



TEACHING AND
LEARNING CENTER

ANNUAL REPORT

2026

Photo: Nikolai Alfieri-Weinberg

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We'd like to take this opportunity to welcome two new team members to the TLC. Erika Kelly is our new Administrative Coordinator and Mark Rivera is our Educational Technology Specialist. Welcome to the team both of you!



TLC Advisory Committee

We are grateful for our advisory committee members who consistently ask great questions and give valuable input. They truly are champions of educators and learners.

Person	Role
Cheryl Miller	Assistant Vice Provost for Educational Technology and Innovation, Educational Improvement and Innovation
Kelsi Nagle-Rowe	Assistant Dean, Academic Affairs, School of Medicine
Sarah Drummond	Associate Professor, Physician Associate program
Laura Zeigen	Health Sciences Education & Research Librarian, Library
Tamara Rose	Associate Dean, Statewide Undergraduate, School of Nursing
James Ofsink	Manager, Academic Applications, Information Technology
Deborah Messecar	Senior Associate Dean, Academic Affairs, School of Nursing
Linda Felver	Associate Professor, School of Nursing
Crystal Paredes	Director, Assessment & Institutional Outcomes, School of Dentistry
Alex Shuford	Assistant Director of Teaching, Learning, and Assessment, Teaching and Learning Center
John Ansorge	Assistant Director of Digital Learning, Teaching and Learning Center
Lisa Hatfield	Director, Teaching and Learning Center

ABOUT TLC

In this welcome message, Lisa Hatfield, TLC Director, highlights what we've been doing this past year and the meaningful impact we create together every day.



[O2 site](#)
[OHSU TLC](#)



Teaching and Learning
Center email: tlc@ohsu.edu

Mission

The Teaching and Learning Center (TLC) partners with all members of the education community to create meaningful, innovative, and evidence-based learning experiences. It supports teaching and learning across OHSU's academic programs through pedagogical practice, online course design, assessment, course evaluations, digital accessibility, and academic technology to improve learning engagement.

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

OUR PEOPLE

Alex Shuford

Assistant Director of Teaching, Learning, and Assessment

Erika Kelly

Administrative Coordinator

Graciela Vidal

Education Specialist (Educational Improvement & Innovation)

Jeffrey Jones

Digital Learning Specialist

John Ansorge

Assistant Director of Digital Learning

Justi Echeles

Course Development Manager/Digital Accessibility Specialist

Kat Thoreson

Faculty and Media Development Specialist

Laura Scott

Faculty Development Specialist

Lawrence Williams

Assessment and Evaluation Specialist

Lina Gomaa

Faculty Development Specialist

Lisa Hatfield

Director

Mark Rivera

Educational Technology Specialist

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

Good Teaching

Thoughtful, intentional, and inclusive teaching is at the heart of the TLC's work. As we engage with faculty and staff to help prepare students for the health professions ecosystem, the seemingly "simple" tenets of good, effective teaching form the basis of everything else we do. We offer several programs and resources that promote evidence-based teaching and learning practices.

30-30-30 INITIATIVE

Fostering Respectful & Equitable Education

The Foster Respectful and Equitable Education (FREE) initiative supports educators in creating environments where all learners can thrive through programming that promotes belonging, inclusive teaching practices, and equitable learning across classroom, clinical, and simulation settings. A hallmark of this 30-30-30 initiative is the year-long certification program, comprised of equity-focused workshops, learning communities, and learning-by-practice capstone project proposals.



A highlight of this year was the virtual colloquium hosted by Dr. Meredith Broussard, an internationally recognized data scientist, scholar, author, and leading voice on the social and ethical implications of artificial intelligence and data-driven technologies. Dr. Broussard spoke of the integration of AI ethics into health professions education, largely based on her book *More than a Glitch: Confronting Race, Gender, and Ability Bias in Tech*.



FREE is led by **Graciela Vidal and Ryan Patterson**.

This year: FREE Impact

72

participants
across 10
workshops
(42 unique)

74

faculty, staff and
students attended
Dr. Broussard
session

94%

Reported learning
strategies
they could apply to their
teaching

25

micro-credential
candidates to
submit capstone
proposals

49

consulting
medical
education
credits awarded

97%

Reflected on or changed
aspects of their
educational practices

Training Future Faculty

Training Future Faculty (TFF) supported 22 graduate and post-doctoral students this year as they learned how to be excellent educators through pedagogical training, teaching experiences, workshops, and mentorship. Guided by seven faculty mentors, participants attended several pedagogy workshops and were given feedback through teaching observations.

TFF bestows the Promising Educator Award, which recognizes a program participant who demonstrates outstanding qualities as a current and future educator, including a commitment to inclusive, effective, and reflective teaching. This year's recipient is Holly Day, a 5th-year PhD student in the Biomedical Engineering program under the mentorship of Dr. Carolyn Schutt Ibsen. TFF is led by **Laura Scott**.

This year: TFF Impact



From L-R, Laura Scott, Holly Day and Laura Zeigen

Train Your Brain

We enhanced the TLC's Train Your Brain (TYB) workshops to better serve OHSU's academic mission across all campuses. In partnership with the library, all TYB workshop offerings and registrations have moved to the new Educational Development Calendar. This central educator-focused calendar coordinates programming to prevent scheduling conflicts, making it easier for faculty to attend TYB sessions alongside Education Grand Rounds, the Educators' Collaborative, and Faculty Development Fridays. Additionally, workshops and resources from the former Assessment Academy have been integrated into the TYB curriculum to provide a more organized central hub for faculty development.



Many of this year's workshops focused on Brightspace, the education mission's new Learning Management System (LMS). Our educators' dedication was clear in their strong response to the TYB Brightspace workshops. Moving forward, TYB remains committed to supporting the transition to Brightspace as well as our long-term faculty growth through specialized skill-building workshops tailored to health sciences education. Recent sessions explored slide design, digital accessibility, inclusive pedagogy, and Generative AI. TYB is led by **Dr. Alex Shuford**.

This year: TYB Impact



Last year: TYB Impact



Schools & units represented

SOD SON
SPH SOM

Human Resources
ITG

Vollum Institute
Provost Office

Fundamentals of Teaching and Learning

This year: Fundamentals Impact

24

participants

Schools represented

Medicine

Nursing

Public Health

The Fundamentals of Teaching and Learning is a series of facilitated two-week online modules that focus on *Building an Inclusive Environment, Clinical Teaching, Preparing for the Term, and Digital Teaching Essentials*. New this year are badges and certificates, which recognize participants for their time and work in completing specific activities in each module. Fundamentals is led by **Pam Meyers**.

Our recent participation numbers have remained consistent, and we look forward to serving even more faculty as we begin offering Fundamentals in Brightspace this next year.

Feedback

*A fundamental component of good teaching is receiving and giving feedback – and how to do that with care in nurturing **continuous improvement**.*

Student evaluations of teaching



Through Explorance Blue, the TLC administers course and teaching evaluations essential to continuous professional improvement. We actively champion this work by delivering presentations and workshops designed to maximize learner engagement and response rates. These sessions equip educators with practical strategies to increase the quality and quantity of student evaluations, navigate feedback bias, and learn the art of exchanging feedback. Students continue to score their experiences highly with an overall institutional average of 5.2 on a 6-point scale (6 high). Student evaluations are led by **Lawrence Williams**.

Presentation speaker coaching

Faculty speaking for the weekly Department of Medicine Grand Rounds have had access to speaker coaching through the Grand Rounds Education Team, of which the TLC is part. This team has created stand-alone resources to support speakers in preparing effective presentations and has offered individualized speaker coaching on slide design and delivery. Division-level faculty training has also been provided at Division Grand Rounds and meetings to further support faculty's presentation skills. Presentation speaker coaching is led by **Dr. Mary Fry**.

”
“We are so appreciative that you took the time to review our slides and help us conceptualize ways to more effectively deliver our message ... in a way that could not have been possible without your inspiration,” wrote one faculty member.

Teaching observations



The TLC provides faculty with observations in both didactic and clinical settings. Faculty participating in these voluntary programs enjoy individualized feedback and goal setting with trained faculty observers in the TLC. Observations are part of a meeting series involving pre-observation, observation, and post-observation sessions. Observations have been conducted across a range of classroom and clinical settings (inpatient and intraoperative). Teaching observations are led by **Dr. Mary Fry**.

Technology as a Complement to Good Teaching

Technology, whether it be a pencil or a chatbot, can be an effective complement to what human beings decide to do to improve any learning environment. TLC folks have been busy this year implementing a new Learning Management System (LMS) to improve digital accessibility and providing guidance for ethically using Generative Artificial Intelligence.

30-30-30 INITIATIVE

Brightspace and Ally

OHSU's education mission began its transition from the Sakai LMS to Brightspace by D2L, both of which the TLC administers. This 30-30-30 initiative was in part to meet the 2024 Department of Justice ruling stating all web content needs to meet WCAG 2.1 guidelines by April 2027 (originally April 2026). Sakai had been the academic mission's LMS since 2007, and so this was a significant change for faculty, staff, and students. For some, Sakai had been the only LMS they had worked in.



The project leadership team chose to pilot courses to run Spring term 2026 with full implementation beginning in the Summer 2026 term. We are grateful for our pilot partners who were eager to test a new environment and give us feedback to help create a more effective experience for colleagues and students. We look forward to sharing more information next year about the roll-out and how we are doing in terms of digital accessibility in Brightspace. **John Anson** leads the technical implementation of this very technical project.

This Year: Brightspace Transition Training Impact

19

pilot courses,
including all SON
regional campuses

700+

students in pilot

32

virtual drop-in
sessions hosted by
TLC, 112 participants

17

virtual Train Your
Brain sessions
dedicated to
Brightspace topics

Digital Accessibility

"The ARC ... resource page has been the greatest tool!", wrote one member of the Digital Accessibility Liaison (DAL) group. ARC, the online digital Accessibility Resource Center, is the foundation of digital accessibility training for departments, teams, and faculty.

"The ARC ... resource page has been the greatest tool!"

ARC provides information and instruction on creating digitally accessible web content, documents, and media. ARC also serves as a primary resource or learning material for OHSU's Digital Access Committee, the DAL pilot program, School of Nursing MNE students, a *Training Future Faculty Teaching* topics module, and a "Fundamentals of Teaching and Learning" course module. We are looking forward to publishing ARC in Brightspace where we can gain information on usage to inform future resource development and outreach.

We updated ARC this year to include more detailed information on creating accessible Excel documents and PDFs. We also added a new Digital Accessibility Checklist to help all OHSU members be compliant with federal accessibility guidelines by April 2027. TLC faculty served on the OHSU-wide Digital Accessibility Committee and the Digital Accessibility Liaisons group. ARC is led by **Justi Echeles**.

Generative AI

TLC and Library colleagues developed a self-paced *Basics of AI Literacy* course for OHSU instructors. The course contains four modules related to the use of generative AI in education: "Foundational Knowledge, Ethics, Evaluation, and Pedagogical Application." We have recruited 25 pilot learners and evaluators to provide initial feedback with a fuller roll out planned for Fall 2026. In addition, TLC faculty also participate on the education mission subgroup of OHSU's AI Governance Committee. **Jeff Jones** leads these AI curriculum efforts.

98%

Syllabi Faculty Engagement and Student Use

of syllabi edited by instructors subsequently were accessed by students suggesting a strong connection between faculty personalization and student use.



Concourse Syllabus



The transition to Brightspace also unlocks new opportunities for Concourse, our cloud-based syllabus management platform. We can now review Brightspace data to better understand syllabus adoption, quality, and compliance across academic programs. Integration of the two platforms creates a stronger foundation for identifying courses that are candidates for syllabus publication, quality improvement, and accreditation reporting. Concourse is led by **Mark Rivera**.

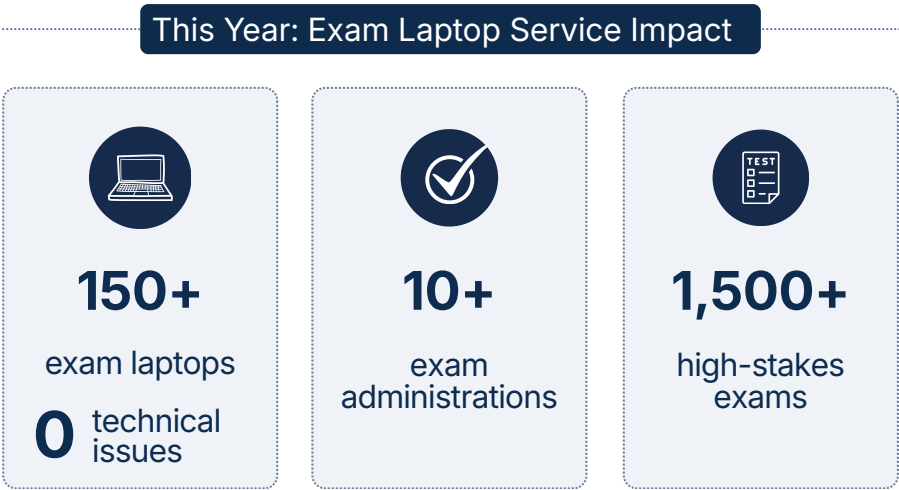
Collaborations to Improve the Learner Experience

Clinical teaching work

To support the clinical mission in education, the TLC hosts the [Clinical Teaching Resource Site](#) in SharePoint, which is widely used by clinical faculty and preceptors within OHSU and beyond. This site has resources on preparing for teaching, clinical teaching strategies, feedback, and evaluation and wellness. Other trainings and resources available to clinical faculty include the “Clinical Teaching” module in the “Fundamentals of Teaching and Learning Program”, presentation on Clinical Teaching in the Professional Development Series, the Clinical Teaching Observation program (AMA PRA Category 1 Credit™), OpTrust intraoperative ratings assessment sessions, and a self-paced online Feedback course (AMA PRA Category 1 Credit™). **Dr. Mary Fry** leads clinical teaching efforts.

Undergraduate Medical Education (UME) exams

The TLC, in partnership with the UME Teaching Services Office, maintains and deploys more than 150 exam laptops to support MD students taking National Board of Medical Examiners(NBME) examinations and provides a standardized testing environment that integrates seamlessly with OHSU systems. Over the past year, the service supported more than 10 separate exam administrations, delivering more than 1,500 high-stakes exams to UME cohorts.



We are especially proud that, due largely to the thorough work of **Nikolai Alfieri-Weinberg**, no student experienced technical issues during NBME testing this year. By providing a reliable alternative to the variability of student-owned devices, the service reduces exam-day stress and allows test takers to focus on their performance rather than on technology concerns. This year the team also streamlined laptop maintenance and deployment processes, improving the efficiency and reliability of this critical service.

Faculty development specialists working with partner schools

The TLC has formal partnerships with the **School of Nursing, the School of Public Health, and the Division of Informatics, Clinical Epidemiology and Translational Data Science in the School of Medicine**. This dedicated collaboration for working in Brightspace complements the broader suite of pedagogical professional development the TLC offers.



Jeff Jones helped the **RNBS program** migrate all its courses for the Spring Brightspace pilot. He also worked on developing AI guidance for students and faculty, including providing consistent new syllabi language, usage and disclosure policies, and assignment-level instruction.



Dr. Lina Gomaa leads the Brightspace transition for the **Ashland SON** campus developing faculty-centered resources, curating the Ashland Brightspace SharePoint site, and providing targeted guidance through team-teaching sessions and the Ashland Spring Workshop. For the **Family Nurse Practitioner (FNP)** program, Lina established a virtual Community of Practice that fosters collaboration, resource sharing, and peer support.



Justi Echeles worked through the course migration process from Sakai to Brightspace with the **Klamath Falls, La Grande, and Monmouth campuses as well as with several graduate programs**. Justi also collaborated with Jeff Jones and Kat Thoreson to implement a School of Nursing common course template in Brightspace to provide consistency in format so that students can easily navigate across courses.



Kat Thoreson supports **Portland and Bend SON undergraduate, graduate and post-graduate courses as well as Psychiatric Mental Health Nurse Practitioner (PMHNP)** graduate courses. In addition to managing the transition for these programs to Brightspace, Kat has also been working with the RNBS and SON programs to create graphic design elements and interactive eLearning modules to increase engagement for the learner experience.

This year: Media Impact

100+	design requests & creation	11	modules created
	including web interfaces, logos infographics, annual reports, banners	8	microvideos



Pam Meyers worked on strengthening the relationship with the **OHSU/PSU School of Public Health** through targeted efforts that support both faculty development and the learner experience. This teamwork included presentations on first-day activities, a foundational overview of GenAI, and a Brightspace introduction.



Laura Scott collaborated with more than 40 different faculty, staff, and teaching assistants who provide instruction in BMI and DICE. Her collaboration with the **Biomedical Informatics program and the Division of Informatics, Clinical Epidemiology and Translational Data Science (DICE)** has focused on training, supporting, and preparing faculty to teach online and blended courses in Brightspace.

SEE organizational leadership

The TLC was instrumental in the planning and programming of this year's Symposium on Educational Excellence (SEE). The annual event welcomed more than 140 in-person and online participants. Larry Williams was key in bringing his colleague Dr. Phil Carey from Liverpool John Moore's University in the United Kingdom to SEE as the keynote speaker. Dr. Carey delivered an energizing talk on this year's theme: Building Compassionate Curriculum for Student Wellbeing. The conference was full of interactive workshops, speaker panels, SNAP talks, and poster presentations, including sessions by Graciela Vidal, Ryan Patterson, Jeffrey Jones, Kat Thoreson, Justi Echeles, Mary Fry, Alex Shuford, Larry Williams, and Pam Meyers along with top-poster award winner Laura Scott. Pam Meyers (chair) and Jeff Jones served on the planning committee.



From L-R, back row: Quiana Harshman, Sylvia Nelsen, Christine Flores, Jeff Jones, Devon Ritter. Front row: Erin Jones, Pam Meyers, Jennifer Jordan-Wong, Emily Hillhouse. Not pictured: Kelly Doherty. Photo credit: Jordan Sleeth

Quality Matters (QM)

Quality Matters is an international organization that certifies hybrid and fully remote courses that meet rigorous standards for teaching and learning. Certified courses ensure alignment between objectives, assignments, and instructional materials as well as quality design in navigation and accessibility. QM certification serves as a commitment to creating and maintaining an environment of excellence and quality.

This year: QM Impact

6

courses
certified

27

total
courses
certified

Since the QM committee's inception in 2021, we have certified 27 courses. Additionally, we have offered a three-week virtual Improving Your Online Course workshop in which 28 participants worked on improving their current hybrid or fully online courses.

The TLC has a strong partnership with the School of Nursing promoting QM certification among faculty. Laura Scott, Kat Thoreson, Justi Echeles, and Dr. Lisa Hatfield serve on the QM committee. Laura Scott and Graciela Vidal are QM lead reviewers, Justi Echeles and Kat Thoreson are peer reviewers, and Lisa Hatfield is one of OHSU's QM coordinators.

Contributions Across OHSU and Beyond

Academic Program Assessment

OHSU has continued to strengthen its culture of assessment, continuous improvement, and institutional effectiveness. The TLC provides leadership to OHSU's Assessment Council, which oversees and reviews the annual institutional academic assessment planning and reporting process.

Assessment quality remained strong, with **82% of academic programs demonstrating proficiency in the institutional assessment process**, reflecting continued maturation of assessment practices across the university. Programs also continued to use assessment findings to improve student learning outcomes, while integration of Graduation Core Competencies into program-level learning outcomes increased. Assessment efforts also supported OHSU's successful NWCCU Mid-Cycle Evaluation and reaffirmation of accreditation, demonstrating the strength of the university's assessment culture and commitment to educational effectiveness.

Significant investments in assessment infrastructure modernized the Academic Program Assessment System, including migration to a SQL-based architecture. The OHSU Assessment App improves data quality, reporting capabilities, security, and scalability while enabling analytics through tools such as Power BI.

Dr. Alex Shuford and Lawrence Williams lead the annual review process, with technical wizardry and data wrangling led by **Mark Rivera**.

81%

Annual Assessment Process Proficiency
of academic programs demonstrated proficiency in OHSU's annual assessment process in 2025–2026

Assessment awards

We are proud to recognize the outstanding assessment efforts of several programs across the university through the 2025–2026 Assessment Awards. These award-winning programs exemplify a culture of continuous improvement and excellence in assessment across the institution.

Category	Programs Recognized	Recognition Focus
Scholarship	Family Nurse Practitioner (DNP-FNP), Nurse Anesthesia, Radiation Therapy, Periodontics	Exemplary use of assessment to advance student learning and program improvement
Stakeholder Engagement	Physician Associate, Radiation Therapy, Biostatistics, Medicine	Meaningful involvement of faculty, students, and other key stakeholders in the assessment process
Transparency	Radiation Therapy, Physician Associate, Medical Physics	Openly communicating assessment findings and using data to inform decision-making

Professional Development Series

The Professional Development Series (PDS) consists of four interactive online sessions that introduce newer faculty to key resources, services, and teaching practices at OHSU. The sessions are Classroom and Clinical Pedagogy, Care for the Whole Person – Student Affairs at OHSU, Library Research and Impact Services, and the Path to Promotion and Teaching Evaluations. PDS is led by **Pam Meyers**.

32

participants

Professional Development Series

representing a variety of units across campus and creating opportunities for cross-campus learning and connection.

Digital accessibility at OHSU and regionally

TLC contributed to OHSU-wide efforts to update digital accessibility policies, procedures, and guidelines through participation in the [Digital Access Committee \(DAC\)](#) and the Digital Accessibility Liaisons (DAL) pilot program. DAC is an OHSU-wide hub for roadmaps, resources, and training while the DAL leadership group maintains communication with team liaisons, manages access to PDF and other document remediation tools, and provides training across digital accessibility topics. Justi Echeles and Lisa Hatfield serve on the DAC and are on the DAL steering group.

Justi Echeles, along with a colleague from Oregon State University, presented to [NWHeat](#) workshop participants about the use of PDFs, which have proven challenging to make accessible.

NWeLearn

Several members of the TLC attended and presented at NWeLearn 2025 held at Lane Community College in Eugene, Oregon. NWeLearn members comprise institutions around the region that share ideas in using technology to advance teaching and learning. **Jeff Jones and Graciela Vidal** serve on NWeLearn's board of directors.



- **Jeff Jones** presented with SON faculty Drs. Mike Coriasco and Heather Hawk *One Size Doesn't Fit All: Real-World UDL in Online Nursing Courses*
- **Pam Meyers** presented with Dr. Cheryl Miller *Charting New Territory: GenAI Competency Framework for Educators*
- **Kat Thoreson** presented *From Zoom Gloom to Bloom: Helping Students Thrive Online*
- **Justi Echeles** presented *Digital Accessibility: What do we need to do? How do we do it? How do we support faculty?*
- **Jeff Jones and Laura Scott** presented *Two Totally Legitimate but Antithetical Perspectives on AI*
- **Jeff Jones and John Ansorge** presented with Dr. Mike Coriasco *AI-Powered Education: Building Custom Learning Assets with Generative AI*

POD Network

The Professional and Organizational Development Network in Higher Education (POD Network) is the leading national organization for educational developers in centers for teaching and learning. **Pam Meyers** serves on its governance and POD Live committees.



Dr. Lisa Hatfield was elected secretary of POD's Healthcare Special Interest Group.

Association of Surgical Education (ASE)

Dr. Mary Fry contributes to the ASE Vice Chair of Education and Faculty Development committees and is actively pursuing a year-long surgical education research fellowship with this organization.



Selected Scholarship

TLC faculty consistently contributes to educational learning at OHSU and beyond. We share here a sampling of our scholarship this past year, showing expertise and curiosity across a breadth of pedagogical topics.

10

Peer-reviewed publications

3

Peer-reviewed poster presentations

24

Peer-reviewed conference presentations

Biesinger, T., & **Echeles, J.** (2026, April 15). Keep calm and make it accessible: A conversation about PDFs [Virtual presentation]. NWHEAT & Every Learner Everywhere.

Moreno, K., **Fry, M.R.**, Walker, J., & Cook, M. (2025). Improving faculty teaching of medical students during surgical clerkships: the feedback they want and the feedback they need. *Journal of Surgical Education*, 82(11). <https://doi.org/10.1016/j.jsurg.2025.103703>

Gomaa, L. (2026, February 20). *Within reach: Empowering faculty to create co-constructed learning experiences* [Presentation]. Faculty Development Fridays Virtual Series, Oregon Health & Science University, Portland, OR, United States.

Jones, J. R., & Echeles, J. (2026). Faculty's digital accessibility assistant: Does generative AI write accurate, meaningful, and useful alternative text for course images? *Nurse Educator*, published ahead-of-print. <https://doi.org/10.1097/NNE.0000000000002183>

Meyers, P., Chosed, R., Guzmán-Figueroa, S., Kurzweil, D., **Patterson, R.**, Rajapaksha, M., Rajan, D., & Perez-Oquendo, M. (2026). Montessori principles in medical education: Training innovative and compassionate physicians. *Medical Science Educator*. <https://doi.org/10.1007/s40670-026-02705-8>

Patterson, R., & Vidal, G. (2026, February 11). *Leveraging storytelling for deep reflection in educator development* [Presentation]. Northwest Regional Equity Conference, Vancouver, WA, United States.

Scott, L. E. (2026, May 29). Implementing curriculum revisions in a future faculty program [Poster presentation]. Symposium on Educational Excellence 2026, Oregon Health & Science University, Portland, OR, United States.

Thoreson, K. (2026, May 20). *Microlearning in practice: How small, intentional design choices create big learning impact* [Presentation]. NW MET Conference, Portland, OR, United States.

Williams, L., & Carey, P. (2026, May 29) Metrics to Meaning: Reimagining Student Voice through International Comparison [Presentation]. Symposium on Educational Excellence. Portland, OR, United States.