Weekly Happenings Newsletter

Preprint 2022

Spring 2022 Courses

Advancing Learning Through Evidence-Based STEM Teaching

Thursdays, 4:30 – 5:25 PM in 318 Benedum Hall, begins Jan 13th.

This course is designed for graduate students and postdocs preparing for academic careers in the STEM disciplines and interested in learning how to apply research principles to their disciplinary teaching. The primary focus of this course is to provide an introduction to "teaching-as-research" (TAR) – defined as "the deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of both students and teachers." Participants will learn about effective teaching strategies and the research that supports them in addition to learning how to collect, analyze, and act upon their own evidence of student teaching. For Graduate Credit: ENGR 3002-1340 (CRN #24062), BIOSC 3002-1340 (CRN #24116), CHEM 3002-1340 (CRN #24071). Audit (Not for Credit) Registration: https://forms.gle/ehNwUdk5pgKtB8F5A

Quote of the week:

“The teacher’s task is to initiate the learning process and then get out of the way.”
— John Warren
Courses

Research Mentor Training

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 content of each session in this seminar is designed to address the key concerns and challenges identified by experienced research mentors. In addition to the general content about research mentoring, all of the case studies and some of the discussion questions draw specific attention to issues related to multidisciplinary research mentoring. Seminar topics include:

- Aligning Expectations and Assessing Competencies
- Promoting Professional Development
- Maintaining Effective Communication
- Fostering Equity and Inclusion in the Research Context
- Fostering Independence
- Cultivating Ethical Behavior
- Articulating a Mentoring Philosophy and Plan

This course is built on the evidenced-based Entering Mentoring curriculum course that is offered by the Center for the Improvement of Mentored Experiences in Research (CIMER). For more information on CIMER, the research base of mentorship, or to request a CIMER training for your institution, visit https://cimerproject.org/.

Advancing Learning Through Evidence-Based STEM Teaching

Asynchronous, January 31 – March 27, 2022

Advancing Learning through Evidence-Based STEM Teaching is an open, online course (MOOC) designed to provide graduate students, postdoctoral scholars, and other aspiring faculty in STEM disciplines with an overview of effective college teaching strategies and the research that supports them. This course is also suitable for other interested university staff, faculty, and administrators. The goal of the eight-week course is to equip the next generation of faculty to be effective teachers, thus improving the learning experience for the thousands of students they will teach.

Postdoc Teaching Practicum

1:00 – 3:00 PM, January 12, February 2, March 2, March 23, and April 20, 2022

Work with an experienced instructor in your discipline to enhance your understanding and experience of teaching a university course in this semester-long mentorship program designed for postdoctoral fellows. In this practicum, postdocs will observe mentors in their teaching, teach guest lectures and receive feedback on their teaching, discuss teaching approaches with their mentors, and engage in group discussions of teaching with peers in the practicum. When applying for the practicum, postdocs also have the opportunity to identify specific areas of teaching development where they would like additional instruction (on topics like lesson planning, teaching portfolios, equity, diversity, & inclusion, and teaching-as-research); practicum instructors will plan sessions around the most demanded topics.
The CIRTL Network
CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

Check [https://www.cirtl.net/](https://www.cirtl.net/) for updates.

Series

*Writing an Effective Teaching Philosophy Statement*

1:00 – 2:30 PM, Thursday, January 27, 2022
1:00 – 3:00 PM, Thursday, February 3, 2022


None listed by Friday 1/14/2022.
Check [https://teaching.pitt.edu/workshops-events/](https://teaching.pitt.edu/workshops-events/) for updates.

**Provost’s Award for Diversity in the Curriculum**

4:00 – 5:00 PM, Tuesday, January 18, 2022

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**Introduction to Assessment and Grading**

12:00 – 12:45 PM, Wednesday, January 19, 2022

This 45-minute workshop will introduce participants to types of student assessments and the steps in the grading process. Employing the alignment model, participants will have the opportunity to practice creating or revising effective assignment instructions and grading criteria. We will briefly discuss the pros and cons of grading models.

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Check [https://www.diversity.pitt.edu/](https://www.diversity.pitt.edu/) or [https://calendar.pitt.edu/department/office_of_diversity_and_inclusion](https://calendar.pitt.edu/department/office_of_diversity_and_inclusion) for updates.

**Creating A Just Community program**

11:30 AM - 12:30 PM, Tuesday, January 18, 2022

All are welcome to join us virtually as we recognize the 2021 UPSIDE awardee—the University Art Gallery, and the 2021 Creating A Just Community awardee—Dr. Gina Garcia, Associate Professor in the School of Education, for their outstanding efforts in creating a more just, equitable, and inclusive Pitt community.

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**Vigilantism and White Supremacy: The Power of the Courts to Defend and Disrupt**

12:00 - 1:30 PM, Thursday, January 20, 2022

The verdicts in the trials involving Kyle Rittenhouse, the 2017 Charlottesville Rally, and the murder of Ahmaud Arbery, have brought the judicial system’s response to vigilantism, claims of self-defense, and liability for protest-related violence into public focus. The outcomes of each trial challenge the development of a shared understanding of the scope of accountability for actors whose conduct results in foreseeable harm. That the defendants in each of these cases were white and predominantly male adds a racial and gender element to these outcomes, that politicize the verdicts in ways that further complicate their impact. For whom and when is the use of force in a self-defense claim valid? What is the responsibility of protesters and protest organizers to reduce the risk of harm? Are these cases a referendum on gun rights, white supremacy, or both? Bring your questions and your curiosity to this panel discussion, led by experts from across the University of Pittsburgh to discuss this important moment.
See [https://www.oacd.health.pitt.edu/content/professionalism-series](https://www.oacd.health.pitt.edu/content/professionalism-series) for more info.

**Financial Wellness (for postdocs and faculty only)**
3:00 - 4:00 PM, Tuesday, January 18, 2022
Worried about finances? You are not alone. In this workshop, presented by Cynthia Grindel of LifeSolutions, we’ll explore the habits and attitudes that drive our financial decisions, discuss how to develop a budget, share tips for saving and review additional resources available through the Employee Assistance Program.

**Introduction to the Faculty Role**
3:30 - 4:30 PM, Wednesday, January 26, 2022
Being a faculty member is about more than just doing your own, independent research. Attend this informational session to learn foundational knowledge about what being a faculty member is all about, the different types of faculty positions, the different responsibilities that feed into the role, and the importance of institution type when considering a career in academia. April Dukes, PhD, coordinator for Pitt’s Center for Integrating Research, Teaching and Learning (CIRTL), whose expertise is in training the next generation of faculty, will answer all your questions.

**Apply for a SPRING 2022 course**

**Introduction to Grant Writing**
6:00 - 8:00 PM, January 24 through April 11, 2022
*Deadline to Apply: Friday January 21, 2022*
Enroll in this one-credit graduate course to develop the skills needed to effectively communicate your scientific discoveries and to successfully compete for research training support. Course meets for 5 lectures and 6 small group sessions over 12 weeks. Enrollment is limited.

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### Additional Resources:

- Pitt-CIRTL website: [www.cirtl.pitt.edu](http://www.cirtl.pitt.edu)
- CIRTL website: [http://www.cirtl.net/](http://www.cirtl.net/)
- dB-SERC website: [http://www.dbserc.pitt.edu/](http://www.dbserc.pitt.edu/)
- UCTL website: [www.teaching.pitt.edu](http://www.teaching.pitt.edu)
- Office of Equity, Diversity and Inclusion calendar: [https://calendar.pitt.edu/department/office_of_diversity_and_inclusion/calendar](https://calendar.pitt.edu/department/office_of_diversity_and_inclusion/calendar)
- OACD website: [www.oacd.health.pitt.edu](http://www.oacd.health.pitt.edu)
- OACD Video Library: [https://www.oacd.health.pitt.edu/video-library](https://www.oacd.health.pitt.edu/video-library)
- AME website: [www.ame.pitt.edu](http://www.ame.pitt.edu)