

Subject:[ALLDEPTS] Dual Delivery for Fall 2020

Date:Wed, 10 Jun 2020 09:04:18 -0500

From:Office of the Provost <provost@rice.edu>

To:pres-fac@mailman.rice.edu <pres-fac@mailman.rice.edu>, alldepts@rice.edu <alldepts@rice.edu>

Dear Colleagues,

First, let me thank all of you that have already responded to the survey sent out by the Academic Restart Committee (ARC) about your concerns for returning to campus this Fall. If you have not had a chance to respond to that survey, please do take the time to do so as soon as you get a chance. The ARC is charged with making a number of recommendations with respect to the academic mission this Fall, and your input will be very valuable. As the ARC finalizes its decisions, I will continue to communicate with you so that information is delivered in a timely fashion to enable planning for Fall.

One task ARC was asked to address is to define what is meant by dual delivery to help guide the required planning. Attached to this email is the resulting description for what dual delivery of courses for the Fall will be like. Due to the wide variety of courses taught at Rice and the realities that many instructors face with regard to their ability to be present on campus, there is not one definition for dual delivery, so the attached document is meant to provide guidelines and suggestions as faculty prepare. The document refers to offices where training and additional resources are available and Provost DesRoches will very soon be sending a message with more details on these resources.

We hope that many of your questions will be answered by the attached document and the referred to training and resources. Please do start to engage with those resources soon. We are sure that questions will continue to arise, and these should be directed first to department chairs and deans, but may also be directed to Provost DesRoches, Vice President Levander, or myself.

Sincerely,

Christopher Johns-Krull, ARC Chair

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Dual Delivery for Fall 2020

Rice University's mission is to provide unsurpassed education that is distinguished by our highly personalized, residential learning environment. In order to ensure that we continue to carry out this mission in the face of a global pandemic, Rice has adopted the guiding principles of flexibility, agility, and adaptability. For the health and safety of all faculty, students, and staff, we moved our Spring Semester courses to remote delivery after spring break, and summer school is being delivered entirely online. We are astounded by and grateful for the efforts that the Rice community has put forth already to achieve the best possible outcomes in a difficult situation. Indeed, it seems that owls can thrive even in the darkest of times. In the time ahead, we are depending on our shared commitment to the education of our students to continue to serve the mission of Rice.

For the Fall 2020 semester, Rice will adopt a dual delivery model of course instruction in order to ensure the highest quality residential campus experience while also meeting the educational needs of those students who are unable to attend in person. With exceptions granted by the Provost and in consultation with the relevant Dean, all Rice courses for Fall 2020 will be offered in a dual delivery mode. Dual delivery requires that courses are developed and delivered so that they are available both on campus (e.g., held in a classroom, lab, studio) and through remote delivery, although instructors will be able to select the dual delivery model that maximizes student learning while also meeting their health and personal needs. Dual delivery enables us to be more resilient and more accommodating to faculty and students as circumstances may dictate, and it enables virtually all courses to go entirely remote at any time, should this become necessary.

This type of course design is inherently flexible, and so exactly what it looks like will vary across instructors and classes. Dual delivery classes are those in which all students, regardless of their physical location, have access to an effective learning experience designed to ensure the course learning outcomes can be met for all students. Such learning experiences can be maximized to the extent instructors prioritize (a) synchronous components in their course design and delivery, contingent upon pedagogical feasibility and desirability, and (b) direct interaction among students and between students and faculty.

Some examples of dual delivery include, but are not limited to, in-class discussions and lectures that can be accessed remotely; virtual lectures paired with in-person small group discussions or team work; virtual lectures paired with interactive synchronous components; asynchronous material developed for a flipped or hybrid class format; and facilitated discussions/lectures in the classroom with a remote instructor. Within the dual delivery model, faculty have the flexibility to define the combination of pedagogical strategies that best fit their course content and delivery style.

Dual delivery will present a significant amount of work for instructors, and the Academic Restart Committee acknowledges this and deeply appreciates the commitment of Rice instructors to make this happen. Rice Online, CTE, and Learning Environments are offering a number of trainings and resources to aid in the development of dual delivery classes. Provost DesRoches and Vice President Levander will very soon be sending a memo detailing the required and recommended trainings and where to find them.

We look forward to working together with our immensely creative and talented faculty to ensure a transformative education that will help our community meet the challenges of our times.