

April 1, 2024

To whom it may concern:

It is with great enthusiasm that we nominate Dr. Kyle Anderson for the College of Medicine Excellence in Teaching Award. Dr. Anderson, a faculty member within the Department of BMI, has consistently exhibited outstanding teaching abilities and a keen interest in employing technology and innovative methodologies to enhance student engagement. His leadership in educational administration, both within our department and across campus, further underscores his dedication to academic excellence.

Dr. Anderson's exceptional teaching prowess has garnered recognition on numerous occasions. Notably, he has been nominated for the USSU Teaching Excellence award six times and received the award in 2017-2018. What sets Dr. Anderson apart is the breadth of his impact, with nominations spanning across multiple courses including BMSC 240, BMSC 320, and BMIS 340, showcasing his versatility and effectiveness across various subjects. Moreover, his contributions extend beyond local recognition, as evidenced by his receipt of the Top Educator of the Year award at the Engage 2018 educational technology conference in Chicago, hosted by TopHat Monocle.

It is worth highlighting that Dr. Anderson's teaching prowess is not only lauded by students but also esteemed by his peers. Peer reviews consistently commend his dedication to student learning, his inclusive approach to teaching, and his willingness to explore innovative instructional methods. One peer reviewer concluded with this:

"Overall it is clear that Kyle puts a lot of thought into his lectures and how to explain concepts to students in different ways so that they will understand. Kyle has a gift of going through a lot of detailed material but without making it overwhelming for students. He is approachable and friendly to students, knowledgeable about the topic area, made good connections to upcoming topics, ... and also makes connections to possible ways topics can be examined."

Another peer reviewer summarized their assessment by stating *"I believe the students learned a lot from this exercise. It is clear that Dr. Anderson is a highly competent, effective teacher, and is not afraid to use alternative modes of learning in delivering his lectures."*

Dr. Anderson's commitment to pedagogical excellence is further evidenced by his continuous reflection and adaptation to enhance the learning experience. There are many examples of this; I have chosen a few below to elaborate on.

1. One example is BMSC 240. Dr. Anderson has been involved with this course for many years. It is the introductory biomedical science laboratory course and is delivered to hundreds of students per year in multiple sections. Soon after he began involvement in this course, he noticed that there was inconsistency of instruction in the laboratory, particularly in the prelab talks that were often given by teaching assistants. Not every TA was giving the same level of instruction and information. To address, Dr. Anderson and

the lab team developed 10 Prelab Demonstration/Instructional Videos that provided consistent information to all students regardless of which section they were in.

2. A second more recent example of this is that he has begun using a live caption generator with his lecture presentations. He started doing this when we returned to full in-person lectures following the pandemic, when masking was still required. He was concerned that masking might make hearing and understanding his speaking during the lecture more difficult and thus proactively initiated the use of this technology. Student feedback received was very positive and indicated that the captions helped keep students focused and helped when they missed a major point. He has now incorporated this into all of his lectures and other faculty have started trying it out as well.

3. Our department has ongoing concerns about plagiarism and students not fully understanding what it entails and claiming ignorance when it is brought to their attention. One new faculty member in our department put together an academic integrity module that all students in her class had to complete in order to hand in any assignments. The department discussed whether this could be used in our other classes, and asked Kyle if he could devise and implement a system that wouldn't overburden students with needing to do the module for every class they take as well as not overburden faculty with having to check to see if students have completed the module. Kyle consulted with GMCTL and did some additional self-training, and through his efforts our department now has a system in place that we use in all our classes. Essentially, the course is offered on Canvas Catalog, which can send out certificates of completion. Kyle set it up for the certificates to expire after 365 days so students have to re-do it every year, which allows us to add or update content if needed. Next, Kyle developed an easy way for implementation with a set of instructions that we incorporate into our syllabi. The bottom line is that a course on Canvas can be set up to allow an assignment to be submitted only after a certificate of completion of the academic integrity module has been uploaded. The result is that instructors do not have to input anything or check on anything. It has been very successful, and after the College of Arts & Science caught wind of it, they got very excited and have asked Kyle to meet with them to explain some of the details, with the intent to use it for every course offered through their College.

4. One of Kyle's main teaching assignments is in BMSC 320 -Nucleic Acids from Central Dogma to Human Disease. This course was deemed to be of fundamental importance for all of our new biomedical science programs and is a core course. As a result, enrollment has increased significantly to the point where it impacts the type of assessments and activities that can be implemented in the course. Kyle proposed to look into developing a web-based version of the course that could be offered during the spring/summer term and perhaps even in the winter term, essentially making the course available year-round. Kyle has been working with the Distance Education Unit since last summer and it will be ready to pilot this upcoming spring. I recently reviewed Module 1 since I am the approver, and I was really impressed with what Kyle has designed along with help from DEU. One of the innovative aspects that Kyle has integrated into the modules is the use of Open Broadcast Studio. This is used to record a composite video of the PowerPoint presentation with the video feed of the instructor layered over top of the slide. It requires a 4X6 ft greenscreen that is suspended behind Kyle, the green being digitally replaced with transparency. It really helps bring this web-based course come to life by

allowing the instructor to hand-gesture to things on the slides, engaging with the audience.

Dr. Anderson's contributions to teaching and learning also include significant leadership and participation in administrative activities through which he shares his expertise with other educators. These can be found in his teaching and administrative dossiers; a few will be highlighted here. At the department level, Kyle is our go-to expert and advisor on anything academic such as midterm exam policies, AI usage, etc. He chairs our undergraduate affairs committee, and handles most of the issues, such as transcript and class equivalency assessments, himself. Recently he led the department through an undergraduate program review process, where we developed program learning outcomes for the first time which led to the revision of course descriptions and in several cases changes to course content and assessment methods. He serves on College-level committees in both Medicine and Arts & Science. He served on the Biomedical Sciences Restructuring committee, an onerous and important task that led to the current slate of majors in the new BSc in BMSC program and that included the development of a number of new courses. He is a member of the Pedagogical Merit Review committee for Animal-based teaching and Learning, and has chaired several significant committees related to academic affairs and misconduct, and. His Administration Dossier contains several letters of thanks and appreciation for his significant contributions to various committees and teaching and learning activities.

In conclusion, Dr. Kyle Anderson's outstanding contributions to teaching and learning make him a deserving candidate for the College of Medicine Excellence in Teaching Award. His dedication to student success, innovative teaching methods, and leadership in academic administration exemplify the qualities this award seeks to honor. We are grateful for the opportunity to nominate Dr. Anderson and commend the College for recognizing excellence in teaching.

Sincerely,

A handwritten signature in blue ink that reads "Bill Roesler".

Bill Roesler

Professor and Head, BMI

A handwritten signature in blue ink that reads "L. Chelico".

Linda Chelico

Professor and Incoming Head, BMI