

In AY 2020-21, Eberly Center supported 822 faculty/staff and 685 student educators

Eberly Center

Teaching Excellence & Educational Innovation

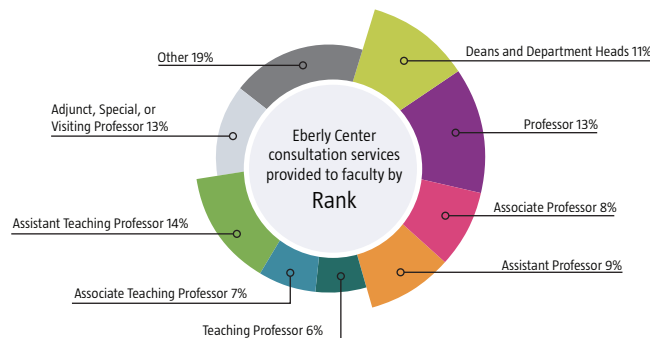
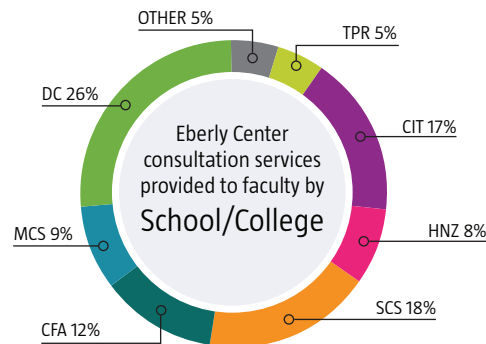
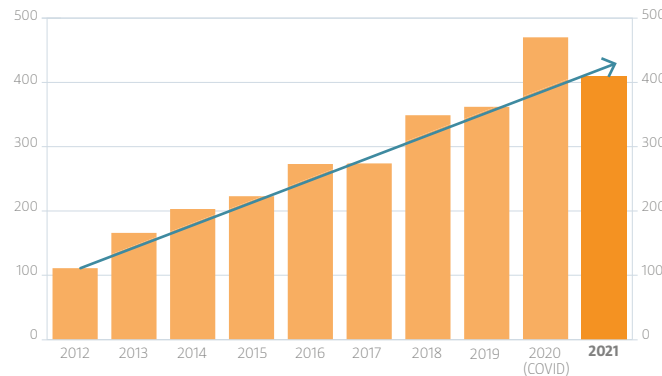
As the COVID-19 pandemic continued, we supported evidence-based and technology-enhanced teaching across multiple modalities: in-person, remote, and hybrid.

We responded to **3,923 instructor requests** for technical support with Canvas, Zoom, and a variety of other educational technologies. We vetted, delivered, and supported the use of **37 educational technologies**. Technology-enhanced learning (TEL) continued, including the development of **12 TEL tools** for online learning and **14 Signature online/hybrid courses**.

In collaboration with Institutional Research & Assessment, we designed and implemented a **university-wide survey** on students' experience in their classes to inform our ongoing support of remote/hybrid course design.

Carnegie Mellon University

CMU Educators Served by Consultations



In AY 2020-21, we provided **410 faculty/staff instructors** with consultations on evidence-based teaching strategies, technology-enhanced learning, and/or assessment of student outcomes, including:

- **348 CMU courses: 222 undergrad and 126 grad courses**
- **154 instructors** incorporating educational technology
- **171 instructors** using learning data to improve outcomes in the context of **109 courses, 29 academic programs, and 8 new, technology-enhanced learning tools**
- **92 instructors** in **115 CMU courses** gathering anonymous, formative feedback from students via **103 focus groups** and **26 surveys**
- **102 faculty and staff** getting support regarding **48 CMU academic programs**, across all seven CMU Schools and Colleges, and the Provost's Office
- **23 CMU-Qatar instructors**

We also designed and facilitated professional development programs attended by **593 faculty and staff educators** who filled **1,333 seats**, including these multi-day events:

- **55 new faculty members** at Incoming Faculty Orientation
- **16 faculty** at our 4-day Course Design Institute.
- **33 faculty** in the Provost's Inclusive Teaching Fellows and Wimmer Faculty Fellows programs, combined
- **13 faculty** at our annual Teaching as Research Institute
- **11 faculty** developing Innovative Models for Undergraduate Research.

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

- Served **685 graduate and undergraduate students** and postdocs from **45 academic programs** through our programs and consultation services.
- Supported **305 graduate students** and postdocs in our Future Faculty Program.
- Trained **8 Graduate Teaching Fellows** in advanced teaching methods and consulting techniques.

In **University-wide DEI workshops** instructors learn about the positive impacts of inclusive teaching and specific, evidence-based strategies – both big and small – that they can incorporate into their courses.

College- and department-level DEI workshops foster reflection and dialogue on these important issues among disciplinary colleagues.

We designed 30- and 60-minute versions of our interactive workshops so that they can fit into a regular faculty meeting – our way of meeting faculty where they are. Topics include:

- How to Center DEI in Teaching and Course Design
- Facilitating Difficult Dialogues
- Teaching and Reaching All Students
- Reducing Barriers to Achievement
- Navigating Issues of Identity in the Classroom
- Motivating Students by Promoting a Growth Mindset

37 DEI-focused teaching workshops were offered at the university, college, and department level.

682 seats filled by faculty and graduate student instructors.

At the course-level, we collaborate with faculty to collect quantitative and qualitative **data on student outcomes related to DEI**. Eberly consultants help faculty identify appropriate data sources and study designs as well as collect, analyze, and interpret data to inform course design.

At the program-level, the Eberly Center works with the head of an academic program and faculty stakeholders to assess what is working well and areas for improvement regarding DEI.

Data sources address students' learning and persistence, as well as sense of belonging, mindset, self-efficacy, intercultural competence, and more. We have **expanded our services** to also include (a) conducting disaggregated analyses of learning data to better understand the learning experiences of students from under-represented identity groups (e.g., BIPOC, women in STEM) and (b) measuring students' sense of belonging and other affective outcomes to help program heads identify how to promote inclusive learning environments.

Workshops focused on centering DEI in teaching

Promoting Diversity, Equity, and Inclusion (DEI) in Teaching

Provost's Inclusive Teaching Fellows Program

- voices of underrepresented scholars from their discipline (such as women or Black, Indigenous or People of Color).
- diverse, accessible assignments, activities, or examples that reach more students.
- diversity, equity, or inclusion into learning objectives, especially in courses traditionally without this focus.
- inclusive teaching strategies into learning activities to increase students' sense of belonging in the discipline.

We support CMU faculty to develop and implement inclusive and equitable teaching practices that foster students' sense of belonging, motivation, and learning. There are numerous ways that faculty can promote DEI in their teaching. Likewise, there are numerous approaches we take to support them in this work. Here we highlight some of these activities.

TWO inaugural cohorts of Provost's Inclusive Teaching Fellows were launched.

33 individuals participated, representing all seven colleges/schools, the Libraries, and CMU-Q.

Collecting data on DEI outcomes in courses and programs

New web resources on DEI and Classroom Climate

We created a **new section of the teaching website, How to Center DEI in Teaching**, that provides a list of concrete strategies and examples for how to intentionally enhance DEI in one's teaching.

We compiled strategies based on educational research and curated specific examples, crowd-sourced through interaction with CMU instructors across disciplines. These approaches complement the strategies highlighted in our **Classroom Climate** section, which summarizes common challenges and evidence-based approaches to handling difficult moments with respect and sensitivity, teaching heterogeneous students effectively, and fostering a sense of belonging and self-confidence.

We also augmented existing web resources on **fostering a welcoming, inclusive, and equitable classroom climate**.

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