

ADVISORY COUNCIL ON INSTRUCTIONAL EXCELLENCE
February 10, 2023, 11 a.m.-Noon (via Zoom)

Minutes

Present: M. Bridges (Chair), B. Barnhart, C. Bonneau Y. Ding, B. Falcione, A. Dakroub, S. Dickerson, L. Delale-O'Connor, G. Glover, S. Goodkind, D. Och, C. Perfetti

Absent: R. Jones, H. Lee

Welcome and Introductions

Mike Bridges called the meeting to order at 11:04 a.m. and welcomed members. Mike also welcomed guest speakers from the Teaching Center: John Radzilowicz and Lindsay Onufer will present on the Master Teacher Certification.

Approval of Minutes

Bridges asked for a motion to approve the minutes from the ACIE meeting held on November 29, 2022 – distributed beforehand. There were minor changes and Bonnie Falcione noted to add access to rubric for the Innovation in Education Awards. The motion was offered by Bonnie Falcione, seconded by Dana Och, and approved by the Council. The minutes are posted on the ACIE [website](#).

Innovation in Education Awards

Bridges reviewed the timeline and process for the award. There were no further questions or concerns from the committee.

Provost Charge: OMET (Office of Measurement and Evaluation of Teaching)

Bridges provided updates on the status quo committee which examines a variety of university efforts considering collective bargaining. Per the status quo committee's recommendations, Amanda Brodish from the Office of the Provost is the contact for concerns and inquiries on the use of OMET data. Mike will meet with Amanda and recommendations will follow regarding the role of the Council in providing recommendations regarding use of OMET data. The provost's charge may change depending on the status quo committee.

Master Teaching Certification

John Radzilowicz, Interim Director of Teaching Support and Lindsay Onufer, Senior Teaching and Learning Consultant and Program Manager at the University Center for Teaching and Learning presented on the Master Teaching Certification. They covered the following:

- **Is There a Need?**
In most professions, ongoing learning and professional development is crucial. The lack of faculty teacher training has been identified as a major barrier to pedagogical change. Many instructors often depend on their students' experiences, talk to colleagues, and hope for help. If

we want Pitt to be the best teaching and research institution, we must address the lack of training amongst teachers. Teaching training encourages teaching revision and motivation, improves faculty attitudes and motivation toward faculty development and teaching, and increases student academic outcomes. The current climate at Pitt focuses on research first and leaves little attention (if possible) to teaching. When we invest in teacher training, we see success in student achievement outcomes.

- **Pitt's Legacy of Teaching Support**

Since 2018, the Office of the Provost and the Teaching Center have expanded support for developing teaching capacity. For example:

- Provost's charge to revise the assessment of teaching
- Enhanced existing programs and events such as the Assessment and Teaching Conference and the Provost's Diversity Institute for Faculty Development.
- Increased faculty teaching training through unique pedagogy workshops, faculty learning communities, and seminars.

We offer many trainings compared to other similar institutions. Many of the current offerings are virtual asynchronous sessions. Most workshops offered are not sustainable, credentialed, or incentivized. What are the next steps after creating a solid foundation?

- **Building on Pitt's Legacy of Teaching Support**

- Faculty continue to struggle with current issues in the classroom.
- New formats for training towards micro credentials
- Innovative technology tool for effective teaching delivery

- **What is a Master Teaching Certificate Program?**

- A program that will provide training using research-based teaching methods.
- Promote student achievement, development, and learning.
- View teaching as a science rather than an art as proven by research and data.
- A reflective approach to teaching focuses on specific outcomes.

- **What are the benefits?**

- Authentic professional learning experience
- Sustained and collaborative learning among Pitt faculty across the five campuses
- Specific practice, assessment, and outcome

- **Results from benchmarking study**

- Sample included a review of all for-credit higher education teaching certificates. The final sample is 41 which consists of 10 AAU institutions and 11 Carnegie Classification peers. The sample relied on public-facing information.
- Trends: credits and delivery
 - Range: up to 20 credits
 - Average: 13; Median: 12
- Challenges include language about badging and credit, and incomplete information
- Programs are delivered online

- **If we build it, will they come?**

- Build on existing resources and expertise
- Pilot data suggest faculty interest exists
- Benchmarking data suggests a need for more teaching certificates that address equity, diversity, and inclusion.

- **Recommendations:**

- Full online delivery
- Possibly offer in partnership with School of Education

- Some credits can apply to Med or EdD (e.g., STEAM Education and CritDML certificates)
 - 10-13 credit certificate program which consists of:
 - Teaching Fundamentals (required, 3 credits)
 - Equitable and Inclusive Teaching (required, 3 credits)
 - Instructional Technology, addressing accessibility and design justice (required, 3 credits)
 - Practicum/portfolio (required, 1 credit)
 - Additional elective-based on course type (e.g., teaching clinical courses) or topics of interest (e.g., grading and assessment) (required, 3 credits)
- **Q&A and discussion:**
 - Is this a program where I can submit my credentials or am I still encouraged to join even with my existing credentials?
 - The inclination is not to make you repeat and give you credit for completed courses nor encourage one to be a teacher.
 - Not everyone has a graduate degree in Education. It would be a great incentive if this certificate contributes towards a graduate degree.
 - Would this be internally and externally facing? Would it be open to non-Pitt people?
 - We have yet to reach that point. Current priority is Pitt faculty. This will be an ongoing conversation with the provost and a major topic and recommendation for the council.
 - How would faculty - who currently dedicate 60-80 hours per week on teaching - manage participation in a certificate program?
 - Incentive might be a summer program and/or include financial incentives
 - Build equity issues into this effort
 - Does faculty receive the same tuition benefit as staff?

With the hour ending, Bridges emphasized that this is not a simple issue, but we must be creative with solutions and provide opportunities for all Pitt faculty. We will continue this discussion and Bridges will send an email about forming a sub-committee. All in attendance agreed that this is a good plan and that there is a need to have a master teaching certification for faculty – highlight teaching, and not just research.

Next Meeting

The next meeting is the three-hour review meeting to select and recommend proposals for the 2023 Innovation in Education Awards. The meeting is scheduled for Tuesday, March 28, 4-7 p.m. in B26 Alumni Hall. Remote attendance is available. Dinner will be served.

Adjournment

Having no further business to discuss, the meeting was adjourned at 11:58 a.m.