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

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.

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 underrepresented 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.

Collecting data on DEI outcomes in courses and programs

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The Provost’s Inclusive Teaching Fellows program is designed to support the development and implementation of inclusive teaching techniques by CMU faculty. Each Fellow receives a $5,000 fellowship to work with the Eberly Center throughout the academic year, developing and disseminating their approach through a specific CMU course. Fellows explore ideas for enhancing diversity, equity, and inclusion that include (but are not limited to) infusing:

- 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.

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

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

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.

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.