

**Rice University
School of Architecture**

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [High School diploma + 192 credit hours]
Master of Architecture Option I [Bachelor degree + 133 credit hours]
Master of Architecture Option II [Bachelor degree in Arch + 95 credit hours]

Year of the Previous Visit: 2010
Current Term of Accreditation: 6 Years

Submitted to: The National Architectural Accrediting Board

Date: 30 September 2015

Name and contact information for the following:

Program Administrator:

Dean Sarah M. Whiting
School of Architecture
Rice University
6100 Main Street
Houston, Texas 77005
713-348-4044

Chief administrator for the academic unit in which the program is located:

Dean Sarah M. Whiting

Chief Academic Officer of the Institution:

Provost Marie Lynn Miranda
Rice University
6100 Main Street
Houston, Texas 77005
713-348-4026

President of the Institution:

President David Leebron
Rice University
6100 Main Street
Houston, Texas 77005
713-348-5050

Individual submitting the Architecture Program Report:

Professor John J. Casbarian

Name of individual to whom questions should be directed:

Professor John J. Casbarian
Rice University
6100 Main Street
Houston, Texas 77005
713-348-5152
jjc@rice.edu

Table of Contents

<u>Section</u>		<u>Page</u>
Section 1.	Program Description	
I.1.1	History and Mission	5
I.1.2	Learning Culture	7
I.1.3	Social Equity	8
I.1.4	Defining Perspectives	9
I.1.5	Long Range Planning	13
I.1.6	Assessment	14
Section 2.	Progress since the Previous Visit	
	Program Response to Conditions Not Met	16
	Program Response to Causes of Concern	17
	Program Response to Change in Conditions	17
Section 3	Compliance with the Conditions for Accreditation	
I.2.1	Human Resources and Human Resource Development	18
I.2.2	Physical Resources	22
I.2.3	Financial Resources	29
I.2.4	Information Resources	31
I.2.5	Administrative Structure & Governance	34
II.1.1	Student Performance Criteria	39
II.2.1	Institutional Accreditation	44
II.2.2	Professional Degrees & Curriculum	45
II.3	Evaluation of Preparatory Education	53
II.4	Public Information	54
III.1.1	Annual Statistical Reports	63
III.1.2	Interim Progress Reports	63
Section 4	Supplemental Material	
	Instructions to Access Supplemental Material	64

SECTION 1 – PROGRAM DESCRIPTION (limit 15 pages)

I.1.1 History and Mission

Institutional History and Mission: Located on a 300-acre tree-lined campus in Houston, Rice University is consistently ranked among the nation's top 20 universities by *U.S. News and World Report*. At once a university that expends almost \$100 million annually on research, Rice is also a small college, with only 3,965 undergraduates, 2,610 graduate students and 641 full time faculty. With its undergraduate student-to-faculty ratio of 6-to-1 and its residential college system, Rice builds close-knit communities across the campus, fostering individualized mentoring and lifelong friendships.

The Rice Institute opened on September 23, 1912, with 77 students and a dozen professors. Edgar Odell Lovett, Rice's first president, envisioned an institution "of the highest grade," one that would keep "the standards up and the numbers down," that would attract talented scholars from the best European and American universities and that would enroll promising students "without regard to social background." These core values – high academic standards, small size, selectivity and affordability – have endured into the university's second century.

The Rice University Mission Statement, located on the university governance website, underscores a profound commitment to teaching and research: "As a leading research university with a distinctive commitment to undergraduate education, Rice University aspires to pathbreaking research, unsurpassed teaching and contributions to the betterment of our world. It seeks to fulfill this mission by cultivating a diverse community of learning and discovery that produces leaders across the spectrum of human endeavor." With a Rice alumnus as Harris County judge, an alumna as mayor of Houston, a Rice School of Architecture alumnus as council member-at-large and countless alumni leading organizations across the world, the university's mission of creating leaders has clearly resonated.

Rice is closely connected to the resources of Houston, the fourth largest city in the country. Over the last twenty years, Houston has become one of the nation's most ethnically and culturally diverse cities in the U.S.: its population is 44% Hispanic, 26% European American, 24% African American and 6% Asian and other. Remarkably cosmopolitan, over 90 languages are spoken in the city and with 94 countries represented, Houston has the third-largest consular corps in the nation. This diversity provides a welcome context for the incoming freshman class of the entire university, which for the incoming class of 2018 includes 22 countries (45% of all Rice freshmen are from Texas; 55% are from other states or are internationals).

Rice School of Architecture (RSA) History: Architectural education at Rice dates from the opening of the university in 1912. William Ward Watkin came to Houston as Cram, Goodhue and Ferguson's supervising architect for the campus design, and was subsequently asked by President Lovett to establish a curriculum in architecture. Watkin served as chairman of the Department of Architecture for the next four decades, while also maintaining a thriving practice. His tenure saw the establishment of the school's first of many significant traveling fellowships and the introduction of graduate study in architecture. Watkin also did much to encourage the early development of Houston's Museum of Fine Arts, whose first director, James Chillman, Jr., came to Houston at Watkin's invitation to join the architecture faculty.

Following Watkin's administration, the Department of Architecture was led by James C. Morehead, Jr. from 1953 until 1959 and by Donald Barthelme from 1959 to 1961. That year, William W. Caudill, a founding partner of the Houston architecture/engineering firm Caudill, Rowlett, Scott and former professor of architecture at Texas A&M University, was appointed Director for the Department of Architecture, which was redesignated the School of Architecture in 1965. An architect of international reputation, Caudill established the Preceptorship Program – an internship practicum that has remained one of the most distinctive features of Rice's B.Arch. curriculum. Caudill also sponsored a series of publications,

Architecture at Rice and summer design workshops, which brought together leading architects of the day for intensive design charrettes with Rice students.

In 1969 Caudill returned to private practice and the school came under the direction of Anderson Todd. During Todd's tenure, the School acquired its first endowed chairs. Substantial new resources became available to the school when faculty, staff and library holdings were transferred from the Institute of the Arts at the University of St. Thomas to Rice University. The school's enrollment more than doubled from 80 students in 1960 to 209 in 1971. Since then, enrollment has remained at approximately that same level.

City planner and public administrator David A. Crane came from the University of Pennsylvania to become the first dean of the RSA in 1972. During Crane's tenure, a three-and-one-half year first-professional degree program was instituted at the graduate level for post-baccalaureate students from a variety of backgrounds (known as the Qualifying Graduate or 'QG' program). Also at this time, the School's Preceptorship Program was made mandatory for all undergraduate students pursuing a first professional degree (Bachelor of Architecture). Research opportunities in urban design and planning were expanded with the creation of the Rice Center, a non-profit corporation for community design and research. Crane also established the Rice Design Alliance, a community outreach membership organization affiliated with the School, which sponsors public lectures, symposiums, tours and other activities related to architecture and design.

O. Jack Mitchell, who had been the School's director, served as dean from 1978-1989. Mitchell instituted the currently dormant master's program in urban design, and renovated and significantly expanded the school's facilities with a substantial addition designed by James Stirling and Michael Wilford. Mitchell also oversaw the endowment of the Francis Cullinan Chair in Art, Architecture and Urban Planning; the Alice Pratt Brown Art and Architecture Library within Fondren Library; and the Rice Advanced Visualization Lab (RAVL), which was underwritten by IBM. In addition, four additional traveling fellowships were created and community outreach was enhanced and broadened with the dedication of the Farish Gallery and the founding of *CITE*, the Rice Design Alliance magazine.

In the fall of 1986, an advisory council was established by the dean to assist in strengthening various aspects of the School's programs and resources, while also advising the school and its faculty regarding the concerns of the profession and its milieu. This council continues today in the form of the William Ward Watkin Council.

In 1989, Paul A. Kennon, Jr., an internationally recognized architect and president of CRSS Architects in Houston, was appointed Dean of the School of Architecture, with Alan Balfour appointed as associate dean. Upon Kennon's untimely death in January of 1990, Balfour was appointed acting dean and subsequently dean. Balfour's programs included the institution and endowment of the Paul A. Kennon Memorial Fund and the inaugural Paul Kennon Symposium on Urban Design.

In December 1991, Balfour resigned in order to become director at the Architectural Association in London. O. Jack Mitchell was subsequently appointed Acting Dean and continued in this capacity until his unexpected death in February of 1992. At this time, professors John J. Casbarian and William Cannady, chairs of the undergraduate and graduate committees respectively, began serving as 'co-acting deans' until Lars Lerup, professor of architecture at University of California, Berkeley and director of Southern California Institute of Architecture's Switzerland program, was appointed as dean on July 1, 1993. Professor Albert Pope was named director of graduate studies and professor John J. Casbarian was made director of undergraduate studies until a restructuring that led to Casbarian becoming associate dean in 1997.

During Lerup's tenure, the *Architecture at Rice* publication series expanded to reach a national and international audience. The Rice Building Workshop (RBW) under the joint directorship of Professors in Practice Danny Samuels and Nonya Grenader was established and resulted in numerous projects including low-cost houses and housing in Houston's Third Ward, in collaboration with Project Row

Houses. RBW received the NCARB Prize in 2004. In 2002, the Rice School of Architecture, Paris (RSAP) was established in Paris, a study-abroad program for advanced undergraduate and graduate students.

After his 16-year tenure, Lerup stepped down July 2009 as dean and was replaced by associate dean John J. Casbarian, who was named dean for fall, 2009. Sarah Whiting, an architectural critic and partner of WW Architecture became dean in January 2010. Under her tenure, the school has expanded its teaching fellowship platform by doubling the number of two-year Wortham Fellows (the architectural equivalent to post docs) and introducing a similar Technology Fellow position. These young faculty bring new ideas to the school while being mentored for a career in architectural education. Additionally, the past five years have seen significant renovations to the school's building and facilities, including the opening this past January of the Gensler Fabrication Lab in honor of Jo and Jim Furr. This dedication was the most recent of several significant fundraising accomplishments, including the establishment of the John J. Casbarian Fund for Course Travel, which has enabled studios and seminars to take study trips as close as Dallas and as far away as Chile and Hong Kong. Finally, we are in our second year of a new program, a Master of Arts in Architecture graduate degree, which is a research-intensive, post-baccalaureate/post-professional, non-accredited degree program with a collective thesis output.

Rice School of Architecture Mission: The RSA's mission is to promote architecture as a cultural practice by preparing its graduates to think, negotiate and collaborate using all genres of design; to direct diverse project teams; and to generate artifacts and arguments that have both a contemporary and historical resonance and relevance.

The school's small size permits us to operate like a think tank, where students are encouraged to think *and* do. Given that our graduates go on to become leaders in the field, whether as practitioners, faculty, politicians, editors, curators, or entrepreneurs, the school deliberately places particular emphasis on cultivating individual research, initiative and acumen. Our curriculum emphasizes the simultaneous importance of verbal and visual communication, ensuring that students possess the tools they need to engage in practice and in the world around them.

The school's position within a top tier university permits us to draw extensively from other disciplines to forge new territories of speculative practice, as demonstrated by our faculty's leadership role with Rice's new environmental studies interdisciplinary minor; our cross-listed courses with other schools and departments, particularly Humanities, Business and Engineering; and our collaborations with the Rice Gallery. Rice's college system, leadership and externship programs, and strong ties to Houston and the region provide our students with a wide range of opportunities in addition to those offered through the school.

I.1.2 Learning Culture

The RSA undergraduate curriculum provides a balance between a broad liberal arts education and focused professional study. The instruction fosters in students a sense of personal values, responsibilities and sound judgment while focusing simultaneously on traditional and innovative design activities. The context of these design activities ranges from the pragmatic to the theoretical and includes the metropolitan, the natural, the technical and the aesthetic.

The RSA graduate programs seek to foster similar societal and professional values. By encouraging exploration, diversity and risk-taking among its faculty and students, the program promotes an on-going debate about the role of both architectural design and designer (in the broadest sense) in society. The school promotes an awareness of the imbrication of the local and the global by deliberately siting projects both in Houston and in international sites (Hong Kong, Paris, Berlin...).

The RSA maintains a student handbook as the primary means of communicating the studio culture policy, which is additionally reinforced by faculty-led discussions at the beginning of every semester in every studio, as well as director-led discussions for the new undergraduates and new graduate students at their

respective orientation sessions. Physical copies of the student handbook are kept in every studio and it is also available as an online pdf on the school's all-student, all-faculty and all-school websites. The primary statement of policy is found in the Handbook:

The RSA is an architecture school in which design activity is the central concern of students and faculty. We believe that the design studio is the principle learning environment for architecture, as it represents a unique educational context in which students can synthesize the practical, aesthetic, cultural and theoretical concerns integral to architectural design. Studio culture comprises two primary relationships (faculty-student and peer-peer and two key educational activities (studio assignments and evaluation procedures). The RSA believes that it is paramount for the studio to be characterized by a positive culture of learning and hopes to encourage this positive culture by providing guidelines for comportment in the key relationships and activities of the studio.

Additionally included within the handbook are sections that, among other topics, elaborate on studio culture and comportment, Rice's honor code, academic responsibility, shop guidelines and safety, emergency information, grading, attendance (including information about religious observances), disability services, health and counseling services, and university and school policies regarding smoking, alcohol and Title IX. The student handbook is revised every summer, with input solicited from the ASR (student organization), the staff and the faculty, the director of undergraduate studies and the director of graduate studies. There is a general discussion about the handbook specifically and the learning culture of the school more broadly at the first faculty meeting every year but also at faculty meetings that approach final review week. This discussion includes our pedagogical aims as a school (desired goals as well as particular and general issues and opportunities that arise in any given semester); it also includes a discussion regarding how best to foster the most conducive environment for learning. We are fortunate that as a very small school, we are a close knit community, where everyone watches out for everyone else, but we also consistently remind ourselves not to become complacent in assuming that we don't have the same pressures, stresses and conflicts that can arise in any school today.

I.1.3 Social Equity

In addition to being presented in the RSA student handbook, recommendations and policies regarding discrimination and sexual harassment and procedures for grievance may be found in the Undergraduate and Graduate Rights and Responsibilities sections of the university's General Announcements, <http://ga.rice.edu> a university-wide handbook that is updated annually.

Rice's Diversity Policies can be found at the Equal Employment Opportunity and Affirmative Action section of the university's website: <http://professor.rice.edu/professor/EEOAA.asp>. Additionally, resolutions adopted by the Rice Board of Trustees and by the Faculty Senate regarding diversity can be found on the Office of Diversity website: <http://diversity.rice.edu/archives.html>.

The RSA maintains a blind admissions policy with regard to race, ethnicity, gender and sexuality in both the undergraduate and graduate programs. The school's population, in both the B.Arch. and M.Arch. programs, tends to be evenly distributed by gender. Currently, the graduate program has 65 enrolled students, 52% are male and 48% are female. The population of both programs is diverse, with roughly one third coming to Rice from international high schools or universities, although we have noted an increasing challenge in "defining" nationality. As an example, we have a B.Arch. freshman who is Swiss, but who attended high school in Singapore; her father is Indian and her mother is Belgian. In short, our student population represents today's globalized world. Our graduate program has 62% U.S. citizens (five of those students have dual citizenship). 34% of our graduate student population self reports as Asian, 11% Hispanic or Latino, 37% Caucasian and 18% chose not to report. In the undergraduate population, of 126 total students, 35% are male and 65% are female. 43% of them are not US citizens and 7% have dual citizenship. 48% self reports as Asian, 5% Hispanic or Latino, 1% African-American, 41% Caucasian and 4% list more than one race.

Rice University has a fellowship for graduate students, which is directly targeted to minorities. The Provost Prize is used for the recruitment of underrepresented minorities in the School of Architecture.

Recognizing the fact that perhaps the most significant obstacle to greater diversity within architecture schools and the profession is awareness of architecture as a potential discipline and profession within underrepresented groups, we have recently initiated efforts to educate and recruit from a broader population. Our school's student organization, ASR, is working with local high schools to set up visits and we are also expanding our recruiting visits and materials and working with both the graduate and undergraduate admissions offices to prioritize expanding our outreach to a more diverse population.

Seeking to take advantage of the broader Rice University population, the school has also expanded opportunities for undergraduate students to gain exposure to architecture. We advertise our fall semester introductory history/theory course ("Introduction to Architectural Thinking") in the school newspaper, all the residential colleges and in the freshmen facebook. We also use these platforms to advertise our popular spring mini-studio course, "Architecture for Non-Architects," which meets for one evening every week and introduces students to a wide array of short design exercises and techniques. Additionally, we are shifting our summer introductory program, "Launch," which was previously aimed at college students considering applying to M.Arch. programs, to work with high school students.

With a 2014-2015 tenured faculty of ten that includes only two women and no minorities, we are aware that we need to improve as a school to model the diverse population that we are trying to support in our recruiting efforts. Our entire 2014-2015 faculty roster of 37 has only 9 women and 5 underrepresented minorities. We are hoping to address this issue with our hiring this year (we have two searches at the tenure track level) and we have requested additional university assistance for target of opportunity hiring.

I.1.4 Defining Perspectives

A. Collaboration and Leadership

One of the greatest assets of the RSA is our size. As we explain to every prospective student, "if you want to hide in the crowd, the RSA is the wrong school for you." From the day they enter, we encourage every one of our students to develop her or his own opinions. In every course in the curriculum, we teach students how to articulate those opinions, both verbally and visually. Because we are so small, we can work with every student to establish her or his particular voice, with the understanding that "voice" is a combination of content, technique and style. Students can neither lead nor collaborate if they cannot first communicate.

Leadership abilities developed in courses through this general fostering of opinions and through specific assignments. In studios, students present their work frequently in different formats, including small group pinups, where students are encouraged to learn how to critique their colleagues, which requires looking at the work carefully and learning how to articulate constructive feedback. In seminars, students are often responsible for leading discussions and also for presenting their research. Collaboration is taught in courses in many ways, ranging from the aforementioned small pinup groups to collaborative research to some collaborative work. In early studios, in both sequences, that collaborative output is limited to site models and precedent studies; in more advanced studios, students will sometimes do final projects working in pairs, which enables them to advance the project design and detailing further. One advanced studio (spring, 2015), led by Visiting Cullinan Critic Joshua Prince Ramus, had the entire studio collaborate on one tower project in Manhattan, working on the project as an office might (students were tasked with specific responsibilities, but they all had to coordinate). In seminars, collaboration occurs primarily through discussion, where all students are encouraged to participate and to advance one another's ideas.

The school's emphasis on opinion and communication goes beyond coursework, permeating the entire school, as evidenced by a sample of four of our students' extracurricular activities. Mitch Mackowiak, a junior, is the Opinions Editor for the University's student newspaper – perhaps the most direct testimony to the significance of opinion in the school. Another junior, Caroline Brigham, who is minoring in Rice's Poverty, Social Justice and Human Capabilities (PJHC) program, received a Susan McAshan Internship to spend the summer implementing solar-powered mobile healthcare clinics and constructing a community center in Cape Town, South Africa. Brigham was featured in Houston Press this summer as one of Houston's "Five under Twenty Five Already Making Their Mark." As another example, four seniors collaborated with two engineering students to design and build the Soundworm, Rice's first student-designed and student-built work of public art, which now has a permanent home between the school and the university library. Finally, two graduate alumni, Scott Key and Sam Brisendine, furthered a project for an emergency floor design that they'd initiated in their Rice Building Workshop course by obtaining federal funding this year from USAID. The two have founded Good Works Studio, a social enterprise office. They took the Emergency Floor to Iraq and the project has been approved by the UN Refugee Agency. Additionally, in September 2015, they were among eight professionals selected as 2015 Emerging Leaders by the Design Futures Council.

In addition to singular initiatives like these, there are several school-based, extra-curricular opportunities for collaboration and leadership. The RSA has a student governing body called the Architecture Society at Rice (ASR), which acts as a liaison between the faculty, administration and the student body, and which has responsibility for organizing school-wide events, social and academic, that range from the annual Archi-Arts party to RAMP, the Rice Architecture Mentoring Program. RAMP brings speakers to the school, organizes externships and schedules office and site visits throughout the year. The RSA also has an entirely student-run journal, PLAT, which puts out two issues per year of writing and design solicited (and then edited, designed and produced) from around the world in response to a theme developed by the issue's editors. All of these student initiatives are supported in part by the school, but are organized and run by students, who also have to oversee their budgets and fundraise for additional monies. The school's policy regarding such initiatives is to seed such work and to serve as a sounding board – particularly when it comes to helping students balance extracurricular endeavors and classwork.

B. Design

The RSA promotes design as the synthesis of all that architecture entails. We coordinate the curriculum so that the first year students in both the B.Arch. and M.Arch. programs take an introductory history/theory course (organized around key debates, topics and terms in architecture over the past century) that is coordinated with their first year studios in such a way that the history/theory instructor will draw parallels for the students, and the studio faculty will do the same. In this way, already from the start, the program works to build an understanding that no topic is limited to a single course and that no course is isolated from any other.

The core studio sequence in both the undergraduate and graduate programs focuses on the design synthesis of form, technology and program (the contemporary version of Vitruvius's *firmitas*, commodity and delight); more advanced studios broaden this design synthesis to include economics, fabrication, material studies, sociological information, urbanism, politics and the myriad of other cultural factors that shape architecture and are, in turn, shaped by architecture. In this way, as students advance through the sequence, their assignments and the corresponding contexts of those assignments, also become more complex.

Thesis is not obligatory at Rice but for the M.Arch. students, the pre-thesis seminar is required. This important course provides an environment and structure in which the conceptual formulation, articulation and critical evaluation of thesis proposals can take place. Each student is expected to clearly outline a thesis focus, its architectural implications and projected material results. In short, the pre-thesis seminar assists students to pose a question that motivates and provokes their future design work.

While the undergraduates at the RSA do not do a thesis, every course in the school employs the term *thesis* to encourage students to focus their work (design work as well as written work). The faculty's job is to teach students how to frame relevant questions. Judging relevance includes the significance of the questions posed (for our time, for our context and for our ability to have an effect). In this age of endless information and innumerable techniques, framing relevant questions and addressing them with relevant means is perhaps one of the greatest and most urgent challenges for anyone teaching architecture.

Students are exposed to the challenges and the opportunities of architecture's realization through many formats. The Rice Building Workshop, which began in 1996, brings students out of the school into Houston, where they do projects for community non-profit organizations. Working at various scales and in diverse situations, RBW students engage all facets of the building process. Budget, schedule and construction constraints test conceptual ideas as students work together to transform designs into built contributions. RBW functions much like an architect's office: students meet with clients to develop programs; small teams propose and develop a variety of design solutions; choices are narrowed down; and budget, technical detail and code compliance all have to be met. While RBW is not a required course, some 400 students have taken it over the years and many additional students have given time to the building charrettes during the crunch moments. The entire school has benefited from watching the process.

The RSA's required "Totalization studios" (the fall advanced options studios, taken by all M.Arch. students in their third year and all B.Arch students in their fifth year) also expose students to the complexities of a building's realization. These immersive, comprehensive studios work closely with consultants to challenge conventions of facades, structure, MEP and materials, overlapping strategically to share knowledge and push boundaries as part of a larger collective. The studios each focus on a different component of building. This year's topics include *Envelope* (the superficial qualities of plastic envelopes); *Material* (the material logic of composite construction); *Environments* (the atmospheric potential of hydrologic phase changes); and *Structural Hybrids* (building on existing structures). The depth of each of these focused investigations is amplified in breadth by the relationships across studios through shared workshops, lectures, research and travel. The Totalization initiative, which began five years ago, sends a clear message throughout the school that advanced design projects require collaboration and that it also requires a thorough understanding of all components of building and of the building process, ranging from sitework to engineering to local codes and to financing.

C. Professional Opportunity

Rice's unique Preceptorship Program, established in 1967, offers our B.Arch students a practicum year between their fourth and fifth years of the program. Participating offices are selected by the School from among the leading firms in the U.S. and abroad and are appointed by the University for renewable two-year terms. Current firms include Johnston Marklee and ZGF in L.A., DS+R, SHoP and Ennead in N.Y., OMA in Hong Kong, Renzo Piano Workshop in Paris and Genoa, and PLP and KPF in London. Preceptees are paid normal firm wages. They intern for 9-12 months and are mentored by an office contact, who is responsible for ensuring that the internship exposes the student to the full breadth of practice. Students are required to submit two reports during the year as well as a portfolio of work produced upon their return to Rice for their fifth year of study. The preceptorship year offers the B.Arch. students an invaluable experience. The exposure that this program gives to our school also fosters a network of professional opportunities for all students in the program, including job opportunities and summer internships extending beyond their preceptorship year.

RAMP, our mentoring program organized by the student group ASR, coordinates externship opportunities over winter and spring break for all students, as well as office visits, site visits and conversations about practice with alumni and other visitors to the school. Every year RAMP programming includes non-traditional career paths as well as more conventional practice routes, including, for example, a conversation with Sheryl Kolasinski, Deputy Director and COO of the Menil Collection, and one with RSA alumnus Jack McGinty, who, as a White House Fellow, was Assistant to Secretary of the Interior, Stewart

Udall. Additionally, every participant in the school's lecture series engages in an informal, one-hour conversation with students prior to every talk. All of these opportunities ensure that RSA students graduate with real exposure to a full variety of practice models.

The school's longstanding commitment to dismantling the false dichotomy between theory and practice has meant that a majority of our students will go on to take the licensing exam. As evidenced on the NCARB site <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2014-v4.aspx>, Rice graduates' pass rates range from 70-90% across the different sections of the exam.

D. Stewardship of the Environment

Sited as we are in a sub-tropical climate, it's impossible for anyone at the school to ignore the impact of the environment on design. The school sees environmental awareness and responsibility as a given: structures have to stand up and they should be environmentally responsible. Environmental considerations take place across the curriculum but more decidedly in the more advanced studios and seminars, where students have the tools to incorporate it within their designs with more sophistication, including our Rice Building Workshop courses, a seminar on timber construction, and a seminar on high density housing strategies. Required courses, such as the envelope and environmental systems technology courses, the Totalization studios and the history/theory lecture sequence, all include environmental considerations. This topic has grown in significance not only in the school but across Rice, as evidence by several ecology-oriented student groups across campus, as well as the number sustainable design courses in Civil Engineering and a new Environmental Studies minor. It is notable that the gateway course for that minor is co-taught by Albert Pope, a faculty member in the RSA.

E. Community and Social Responsibility

Part and parcel of the school's emphasis on teaching students to form opinions and communicate well is to prepare them to engage in the world. On our school's website, we cite the cultural historian Tony Judt, who recently passed away: "As citizens of a free society, we have a duty to look critically at our world. But if we think we know what is wrong, we must act upon that knowledge." Philosophers, Judt concluded (and I think in this context we could substitute "architects") "... have hitherto only interpreted the world in various ways; the point is to change it." Judt's book, *Ill Fares the Land*, is a battle cry - a plea both to look and do. It's a pointed account of the challenges we face as global and even very local iniquities dominate an age that is purported to be so modern. Part of what we teach our students at Rice is that they all have to look and do, but while at school, they have to learn with us how it is that one can "do" with and through architecture.

Each semester, the school takes on a theme and in 2013 it was "Citizen," where we asked, as a school, what it meant to be a citizen-architect today. Five speakers came to the school to talk about this subject, including Reinhold Martin, who talked about the Foreclosed exhibition at MoMA; Pier Vittorio Aureli, who talked about theories of citizenship today; Stefano Boeri, who talked about serving on the city council of Milan (and running for Mayor of that city); and two sitting mayors, Annise Parker of Houston and Svante Myrick, of Ithaca. That series, which is being prepared for publication, was a semester-long discussion of the desires, possibilities and obligations of the public responsibilities and opportunities that we have as architects.

RSA students consistently take on a number of civic and community opportunities in Houston through a variety of means. The Rice Building Workshop, mentioned above, does design-build work for non-profits in Houston, including a longstanding relationship with Project Row Houses, as well as current projects being done for Workshop Houston, the Menil Collection, Hermann Park Conservancy and Hope Farms. Students obtain summer internships in the Mayor's office as well as for Central Houston, an organization dedicated to "leading and assisting the community in achieving the highest quality, sustainable revitalization of downtown Houston and the center city." Our students have led Rice efforts

to create homes for Habitat for Humanity, among other volunteer efforts. The student organization, ASR, is currently working with local elementary and high schools, offering to have our students come in to talk about architecture as a field of study and career. Finally, our students engage the world beyond Houston in their extracurricular work, as noted already in the Leadership and Collaboration section above (particularly relevant are the examples of the Emergency Floor project as well as Caroline Brigham's Susan McAshan internship in Cape Town this past summer).

I.1.5 Long-Range Planning

At the risk of overstressing our small size, it is a distinct advantage once again when considering the school's long-range planning.

Regular annual reviews, monthly faculty meetings and bi-weekly administrative meetings complement the continuous informal but productive conversation that happens among the faculty and also the staff more informally within the school, across the university, in Houston, and beyond. Our size enables us to be nimble in adjusting our curriculum structure and content in response to challenges and opportunities that arise at the university, in our discipline, and in the field today.

Faculty teaching the core design studios, the Totalization studios, the required technology sequence and the required history/theory sequence meet at least once a semester to assess strengths, weaknesses, and possible alterations to their respective curricula. The full faculty's annual awards meeting (during which we select students for a number of awards across every level of the undergraduate and graduate programs) and the first and last faculty meetings of every semester permit us to step back as a faculty and assess our strengths and weaknesses. Our major undergraduate award, the William Ward Watkin Award, which goes to the top fourth year spring semester studio project, is selected by an outside panel of three jurors, which always gives us an opportunity to evaluate ourselves from outside. Additionally, we have two outside jurors for every studio's final review, which is a further way of having other voices review our work (and the dinner conversation following those reviews has always offered a great opportunity to get feedback on these visits). Similarly, our students' regular meetings with guest lecturers, in the form of the informal "Broch n' Talk," conversation at the Brochstein Pavilion, or the RAMP conversations that the students organize with alumni and other practitioners, lets visitors get a sense of our students. Even though these conversations are brief, they offer us feedback as to whether our students are indeed able to enter into a contemporary disciplinary exchange in the manner that we strive for. Almost every faculty member participates on interim and final reviews, permitting a shared baseline of the program that is supplemented by conversations about work being done in other classes as well as about the students' myriad extracurricular efforts. Finally, faculty committees are responsible for long range planning for their respective responsibilities, including, for example, our building facilities, our fabrication facilities, and our liaison to the university Promotion and Tenure committee, who is responsible for guiding P&T within the school.

Our long range planning is not designed to be deliberately concentric with the NAAB perspectives, but nevertheless has very natural overlaps with it, as the five perspectives constitute, in the end, five significant areas that any school of architecture must engage, so we are constantly considering questions of leadership and collaboration within the school, honing opportunities for community and social responsibility, generating professional opportunities, noting the significance of the environment, and, always, synthesizing the design education. We would add to these perspectives the challenges of global perspectives and the importance of communication (which includes learning the many registers of communication that an architecture student needs to learn, ranging from conversations that are specifically disciplinary to those that are aimed at a broader audience, less familiar with our field).

In addition to the NAAB reviews and interim reports, we submit annual planning and assessment reports to Rice's Office of Institutional Effectiveness, samples of which can be made available to the accreditation team upon their visit. The annual Rice Outcomes Assessment Report (ROARs) articulate areas of focus

and plans for improvement, while the annual Report on Improvement Plan's Effectiveness (RIPEs) assess, one year later, the success or shortcomings of those plans.

I.1.6. Assessment

A. Program Self-Assessment

As noted above in the Long-Range Planning section, the School of Architecture has a formal multi-year assessment through the university's Office of Institutional Effectiveness (OIE) as well as a regular self-assessment through our faculty meetings (as a small faculty, we are able to have full faculty meetings quite easily and regularly). The OIE university reports annually assess by following six consistent components: 1) Student Learning Outcomes, 2) Methods, 3) Results, 4) Conclusions, 5) Improvement Action Plan and 6) Action Plan. Additionally, annual plans are followed up each year via five additional criteria: 7) the Actualized Plan, 8) the Evaluation, 9) the Continued Action Plan, 10) the Process, and 11) the Budget Impact.

Faculty input to program self-assessment comes regularly at faculty meetings and reviews, and informally throughout the year via organized conversations (including reviews and pin ups, but also including our "Insider Trading" lunchtime lecture series, which consists of faculty discussing their work and interests as well as all-faculty roundtable discussions on topics that reflect shared interests in the school) and less organized ones (the school covers lunch costs for faculty wanting to meet about teaching – for example, faculty teaching together in the core, but faculty often lunch together informally anyway).

Student input to program self-assessment comes regularly through course and instructor evaluations as well as a meeting every semester between the dean and the student governance board, ASR, to which all students are invited. Students are encouraged (and our students frankly don't need much encouragement) to email or meet with faculty and the administration to offer their feedback. There is frequent contact between the ASR president and the dean. Students are encouraged to have opinions and make suggestions, but they are also encouraged to be realistic and selfless in so doing. The size of the program and the culture at Rice has always fostered this level of engagement.

B. Curricular Assessment and Development

The decision-making structure is as follows:

Dean: Responsible for running the RSA, including hiring, budget, and academic leadership.

Director of Graduate Studies: Responsible for coordinating the graduate program.

Director of Undergraduate Studies: Responsible for coordinating the undergraduate program.

Director of External Programs: Responsible for coordinating the Preceptorship Program (external internship, described above) and RSAP, Rice School of Architecture in Paris.

There are curricular committees that correspond to different areas of the curriculum: the B.Arch core studio faculty; the M.Arch. core studio faculty; the advanced studio faculty (for both programs); the history/theory faculty; and the technology faculty. These committees meet on an as-needed basis, but at least once per semester.

In addition to these committees, the RSA has several annual activities that permit continuous assessment:

- All faculty meetings
- Admin meetings (dean and directors of the B.Arch. and M.Arch. programs)
- Staff meetings (dean and school administrator)

- Awards meeting
- Studio and thesis final reviews
- Faculty annual reviews

Faculty meetings provide an effective mechanism for short-term review of many RSA activities, including curriculum and personnel, research, external affairs and development. The dean's close collaboration with the directors of the undergraduate and graduate programs also facilitates short-term planning. Studio and thesis reviews (thesis has four reviews through the semester and the pre thesis has a review prior to the approval of the thesis semester) also provide an important barometer for assessing student progress. Faculty annual reviews with the dean provide an evaluation process for each faculty member to assess faculty research and creative work, as well as teaching, university, and professional service.

Review of Curricula: Course syllabi are due to the dean prior to the beginning of classes each term for review and comment prior to posting and distribution. Faculty also share their course objectives in the first faculty meeting of each term so that the entire faculty is familiar with what's being taught.

Course Evaluations: Students complete standard course and instructor evaluations each semester that are mandated by the university and are visible to the entire faculty. Course evaluations are reviewed by the dean as part of the faculty review process and students are encouraged to complete them each semester in a constructive manner.

Review of Faculty: The faculty complete a yearly achievement form, formulated by the university, which is available for viewing by the entire university. The form itself and the software used to generate it are in the process of being updated (which will be welcome, since it has been a bit Byzantine as a process). Additionally, the assistant, associate, and non-tenure track faculty have a yearly meeting with the dean to assess progress and receive advising. Assistant and associate faculty are also advised by senior faculty for promotion and tenure.

Review of Administration: The provost reviews the dean annually, which may include confidential evaluation solicited among the faculty and staff. All deans go through a reappointment review every five years.

Student Participation in Self-Assessment: At the beginning of each semester, the dean holds an open meeting with the student body to talk about the program and hear student concerns.

Students may take part in the self-assessment process in the school through representation on the ASR (Architecture Society at Rice). The ASR consults with the dean on matters of mutual interest and concern. The ASR has representatives from every studio, as well as an administration (president, vice presidents from each program, social directors, curators, RAMP directors, etc.).

William Ward Watkin Council: The WWW Council is a 16 member volunteer board consisting of alumni and friends, which is convened twice a year (November and March) to gain an overview of the school and serve as a sounding board for the faculty and dean. The WWW Council also assists the school in development, alumni networking, and recruitment efforts.

SECTION 2 – PROGRESS SINCE THE PREVIOUS VISIT

Response to Conditions Not Met

2010 VTR: Section 1.4 Conditions Not Met: SPC 13.9 Non-Western Traditions; SPC 13.26 Technical Documentation

Non-Western Traditions: The 2010 VTR cited this SPC as both not met and a cause of concern for a perceived indifference to it at RSA. We have met this concern in two ways: through a revision to our history/theory core curriculum and through our studio sequence.

After receipt of the VTR in Spring 2010, and the start of dean Whiting's term in January 2010, we overhauled our core curriculum, for both the B.Arch. and M.Arch. programs. Working collaboratively through committees and with the faculty as a whole, we addressed the perennial problem of how to cover all the "must knows" in such a short period of time, all the while knowing that the "must" list grows longer with every passing year. We agreed upon a case study approach for our history/theory sequence that serves as a resource for the rest of the courses in the school (studio, technology, representation and advanced history/theory courses). We are assembling a collective library of these resources (a digital resource) that will be available to all instructors.

Included in this collection are non-western examples, although it should be underscored that Rice subscribes to the current NAAB terminology of *global culture* rather than that of *non-western*. So, for example, we include among our cases the Taj Mahal, with a discussion regarding colonialization; the Mosque of Cordoba with a discussion regarding an eastern reading of Roman architecture as well as a global discussion regarding geometry and organization; and the Forbidden City, with a discussion regarding the way it was read by modern architects as well as a contemporary discussion regarding issues of preservation.

In sum, then, this change in the history/theory sequence inserts global case studies into a larger sequence of case studies that traverses three required semesters of the core (there is a required introduction to ideas in architectural history/theory that precedes the history sequence). These required courses comprise a core for both the B.Arch. and M.Arch. degrees.

Additionally, we have worked to foster a closer relationship between the school and the Rice Design Alliance (RDA), our community outreach organization. As part of that relation, we have obtained free access for our students to the RDA lectures, which focus on global issues including contemporary Chinese and South American practices. Similar opportunities exist through Rice's Baker Institute for Public Policy, Houston's Asia Society and the world class Latin American collection at the Museum of Fine Arts, Houston, which has extensive programming. Our students are encouraged to take advantage of Houston's cosmopolitan offerings to extend their horizons globally every chance that they get.

In addition to this changed history/theory curriculum, we have addressed global cultures in our studio sequence. We have shifted the required undergraduate trip from the spring semester of sophomore year, where it was a spring break trip not tied to the curriculum, to spring semester of junior year, when the students are more mature and able to engage a global context in their studio projects. These trips have included Santiago, Chile, Mexico City, Mexico and Buenos Aires, Argentina, each city providing the site context for the studio project. Additionally, our option studios in the spring engage global contexts like the annual Hong Kong studio, and through the recent endowment of the John J. Casbarian Travel Fund, all option studios now travel in the spring.

Technical Documentation: We have addressed the question of technical documentation in several ways: first, by shifting our version of the comprehensive studio (now Integrative Design) to the options level, when we think students are more capable of integrating various aspects of building technology; and

second, by adding greater emphasis to these issues in the Rice Building Workshop's offerings which now include not only seminars but frequently, design studios.

We shifted the comprehensive studio to an obligatory studio in the fall semester of our students' options sequence. We have rebranded this studio the Totalization studios, which differs from other versions of comprehensive in that the four option studios are strategically overlapped to increase the students' exposure to issues within the discipline. For the B.Arch. students, this studio takes place in the fall semester of their fifth year; for the M.Arch. students it is the first semester after the core sequence.

This pool of students eligible for the Totalization studios has at least three studios in Houston to choose from, and one in Paris at RSAP, each of which biases a particular aspect of practice such as systems, skin, site and finance to name a few. The studios are integrated to meet as an entire group many times in the semester so as to ensure that the students cover all topics in depth, even though their particular studio might foreground only a few. Furthermore, façade, mechanical, structural, cost estimating and other consultants are brought in and fully engage in the process. Toward the beginning of the semester the entire group travels to New York for four days, where they visit the sites for their projects and meet these consultants' offices. Throughout the semester, the students produce increasingly detailed drawing sets outline specs and cost estimates. The Paris studio has the advantage of excellent local consultants in the city, who are brought in on a regular basis through the semester to work with the students.

Every student in the Totalization studios completes a specification sheet, according to a template that is provided to the entire group. All of these documents are compiled in a book that serves as a reference for other students in the school.

Additionally, the Rice Building Workshop continues to provide opportunities for specifically focused technical drawings based on student developed designs, and their realization through hands-on production into reality.

Response to Causes of Concern

VTR 2010: Section 1.5 Causes of Concern: Non-Western Traditions: The program appears to foster an indifference to non-Western traditions in architecture, despite its overseas study programs and the university's announced strategic initiative to become of more influence in an a resource to Asia and Latin America.

Please see our response to this Cause of Concern under Conditions Not Met, above.

Response to Changes in Conditions

The 2014 Conditions have had no effect on our ability to comply, and, therefore, no changes to the professional programs curricula have been made as a result.

SECTION 3 – COMPLIANCE WITH CONDITIONS FOR ACCREDITATION

I.2.1 Human Resources & Human Resource Development:

Faculty Resumés: Full-time faculty curricula vitae (*see below*)

Faculty Teaching Matrix: A matrix for the four semesters prior to the Team Visit (spring/fall 2014; spring fall 2015) of each faculty member's teaching responsibilities (*see below*)

Adjunct and Visiting Faculty Teaching Matrix: A matrix for the four semesters prior to the Team Visit (spring/fall 2014; spring fall 2015) of each faculty member's teaching responsibilities (*see below*)

The information for the three items above can be found on Owlspace, a Rice University collaboration and course management website. To log in, click on the link provided below then click "Non-Rice LOG-IN" in the upper right hand corner. Select "2016 NAAB Visit" on the top blue menu bar, then "Resources" on the left side menu. Log-in password and ID will be provided separately.

<https://owlspace-ccm.rice.edu/portal>

Faculty Development: In addition to their teaching responsibilities, all full-time faculty are expected to remain current in their knowledge of the changing demands of the discipline, practice and licensure, as well as to advance their careers through research, practice and publication. Licensed faculty are required to achieve a certain number of learning units per year to maintain their licenses and many do so by attending seminars and lectures either at local professional events, lecture series, or other national and internal gatherings. Many faculty members travel to conferences and other scholarly events for which the dean provides resources. Junior tenure-track faculty are given a one-semester paid junior sabbatical, under university promotion and tenure policies, to better prepare their credentials for promotion and tenure.

The university Faculty Initiatives Fund is an internal funding source that awards competitive grants of between \$5,000-\$75,000 to Rice faculty. These grants are intended to help faculty members develop adventurous projects that might enhance the university and that might lead to larger endeavors, research breakthroughs, external funding opportunities, or unusually creative works.

The RSA dean annually solicits and funds research proposals from all the faculty to assist them in advancing their scholarly work, particularly during the summer when students can take advantage of assisting the faculty. Architecture at Rice has also assisted with publication of faculty work. Faculty are awarded \$5000 stipends per publication and the school just hired a publications doordinator to assist the faculty and school with design as well as with ties to publishers. In addition to small course stipends to assist with course dinners and other minor but regular costs, each faculty member is provided a small stipend annually which can accrue over a three-year period to assist with the purchase of small hardware and software items. Other resources, such as graphic software licenses are provided to the faculty as needed, including new computers every four years.

The following is a list of all funded research by faculty since 2010:

Neeraj Bhatia

2011-12 RSA Dean's Summer Research Award "HABITAT: Housing Atlas of Building in the Arctic Territory" \$5,000

Scott Colman

2012-13 RSA Dean's Summer Research Award "Mies/Hilberseimer" \$5,000

2014-15 RSA Dean's Summer Research Award "Following Colin Rowe" \$5,000
2011-12 RSA Dean's Summer Research Award "Cullinan and Kennon Publications" \$5,000

Andrew Colopy

2014-15 RSA Dean's Summer Research Award "Plastic Primitives" \$5,000
2014-15 RSA Dean's Summer Research Award "Top Heavy" \$5,000

Farès el-Dahdah

2011-12 Rice Faculty Initiatives Fund "An Illustrated Historical GIS for Rio de Janeiro's Social and Urban Evolution" \$29,000
2013-14 Rice University, Ken Kennedy Institute for Information Technology "ImagineRio: Mapping Social, Urban and Topographic Change in 2D and 3D (1502-2016)" \$49,000
2010-11 Andrew W. Mellon Foundation "The Doctoral Seminars" \$220,000

Dawn Finley

2011-12 RSA Dean's Summer Research Award "10 Decades" \$5,000
2011-12 Architecture Center Houston Foundation Grant "Boundary Object" \$5,000
2012-13 RSA Dean's Summer Research Award "BIAS Expansion" \$5,000
2012-13 RSA Dean's Summer Research Award "The Rest of the World Exists" \$5,000
2013-14 RSA Dean's Summer Research Award "System of Novelties" \$5,000
2014-15 RSA Dean's Summer Research Award "Boundary Object" \$1,650
2014-15 RSA Dean's Summer Research Award "Boundary Object & System of Novelties" \$5,000

Alan Fleishacker

2014-15 RSA Dean's Summer Research Award "The Creative Entrepreneur" \$5,000

Stephen Fox

2011-12 Rice Design Alliance Initiatives for Houston "Howard Barnstone Architect: Publication & Online Digital Access" \$2,500

Reto Geiser

2012-13 Society of Architectural Historians, Scott Opler Emerging Scholar Fellowship 2013, \$1,000
2012-13 Rice University Humanities Research Center, Teaching Release Fellowship 2013/14
2012-13 Rice University Arts Initiative Fund, "Print and Screen" \$20,000
2012-13 Burckhardt Foundation, Publication Grant "Im Gespräch" \$11,150
2012-13 Columbia University, Library Research Award, \$2,500
2012-13 Nerinium Foundation, Studio Reserach and Travel "Home, Sweet Home?" \$10,000
2012-13 RSA Dean's Summer Research Award "Understanding Media" \$5,000
2014-15 RSA Dean's Summer Research Award "Expanding Horizons" \$5,000
2014-15 RSA Dean's Summer Research Award "Giedion in Between" \$5,000
2015-16 Canadian Center for Architecture, Short List for Mellon Research Grant "Dynamic Captioning" Amount TBD
2015-16 Rice University Humanities Research Center "Futures of the Book" Master Class, \$6,000

Carlos Jimenez

2012-13 RSA Dean's Summer Research Award \$5,000
2014-15 RSA Dean's Summer Research Award \$5,000

Albert Pope

2012-13 RSA Dean's Summer Research Award, "Inventing Sha Tin: the Architecture of a New Town" \$5,000
2013-14 Rice University Shell Center for Sustainability, "Carbon 2065" \$100,000
2013-14 Rice University Kinder Institute for Urban Studies, "Fifth Ward Redevelopment" \$5,000
2013-14 Faculty Initiatives Grant, "Carbon 2065" \$42,000

2014-15 RSA Dean's Summer Research Award, "New Town 2.0" \$5,000

Rice Building Workshop (Nonya Grenader and Danny Samuels)

2011-12 RSA Dean's Summer Research Award, "Menil Café" \$5,000
2010-13 Susan Vaughan Foundation, "Core Houses" book project, \$15,000
2011-12 Rice Design Alliance Initiatives for Houston, "Emergency Core" \$5,000
2011-12 ArCH Foundation, "ModPod InHouse/OutHouse" \$5,000
2011-12 Rice Design Alliance Initiatives for Houston, "ModPod InHouse/OutHouse" \$5,000
2013-18 Gensler, Rice Building Workshop Fellows Program, \$50,000
2014-15 RSA Dean's Summer Research Award, "Core Houses" book project, \$5,000
2014-15 Rice University Arts Initiative Fund, "Hermann Park CONVERGENCE" \$10,000
2015-16 Rice University Arts Initiative Fund, "Project Row House Archive" \$12,500

Bryony Roberts

2011-12 RSA Dean's Summer Research Award, "Hybrid Preservation: Reconfiguring Postwar Modernist Public Space in Rotterdam, Berlin and London" \$5,000
2011-12 Rice Design Alliance Initiatives for Houston, "Lobby Urbanism: Converging Downtown's Interior and Exterior Streets" \$2,500

Troy Schaum

2011-12 RSA Dean's Summer Research Award, "Venice Biennale" \$5,000
2012-13 RSA Dean's Summer Research Award, "Island Irredenta / Taichung competition" \$5,000
2014-15 RSA Dean's Summer Research Award, "Solitary Bodies and the Finite Set" \$5,000

Sara Stevens

2012-13 RSA Dean's Summer Research Award, "Urbanism by Design: A History of Ideas on Cities and Planning" \$5,000
2014-15 Graham Foundation Grant \$10,000

Neyran Turan

2011-12 RSA Dean's Summer Research Award, "Architecture's Whole Worlds" \$5,000
2012-13 RSA Dean's Summer Research Award, "Typo" \$5,000
2012-13 Graham Foundation Grant, "Mathias Ungers" \$5,000

Jesus Vassallo

2012-13 RSA Dean's Summer Research Award, \$5,000
2013-14 Rice University Arts Initiative Grant, "Shotgun" \$20,000
2013-14 Rice University Center for Engaged Research and Collaborative Learning (CERCL), "Shotgun" \$1,000
2013-14 Graham Foundation Grant, "Building with Images" \$5,000
2014-15 Graham Foundation Grant, "Shotgun" \$10,000
2014-15 Conti Street Partners, "Conti Studio and Exhibition" \$5,000
2014-15 RSA Dean's Summer Research Award, "European 13 Competition" \$5,000
2015-16 American Pavilion of the International Architecture Biennale in Venice, "Present Future" \$5,000

Mark Wamble

2014-15 RSA Dean's Summer Research Award, "Elastic Fantastic" \$5,000

Ron Witte

2011-12 RSA Dean's Summer Research Award, "GARANIMALS: Drawing More Than One Thing at a Time" \$5,000
2012-13 RSA Dean's Summer Research Award, "Taichung City Cultural Center international competition" \$5,000
2014-15 RSA Dean's Summer Research Award, "What You See is What You Bet" \$5,000

Gordon Wittenberg

2012-13	Rice Design Alliance Initiatives for Houston, "Linear Parks for Houston" \$4,200
2012-13	RSA Dean's Summer Research Award, "Software development for structures courses" \$5,000
2014-15	RSA Dean's Summer Research Award, "Structures Problem Workbook & Theory of Structures" \$3,840

Student Support Services:

Rice University, in general, provides for academic advising of freshman and sophomore students through a well-developed program centered in the residential colleges overseen by the college masters and involving more than 150 faculty members from all departments and schools. These faculty associates are equipped to give broad, inclusive advice to students, as well as specific information about individual disciplines. Within each college, faculty members designated as 'divisional advisors,' representing humanities, social sciences, natural sciences and engineering, additionally advise prospective majors in those divisions and give final approval to course schedules and the dropping and adding of classes. Majors in music and architecture obtain course approval from academic advisers in the Shepherd School of Music and the School of Architecture, as appropriate. Once a student designates a departmental major, usually in the fourth semester, he or she comes under the jurisdiction of an academic department (or departments, in the case of a double major) for academic advising and approval of course schedules. Area majors obtain approval from the Office of Academic Advising, which operates in cooperation with the academic departments involved in each interdisciplinary major. The director of academic advising, assisted by faculty associates, serves as an administrative liaison between the academic departments and the college advising system, maintains an up-to-date file on departmental course requirements, coordinates a tutorial program, provides training for faculty and peer advisers, and organizes the exchange of academic information between students, advisers and departments. The director oversees areas that span a range of academic disciplines – area majors, study abroad, exchange programs, pre-professional advising and undergraduate fellowships – and arranges for programs, such as Majors Day and Orientation Week Academic Fair, that inform students about academic options within the Rice curriculum.

The Office of Academic Advising serves as a resource center for general academic information, for brochures describing study abroad and exchange programs, for information regarding prestigious undergraduate fellowships awarded on a national basis (Rhodes, Marshall, Luce, etc.) and for application packets for GRE, MCAT, LSAT and GMAT tests. Faculty advisers counsel individual students with academic problems and questions. Through the Office of Academic Advising, every student at Rice is entitled to free tutoring assistance, both individually and in small groups. Individual tutoring is limited to 6 total hours per course per semester. Group tutoring for between 2 and 15 students is unlimited in the number of hours or sessions. If a number of students are having a difficult time with a course, several students can work together with a tutor. In addition, the group assists each other in 'getting through' the course as well as forming an academic support group with whom they can study.

Within the RSA, the director of undergraduate studies and the director of graduate studies each handle academic advising of their respective level. Both directors meet individually with each student at least twice a semester in formal sessions, and many more times informally. In addition, all studio faculty members serve as informal advisors for both academic issues and career guidance.

The university's Center for Career Development provides general information and advice on a variety of issues associated with job placement, such as career and personality assessments, resume reviews and mock interviews, communication and leadership workshops and alumni networking.

Architect Licensing Advisor: The director of external programs, John J. Casbarian, who oversees the Preceptorship Program and the Rice School of Architecture Paris (RSAP) is also the Architect Licensing

Advisor. A longtime professional with an internationally recognized practice, he is a fellow in the American Institute of Architects, licensed in five states and is NCARB certified. He maintains and advances his professional knowledge through AIA sanctioned seminars and lectures, always exceeding the annual learning unit requirements. In addition, he attends the annual NCARB Licensing Advisor Summit when possible, and actively follows the Coordinators Forum of the Architect Licensing Advisors Community. He coordinates all licensing advice within the RSA. Since all undergraduates are required to participate in the Preceptorship Program after their fourth year of academic study, advice on matching students to offices and general awareness of professional alternatives starts in the early years and continues until preceptorship assignments are made. The director is also available for individual and collective advice to the graduate students whose initial goals are for summer jobs with eventually lead to permanent jobs after graduation. Additionally, he is also the advisor to the Rice Architecture Mentoring Program (RAMP) described in greater detail in II.4.2.

I.2.2 Physical Resources:

General Description: The School of Architecture is housed in M. D. Anderson Hall, completed in 1947 and originally designed as a classroom building. At first, the school occupied a small portion of the building, and gradually, as it grew, it occupied greater amounts of space, until it took over the entire building in the early 70's. A major extension and renovated was undertaken by James Stirling, Michael Wilford and Associates in 1980-81 becoming their first completed US project. It currently provides approximately 40,000 square feet of space including fifteen studios that accommodate up to fifteen students each, a woodshop, fabrication lab, jury room, the Farish Gallery, which now serves also as lecture hall and additional jury space, a fifty-seat lecture room, a teaching computer lab facility (RAVL) and five seminar/conference rooms. There are twenty-five faculty offices, an administrative suite and support facilities and lavatories. The Rice Design Alliance also occupies a small suite of offices on the first floor. Many public spaces, like the second-floor 'bridge', are used for pin-ups and other group activities. The building is fully handicap accessible on the first and second floors.

Since 2010, the building has undergone many major capital improvement projects, including revamped staff offices, updated lighting and acoustics in many public spaces including the Farish Gallery and the jury room, complete overhaul and updates to RAVL and the woodshop, a new fabrication lab, updated seminar rooms and lecture hall, and the conversion of a studio into a smaller studio space and new seminar room. In addition to capital improvement funding from the university (which is competitive, but which the school has been successful in receiving for the past five summers in a row), major donors provided funds for many of these improvements to the RSA facility.

Library Facilities: The 12,000 square-foot Alice Pratt Brown Art and Architecture Library serves as the School's library and is located on the second floor of the university's central library, Fondren Library, that adjoins the School of Architecture. The collection is described in the section entitled 'Information Resources.'

Farish Gallery: Farish Gallery, originally intended for exhibits only, is now used for a number of diverse purposes during the course of the academic year, such as exhibits, juries, lectures and other public events. It is equipped with digital presentation devices.

William Ward Watkin Lecture Hall: This theatre-seating lecture space, renovated in summer 2015, is used for larger classes and small lectures. It is also equipped with state-of-the art digital presentation devices.

Rice Advanced Visualization Lab (RAVL) RSA houses the Rice Advanced Visualization Lab, a computer resource for both the RSA and the university. The lab is a 1,000 square-foot facility located on the second floor of Anderson Hall. It provides 24 workstations (19 PCs, 6 Macs), scanners, printing facilities and current releases of over 30 software packages. Because of a very productive relationship with the University Computing Center, our facilities are of the highest standard. Anderson Hall provides

wired and wireless connections throughout the building. The vast majority of students use their own personal computers supplemented by those in RAVL.

Woodshop and Fabrication Lab: The Gensler Fabrication Lab in honor of Jo & Jim Furr was completed in January 2015 as part of one of the largest capital improvement projects on the building, and is an expansion and update of the previous facility with all new digital equipment and additional workspace. Together with the reconfigured and improved woodshop and computer lab, our students now have access to a state-of-the-art facility conducive to a greater ability to explore issues of materials and methods.

The woodshop is a supervised, safety-conscious facility that is open 67 hours per week. These hours coincide with studio time (12 hours per week) and the shop is open 5 evenings each week until 9 pm and from 12 – 6 pm Saturday and from 2 - 8 pm Sunday. The technician in charge oversees ten graduate assistants who act as shop monitors and must be present during the hours that the technician is unavailable. The shop is constantly cleaned of dust through central collectors and the technician keeps the facility safe and uncluttered. All equipment is industrial-grade machinery and includes: a saw stop table saw with an out-feed and extension surface; a radial saw and power miter saw in a 22-foot unified cutting bench; a planer; a jointer; drill press; two 14" band saws; a jig saw; and two belt/disk-sanding stations. Hand power tools include a circular saw, jig saws, two routers, two power drills, three sanders (belt, random orbit and pad) and a plate biscuit joiner. The shop also boasts a comprehensive collection of hand tools. Compressed air is used to power wide and narrow crown staplers, finish and framing nailers used in model base construction and other assembly and research work. Designated areas for casting of plaster, resin and concrete are provided as well as soldering/brazing of brass structures.

Safety is paramount. All students, either individually or in groups, attend an in-shop orientation in the early fall. Ground rules are discussed, machines are demonstrated, and emergency equipment and procedures are covered. The technician works with the studios to discover the optimum materials and procedures for the task at hand. Often it is intense one-on-one training that ensures the safest and most enlightened work. In addition, the shop is locked and only available on a supervised basis. Accidents and injuries have been minor and infrequent.

The fabrication lab is a 1,000 square foot area with 300 square feet of worktable space. The lab equipment includes two large 60 watt laser engravers with dedicated rooftop exhaust system, three benchtop 3-D printers, foam cutter and vacuum former. A 3-axis milling program is underway which will provide the ability to realize scaled topographies, buildings, parts and form studies in wood, foam, metal or plastic. The facility also includes a modern spray booth and drying room with dedicated rooftop evacuation system for paint, fixative and adhesive application.

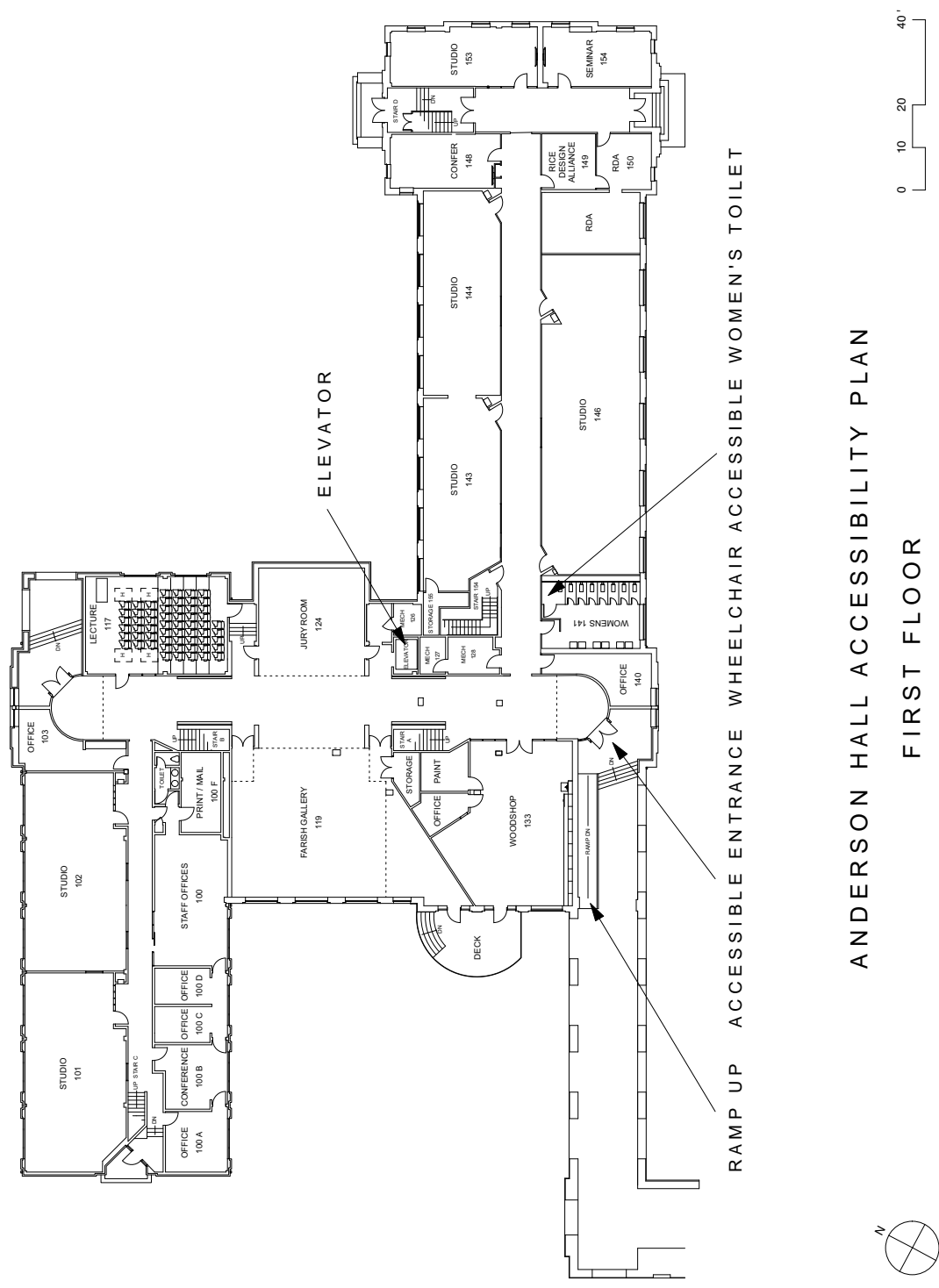
Faculty Offices: All tenure-track faculty and teaching fellows are provided their own office to fulfill their roles in teaching, scholarship, service and advising. Visiting faculty are provided a shared office, but often, because of their schedules, they have single use to conduct activities related to their teaching/advising roles.

Rice School of Architecture Paris: Since its inception in 2002, the Rice School of Architecture Paris program has not only served its main mission of providing RSA students with study-abroad experience, but also, in times of peak student population, as overflow studio space for Anderson Hall. The program is housed in a ground floor leased space of around 1,500 square feet in the 12th arrondissement in Paris and is fully accessible. Facilities include studio space for up to 12 students, a pin-up space, a classroom, printing space, two offices one of which is also the library, small kitchen and lavatory.

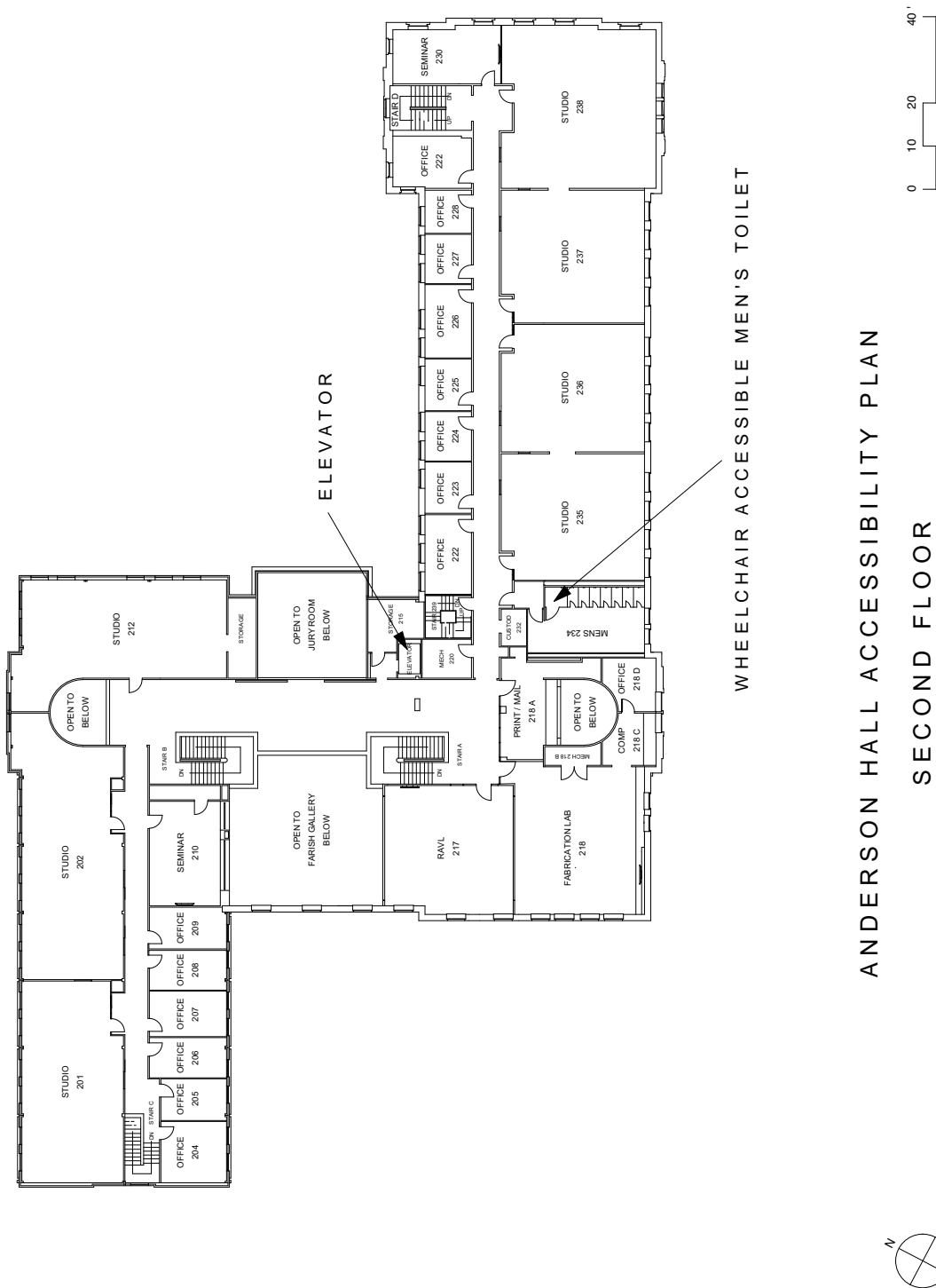
MOOCS: RSA does not offer any massive open online course or online learning format to deliver SPC-related content or to meet other program or institutional requirements therefore the physical resource is unaffected.

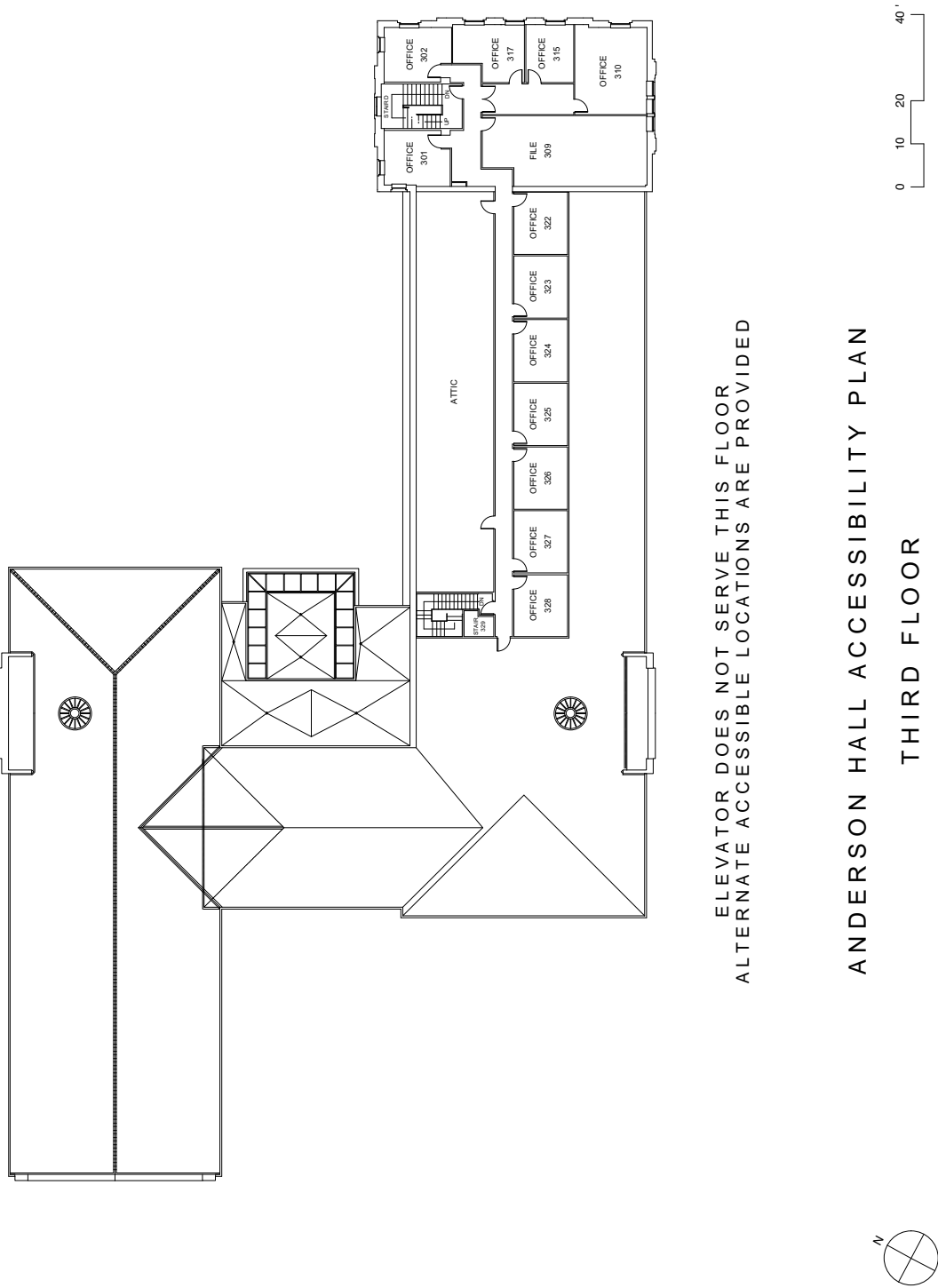
Floor Plans

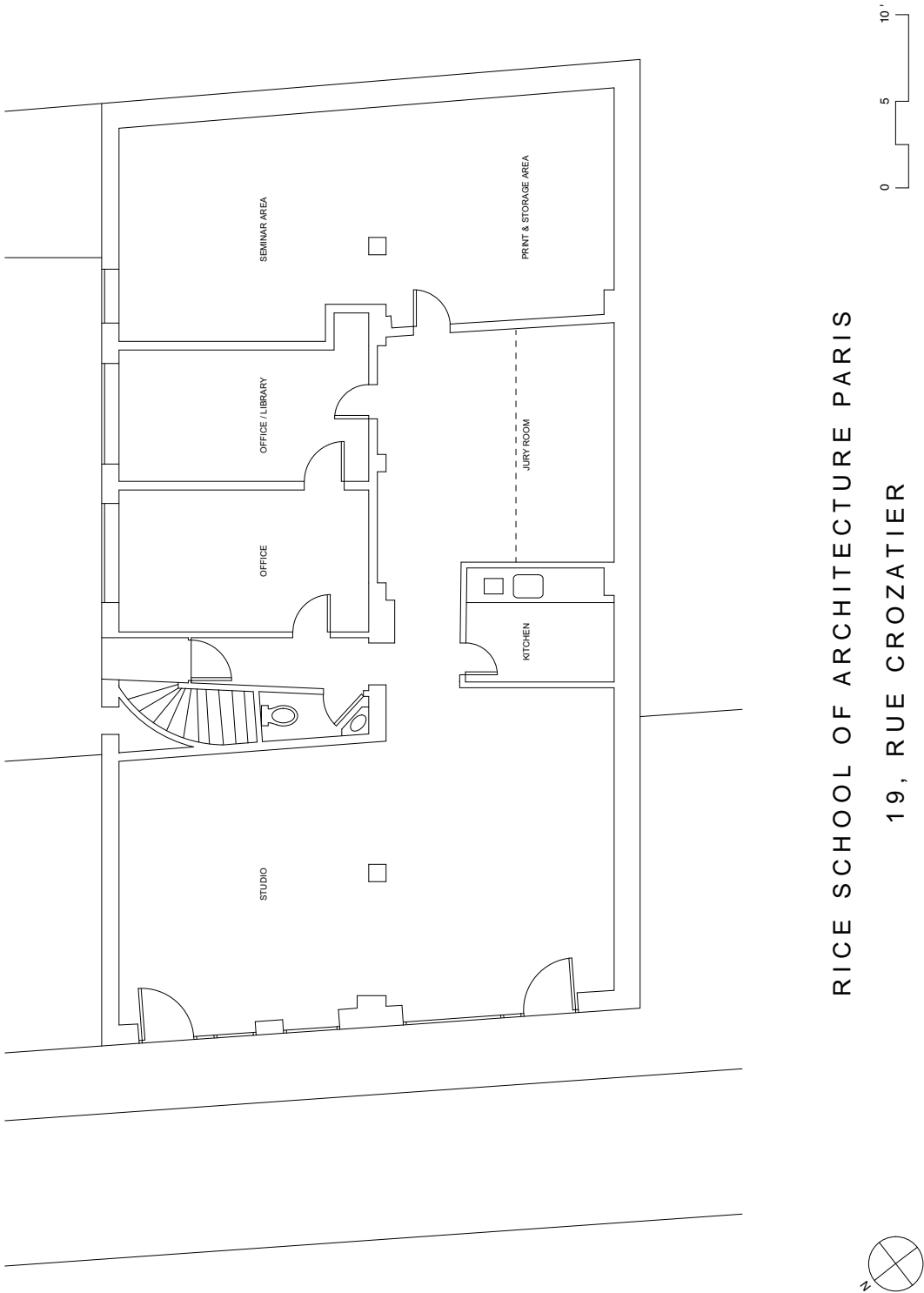
The floor plans on the following pages indicate *accessibility* in Anderson Hall and the *space available* for our students, tenure-track faculty, staff and the Rice Design Alliance. Included is the floor plan for the Rice School of Architecture Paris.



ANDERSON HALL ACCESSIBILITY PLAN
FIRST FLOOR







I.2.3 Financial Resources

RSA Budget: At the beginning of each fiscal year, (July 1 - June 30), the RSA receives an administrative budget from the University for all unrestricted funds and restricted endowments. The RSA's operating budget for the 2015-16 fiscal year is \$6,607,986. There are no plans to reduce the operating neither budget nor change current funding models.

Operating funds are deposited annually into an operating account (A1-113000) for salaries, fringe benefits, capital improvements, memberships and dues, business meetings, supplies and expenses, as well as an account (A1-113010) for visiting critics, an account for the operation of the school's Farish Gallery (A1-113020), an account for graduate student support (A1-113100) and an account to use at the dean's discretion (A1-113300). Additional accounts exist for designated funds, gift accounts and endowment accounts. During the course of the fiscal year the RSA authorizes payment of all pertinent operating expenses by signing detailed invoices and coding payments to the proper line item.

Other expense categories include lecture series, curricular activities, course travel, the RSAP (Rice School of Architecture, Paris) program, software, shop and fabrication lab equipment, faculty research, building maintenance and studio expenses.

The school administrator is responsible for overseeing all budgeting activities of the school, supervising the school's accounting assistant and reports directly to the dean, who is responsible for fund distribution.

Endowments: At the beginning of each fiscal year, proceeds from the university's investment of gifts to the RSA are transferred into individual accounts for specified expenditure. In the 2015-16 fiscal year, this transfer totaled \$1,574,348. \$853,149 of that total is designated for chair support for three senior faculty members and the Cullinan lecture program (see below). Each account has a specific purpose with guidelines issued by the donor.

At the annual awards ceremony in April 2015, a total of \$140,337 was awarded to students from gift and endowment earnings for travel and study. The RSA and Rice University's Office of Financial Aid also awarded \$80,432 in scholarships to undergraduate students with financial need. In addition, three students received Rice Design Alliance research fellowships, totaling \$6,900.

Several of our endowments are designated for lectures, conferences and other academic colloquia; these payouts exceed \$348,500 per year. One of these funds is the Craig Francis Cullinan Chair, which generated \$206,922 in 2015-16. With this fund, the RSA invites a prominent visiting critic each spring to teach a graduate studio. The Cullinan fund also pays for four visiting lecturers who participate in the fall semester themed "Cullinan seminar" and also deliver a public lecture.

In 2014, the John J. Casbarian Endowment for Travel was established to cover the costs for course travel. This fund pays out \$66,832 per year and, as an example of its use, permitted 54 students and 6 faculty members to travel to Peru, Berlin, Hong Kong and New York in spring 2015.

In summer 2015, the RSA used the EC Jahn Architectural Library Endowment to provide the full Adobe Creative Cloud software package to all faculty, staff and students. The school will provide this software on an ongoing basis thanks to this endowment. This endowment will also here on out cover the cost of backup file service to faculty and staff and other software needs for the school. The Jahn endowment provides \$148,763 per year for books, software and publication production.

Designated Accounts: These accounts exist with monies raised and expended for specific research or special projects, including faculty research, the Archi-Arts Ball, Rice Building Workshop, RSAP and graduate application fees, etc. This amount varies from year to year, but funds for FY15 are approximately \$463,984.

In the case of the Rice Design Alliance, the school's community outreach arm, expenditures are determined by its Board of Directors. RDA is a non-profit educational organization whose purpose is to stimulate greater public awareness of the urban environment. This organization raises over \$1,000,000 annually to sponsor lectures, seminars, symposia, tours, the publication of *Cite: The Architecture and Design Review of Houston* (trimesterly) and to cover its operating costs. The RDA budget makes up almost \$400,000 of the school's overall operating budget; the school contributes office space and \$41,000 towards the RDA director salary.

Grants: Many faculty in the RSA have been awarded internal and external grants for their research and special projects. As an example from this past academic year, professor Albert Pope received over \$142,000 from the Rice Shell Center for Sustainability for his project building a website which stages a 50 year plan for Houston's Fifth Ward, integrating large-scale, mass-timber construction with a new form of carbon-intensive urban forestry. Assistant Professor Reto Geiser received \$20,000 for a research project, which examines new models of scholarly dissemination in light of the shift from printing of books to digital delivery. Professors in the Practice Danny Samuels and Nonya Grenader received \$17,500 for their work for Rice Building Workshop, \$5,000 from the Brown Foundation and \$12,500 from the university's Arts Initiatives Fund. Jesus Vassallo received \$5,000 from the Graham Foundation and \$20,000 from the university's Faculty Initiatives Fund to produce the Rice Gallery installation, *SHOTGUN* and to teach the course, "Learning From Houston." See section 3, I.2.1 for a full list.

Scholarships: The university provides the RSA with a budget for graduate student support, as indicated below:

2015 – 2016 (Projected)

33.4 Tuition Waivers (equivalent to \$1,008,540.5)
\$94,000 Stipends
\$7,750 Student Recruitment (estimated)
\$30,200 Provost Fellowship
\$3,250 McCollum Fellowship

2014 – 2015

33.67 Tuition Waivers (equivalent to \$986,102.5)
\$73,735 Stipends (\$95,735 admissions + \$38,000 reallocation)
\$7,780 Student Recruitment \$31,290 Provost Fellowship
\$1,625 McCollum Fellowship

2013 – 2014

31.21 Tuition Waivers (equivalent to \$887,630.75)
\$130,500 Stipends (\$48,000 admissions + \$82,500 reallocation)
\$7,302 Student Recruitment
\$3,250 McCollum Fellowship

2012 – 2013

36.69 Tuition Waivers (equivalent to \$1,008,368)
\$78,000 Stipends (\$40,000 admissions + \$38,000 reallocation)
\$3,850 Student Recruitment
\$3,000 McCollum Fellowship

2011 - 2012

43.18 Tuition Waivers (equivalent to \$1,152,063)
\$65,000 Stipends (\$38,000 admissions + \$27,000 reallocation)
\$4,035 Student Recruitment
\$3,000 McCollum Fellowship

2010 - 2011

41.07 Tuition Waivers (equivalent to \$1,063,703)
\$128,500 Stipends (62,500 admissions + \$66,000 reallocation)
\$3,750 Student Recruitment
\$3,000 Presidential Fellowship
\$3,000 McCollum Fellowship

Enrollment: There are no plans to change our target enrollment numbers at both the undergraduate and undergraduate levels.

I.2.4 Information Resources

Fondren Library and the Brown Fine Arts Library

Located on the third floor of Fondren Library, the Brown Fine Arts Library maintains Rice University's principal collection of art, architecture, classical archaeology and music represented by 116,272 volumes and 83,132 music volumes respectively. As part of an ongoing endeavor to provide adequate space for new titles being added to Brown Fine Arts Library, an additional 33,462 art and architecture volumes and 12,295 music volumes have been transferred to the Library Service Center (LSC) since 2006. Of these, 7,239 are in the NA class. Volumes are transferred to the LSC according to Fondren Library's Selection Criteria and Procedures. Books and journals located in the Library Service Center may be requested via the Library's online catalog with twice daily delivery to Fondren Library during the work-week for consultation or check-out. 95,102 volumes are held by Fondren and Brown Fine Arts Library for architecture related studies in the following Library of Congress classes: H, HT, LB, LD, NA, NK, RA, SB, T, TA, TH, Z. Many related books on city planning and the architectural aspects of engineering are housed in the Fondren Library collection. The Fondren Library collection supports the nationally recognized George R. Brown School of Engineering and complements the building technology materials acquired to support the structures and materials courses of the RSA. Strong environmental science and social sciences collections support the interdisciplinary research needs of the RSA. Fondren Library's holdings include over 2,800,000 print volumes, 3,488,763 microform units, 148,819 serial subscriptions and 463 databases. All databases, e-books and streaming videos hosted by Fondren Library are available to students, faculty and staff from campus computers. A Rice net ID and password are required to access subscription databases from off campus. Circulation, shelving, class reserves and interlibrary loan services are provided by Fondren Library's Access Services Department. The Technical Services Division provides acquisitions, cataloging and processing of all materials.

Fondren Library is a member of, or has an affiliation with, 19 academic, research or cultural institutions. For a comprehensive list see: <http://library.rice.edu/~fondren/content/memberships-affiliations>.

Library and Information Resource Collections: *Brown Fine Arts Librarians:* Jet Prendeville, Art/Architecture Librarian, MA in the History of Art, University of Michigan, 1975; MS in Library Science, University of Illinois, 1979; recipient of a Fulbright Fellowship to Italy, 1972. She has served as Fondren Library's art/architecture librarian since 1979. From 1979-1986 Ms. Prendeville had collection development and fund management responsibility for a number of other disciplines. She has a reading knowledge of Italian, Spanish, French and German. Mary Du Mont Brower, MA in Musicology, MLS, Library Science has been responsible for the management and development of the music collection since 2001.

The architecture collection is maintained and developed by the art/ architecture librarian who has full responsibility for fund management, reference, bibliographic instruction for art, architecture, classical archaeology, film and photography. University funding for acquisitions is allocated by the Assistant University Librarian for Research Services. For the Fiscal year 2014-15, the total allocation for architecture materials in all formats was \$78,099. An additional \$9,185 from a general fund was expended on architecture books received on the Library's approval plan for English language titles

published principally in the United States, Canada and Great Britain. Other Fondren Library funds support databases like *Applied Science & Technology Source*, which provides full text articles on architecture topics. Books in French, German, Italian and Spanish are acquired regularly. Relevant architecture titles are acquired regardless of format. For digital resources, which are too expensive for the architecture budget to absorb, the art/architecture librarian may submit proposals to the Collection Development Projects Sub-Committee when funding is available for special acquisitions. Because the University has not increased the library's allocation to keep pace with inflation, new subscriptions can only be initiated if a journal or database of comparable cost is cancelled. Journal or database subscriptions are initiated or cancelled only after consultation with faculty. Professors are encouraged to inform the librarian of new research interests and courses for which the collection needs to be enhanced. Faculty and students may contact the librarian directly with requests for research material or fill out a purchase request form available on the Fondren Library web site.

Collection Description: The primary focus of the architecture collection is to support the RSA's curriculum concentrations: design, architectural history, theory and criticism, structures, professional practice, environments, computing and representation. The Brown Fine Arts Library offers a broad, deep range of print resources while the Fondren Library houses microforms, video and digital formats. With 35,667 print volumes within the NA classification in all locations, 2,161 volumes in all T classes related to building technology, 1,769 volumes in landscape architecture, 396 volumes in H classes supporting city planning and urban studies, the Brown Fine Arts library's architecture collection provides strong support for the research needs of the RSA's undergraduate and graduate students. Using terminology established by David Perkins in *Guidelines for Collection Development*, 1979, the strengths of the architecture collection may be described as follows: Research level: history of architecture of Western Europe and the United States; Ancient, Medieval, Renaissance, 19th century, 20th and 21st century architecture and architects. Advanced study level: 17th and 18th century European and American architectural history; 20th and 21st century architecture of Japan, Brazil; Islamic architecture, housing, vernacular architecture, building climatology, building materials, technology, computer aided design, sustainable architecture and professional practice. Initial study level: landscape architecture, history of gardens, interior design, graphic design; history of the architecture of Canada, Latin and South America, China, Korea, Australia, Eastern Europe, Russia, Middle East, India and Africa. The descriptive levels of research also reflect collection depths supporting both the RSA and the Art History Department. Much of the material on Ancient through Baroque, Islamic and Chinese architecture is acquired using library funds for art history. Research and advanced study levels support graduate and advanced undergraduate work; initial study level supports undergraduate work.

Books: While the greatest proportion of the collection consists of books and journals published after 1950, the library owns some extraordinary works, such as editions of early architectural treatises. Among the treasures held by the Library are Palladio's *I quattro libri dell'architettura*, 1601, Serlio's *The First Booke of Architecture*, 1611, Scamozzi's *L'idea della architettura*, 1615; Vitruvius's *De architectura*, 1649 and Alberti's *I dieci libri di architettura*, 1784. Historical material is provided by the microform collections of *American Architectural Books* published before 1895 and *Nineteenth Century: the Visual Arts and Architecture Specialist Collection*, publications held by the British Library and the National Art Library. The Brown Fine Arts Library is particularly strong in research materials for architects of the 20th and 21st century. An example of the depth of parts of the collection are holdings for Le Corbusier with over 500 monographs supplemented by two digital archives of his work and a rare livre d'artiste, *Entre-deux, ou, Propos toujours relies*. Publications by and about the architects and firms which participate in the School's preceptor program are actively collected. In November 2011 a patron-driven acquisitions program for digital books was initiated according to the same subject profiles as the library's approval plan for English language print books.

Combined resources of the Fondren and Brown Fine Arts Library collections for architecture related materials may be summarized by the following: HT 101-395 (urban studies, city planning) = 1,222 volumes; other H classes volumes in Brown Library supporting architecture studies = 112 volumes; LB 3201-3325 and LD 701-7501 (school buildings) = 80 volumes; NA (architecture) = 35,667 volumes; interior design (all classes) = 1,024 volumes; RA (medical facilities) = 86 volumes; SB (gardens and

landscape architecture) = 1,769 volumes; TA (civil engineering) = 37,259 volumes; TH (building construction) = 16,848 volumes; other T classed volumes in Brown supporting architecture studies = 592 volumes; Z (library buildings) = 172 volumes; Z (bibliographies on architects, architecture) = 271 for a total of 95,102 volumes.

Serials: The library has 103 current architecture journal subscriptions and holdings for 388 current, ceased, or cancelled titles. The library has complete runs of major historical architectural journals including the influential *Wendingen*, 1918-1931. Several large subscription aggregated full text databases provide access to additional architecture journals. For historical journals in the Library Service Center not available online, Rice faculty, students and staff may use the Rice ILLiad system to request digital delivery of articles and book chapters up to 50 pages in length, 10 requests per day. Our Interlibrary Loan Department offers excellent service and requested journal articles are delivered to faculty and students electronically generally delivered within 24 hours.

The Association of Architectural School Librarians' *Core List of Periodical Titles*, 2009 is currently being revised. The draft revised lists were used as a benchmark for the present accreditation report. Of the 52 titles on the *Core List*, Rice owns or has online access to 49 titles, or 94%; of the 45 titles on the *Supplementary List*, Rice owns 17, or 37%. Fondren Library's journal portal searches journal titles in all formats providing links to full text or redirecting the search to the Classic Catalog for print or microform holdings. The library research guide for architecture provides links to the *Avery Index to Architectural Periodicals* and the library catalog of the Royal Institute of British Architects, which includes indexing of journal articles. Supplementing these as indices and/or full text sources of architectural information are *Applied Science and Technology Source*, *Art Source*, *Bibliography of the History of Art* and *Dyabola* (Greco-Roman) and *Compendex* (engineering). Interdisciplinary databases such as *JSTOR* and *Academic Search Complete* also offer indexing and full text articles from selected architecture journals.

Visual and non-book resources: The library has three important digital archives published in the CD-ROM and DVD-ROM formats: *Frank Lloyd Wright: Presentation and Conceptual Drawings* (5,000 images), *Le Corbusier: architecte, artiste* (3,000 images) and *Le Corbusier Plans* (40,000 images). Other archives of architects' designs, plans and manuscripts include the *Gerrit Rietveld Archive* (280 microfiches) and the *Theo van Doesburg Archive* (441 microfiches). *ARTstor* has 467,744 images of architecture and city planning, 24,819 images of gardens and landscape architecture. Its Shared Shelf provides access to the Rice Art History Collection of 44,271 digital images, 17,155 of which are architecture, the base collection and 4 modules of the *Archivision Digital Library* containing 40,898 high quality images of architecture, landscape architecture, urban planning, archaeology and designs. The library catalog lists 575 videos on architecture in all formats. For films not listed in the catalog, additional streaming videos are available from *Films on Demand* and *Kanopy*. The *Kanopy* website offers a variety of options to browse the collection. Students also have access to streaming video, texts, photographs provided by *OnArchitecture: una selección de contenido original presentando la mejor arquitectura del mundo = a selection of original content featuring the best architecture in the world*. Links to the three websites are listed on the Brown Fine Arts Library home page and under the Databases tab on the Fondren Library home page.

The Brown Fine Arts Library has two scanners, a basic scanner and a Mac loaded with software, color and black/white photocopiers, two public PCs for access to the library's catalog (no web access). There are 30 OwlNet computers (PCs, Macs) requiring a Rice net ID on the first floor and second floors of Fondren Library. There are 7 scanners on the first floor and 17 photocopiers throughout the building.

The Kelley Center for Government Information, Data and Geospatial Services (3 librarians, 2 paraprofessionals): As a U.S. Federal Depository Library, Fondren Library offers material pertinent to architectural studies such as statistical and census data, EPA documents, federal legislation, a large collection of sheet maps published by government and commercial sources including U.S. Geological Survey maps, *planimetric maps* and aerial photo atlases. The Kelley Center's Geographic Information System/ Data Center provides extensive GIS software and supporting hardware to access various data files from government agencies and other sources.

Reference and Research Assistance: The Art/Architecture librarian's office is in the Brown Fine Arts Library. Office hours: 9am- 5pm weekdays available via walk-in or by appointment for more in depth questions, email, telephone. As a member of the Reference Department, the librarian is scheduled at the Fondren Library Reference Desk approximately five hours a week. Most research assistance is given informally on an individual basis. Students may also fill out a web form for reference assistance or book purchase requests. Requests are forwarded to the appropriate subject specialist. The librarian will schedule a research resources presentation as part of a class at a professor's invitation. Accessible via the library's website, research guides for architecture, art history, classical art & architecture provide links to database and web resources as well as call numbers for major print resources. There are 78 subject research guides written by Fondren librarians, which identify the best databases for researchers unfamiliar with specific disciplines.

Current Awareness: New art and architecture books are displayed on two bookcases in the Brown Fine Arts Library periodicals reading room. The classic catalog features a link to a listing of new books, sorted by topic. Published twice a year, *News from Fondren* contains news about collections, services and new databases. Issues from 1991 to the present are available online via the catalog or library website.

Circulation/Reserves: The collections of the Brown Fine Arts Library are open stacks available to visitors any time Fondren Library is open. *Reserves:* Four members of the circulation staff process all class reserves and maintain electronic reserves for the University. The reserve desk hours are the same as same as the building hours. During the academic year, the building is open to Rice faculty and students 24 hours a day from Sunday opening at noon, closing on Friday at 10 pm, with Saturday hours from 9 a.m. – 6 p.m. Summer hours are: Monday – Thursday 7 a.m. – 9 p.m.; Friday 7 a.m. – 6 p.m.; Saturday 10 a.m. – 6 p.m.; closed Sunday. The faculty loan period is one year; for graduate students and staff, there are three due dates a year, equivalent to a semester loan; the undergraduate loan period is 28 days.

Future of Brown Fine Arts Library: As part of a three phase Fondren Library renovation project begun in 2013, a preliminary building program and conceptual drawings were produced by Sara Lowman, Vice Provost and University Librarian and Shepley Bulfinch, to renovate the Brown Fine Arts Library. Additional space will be acquired by reclaiming the unused circulation/reserve desk and closed stack area. A Capital Project Request has already been submitted to the university to implement these plans. The goal is to “open up the space to create a destination reading and study area that inspires intellect and creativity in support of music, art and architecture. Create a beautiful, dynamic space that allows for work with unique formats and synergy with digital media.”

I.2.5 Administrative Structure and Governance:

Administrative Structure

The RSA is one of eight autonomous schools within the university. Each school is administered by its own dean and administrative staff with its own faculty and budget.

Dean: In January 2010, Professor Sarah Whiting was appointed dean and William Ward Watkin Professor of Architecture. The dean is the chief academic officer of the school and the school's liaison to the upper administration within the university. Her role is to work with the faculty to define and carry out the school's pedagogical agenda, while also reaching out beyond the university to promote the school's identity, fundraise and construct productive relations to our alumni and others. Additionally, she plays a role at the university level on committees, such as the Buildings and Grounds committee of the Board of Trustees, and on leading searches, such as the recent search for the director of the Moody Center for the Arts.

Director of Graduate Studies: In addition to continuing his longstanding role in the school as director of the technology sequence, Professor Gordon Wittenberg was appointed DGS in 2012. In this capacity, he oversees graduate recruiting and admissions, advises all the graduate students, and is responsible for working with our graduate coordinator to oversee and troubleshoot curriculum and issues within the graduate programs. Additionally, he serves as a liaison to the university's Dean of Graduate and Post-Doctoral Studies.

Director of Undergraduate Studies: Associate professor Christopher Hight was appointed DUS in 2012. In this capacity, he oversees undergraduate recruiting and admissions for Architecture, advises all the undergraduate students, and is responsible for working with our program coordinator to oversee and troubleshoot curriculum and issues within the undergraduate programs. Additionally, he serves as a liaison to the university's dean of undergraduates.

Director of External Programs: Harry K. & Albert. K Smith Professor of Architecture John J. Casbarian was appointed DEP in 2011. In this capacity, he oversees the school's external programs: the required Preceptorship Program for the B.Arch. sequence and the optional Rice School of Architecture, Paris (RSAP) program, which takes place every semester and is for students in the fifth year B.Arch. program or the final year of the M.Arch. programs. He oversees placement of the students on preceptorship and monitors their progress throughout that year. For RSAP, he oversees admission into the program and coordination of the RSAP budget, curriculum and facilities. He is also the school's Architect Licensing Advisor.

Staff

School Administrator: The school administrator is the primary staff position held by Lauren Kleinschmidt. She is responsible for the fiscal, physical and internal administration of the School. She assists the dean in the administration of the school including overall budget management and financial accounting, advising and consulting on university administrative matters with other departments on campus, and supervision, hiring and training of office staff and work-study students. Lauren works with Rice auditors to ensure accurate record-keeping. She reports to and assists the dean in all matters, including faculty staffing, space allocation, course offerings and student affairs. It is her responsibility to prepare research for annual reports to the president of the university and NAAB. She coordinates the faculty search committee advertising and coordinates course scheduling with the university registrar. She also coordinates and prepares script for the annual awards ceremony and reviews and edits the RSA section of the university's general announcements.

Accounting Assistant III: Jeremy Cross is the accounting assistant who tracks program and faculty research budgets, processes financial transactions, purchases equipment, negotiates contracts and performs general bookkeeping. He organizes faculty searches and coordinates travel for RSA faculty.

Director of Publications: Ian Searcy is the recently appointed director of publications and is responsible for archiving, editing and publications design. He works closely with the dean to set the goals and methods for the "Architecture @ Rice" publications.

Executive Assistant: Tanya Dominguez is the executive assistant and is the primary support position for the dean and the school's director of development. This position includes scheduling, special event coordination, travel arrangement for the administration and for spring studio international trips and provides backup to the dean's office staff.

Graduate Coordinator: The graduate coordinator, Nyeva Bemby, is responsible for all aspects of the graduate program including administration of scholarship and fellowship funds, as well as coordinating all graduate application materials. She maintains various statistical records of the graduate program for the School of Architecture including enrollment data, curriculum information, student records and graduation information. She works closely with the director of graduate studies, Office of International Students and

Scholars, and Office of Graduate and Postdoctoral Studies to stay current on university policies and provide support to students in the program.

Graphic Designer and Outreach Coordinator: This position, filled by Tami Andrew, develops and produces all printed and electronic materials for the RSA, facilitates the printing process for faculty and students, maintains the website and archives the creative work of the RSA. She also organizes exhibits in Farish Hall and the Jury Room, coordinates the logistics of lecture series, the awards ceremony and is the official school photographer.

Program Coordinator: Jenny Judge is the program coordinator who provides administrative and programming support to the director of undergraduate studies, including record maintenance, building tours to prospective students, light academic advising and manages student workers. She also oversees the maintenance of the school's facilities in Anderson Hall, including all major renovation projects.

Woodshop and Fabrication Lab Manager: Kyle Henricks is the woodshop manager who oversees shop operations and consults on student model projects. His assistance ranges from fabrication technique through material sourcing, with safety a leavening factor. He maintains machinery and equipment, works with the deans and university engineering and safety staff to plan and implement shop systems, researches new building materials and manages 8 - 12 graduate shop assistants. Kyle teaches a two-hour woodshop safety course in the fall semester.

Associate Director of Development:

The development officer, Emily Stein, is responsible for managing relationships with alumni, donors, corporate entities and the William Ward Watkin Advisory Council, and also serves as the primary liaison between the RSA and the Office of Development and Alumni Relations. She tracks gifts and pledges, works closely with the dean to identify funding priorities and solicits donors for gifts to the school.

IT Divisional Support: Hans Krause holds a joint appointment with the school of architecture and the office of information technology. He is on-call during office hours to provide support for students, faculty and staff, and is responsible for maintenance of all computers in the school. Hans also acts as a liaison between the school and the Office of Procurement, IT and Classroom Support to keep all software current and AV equipment running.

Administrative Coordinator: The RSA recently appointed Shawna Forney as the school's front administrative coordinator, which includes answering and directing incoming calls, greeting visitors, processing mail and maintaining the classroom schedule. This person will perform light bookkeeping duties, provide some administrative support to the associate director of development, maintain mailing lists and listservs for the school and make travel arrangements for visiting critics and guest lecturers.

Rice Design Alliance (RDA) Executive Director: Linda Sylvan is the executive director, the principal staff officer of the Rice Design Alliance (a School of Architecture volunteer, non-profit, community-led, educational organization). As such, the executive director is the chief operating officer, employed to discharge the day-to-day business of RDA and to assist their board in discharging its duties. She hires, trains and manages RDA staff and their programs. Her responsibilities include planning and implementation of all RDA events (board and committee meetings, lecture series, symposia, tours, etc.). She also oversees the budget (the RDA board approved a \$1.2 million budget for FY16).

RDA Assistant Director, Programs: Mary Beth Woicak oversees the design, production and finances of annual RDA programs, including (but not limited to) two lecture series, an architecture home tour, two to three civic forums (panel discussions) on urban design issues; and occasional exhibitions or design competitions. She manages the program committee that consists of faculty of the Rice School of Architecture, RDA board members, architects and other professionals. She also assists in the management of the activities and programs of the RDA Partners, the young professional group, that each year presents a one-day design charrette and an exhibition of members' work.

RDA Editor of CITE: Raj Mankad is responsible for the editing and production of the quarterly journal, CITE: The Architecture and Design Review of Houston. The magazine has continually been published since 1982 by the Rice Design Alliance. Raj works with the guest editor and the members of the RDA editorial committee to determine the content of each issue. He works with the graphic designers to design and produce the magazine, monitoring the expenses of each issues and the production process to ensure that deadlines are met. Raj commissions writers and edits each article as it is received and writes extensively for the magazine, including news items and feature articles.

RDA Assistant Director, Membership: Courtney Tardy is responsible for the management and coordination of RDA's 1,700 members and contributors, which ensures the continued growth and support of the organization. She coordinates RDA's two major fundraising campaigns - corporate membership and gala underwriting – and provides support services for the chairmen and volunteers of these committees. She develops and maintains donor prospect lists, including on-going donor research and solicitation of prospective members. She supervises all related correspondence, including acknowledgment, solicitation and renewal letters, and maintains extensive personal and telephone contact with members and high-level volunteers.

RDA Assistant Director, Communications: Allyn West is responsible for the overall promotion, branding and public relations activities of the Rice Design Alliance. This involves raising awareness of RDA activities, maximizing attendance at RDA-sponsored events and building long-lasting collaborative relationships with RDA's constituent base, including members, sponsors, local organizations, media representatives, civic and community leaders, and faculty and staff at the Rice School of Architecture. Allyn also writes for the OffCite blog and CITE, prepares the monthly RDA membership newsletter and is in charge of RDA's social media. He maintains the RDA website, and updates its calendar of RDA, RSA and architectural events.

RDA Financial and Events Coordinator: Cathy Bauer is responsible for the day-to-day financials and record-keeping. She prepares monthly and quarterly reports for the RDA Finance Committee and works with Rice auditors to ensure accurate record keeping. She also maintains the RDA membership/donor database of some 5,600+ records. Three months during the fall, Cathy devotes nearly half of her time to administering the RDA Gala Auction, including coordinating on-site logistics, managing auction committee meetings and running status reports. She is the primary contact for the third party auction processor and manages correspondence with donors and auction winners. Post-gala she coordinates individual events and tours purchased by the winners.

RDA Administrative Coordinator: Raquel Puccio provides professional support to the activities of the Rice Design Alliance in everyday office operation, as well as with special projects. This position provides support, as needed, to the executive director and handles membership correspondence, including renewal and thank you letters. Raquel provides staff support to CITE by selling advertisements, writing subscription renewal letters, sending out advertising invoices and recording CITE payments. She maintains the RDA office calendar, schedules meetings, reserves meeting rooms, etc. Raquel serves as the main point of contact for vendors, coordinates of meetings, arranges catering logistics and oversees building maintenance for RDA offices.

Governance

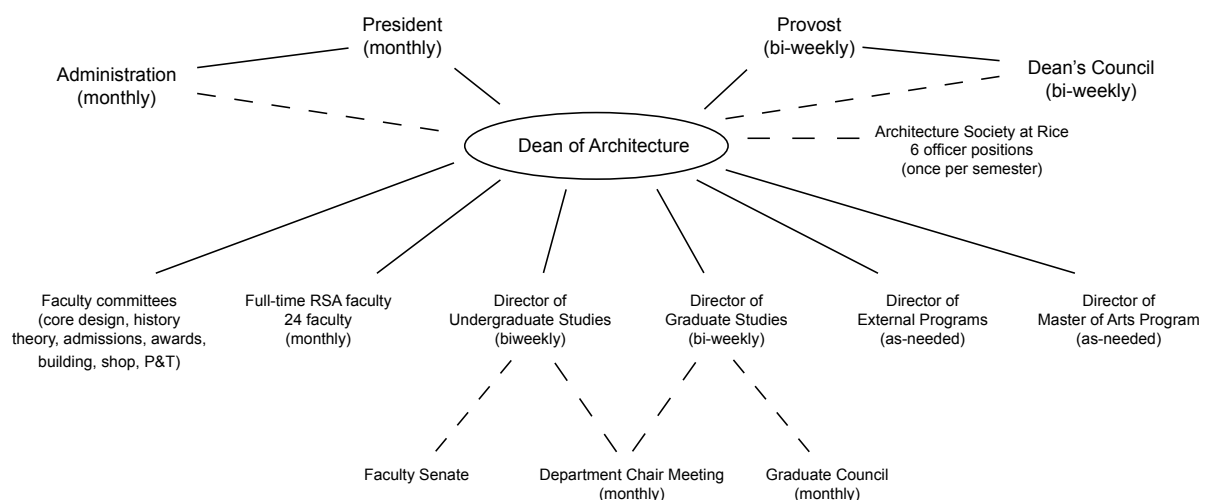
Because it is a one-department school, the RSA easily avoids becoming mired in the kind of administrative bureaucracy that can distance a faculty from a school's governance. The full time faculty meet monthly to tend to regular school business and discuss school initiatives. Faculty are invited to send agenda items to the dean and to use this monthly forum for announcements and proposals. These monthly meetings include curricular concerns and initiatives as well as issues regarding university opportunities and compliance. The dean meets biweekly with the directors of undergraduate and graduate study to discuss student and program concerns, and on an as-needed basis with the director of external programs and the director of our new Master of Arts program. Groups of faculty meet on an as-

need basis to discuss curriculum (for example, the core design faculty, or the history/theory faculty); these groups coordinate with the DUS and DGS or with the dean and full faculty on an as-needed basis. School standing committees include graduate and undergraduate admissions (all full time faculty serve on one or the other). Ad hoc committees take place for faculty hires – chaired by a faculty member, they are usually constituted of four to five faculty, although the entire faculty participates in some capacity in every search process.

At the university level, the dean has a standing bi-weekly 1:1 meeting with the provost, as well as a bi-weekly meeting with the provost and the other deans (Deans Council) and a monthly meeting with the president, provost and other deans. The director of graduate studies participates in the Graduate Council monthly meeting; the DUS and DGS trade off on attending the monthly chairs' meeting, and the DUS also happens to be the school's current senator in the Faculty Senate. Additionally, all faculty participate in university-wide committees, engaging issues as diverse as the university calendar to research compliance and parking.

Student governance takes place through the Architecture Society at Rice (ASR), which has a representative from every studio. The ASR holds annual elections for its officer positions, including president, VP, treasurer, cruise directors (social coordinators), RAMP directors (mentorship program coordinators) and curators. In addition to serving as a liaison between the students and the administration, the ASR fosters social interactions at the school (including weekly open studios, receptions and a studio soccer league), networking opportunities (with alumni and area professionals) and academic initiatives (including the student journal, PLAT). While the ASR does not have a position on school committees, they submit student feedback on faculty searches and participate actively in recruiting students for admissions. The dean meets with the full ASR (and any other interested students) once a semester and is in frequent contact with the ASR president on a regular and as-needed basis.

Governance Chart:



II.1.1 Student Performance Criteria:

Matrix

A matrix of required studios/courses for each of the accredited degree programs and tracks, identifying evidence of meeting the requirements of the SPC, follows. It should be clear that while only a few cells for each studio/course indicate the concentration of SPC met, in many cases, most if not all are addressed. The cells marked with ● indicate greater emphasis than those with ○.

Master of Architecture Option I Required Courses Matrix

			PROFESSIONAL COMMUNICATION SKILLS	DESIGN THINKING SKILLS	INVESTIGATIVE SKILLS	ARCHITECTURAL DESIGN SKILLS	ORDERING SYSTEMS	USE OF PRECEDENTS	HISTORY AND GLOBAL CULTURE	CULTURAL DIVERSITY AND SOCIAL EQUITY	PRE-DESIGN	SITE DESIGN	CODES AND REGULATIONS	TECHNICAL DOCUMENTATION	STRUCTURAL SYSTEMS	ENVIRONMENTAL SYSTEMS	BUILDING ENVELOPE SYSTEMS AND ASSEMBLIES	BUILDING MATERIALS AND ASSEMBLIES	BUILDING SERVICE SYSTEMS	FINANCIAL CONSIDERATIONS	RESEARCH	INTEGRATED EVALUATIONS AND DECISION-MAKING-DESIGN PROCESS	INTEGRATIVE DESIGN	STAKEHOLDER ROLES IN ARCHITECTURE	PROJECT MANAGEMENT	BUSINESS PRACTICES	LEGAL RESPONSIBILITIES	PROFESSIONAL CONDUCT
REQUIRED GRADUATE COURSES OPTION 1			REALM A								REALM B										REALM C			REALM D				
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
DESIGN	ARCH 501	Core Design Studio I	O	●	●	●	O	O																				
	ARCH 502	Core Design Studio II	O	●	O	●	O	●																				
	ARCH 503 F	Core Design Studio III	O	●	O	●		O							O													
	ARCH 503 J	Core Design Studio III	●	●	●	O		O							O						O							
	ARCH 504 T	Core Design Studio IV		●		●													O			●					O	O
	ARCH 504 V	Core Design Studio IV		O		●						●					O					●						
	ARCH 601 1 C	Totalization Studio											O	O	O		●					●	●					
	ARCH 601 2 W	Totalization Studio						●							●	●	O		O		O	●	●					
	ARCH 601 3 O	Totalization Studio				O		O							O	●	●		●			●	●					
	ARCH 620 RSAP	Totalization Studio											O		●	●	O		O			●	●					
	ARCH 602 1 P	Architectural Problems	●		O						●	●			O		O				O		O					
	ARCH 602 2 W	Architectural Problems			O	●			●					O							●							
	ARCH 602 3 PR	Architectural Problems	●	O							●										●	O	O					
	ARCH 620 RSAP	Architectural Problems				●			●		●										●	O	O					
HISTORY & THEORY	ARCH 703	Design Thesis	●	●	O	O	O	O	O	O											O	O						
	ARCH 525	Intro to Architectural Thinking	●		●			O	O	O																		
	ARCH 645	History & Theory II - Pre-1890	O		O				●	●																		
	ARCH 646	History & Theory III - 1890-1968	O		●			●	●	●																		
	ARCH 652	History & Theory IV - 1968-	●					●	●	●																		
TECHNOLOGY	ARCH 702	Pre-Thesis Prep: Design Research	●	O	O			●	O	O											●							
	ARCH 507	Technology I - The Frame						O	O				O		●			●		O								
	ARCH 509	Technology II - The Shell						O	O				O		●			●		O								
	ARCH 514	Technology III - The Envelope											●		●	●	●	●										
	ARCH 516	Technology IV - The Environment									O		O		●	O		●										
	ARCH 623	Professionalism & Management	O										O											●	●	●	●	●

Master of Architecture Option II Required Courses Matrix

			PROFESSIONAL COMMUNICATION SKILLS	DESIGN THINKING SKILLS	INVESTIGATIVE SKILLS	ARCHITECTURAL DESIGN SKILLS	ORDERING SYSTEMS	USE OF PRECEDENTS	HISTORY AND GLOBAL CULTURE	CULTURAL DIVERSITY AND SOCIAL EQUITY	PRE-DESIGN	SITE DESIGN	CODES AND REGULATIONS	TECHNICAL DOCUMENTATION	STRUCTURAL SYSTEMS	ENVIRONMENTAL SYSTEMS	BUILDING ENVELOPE SYSTEMS AND ASSEMBLIES	BUILDING MATERIALS AND ASSEMBLIES	BUILDING SERVICE SYSTEMS	FINANCIAL CONSIDERATIONS	RESEARCH	INTEGRATED EVALUATIONS AND DECISION-MAKING-DESIGN PROCESS	INTEGRATIVE DESIGN	STAKEHOLDER ROLES IN ARCHITECTURE	PROJECT MANAGEMENT	BUSINESS PRACTICES	LEGAL RESPONSIBILITIES	PROFESSIONAL CONDUCT
REQUIRED GRADUATE COURSES OPTION II			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
DESIGN	ARCH 503 F	Core Design Studio III	○	●	○	●	●	●							○							○						
	ARCH 503 J	Core Design Studio III	●	●	●	○		○							○							○						
	ARCH 504 T	Core Design Studio IV		●	●	●														○			●					○
	ARCH 504 V	Core Design Studio IV		○		●					●						○					●						○
	ARCH 601 1 C	Totalization Studio											○	○	○		●					●	●					
	ARCH 601 2 W	Totalization Studio						●							●	●	○			○		●	●					
	ARCH 601 3 O	Totalization Studio				○		○							○	●	●		●			●	●					
	ARCH 620 RSAP	Totalization Studio											○		●	●	○		○			●	●					
	ARCH 602 1 P	Architectural Problems	●		○						●	●				○					○		○					
	ARCH 602 2 W	Architectural Problems			○	●			●			○			○						●		○					
	ARCH 602 3 PR	Architectural Problems	●	○							●										●	○	○					
H & S	ARCH 620 RSAP	Architectural Problems				●			○		●										○							
	ARCH 703	Design Thesis	●	●	○	○	○	○	○	○											○	○						
	ARCH 646	History & Theory III - 1890-1968	○		●				●	●	○																	
	ARCH 652	History & Theory IV - 1968-	●						●	●	●																	
TECHNOLOGY	ARCH 702	Pre-Thesis Prep: Design Research	●	○	○			●	○	○											●							
	ARCH 507	Technology I - The Frame						○	○				○		●					○								
	ARCH 509	Technology II - The Shell					○	○					○		●			●		○								
	ARCH 514	Technology III - The Envelope											●	●	●	●	●	●										
	ARCH 516	Technology IV - The Environment									○		○		●	○		●										
P	ARCH 623	Professionalism & Management	○										○											●	●	●	●	●

An Overview of RSA Programs' Curricular Goals and Content

Fundamental concerns articulated in the **Four Realms of the Student Performance Criteria**, including such issues as technical, environmental, practice and societal, are fostered at RSA through a comprehensive approach and conducted by a faculty that has diversified expertise, wide horizons and vast experience. In this way, the curriculum addresses all issues simultaneously, albeit, in varying degrees of concentration, in each and every studio and class.

Due to the deliberately small size of the school's body, RSA classes and studios are very small, allowing for an educational experience that is both intimate and intense. The frequency and length of studio sessions encourage a teaching methodology that shifts continually from individual instruction to group activities, and from analysis to synthesis. Education at RSA is therefore both analytic and synthetic, addressing a multitude of issues in an integrated manner. Courses offer a wide range of interests, covering both practical and theoretical areas of study. The school consistently emphasizes that architecture can never separate the two.

Architectural design, which is the underpinning of the RSA curriculum, is an amalgam of skills, knowledge and intense social interaction. Verbal and writing skills are honed throughout the curriculum, in both seminars and studios. Graphic and representational skills, particularly in two- and three-dimensional digital media forms, are considerable at RSA. Research and critical thinking skills are acquired in studios and other courses and are crucial components of the curriculum. Design skills are constantly and intensively refined in studio through tutorials, reviews, juries and presentations, and in other courses by a constant consideration of the role of design in history and technology. Collaboration, the understanding of human behavior and diversity are practiced in studio settings as well as considered in seminars, courses and discussions. Interdisciplinarity and concern for other subjects are fostered, both in theory and practice. Programming, in tandem with research, is a key component of the design process in all studios, as is the investigation of environmental and sustainable implications on well-being and human behavior.

Precedents and various building traditions are considered throughout the program, in courses as well as in studios. In undergraduate and graduate studios alike, examples ranging from canonical historic examples to the vernacular of our everyday environment serve as a constant comparative basis for judgment and learning. Ecological and sustainable issues, both social and environmental, are also part of everyday concerns in all studios and in specifically focused courses. Technology, structure, building service systems, construction means and methods, are always addressed in every studio either on the conceptual level or through detailed investigations. Digital simulation software for exploring materials, methods and structure is integrated into studio culture. Materials and building assemblies are explored regularly in studios and further supported in materials labs as well as actual construction projects through the Rice Building Workshop. Construction practice in all its complex dimensions is specifically addressed in the required Totalization studios, and is explored further in technical courses. Codes and regulations and their implication on design strategies are investigated in general terms early in the studio sequence and in much greater detail at the advanced levels. Legal and professional responsibilities are covered in courses, specifically the required professional practice course, and discussed in studios as well as experienced during practicum. Global concerns are addressed in funded international travel studios, as well as, at the Rice School of Architecture in Paris, the only Rice University satellite campus. Finally, the role and responsibilities architects have toward clients are very much in evidence in most studios where real problems are addressed.

Specific Notes on Realm C: Pedagogy & Methodology

Architecture, it can be argued, is a generalist discipline, requiring knowledge of, among many things, geometry, politics, economics, history, technology and culture. Architects must be able to simultaneously read and comprehend details, images, materials, precedents, ideas and opportunities. Architecture's expertise, in short, lies in its synthetic totalization.

In addressing the requirement for Integrative Design in Realm C, the RSA Totalization studios recognize that leveraging architecture's breadth requires depth, or specificity.

Initiated six years ago with the benefit of a targeted alumni gift for this curricular innovation, the Totalization studios expand architecture's boundaries through focused research, while simultaneously exposing students to the wide range of such possible research threads. Each advanced options studio in the fall (three studios in Houston plus the RSAP (Paris) studio) plumbs the depths of a specific aspect of architecture, as defined by the studio instructor. By orchestrating intersections across this collection of studios every fall through shared workshops, lectures and consultant visits, students gain a comprehensive understanding of architecture while advancing a singular, directed, integrated, total project.

As an example, in the 2014 fall semester, the Totalization studios focused on four aspects of structure: *Structure* (how contemporary steel fabrication technology can affect structure); *Envelope* (the material logic of plastic envelopes); *Acoustics* (the acoustic repercussions of structural differentiation); and *Hybrids* (the technical and programmatic challenge of adding onto existing structures). Taken together, the four

studios offered a collective think-tank for understanding technological obligations not to be an afterthought ("I have an idea, now how do I build it?") but catalysts for architectural innovation.

To support this research at the highest level, the Totalization studios engage a set of consultants who are at the forefront of new technical practices in the building industry, including Nat Oppenheimer, structural engineer with Robert Silman Associates, New York; Mark Malekshahi, mechanical engineer at World Wide Holdings, New York; Robert Heintges, partner at the façade firm, Heintges, New York; and a number of Houston-based consultants. All the New York consultants travel to Houston for workshops and reviews during the semester and serve as real collaborators throughout the process.

To enhance the consultant collaborations and broaden the students' engagement with practice, all four Houston studios travel to New York City for a four-day tour of the studio project sites, office visits with the individual consultants and general explorations of the city.

The Totalization studio is considered to be total only when the distinction between *speculation* and *practice* is indistinguishable in each student's final project.

Assessment of Student Work

While evaluation of student work is performed by the individual faculty and may vary by emphasis from studio to studio, there are parameters agreed upon by all regarding the grading structure. A final assessment is based on work produced over the course of the entire semester and takes into account process and progress. Other issues, such as investigative skills, synthetic abilities, originality, intellectual and refined articulation, skillful production of the projects based on the challenges provided in the studio brief, independence and individual growth and effort are also accounted for.

Projects selected for evaluation by the visiting team have achieved grades in the range of As for high-pass or B- for low pass.

The following is an example of how letter grades are assigned:

A-, A or A +	Consistently exemplary work, participation and effort. Thought provoking, ambitious project developed to a high standard of completion that goes beyond what is expected.
B or B+	Work is consistently above average and/or occasionally outstanding with active participation and engagement of the course material.
B-	Work is adequately completed but does not go beyond an understanding of minimal requirements
C-, C or C+	Unsatisfactory work, in varying degrees due to a variety of factors including lack of effort, inability to grasp pertinent issues, or chronic absence. Cause for concern
D	Work is incomplete or completed with minimal comprehension, tantamount to failure.

II.2.1 Institutional Accreditation:

Rice University is fully accredited by the Southern Association of Colleges and Schools. Following is a listing from the SACSCOC website:

ACCREDITED INSTITUTIONS	Accreditation						
	Public Sanction	Init. Accr.	Last Reaf.	Next Reaf.	Control	Level	Degrees
William Marsh Rice University, Houston, TX	None	1914	2006	2016	Private, Not-for-Profit	VI	B M D

A copy of certification is available upon request.

II.2.2 Professional Degrees and Curriculum:

Professional degrees offered: Bachelor of Architecture and Master of Architecture

The RSA offers a Bachelor of Architecture and a Master of Architecture as first professional degrees. The Bachelor of Architecture is available only to students who have completed four years of the undergraduate architecture major sequence at Rice (resulting in the non-professional Bachelor of Arts in Architecture degree). The Master of Architecture Option I program is offered to students who possess a baccalaureate degree but have little or no preparation in architecture. Students who have majored in architecture as undergraduates but have not received a professional degree enter this program in its second year (Option II program). Two years ago the post-professional Master of Architecture degree program (Option III) was discontinued and replaced by the Present Future program leading to a Master of Arts in Architecture degree. While the Master of Architecture in Urban Design and Doctor of Architecture degree programs exist in the books as post-professional degrees, no student has been admitted to them in years and we will discontinue their nomenclature.

Undergraduate Program

Overview: The RSA undergraduate program is designed to educate architects who will act on a global stage and transform the field in the coming decades. The undergraduate program approaches professional study as a way of synthesizing and focusing the broad and pressing questions of the 21st century through the lens of the architectural discipline so that its practice gains renewed agency, vitality and relevance for our shared environment.

Situated within a top research university, the school's very small size allows for individual attention with the breadth of study afforded by a major university. The hallmark of the professional degree curriculum, the Preceptorship Program, places students in leading offices around the world for a year of experience integrating practice with academic study.

Students take architectural studio beginning in the first semester, followed by studios in each of the following semesters that carefully lay the foundations for advanced study in later years. Within this sequence, each studio offers the opportunity explore a different facet of architecture in order to develop specific skills and critical knowledge. Complementing design studios, students take course sequences in the histories and theories of architecture, technology and practice. Students also take a flexible and broad range of general studies and electives outside Architecture, including fine arts, humanities, natural sciences and social sciences.

In their third year, students engage civic leaders in Houston and travel to other emerging and global cities as part of their studios. In their fourth year, students take a design research seminar the first semester, which relates to their studio the following semester. This two-semester cycle allows them to follow and develop a more in-depth research and design proposal.

The fifth year in this sequence consists of the Preceptorship Program, in which each student works at one of the best architecture firms in the world. These firms are selected by the RSA and a faculty committee chaired by the director of external programs assigns students to them each year. The preceptorship is fully integrated into the curriculum and is a key part of every student's education. Students work at offices for a minimum of nine months, which allows them to get involved with long-term projects in a meaningful way.

Students return to RSA for their sixth and final year to complete the Bachelor of Architecture academic requirements. They take graduate-level studios that foster the integration of their professional experience in order to advance the knowledge of architecture and its practice. During this year, students may study

abroad for a semester in our Paris program, interact with community leaders and gain hands-on experience through the award-winning Rice Building Workshop program.

Bachelor of Art in Architecture leading to a Bachelor of Architecture:

The B.A. - B.Arch. professional track is the primary course of study for undergraduate architectural study at Rice. All students who successfully apply to the university and the School of Architecture enter into this program. This program leads to a degree of Bachelor of Arts with a major in Architecture after four years, followed immediately by the two year-long professional Bachelor of Architecture (B. Arch.) degree sequence.

The curriculum has three stages: a foundation stage, taken in the freshman and sophomore years; an intermediate stage in the junior and senior years; and finally the two year professional B.Arch. stage that includes a preceptorship. During their first four years time, students must also complete university graduation requirements for the B.A. in Architecture.

At the end of the first stage, students apply for the approval of their major in architecture by the RSA. This is an opportunity for the student and the school to reflect on academic performance thus far and to confirm whether continuing the professional degree track at that time is advisable.

At the end of the intermediate stage, students who have successfully completed all major and university requirements receive a Bachelor of Arts in Architecture. Students wishing to pursue the professional degree in architecture also apply for admission to the Bachelor of Architecture sequence during the second semester of the fourth year. As with the declaration of major two years before, this process is not intended to “weed” any percentage of the class out but rather to ensure academic progress within architecture warrants continued study or if the student wishes to pursue alternative paths.

Upon approval for the B.Arch. sequence, students are assigned a preceptorship in a process that takes their preference into account as one of many factors. The preceptorship involves a minimum of nine months of professional experience immediately after the receipt of the Bachelor of Arts in Architecture degree. Students then return to Rice for a final year of study. The Bachelor of Architecture sequence is only open to students who have completed the undergraduate program at Rice.

The total number of credit hours required for the Bachelor of Architecture degree is 192. This includes 30 hours for the Preceptorship year, which are awarded only to maintain the benefits of student status and do not replace any academic required academic credit. The total number of academic credit is 162, of which 130 are earned during the first four years and 32 in the fifth year.

Bachelor of Architecture Requirements:

	Course Number and Name	Credit s	Semester
Design Studios 68 Credit Hours	ARCH 101: Principles of Architecture I	6	1
	ARCH 102: Principles of Architecture II	6	2
	ARCH 201: Principles of Architecture III	6	3
	ARCH 202: Principles of Architecture IV	6	4
	ARCH 301: Intermediate Problems in Architecture I	6	5
	ARCH 302: Intermediate Problems in Architecture II	6	6
	ARCH 401: Advanced Topics in Architecture I	6	7
	ARCH 402: Advanced Topics in Architecture II	6	8
	ARCH 601: Architectural Problems	10	11

	ARCH 602: Architectural Problems	10	12
History & Theory 15 Credit Hours	ARCH 225: Architecture History & Theory I	3	1
	ARCH 345: Architecture History & Theory II	3	4
	ARCH 346: Architecture History & Theory III	3	5
	ARCH 352: Architecture History & Theory IV	3	6
	ARCH 403: Degree Project Seminar	3	7
Technology 12 Credit Hours	ARCH 207: Technology I	3	3
	ARCH 309: Technology II	3	4
	ARCH 314: Technology III	3	5
	ARCH 316: Technology IV	3	6
Practice 33 Credit Hours	ARCH 423: Professionalism and Management	3	7, 8, 11 or 12
	ARCH 500: Preceptorship - Fall	15	9
	ARCH 500: Preceptorship - Spring	15	10
Electives outside Architecture 46 Credit Hours minimum during years 1-4 but must satisfy university Distribution Requirements 12 Credit Hours minimum during Fifth Year	FWIS (Freshman Writing Intensive Seminar)	3	2
	LPAP (Lifetime Physical Activity Program)	1	1
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	1 - 8
	Elective	3	11 or 12
	Elective	3	11 or 12
	Elective	3	11 or 12
	Elective	3	11 or 12
TOTAL		192	

Notes on Requirements:

University Distribution Courses: To fulfill university requirements for a degree in any major, all Undergraduates must complete 12 hours in each of three groups of designated as distribution courses. These hours must be completed in a least two different departments in each group. Distribution classes may be taken pass/fail or as advanced placement/transfer credit in specified distribution courses. Architecture students complete 9 hours of distribution in group I and in group III by completing the major requirements of a BA in Architecture. Therefore, students who complete the major requirements for the BA in Architecture need only take at least the following number of distribution hours:

- Group I Distribution (Humanities): 3 additional hours outside of Architecture (ARCH)
- Group II Distribution (Social Science): 12 hours from at least two departments
- Group III Distribution: (Natural Science): 3 additional hours in outside of Architecture (ARCH)

First-Year Writing-Intensive Seminar (FWIS): All university students, regardless of major, must take a First-Year Writing-Intensive Seminar (FWIS). Architecture students take this requirement in the spring of freshman year. This course may also fulfill a distribution requirement if it is listed as doing so.

Bachelor of Architecture Requirements Listed by Semester:

		Total Credits	Courses <i>(Italicized courses req. in semester shown)</i>	Credits
Year 1	Semester 1	16	<i>ARCH 101: Principles of Architecture I</i> <i>ARCH 225: Architecture History & Theory I</i> Elective: Non Architecture Elective: Non Architecture LPAP	6 3 3 3 1
	Semester 2	15	<i>ARCH 102: Principles of Architecture II</i> First Year Writing Intensive Seminar (FWIS) Elective: Non Architecture Elective: Non Architecture	6 3 3 3
Year 2	Semester 3	15	<i>ARCH 201: Principles of Architecture II</i> <i>ARCH 207: Technology I</i> Elective: Non Architecture Elective: Non Architecture	6 3 3 3
	Semester 4	18	<i>ARCH 202: Principles of Architecture II</i> <i>ARCH 309: Technology II - The Shell</i> <i>ARCH 345: History and Theory II - Pre 1890</i> Elective: Non Architecture Elective: Non Architecture	6 3 3 3 3
Year 3	Semester 5	18	<i>ARCH 301: Intermediate Problems I</i> <i>ARCH 314: Technology III - The Envelope</i> <i>ARCH 346: History and Theory III - 1890 to 1968</i> Elective: Non Architecture Elective: Non Architecture	6 3 3 3 3
	Semester 6	18	<i>ARCH 302: Intermediate Problems II</i> <i>ARCH 316: Technology IV - The Environment</i> <i>ARCH 352: History and Theory IV - 1968 to present</i> Elective: Non Architecture Elective: Non Architecture or Architecture	6 3 3 3 3
Year 4	Semester 7	15	<i>ARCH 401: Advanced Topics in Architecture I</i> <i>ARCH 403: Degree Project Seminar</i> Elective: Non Architecture Elective: Non Architecture or Architecture	6 3 3 3
	Semester 8	15	<i>ARCH 402: Advanced Topics in Architecture II</i> <i>ARCH 423/623: Professionalism and Management</i> Elective: Non Architecture Elective: Non Architecture or Architecture	6 3 3 3
Bachelor of Arts In Architecture				130
Year 5: Preceptorship	Semester 9	15	<i>ARCH 500: Preceptorship</i>	15
	Semester 10	15	<i>ARCH 500: Preceptorship</i>	15
Year 6	Semester 11	16	<i>ARCH 601: Architectural Problems</i> Elective: Non Arch or Arch (300 level of above) Elective: Non Arch or Arch (300 level of above)	10 3 3
	Semester 12	16	<i>ARCH 602: Architectural Problems</i> Elective: Non Arch or Arch (300 level of above) Elective: Non Arch or Arch (300 level of above)	10 3 3
Fifth-Year Program				62
Total for Bachelor of Architecture: 130 + 62				192

Graduate Programs

Overview: The graduate program has two inseparable aims: to educate architects and to position our graduates as leaders in a rapidly changing world. The education of architects focuses on sharing knowledge...on a vibrant discussion of architecture's intellectual, formal, material and representational composition. Positioning leaders centers on developing new knowledge...on affecting the contours of this new world.

Generosity binds these aims to one another. Inside the RSA, the exchange of knowledge with aspiring architects depends upon the magnanimous sharing of intellectual culture among students, faculty and visitors to the school. Beyond the school's boundaries, the RSA is a catalyst, an advocate for architects and architecture to step unflinchingly into public life. Taken together, these mandates underscore our goal of forming architects whose voices will reverberate across contemporary culture. Our ambitions are simple. RSA graduates will be prepared with knowledge. They will be perpetually curious about what we don't yet know. And they will be eager to propose the alternatives that possess an unyielding optimism about the future.

Master of Architecture Option I and Option II:

The Master of Architecture program prepares graduates for a full range of professional activities in the field of architecture. It is offered to individuals who possess a bachelor's degree. Students follow a course of study including design, history and theory, technology, professional practice and thesis. In addition to required courses, students are required to take elective courses in either the RSA or the university in which they pursue more specialized interests.

The professional degree programs (Option I and Option II) both consist of a core sequence (4 and 2 semesters respectively) followed by Totalization (comprehensive studio), option studios and thesis. The graduate core sequence advances the necessary conceptual and technical skills to enable students to develop a creative, intelligent and articulate approach to architectural practice. The core promotes mastery of the fundamental conventions and practices (graphic, spatial, formal, material and technical) of architectural design. It also fosters an understanding of architecture as a social, cultural, political and economic activity, as deeply embedded in contemporary issues and concerns, as it is aware of its own historic construction. Upon completion of the core, students embark on a more individualized course of study, culminating in thesis.

All Master of Architecture candidates are required to develop a thesis in fulfillment of graduate degree requirements. Students are asked to demonstrate their ability to independently undertake research and analysis, as well as develop a hypothesis and demonstrate their thesis thoroughly. This must take the form of either a research thesis (written thesis) or a thesis with a design demonstration (design thesis). Both thesis formats must address architectural consequences that may be derived from within or outside conventional boundaries of the architectural discipline.

Thesis preparation begins in the penultimate semester with a three-hour independent study course leading to the submission of a thesis proposal and the selection of a thesis director and two faculty members as readers. While the thesis is independent work carried out by the student under the direction of a chosen advisor, it is organized as a studio in the fall term of the academic year. The thesis studio provides a support setting for both formal and informal review processes throughout the thesis semester. In early January, thesis projects are publically presented and defended before a panel of guest critics.

Master of Architecture Option I Requirements:

	Course Number and Name	Credits	Semester
Design Studios 60 Credit Hours	ARCH 501: Core Design Studio I	10	1
	ARCH 502: Core Design Studio II	10	2
	ARCH 503: Core Design Studio III	10	3
	ARCH 504: Core Design Studio IV	10	4
	ARCH 601: Totalization	10	5
	ARCH 602: Option Studio	10	6
History & Theory 12 Credit Hours	ARCH 525: Architecture History & Theory I	3	1
	ARCH 645: Architecture History & Theory II	3	2
	ARCH 646: Architecture History & Theory III	3	3
	ARCH 652: Architecture History & Theory IV	3	4
Technology 12 Credit Hours	ARCH 507: Technology I	3	1
	ARCH 509: Technology II	3	2
	ARCH 514: Technology III	3	3
	ARCH 516: Technology IV	3	4
Practice 3 Credit Hours	ARCH 423: Professionalism and Management	3	6
Thesis 16 Credit Hours	ARCH 702: Pre-Thesis Preparation	3	6
	ARCH 729: Written Thesis Document	3	7
	ARCH 703/706: Design Thesis/ Written Thesis	10	7
Electives (Open) 30 Credit Hours	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
TOTAL		133	

Master of Architecture Option II Requirements:

	Course Number and Name	Credits	Semester
Design Studios 40 Credit Hours	ARCH 503: Core Design Studio III	10	1
	ARCH 504: Core Design Studio IV	10	2
	ARCH 601: Totalization	10	3
	ARCH 602: Option Studio	10	4
History & Theory 6 Credit Hours	ARCH 646: Architecture History & Theory III	3	1
	ARCH 652: Architecture History & Theory IV	3	2
Technology 12 Credit Hours	ARCH 507: Technology I	3	1
	ARCH 509: Technology II	3	2
	ARCH 514: Technology III	3	3
	ARCH 516: Technology IV	3	4
Practice	ARCH 423: Professionalism and Management	3	4

3 Credit Hours			
Thesis	ARCH 702: Pre-Thesis Preparation	3	4
16 Credit Hours	ARCH 729 or 730: Written Thesis Document	3	4
	ARCH 703: Design Thesis	10	5
Electives (Open)	Elective	3	
18 Credit Hours	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
TOTAL		95	

Master of Architecture Option I Requirements Listed by Semester:

		Total Credits	Courses <i>(Italicized courses req. in semester shown)</i>	Credits
Year 1	Semester 1	19	ARCH 501: Core Design Studio I ARCH 525: Architecture History & Theory I ARCH 507: Technology I – The Frame Elective	10 3 3 3
	Semester 2	19	ARCH 502: Core Design Studio II ARCH 645: History and Theory II - Pre 1890 ARCH 509: Technology II - The Shell Elective	10 3 3 3
Year 2	Semester 3	19	ARCH 503: Core Design Studio III ARCH 346: History and Theory III - 1890 to 1968 ARCH 514: Technology III – The Envelope Elective	10 3 3 3
	Semester 4	19	ARCH 504: Core Design Studio IV ARCH 652: History and Theory IV - 1968 to present ARCH 516: Technology IV - The Environment Elective	10 3 3 3
Year 3	Semester 5	19	ARCH 601: Totalization Studio ARCH 423/623: Professionalism and Management Elective Elective	10 3 3 3
	Semester 6	19	ARCH 602: Graduate Option Studio ARCH 702: Pre-Thesis Preparation Elective Elective	10 3 3 3
Year 4	Semester 7	19	ARCH 703: Design Thesis ARCH 729 or 730: Written Thesis Document Elective Elective	10 3 3 3
Master of Architecture Option I				133

Master of Architecture Option II Requirements Listed by Semester:

		Total Credits	Courses (<i>Italicized courses req. in semester shown</i>)	Credits
Year 1	Semester 1	19	<i>ARCH 503: Core Design Studio III</i>	10
			<i>ARCH 346: History and Theory III - 1890 to 1968</i>	3
			<i>ARCH 507: Technology I – The Frame</i>	3
			Elective	3
	Semester 2	19	<i>ARCH 504: Core Design Studio IV</i>	10
			<i>ARCH 652: History and Theory IV - 1968 to present</i>	3
			<i>ARCH 509: Technology II - The Shell</i>	3
			Elective	3
Year 2	Semester 3	19	<i>ARCH 601: Totalization Studio</i>	10
			<i>ARCH 423/623: Professionalism and Management</i>	3
			<i>ARCH 514: Technology III – The Envelope</i>	3
			Elective	3
	Semester 4	19	<i>ARCH 602: Graduate Option Studio</i>	10
			<i>ARCH 702: Pre-Thesis Preparation</i>	3
			<i>ARCH 516: Technology IV - The Environment</i>	3
			Elective	3
Year 3	Semester 5	19	<i>ARCH 703: Design Thesis</i>	10
			<i>ARCH 729 or 730: Written Thesis Document</i>	3
			Elective	3
			Elective	3
Master of Architecture Option II				95

Off-Campus Programs:

Rice School of Architecture in Paris (RSAP): RSAP was founded in September 2002 by the RSA with a mission to provide study abroad opportunities for current RSA upper-level graduate and fifth-year Bachelor of Architecture program students. RSAP is completely and seamlessly integrated in the RSA curriculum. Students receive 16 hours of academic credit equivalent to a normal semester in Houston. In the fall semester, students participate in a Totalization studio identical to the ones in Houston, and the advanced graduate option studio in the spring. Courses in history, theory and criticism, as well as instruction in French language and culture are integrated in the curriculum and conducted by local faculty in collaboration with RSA faculty and the director of the program.

Located near the Faubourg Saint-Antoine, noted for its design boutiques and galleries, RSAP is close to the Bastille Opera, Gare de Lyon and Place des Vosges. The 1,400 square foot space, leased by Rice University, accommodates the teaching programs as well as public exhibits, colloquia and lectures. Equipped with high-speed internet access and other electronic media devices, including plotters, RSAP provides students with all necessary tools to produce work of the highest caliber. RSAP is the only Rice University satellite campus.

Preceptorship Program: The Preceptorship Program was formally established in 1967 to provide a yearlong practicum between the fourth and fifth year of the Bachelor of Architecture curriculum. Participating offices are selected by the school from among the leading firms in the US and abroad, and are appointed by the university for two-year terms. Preceptors agree to accept the preceptees assigned by the school for the minimum period of an academic year.

In the spring semester of their senior year, students apply to the fifth year program, which is comprised of the required minimum one-year preceptorship followed by a final and fifth year of academic study. After

careful consideration by a faculty committee, those students admitted are assigned both to ensure the best match of student to office as well as taking into account their preferences. The preceptees are paid normal wages and are expected to participate in a variety of tasks that would provide them with a better understanding of the scope of professional practice.

During the preceptorship year, students are required to submit two analytical reports per semester on their experience. In addition, when they return to Rice to complete the final year of academic study, they are required to present a portfolio of work produced.

Preceptees pay a registration fee to the university to maintain their student status and benefits, but credit received does not replace any academic requirement.

With preceptorship, the length of time to complete the Bachelor of Architecture degree requirements is six years.

Other Degree Programs

Architectural Studies: As an alternative to the pre-professional degree sequence, and open only to students who have been admitted as architecture majors and have completed the two-year foundation program, the architectural studies curriculum is an option. The first four semesters of the curriculum are identical to the foundation sequence of the architecture major. Subsequent requirements are the completion of an additional studio and four elective courses in architecture. The program provides basic preparation for possible later professional study while allowing other academic interests to be pursued in greater depth.

Present Future: This program is a concentrated undertaking culminating in a Master of Arts in Architecture degree. The program is structured around a two- semester-long exploration of a topic led by an RSA faculty member. A select group of students forms the core: a collective intelligence responsible for developing a discourse that synthesizes theoretical, historical and design ambitions. Subjects of contemporary importance are framed by a 3-credit pro-seminar the first term and a 12-credit collective thesis in the second term. In addition to free electives, each semester includes additional required credits that are appropriate to the selected topic, bringing the total credit hours to 30. The program's student body includes those with backgrounds in architecture as well as other fields: individuals with B.A., B.S., equivalent, or more advanced degrees in architecture or other disciplines. Coursework includes offerings from the RSA and other departments across the university. Present Future is equal parts education, research, think tank and soapbox. Issues such as urbanization, media, globalization, the environment, technology, demographics, press in on us as never before, architecture can, and will, play a role in the most urgent questions facing us today.

II.3 Evaluation of Preparatory Education:

Undergraduate: As described in II.4.6, all applicants to Rice University, regardless of intended major, are evaluated by the university Office of Admissions for admissibility into the university. The standards of preparatory academic achievement are extremely high for Rice University, and RSA applicants are given no exception. Transfer credit of courses, such as Advanced Placement, International Baccalaureate, etc. is handled by the office of the university Registrar and follows university procedure. RSA does not grant transfer credit, waiver or advanced placement for any required course to undergraduates. Elective credit may be given by application to the school's director of undergraduate programs.

Graduate: Minimum standards of prior academic achievement including test scores are established by the university graduate office and followed by the school's admissions procedures. Transcripts are evaluated during the admissions process to verify qualifications for inclusion in the two graduate tracks. For Option 1 students, waivers of courses are by application to the director of graduate studies, who

evaluates the course description, grades and rigor of the course before granting any waiver or credit transfer. For Option 2 students, during the admission process, transcripts are evaluated to verify completion of the first year core and thus eligibility for consideration for admission to that degree program. The director of graduate studies handles waivers and/or transfers of electives in the same way as Option 1.

II.4 Public Information:

We are in adherence of the requirement to include the *exact language* found in the NAAB 2014 *Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

Public information on Rice University in general and on the School of Architecture can be found at the following websites:

<http://www.rice.edu>

<http://www.arch.rice.edu>

II.4.1 Statement on NAAB-Accredited Degrees

RSA is in compliance with the requirement to include the exact language for accredited programs in all its publications and informational websites:

<http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>

II.4.2 Access to NAAB Conditions and Procedures

The following documents are publicly accessible on the RSA website:

<http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>

The 2014 Conditions for Accreditation
The 2009 Conditions for Accreditation
The 2015 Procedures for Accreditation

II.4.3 Access to Career Development Information

Intrinsic in the curriculum and culture of the school is the focus on the multiple yet changing career and educational choices our students face. Through coursework and extra-curricular activities, students are exposed to leaders representing all aspects of the profession. The Licensing Advisor not only assists students with information on NCARB registration, but also is the resource for job placement information. Courses such as Arch 423/623: Professionalism and Management provide a vast array of opportunities for understanding the workings of the profession and the trends for the future. At the undergraduate level, the Preceptorship Program, the required one-year internship at leading offices in the US and abroad not only provides all students with invaluable professional experience at the highest levels, but very often, a job offer waiting for them after completion of the final and fifth year of academic study.

Projects undertaken by the Rice Building Workshop not only provide opportunity for hands-on design build, but also a more specific introduction to the realm of the construction industry. In many of the cases, students are also exposed to public policy, governmental and planning agencies in the course of the development of these projects.

The Rice Architecture Mentoring Program (RAMP) was established a number of years ago to provide all students at RSA with the necessary information and assistance to take control over their future careers, make informed decisions and to translate their studies into a lifetime of achievement. RAMP links RSA alumni with the current student body, building professional relationships and providing students with a closer look at possibilities after graduation.

RAMP mentors are an asset to the school and to the student body. They commit to at least four in-person meetings per academic year including attending lectures together, visiting the student's studio, visiting the office, or just meeting for a cup of coffee. Mentors are also available for periodic phone calls and/or emails with questions from students.

RAMP engages students, alumni and affiliated community members in the following strategic ways:

Mentoring: Connecting students with alumni and fostering relationships that benefit both the alumni mentor and the student. This relationship gives the student an outlet to ask professional and industry-specific questions and allows the alumni mentors an opportunity to educate the next generation of leaders in the field.

Guest Lectures/ Panel Discussions: RAMP hosts many guest lectures that provide insights into industry-specific topics or related career paths for architecture students. These lectures are structured so that the students have ample time to engage the speaker in a lively discussion following their brief talk.

Workshops: RAMP hosts numerous workshops to help prepare students for the professional world at large. These workshops include resume and portfolio review with industry guests, talks on interview techniques and mock interviews. An annual workshop in January focuses on preparing students for internships or full-time employment for the coming summer.

Office Visits: A number of office visits to local practices are organized each semester. Visits include a variety of firms in size and scope of work, always including large and small firms, allowing students to get a glimpse into different environments ranging in practice areas and to further engage with practicing architects.

II.4.4 Public Access to APRs and VTRs

The following documents are electronically available to the public on our website through the link:

<http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>

All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012)

The most recent decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

II.4.5 ARE Pass Rates

ARE Pass rates are linked on our site to NCARB through this link:

<http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>

II.4.6. Admissions and Advising

Undergraduate Admission

Rice University maintains an individualized, holistic and need-blind admission process to examine an applicant's academic prowess, creativity, motivation, artistic talent, leadership potential and life experiences.

Overview of Process: All applicants to Rice University must indicate an intended school of study from among the following: architecture, engineering, humanities, music, natural sciences, or social sciences. Both the university's Office of Admissions and the RSA's undergraduate admission committee read architecture applications. Applicants follow the university's normal admission and financial aid process and requirements, as well as include a portfolio of creative work and complete supplemental essays that describe experiences and understandings that indicate her or his preparation and commitment to pursuing a professional degree in architecture. Students are admitted directly into the B.A. in Architecture leading to a B.Arch. program exclusively. Students who are denied admission to the school of architecture are not normally considered for admission to other parts of the university.

Two admissions officers in the university's Office of Admissions first read applications. The second reader also serves as the designated liaison between their office and the RSA. These readers focus on academic qualifications and competitiveness within the general Rice applicant pool and flags relevant to architecture. Each year the Office of Admissions liaison and the director of undergraduate studies meet prior to the reading period to discuss the process and feedback from the previous years. They also determine minimum academic criteria for applications to be forwarded to the School of Architecture for review by its undergraduate admissions committee. Typically at least half of the applications of forwarded to the School of Architecture. The director of undergraduate studies reviews all the applications and can request additional files be forwarded to the school of consideration.

Applicants who meet that minimum are forwarded to the undergraduate admissions committee in the RSA. That committee is selected each fall and consists of four faculty, including the director of undergraduate studies. The committee consists of architecture faculty teaching a range of levels and types of courses within the undergraduate program and to the extent feasible represent diverse ranks, experiences and backgrounds. Individual members evaluate the academic competitiveness of the applicant in relationship to preparation for the student of architecture and creative aptitude, evidenced by the portfolio, activities, transcripts and essays. The committee then meets to discuss the applicants and determine the final admission decisions, which are then forwarded to the Office of Admissions. The Office of Admissions formally makes the offers of admission and the university Office of Financial Aid processes financial aid.

Decision Plans: Applicants are required to select early decision (ED) or regular decision (RD) upon application. The RSA admissions committee can choose to defer ED applications to the RD period, during which time those applications will be reviewed with that pool. Rates of admission in ED for the RSA are not significantly different from the RDs.

Timeline

Early Decision

15 October	Deadline for requesting and on or off campus interview
1 November	All application materials due
November – Dec.	Office of Admissions reading period
Late Nov. – Early Dec.	School of Architecture admissions committee reading period
Mid December	Admission decisions released
1 January	Deposit due

Regular Decision

15 December	Deadline for requesting and on or off campus interview
1 January	All application materials due
Jan.-Mid Feb	Office of Admissions reading period
Feb-Mid March	School of Architecture admissions committee reading period
1 April	Admission decisions released to applicants
1 May	Deposits due

Application Components: All applicants must submit the following:

- The Common Application and the Rice Writing Supplement or the Universal College Application and the Rice Supplement
- \$75 nonrefundable application fee or approved fee waiver. Students requesting a fee waiver must submit proof of a fee waiver for the SAT or ACT or eligibility for the federal school lunch program. A letter must accompany the request from the school counselor. Only U.S. citizens and permanent residents are eligible for an application fee waiver.
- Official high school transcript(s)
- Official test scores sent directly from the testing agency: Either the SAT and two SAT Subject Tests, or the ACT Plus Writing Test
- School report
- One teacher/instructor evaluation
- Official transcript and midyear report form (as soon as senior midyear grades become available)

International applicants must also submit:

- International Student Financial Statement
- Supporting financial documentation
- Test of English as a Foreign Language (TOEFL)
- English Language Testing System (IELTS) for students whose first language or language of instruction is not English

Early Decision applicants must also submit:

- The Rice Early Decision Agreement
- Official high school transcripts including grades from first marking period

Architecture Applicants

- Writing/essay supplement specific to architecture
- Portfolio requirement: A portfolio of creative work is required for all applicants to the School of Architecture. The portfolio should demonstrate creative potential and is not expected to be architectural in focus. Freehand drawings are highly recommended along with examples in various forms and media, such as: sculpture, graphic design, photography, theater set design, and so on. Mechanical drafting and/or CAD drawings are strongly discouraged with the exception of work from an architecture career discovery program (which should be included). The included work may have been a class assignment or pursued independently. A one or two sentence description is also encouraged. Portfolios are submitted online as a PowerPoint file, not to exceed 10 slides nor 10 MB file size.

Interviews: Although an interview is not a requirement, Rice recommends it for all applicants as an excellent opportunity to communicate your interests and questions about Rice. Interviews are offered only to (rising) high school seniors, and it is the student's responsibility to request an interview.

General admissions interviews are conducted on campus and off campus. The admissions committee views on- and off-campus interviews equally in the admission review process. Interviews are subject to

availability. Inability to have an interview will not negatively impact an application. Reservations are required for all on-campus interviews and spaces are limited.

In addition to the general admission interview, on-campus interviews with a member of the architecture school faculty are available (but not required) on a limited basis. Students who plan to visit the campus should contact the School of Architecture directly to schedule an interview with a faculty member at times designated by the school.

High School Curriculum Requirements: Sixteen college preparatory credits are required, including a minimum of four years of English, three years of math, two years of the same foreign language, two years of social studies, two years of laboratory science (excluding physical science) and three additional years of college preparatory courses of the student's choosing. Applicants to the natural sciences and engineering schools must take advanced high school math (either trigonometry, elementary analysis, or pre-calculus) and chemistry and physics (a second year of chemistry or biology may be substituted for physics).

Successful applicants generally have taken 20 or more college preparatory courses in high school, many at the college level.

Official Transcripts: Official high school/secondary school transcripts must include grades from ninth through eleventh grades as well as courses taken senior year. Transcripts must be submitted by the student's high school, preferably online via the Common Application or the Universal College Application, or by mail. Transcripts are not be accepted by fax or email.

Home-Schooled Students: Rice welcomes applications from students who have been homeschooled. To ensure that our evaluation process is fully informed, each homeschooled applicant is encouraged to provide clear, detailed documentation of his or her curriculum, assessment tools and learning experiences. Rice requires the school report and one teacher evaluation, which must be completed by someone not related to the student.

Standardized Tests: Rice requires all first-year applicants to take (a) the SAT and two SAT Subject tests in fields related to the candidate's proposed division of study or (b) the ACT Plus Writing test. It is our policy to use the highest scores from any sitting on the SAT in order to consider each applicant's most positive test results.

Recognizing that this policy could disadvantage those students who cannot afford repeated testing or expensive test prep coaching, we believe a comprehensive testing history provides us with the appropriate context required for making a fair judgment of what the test scores mean in a holistic admission process. We require all applicants submitting the SAT to submit all scores to Rice. The only definition of a composite score that ACT recognizes is its own definition: an ACT composite is the average of the four multiple-choice scale scores from a single administration of the exam. Therefore, it is Rice's policy to use the highest ACT composite score in admission consideration. Scores must be sent directly to Rice from the testing agency. If a candidate submits both an SAT and an ACT score, the committee will consider the test that best enhances the application. Rice does not require a minimum score on these tests.

Applicants whose first language and language of instruction is not English are required to take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). For the TOEFL, minimum acceptable score is 600 on the paper-based test or 100 on the Internet-based test.

Eligibility for Admission as a Freshman: Applicants are considered a freshman applicant if high school is completed by the end of the academic year after application deadline. Students enrolled in concurrent high school and college courses are considered freshmen. Students are considered transfer applicants if they have completed high school, have earned at least twelve semester hours of college credit and have not been enrolled in high school for at least one year. Official transcripts of all academic work undertaken

are a required part of the application; therefore, students may not reduce their academic credits in order to qualify as freshman applicants.

Transfer Applications to the RSA Undergraduate Architecture Program: The RSA does review transfer applications for undergraduates who are currently in the first or second year of study at a four-year university or college. However due to the size of the program, RSA is able to offer transfer admission into the program very rarely. For applicants interested in applying for a transfer, the procedure, deadlines and forms for a transfer application are available at the university's Office of Undergraduate Admissions.

- The Common Application and the Rice Writing Supplement or the Universal College Application and the Rice Supplement
- \$75 nonrefundable application fee
- Final official high school transcript
- All official college transcripts
- Official test scores sent directly from the testing agency: Either the SAT or the ACT Plus Writing Test
- The College Report
- Two College Instructor Evaluations

Architecture transfer students must also submit:

- Writing/essay supplement specific to architecture
- Portfolio of creative work

Candidates should have a grade point average of at least 3.20 in their most recent college work: Those offered admission as transfer students typically have a GPA of 3.5 or higher. GPAs in college are evaluated within the context of the degree of difficulty of coursework pursued and competitiveness of the college you have attended.

Intramural Transfer Applications to the RSA Undergraduate Architecture Program: Students who are already at Rice in a different field and who are interested in studying architecture can apply to be admitted to the RSA as an "intramural transfer."

Intramural transfers follow the same program sequence and major requirements as any other undergraduate architecture student, including the prescribed sequence of ten semester-long architecture studio courses. Therefore, completion of the B.A. portion of the program will take 4 years in addition to the intramural transfer student previous time at Rice before beginning the architecture program. Because of the extended time required to complete the B.A./B.Arch. degree, the school only considers intramural transfers of students currently in their first year at Rice. Those accepted into the program will start the sequence the following autumn.

The intramural transfer application consists of parts as detailed below.

- 1-2 page essay describing the experiences and reasons leading to the applicants interest in architecture
- Official Rice transcript
- An interview with the director of undergraduate studies
- A letter of recommendation from a professor at Rice
- A portfolio of creative work.

All materials are to be turned into the school of Architecture by March 1, with the interview scheduled during March.

Transfer Credit Policy: Courses taken at another regionally accredited college or university appropriate to the Rice curriculum, may be approved for transfer credit toward a Rice University undergraduate

degree. This includes credit for summer school courses not taken at Rice. Credit is normally given for courses that meet the following conditions:

1. equivalent to courses that are or could be offered at Rice
2. completed at a regionally accredited academic institution
3. completed with a grade of C- or better
4. taken for a grade (not taken pass/fail)

The Office of the Registrar, in conjunction with academic departments, determine whether courses are appropriate for transfer to Rice as specific Rice equivalent courses or as TRAN credit. Rice equivalent transfer credit satisfies the same university, major, minor, and distribution requirements as Rice enrollment. Rice equivalent credit usually requires departmental approval. Transfer course grades do not appear on a student's record and have no effect on a student's Rice grade point average.

If a transfer applicant is offered admission to Rice, the Office of the Registrar will send a preliminary evaluation of your college coursework, which will show a comparison of the course taken and the comparable Rice course for credit. Details on this process may be found on the Office of the Registrar website.

Advanced Placement (AP) and International Baccalaureate (IB) Credits: Students scoring a 4 or 5 on accepted Advanced Placement (AP) exams before matriculation will receive course credit from Rice. Students who earn the International Baccalaureate (IB) diploma will receive credit for individual higher-level exams for which they receive a score of 6 or 7. Rice does not give credit for subsidiary level exams.

AP and IB credit is listed on transcripts as the equivalent Rice course, but a grade value is not assigned. Where applicable, credit counts towards university graduation requirements. Students who have completed International Certificate Programs may receive course credit for corresponding Rice courses. Each student's documentation will be reviewed on a case-by-case basis. The General Certificate of Education A-Level, the Abitur and the French Baccalaureate are eligible for review.

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required) and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of preprofessional degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

Graduate Admissions Policies and Procedures

The RSA receives approximately 400 graduate applications annually to fill 30 positions in three programs: Option I, Option II and Present Future. The criteria for admission are explained on the graduate application website (<http://arch.rice.edu/gradapp/>) which is linked to the main school website. All applicants are required to have a baccalaureate degree. Option I admits students from all degree programs including architecture programs with less than 4 design studios. Option II admits students from architecture programs who have completed a minimum of 4 design studios as well as undergraduate courses that are analogous to those given in the first year of Option I. A minimum of two semesters of college-level courses in the history of art and/or architecture and one semester of college-level courses in mathematics or physics is recommended for both Option I and Option II. Present Future is open to

individuals who hold a professional degree in architecture or a baccalaureate degree in another field and can demonstrate an interest in architectural research.

All applicants are required to complete an online application and submit the following documentation. An application fee is required but may be waived for reasons of financial hardship. The graduate application is available by the beginning of the second week of classes and graduate applications plus supporting documentation are due by January 1.

- Transcripts (official required, unofficial optional)
- GRE scores
- Digital portfolio (15 MB limit)
- Personal statement
- TOEFL scores
- Option selection
- Letters of recommendation

Students for which English is a second language must also agree to an on-line interview with RSA faculty to insure language competency, if required by the graduate admissions committee.

The graduate admissions committee consists of three Option subcommittees (Option I, Option II, and Present Future). The subcommittees consist of a minimum of four faculty members including two design faculty from the core studio sequence (Arch 501 & 502 for Opt I and Arch 503 and 504 for Opt I) and a history/theory faculty member. The committee is responsible for evaluating all application material and submits a ranked list of acceptable candidates to the director of graduate studies. The list of recommended candidates is first reviewed by all members of all three graduate admissions committees, and then reviewed by the director of graduate studies and the dean with regard to financial aid requests before final offers are made.

Option I Admission Statistics (2013-2015)

	GRE (Percentile)	GPA	TOEFL
2014	67(A), 69(Q), 85(V)	3.5	112
	Schools		
	Princeton University, University of California, Los Angeles, Middlebury College, Wesleyan University, Brown University, University of California, Berkeley, Brown University, Princeton University, University of North Carolina, Washington University in St. Louis, University of Sheffield, University of Minnesota, Twin Cities		
2015	39(A), 78(Q), 63(V)	3.6	107
	Schools		
	Tongji University, Texas Tech University, Wellesley College, University of Minnesota, South China University of Technology, Wesleyan University, Tsinghua University		

Option II Admission Statistics (2013-2015)

	GRE	GPA	TOEFL
2014	44(A), 70(Q), 71(V)	3.6	109
	Schools		
	University of Virginia, University of Kentucky, University of California Los Angeles, Judson University, University at Buffalo, University of Michigan, Texas A&M University, University of Minnesota, Southeast University, University of Florida, CEPT University,		

Texas A&M University, Pratt Institute, Southeast University, China Central Academy of Fine Arts

2015 50(A), 68(Q), 63(V) 3.7 105

Schools

University of New Mexico, McGill University, The University of Colorado, University of Cincinnati, University of Kentucky, University of Cincinnati, Tongji University, Southeast University, The Ohio State University, University of Illinois at Chicago, Moscow Architectural Institute

II.4.7 Student Financial Information

Undergraduate Financial Aid Policies and Guidelines

Rice admits students under a need-blind admission process and meets 100% of demonstrated financial need for admitted U.S. citizens and permanent residents. Rice also awards merit-based scholarships and offers a variety of financing strategies for families regardless of financial aid eligibility.

All financial aid is administered by the university's Office of Financial Aid, with the exception of two merit scholarships given by the dean based on recommendations of the undergraduate admissions committee, as well as travel stipends to assist students visiting the school for recruiting open houses.

Merit Based Aid: Rice offers merit-based awards to early and regular decision candidates whose scholastic and personal achievements distinguish them as "impact people" in our highly competitive group of admitted students. It is not necessary to file the financial aid forms to be considered for our merit awards.

Need Based Aid: Eligibility assessments are made for admitted students when all items have been received. A complete application for need-based financial aid consists of the following items:

- The College Scholarship Service (CSS) PROFILE available on the web at www.collegeboard.com. Students complete the PROFILE online.
- The Free Application for Federal Student Aid (FAFSA)
- Student and parent IRS 1040, 1040A, or 1040EZ tax forms and W-2 forms should be submitted to the College Board's Institutional Documentation Service (IDOC).

Foreign Nationals: Rice University will offer need-based financial aid to a limited number of international undergraduate applicants each year. Citizens of foreign countries who apply under Regular Decision and request need-based aid will be reviewed as a separate group. There is no financial aid available for international students applying under Early Decision.

Applicants who are not U.S. citizens or permanent residents are required to submit the following documentation showing their sources of financial support:

- Rice International Student Financial Statement
- Appropriate supporting documentation
- Regardless of an international applicant's intention to request financial aid, the applicant must submit the financial statement and supporting documentation of resources sufficient to cover the costs of the first year of study before their files can be reviewed for admission.
- International applicants requesting need-based financial aid must provide information on their family financial status. In addition, international applicants requesting need-based financial aid must submit the CSS Profile, which can be found at www.collegeboard.com.

Because the number of need-based financial aid awards are limited, Rice does not offer admission to some international applicants who are otherwise well qualified. We expect that the admission rate for international applicants requesting aid is substantially lower than for those not requesting aid. Only those students who apply for and receive financial aid for their freshman year are eligible to receive financial assistance in subsequent years.

Graduate Financial Aid Policies and Guidelines

Graduate students at Rice can receive three types of financial assistance at Rice. The School of Architecture, through the Office of Graduate Studies, offers tuition grants and cash stipends. Through the Rice University Office of Financial Aid, students may apply for federally subsidized Stafford Loans and Rice University Loans in amounts up to the full cost of tuition. Students are informed in their initial offer letter of the projected cost of tuition and of any tuition grants or stipends that have been awarded them.

The graduate coordinator, Nyeva Bemby, normally handles questions about financial aid. She is in contact with prospective students regarding financial aid, meets with new students regarding financial aid issues and, serves as a resource for financial aid issues throughout the student's career at Rice.

General information about tuition, expenses and additional sources of funding are available through the Rice University Office of Financial Aid.

Tuition Awards and Stipends: 2013- 2015

	Tuition	Percentage of Students Receiving Aid	Aggregate Aid Amount
2013	\$28,442	88% (admissions)	\$1,018,131 (\$82,500 is reallocation)
2014	\$29,290	79% (admissions)	\$1,119,838 (\$38,000 is reallocation)
2015	\$30,200	88% (admissions)	\$1,102,541 (reallocation amt tbd)

III.1.1 Annual Statistical Reports

Certification that all statistical data submitted by the Rice School of Architecture to NAAB in the required Annual Statistical Reports has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics, can be found here:

[http://www.arch.rice.edu/Annual Statistical Reports](http://www.arch.rice.edu/Annual%20Statistical%20Reports)

III.1.2 Interim Progress Reports

The Rice School of Architecture NAAB Interim Progress Reports are provided directly to the Visiting Team by NAAB.

Section 4. Supplemental Material

The information below can be found on Owlspace, a Rice University collaboration and course management website. To log in, click on the link provided below then click "Non-Rice LOG-IN" in the upper right hand corner. Select "2016 NAAB Visit" on the top blue menu bar, then "Resources" on the left side menu. Log-in password and ID will be provided separately.

<https://owlspace-ccm.rice.edu/portal>

RSA Course Descriptions

Studio Culture Policy

Self-Assessment Policies and Objectives

Rice University Honor Code (Policy on academic integrity for students)

Information Resources (Please see Section 1.2.4 in APR)

Rice University EEO/AA Policies and Procedures for Faculty, Staff, and Students.

Rice University's Policy on Human Resource Development Opportunities (sabbatical, research leave, and scholarly achievements)

Rice University's Policy, Procedures and Criteria for Faculty Appointment, Promotion, and Tenure

Response to the Offsite Program Questionnaire: Rice School of Architecture Paris (RSAP)