



TEACHING AND
LEARNING CENTER

THE UNIVERSITY OF TENNESSEE
HEALTH SCIENCE CENTER

2024 ANNUAL REPORT

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Dear colleagues,

While 2024 was another productive year for the TLC team, it will be remembered for me as a year of transformation. Three of our group, Kelly Jo Fulkerson Dikuua, George McNeil, and Catrina White left us for other opportunities. While we miss Kelly Jo, George, and Catrina and everything they did for us, especially their creativity, passion, and partnership, we have welcomed three new members to our team, Federico Gomez-Uroz Horst, Antoine Beane, and Sara Leach. You can read more about them on page 20. All three have hit the ground running and have brought some wonderful new ideas to us, many of which we have already begun implementing.

Beyond the challenges of a new team, we also continued rebuilding from events over the last few years. COVID put a hold on our efforts to make sure we are visiting all of our faculty across the state, so we were excited to continue with a day in Knoxville with an invigorating day of workshops for faculty. In addition, with the addition of Sara, we went into high-level planning for the reopening of the testing center, with a soft launch at the end of the year. Finally, we were able to move the Educational Support Team, which had moved out due to GEB renovations, back into the building with their beautifully renovated labs. These three projects are an indication of the hard work and commitment of the TLC team to providing the best services to our community in order to support student learning and success.

One of my favorite events of the year is our annual Celebration of Teaching Excellence. You can read more about it on page 16. UT Health Science Center is fortunate to have a faculty committed to our students and doing what they can to provide them a top-notch education. It is only fitting that we take time each year to acknowledge and thank them for the extraordinary time and effort it takes to hone their skills.

As always, our team thanks everyone in our community for their support of the TLC.

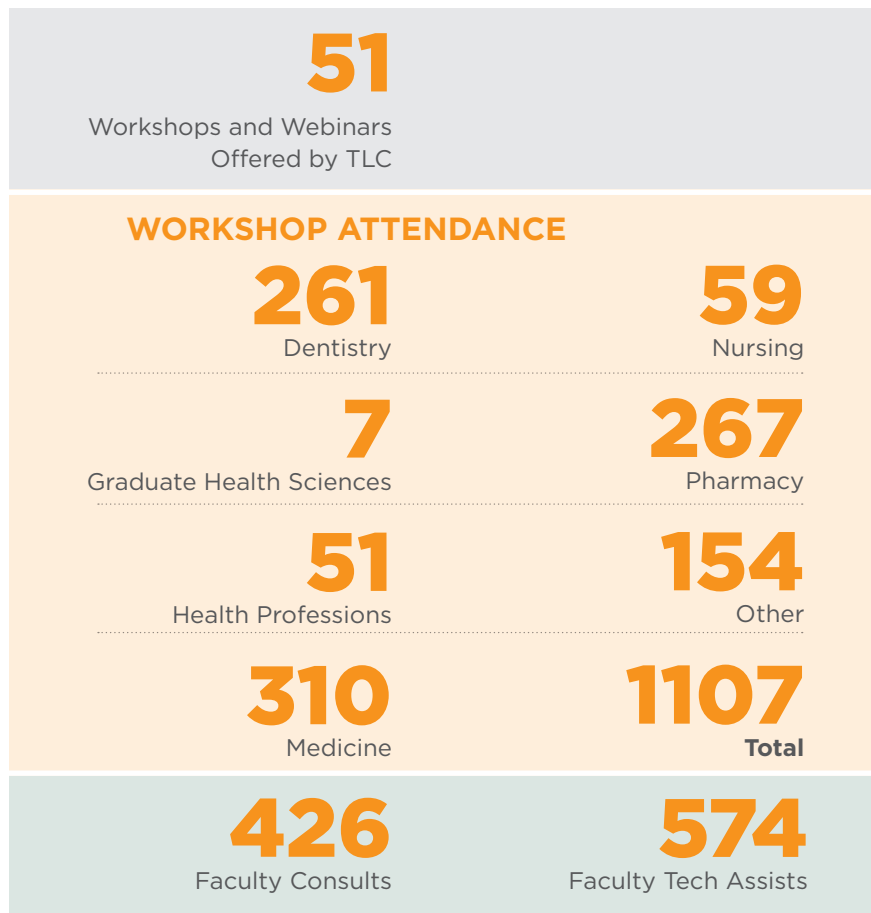
Sincerely,



Thomas C. Laughner, PhD

Director

BY THE NUMBERS



ACCESSIBILITY AND ACCOMMODATIONS

In 2024, Accessibility and Accommodations processed 118 student requests for new or adjusted accommodations across all programs at the Memphis, Nashville, and Knoxville campuses, as well as for students in our online programs. While the Student Testing Center faced delays in reopening due to staffing challenges, it was still able to proctor exams for a select group of students with specific accommodations. During the fall semester, 51 exams were administered in the center. Throughout the year, Accessibility and Accommodations engaged in numerous student events, including the Welcome Back BBQ, Student Appreciation Day, and 13 resource fairs and new student orientations. In October 2024, a new Testing Center coordinator was hired to oversee the relaunch of testing services for spring 2025 (see New Staff Profiles on page 20).

EDUCATIONAL SUPPORT

The Educational Support program supports classroom learning environments across the UT Health Science Center, 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.

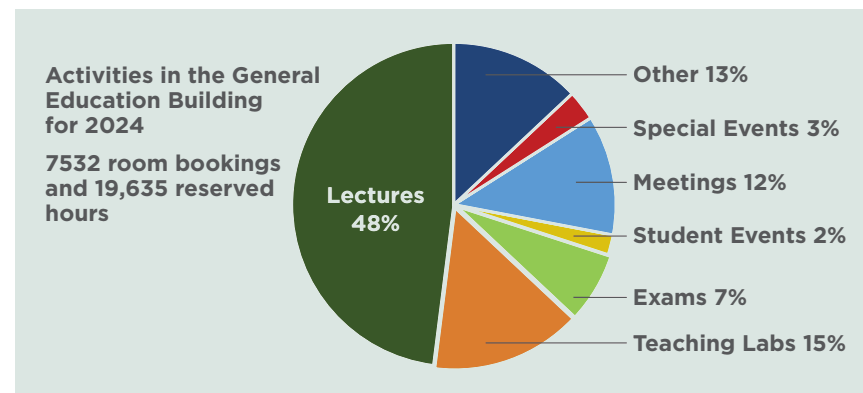
AREAS OF FOCUS

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

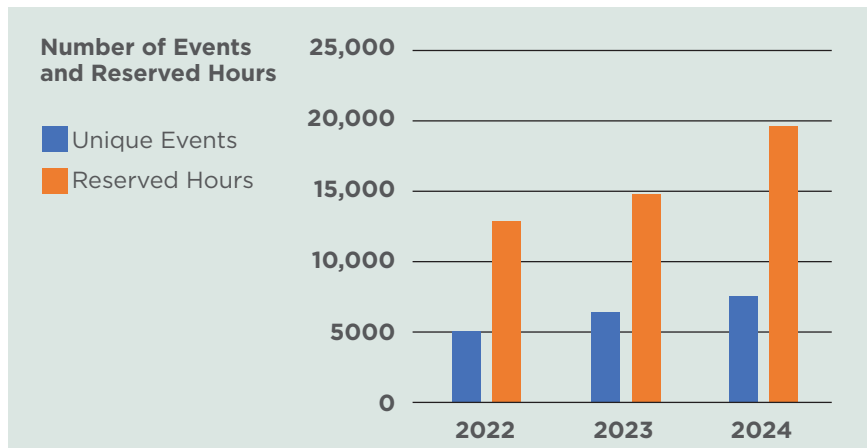
Learning Space Management

Learning Space Management is responsible for scheduling effective and efficient use of learning spaces and to ensure that the learning spaces are meeting the academic standards of the university. Priority scheduling is given to curricular activities and all other requests for space are received on a first-come, first-served basis.

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



Lectures, teaching labs, and other events were the top three activities in the General Education Building. In previous years, lectures, teaching labs, and exams were the dominant activities. However, there was an increase in the number of events categorized as “other”. This category included luncheons, trainings (DASH), non-UT events, and computer lab updates and maintenance. There was a 25% increase in space utilization from 2023. The increase is due to the return of the basic science labs to the second floor B wing. From March 2022 to December 2023, the teaching lab operations were moved to the Molecular Sciences and Nash buildings for renovations. Significantly, there was an increase in the number of courses offered in the Nursing, Pathology Assistant, and Dental Hygiene programs. Additionally, a new computer-based testing lab was added to the second floor B wing. The computer lab is equipped with 48 individual workstations, network access, computer hardware, and a lecture podium.



Teaching Lab Operations

In Teaching Lab Operations, there are 16 basic science labs. Each lab 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.

Teaching Lab Operations is responsible for consulting and collaborating with faculty, providing pedagogically sound lab experiences to learners, and delivering lab protocols. Students are exposed to the principles of anatomy, neurology, microbiology, chemistry, and other basic sciences in an active learning environment.

BY THE NUMBERS

Faculty scheduled **643** hours of lab time in the General Education Building.

Teaching Lab Operations spent **596** hours preparing lab experiments. Prep time includes research, ordering supplies, pilot testing, and redirecting. It takes one hour to prep for every scheduled hour.

The Teaching Lab Operations spent **291** hours breaking down lab activities.

There were **5910** unique learners that participated in lab activities.

Learners spent **14,168** hours in the lab, which equals to 2 hours for each learner.

In collaboration with Information Technology Services, Educational Support upgraded its scheduling software to a cloud-based product. This upgrade will allow Educational Support to generate reports regarding room utilization and trends.

TEACH WELL LEARN WELL: SUPPORTING THE SCHOLARSHIP OF TEACHING AND LEARNING



In June, the TLC launched a new podcast, titled **Teach Well Learn Well**. This monthly series spotlights faculty who are publishing or presenting on topics related to the scholarship of teaching and learning. The monthly episodes are available on Spotify, Apple Music, YouTube, and Amazon Music.

SPEAKER	TOPIC	2024 VIEWS
Pamela Lewis-Kipkulei and Kelly Jo Fulkerson Dikuua	Student Perceptions of Inclusive Learning	45
Anne Zachry, Stephanie Lancaster, April Hilsdon, and Amy Hall	Grit and Academic Perseverance	54
Alina Cernasev and Devin Scott	Student Satisfaction with Role Play Activities	49
Simran Flagg	Efficacy of Teaching Motivational Interviewing	68
Jessi Gold	How Do You Feel? Humanity in Health Care, Part 1	37
Jessi Gold	How Do You Feel? Humanity in Health Care, Part 2	23
Aditi Kesari	Challenges of the Flipped Classroom	24



SUMMER OLYMPICS

In celebration of the international sports competition held in Paris, the TLC hosted its own version of the summer Olympics with a university-wide competition. The inaugural event featured two events; Developing a Microlecture and Academic Technology.

Judged by UT Health Science Center faculty and students, twelve competitors from all of the colleges submitted materials for their event.



"I wanted to improve my presentation skills to better connect with my audience. The TLC Summer Olympics provided me with a toolkit that I refer and apply to all of my lectures now!"

"TLC's Summer Olympics was a fun and engaging experience that provided participants with helpful techniques that they could use immediately to help with student success and learning."

Event: Developing a Microlecture

COMPETITOR	MEDAL
Anne Zachry	Gold
Jennifer Henderson	Silver
Lauren Woods	Bronze
Cassandra Christiansen	
Keesha Roach	
Angi Gullard	

Event: Academic Technology

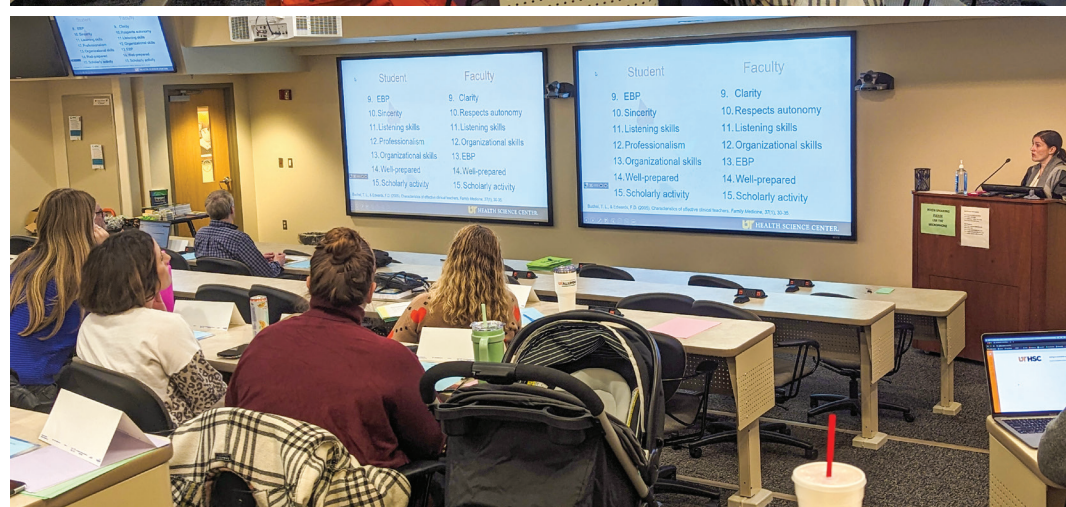
COMPETITOR	MEDAL
Orli Weisser-Pike	Gold
Nico Salazar	Silver
April Hilsdon	Bronze
LaToya Green	
Pamela Lewis-Kipkulei	
Andrea Sebastian	

TLC ON THE ROAD

Instructional Consultants continued to travel across Tennessee to give face-to-face workshops to faculty.

The first was a January trip to Knoxville for a day-long series of workshops for faculty in Medicine, Pharmacy, and Audiology. Almost forty faculty and graduate students attended sessions on topics ranging from characteristics of effective educators, the effective use of PollEverywhere, to best practices for effective feedback.

In February, Amy Hall and Kelly Jo Fulkerson Dikua traveled to Jackson, TN and facilitated a half-day faculty development retreat for eight Family Medicine Jackson faculty. The retreat's theme focused on giving effective feedback including both positive and constructive feedback. Sessions centered on fostering a feedback culture, giving verbal constructive feedback, and providing written feedback that can lead to performance improvement. Faculty participated in a verbal feedback simulation activity using Legos and practiced writing feedback based on recorded scenarios.



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.

“Going through the TLC’s certificate program gave me a great opportunity to focus on many aspects of my teaching but especially on assessments. Working directly with the faculty in the program allowed me to resign many of my rubrics. These redesigns allowed for creating a higher quality activity while increasing student engagement.”

“For me the faculty new to teaching course completely changed my perspective on how to teach. Before it, I thought teaching was just something that came naturally with being in the medical profession. It introduced me into adult learning and active learning methodology that I would have otherwise not been aware of.”

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

Dentistry	Medicine	Nursing
Anmol Brar	Anna Bukiya	Louise Manasco
Health Professions	Nicolas Chiroboga	Rhonda Johnson
Samantha Etters	Nilmini Viswaprakash	Ja’Quay Brister
	Angela Mallard	Pharmacy
	Brendan Tunstall	Hunter Fly
	Laxmichaya Sawant	Thad McGiness

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 interactions we had with faculty in other colleges within the UT Health Science Center gave insight into great feedback methods and the universal struggles we all share.”

The faculty who received the Clinical Educator certificate were:

Dentistry	Medicine	Nursing
Anmol Brar	Jacob Edwards	Meghan Madea
Teresa O’Daniel	Daniel Galvez	Leslie Rhodes
Mandy Simpson	Devin Gillaspie	
Katherine DeColibus	Ranjit Philip	
Simran Flagg	Maggie Vickers	
Shane Rasner	Kathleen Zani	
	Beenish Zulfiqar	

ACTIVE LEARNING COURSE REDESIGN

The Active Learning Course Redesign track is an 8-month program 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.

“The UT Health Science Center Teaching & Learning Center’s Certificate Program has enhanced my teaching in a number of ways. I have learned new evidence-based strategies to engage students and foster their learning. Through the program, I have redesigned courses and learned new assessment methods and instructional techniques. Overall, it has strengthened my ability to create an inclusive and excellent learning environment to support our OT students.”

The faculty who received the Active Learning Course Redesign certificate were:

Dentistry	Health Professions	Medicine
Angela Haynes	Anne Zachry	Pallavi Khanna
Danita Adams	Lauren Woods	Pharmacy
	LaToya Green	Benjamin Duhart
	Nursing	
	Alexia Williams	

THE ART AND SCIENCE OF EFFECTIVE COMMUNICATION

The Art and Science of Effective Communication is an 8-month program that started in August 2024 for faculty interested in refining their oral communication skills through the exploration and application of effective verbal, nonverbal, and visual communication strategies. Interactive workshops provide a safe space for practice and feedback, enabling participants to enhance their ability to establish presence, deliver captivating lectures, lead stimulating discussions, and engage audiences by gaining and maintaining attention. Participants practice crafting impactful narratives that are responsive to their learners and educational contexts.

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.

In 2024, two faculty received the Expert Educator medallion, Dr. Lauren Woods in the College of Health Professions, and Dr. Amanda Travis in the College of Nursing.

There were 75 medallions awarded in 2024.

“I started feeling more confident in the classroom. Also, I feel that I understand my students better, I have a better connection with them. And I actually started feeling fun teaching!”

BY THE NUMBERS:

Medallions Awarded in 2024

COLLEGE	# FACULTY	TOTAL AWARDED
Dentistry	9	9
Health Professions	12	21
Medicine	15	17
Nursing	12	24
Pharmacy	4	4
TOTAL	52	75

WEBINARS

The TLC’s webinars in 2024 focused a wide range of topics from generative artificial intelligence to engaged and active learning.

WEBINAR TITLE	SPEAKER	ATTENDEES	ARCHIVE VIEWS
Implementing Psychological Safety: Do Your Students Feel Safe to Learn in Your Course?	Christie Cavallo, University of Memphis	28	37
Convincing Student Clinicians to Embrace Research	Ashley Harkrider, College of Health Professions	13	5
Creating a Health Peer Review of Teaching	Tom Laughner, Teaching and Learning Center	21	3
Teaching with AI: Friend? Foe? Frenemy	Amy Hall, Kelly Jo Fulkerson Dikuuu, Devin Scott, Teaching and Learning Center	20	9
Deconstructed Small Group Simulation	Jamie Pitts, CHIPS	17	13
Lightning Talks: Engaged Teaching	Carlos Clardy, College of Health Professions; Kim Kennel, College of Nursing; Aditi Kesari, College of Medicine; Santosh Kumar, College of Pharmacy; Kelsey Frederick, College of Pharmacy; Mark Miller, College of Medicine	15	0
Teaching and Thinking with AI	José Bowen, American Association of Colleges and Universities	37	15
Interactive Lecturing: Durable Learning Through Active Engagement	Devin Scott, Teaching and Learning Center	22	5
Psychological Safety in SIM: Building Trust to Practice at the Edge	Sophia Mosher, CHIPS	23	2

ACADEMIC TECHNOLOGY

Academic technology took a major step forward with the formation of a new team in ITS dedicated to its support. Led by Tonya Brown, this team of ITS staff will work closely with the TLC to move forward the technologies used by faculty and staff in their academic work. In addition, a new committee (University Council for Academic Technologies, UCAT) was formed to advocate for these technologies. UCAT has representatives from the colleges and administrative units.

The migration to Blackboard Ultra was completed with all UT Health Science Center courses successfully converted to the new version.

PROGRAMMING FOR GRADUATE STUDENTS AND RESIDENTS

RESIDENTS AS EDUCATORS

Since 2021, Graduate Medical Education residents and fellows from across the state have participated in the Resident as Educator (RAE) program to develop and improve their teaching skills. RAE, a one-year program, is comprised of asynchronous online modules focused on effective teaching practices. Topics include giving effective feedback, teaching in the outpatient and inpatient settings, role modeling, questioning, and teaching clinical reasoning skills. In January 2024, 164 residents and fellows completed the program and were recognized at the annual GME Global Retreat held on February 22-23, 2024.

FUTURE EDUCATORS ACADEMY

The Future Educator's Academy (FEA) provides training in teaching and learning for graduate students at the UT Health Science Center 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	8
Speech and Hearing Science	9
Biomedical Sciences	1
Family Medicine	1
Physical Therapy	1
GME	1

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 second year, 78 residents completed the program.

NEUROLOGY MASTER EDUCATOR CURRICULUM

A key responsibility of medical residents is teaching medical students and fellow residents. However, most graduate medical education programs provide minimal formal instruction on effective teaching strategies. Recognizing this gap, Dr. Balaji Krishnaiah, Program Director for the Neurology Residency Program, has made significant strides in enhancing teaching instruction for his residents.

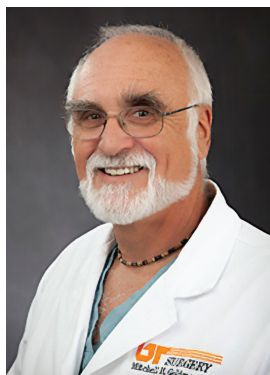
In collaboration with the Teaching and Learning Center, Dr. Krishnaiah developed the Neurology Master Educator Curriculum, a program designed to equip Neurology residents with essential teaching skills. By strengthening their ability to educate others, this initiative enhances both resident and student learning—ultimately leading to improved patient care.

Residents who enroll in the program complete the Resident as Educator course along with three specialized Medallions: The Craft of Teaching, Teaching with Technology, and a choice between Inclusive Learning or Mentoring. In 2024, three residents—Marilhia Cornejo Leon, Joel Sequeiros Chirinos, and Vivek Batra—successfully completed the program. In 2025, Mohammad Alzayadneh joined their ranks as a program graduate.

TLC TEACHING AWARDS

The TLC's Teaching Awards recognize and celebrate excellence in teaching and scholarship. Chosen by their peers and students, the awardees are honored for their outstanding achievement in active learning strategies, inclusive teaching, and educational scholarship.

The 2024 award recipients were Dr. Mitchell Goldman from the College of Medicine for active learning, Dr. Sarka Beranova from the College of Pharmacy for inclusive teaching, and Dr. Dawn Havrda 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.



Dr. Mitchell Goldman
College of Medicine



Dr. Sarka Beranova
College of Pharmacy



Dr. Dawn Havrda
College of Pharmacy

NOMINEES

ACTIVE LEARNING	
Kiesha Werlitz	Dentistry
Melissa Taylor	Medicine
Joseph Clemmons	Dentistry
Ashley Matthews	Medicine
Mark Miller	Medicine
Qasim Mirza	Medicine
Mitchell Goldman (winner)	Medicine
Daranee Versluis	Dentistry
Harry Cosby	Dentistry

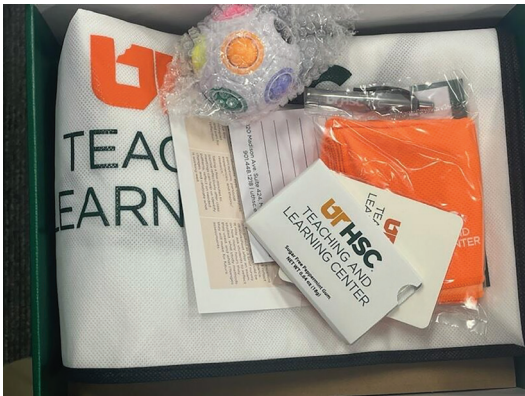
Shakila Erby	Nursing
Darton Taylor	Dentistry
Teresa O'Daniel	Dentistry
Shawna Clark	Dentistry
James Wheeler	Pharmacy
Lauren King	Medicine

INCLUSIVE TEACHING	
Joseph Clemmons	Dentistry
Rebecca Mayal	Dentistry
Risa Handman	Dentistry
Michael Weitzel	Health Professions
Felisa Jackson	Dentistry
Simran Flagg	Dentistry
Sarka Beranova (winner)	Pharmacy
Anmol Brar	Dentistry

SCHOLARSHIP OF TEACHING AND LEARNING	
Dawn Havrda (winner)	Pharmacy
Ava Saidian	Medicine
Paul Hill	Medicine
Joseph Clemmons	Dentistry
Simran Flagg	Dentistry
Bindiya Bagga	Medicine
Sarah Cross	Medicine
Shakila Erby	Nursing
Whitney Sanders	Medicine
Kelly Rogers	Pharmacy
Aditi Kesari	Medicine
Alina Cernasev	Pharmacy

CELEBRATION OF TEACHING EXCELLENCE

The fourth annual celebration of the work UT Health Science Center faculty and graduate students put into building, improving, and honing their teaching skills was held on August 16. Cindy Russell, Vice Chancellor for Academic, Faculty, and Student Affairs, Wendy Likes, Dean of Nursing, Mark Anderson, Academic Dean of Dentistry, Stephen Alway, Dean of Health Professions, Reggie Frye, Dean of Pharmacy, Ncholas Verne, Interim Executive Dean of Medicine, and Don Thomasson, Dean of Graduate Health Sciences joined 56 medallion and certificate recipients and the nominees of the TLC Teaching Awards for the hour-long recognition. This year's gift box theme was "wellness", with seeds (take time to grow), yoga towel (take time to stretch), notepad and pen (take time to reflect), puzzle ball (take time to play), and mint gum (take time to refresh, a card with tips on how to help themselves and their students take care of themselves.



IMPACT

Edited by Federico Gomez and Kelly Jo Fulkerson Dikuua with articles and features written by TLC staff, iMPACT is TLC's online periodical that features profiles of the UT Health Science Center's faculty, tech tips, and other information relevant to teaching and learning. Three editions of Impact were published in 2024.

APRIL 2024



The Spring 2024 issue featured an interview with Dr. Kate Fouquier (College of Nursing) about impacting the public through research, teaching, and engagement. The Teacher's Toolbox section focused on peer assessment techniques. Another article shared information about how to improve live polling participation. The pedagogy podcast focused on teaching students how to learn.

JULY 2024



The Summer 2024 issue featured an interview with Tom Laughner (Teaching and Learning Center) discussing services provided by the TLC. The Teaching Toolbox featured an article on QAARD, a questioning aide developed at the University of Louisville. The 'Did you know?' article shared tips for making PowerPoint interactive. The pedagogy podcast discussed how to use scenario development and case studies to make learning real. The Research Bytes article discussed how to write effective multiple-choice questions.

NOVEMBER 2024



The Fall 2024 issues featured an interview with Tara Lemoine (CHIPS) discussing the power of simulation. The Teacher's Toolbox article detailed ways to use AI for accessibility and inclusion. The 'Did you know?' article showed UT Verse, the University of Tennessee's Generative AI tool. The pedagogy podcast discussed current trends in higher education the importance of teaching soft skills.

BY THE NUMBERS

ISSUE	IEWS
April 2024	193
July 2024	157
November 2024	128

FIVE-MINUTE UNIVERSITY

This popular video series, featuring faculty sharing their best teaching tips, started its third season with the theme of “Active Learning.”



BY THE NUMBERS

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

SPEAKER	TOPIC	2024 VIEWS
Ryan Sheehy	Put a Bit of Yourself into Your Teaching	65
Lauren Woods	Support the Mental Health of your Students	61
Desiree Burroughs-Ray	Learner-Centered Feedback	76
Christie Manasco	Crucial Student Conversations	69
James Wheeler	Principles of Adult Learning	73
Tyler Melton	Developing Student Confidence	98

THEME (2024-2025): Active Learning

SPEAKER	TOPIC	2024 VIEWS
Laura Reed	Using SNAPPS to Engage Students	30

PUBLICATIONS AND PRESENTATIONS

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

PRESENTATIONS

Axon, Rhys; Scott, D.; Barenie R.; Springer S.; Cernasev A. Opioid deprescribing: lessons learned from a focus group conducted with student pharmacists across the United States. International Pharmacy Federation (FIP) World Congress, Cape Town, South Africa. September 2024.

Axon, Rhys; Scott, D.; Barenie, R.; Springer, R.; Cernasev, A. How to empower deprescribing in the pharmacy curriculum: lessons learned from a qualitative study across the United States. International Pharmacy Social Workshop (ISPW), Banff, Canada. July 2024.

Claxton, V. Boldly Positive: The Optimistic Woman. Conference for Women in Leadership. UT System Employee Organization and Development. May 2024.

Laughner, Tom; Scott, D.; Johnson, C. Building It So They Come: Strategies to Motivate Faculty Engagement. POD. November 2024.

Laughner, Tom; Ryckman, M.; Johnson, C.. The Sum Is Greater than the Parts: Developing an EdDev Consortium. POD. November 2024.

Scott, Devin; Cernasev, A.; Cruz, L.; Jewell, J.; Pologruto, P. “Expanding Publishing Opportunities in SoTL: A Framework for Publishing to Extend and Expand the Field of SoTL.” A poster presentation at the International Society for the Scholarship of Teaching and Learning Annual Meeting, French Lick, Indiana. October 2024.

PUBLICATIONS

Barenie, Rachel; Hall, A.; Schwab, C. “Locate the Law” activity: Evaluating student pharmacists’ ability to locate and use legal resources. American Journal of Pharmaceutical Education, 88(9). 2024.

Cernasev Alina; Scott D.; Barenie R.; Walker C.; Khan M.; Koltnow P.; Hall A. “I think deprescribing is very needed in our society.” Healthcare Professional Students Perceptions of Deprescribing Education. Innovations in Pharmacy, 15(3), 10-24926. 2024.

Cernasev, Alina; Hall, A.; Thomas-Gooch, S.; Scott, D. “Empowering Student Pharmacists to Counsel Patients on Endocrine Disrupting Chemicals through Interactive Role-Play” Pharmacy 12, no. 2: 55. 2024. doi.org/10.3390/pharmacy12020055.

Scott, Devin, Fulkerson-Dikuua, K.J., Hall, A., Laughner, T. (2024). Supporting Scholarly Educators and SoTL at a Health Sciences Institution: Lessons Learned from a Teaching and Learning Center. New Directions for Teaching and Learning, n178, 71-79. 2024.

Hall, Amy; Fulkerson Dikuua, K.J. Cultivating interprofessional collaboration through faculty learning communities. Journal on Excellence in College Teaching. 2024.

Wettergreen, Sara, Scott, C., Auten, M., Kiles, T., Litten, K., Scott, D., and Stewart, M. “A Meta-Narrative Review of Choose-Your-Own-Adventure Style Patient Case Activities in Pharmacy Education.” Currents in Pharmacy Teaching and Learning. March 2024. doi.org/10.1016/j.cptl.2024.03.010.

Zachry, Anne, Hilsdon, A., Hall, A., and Lancaster, S. The Relationship between Cognitive Factors and Noncognitive factors, including Grit, and NBCOT® Exam Performance. Occupational Therapy in Health Care. 2024.

2024 NATIONAL ORGANIZATIONS

Amy Hall

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.

NEW STAFF PROFILES

The TLC welcomed three new team members in 2024.

FEDERICO GOMEZ-UROZ HORST



What do you do for TLC/UT Health Science Center?

I am an instructional consultant, supporting faculty in their teaching and learning journey through direct consultations, accompanying their learning journey through the TLC Medallions, and creating resources to support teaching and learning at the UT Health Science Center.

A little bit about your background

My background is in psychology, methodology of the social sciences, language teaching and learning, and instructional design. I have worked in higher education for over 20 years, teaching and designing in-person, hybrid, and online courses.

What are you liking most about your job?

I like the focus on practical applications of pedagogical principles, instructional practices, and the application of technology to higher education. It keeps me continuously updating and learning so I can support better the work of our faculty.

What do you like about working for the UT Health Science Center?

I especially like the diverse community that the UT Health Science Center is and the many areas in which we make an impact on the education of health sciences professionals and the communities they go on to serve.

What was your most noteworthy achievement in 2024?

I think it was creating some new resources tailored to the needs of our programs and faculty. It was great to learn about the challenges and work many are doing and be able to find some specific topics that can be of help.

SARA LEACH



What do you do for TLC/UT Health Science Center?

I work as an Accessibility and Accommodations Education Specialist, where I help schedule and proctor the exams for students with accommodations.

A little bit about your background

Academically, I graduated from the University of Tennessee Chattanooga (Go Mocs), obtained my master's degree in Higher Education at the University of Memphis, and worked there in the financial aid and bursar's departments for three years.

What are you liking most about your job?

Working as a staff member in the Accommodations and Accessibility office is a full-circle moment for me, as I started my official journey in higher ed as a Graduate Assistant in the Disability Resources for Students office at the University of Memphis. I appreciate using that foundation and making a future career out of it.

What do you like about working for the UT Health Science Center?

I appreciate that the health center is completely different from the traditional college and university. I am reframing my understanding of secondary location in the healthcare sphere and how to serve that type of community and population.

What was your most noteworthy achievement in 2024?

I hit a hole in one at the mini golf course at putt putt.

NEW STAFF PROFILES CONTINUED

ANTOINE BEANE



What do you do for TLC/UT Health Science Center?

I'm the Media Specialist for the TLC at the UT Health Science Center

A little bit about your background

I have decades of experience in News Broadcasting, Documentary Filmmaking, Videography and Podcasting

What are you liking most about your job?

My team! I work with the best team in the world. They are amazing at what they do!

What do you like about working for the UT Health Science Center?

The positive culture, supportive teams and opportunities for growth and learning

What was your most noteworthy achievement in 2024?

The ability to adapt to different contexts and styles while continuously learning and improving

TLC ADVISORY COMMITTEE

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John Cox, PhD

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Director, Teaching and Learning Center

Vikki Massey

Vice Chancellor and Chief Information Officer

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Natascha Thompson, MD

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Laura Reed, DNP

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Alexia Williams, PhD

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Thomas Laughner, PhD

Teaching Learning Center

STAFF

Antoine Beane (November-)

Media Specialist

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 Dikuua, PhD (January-June)

Instructional Consultant

Federico Gomez-Uroz Borst (September-)

Instructional Consultant

Amy Hall, EdD

Instructional Consultant

Thomas Laughner, PhD

Director

Sara Leach (October-)

Accessibility and Accommodations Education Specialist

Carol Mason

Conference Specialist, Scheduling Office

George McNeil (January-June)

Media Specialist

Veronica Reliford-Thomas

Administrative Specialist

Jessica Ross, MLT (ASCP)

Senior Lab Technologist

Clinical Chemistry, Biochemistry, Molecular Biology, Urinalysis

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Instructional Consultant

Keri Snyder, Med

Associate Director, Accessibility and Accommodations

Jennifer Stewart, MPS (January-April)

Academic Technology Consultant

Catrina White, MA (January-October)

Teaching and Learning Assistant



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