Weekly Happenings Newsletter

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

What Have I Really Learned?, Tuesday March 9, 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.

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SPRING 2021
March 1-5, 2021

Quote of the week:
“The great difficulty in education is to get experience out of ideas.”
- George Santayana

Registration Open!!!
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, Monday, March 1, 2021
The discussion will be virtual, so please sign up using the link below to receive the Zoom link. During the lunch, Dr. David Nero from the department of physics will give his second talk on his course transformation titled Individualized Instruction for Physics 1. This transformation builds on his past success using flipped pedagogy, and aims to provide students with a choice of supplemental material connecting core videos. The purpose of this discussion is to share ideas and provide feedback.

**University Center for Teaching and Learning**

**Three Minute Thesis: Speaking to Non-Specialists**
12:00-1:00 PM, Wednesday, March 3, 2021
In collaboration with the Office of the Vice Provost for Graduate Studies, this workshop will provide you with information to prepare for the 2021 Pitt Three Minute Thesis (3MT) competition on Monday, April 5 at 12 p.m. In this workshop, Meghan Culpepper, from the Office of the Provost, will review the rules and eligibility requirements for the 3MT Competition, and Dr. Joel Brady will provide students with helpful hints and tips to prepare a three minute oration and an accompanying presentation slide of their research.
**Flex@Pitt: Using Classroom Technology**  
10:00-11:00 AM AND 1:00-2:00PM, Friday, March 5, 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.

**Mentoring Academy | Second Session**  
12:00-2:00 PM, Friday, March 5, 2021  
This is the second of three sessions in our spring series of the Mentoring Academy. This session will, through interactive case studies, provide an opportunity to discuss best practices in Addressing Equity and Inclusion (Competency #5). Mentoring Academy members, who are trained faculty recognized for their contributions to mentoring at the University of Pittsburgh, will facilitate the session. Participants can attend one session or attend all three sessions to complete all eight competencies and earn a credential. The Mentoring Academy builds upon the curriculum provided through the National Research Mentoring Network.

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**Preparing a Resume for Employment Outside of Academia**  
3:00-5:00PM, 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.
### Additional Resources:

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