

**Rice University  
School of Architecture**

## **2016 Visiting Team Report**

**Bachelor of Architecture** (High School diploma + 192 credit hours)

**Master of Architecture**

**Track I** (Bachelor degree + 133 credit hours)

**Track II** (Bachelor degree in Arch + 95 credit hours)

The National Architectural Accrediting Board  
February 16, 2016

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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**I. Summary of Visit**

**a. Acknowledgements and Observations**

The visiting team wishes to thank the Rice School of Architecture (RSA) and Rice University for the hospitality and the organization provided to the team during the visit. In particular, the team recognizes Professor John Casbarian and his faculty and staff colleagues for their efforts in preparing the digital materials and the team room. Things were well organized, and the team was able to effectively execute its responsibilities under the reduced-time pilot program initiated by the NAAB.

The visiting team finds the architecture program to be a nurturing environment that fosters student learning, creativity, and community involvement. The collegial faculty and supportive leadership have designed a variety of learning environments and opportunities from the Paris program, to the Rice Building Workshop, to national and international community projects. This variety of learning environments includes collaborative and integrated studios where graduate and advanced undergraduate students share studio courses. The intimate size of the school and this rich range of learning opportunities are assets for the program that provide identity and distinctiveness.

The Preceptorship Program between the fourth and fifth years of the Bachelor of Architecture program continues to serve as a national model for the integration of academia with professionals. Every undergraduate emerges from the experience with a deeper understanding of the complexity of architectural thinking and design that is evident in their remaining coursework, and their newly acquired knowledge is an asset for the graduate students who join their courses.

The school's ongoing effort to disseminate information about the discipline of architecture through quality student and faculty publications is impressive. These publications contribute to the discourse of ideas and concerns within the profession and position the school as an advocate for critical approaches to education and practice.

ARCH 601: Totalization Studio is a well-developed approach to integrative design that features collaboration between students (both as project team members and across studio sections) and the utilization of discipline-specific professional consultants to augment and supplement studio instruction and design development. The success of this approach to teaching the studio has been recognized by an ACSA award for Professor Troy Schaum, the Totalization Studio Coordinator (<http://www.acsa-arch.org/docs/default-source/15-16-press-release-award-submissions/25321-troyschaum-opt.pdf?sfvrsn=2>).

The RSA and the university are wrestling with the challenge of diversity in their faculty ranks and student bodies. As the provost relayed during our entrance meeting, addressing this challenge will require vigilance on the part of the RSA community. The school has an opportunity to use current searches and future faculty hires to further this desire to diversify its community. Through ongoing leadership, it can build a culture of inclusion that will enrich the community. If successful, the RSA will then contribute to the university's diversity objective and thereby maintain its distinctive position on campus as a leader in addressing social and cultural issues.

The team notes that, during the visit, Dean Sarah Whiting was unavailable to meet with the team because of a family emergency. The team was able to carry out its work and make the necessary assessments through the assistance of the program directors and the willingness of the faculty to meet with the team for an extended time. The ease with which we were able

to conduct our review in her absence is a testament to her leadership and the collaborative culture of the RSA.

**b. Conditions Not Achieved**

SPC B.2: Site Design (M. Arch only)

SPC B.9: Building Service Systems (B. Arch and M. Arch)

**II. Progress Since the Previous Site Visit**

**2004 Criterion 13.9, Non-Western Tradition:** *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

**Previous Team Report (2010):** There is no evidence of non-Western traditions being taught on a consistent basis throughout the B. Arch and M. Arch programs. While there are opportunities for students to be exposed to non-Western traditions in optional studios (Hong Kong and Istanbul), there is no evidence to be found in required courses in the curriculum in either program.

**2016 Team Assessment:** A three-semester History and Theory sequence provides a comprehensive overview of history and culture for the new A.7 criterion at both the undergraduate and graduate levels. This criterion is now **Met**.

**2004 Criterion 13.26, Technical Documentation:** *Ability to make technically precise drawings and write outline specifications for a proposed design*

**Previous Team Report (2010):** While fundamental technical drawing skills are in evidence, there is no evidence that outline specifications are a requirement of any required class or studio.

**2016 Team Assessment:** This 2004 criterion is now being met at the undergraduate level in ARCH 500: Preceptorship Program, ARCH 601: Totalization Studio, and ARCH 314: Technology III - The Envelope, and at the graduate level in ARCH 514: Technology III - The Envelope and ARCH 601: Totalization Studio. Evidence of outline specifications was found in ARCH 601: Totalization Studio. This criterion is now **Well Met**.

### III. Compliance with the 2014 Conditions for Accreditation

#### PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

##### PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

**I.1.1 History and Mission:** The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

**2016 Analysis/Review:** The 2016 Architecture Program Report provides a description of the history and mission of the institution. Rice University is consistently ranked in the top 20 U.S. institutions of higher learning. It is a research-intensive university with over \$100M spent on research each year, and yet it operates like a small college, with only 3,965 undergraduates, 2,610 graduate students, and 641 full-time faculty.

Architectural education has been a part of Rice University since the beginning of the university, when William Ward Watkin, field architect for Cram, Goodhue and Ferguson, was asked by founding President Edgar Odell Lovett to start an architecture program. Since that time, the school has built a national and international reputation in professional education through its Preceptorship Program, which started in the mid-1960s.

The architecture program is one of the core disciplines of the university and, because of its national reputation and ranking, it holds a position of high regard in the academic community. President David Leebron and Provost Marie Lynn Miranda view the RSA as one of the jewels of the university because of its ranking and its leadership in engaging the Houston community. The president views the School of Architecture as a campus leader in demonstrating to other colleges how to walk the line between being a global participant and maintaining local participation. The team recognized that the school continues to enhance its reputation by creating diverse learning opportunities through distinctive study abroad programs, research-intensive degrees, and active community engagement.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**2016 Analysis/Review:** The RSA offers diverse learning opportunities that foster collaboration within the program and engagement beyond. The Rice Building Workshop extends curricular learning into the public sector. The Preceptorship Program and Rice Architecture Mentoring Program (RAMP) facilitate learning opportunities regarding practice settings. The Rice School of Architecture Paris (RSAP) offers extended study in an international location. While not all students participate in some of these activities, the small size of the program ensures that the collective student community benefits from the program's exposure to them. This diverse learning environment is supported by a well-articulated studio culture policy.

The primary vehicle for disseminating the studio culture policy is the student handbook. Physical copies of the handbook are available in studio spaces (visiting team observation), and digital copies can be found online at <http://architecture.rice.edu/academics/academicsatrice.aspx>. The handbook outlines the program's standards and expectations for faculty-to-peer and peer-to-peer interaction, with an emphasis on behavioral guidelines related to studio-based learning. While the policy is readily accessible, the student body seems generally unaware of its existence. When the team surveyed the students at the all-school meeting, about 25% of the 118 in attendance had read the policy and about 40% felt that it was challenging for them to maintain a social life outside of school. However, when the team queried the students about practices, the students felt that their faculty were very sensitive to their needs and that the policy guidelines were well incorporated into the practices within the school (e.g., coordinated due dates, definitive deadlines before presentations, and the scheduling of plotting at the end of projects).

**I.1.3 Social Equity:** The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

**2016 Analysis/Review:** The September 2015 Architecture Program Report lists the current demographic data and institutional policies for Equal Employment Opportunity and Affirmative Action that affect faculty, staff, and students (pp. 8-9). These policies can be found at <http://professor.rice.edu/IndependentPage.aspx?id=291> and at [http://professor.rice.edu/professor/Equal\\_OpportunityAffirmative\\_Action.asp](http://professor.rice.edu/professor/Equal_OpportunityAffirmative_Action.asp). The APR also describes the diversity of the program's faculty and students and describes activities relative to social equity for faculty and students.

To assist in the recruitment of minority students, the university has established the Provost Prize. Introductory courses are structured to reach out to non-majors and the broader student body. Additionally, the school has recently received funding for an endowed scholarship earmarked for recruiting minority students (visiting team's meeting with staff).

The Office of Diversity and Inclusion offers training sessions for staff (visiting team interview with staff).

The school identifies a need to improve the diversity of the faculty. This need is being addressed by the current actions of the faculty search committee, which is seeking candidates to fill two tenure-track faculty positions. In the visiting team's discussions with the faculty and the provost, it was noted that several new initiatives have been implemented:

- (1) Faculty position advertisements have been reworded to be more inclusive.
- (2) All faculty search committee members attend mandatory training sessions to become aware of implicit bias.

(3) The search committee is following a new protocol that encourages a larger number of potential candidates to be brought to campus. A larger list increases the possibility of a more diverse selection.

(4) The search committee is more accountable to the administration with regard to diversity and inclusivity through reports on steps taken and an assessment of results.

There is an urgent need to address the issue of faculty diversity using both tenure-track and professional track hires.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

**A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

**2016 Analysis/Review:** Collaboration is integrated into the curriculum through design studios and seminar classes. In studios and seminars, students work collectively on projects and develop collaborative skills through joint criticism and public presentations. The emphasis on collaboration is a hallmark of ARCH 601: Totalization Studio, where student teams work on a common design project to advance the level of investigation and depth of exploration to a point that no single individual could achieve during the available course time. These studios also share information between them, so the “silo” potential of different sections of the same course is mitigated. Finally, the ARCH 601 studio blends undergraduate students (fifth-year students) with graduate students to further encourage integration and collaboration.

Students have many avenues through which they can assume leadership roles and hone their leadership skills: students edit and publish a school journal (PLAT), participate in governance through the Architecture Society at Rice (ASR), and meet each semester with the dean to discuss student and school concerns (confirmed by student comments at the all-school meeting).

Students are actively engaged in leadership roles at the university. They serve on the university’s student newspaper as editor and participate in university initiatives that permit them to use design skills in programs such as the design and implementation of solar-powered mobile healthcare clinics in South Africa or interdisciplinary public art projects (APR, p. 10).

**B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

**2016 Analysis/Review:** The curricular structure of the program and its various academic initiatives provide students with opportunities for understanding design activity as complex and multifaceted. Students pursue these opportunities in an array of physical and intellectual settings. These settings include design as research, design as speculative provocation, design as collaboration, design in professional practice, community design, and design in international locations.

The program places the studio at the center of study via 10-credit-hour architectural studios that integrate a subject area into the design process. There is a clear studio sequence in the curricular



structure. Beginning studios focus on basic aspects of representation, composition, general construction, and program. Later studios advance the complexity of these areas by expanding them to include cultural issues, fabrication, material studies, and environmental concerns. After completing foundation and intermediate studios, undergraduates begin the year-long Preceptorship Program, which directly involves them in real-world projects over an extended period of time. Following their return from the Preceptorship Program, the comprehensive ARCH 601: Totalization Studio provides an opportunity for synthesis through team-based integrated design. During this final year, students also have the opportunity to participate in topical option studios, travel abroad through the Paris program, or work with the Rice Building Workshop program.

The M. Arch studio sequence also leads students through a design sequence. Upon completion of the core, students join their undergraduate colleagues in the integrated ARCH 601: Totalization Studio. The final graduate studio is either an option studio or an individual written or design thesis.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

**2016 Analysis/Review:** The undergraduate program offers opportunities for B. Arch students to gain professional experience between their fourth and fifth years through its longstanding Preceptorship Program (APR, pp. 11-12). These students get between 9 and 12 months of internship experience working directly in architecture firms around the globe.

Students in this program participate in RAMP, which is managed by the student group, ASR. RAMP works with alumni and practitioners to facilitate externships over winter and spring breaks (RSA Publication, *Spotlight* 2016, p. 39), organizes a speaker series, schedules career-focused workshops and symposia, and offers mentorships between students and practitioners.

These more formal programs are supplemented by active faculty career advising. Students report that they receive career advice and direction from their faculty studio (in a team survey at the student meeting, about 75% of the attending students had received advising this academic year).

- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

**2016 Analysis/Review:** Environmental considerations are taught across the curriculum, but more decidedly in the more advanced studios and seminars.

Required courses at the undergraduate level—such as ARCH 314: Technology III - The Envelope, ARCH 316: Technology IV - The Environment, ARCH 601: Totalization Studio, and the ARCH 345, 346, 352: History/Theory lecture sequence—include environmental considerations. At the graduate level, ARCH 514: Technology III - The Envelope, ARCH 516: Technology IV - The Environment, ARCH 601: Totalization Studio, and the ARCH 646, 652: History/Theory course sequence provide instruction about the environment and responses to its preservation.

Environmental considerations are further reinforced in the Rice Building Workshop elective courses, including Core Houses, ZeRow House for the Solar Decathlon, Project Row Houses, and ModPod. These projects focus on design, building and stewardship of the environment, and natural resources. The RSA has been invited to participate in the Solar Decathlon in 2017.



- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

**2016 Analysis/Review:** Community and social responsibility is part of the educational culture at the RSA and is reflected in its student directive to "Look and Do." This directive emphasizes reflection followed by action and inspires community and social engagement through research and design, both locally and globally (APR pp. 12-13). It is further reinforced by a number of school and student initiatives, such as the 2013 lecture series, "Citizen," which introduced students to the various roles that architects pursue to be politically and socially engaged citizens (RSA website: <http://architecture.rice.edu/Content.aspx?id=1284>); the Rice Building Workshop, which engages the community by providing design-build services to Houston-based non-profit organizations, including Project Row Houses (RSA Publication, *Core Houses*), the Hermann Park Conservancy, and Hope Farms; and Rice's student association, ASR, which works directly with Habitat for Humanity, Central Houston (a downtown redevelopment agency,) and other non-profit organizations (APR pp. 12-13). In addition, students engage with the local community in public dialogue regarding the built environment through the Rice Design Alliance (RDA) events and through representation on the RDA board (RSA Publication, *Spotlight* 16, p. 34).

**I.1.5 Long-Range Planning:** The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

**2016 Analysis/Review:** The RSA has a clear vision to guide its long-range planning—aiming to hone intelligence and create leaders in the field. To advance this vision, the school engages in long-range planning both internally and externally in collaboration with the university and the William Ward Watkin Council advisory board (Supplement to Long Range Planning document at <https://owlspaceccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Supplement%20to%20I.1.5%20Long-Range%20Planning.pdf> and APR, p. 13). Internal planning stems from faculty activities, faculty committees, curricular oversight by program directors and the dean, studio coordination, design reviews, and curricular action plans following course outcome assessments (APR p. 13 and visiting team interview with faculty).

Through the program directors, the faculty also monitors resources and how they advance the initiatives established by the school (visiting team interview with faculty). Long-range planning is shared with the university through annual reports to the president, provost, and Board of Trustees as well as annual assessment reports to the Office of Institutional Effectiveness (Supplement to Long-Range Planning at <https://owlspace-ccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Supplement%20to%20I.1.5%20Long-Range%20Planning.pdf>). Two reports are generated each year by the school concerning its long-range plans and assessments, which are submitted to the university's administration: the Rice Outcomes Assessment Report (ROAR), which articulates areas of focus and plans for improvement, and the Report on Improvement Plan's Effectiveness (RIPE), which assesses achievement (APR p. 14). To aid in planning, the university offices of Institutional Research, Admissions, Institutional Effectiveness, and Finance provide comparative data from other architecture programs (Supplement to Long Range Planning at <https://owlspaceccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Supplement%20to%20I.1.5%20Long-Range%20Planning.pdf>).

#### I.1.6 Assessment:

**A. Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

**2016 Analysis/Review:** The program has a multi-tiered approach to assessment involving the university's Office of Institutional Effectiveness and assessments of the RSA by the faculty. Annual assessments review six dimensions: (1) Student Learning Outcomes, (2) Methods, (3) Results, (4) Conclusions, (5) Improvement Action Plan, and (6) Action Plan (APR, p. 14).

Students contribute to the assessment process through the student governance board, ASR, as well as through a school-wide meeting each semester between the dean and the students (APR, p. 15 and student meeting with the visiting team).

The faculty committees organized by degree program or area of expertise assess the curriculum each year. These curricular subgroups (history/theory, core studio, totalization studio, etc.) actively meet to determine necessary adjustments. Recommendations are discussed with the dean and are reported back to the entire faculty body for further discussion. Once each semester, additional assessment is provided through faculty presentations and course syllabi review, and through the William Ward Watkin Council, which serves as an external advisory board (APR, p. 15 and visiting team interview with faculty).

## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

#### [X] Demonstrated

**2016 Team Assessment:** The program has appropriate human resources to support student achievement academically and professionally and to support faculty and staff development (APR, pp. 18-22). A matrix of faculty assignments demonstrates a balanced workload affording student exchanges with faculty (<https://owlspace-ccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Rice%20University%20Policy%2C%20Procedures%20and%20Criteria%20for%20Faculty%20Appointment%2C%20Promotion%20and%20Tenure.pdf> and visiting team interviews with faculty and students).

Faculty development for research funding and conference participation is supported by the school (RSA Faculty Handbook available in the team room). It is available to all faculty members through an application process. Additional faculty support is provided for equipment, software, publications, course expenses, and tenure review preparation (APR, pp. 18-21 and RSA Faculty Handbook). Funding is also provided by the institution for faculty development and research (visiting team interview at faculty meeting). In addition, faculty and staff development is supported by the Office of Learning and Professional Development (<http://training.rice.edu/Content.aspx?id=2147483807>). Services offered by this office are: professional and management development, financial management training, and curricular development assistance.

Staff and faculty development includes: training in technology and software skills through the Digital Media Commons, diversity training through the Office of Diversity and Inclusion, and one tuition-free course available to staff annually (visiting team staff interview).

John Casbarian, FAIA, is Rice's ALA and coordinates the Preceptorship Program. These dual responsibilities allow direct and regular communication with students regarding IDP requirements and internship placement. Evidence of the ALA's regular and ongoing training is provided (APR, pp. 18-21). Student support services include university-wide access to free tutoring, regular undergraduate advising through Rice's residential program, and the Office of Advising. RSA students meet twice per semester with their respective program directors for formal advising. Informal advising is also encouraged and available with all RSA faculty members (APR, p. 21, and survey at all school student meetings with visiting team).

Academic advising occurs both formally and informally at multiple points throughout matriculation. The sophomore students conference with the director of undergraduate studies and faculty prior to admittance into the B. Arch program. At the conclusion of their fourth year, students are advised upon application to

the B. Arch program. The director of external programs also meets with B. Arch students for placement in the Preceptorship Program. M. Arch students meet with faculty in their third year to determine if they should pursue a thesis or continue with a topical option studio. In addition to these more formal points of assessment, faculty members regularly provide academic and career advice to undergraduate and graduate students. Approximately 80% of the faculty acknowledged conducting academic advising, and 90% had performed career advising in the past calendar year (visiting team interview with faculty). Approximately 75% of the students confirmed being advised (visiting team survey at student meeting). RAMP also acts as a resource in career development for students. Finally, advising is supported by graduate and undergraduate coordinators, who assist the directors of graduate and undergraduate studies (visiting team interview with staff).

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

**[X] Described**

**2016 Team Assessment:** Based on evidence in the APR, Section I.2.2 Physical Resources, as well as tours through the facilities provided during the visit, the team found that the program has adequate physical resources that meet this condition.

Studios, workshops, computer laboratory facilities, and critique spaces are appropriate for the needs of students and faculty.

Currently, there is a Capital Project Request for partial renovation of the Brown Fine Arts Library to improve and expand library study areas (APR, p. 34).

**I.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

**[X] Demonstrated**

**2016 Team Assessment:** Based on evidence found in the APR, Section I.2.3: Financial Resources (APR, p. 29), and interviews with the president and provost, the RSA has a sufficient operating budget to fully support student learning and achievement. The financial resources are stable, as are student enrollments. Endowments are strategically used to enhance faculty achievement and student enrichment. The school appears to have sufficient resources to maintain its enrollments through the rather extensive scholarship and fellowship program (APR, p. 30).

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

**[X] Demonstrated**

**2016 Team Assessment:** The visiting team toured the libraries and found evidence in the APR, Section I.2.4: Information Resources (APR, pp. 31-34), that the RSA provides access to literature, information, visual/digital resources, and research assistance through the Fondren Library and the Brown Fine Arts Library. The arts/architecture librarian on site provides assistance by appointment, phone, or email (APR, p. 34, and confirmed by the visiting team), and via online research guides (<http://libguides.rice.edu/researchAZ>) and subject-specific search portals (<http://libguides.rice.edu/c.php?g=45078&p=286677>). Faculty members may request that the librarian present research approaches to their students in the classroom. The Kelley Center GIS/Data Center housed on the lower level of the Fondren Library also supports the RSA.

The Fondren Collection Development Policy is available online at <https://owlspace-ccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Fondren%20Library%20Collection%20Development%20Policy.pdf>

Currently, there is a Capital Project Request for partial renovation of the Brown Fine Arts Library to improve and expand library study areas. The renovation will bring this library up to the architectural standards of the central library in which it is housed.

**I.2.5 Administrative Structure and Governance:**

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

**[X] Described**

**2016 Team Assessment:** The RSA faculty participate in the governance of the university (APR, pp. 34-38, and [http://www.professor.rice.edu/Template\\_FacultySenate.aspx?id=4021](http://www.professor.rice.edu/Template_FacultySenate.aspx?id=4021)). In addition, faculty members are regularly appointed to Rice's Faculty Senate and other institutional committees. In a poll of the faculty, approximately 75% of the attending faculty members had served on university committees since the last accreditation visit (visiting team meeting with faculty). Further information on institutional governance is found in the Faculty Handbook ([http://fachandbook.rice.edu/University\\_Governance\\_and\\_Structure/](http://fachandbook.rice.edu/University_Governance_and_Structure/)), including a description of the university's standing committee structure. Staff who have been at the university for 2 or more years also participate in governance by joining select standing committees.

Faculty governance is through committees focusing on studio years and area concentrations. These committees periodically report to the faculty and the dean.

Documentation regarding faculty promotion and tenure procedures is available at [https://owlspace-ccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Rice%20University\\_s%20Policy%2C%20Procedures%20and%20Criteria%20for%20Faculty%20Appointment%2C%20Promotion%20and%20Tenure.pdf](https://owlspace-ccm.rice.edu/access/content/group/a9ee0333-c525-4cd2-a9f5-997401b5487c/Rice%20University_s%20Policy%2C%20Procedures%20and%20Criteria%20for%20Faculty%20Appointment%2C%20Promotion%20and%20Tenure.pdf)

The dean regularly meets with the provost and the president of the university.

Student governance occurs through ASR. ASR meets with the dean once a semester and additionally as needed. Students comment on faculty searches (student interviews during the all-school student meeting).

## CONDITIONS FOR ACCREDITATION

### PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

#### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1 Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level in the B. Arch program in student work prepared for ARCH 101: Principles of Architecture I, ARCH 302: Intermediate Problems in Architecture II, ARCH 401: Advanced Topics in Architecture I, and ARCH 620: Architectural Problems. In the team room, the team found additional evidence of student achievement at the prescribed level in the B. Arch program in two different groups of student portfolios, including: (1) senior portfolios for application to the fifth-year program, and (2) returning preceptors' portfolios.

The team also found evidence of student achievement at the prescribed level in the M. Arch program in student work prepared for ARCH 503: Core Design Studio III, ARCH 602: Architectural Problems, ARCH 620: Architectural Problems, and ARCH 703: Design Thesis.

The school's strength in meeting this criterion is evident in the depth and breadth of professional communication skills in a variety of media used throughout the exhibit of student work through drawings, diagrams, models, renderings, and publications, as well as throughout student verbal descriptions (team observation at the all-school student meeting and student leader luncheon).

This criterion is **Met with Distinction**.



- A.2      Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level in the B. Arch program in student work prepared for ARCH 101: Principles of Architecture I, ARCH 102: Principles of Architecture II, ARCH 201: Principles of Architecture III, and ARCH 202: Principles of Architecture IV.

The team also found evidence of student achievement at the prescribed level in the M. Arch program in student work prepared for ARCH 501: Core Design Studio I, ARCH 502: Core Design Studio II, ARCH 503: Core Design Studio III, and ARCH 504: Core Design Studio IV.

- A.3      Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement in both the undergraduate and graduate degree programs was found at the prescribed level in student work prepared for ARCH 401: Advanced Topics in Architecture I, ARCH 402: Advanced Topics in Architecture II, ARCH 225/525: Intro to Architectural Thinking, ARCH 346/646: History and Theory III – 1890-1968, ARCH 403: Degree Project Research Seminar, ARCH 501: Core Design Studio I, and ARCH 503: Core Design Studio III.

Work demonstrates a high level of critical thinking and diverse methods of investigating material and immaterial aspects of the built environment.

This criterion is **Met with Distinction**.

- A.4      Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level in the B. Arch program was found in student work prepared for ARCH 101, 102, 201, and 202: Principles of Architecture I through IV, ARCH 301 and 302: Intermediate Problems in Architecture I and II, and ARCH 401 and 402:

Advanced Topics in Architecture I and II. Environmental principles are foregrounded in the design projects prepared for ARCH 301: Intermediate Problems in Architecture I.

Evidence of student achievement at the prescribed level in the M. Arch program was found in student work prepared for ARCH 601: Totalization Studio, ARCH 602: Architectural Problems, ARCH 620: Architectural Problems, and ARCH 501, 502, 503, and 504: Core Design Studio I through IV. Environmental principles are actively addressed in the design projects prepared for ARCH 601: Totalization Studio.

**A.5            Ordering Systems:** *Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** The team found evidence of strong achievement at the prescribed level in the B. Arch program in ARCH 201: Principles of Architecture III. Students demonstrated the ability to analyze formal ordering systems in architectural precedents and apply site-based or tectonic ordering systems to a design project.

The team found evidence at the prescribed level in the M. Arch program in ARCH 503: Core Design Studio III.

This criterion is **Met with Distinction** for the B. Arch program only.

**A.6            Use of Precedents:** *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared in the B. Arch program for ARCH 345: History and Theory II – Pre-1890, ARCH 346: History and Theory III – 1890-1968, ARCH 352: History and Theory IV – 1968-Present; ARCH 201: Principles of Architecture III, and ARCH 402: Advanced Topics in Architecture II. Evidence of student achievement at the prescribed level was found in student work prepared in the M. Arch program for ARCH 601: Totalization Studio and ARCH 602: Architectural Problems.

At the graduate level, evidence of student achievement at the prescribed level regarding examining and comprehending the fundamental principles present in relevant precedents was found in student work prepared for ARCH 645: History and Theory II – Pre-1890, ARCH 646: History and Theory III – 1890-1968, and ARCH 652: History and Theory IV – 1968-Present. Evidence of student achievement at the prescribed level with respect to making informed choices regarding the incorporation of these principles into architecture and urban design projects was found in selected studio courses, including ARCH 502: Core Design Studio II, ARCH 503: Core Design Studio III, and ARCH 601: Totalization Studio.

**A.7**      **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level in the undergraduate curriculum was found in student work prepared for ARCH 302: Intermediate Problems in Architecture II, ARCH 345: History and Theory II – Pre-1890, ARCH 346: History and Theory III – 1890-1968, and ARCH 403: Degree Project Research Seminar, and in the graduate curriculum in ARCH 645: History and Theory II – Pre-1890, ARCH 646: History and Theory III – 1890-1968, and ARCH 652: History and Theory IV – 1968-Present.

**A.8**      **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared in the B. Arch curriculum for ARCH 345: History and Theory II – Pre-1890, ARCH 352: History and Theory IV – 1968-Present, and ARCH 601: Totalization Studio. For the graduate Option I curriculum, evidence was found in work prepared for ARCH 645: History and Theory II – Pre-1890, ARCH 652: History and Theory IV – 1968-Present, and ARCH 601: Totalization Studio. For the graduate Option II curriculum, evidence was found in work prepared for ARCH 652: History and Theory IV – 1968-Present and ARCH 601: Totalization Studio.

**Realm A. General Team Commentary:** The 2016 visiting team notes that both the B. Arch and M. Arch programs meet all the Student Performance Criteria in Realm A. In addition, the team notes two criteria in Realm A that are **Met with Distinction** in both programs—A.1: Professional Communication Skills and A.3: Investigative Skills, and one additional criterion that is **Met with Distinction** in the B. Arch program only—A.5: Ordering Systems. There is evidence of a strong culture of professional communication skills in each year of the curriculum for both programs, particularly in graphics produced for design studios, in student publications, and in student portfolios. In addition, students utilize a rich and diverse range of investigative skills to arrive at design solutions that are informed by natural and formal ordering systems. Both programs demonstrate a commitment to critical thinking and representation skills as required by this realm.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

**B.1**      **Pre-Design:** *Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared in the B. Arch program for ARCH 201: Principles of Architecture III and ARCH 202: Principles of Architecture IV, and in the M. Arch program for ARCH 602: Architectural Problems.

**B.2**      **Site Design:** *Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Not Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level in the B. Arch program was found in student work prepared for ARCH 301: Intermediate Problems in Architecture I and ARCH 602: Architectural Problems. In the graduate curriculum, the team did not find sufficient evidence of student achievement in understanding topography and watershed as represented by topographic manipulation or site-planning responses to climate considerations.

**B.3**      **Codes and Regulations:** *Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.*

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level in B. Arch and M. Arch student work prepared for ARCH 601: Totalization Studio. In addition, the team found

evidence that students are introduced to codes and regulations in ARCH 423/623: Professionalism and Management and ARCH 316/516: Technology IV - The Environment.

- B.4      Technical Documentation:** *Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found at the undergraduate level in student work prepared for ARCH 500: Preceptorship Program, ARCH 601: Totalization Studio, and ARCH 314: Technology III – The Envelope, and at the graduate level in work prepared for ARCH 514: Technology III – The Envelope and ARCH 601: Totalization Studio.

This criterion was noted by the visiting team as met in ARCH 601: Totalization Studio, where students enrolled in the RSA in both the undergraduate and graduate programs demonstrated the depth and consistency of an ability for technical documentation.

This criterion is **Met with Distinction**.

- B.5      Structural Systems:** *Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.*

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work for the B. Arch and M. Arch programs in ARCH 207/507: Technology I - The Frame, ARCH 309/509: Technology II - The Shell, and ARCH 601: Totalization Studio, and for the B. Arch program in ARCH 202: Principles of Architecture IV.

Technology courses provide students with a notable capacity to demonstrate their understanding of structural principles and their ability to select and apply structural systems. The strength of the RSA's curriculum in this area is further reflected by the integration of structural principles into ARCH 601: Totalization Studio and into numerous additional design studios, including individual thesis projects.

This criterion is **Met with Distinction** in both the B. Arch and M. Arch programs.

- B.6      Environmental Systems:** *Understanding of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.*

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found for the undergraduate curriculum in student work prepared for ARCH 314: Technology III – The Envelope and ARCH 316: Technology IV – The Environment, and for the graduate curriculum in ARCH 514: Technology III – The Envelope and ARCH 516: Technology IV – The Environment.

**B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level in B. Arch student work prepared for ARCH 314: Technology III – The Envelope, and in M. Arch student work prepared for ARCH 514: Technology III – The Envelope.

**B.8 Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level in exterior construction materials, finishes, products, components, and assemblies for the B. Arch program in ARCH 314: Technology III – The Envelope and ARCH 316: Technology IV – The Environment, and for the M. Arch program in ARCH 514: Technology III – The Envelope and ARCH 516: Technology IV – The Environment. The team found additional evidence of student achievement at the prescribed level in interior construction materials, finishes, products, components, and assemblies for both the B. Arch and M. Arch programs in ARCH 601: Totalization Studio.

**B.9 Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

B. Arch  
[X] Not Met

M. Arch  
[X] Not Met

**2016 Team Assessment:** The team found evidence of an understanding in student work products associated with mechanical, electrical, and fire protection systems in ARCH 316/516: Technology IV – The Environment and ARCH 601: Totalization Studio. However, in the material presented, the team could not find evidence of an understanding of vertical transportation, plumbing, communication, or security systems. These items were often mentioned in course syllabi, but no evidence was available for review, or the information provided was not consistent among projects.

In student work products associated with course material, the team did find extensive evidence of mechanical system considerations, including system components, load calculations, testing of alternatives, moisture protection, and fire safety design.

**B.10 Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work for the B. Arch and M. Arch programs in ARCH 207/507: Technology I – The Frame, ARCH 314/514: Technology III – The Envelope, and ARCH 601: Totalization Studio.

**Realm B. General Team Commentary:** The 2016 visiting team found that technology courses set a firm foundation for the application of the requisite knowledge in the required option studios, most notably in ARCH 601: Totalization Studio. Structural systems, in particular, are well understood and applied both technically and conceptually to design work in numerous studio courses. This contributes to the development of ordering systems that are particularly noteworthy in the B. Arch program.

**Realm C: Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

**C.1 Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met



**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level for the B. Arch program and the M. Arch program in ARCH 601: Totalization Studio.

**C.2 Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** The team found evidence of student achievement at the prescribed level for the B. Arch program and the M. Arch program in ARCH 601: Totalization Studio. The team found evidence of problem seeking and an assessment of performance through digital simulations and graphic representations.

**C.3 Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 601: Totalization Studio for both the undergraduate and graduate programs. A review of the work available in the team room displayed technical drawing skills and knowledge, site plans, envelope development, material selection, building system analysis and integration, life-safety, and the application of code analysis.

This criterion is **Met with Distinction** for both the B. Arch program and the M. Arch program.

**Realm C. General Team Commentary:** The program primarily addresses the Realm C Student Performance Criteria through ARCH 601: Totalization Studio. This studio was specifically designed to conduct research, make decisions that integrate various sets of information and technologies, and demonstrate an ability to integrate building systems into a design. In addition to technical integrative investigations, the team found evidence of conceptual underpinnings for design development decisions that added a level of design thoughtfulness to the documents reviewed by the team.

**Realm D: Professional Practice:** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

**D.1**      **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level in the undergraduate curriculum was found in student work prepared for ARCH 423: Professionalism and Management, and in the graduate curriculum for ARCH 623: Professionalism and Management.

**D.2**      **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in the undergraduate curriculum in student work prepared for ARCH 423: Professionalism and Management, and in the graduate curriculum for ARCH 623: Professionalism and Management.

**D.3**      **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in the undergraduate curriculum in student work prepared for ARCH 423: Professionalism and Management, and in the graduate curriculum for ARCH 623: Professionalism and Management.

**D.4**            **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in the undergraduate curriculum in student work prepared for ARCH 423: Professionalism and Management, and in the graduate curriculum for ARCH 623: Professionalism and Management.

**D.5**            **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

B. Arch  
[X] Met

M. Arch  
[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in the undergraduate curriculum in student work prepared for ARCH 423: Professionalism and Management, and at the graduate level for ARCH 623: Professionalism and Management.

**Realm D. General Team Commentary:** Students at the RSA benefit from ARCH 423/623: Professionalism and Management at both the undergraduate and graduate levels. The team notes that the case study assignment for ARCH 423/623 effectively contributes to the students' understanding of professional practice. Undergraduate students have the additional experience of a 9-12 month Preceptorship Program in notable firms throughout the world. This experience provides undergraduate students with a unique opportunity to address criteria from Realm D through office experience in architectural firms.

## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

### **II.2.1 Institutional Accreditation:**

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency, may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

**[X] Met**

**2016 Team Assessment:** Rice University is fully accredited by the Southern Association of Colleges and Schools ([see: http://www.sacscoc.org/details.asp?instid=59440](http://www.sacscoc.org/details.asp?instid=59440)).

**II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

**[X] Met**

**2016 Team Assessment:** B. Arch and M. Arch are titles used to refer to NAAB-accredited professional degree programs at the RSA (undergraduate program description, <http://arch.rice.edu/Undergraduate-Overview.aspx>; graduate program description, <http://arch.rice.edu/Academics/Academic-Programs/Graduate-Overview/>). The accredited programs meet the minimum number of credit hours specified in the NAAB Conditions for Accreditation (<http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>).

Present Futures, the RSA's post-graduate program, grants the Master of Arts in Architecture degree (APR pp. 45-48).

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION**

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

**[X] Met**

**2016 Team Assessment:** The visiting team reviewed the policy on admissions, discussed the admissions process with Director of Undergraduate Studies Christopher Hight and Director of Graduate Studies Gordon Wittenberg, and reviewed specific student files available in the team room.

The team notes that both the M. Arch Option I and Option II SPC course matrices indicate that students must meet all requirements. Consequently, students admitted into either of the option sequences complete all of the NAAB Student Performance Criteria.

Through a review of student files, the visiting team found evidence that the program has a systematic way of reviewing applicants to the graduate program who request advanced credit for courses taken at another institution. In the sample student files, this assessment was made by reviewing transcripts and the course descriptions or student work products provided.

## PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

### II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

**[X] Met**

**2016 Team Assessment:** The required statement is available in the exact language found in the NAAB publication on the School of Architecture website at <http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>

### II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

*The 2014 NAAB Conditions for Accreditation*

*The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

*The NAAB Procedures for Accreditation* (edition currently in effect)

**[X] Met**

**2016 Team Assessment:** The 2014 and 2009 *NAAB Conditions for Accreditation* are available on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

The *2015 NAAB Procedures for Accreditation* are available on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

### II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

**[X] Met**

**2016 Team Assessment:** The RSA has a licensing advisor (IDP Coordinator) who also administers the Preceptorship Program, organizes career development presentations by NCARB, and acts as a career development advisor to both undergraduate and graduate students (APR, p. 35, visiting team interview with John Casbarian). The Preceptorship Program, occurring between the fourth and fifth years of the B. Arch program, places students in 9-12 month paid internships at notable architecture practices while matching student goals and interests to available positions. Students submit self-assessment reports of their internship experiences as well as work samples for RSA review (APR, p. 54). The student group, RAMP, pairs interested students with practicing alumni professionals for mentoring, organizes office visits, holds discussions with visiting lecturers, and orchestrates career events. In a faculty survey conducted by the visiting team, approximately 90% of the faculty had assisted with career advising and job placement in the past 12 months, and 75% of the students confirmed that they had received career advising from faculty (visiting team survey of students).

#### II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.<sup>1</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

#### [X] Met

**2016 Team Assessment:** The narrative Interim Progress Reports are available to the public on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

The 2010 NAAB decision letter is available to the public on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

The APR is available to the public on demand at the School of Architecture office.

The 2010 VTR is available to the public on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

The program claims that it has not received any responses from the NAAB on the submitted Interim Progress Reports. Therefore, no such documents have been posted for the public.

#### II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

#### [X] Met

**2016 Team Assessment:** A link to NCARB's ARE pass rates is provided on the School of Architecture website at <http://arch.rice.edu/Academics/Academic-Programs/NAAB-Accreditation/>

#### II.4.6 Admissions and Advising:

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 outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

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<sup>1</sup> This is understood to be the APR from the previous visit, not the APR for the visit currently in process.



- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2016 Team Assessment:**

Undergraduate B. Arch Program:

- All applicants to the undergraduate program complete the university's normal admissions and financial aid process. Information regarding admissions requirements to Rice University are found at [www.rice.edu/admission](http://www.rice.edu/admission) and on the school website at <http://arch.rice.edu/Admissions/Undergraduate-Admissions/>
- The university describes the basis by which admission is granted on the website at [http://futureowls.rice.edu/futureowls/Freshman\\_Profile.asp](http://futureowls.rice.edu/futureowls/Freshman_Profile.asp)
- All decisions regarding financial aid for undergraduates are made through the Office of Financial Aid. The school's website provides a link: <http://financialaid.rice.edu/>
- The school rarely has transfer students because of its limited class/cohort size (visiting team interview with the director of undergraduate studies). Should there be a transfer student, the school has a policy of not accepting credit for past studio work, and transfer students start with the entering cohort.
- A statement regarding diversity policy for undergraduate students is found on the Diversity at Rice website ([diversity.rice.edu/archives.html](http://diversity.rice.edu/archives.html)), which displays three policy documents concerning diversity and its importance to the institution in establishing a robust learning environment. These documents are supplemented by statistics published by the Admissions Office ([http://futureowls.rice.edu/futureowls/Freshman\\_Profile.asp](http://futureowls.rice.edu/futureowls/Freshman_Profile.asp)), which display the diversity of the latest admissions cycle.

Graduate M. Arch Option I and II Programs:

- The graduate admissions requirements and application process can be found on the Graduate School website (<http://graduate.rice.edu/>) and the RSA website (<http://arch.rice.edu/gradapp/>). The RSA website includes a list of all required materials, a description of expectations for the personal statement, portfolios, letters of recommendation, policies for language requirements, and GPA/GRE requirements.
- Admissions and financial aid decisions for incoming graduate students are made through the Office of Advanced Studies and Research, with recommendations made by the RSA. The RSA website provides a link: <http://graduate.rice.edu/admissions>
- The website provides information for expectations regarding GRE, TOFEL (<http://graduate.rice.edu/qualifications?destination=node/27>), letters of recommendation, and the personal statement (<http://arch.rice.edu/gradapp/>).
- A statement regarding the diversity policy for graduate students is found on the Diversity at Rice website ([diversity.rice.edu/archives.html](http://diversity.rice.edu/archives.html)), which displays three policy documents concerning diversity and its importance to the institution in establishing a robust learning environment. The Graduate School website (<http://graduate.rice.edu/diversity>) contains a statement about diversity and links to programs and initiatives that provide financial support to disadvantaged students.

Advising:

- Academic advising activities are publically posted by the RSA in emails and on posters (confirmed by the visiting team through staff, student, and faculty interviews, and through observation).

**II.4.7 Student Financial Information:**

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**[X] Met**

**2016 Team Assessment:** The 2015 APR has a section on Financial Resources, including a budget for graduate student support in the form of tuition waivers, stipends, student recruitment money, and scholarships. Information concerning all tuition and fees required during the full course of study for completing the NAAB-accredited degree program can be found online at [http://students.rice.edu/students/Tuition\\_fees.asp](http://students.rice.edu/students/Tuition_fees.asp) (there was no mention of the cost of books and general supplies).

### **PART THREE (III): ANNUAL AND INTERIM REPORTS**

**III.1 Annual Statistical Reports:** The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB 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.

**[X] Met**

**2016 Team Assessment:** Annual Reports for each year since the 2010 visit are available to the public on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

**[X] Met**

**2016 Team Assessment:** Interim Progress Reports are available on the School of Architecture website at <http://arch.rice.edu/accreditation-documents/>

#### IV. Appendices:

##### Appendix 1. Conditions Met with Distinction

**A.1 Professional Communication Skills:** The team found evidence of student achievement at the prescribed level in the B. Arch program in student work prepared for ARCH 101: Principles of Architecture I, ARCH 302: Intermediate Problems in Architecture II, ARCH 401: Advanced Topics in Architecture I, and ARCH 620: Architectural Problems. In the team room, the team found additional evidence of student achievement at the prescribed level in the B. Arch program in two different groups of student portfolios, including: (1) senior portfolios for application to the fifth-year program, and (2) returning preceptors' portfolios.

The team also found evidence of student achievement at the prescribed level in the M. Arch program in student work prepared for ARCH 503: Core Design Studio III, ARCH 602: Architectural Problems, ARCH 620: Architectural Problems, and ARCH 703: Design Thesis.

The school's strength in meeting this criterion is evident in the depth and breadth of professional communication skills in a variety of media used throughout the exhibit of student work through drawings, diagrams, models, renderings, and publications, and throughout student verbal descriptions (team observation at the all-school student meeting and student leader luncheon).

**A.3 Investigative Skills:** Evidence of student achievement for both the undergraduate and graduate degree programs was found at the prescribed level in student work prepared for ARCH 401: Advanced Topics in Architecture I, ARCH 402: Advanced Topics in Architecture II, ARCH 225/525: Intro to Architectural Thinking, ARCH 346/646: History and Theory III – 1890-1968, ARCH 403: Degree Project Research Seminar, ARCH 501: Core Design Studio I, and ARCH 503: Core Design Studio III.

Work demonstrates a high degree of criticality and diverse methods of investigating the material and immaterial aspects of the built environment.

**A.5 Ordering Systems (B. Arch only):** The team found evidence of strong achievement at the prescribed level for the B. Arch program in ARCH 201: Principles of Architecture III. Students demonstrated the ability to analyze formal ordering systems in architectural precedents and apply site-based or tectonic ordering systems to a design project.

**B.4 Technical Documentation:** Evidence of student achievement at the prescribed level in the undergraduate program was found in student work prepared for ARCH 500: Preceptorship Program, ARCH 601: Totalization Studio, and ARCH 314: Technology III - The Envelope, and in the graduate program in ARCH 514: Technology III - The Envelope and ARCH 601: Totalization Studio.

This criterion was noted by the visiting team as met in ARCH 601: Totalization Studio, where students enrolled in the RSA in both the undergraduate and graduate programs demonstrated the depth and consistency of an ability for technical documentation.

**B.5 Structural Systems:** Evidence of student achievement at the prescribed level was found in student work in the B. Arch and M. Arch programs for ARCH 207/507: Technology I - The Frame, ARCH 309/509: Technology II - The Shell, and ARCH 601: Totalization Studio, and in the B. Arch program for ARCH 202: Principles of Architecture IV.

Technology courses provide students with a notable capacity to demonstrate their understanding of structural principles and their ability to select and apply structural systems. The strength of the RSA's

curriculum in this area is further reflected by the integration of structural principles into ARCH 601: Totalization Studio and into numerous additional design studios, including individual thesis projects.

**C.3 Integrated Design:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 601: Totalization Studio in the undergraduate and graduate programs. The work reviewed in the team room was extensive, and it clearly displayed technical drawing skills and knowledge, site plans, envelope development, material selection, building system integration, life-safety, and code analysis.



## Master of Architecture Option I Required Course Matrix

			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	C4	D1	D2	D3	D4	D5
DESIGN	ARCH 501	Core Design Studio I	x	x	x	x																							
	ARCH 502	Core Design Studio II	x				x																						
	ARCH 503	Core Design Studio III	x	x		x	x	x																					
	ARCH 504	Core Design Studio IV	x			x																							
	ARCH 601	Totalization Studio				x		x		x			x	x	x			x		x	x	x	x						
	ARCH 602	Architectural Problems	x			x					x																		
	ARCH 620	Architectural Problems	x			x																							
	ARCH 703	Design Thesis	x																										
H & T	ARCH 525	Intro to Architectural Thinking			x																								
	ARCH 645	History & Theory II - Pre-1890						x	x	x																			
	ARCH 646	History & Theory III - 1890-1968			x			x	x																				
	ARCH 652	History & Theory IV - 1968-						x	x	x																			
	ARCH 702	Pre-Thesis Prep: Design Research																											
TECHNOLOGY	ARCH 507	Technology I - The Frame													x					x									
	ARCH 509	Technology II - The Shell													x														
	ARCH 514	Technology III - The Envelope												x		x	x	x		x									
	ARCH 516	Technology IV - The Environment											x			x		x											
PR	ARCH 623	Professionalism & Management										x													x	x	x	x	x

			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	C4	D1	D2	D3	D4	D5
DESIGN	ARCH 503	Core Design Studio III	x	x		x	x	x																					
	ARCH 504	Core Design Studio IV	x			x																							



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### Appendix 3. The Visiting Team

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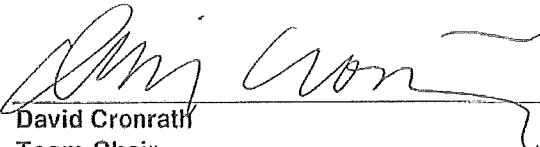
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V. Report Signatures

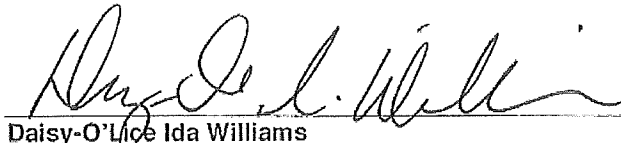
Respectfully Submitted,



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David Cronrath  
Team Chair

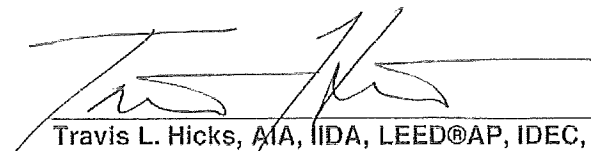
Representing the ACSA



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Daisy-O'Lea Ida Williams  
Team member

Representing the ACSA



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Don Keshika M. De Saram  
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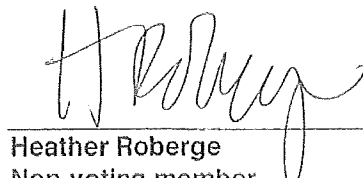
Representing the AIAS



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Ann Chaintreuil, FAIA  
Team Member

Representing the NCARB



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Heather Roberge  
Non-voting member