In AY 2021-22, the Eberly Center supported 663 faculty/staff and 861 student educators.

We provided 416 faculty/staff/postdoc educators with consultations on evidence-based teaching strategies, technology-enhanced learning, and/or assessment of student outcomes, including:

- 312 CMU courses, roughly 2/3 and 1/3 undergraduate and graduate, respectively
- 65 CMU academic programs and student support units across all seven CMU Schools and Colleges and the Provost’s Office
- 276 instructors who worked with teaching consultants to modify pedagogies
- 166 instructors incorporating educational technology, including 7 new, technology-enhanced learning tools
- 151 instructors using learning data to improve outcomes in 81 courses and 54 academic programs and student support units
- 70 instructors in 82 CMU courses: gathering anonymous, formative early course feedback from students via 53 focus groups and 32 surveys
- 29 CMU-Qatar instructors

We designed and facilitated professional development programs attended by 401 faculty and staff educators who filled 518 seats including these signature events:

- 84 new faculty members at Incoming Faculty Orientation
- 248 faculty and 473 graduate students filled 784 seats at our programs on Diversity, Equity, Inclusion and Belonging
- 59 faculty at the inaugural Spotlight on Diversity, Equity, Inclusion, and Belonging in Teaching
- 33 faculty in the Provost’s Inclusive Teaching Fellows program
- 8 faculty in the Wimmer Faculty Fellows program
- 21 faculty developing Innovative Models for Undergraduate Research program
- 75 faculty and staff at the 6th Annual CMU Teaching & Learning Summit
- 7 workshops for 41 CMU-Qatar faculty
- 44 faculty at the 2022 CMU-Africa AFRETEC Faculty Enrichment Program
A large portion of the Eberly Center’s annual work involves providing services for student educators and postdoctoral fellows.

**Graduate Student Programs**

- **We served 861 graduate and undergraduate students and postdocs** from **48 academic programs** through *Eberly Center programs and consultation services*:
  - **600 Teaching Assistants and Instructors of Record** attended campus-wide Graduate and Undergraduate Student Instructor Orientation sessions, preparing them for their CMU teaching responsibilities across **45 academic units**
  - **129 graduate students and postdocs filled 306 seats** at our other university-wide seminars and workshops on evidence-based teaching and learning principles
  - **105 graduate students and postdocs** received **167 individual consultations** on teaching

**Future Faculty Program**

- **We supported 230 graduate students and postdocs** in our *Future Faculty Program*, preparing them to teach effectively and inclusively as future faculty members
  - **68 new participants** enrolled in the program
  - **14 participants** finished the program requirements

**We trained 10 Graduate Teaching Fellows (GTFs)** in advanced, evidence-based teaching methods and teaching consultation techniques.
  - **GTFs provided 88 teaching consultation services** for **71 graduate students and postdocs**.

**Teaching website reaches broader group of faculty, postdocs, graduate students**

Eberly Center’s teaching website located at [www.cmu.edu/teaching](http://www.cmu.edu/teaching) is designed to guide instructors through the processes of designing and teaching courses, solving teaching problems, incorporating educational technology, and assessing student learning.

The website allows us to support a far broader group of faculty, postdocs, and graduate students – including CMU faculty at overseas campuses and programs – than we could through direct interaction alone.

Across 10 prominent Eberly Center webpages, there were over **2.5 million unique page views**.

**Top Most Viewed Areas of the Site**

- What is the difference between formative and summative assessment?
- Why should assessments, learning objectives, and instructional strategies be aligned?
- Make the Most of the First Day of Class
- What are the benefits of group work?