

OREGON INSTITUTE OF
OCCUPATIONAL HEALTH SCIENCES

ANNUAL REPORT 2025

TEACHING AND
LEARNING CENTER

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Welcome. I'm so glad you're here.

The TLC helps the OHSU community become better educators. Our annual report tries to convey this story in an organized, concise, and genuine way. Previously, we organized our annual reports by our values. That makes sense because our values comprise the core of who we are, and who we are determines what we do and how we do it. We remain steadfast in our values. However, this year we present our stories differently.

We begin by sharing succinctly through numbers our many resources and offerings to give you a sense of the variety of what we do. We then highlight our work on two priorities – digital accessibility and artificial intelligence (AI) – priorities that embody inclusion, innovation, and learning. We have worked intentionally this year to improve our skills with digital accessibility and the use of generative AI by reflecting on our own areas of growth and development and then experimenting and exploring. We go on to share our collective impact through noting collaborations at the international, national, regional, and institutional levels. We end with honoring and thanking some of the many people who are integral to improving education at OHSU – our award winners and our advisory committee.

I'm immensely proud of our work and of our relationships with colleagues, which continue to sustain us. This year has been particularly challenging for many reasons, and so these relationships seem to matter even more as we continue to care for one another. People, after all, are what we're all about.

We hope you enjoy learning about the TLC through the following numbers, commentaries, and citations. Thank you for reading and contributing to our narrative.



Lisa Hatfield, EdD, MA, MAT
Director, Teaching and Learning Center
[TLC on OHSU website](#)
[TLC on O2](#) (internal only)



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TLC MISSION

The Teaching and Learning Center partners with all members of the education community to create meaningful, innovative, and evidence-based learning experiences.

TLC VALUES

- Applying ethics of care to all our work
- Fostering diversity, equity, inclusion, and anti-racism
- Creating a curious mindset and space for innovation
- Promoting evidence-based teaching and learning practices
- Building relationships through collaboration
- Engaging in continuous iterative improvement



PEOPLE

The TLC comprises a team of dedicated faculty and staff committed to creating inclusive and effective practice in classroom and clinical teaching, instructional design, and academic technologies to enrich and facilitate the learning experience. This year, we bade farewell to Sarah Jacobs and welcomed Alex Shuford. The TLC was fortunate to have had Sarah's historical knowledge, expertise in assessment and active learning, and compassionate ways of doing things. We welcome Alex's leadership in teaching and assessment and look forward to creating more symbiotic connections between faculty development and programmatic assessment.

TEAM MEMBER	ROLE
Alex Shuford	Assistant Director of Teaching, Learning, and Assessment (began June 2025)
Jeffrey Jones	Digital Learning Specialist
John Ansorge	Assistant Director of Digital Learning
Julia Sniegowski	Administrative Coordinator
Justi Echeles	Course Development Manager/Accessibility Specialist
Kat Thoreson	Faculty and Media Development Specialist
Laura Scott	Faculty Development Specialist
Larry Williams	Assessment and Evaluation Specialist
Lina Gomaa	Faculty Development Specialist
Lisa Hatfield	Director
Mary Fry	Faculty Development Specialist in Clinical Teaching
Nikolai Alfieri-Weinberg	Computer User Support Analyst 2
Pamela Meyers	Faculty Development Specialist
Ryan Patterson	Education Specialist
Sarah Jacobs	Assistant Director of Teaching, Learning, and Assessment (through Feb. 2025)



OUR STORIES THROUGH NUMBERS

Numbers succinctly give valuable snapshots. Here are a few numbers to give you a sense of how we contributed to the academic mission during 2024-25.

Fundamentals of Teaching and Learning, an asynchronous resource of four modules: Online teaching, Preparing for the Term, Clinical teaching, Building an Inclusive Learning Environment

- 69 participants
 - 41 unique participants
 - 3 schools and Office of Provost represented
-

Training Future Faculty, a year-long teaching professional development program for graduate students and postdoctoral scholars consisting of pedagogical training, workshops, microteaching, observations, mentorship, and creation of a teaching statement and portfolio.

- 11 participants
- 6 graduate student programs represented: Health Systems & Policy (SPH); Pediatric Nurse Practitioner Doctor of Nursing Practice (SON); Biomedical Engineering, Microbiology and Molecular Immunology, Neuroscience and Cell, Developmental, and Cancer Biology (SOM)
- 3 post-doc departments represented: Cell, Developmental, and Cancer Biology (Knight Cancer); Psychiatry (SOM); and Oregon Institute of Occupational Health Sciences
- 10 of 11 participants successfully completed the program or are on track to complete by end of Summer 2025 with one participant planning to complete next academic year.

New Faculty Newsletters:

Four issues of digital newsletters sent the first four months of faculty members' employment; consists of wayfinding, teaching & pedagogy, faculty development, and student services.

- 240 faculty members received emails with newsletter links
- 39 distinct units represented
- 2,000 views (estimated)

Train Your Brain and Assessment

Academy: virtual workshops on a variety of educational topics from setting students up for success, creating accessible media, course mapping, writing in the age of AI, and more.

- 11 workshops
- 138 attendees
- 13 distinct presenters

Sakai, the academic mission's learning management system

- 1,600 credit-bearing course sites actively used by faculty
- 58 non-credit sites created
- 1,635 help desk tickets resolved
- 50 Bookings appointments for phone support

Dedicated course development in Sakai, working closely with faculty to create effective course sites

- 493 Sakai sites supported
- Partnering with the School of Nursing, the Division of Medical Informatics and Clinical Epidemiology, and the OHSU-PSU School of Public Health





OUR STORIES THROUGH NUMBERS (cont.)

Blue platform for summative course and instructor effectiveness evaluations

- 13,689 course evaluations submitted by students
 - 54.4% overall response rate
-

Annual OHSU-wide programmatic assessment contributions

- Facilitation and support of reviewing 73 academic programs' plans and reports, including 2 fellowship programs
 - 1 home-grown assessment review app developed
 - 3 days of reviews by assessment council members
 - 2 additional days of reviews by assessment council super-reviewers – experienced members who review plans and reports again to increase validity and inter-rater reliability
-

Undergraduate Medical Education exam laptop administration, providing specially imaged and maintained laptops

- 1,247 exam seats, including remediation
 - 12 exam sessions
 - 0 technical problems experienced by students
-

TLC faculty who facilitated or contributed to credit-bearing courses at OHSU

- 6 faculty for Interprofessional Education Foundations course
- 2 faculty for Narrative Medicine course

Quality Matters, an international organization that certifies hybrid and fully online courses that meet eight standards for quality assurance

- 4 certified peer reviewers
- 1 certified lead reviewer

Scholarship generated by TLC faculty

- 8 peer-reviewed publications
- 21 peer-reviewed conference presentations
- 6 peer-reviewed poster presentations

Leadership positions held by TLC faculty in regional organizations

- NWeLearn board of directors and Oregon Interinstitutional Faculty Senate

WHY WE ARE DIGITAL ACCESSIBILITY ADVOCATES?

At the TLC, we value what each person brings to an interaction, a conversation, a classroom – each person’s lived experience in various contexts that have shaped the perspectives they hold. We believe these to be assets. If we create more inclusive learning experiences from the beginning, we create environments that are more likely to foster success for all learners and educators.

When the Department of Justice (DOJ) announced that all web content, even those that are password-protected such as a Learning Management System, be fully digitally accessible by April 2026, we were ready to contribute to OHSU’s efforts to meet this mandate. Since 2018, the TLC has helped the OHSU community learn about Universal Design for Learning (UDL) and digital accessibility through our ARC site (Accessibility Resource Center). Our digital accessibility specialist Justi Echeles has worked earnestly to improve this site full of resources for the entire OHSU community, including for TLC members as we work diligently to model what we advocate.

This year, our goal was to bring awareness to the OHSU community about the DOJ ruling and, more importantly, why digital accessibility is vital to good teaching practice. Next year, we plan to build on this with more hands-on, practical learning opportunities with the aspiration of all new digital content created accessibly from the get-go.



CONTRIBUTIONS AND PARTNERSHIPS

TLC faculty led several presentations and consultations having to do with digital accessibility and UDL to various OHSU audiences this past year.

- 4 Train Your Brain sessions with partners in EdComm, Office for Student Access, Student Academic Success, and Educational Improvement & Innovation
- 5 schools, programs, and campuses (School of Dentistry, Division of Informatics and Clinical Epidemiology, School of Nursing La Grande campus, School of Nursing Ashland campus, RNBS)
- 2 presentations and 1 poster at the Symposium on Educational Excellence
- 1 Faculty Development Fridays, 1 Professional Development Series, and 1 Education Grand Rounds presentations

In addition, we have been active in many other ways supporting the priority of digital accessibility:

Our Fundamentals of Teaching and Learning asynchronous course has a module on digital accessibility, UDL, and Diversity, Equity, Inclusion, and Belonging.

Graduate students and postdocs in the Training Future Faculty program focus on digital accessibility as part of their six broad teaching topics. One of the program outcomes is using inclusive, accessible, and equitable practices when planning and facilitating learning experiences.

Two of our faculty members actively participate in the cross-mission **Digital Accessibility Committee**.

Justi Echeles also is integral to the Quality Matters (QM) certification review process for hybrid and online courses as she reviews each course site for QM Standard 8: Accessibility and Usability. She also works closely with Master's in Nursing Education students in their learning of QM and Standard 8 in particular.

Lastly, Lisa Hatfield was selected as a writing group leader and facilitator for the **EuroSoTL** (Scholarship of Teaching and Learning) collaborative writing groups with the proposed topic of digital accessibility.

PEER-REVIEWED PUBLICATIONS, PRESENTATIONS, POSTERS

Taha, A. A., Echeles, J., Eisen, A. M., Vaughn, K., Gomaa, L., & Azar, N. (2025). Faculty Perceptions of an Accessibility Initiative for Enhancing Student Success in Nursing Education. *Journal of Nursing Education*, 64(6), 1-4.
<https://doi.org/10.3928/01484834-20241029-04>

Echeles, J. (2025, May 16). *Digital Accessibility Part 1: How do I meet guidelines & requirements?* [Conference session]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

Echeles, J. (2025, May 16). *Digital Accessibility Part 2: How do I create accessible PowerPoints and Word files?* [Conference session]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

Echeles, J. (2025, May 16). *How do I meet digital accessibility requirements? Be a CHILLCaT* [Poster presentation]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.



Stock photo

THE EVOLUTION OF AI IN EDUCATION

Educators continue to have questions about how to use generative artificial intelligence (GAI) ethically and without compromising security, privacy, and professionalism. As OHSU matures in its response to AI across all missions, our goal this year was to continue contributing to the academic mission's conversations about a collective approach to AI. We look forward to acting on this approach next year.

Learners and educators alike are becoming more accustomed to seeing what AI can do and how it can integrate into our own workflows and learning environments. In response, we continue to offer resources and guidance on our [O2 page](#). We also presented Train Your Brain and Assessment Academy workshops on teaching with AI and harnessing AI for self-assessment.

TLC faculty have spent the year experimenting with AI and pursuing research about AI and education. Jeff Jones and School of Nursing colleagues received top honors for their poster *Teaching with generative AI: Proactive guidance using the AI assessment scale presented at the Symposium on Educational Excellence*.



PEER-REVIEWED PUBLICATIONS, PRESENTATIONS, POSTERS

Hawk, H., Coriasco, M., & **Jones, J. R.** (2025). Generative artificial intelligence: A reflexive thematic analysis of nursing students' perceptions following a guided learning activity. *Nurse Educator*, 50(1), 18-22.

<https://doi.org/10.1097/NNE.0000000000001736>

Jones, J. R., Coriasco, M., & Guevara, K. (2025, May 16). *Designing interactive, non-linear scenarios using generative AI and Twine* [Conference session]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

Coriasco, M., **Jones, J.R.**, & Hawk, H. (2025, May 16). *Navigating the AI policy frontier: Policy insights for nursing education* [Conference session]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

Jones, J. R., Coriasco, M., & Guevara, K. (2025, April 25-26). *Using AI for the design of immersive learning scenarios with Twine: Enhancing a nurse education course* [Conference session]. Eighteenth International Conference on e-Learning & Innovative Pedagogies, Chuanghua City, Taiwan.

https://cgscholar.com/cg_event/events/Q25en/proposal/74904

Coriasco, M., **Jones, J.R.**, & Hawk, H. (2024, October 17-18). *Smart collaboration: ChatGPT as a research and grading partner* [Conference session]. NWeLearn. Vancouver, WA, United States.

Hawk, H., **Jones, J. R.**, Painter Press, C., & Coriasco, M. (2025, May 16). *Teaching with generative AI: Proactive guidance using the AI assessment scale* [Poster presentation]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

COLLABORATIONS AND IMPACT

Summarizing our collective work both quantitatively and narratively is a rewarding challenge—rewarding because we can see the pure amount of all we have done but challenging because of the breadth and depth of what we do is both interconnected and also distinct.

Some of our work is existentially foundational to the OHSU academic experience and mission. Sakai, our learning management system, holds about 1,600 active courses annually where educators can interact with and assess their learners. Blue, our course and instructor evaluation system, had more than 13,000 course evaluations returned this past year. It takes time, expertise, and working in concert with other units to ensure both platforms operate smoothly so the OHSU community does not notice upgrades, down times, or any technical “glitches,” and has a place to turn to if they need help. Working closely with faculty to ensure course sites are ready each term also is a large part of what we do. Again, you may not notice when things go well, but the TLC faculty provide a wealth of instructional design and multimedia development expertise.



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WE PRESENT OUR BEST ATTEMPT AT THIS SUMMARY BY CHOOSING TO ORGANIZE OUR STORY OF COLLABORATIONS AND IMPACT INTERNATIONALLY, NATIONALLY, REGIONALLY, AND INSTITUTIONALLY.

INTERNATIONAL COLLABORATIONS AND IMPACT

TLC faculty engaged with colleagues from around the world in writing groups and poster presentations. Ryan Patterson and Pam Meyers are involved in a research project looking at the Montessori method in medical school curricula. Their group's poster was presented at the **International Association of Medical Science Educators** conference in Alberta, Canada. Larry Williams and colleagues from Liverpool John Moores University shared their expertise in course evaluations by presenting at the **Explorance** international conference in Montreal, Canada. Lisa Hatfield was selected to facilitate one of six writing groups for the inaugural **EuroSoTL Collaborative Writing Group**, held at the University of Groningen in the Netherlands. Her group also presented at the **DigAccess25** virtual conference hosted by the University of Nottingham. Pam Meyers was accepted as a participant in another one of the six EuroSoTL writing groups, which is focusing on the contextual influences on SoTL support.

Abrahamson, E., Namaste, N., Green, C. A., Arcellana-Panlilio, M., **Hatfield, L. J.**, & Eady, M. (2025). Creating a future of hope through T-shaped values. Stories of hope: Reimagining education. *Teaching and Learning Online Network*. <https://doi.org/10.11647/OBP.0462>

Hatfield, L. J., Lipowska-Bhalla, G., Haj-Hosseini, N., Lander, K., & Birtill, P. (2025, June 25). *Creating institutional capacity and confidence: Ways to address the reality gap* [Conference session]. Digital Accessibility 2025.

Williams, L., & Zaitseva, E. (2025, June 8-11). *Finding the Right Fit: Customized Approaches to Boost Evaluation Response Rates and Quality* [Conference session]. Explorance World, Montreal, Canada.

Chosed, R., Guzman-Figueroa, S., **Meyers, P.**, Rajapaksha, M., **Patterson, R.**, Kurzweil, D., Rajan, D., Perez-Opuendo, M. (2025, June 16). *Are aspects of the Montessori method of education incorporated into existing medical school curricula?* [Poster presentation]. International Association of Medical Science Educators, Alberta, Canada. <https://julnet.swoogo.com/iamse2025/poster-abstracts>

NATIONAL COLLABORATIONS AND IMPACT

Our work with national colleagues includes not only posters and journal articles but notably for the first time, an app. Mary Fry created a page for the **Just in Time Teaching (JiTT) app**, which provides evidence-based Infographics that address foundational clinical teaching principles. The widely acclaimed JiTT app was developed by Dr. Alice Fornari at Hofstra Northwell. Mary also is working on a research project with Dr. Fornari and other colleagues involving the app.

Ryan Patterson, Larry Williams, and Graciela Vidal's poster was shared at **National Conference on Race and Ethnicity in Higher Education**, and Laura Scott presented at a national virtual conference for educational developers. Lina Gomaa contributed a presentation on the pedagogy of listening to the **Scholarship of Teaching and Learning Summit**.

Lastly, Ryan Patterson facilitated a virtual conversation with **Dr. Uché Blackstock**, author of the New York Times bestseller **Legacy: A Black Physician Reckons with Racism in Medicine**.

The OHSU-wide event drew 75 people and focused on her journey from medical student to emergency physician to leading health equity advocate. Dr. Blackstock's book was read as part of the Fostering Respectful and Equitable Education's (FREE) reading group.



OHSU photo

Fry, M.R. (2025). *Temperament Inclusive Pedagogy Strategies “TIPS” to teach introverted learners*. JiTT App. <https://apps.apple.com/us/app/jitt-infographics/id1536470883?platform=iphone>

Bota, M., Lucas, N., Pamfilie, L., Scott, L., and Söken, A. (2025, June 25). *Finding your way: How values guide the journey of becoming an educational developer*. Leading with Our Values: Community as Resistance.

Gomaa, L. (2024, September 19-20). *Embedding the pedagogy of listening in the curriculum: A first-person account of applying inclusive practices* [Conference session]. Scholarship of Teaching and Learning Summit, Kennesaw, GA, United States.

Vidal, G., Patterson, R., & Williams, L. (2025, May 29). *Empowering educators: Transforming healthcare through equity and social justice training* [Poster presentation]. National Conference on Race and Ethnicity in Higher Education, New York, NY, United States.



REGIONAL COLLABORATIONS AND IMPACT

The TLC made an impressive showing at **NWeLearn's** annual conference this past fall. NWeLearn promotes a community for sharing ideas and providing support for those using technology to advance teaching and learning. An impressive seven TLC faculty members presented at this regional conference. Jeff Jones also serves on the NWeLearn board, providing leadership for this organization. In addition, Mary Fry and colleagues presented a poster at the **Northwest regional meeting of the Society of General Internal Medicine**. Lastly, Laura Scott and Lisa Hatfield served on the organizing committee for the **WGEA/WGSA/WOSR joint regional meeting for the Association of American Medical Colleges**, which was held in Portland this spring.

Davia, C. & Goma, L. (2024, October 17-18). *Self-Assessment: A road map for why and how to use it for equitable and inclusive courses* [Conference session]. NWeLearn, Vancouver, WA, United States.

Meyers, P. & Brewer, D. (2024, October 17-18). *Empowering adult learners: Transforming higher education with AI for enhanced engagement, reflection, and lifelong learning* [Conference session]. NWeLearn, Vancouver, WA, United States.

Patterson, R., & Vidal, G. (2024, October 17-18). *Engaging educators in diversity, equity, inclusion, anti-racism, and belonging: Online trainings at an academic healthcare institution* [Conference session]. NWeLearn. Vancouver, WA, United States.

Jacobs, S., Hatfield, L. J., & Jones, J. (2024, October 17-18). *Assessing professional development impact: Applying the evidence of learning and impact framework at OHSU's Teaching and Learning Center* [Conference session]. NWeLearn, Vancouver, WA, United States.

Thoreson, K. (2024, October 17-18). *6 visual design principles in 6 minutes* [Conference session]. NWeLearn, Vancouver, WA, United States.

Slone, H., Fry, M.R., Rope, R., Smeraglio, A., & Harrison, R. (2025, March 7). *Incorporating Speaker Preparation and Practice into Department of Medicine Grand Rounds: A Speaker Presentation Skill Building Program* [Poster Presentation]. Society of General Internal Medicine (SGIM) Northwest Regional Meeting, Portland, OR, United States.

INSTITUTIONAL COLLABORATIONS AND IMPACT

The TLC contributed to OHSU-wide events and partnered with OHSU colleagues to improve educational materials and processes. Pam Meyers served as chair of the **Symposium on Educational Excellence**, and Julia Sniegowski contributed countless hours to ensure the annual signature event showcasing educational ideas and scholarship went off flawlessly. TLC faculty presented several sessions, furthering awareness of and skills for digital accessibility, navigating difficult conversations, and using critical teaching behaviors in pedagogical practice.

It is vital for faculty in a center for teaching and learning to continue to teach whether in a workshop or more formal classroom experiences. Six of our faculty taught in the **Interprofessional Education Foundations** course (Jeff Jones, Justi Echeles, Laura Scott, Larry Williams, Mary Fry, and Pam Meyers), and Lina Gomaa and Pam served as facilitators in the UME **Narrative Medicine** course. Lastly, Lisa Hatfield and Pam Meyers facilitated the **Improving Your Online Course** workshop, a three-week **Quality Matters** course for educators who currently teach a hybrid or online course. The TLC continues to partner with the School of Nursing to promote the Quality Matters certification hybrid and online courses.

Kat Thoreson worked with the OHSU **Building Up Program's** post-docs and early career faculty to improve their research poster presentations, the **Oregon Rural Practice-based Research Network** in developing educational modules, and the mastering the musculoskeletal exam unit for **Undergraduate Medical Education** (UME). Nikolai Alfieri-Weinberg and John Ansorge also partnered with **UME** in ensuring students could use TLC-administered laptops for high-stakes National Board of Medical Education (NBME) exams without the extra worry of technology going awry. Mary Fry coached 27 speakers who presented in the **Department of Medicine Grand Rounds**; she also leads this Grand Rounds education subcommittee. Lastly, Larry Williams served his final year as the **Faculty Senate** representative for the Faculty, Instructor, Education, and Learning Development (FIELD) faculty unit.

We present here scholarship with our OHSU colleagues not noted previously.

Noone, J., Champieux, R., Taha, A., Gran-Moravec, M., **Hatfield, L.**, Cronin, S. & Shoemaker, (2024). Implementing open educational resources: Lessons learned. *Journal of Professional Nursing*. <https://doi.org/10.1016/j.profnurs.2024.08.005>

Patterson, R. & Vidal, G. (2025, May 16). *Navigating difficult conversations: Empowering educators in the learning environment*. [Conference session]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

Scott, L. (2025, May 16). *Using the Critical Teaching Behaviors framework to reflect on your teaching*. [Conference session]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.

Leser, E., White, C., Gupta, S., Henderson, J.J., **Fry, M.R.**, Harrison, R., Rope, R., & Zahr, R. (2025, May 16). *Leveraging grand rounds to increase belonging, collaboration, and professional identity formation for medical students* [Poster presentation]. Symposium on Educational Excellence, Oregon Health & Science University, Portland, OR, United States.



TLC AWARDS

OHSU has many, many outstanding educators and learners. We were thrilled to honor four of these folks at the Symposium on Educational Excellence this May.

The TLC's **Transforming the Student Experience Award** is given to faculty who create more equitable and inclusive environments in face to face, hybrid, or fully remote courses and/or use creativity, knowledge, strategy, and process to drive positive student outcomes. **Dr. Nicky Wakim**, faculty in the OHSU-PSU School of Public Health, and **Dr. Cristian Mendoza Ruvalcaba**, faculty in the School of Nursing, were honored for their flexibility, advocacy, and dedication to inclusive practices.

The **Promising Educator Award** recognizes a Training Future Faculty participant who demonstrates outstanding qualities as an educator. This year, we had two award winners who were selected for their enthusiasm for the teaching profession and their commitment to teaching excellence: **Kira Lynch**, PhD Candidate in Biomedical Engineering, and **Frederika Sullivan**, PhD Candidate in Neuroscience.

Educator Recipients:

(First row)

1. Nicky Wakim, Transforming the Student Experience award winner
2. Frederika Sullivan, Promising Educator award winner

(Second row)

3. Kira Lynch, Promising Educator award winner
4. Cristian Mendoza Ruvalcaba, Transforming the Student Experience award winner

Photos courtesy of award winners.



TLC ADVISORY

We wish to acknowledge and thank our advisory for their support, time, and commitment to our work. Thank you, advisory members – we truly value your contributions!

COMMITTEE MEMBER	AFFILIATION
Bernadette Zaharchook-Williams	Information Technology Group
Cheryl Miller	Educational Improvement & Innovation
Crystal Paredes	School of Dentistry
Deborah Messecar	School of Nursing
Eve Lowenstein	Student, School of Medicine
John Ansorge	Teaching and Learning Center
Kelsi Nagle-Rowe	School of Medicine
Laura Zeigen	Library
Linda Felver	School of Nursing, Portland campus
Sarah Drummond	Physician Assistant
Tamara Rose	School of Nursing, Klamath Falls campus



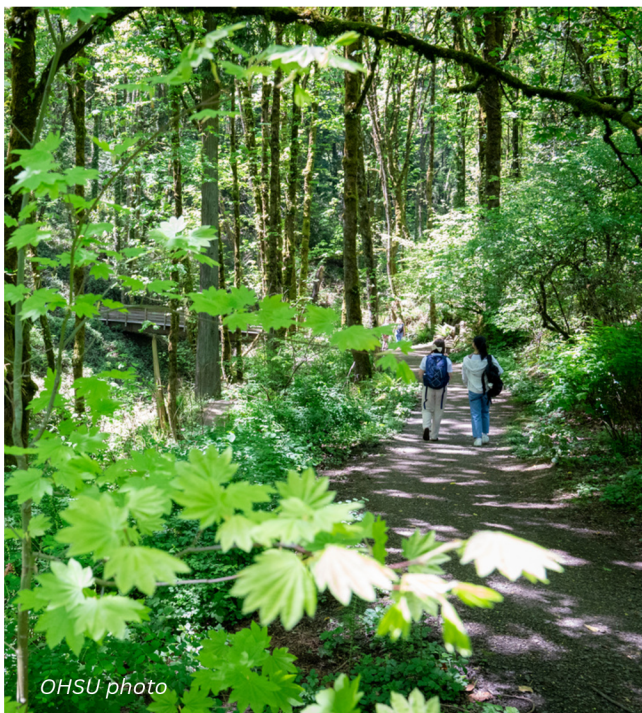
WHAT'S NEXT?

We do a lot in the TLC, to which this annual report attests, and are proud of our work. We also know that iterative improvement is necessary and good as organizations and contexts change. Last year, we began to review our work more holistically:

- Are we supporting educators along their entire journey and in modes that work for their diverse needs?
- Are we assessing our work in ways that make sense using a larger framework?
- How can we best present all that we do in more organized ways?

In the future, we will work on addressing these questions and, of course, more. As noted, we will build on the foundations of our work in digital accessibility and generative AI – these will continue to be priorities. The new year also brings new opportunities, and we look forward to reflecting on our many learnings, collaborations, and contributions in this space next year.

Thank you.



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