

In AY 2019-20, Eberly Center supported 1,040 faculty and staff educators

Eberly Center

Teaching Excellence & Educational Innovation

During the COVID-19 pandemic, we supported numerous faculty making the transition to remote/hybrid teaching for Spring, Summer, and Fall 2020

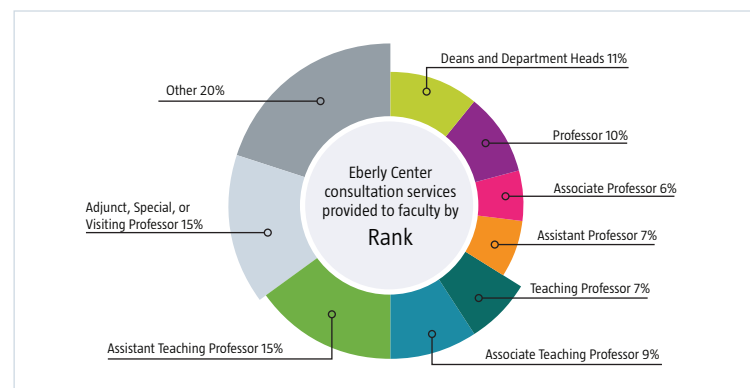
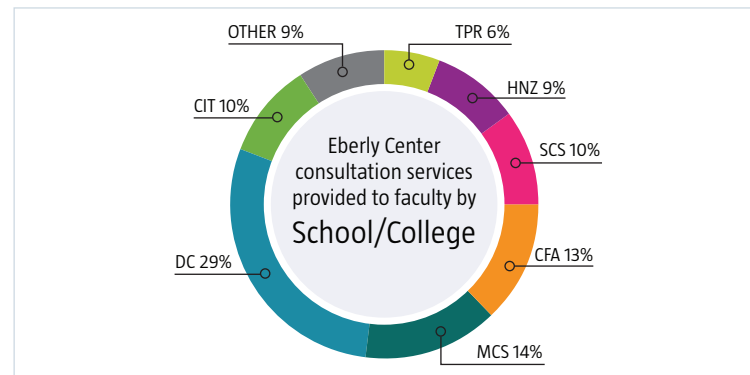
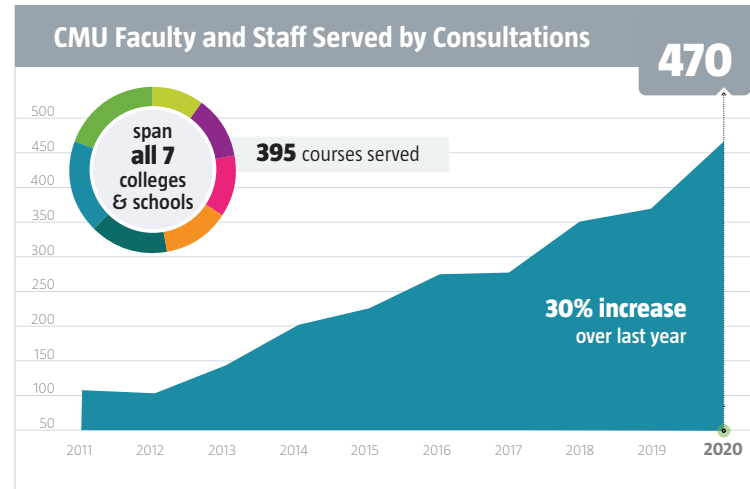
In March - June, we consulted with **184 faculty translating 144 courses** to remote.

663 faculty filled **1,004 seats** during new university-wide and unit-level programs created to meet this unprecedented challenge.

We responded to **1,238 instructor requests** for technical support with Canvas and other educational technologies.

In collaboration with Institutional Research & Assessment, we designed and implemented **university-wide surveys of faculty and students** to inform our ongoing support of remote/hybrid course design.

Carnegie Mellon University



In AY 2019-20, we provided **470 faculty/staff instructors** with consultations on evidence-based teaching strategies, technology-enhanced learning, and/or assessment of student outcomes, including

- **395 CMU courses**
- **128 faculty and staff** directing **76 CMU academic programs**, representing all seven CMU Schools and Colleges, and the Provost's Office,
- **196 instructors** incorporating educational technology
- **174 instructors** using learning data to improve outcomes in the context of **103 courses, 37 academic programs**, and **21 new, technology-enhanced learning tools**
- **100 instructors** in **111 CMU courses** gathering anonymous, formative feedback from students via **133 focus groups** and **9 surveys**
- **49 CMU-Qatar instructors**
- **3,464 instructor requests** for technology support.

We also designed and facilitated professional development programs attended by **862 faculty** and staff educators who filled **1,488 seats**, including:

- **61 new faculty members** at Incoming Faculty Orientation
- **115 faculty and staff** at the fourth annual CMU Teaching & Learning Summit.
- **70 faculty** at the inaugural, 4-day Course Design Institute.
- **22 faculty** in the Provost's Inclusive Teaching Fellows and Wimmer Faculty Fellows programs, combined.

Additionally, we provided these services to Graduate and Undergraduate Student Instructors and Postdocs:

- Served **771 graduate and undergraduate students** and postdocs from 57 academic programs through our programs and consultation services.
- Supported **247 graduate students and postdocs** in our Future Faculty Program.
- Trained **11 Graduate Teaching Fellows** in advanced teaching methods and consulting techniques.

Transitioning to Remote Teaching and Learning

Critical support provided by the Eberly Center during COVID-19 pandemic

Outreach and Support

11 new webinars: transitioning to online/remote quickly. In March, Eberly colleagues created and ran many remote workshops/webinars for faculty and TAs including:

- effective use of Canvas and Zoom
- course design for remote learning
- managing group work online
- policies and strategies for remote assessment
- inclusive teaching
- holding office hours and recitations online
- converting high stakes assessments to multiple low stakes assessments
- tools for grading and feedback online

Extensive web resources

We developed an entire section of our website to prepare CMU for remote/hybrid teaching:

<https://www.cmu.edu/teaching/online/>

We established a **new, one-stop email** [eberly-assist@andrew.cmu.edu] providing:

- support for educational technologies
- matching ed-tech tools to instructor needs
- effectively transitioning in-person teaching approaches to remote formats

Targeted Programming

24 customized, department-level meetings

applying Spring 2020 survey results to Summer and Fall remote/hybrid course designs.

2 campus-wide Power uP! Course Design sessions

60 instructors reviewed their remote/hybrid course designs against our research-based checklist and planned how to implement one or more focused strategies to enhance student learning and engagement in Fall 2020.

The Signature Course Initiative

Instructors from a dozen courses (nominated by their Deans) collaborated with Eberly Center teaching, technology, and assessment consultants to design innovative, effective, technology-enhanced, remote/hybrid courses.

The Course Design Institute

70 instructors redesigned their courses to include evidence-based teaching strategies for in-person, remote, and hybrid formats.

Infusion of remote/hybrid teaching strategies

into the Eberly Center's existing, annual programs for instructors, such as the Teaching as Research Institute, Incoming Faculty Orientation, and Graduate & Undergraduate Instructor Orientation.

Leadership & Strategic Partnerships

Coordinated a departmental liaisons network

via regular communications and targeted, timely support to instructors for the quick spring pivot and beyond.

Continued key partnerships

with Computing Services and University Contracts:

- to implement Zoom video conferencing so it could be used for live classes
- to secure temporary licenses for students to use essential software they could no longer access after going remote
- to evaluate (for accessibility, FERPA, data security, etc.) and ultimately adopt a targeted set of technology-enhanced learning tools that expand the menu of University-supported options available to instructors for remote/hybrid instruction.

Leadership or participation on COVID-19

Strategy groups:

- Provost's COVID-19 Planning committee on Academic Matters
- Spring 2020 Final exams working group
- Remote assessment tiger team
- Classroom strategy working group
- F20 Calendar Subject Matter Expert (SME) group
- Provost's Long-Term Futures Group