Weekly Happenings Newsletter

**Quote of the week:**

“Study without desire spoils the memory, and it retains nothing that it takes in.”
- Leonardo da Vinci

** SPRING 2021**

**March 15-19, 2021**

**The CIRTL Network**
CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

**Workshop Series: Exploring and Unpacking Post-PhD Career Possibilities: Recognizing and Articulating the Value of What You've Learned as a Graduate Student**
1:00-2:30 PM EST, Tuesdays March 9-30, 2021

**Developing Professional Skill Sets in Mentoring and Advising Relationships**, Tuesday March 16, 2021
**Developing Professional Skill Sets in Communities and Networks**, Tuesday March 23, 2021
**Putting It All Together: Articulating and Implementing a Career Development Plan**, Tuesday March 30, 2021

Can you articulate your graduate skills? Are they related to project management? Leadership? Creative thinking? In this event, we will help you identify the transferable skills you are acquiring as a graduate student that extend beyond your disciplinary specialty. Knowing how to identify and speak to the less obvious, but perhaps more universal, skills you are developing during your graduate studies will help you uncover career options that best suit your interests, goals, and capabilities. By the end of this session, you will be equipped to recognize and articulate your graduate skillset, and to translate that skillset into terms and concepts that are recognizable by a wide range of employers, both in academia and beyond.

*We encourage participants to attend all workshops, but you may choose to register for individual workshops within this series.*
How Completing a TAR Project Impacted My Career: Reflections from CIRTL TAR Alumni
1:00–2:30 PM EST, Thursday March 18, 2021
Are you thinking about taking on a Teaching-as-Research (TAR) project? Join us to hear from a panel of CIRTL alumni who will share their experience doing a TAR project – not the research they conducted, but what they learned from the process and how they leveraged their TAR project in their career. Alumni from University of Pennsylvania, Lafayette College, Emmanuel College, and Stanford University will reflect on the ups and downs of the TAR process, discuss how the experience impacted their career and instructional approach, and answer questions from the audience.

Considering the Whole Self in Teaching and Learning: Mental and Physical Wellbeing in the Classroom
1:00–2:15 PM EST, Fridays March 12 and 26, 2021
It is no secret that stress, anxiety, and other mental health challenges are prevalent in higher education. In fact, in recent years, more students have reported experiencing negative academic impacts from stress than from the common cold and flu (c.f., NCHA, 2019). Yet the standard mental health policies we include in our syllabi often frame these experiences as something to be addressed solely outside of the classroom. This two-part workshop takes a different approach, recognizing that instructors and TAs have the power to support and prioritize students’ (and our own) physical and mental wellbeing in the classroom, and that doing so can foster student learning. This re-centering of health and wellbeing is crucial now more than ever, as the effects of the COVID-19 pandemic intersect with and amplify pre-existing stressors for teachers and learners, including but not limited to anti-Black racism, political turmoil, and increasingly common climate disasters.

In this two-part workshop, participants will explore the relationships between mental and emotional health, the human body, and learning. Through a combination of asynchronous modules and synchronous workshop and discussion sessions, participants will frame the literature of mental health and bodily awareness in the classroom with their lived experience and leave with concrete methods of incorporating new insights into their own practice, with a particular focus on creating learning objectives and designing assessments that consider and support the whole student. These novel approaches will help students and teachers to experience more positive, rewarding, and healthy class spaces, and to support each other in working toward this vision.

Becoming an Anti-Racist Educator
1:00–2:30 PM EST, Tuesdays April 13, 20, and 27, 2021
Discuss and crowd-source possible solutions to the challenges of bringing anti-racist teaching into a STEM community and classroom in this three-session workshop. The first session will emphasize the importance of self-reflection and participants will practice discussing their identities and privileges as a basis to begin anti-racist work. Participants will also discuss their experiences with racial inequities and bias occurring both inside and outside academia. In the second session, participants will discuss and practice ways to address bias and interrupt microaggressions that may occur during conversations around race. The discussion will then move to ways to implement anti-racist teaching into course curriculum and participants will consider and explore ways to use evidence-based strategies to create an equity-based, race-conscious classroom. The final session will be centered on discussing the challenges of facilitating online workshops on anti-racism. At the end of this series, participants will take away an action plan of how they can engage in anti-racist work on their campuses.
CIRTL Network Teaching-as-Research Presentations
3:00-4:30 PM EST, Thursday April 15, 2021
Hear graduate students and postdocs from across the CIRTL Network share the results of their Teaching-as-Research (TAR) projects in this online presentation session. TAR projects investigate questions about teaching and learning, including assessing the effectiveness of specific learning activities and tools, examining the learning process about a specific topic, or characterizing the student experience in the classroom.

**If you are interested in presenting your completed TAR project in this event, sign up here: http://bit.ly/TARSpeakerSignup**

dB-SERC Lunch (virtual)
12:00-1:00 PM, Tuesday, March 16, 2021
During the lunch, Dr. Ben Rottman from the psychology department from the department of physics will give his second talk on his course transformation titled Flipping Research Methods in Psychology and Using Specs Grading. The purpose of this discussion is to share ideas and provide feedback. The abstract is below:

  During Fall of 2020 I implemented a flipped version of research methods for Psychology majors. In this flipped implementation, almost every class had at least 50% of time dedicated to student discussion in small groups. I also implemented SPECS grading. I will discuss a number of successes - most notably students found the group work highly engaging. I will also discuss some of the challenges - most notably students complained that the workload was very high, and the benefits of working with undergrads to help design activities. I will try to draw broader lessons about flipping classrooms.

Sharee Miller: Children’s Literature Conference Keynote
6:00-7:30 PM, Monday, March 15, 2021
Sharee Miller, author and illustrator of Princess Hair, Don’t Touch My Hair, and Michelle’s Garden, will be our first ever Online Keynote Speaker for the 2021 Children's Literature Conference at the University of Pittsburgh at Greensburg! Please join us on March 15 from 6:00-7:30 p.m. for this FREE event. Sharee has put together a wonderful 60-minute presentation, and just like our in-person events, we will hold a 30-minute Q&A session following her presentation.
The Mark A. Nordenberg Lecture in Law, Medicine & Psychiatry: Michele Bratcher Goodwin
12:30 PM, Tuesday, March 16, 2021
The University of Pittsburgh School of Law will feature Michele Bratcher Goodwin (University of California Irvine) in the annual Mark A. Nordenberg Lecture in Law, Medicine and Psychiatry. The event will take place on Tues., Mar. 16 at 12:30 p.m. via Zoom.

Black Babies Matter: Physician-Patient Race Matches and Disparities in Birthing Mortality for Newborns
12:00-1:00 PM, Tuesday, March 16, 2021
Join us for this lecture and discussion with Dr. Rachel Hardeman, the Blue Cross Endowed Professor of Health and Racial Equity at the University of Minnesota, as she presents groundbreaking research on the power of Black doctor-patient matches to improve Black infant health outcomes.
Co-Sponsored by the Center for Health Equity at the University of Pittsburgh School of Public Health

Culture Complex
6:00 PM, Wednesday, March 17, 2021
With culture writer Lauren Michele Jackson, filmmaker and photographer Tayarisha Poe, with poet-journalist Jacqui Germain as participant moderator in a reading and conversation about culture and cultural making.

Gender & Science Reading Group
5:00 PM, Thursday, March 18, 2021
Please join us for a virtual interdisciplinary discussion based on readings by ground-breaking scholars and scientists. Automating Inequality: How High Tech Tools Profile, Police, and Punish the Poor by Virginia Eubanks

Sharing Herstory: A Women’s History Month Open Mic
9:00-10:00 PM, Thursday, March 18, 2021
“When we speak we are afraid our words will not be heard or welcomed,” wrote Audre Lorde. "But when we are silent, we are still afraid. So it is better to speak.” We honor Women’s History Month with an evening of readings, music, and performances by and about women.

Developing a Teaching Philosophy Statement
12:00-2:00 PM, Wednesday, March 17, 2021
A teaching philosophy statement is a concise, compelling illustration of an instructor, a useful exercise in reflexive examination of teaching, and a necessary component of many academic job applications. This workshop will provide the fundamentals of writing a teaching philosophy statement. We will look at previously developed teaching philosophy statements and implement effective revisions.
**Becoming a Grading Guru: Designing Better Test Questions**  
1:00-2:30 PM, Thursday, March 18, 2021  
The traditional multiple choice exam are often viewed as less challenging than other types of assessments. Tests with objective questions can be effective when the questions are designed well and inspire critical thinking. During this workshop, we’ll explore how to create better objective test questions (true/false, multiple choice, matching, fill in the blank) and practice composing clear and rigorous test questions. This workshop will focus on effective test question design, but will include a brief demonstration of the quiz maker tool in Canvas.

**Flex@Pitt: Using Classroom Technology**  
10:00-11:00 AM AND 1:00-2:00PM, Friday, March 19, 2021  
10:00-11:00 AM AND 1:00-2:00PM, Friday, March 26, 2021  
B26 Alumni Hall  
The Teaching Center's Classroom Services team will offer training sessions to faculty, staff and TAs who want to gain experience with the Zoom Room hardware used in the Flex@Pitt model. Attendees will have the opportunity to use equipment that is identical to the equipment in classrooms. By the end of the workshop, participants will be able to operate Zoom Room hardware and schedule Zoom meetings for Zoom rooms (starting from Canvas.)  
ALL ATTENDEES MUST WEAR A FACE COVERING AT ALL TIMES.  
Please bring the mobile device (laptop, iPad, etc.) that you will be using for teaching to this session.

**Teaching Inclusively**  
10:00-11:30 AM, Friday, March 19, 2021  
This workshop introduces several principles of inclusivity and offers practical advice for fostering an inclusive university environment through your teaching. Through discussion and workshop exercises, learn how promoting and practicing inclusivity can improve learning outcomes and your relationship with your students, and how the two are closely related. This workshop will also address ways to effectively articulate your philosophy of inclusion in teaching on job applications and in interviews.
Preparing a Resume for Employment Outside of Academia  
3:00–5:00 PM, Tuesday, March 16, 2021
A resume is often the determining factor in whether you are offered an interview. During this webinar, you’ll learn effective strategies for developing a resume that clearly communicates your relevant skills and accomplishments to a prospective employer. This is an interactive session that will utilize breakout rooms. Please be sure that you are in a setting where you are able to speak aloud, and that you are running the most current update of Zoom.

Maximizing Mentoring Relationships  
3:00–5:00 PM, Wednesday, March 31, 2021
Mentoring is well recognized as contributing to career success across disciplines. Like any other interpersonal interaction, mentoring relationships take time and effort to flourish. You will acquire practical guidance for expanding your mentoring networks, improving your cross-culture communication, navigating power dynamics, and leveraging institutional resources.
This workshop will help you develop vital strategies to cultivate and manage productive mentoring relationships that will contribute to your professional success and personal satisfaction throughout your career.

Additional Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitt-CIRTL website</td>
<td><a href="http://www.cirtl.pitt.edu">www.cirtl.pitt.edu</a></td>
</tr>
<tr>
<td>CIRTL website</td>
<td><a href="http://www.cirtl.net/">http://www.cirtl.net/</a></td>
</tr>
<tr>
<td>dB-SERC website</td>
<td><a href="http://www.dbserc.pitt.edu/">http://www.dbserc.pitt.edu/</a></td>
</tr>
<tr>
<td>UCTL website</td>
<td><a href="http://www.teaching.pitt.edu">www.teaching.pitt.edu</a></td>
</tr>
<tr>
<td>OACD website</td>
<td><a href="http://www.oacd.health.pitt.edu">www.oacd.health.pitt.edu</a></td>
</tr>
<tr>
<td>OACD Video Library</td>
<td><a href="https://www.oacd.health.pitt.edu/video-library">https://www.oacd.health.pitt.edu/video-library</a></td>
</tr>
<tr>
<td>Postdoc Career Club</td>
<td><a href="http://www.uppda.pitt.edu/postdoc-career-club-0">www.uppda.pitt.edu/postdoc-career-club-0</a></td>
</tr>
<tr>
<td>AME website</td>
<td><a href="http://www.ame.pitt.edu">www.ame.pitt.edu</a></td>
</tr>
</tbody>
</table>