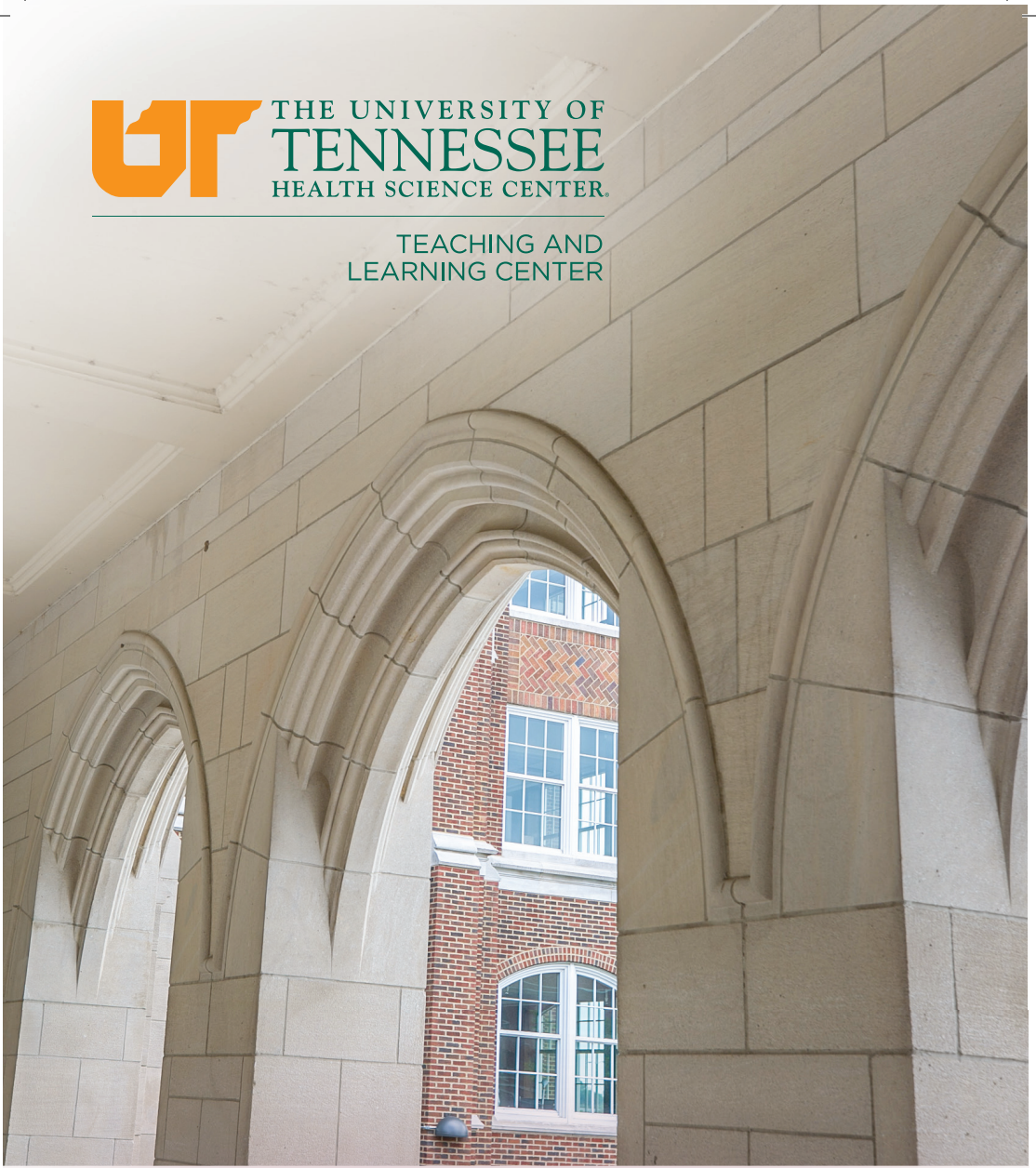




THE UNIVERSITY OF  
**TENNESSEE**  
HEALTH SCIENCE CENTER.

TEACHING AND  
LEARNING CENTER



2021 ANNUAL REPORT

Dear colleagues,

The TLC team spent 2021 working on many initiatives. We introduced the medallion program, a series of asynchronous courses with no time limits or restrictions. For those who prefer a bit more structure, the Teaching Excellence Institute provides a combination of structured, cohort-based webinars along with online activities that occur over the course of a year.

In addition, the TLC continues to provide a regular schedule of webinars (archived for on-demand viewing) and technology workshops. Consultants also schedule time with departments for workshops specific to any group's needs. For example, TLC staff led several workshops for colleges and departments on strategies to create inclusive learning environments.

Partnering with colleges and departments, TLC staff worked with faculty and administrators on several fronts, including help with initiatives related to inclusive learning environments, peer review of teaching processes, and conversations about how best to evaluate teaching. The TLC partnered with the College of Medicine to launch a Resident as Educators program, helping residents develop teaching skills for medical students during clerkship experiences.

Finally, initiatives were launched to work with faculty wishing to focus on the scholarship of teaching and learning, including a writing boot camp. TLC staff partnered with several faculty to publish papers and give presentations.

The TLC is fortunate to have a great team working hard to meet the needs of UTHSC in service to the educational needs of our students.

Sincerely,



Thomas C. Laughner, PhD  
Director

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# BY THE NUMBERS

**35**

Workshops and Webinars  
Offered by TLC

.....

## WORKSHOP ATTENDANCE

**35**

Dentistry

.....

**27**

Nursing

.....

**7**

Graduate Health Sciences

.....

**30**

Pharmacy

.....

**18**

Health Professions

.....

**49**

Other

.....

**271**

Medicine

.....

**300**

Faculty Consults

.....

# THE TEACHING EXCELLENCE INSTITUTE

The number of TEI tracks increased to four. This certificate program includes a combination of monthly synchronous webinars and a series of online activities. Faculty who complete the requirements for their track receive a certificate, a \$500 stipend, and recognition at the TLC's annual awards ceremony.

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**The four tracks offered in 2021 were:**

## 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.

"I really benefited from these sessions especially with me being so new to UTHSC. Starting a new job in the middle of a global pandemic had its challenges. The series of workshops that I attended helped me not to feel so alone at a new workplace when I knew very few people. Meeting you and other staff members in the TLC helped me feel instantly connected to the campus community. The connections that I made through this program and the TLC have set up future consultations and collaborations that have been helpful to me as a medical education researcher but also have allowed me to feel comfortable referring faculty that I serve to the TLC to help them solve teaching problems. I made the most substantial professional development on my teaching philosophy. After completion of the program I felt that I had an ally in the TLC and increased confidence on how I communicate my philosophy on teaching."

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

### **Dentistry**

Ayman Al Dayeh  
Simran Flagg  
Kiesha Werlitz

### **Health Professions**

Kelsey Klein  
Lauren Woods

### **Nursing**

Diana Dedmon

### **Medicine**

Aditi Kesari  
Ryan Sheehy

### **Pharmacy**

Rachel Barenie  
Kelsey Frederick  
Tyler Melton



“My participation in the UTHSC TLC Social Determinants of Health Institute has positively impacted my teaching. I feel much more confident when teaching about how social, economic, and political factors can contribute to health inequalities. Through my participation in the institute, I gained knowledge that I can share with my students that will strengthen their ability to implement innovative ways to achieve health equity with their clients.”

The faculty who received the Pedagogy of the Social Determinants of Health certificate were:

**Health Professions**

Orli Weisser-Pike  
Anne Zachry

**Nursing**

Bobby Bellflower  
Kate Fouquier  
Davin Johnson  
Christie Manasco  
Amanda Williams

**Pharmacy**

Nancy Hart  
Tyler Kiles  
Chelsea Renfro  
Gregory Sneed

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## UNIVERSAL DESIGN FOR LEARNING

The Universal Design for Learning (UDL) track includes three areas of focus: 1) what is inclusive teaching and why is it important to consider these principles when teaching, 2) what are the principles of UDL and how can they be used in support of inclusive teaching, and 3) how can participants use what they learn in this track to influence and mentor other UTHSC faculty. This track was available through a grant from the Office of Inclusion, Equity, and Diversity.

“I like to think of myself as a reasonably competent and approachable educator, but the UDL Institute really helped me cultivate the mindset committed to and intentional about inclusive teaching – that is, providing ALL students with equal opportunity to learn in a safe, supportive environment. Importantly, I learned practical strategies that I can implement to promote an inclusive learning environment – the presentations by internal and external speakers, and sharing of experiences with other participants have been very beneficial and inspirational for me.”

The faculty who received the Universal Design for Learning certificate were:

**Dentistry**

Sarah Aguirre  
Michelle Miles

**Nursing**

Jacqueline Burchum  
Sharon Little

**Pharmacy**

Sarka Beranova  
Andrea Franks  
Dawn Havrda

**Health Professions**

Chelsea Peeler  
Rebecca Reynolds

**Medicine**

Michael Herr  
Thomas Yohannan

Information about the program can be found at:

[uthsc.edu/tlc/programs-and-events/teaching-excellence-institute/index.php](http://uthsc.edu/tlc/programs-and-events/teaching-excellence-institute/index.php)



## TLC MEDALLION PROGRAM



The TLC officially rolled out a medallion program, a series of online asynchronous courses for faculty interested in improving their teaching skills. The first in the series is titled “The Craft of Teaching” and helps faculty think about their teaching philosophy,

develop learning outcomes, consider student engagement, and more. There are nine medallions available, with more being added all the time. Other topics include teaching with technology, clinical educators, and paradigms of education. In addition, the TLC has collaborated with other AFSA departments on some medallions including Inclusive Learning (SASSI), Information Literacy (Library), the Pedagogy of the Social Determinants of Health (Office of Health Disparities Education and Community Engagement), and Simulation (CHIPS).



“I truly benefitted from completing the ‘Craft of Teaching’ medallion. My favorite exercise was writing and refining my teaching philosophy. This allowed me the opportunity to reflect on my teaching practices and how they may or may not be facilitating student learning. I now understand that my teaching philosophy is a dynamic statement that I will revise as I gain additional experience with teaching, with the goal of becoming a more effective teacher.”

In its first year, twenty-nine UTHSC faculty completed medallions. Each received a digital badge for LinkedIn as well as a physical medallion with a personalized plaque suitable for framing.

More information about the program can be found at [uthsc.edu/tlc/programs-and-events/medallion-program/index.php](http://uthsc.edu/tlc/programs-and-events/medallion-program/index.php).



## BY THE NUMBERS:

### Number of Medallions Awarded

College	# Faculty	Total Awarded
Dentistry	7	7
Health Professions	6	9
Medicine	9	10
Nursing	10	13
Pharmacy	13	15
<b>Total</b>	<b>45</b>	<b>54</b>



## ANNUAL RECOGNITION CEREMONY

In order to recognize UTHSC faculty who completed medallions and Teaching Excellence Institute tracks, the TLC hosted the first of what will become an annual recognition ceremony. The





virtual event included a welcome by Dr. Cindy Russell, Vice Chancellor for Academic, Faculty and Student Affairs and deans who recognized the faculty in their colleges for their work as well as their pursuit to continually strive to improve their teaching in order to help their students learn best.

Each certificate recipient also received a gift box with instructions not to open them until the time of the ceremony. This year's theme was wellness. In addition to their certificates and medallions, each box contained tea (along with a TLC mug), a stress ball, a hot/cool pack, a collapsible water bottle, and candy.

## WEBINARS

The TLC continued its regular webinar series. These lunchtime sessions bring UTHSC faculty together to learn about a topic related to teaching and learning. The webinars are available on the TLC web site for later viewing.



[tlc.uthsc.edu/webinars](https://tlc.uthsc.edu/webinars)

Webinar Title	Speaker	Attendees	Archive Views
Effective Lectures and Engaging Presentations	Devin Scott, TLC	34	11
Cultural Responsiveness and Inclusivity in Healthcare Education	Stephanie Lancaster, Health Professions	43	20
Creating Hotspot Questions in Poll Everywhere	Kirk Hevener, Pharmacy	20	15
Kolb's Cycle of Experiential Learning	Connie Schroeder, University of Wisconsin	12	24
Instructor Well-Being: Taking Care of Ourselves in Times of High Stress	Mukta Panda and Bindiya Bagga, College of Medicine	19	22

Webinar Title	Speaker	Attendees	Archive Views
I Miss My Chalk! Intentional Tech Integration to Enhance Teaching in the Health Sciences	Nicole House, Educause	14	18
Recharging in Real Time	Mukta Panda and Bindiya Bagga, College of Medicine	23	8
Engaging Students in Active Learning: Promises and Pitfalls	Claire Major, University of Alabama	33	11
Are Your Tests Biased? A Guide for Implementing Inclusive Testing Guidelines in Your Assessments	Christie Cavallo, College of Nursing	20	3
Turning Teaching Activities into Educational Scholarship	Amy Hall, TLC	25	6

“The experiences I have had so far with the TLC have allowed me to connect with faculty from other colleges and helped me reflect on and work on improving my teaching practices.”

## RESIDENT AS EDUCATOR PROGRAM



The Resident as Educator (RAE) Program launched as a statewide, one-year curriculum aimed at teaching residents how to teach medical students during clinical settings. The RAE program is mandatory for PGY-1 residents in the seven core clerkship programs, i.e., Family Medicine, Internal Medicine, Neurology, Obstetrics & Gynecology, Pediatrics, Psychiatry,

and General Surgery and runs from February of the post graduate year one to January of the post graduate year two. In addition, residents and fellows from other programs may elect to participate in the program.

Within the program, residents complete ten online modules including post-assessments and reflection activities. Module topics include learning theory, learner expectations, feedback, teaching strategies for the outpatient, inpatient, and procedural settings, questioning, role modeling, and teaching clinical reasoning skills via case-based learning. Residents and fellows who successfully complete the program receive a Certificate of Completion and an RAE medallion.

With the official start of the program in 2020 being postponed due to COVID-19, the program relaunched in February 2021. The 2021 program granted 206 certificates and medallions to residents and fellows in 45 programs statewide.

“Well thought out program that provided me with the tools to be an effective teacher. I thoroughly enjoyed the experience. The lessons were precise, short and meaningful.”

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## **SOTL WRITING GROUP**

In October 2021, the TLC offered a two-week writing group focused on the Scholarship of Teaching and Learning (SoTL). This writing group aligned with a National Center for Faculty Development and Diversity Writing Challenge, that supports faculty in writing for 30 minutes each day.

The TLC’s programming offered an additional, asynchronous support class that focused on how to engage with SoTL across disciplines. During the TLC course, faculty members learned techniques to identify a SoTL research topic, design and implement this project, and how to balance teaching, writing, and research. Each faculty member received a copy of Dr. Wendy Belcher’s workbook *Writing Your Journal Article in 12 Weeks*, which offers evidence-based strategies for increasing scholarly productivity.

Faculty members from a range of colleges, including the Colleges of Medicine, Pharmacy, Graduate Health Sciences, and Nursing participated in the SoTL Writing Group. Several of these faculty members went on to enroll in TLC’s SoTL TEI in January of 2022 with the intention of continuing on with their projects. As one faculty member shared, “Deliberately setting aside time to write has been helpful ... I like that we have a designated small group ... to increase community, encouragement, and accountability.”

# 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 Dikuu, PhD, Instructional Consultant with articles and features written by TLC staff. Two editions of IMPACT were published in 2021.

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## IMPACT, VOL 4, ISSUE 1- MARCH 2021



The March 2021 issue of iMPACT, Vol 4, Issue 1, features an article from Dr. Marcia Sharp called 'Reinforcing the Community of Inquiry Model Social Presence Factor in HIIM with Flipgrid.' Alongside this article, iMPACT includes a profile of Whiteboard.com, a free learning technology tool and an article on integrating Flipgrid into Office

Teams. The issue also shares a podcast from the series Lecture Breakers that focuses on "How Microlearning Can Improve Retention and Increase Engagement." The issue concludes with an article on the Gen Z mindset and how it impacts learning. This issue had a viewership of nearly 470.

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## IMPACT, VOL 4, ISSUE 2- NOVEMBER 2021



TLC published Volume 4, Issue 2 of iMPACT in November 2021. This issue featured an interview with Dr. Stephanie Lancaster discussing her use of Open Educational Resources (OERs) in an article titled 'Creating Affordable Classrooms with OERs.' In complement to this article, iMPACT also shared a Teacher's Toolbox article with information

on the best podcasting software educators can use to create classroom resources. The issue also offered tips on adding StudyMate to a Blackboard course. IMPACT additionally highlights two research-based resources in each issue. The first one was a podcast called 'Fuel Efficient Mentoring' conducted by Teaching in Higher Ed that detailed ways to boost mentor-mentee relationships and effectiveness. Finally, iMPACT detailed research from an article called 'The Damaging Myth of the Natural Teacher;' this article debunks the idea that being a good teacher is innate and offers evidence-based approaches to improve student learning outcomes. This issue of iMPACT has had a viewership of over 150 people.

# NEW STAFF PROFILES

*The TLC welcomed two new staff to its team in 2021.*



## JENNIFER STEWART

### 1. What do you do for TLC/UTHSC?

Academic Technology Consultant

### 2. A little about your background.

I recently celebrated my 15th Anniversary at UTHSC. My previous positions include Education Coordinator, Academic Affairs Coordinator and Curriculum Coordinator in the College of Pharmacy. Prior to higher education, I enjoyed duties as a litigation paralegal and business development management.

### 3. What are you most liking about your job?

I appreciate the opportunity to partner with faculty, staff, and students to foster a great learning experience at UTHSC.

### 4. What do you like about working for UTHSC?

Being a part of an institution that serves and advances diverse communities throughout this state.

### 5. What was your most noteworthy achievement in 2021?

Provided academic technology assistance to a program director that prepared his students and residents for the entire upcoming spring semester.



## KELLY JO FULKERSON DIKUUA, PHD

### 1. What do you do for TLC/UTHSC?

I am excited to have joined the TLC team as an Instructional Consultant with a focus on Inclusive Teaching and Learning. I am passionate about supporting faculty in creating learning spaces, both clinical and didactic, that welcome learners from diverse backgrounds. My work includes meeting one-on-one with faculty for consultations, providing faculty

development sessions, researching teaching and learning, running sessions for faculty, and developing teaching and learning resources.

Continued

## **2. A little about your background.**

I am a proud alumna of the UT system with a BA from UT Chattanooga; I also hold a doctorate from Ohio State University and a master's degree from Harvard University. I have over ten years of teaching experience in higher education and I also have experience in educational consulting and non-profit management.

## **3. What are you most liking about your job?**

My favorite part is working with the fantastic faculty at UTHSC. It is a pleasure to work with such a motivated, hardworking group of scholars. I love helping faculty develop as joyful and confident educators. Inclusive Learning and Teaching can feel daunting and, at times, uncomfortable. I like to work with educators to center their own goals and design concrete strategies they can use in their teaching.

## **4. What do you like about working for UTHSC?**

My dissertation research focused on bias in healthcare settings, so I am grateful to be in an institution actively working to combat this bias. It is exciting to see the ground-level initiatives occurring in each college and the institutional passion for equity and inclusivity. I also enjoy seeing the ways various disciplines work together at this multi-faceted institution.

## **5. What was your most noteworthy achievement in 2021?**

I started with TLC in September of 2021 and I am most proud of developing a Scholarship of Teaching and Learning writing group, launching an Inclusive Learning Medallion, having an article accepted for publication in the *Journal of Best Practices in Health Professions Diversity*, and beginning to film a video called 'Inclusive Learning in Action at UTHSC.'

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# **TLC ADVISORY COMMITTEE**

### **Neale Chumblor, 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

### **Kathy Gibbs, MEd**

Assistant Vice Chancellor,  
Student Academic Support  
Services and Inclusion

### **Susan Jacob, PhD**

Associate Dean,  
College of Nursing

### **Thomas Laughner, PhD**

Director,  
Teaching Learning Center

### **Dan Harder, MPM**

Chief Information Officer

### **Michael Whitt, PhD**

Associate Dean,  
College of Medicine

### **Dawn Havrda, PharmD**

Associate Dean,  
College of Pharmacy

## TLC FACULTY DEVELOPMENT CIRCLE

**Wanda Claro-Woodruff, DDS**  
College of Dentistry

**Marcia Sharp, EdD**  
College of Health Professions

**Anne Zachry, PhD**  
College of Health Professions

**Trevor Sweatman, PhD**  
College of Medicine

**Janeane Anderson, PhD**  
College of Nursing

**Jackie Burchum, DNSc**  
College of Nursing

**Randy Johnson, PhD**  
College of Nursing

**Keevia Porter, DNP**  
College of Nursing

**Andrea Franks, PharmD**  
College of Pharmacy

**Elizabeth Hall, PharmD**  
College of Pharmacy

**Thomas Laughner, PhD**  
Teaching Learning Center

**Michael Herr, PhD**  
College of Medicine

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## STAFF

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

**Amy Hall, EdD**  
Instructional Consultant

**Tom Laughner, PhD**  
Director

**George McNeil**  
Media Specialist

**Veronica Reliford-Thomas**  
Administrative Specialist

**Devin Scott, PhD**  
Instructional Consultant

**Jennifer Stewart, MPS**  
Academic Technology Consultant

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## PUBLICATIONS AND PRESENTATIONS

Hall, A. Pedagogies of the social determinants of health teaching excellence institute: Improving faculty knowledge of pedagogies recommended to teach social determinants of health via longitudinal faculty development program. SGEA. April 2021.

Kiles, T. M., Hall, E. A., Scott, D., & Cernasev, A. (2021). Enhancing Student Knowledge of Diabetes through Virtual Choose Your Own Adventure Patient Case Format. *Pharmacy*, 9(2), 87. MDPI AG. Retrieved from [dx.doi.org/10.3390/pharmacy9020087](https://doi.org/10.3390/pharmacy9020087)

Scott, D., Cernasev, A., & Kiles, T. M. (2021). Reimagining Pharmacy Education through the Lens of a Choose Your Own Adventure Activity—A Qualitative Evaluation. *Pharmacy*, 9(3), 151. MDPI AG. Retrieved from [dx.doi.org/10.3390/pharmacy9030151](https://doi.org/10.3390/pharmacy9030151)

Scott, D., Cernasev, A., & Kiles, T. M. Choose Your Own Adventure Case Studies: Pharmacy Student Experiences. International Congress of Qualitative Inquiry. May 2021.

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