and himself to facilitate learning and model the types of questions

appropriate for each level. He also shares that he uses a technique of chunking lecture content and sharing fun images of animals to break up long lectures and to improve student engagement. In addition to Dr. Swanson's interview, the issue features articles about incorporating educational videos into teaching, using ExamSoft for tracking student performance, providing text message updates to students, and a podcast about best practices for group projects. This issue included the first TLC Impact Book Giveaway of the book *Remembering and Forgetting*



Dr. Kimberly Kennell

and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World, by Dr. Michelle D. Miller. The book giveaway winner was Dr. Kimberly Kennell from the College of Nursing. The November issue has received 106 views.

FIVE MINUTE UNIVERSITY

Five Minute University was launched by the TLC in August to showcase the teaching strategies and experiences of UTHSC faculty. The inaugural edition of this short video series asked faculty to share their teaching experiences, ideas, and techniques related to the prompt: "What is one thing about teaching and learning you want to share with your colleagues?" The Five Minute University video series invites our most successful and experienced faculty members to share meaningful insights about teaching and learning with their peers.



TLC CONNECT

UTHSC faculty have a wealth of knowledge and expertise related to teaching excellence. TLC Connect was introduced as a way to help them find each other to discuss common areas of interest. Developed by ITS, TLC Connect is an online database that allows faculty to submit information about their teaching and academic technology interests and indicate their interest in talking to like-minded faculty.



There are currently 21 faculty registered for TLC Connect.

INCLUSIVE LEARNING IN ACTION VIDEO

The Inclusive Learning in Action video features a number of UTHSC faculty discussing how they implement inclusive learning practices in their teaching. These faculty spoke to three central questions: 1) what is inclusive learning?; 2) how do you create an inclusive course climate?; and 3) what are some concrete inclusive learning strategies you use? The faculty participants ranged in discipline, including Medicine, Dentistry, Pharmacy, Nursing, and Occupational Therapy. This video provides guidance for health science faculty to promote inclusivity in their teaching. The video is featured in the Inclusive Learning Medallion and linked on TLC's resource pages.



STAFF RECOGNITION

Ronald Davis, Manager of the Instructional Laboratories in the GEB, was a finalist for the Chancellor's Exempt Staff Award. He has been at UTHSC for over 40 years, serving our faculty and students with distinction.

PUBLICATIONS AND PRESENTATIONS

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

PRESENTATIONS

Alexandraki, I., Baker, D., Berry, A., & Hall, A. (2022, March). Engaging clinical educators through innovative faculty development programs. Panel discussion at the Southern Group on Educational Affairs Regional Conference, virtual.

Britt, T. & Scott, D. (2022, January) Digital Badging Professional Development Opportunity: Simulation Medallion. Virtual session presented at the International Meeting on Simulation in Healthcare, Los Angeles, California.

Franks, A.S., Hall, A.E., Kodweis, K.R., Hall, E.A., Hudson, J.Q., & Havrda, D.E. (2022, July). Student Perceptions of Utility of TikTok as a Tool for Learning Top 300 Drugs. Poster session at the *Pharmacy Education 2022 Conference of the American Association of Colleges of Pharmacy, Dallas, TX.*

Fulkerson Dikuua, K.J. (2022, September 6) Invisible systems: Using intersectionality to erase bias [Keynote address] Tennessee Occupational Therapy Association (TNOTA) Annual Conference, Memphis, Tennessee, USA.

Hall, A.E. (2022, November). Does a longitudinal faculty development program impact clinical educators' teaching behavior?: A mixed methods study. Poster session presented at the International Society for the Scholarship of Teaching and Learning Annual Meeting, Kelowna, BC Canada.

Hall, A.E., Kodweis, K.R., Franks, A.S., Hall, A.E., Hudson, J.Q., & Havrda, D.E. (2022). *Retrospective evaluation of quiz performance when studying with TikTok and flashcards versus flashcards alone.* Poster session at the *Pharmacy Education 2022 Conference of the American Association of Colleges of Pharmacy, Dallas, TX.*

Hall, A., & Myers, R. (2022, March). Meeting faculty development needs when time is limited: A mixed methods case study. Poster session at the Southern Group on Educational Affairs Regional Conference, virtual.

Haynes, A., & Fulkerson Dikuua, K.J., (2022, October 10) *ePortfolios: Integrating technology with teaching in dental education.* SoTL Summit, Kennesaw State University, Georgia, USA.

Scott, D.S., Fulkerson Dikuua, K., & Hall, A.E. (2022, November). From scholarly teacher to SoTL researcher: An inclusive professional development model for health science faculty. Poster session presented at the International Society for the Scholarship of Teaching and Learning Annual Meeting, Kelowna, BC Canada.

PUBLICATIONS

Frederick, K. D., Havrda, D. E., Scott, D., Gatwood, J., Hall, E. A., Desselle, S. P., & Hohmeier, K. C. (2022). Assessing Student Perceptions of Blended and Online Learning Courses in Pharmacoeconomics, Management, and Leadership. *American Journal of Pharmaceutical Education*, 9001. Advance online publication. <https://doi.org/10.5688/ajpe9001>

Haynes, A.R., Hall, A.E., Luepke, P.G., & Dixon, D.R. (2022). A reflective model: e-Portfolios in undergraduate periodontology. *Journal of Dental Education*. doi: 10.1002/jdd.13127.

McDougle, L., & Fulkerson Dikuua, K.J. (2022). Overcoming the legacy of anti-Black racism to advance health equity. *Journal of Best Practices in Health Professions Diversity*, 14(2), 175-181.

Springer, S. P., Cernasev, A., Barenie, R. E., Axon, D. R., & Scott, D. (2022). "I Think Deprescribing as a Whole Is a Gap!": A Qualitative Study of Student Pharmacist Perceptions about Deprescribing. *Geriatrics* (Basel, Switzerland), 7(3), 60. <https://doi.org/10.3390/geriatrics7030060>

NEW STAFF PROFILES

The TLC welcomed two new team members in 2022.

VENUS CLAXTON



What do you do for TLC/UTHSC?

I am the Associate Director of Classroom Learning Environments and provide leadership for one of the primary support instructional units on campus. In this role, I manage the facility, operations, finances, and support for the General Education Building (GEB).

A little bit about your background

I started with UTHSC in 2012 as the Program Administrator of the grant-funded simulation program. In this role, I provided administrative leadership and assisted with securing additional funding to support interprofessional education and clinical simulation. In 2018, the program evolved into a state-of-the-art simulation center and was fully funded by UTHSC. Prior to UTHSC, I worked in administrative grant management for the government and non-profit sectors in Shelby County.

What are you liking most about your job?

I enjoy collaborating with colleagues on a shared issue. Collaboration helps to streamline processes, expands resources, and the members learn from each other.

What do you like about working for UTHSC?

UTHSC is one of the largest academic healthcare institutions in the country, and thousands of learners are trained on campus. It is rewarding to watch students evolve into healthcare professionals and even more exciting to see former UTHSC graduates currently working in clinical practice. Whether working for an emergency department, laboratory, or primary care facility, you will find a UTHSC graduate serving the healthcare community.

What was your most noteworthy achievement in 2022?

I started working for the TLC in August 2022, during major construction on the first and second floors. Several teaching lab courses were moved from the GEB to Nash and the Molecular Sciences Building. However, faculty and learners experienced the same level of teaching laboratory support that was afforded to them in the GEB. There were minimum disruptions to the classroom environments, and the faculty and students adapted well to their new surroundings.

LELA COLEMAN



What do you do for TLC/UTHSC?

I work as a Senior Laboratory Technologist in the Education Development department. My duties are to stage and de-stage labs.

A little bit about your background

I was born and raised in Memphis. My personal and professional journey has been centered around contributing to the medical world of this city. I have 20+ years of experience as a Medical Lab Technician in a clinical lab setting and I recently worked in clinical lab research with clinical lab trials. I have an Associate of Applied Science in Medical Technology from Shelby State Community College and Bachelor of Professional Studies in Organizational Leadership from The University of Memphis. I am ASCP Certified.

What are you liking most about your job?

I'm enjoying gaining knowledge on how to manage the learning lab for the students so they can have the best learning experience.

What do you like about working for UTHSC?

UTHSC has the best culture, it feels like a family here. I have been working for UTHSC for five months and look forward to making great accomplishments here.

TLC ADVISORY COMMITTEE

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Health Professions

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College of Graduate
Health Sciences

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