Pitt-CIRTL

The University of Pittsburgh is a partner institution in the Center for the Integration of Research, Teaching, and Learning (CIRTL), an NSF Center for Learning and Teaching in higher education. CIRTL is a cross-university national network of 22 diverse research universities committed to advancing the professional development of the next generation of STEM faculty. CIRTL is sponsored by the National Science Foundation (NSF) and the Great Lakes Higher Education Corporation (GLHEC). Visit **cirtl.pitt.edu** for additional information and upcoming events.

Mission

The Pitt-CIRTL mission is to enhance excellence in STEM undergraduate education through the development of future faculty committed to implementing and advancing effective teaching practices for diverse learners as part of successful and varied professional careers. To this end, we maintain three foci:

- **Teaching as Research (TAR)** – Using research methods to develop and implement teaching practices that advance learning experiences and outcomes
- **Learning Communities** – Bringing together interdisciplinary groups for shared learning, discovery, and generation of knowledge of effective STEM teaching and learning
- **Diversity** – Enhancing classrooms by embracing the rich array of experiences, backgrounds, and skills among STEM teachers and learners

CIRTL network offerings include:

- Thematic seminars (CIRTLCast Series)
- TAR project discussions (TAR Capstone Series)
- Journal clubs (CIRTL Reads)
- Network Exchange Program
- CIRTL Cross-Network Courses

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We are working with the next generation of STEM faculty to develop knowledge about, and engagement with, evidence-based teaching/learning practices. We hold weekly lunch meetings to discuss current TAR project ideas, related journal articles, and professional development for future STEM faculty. We welcome graduate students, post-docs, and interested faculty to join us.

Certification

Participants engage in opportunities to fulfill requirements to receive non-degree certificates, which are approved by the Provost's office, in teaching STEM disciplines. Three certification levels that vary in rigor can be obtained.

- **Associate Level** – Participants gain the knowledge and skills to be effective teachers, where they are able to implement research-based "best" practices in different learning environments.
- **Practitioner Level** – Participants use the Teaching-as-Research process to improve their teaching practices. Scholarly teaching builds on what others have learned in an ongoing way, seeks evidence of learning, and uses evidence to improve practice.
- **Scholar Level** – Scholars go beyond scholarly teaching and are driven by a desire to understand how students learn effectively and how teaching influences this process.

Why should PhDs/Post-docs join Pitt-CIRTL?

- Preparation for future academic faculty position
- Improvement of disciplinary research through engagement in the scholarship of teaching
- Access to STEM education resources, including scholarly articles, research design best practices, and professional development

Why should faculty become involved?

- Gain assistance in addressing classroom improvements
- Learn about and help develop effective teaching practices specific to your discipline
- Create more student-faculty partnerships

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For more information, contact **CIRTL@pitt.edu** or visit our website at **cirtl.pitt.edu.**

Pitt-CIRTL – Certification

Level	Requirements		
Associate	Attend **two** online CIRTL Network events	**focus**	• Teaching/Learning – Learning Community (LC) • Teaching as Research (TAR) • Learning through Diversity (LtD)
	Take **one** LC-based course that follows Alignment Model		
	Create a teaching philosophy statement		
Reflective Practitioner	Take **two** additional CIRTL Network Class/Seminar Series **or** Pitt-CIRTL approved classes	**focus**	• Take a class or seminar series that builds your professional development in STEM academia • Take a class or seminar series that builds you as a reflective teacher: LC/TAR/LtD
	Attend **nine** LC meetings	**or**	Attend **nine** approved teaching/learning seminars/ workshops on Pitt campus and CIRTL Network
	Complete a mentored teaching or TA experience with TAR project		
	Write a reflective statement of teaching practices		
Scholar	Completion and disseminate TAR project		CIRTL Network Exchange, LC meeting, on-campus or off-campus conference, etc.
	Create a teaching portfolio that demonstrates how teaching/learning activities fit into one's professional goals	**or**	Engage in engineering/science/mathematics education research in a SoTL manner
	Actively mentor others		Continue participate in LC Help others with their TAR and mentored teaching

Pitt-CIRTL – TAR Process