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

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

We consulted with 184 faculty teaching 144 courses.

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.

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

- **395 CMU courses**
- **128 faculty and staff** directing **76 CMU academic programs**, representing all seven CMU Schools and Colleges, and the Provost’s Office,
- **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 technical support for various educational technologies, including Canvas.

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

- **61 newly hired faculty members** at Incoming Faculty Orientation, where we fostered an interdisciplinary community around evidence-based teaching and learning.
- **115 faculty and staff** at the fourth annual CMU Teaching & Learning Summit.
- **70 faculty** at the inaugural, 4-day Course Design Institute.
- **22 faculty** each in the Provost’s Inclusive Teaching Fellows and Wimmer Faculty Fellows programs, combined.

Additionally, services for graduate and undergraduate students and postdoctoral fellows comprise a large portion of the Eberly Center’s annual work, including consultations on teaching, TA training, and our Future Faculty Program. More on these programs and services is coming soon.
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 and more

Extensive web resources
We developed a new section of our website focused on preparing 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

1,238 requests for remote/hybrid technical support resolved by Eberly’s Help Desk in the 2019-20 academic year.

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.

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