In response to the COVID-19 pandemic, we supported faculty, graduate and undergraduate students, departments, and schools with targeted programming, resources, and strategic partnerships.

Targeted Programming

Over the summer, 188 faculty participated in the 5-day guided or fully self-paced offering of the Adaptive Course Design Institute to prepare their courses for remote and dual-delivery.

Between March and September of 2020, we conducted 75 COVID-19 related pedagogy consultations with faculty on course design, teaching strategies, exam and assignment design, and student mentoring in the remote or dual-delivery context.

39 faculty new to Rice participated in our New Faculty Orientation focused on flexible and adaptive course design.

We trained 15 graduate students to teach courses for the first time in remote/dual-delivery at the Graduate Instructor of Record Orientation and prepared 336 graduate students to be teaching assistants.

29 faculty, staff, and graduate students joined us in two reading groups on topics related to remote and dual-delivery pedagogy:

- Small Teaching Online by Flower Darby
- Connected Teaching by Harriet Schwartz

Resources & Partnerships

Developed a new section on the CTE website dedicated to remote/dual-delivery teaching: https://cte.rice.edu/preparing-for-fall-2020

Developed a repository of new web-based resources to assist instructors in the design and delivery of their course in remote/dual-delivery:

- Teaching Continuity Guide
- Adaptive Teaching Guide
- Inclusion, Equity, and Access While Teaching Remotely
- Assessing Rapid Transition to Remote Teaching
- University Award Newsletter

Strengthened and developed strategic partnerships with the following units to respond to the changing context of teaching and learning:

- Office of Information Technology
- Rice Online
- Center for Civic Leadership
- Fondren Library
- Program in Writing and Communication
- School of Engineering
We conducted **89 consultations** with **63 individual instructors, departments, and programs** providing evidence-based support on course organization, instruction, curriculum development, and learning assessment. Of these consultations, **57 percent** were new consultees.

Faculty, staff, university administrators, graduate students, and post-doctoral scholars attended **13 pedagogy events** and **6 pedagogy intensives** to learn about the latest research on teaching and learning, and to develop new teaching strategies.

We hosted **9 orientations** to prepare and support new faculty and graduate students in their transition into the classroom.

We facilitated academic discussions and fostered a culture of teaching excellence in **2 reading groups** open to all in the Rice community.

The CTE Umbrella IRB for Teaching-Related Research supports **25 ongoing research projects** across campus.

We prepared **72 graduate students and postdoctoral scholars** from across campus for successful future careers in teaching in our **4 accredited courses in the Graduate Certificate in Teaching and Learning**.

We hosted **14 courses in the experimental classroom** to support and enhance teaching innovation and excellence.