Quote of the week:
“If someone is going down the wrong road, he doesn’t need motivation to speed him up. What he needs is education to turn him around.”
- Jim Rohn

Registration for Summer Events is Open!

Check https://www.cirtl.net/ for updates.

**Research Mentor Training**
*Note: This is a multi-day course!*
10:00 AM-12:00 PM, Wednesdays, June 2 – July 7, 2021
Work with a community of peers to develop and improve your research mentoring skills in this engaging seminar. Students will develop their personal mentoring philosophy, learn how to articulate that philosophy across a variety of disciplines, and refine strategies for dealing with mentoring challenges.

**The Johns Hopkins Teaching Institute**
*Note: This is a multi-day event!*
8:30 AM-2:45 PM, Tuesday, June 8, 2021
9:00 AM-12:45 PM, Wednesday, June 9, 2021
9:00 AM-12:30 PM, Thursday, June 10, 2021
9:00 AM-11:15 AM, Friday, June 11, 2021
The Johns Hopkins Teaching Academy offers a four-day teaching institute to doctoral students and post-docs to advance the development of university-level educators by enhancing classroom teaching skills. The institute will be packed with information, experiences, tools, and resources. It is our hope that participants will benefit from getting to know one another and working together in a learning community comprised of fellow future faculty preparing for their initial teaching assignments.
University of British Columbia's CIRTL Summer Teaching Institute
Note: This is a multi-day course!
12:00 – 8:00 PM, June 14-18, June 21-23, 2021
The CIRTL Summer Institute is an intensive teaching development institute that combines an emphasis on learning evidence and theory-based approaches to teaching and learning with the opportunity to apply those theories in practice. In this institute, grad students and postdocs will gain foundational knowledge in evidence-based teaching and learning theory and apply insights in three mini-teaching sessions using an experiential learning based lesson planning approach. Over the course of 8 days and a mix of synchronous sessions and asynchronous work, you will explore topics like novice/expert learning, evidence-based approaches to goals and objectives, assessment, active learning, and inclusivity. The CIRTL Summer Institute is hosted by the University of British Columbia's Center for Teaching, Learning and Technology, and is grounded in the Instructional Skills Workshop (ISW) model, an internationally recognized certificate in teaching that includes three opportunities to give lessons to your peers, and receive facilitated feedback in oral, written and video formats. Attendees will receive an ISW Certificate and be well-positioned to achieve CIRTL Associate status at their home institution.

Transforming Your Research Into Teaching
Note: This is a multi-day course!
3:00 – 4:00 PM, Wednesdays June 16 – July 28, 2021
Transforming Your Research Into Teaching (TYRIT) is a unique, hybrid course focused on learning the skills of course design and developing a college-level course based on the area of your research expertise. In this course, you will be matched with peers across the country who are developing courses in similar areas for peer review and inspiration. You will also have a learning community, either based out of your institution, or a cross-network learning community to have weekly synchronous meetings for discussion of your projects and what you're learning. The course runs for 6 weeks (with an additional week for project presentations), has one one-hour meeting per week, and requires around 1.5-2 hours of self-directed video and project development work per week.

MOOC: An Introduction to Evidence-Based Undergraduate STEM Teaching
Monday June 21 – Sunday, August 15, 2021
The course draws on the expertise of a variety of STEM faculty, educational researchers, and staff from university teaching centers, many of them affiliated with the CIRTL Network. Topics include key learning principles, such as the role of mental models in learning and the importance of practice and feedback; fundamental elements of course design, including the development of learning objectives and assessments of learning aligned with those objectives; and teaching strategies for fostering active learning and inclusive classroom environments. Formats include video content and transcripts, readings, discussion forums, quizzes, and peer-graded assignments where participants will plan teaching and learning activities relevant to their disciplines.
Planning Your Teaching-as-Research Project

Note: This is a multi-day course!
2:00 – 2:30 PM, Tuesdays June 22 – July 27, 2021
Jumpstart your plans for a Teaching-as-Research (TAR) project in this 6-week flipped course designed to guide participants through developing a research question, identifying project methods and outcomes, and more. Each week, students will watch videos, read articles, and complete assignments on their own time; in weekly sessions, students will refine their work with peer review, work through sticking points with instructors, and build community to sustain their work. Throughout the course, students will also be expected to meet occasionally with a local TAR contact (typically the person at your CIRTL member institution who mentors TAR students and/or runs your institution's TAR program) to refine key components of your TAR project plan. By the end of the course, students will present a TAR project plan and be well-positioned to implement their project in the coming academic year.

2021 CIRTL Summer Institute on Scientific Teaching

Note: This is a multi-day course!
12:00 – 5:00 PM, July 12 - July 16, 2021
The CIRTL Summer Institute on Scientific Teaching designed specifically for grad students and postdocs new to teaching. In this five-day institute, you will develop a deep understanding of scientific teaching by examining relevant literature, working online in small peer groups facilitated by topical experts, and performing structured work independently. Throughout the week, you will design an evidence-based, inclusive teaching activity with a disciplinary-focused peer group. Each day will be split between independent work, large group activities and lessons, and small group work to learn content and apply those lessons to your teaching activity. On the final day of the institute, each small group will present their teaching activities to the entire group.

First Year Faculty Teaching Academy

Note: This is a multi-day course!
2:30-4:30 PM, Tuesday, July 15, 2021
2:30-4:30 PM, Wednesday, July 16, 2021
2:30-4:30 PM, Thursday, July 17, 2021
2:30-4:30 PM, Tuesday, July 20, 2021
2:30-4:30 PM, Wednesday, July 21, 2021
2:30-4:30 PM, Thursday, July 22, 2021
Learn teaching and learning fundamentals in this intensive 2-week course (typically 6 weeks) from the University of Florida's Center for Teaching Excellence. This course is designed for future faculty and early career faculty in their first years of teaching. Learn how to create a great learning experience for your students while developing a solid foundation of best teaching practices and strategies.

Exploring Diversity in Implicit Leadership Theories and Their Role in Inclusive Teaching and Learning

Note: This is a two-day event!
11:00 – 2:30 PM, Monday, July 26 and Friday, July 29, 2021
For grad students and postdocs in any stage of your academic career, understanding your own perceptions of leadership can impact how you teach, how you work within departments, how you mentor, and more. In this workshop, we will explore implicit leadership theories (ILT), the cognitive structures that people use to evaluate leadership characteristics and behaviors in others. Understanding your own ILTs can help you unpack your own experiences around leadership, bring clarity to the formal and informal ways others may look to you as a leader, and shape how your interact with others: your students, your peers, your PIs, and more.
Sign up to Join the Pitt-CIRTL Summer Learning Community

TOPIC: Inclusive and Equitable Teaching

Want to learn more about inclusive and equitable teaching? Sign up to for the 2021 Pitt-CIRTL Summer Learning Community! The 2021 Pitt-CIRTL Summer LC will meet over the summer on Zoom. Feel free to share the link with colleagues outside of the University of Pittsburgh or outside of the Pittsburgh area.


**dB-SERC Virtual Lunch**

*12:00-1:00 PM, Monday, May 17, 2021*

The discussion will be virtual, so please sign up using the link below to receive the Zoom link. During the lunch, Dr. Jessica Wandelt, Dr. Jennifer Ganger, and Dr. Kitty Liu will give their second talk on their course transformation. The abstract is below:

ECoach is a personalized coaching tool developed at the University of Michigan that allows tailored communication and interventions for students in large enrollment courses. ECoach allows professors to personalize feedback to students, supporting student success in the short term, as well as in the long-term by promoting meta-cognitive and self-regulatory skills. We expect to see an increase in grades and a decrease in DFW rate for students who engage with the platform. We piloted ECoach in BIO SC 0805, CHEM 0310, and PSY 0310 to learn the tool and measure student interest and use.

Check [https://teaching.pitt.edu/workshops-events/](https://teaching.pitt.edu/workshops-events/) for updates.

**Supporting African American College Student Success**

*2:00-3:00 PM, Monday, May 17, 2021*

James Huguley will discuss research-based information on Black students’ success in post-secondary education. He will share his own experience teaching, advising, mentoring, and professionally supporting African American students to convey what systems and relationships help ensure their perseverance and quality of experience. Topics discussed include economic challenges, social isolation, and academic supports.

**Supporting Transgender and Nonbinary Students**

*1:00-2:30 PM, Tuesday, May 18, 2021*

This workshop will introduce participants to the experiences of transgender and nonbinary students at Pitt, paired with the best practices for supporting them both inside and outside the classroom. Based on several years of course development, advising, and service work for the university, the workshop will help participants come up with a concrete action plan for trans and nonbinary inclusion.
Political Diversity in the Classroom
10:00 AM-12:00 PM, Thursday, May 20, 2021
In an increasingly polarized nation, universities are becoming a focus of attention as ideological flashpoints. We will focus on how those narratives get constructed (fairly and unfairly) and will provide tangible tools for welcoming political diversity in the classroom and in broader University life. No matter what “side of the aisle” you are on, this session will address how the very notion of “the aisle” itself serves interests that run counter to our educative mission as a university, and how we can structure our classroom spaces to be inclusive of all political perspectives, even when those perspectives may disagree.

Developing a Lesson Plan
10:00-11:30 AM, Friday, May 21, 2021
What does it mean to be prepared for class? The best teaching comes about from planning ahead for a class session. A detailed description of instructional activities for each class provides a roadmap for the instructor and structure for the students. It can also help you determine how well class goals have been met.

New Canvas Feature Mini-Webinar: Annotation Assignments
11:00-11:30 AM, Friday, May 21, 2021
Canvas Student Annotation Assignments allow teachers to post template documents as an assignment and collect marked-up versions of those documents as a student submission without leaving Canvas. This is a short twenty-minute mini-webinar focusing on just one feature of Canvas. This is an entirely new feature added to Canvas in May 2021 that was not previously available.

Teaching Inclusively
12:00-1:30 PM, Tuesday, May 25, 2021
This workshop expands on basic principles of diversity, equity, and inclusion by offering practical advice on how to use Maslow’s hierarchy of needs as key a companion to Bloom’s taxonomy in the design of courses, class assignments, and assessments. Through discussion and small group exercises, participants will identify how promoting and practicing inclusivity sustains learning outcomes and fosters effective teaching. This workshop also aims at guiding instructors’ in the process of implementing low input, high impact actions that derive from their own philosophies of inclusion and syllabus statements.

New Canvas Feature Mini-Webinar: Annotation Assignments
1:00-1:30 PM, Tuesday, May 25, 2021
Canvas Student Annotation Assignments allow teachers to post template documents as an assignment and collect marked-up versions of those documents as a student submission without leaving Canvas. This is a short twenty-minute mini-webinar focusing on just one feature of Canvas. This is an entirely new feature added to Canvas in May 2021 that was not previously available.

Encouraging Student Participation
1:00-2:30 PM, Wednesday, May 26, 2021
Effective class discussions – much like effective lectures – are the result of careful planning. Students must do their part by coming to class ready to participate. This workshop will cover strategies and best practices in how to:

- elicit student participation
- treat difficult students
- encourage contribution from quiet students and other common challenges in the classroom.

Participants will leave the workshop with strategies to engage all students in the learning process.
Anti-Blackness, Anti-Racism, and Pedagogy
1:00-2:30 PM, Thursday, May 27, 2021
In recent months, activists and scholars in the United States have taken to the streets, the workplace, and the classroom to decry anti-Black racism and call attention to the ongoing devaluation of the lives of People of Color, and the legal and extralegal violence against them. The events that have swept the nation and globe represent just the latest chapter in the history of racism and of anti-racist organizing, including freedom struggles—one that can be traced back hundreds of years.

Diversity Supplements and Other Diversity Grant Opportunities
12:00 - 1:30 PM, Friday, May 14, 2021
Diversity in the field of biomedical research is essential in order for teams to fully actualize their potential, accomplish their goals, and implement new ideas. Many grant and funding opportunities that promote diversifying workforces are available through the NIH, but it is important to know how to best utilize these resources.

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>