National Architectural Accrediting Board

Architecture Program Report (APR)
2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR must not exceed 20 MB and 150 pages, excluding appendices.
- If more than one program is applying for a term of accreditation in this APR, each program must be described separately (see template for two programs).

Institution	
Name of Academic Unit	**Rice School of Architecture**
Date of APR Submission	September 7, 2024
Degree Described in the APR **Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.* *Examples of tracks:* • *150 semester undergraduate credit hours* • *Undergraduate degree with architecture major + 60 graduate semester credit hours* • *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*	☒ Bachelor of Architecture Track: High school diploma + 192 credit hours ☒ Master of Architecture Track: M.Arch. Option 1: Bachelor's degree + 133 credit hours Track: M.Arch. Option 2: Bachelor's degree + 95 credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Director/Administrator *Name, Title, Email*	Igor Marjanović, Dean im@rice.edu
Dean *Name, Title, Email*	Igor Marjanović, Dean im@rice.edu
Provost/Chief Academic Officer *Name, Title, Email*	Amy Dittmar, Provost amy.dittmar@rice.edu
President of the Institution *Name, Title, Email*	Reginald DesRoches, President reginald.desroches@rice.edu
Individual Submitting the APR *Name, Title, Email*	John J. Casbarian, Director of External Programs jjc@rice.edu
Individual to Whom Questions Should Be Directed *Name, Title, Email*	John J. Casbarian, Director of External Programs jjc@rice.edu

INTRODUCTION

(limit 5 pages)

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

M.Arch.

2016 VTR Quote:
"B.2 Site Design (M.Arch only) 2016 Visiting 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."

In response not only to this deficiency but to the flooding concerns in Houston, particularly after Hurricane Harvey in 2017, watershed and topographic issues have been foregrounded in the site planning phases of ARCH 504, a required housing/urban studio for all M.Arch. students, regardless of their placement in Option 1 or Option 2.

B.Arch and M.Arch

2016 VTR Quote
B.9 Building Service Systems (B.Arch and M.Arch) 2016 Visiting Team Assessment: The team found evidence of an understanding in student work products associated with mechanical, electrical, and fire protections 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 mention 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."

Syllabi for comprehensive studios (ARCH 301, ARCH 302, ARCH 503, ARCH 504) now require that vertical transportation, plumbing and other MEP considerations, communication, and security and egress issues be addressed. Experts lecture on these topics and help students incorporate them in their individual projects. Specific diagrams are now included in the comprehensive studio drawing template to clearly convey design intentions.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:

The 2020 conditions require that the Rice School of Architecture continue to evolve clear systems for regular evaluation and self-assessment of all program aspects. We have several initiatives underway that relate to the "Shared Values of the Discipline and Profession," focusing on disciplinary ethics, environmental stewardship, and diversity/equity/inclusion—issues especially relevant to Houston's unique human diversity and ecological complexity. Through collaboration with faculty, students, and

staff, we will continue to assess the impact of these initiatives and use them shape our long-term program goals (see PC.8 below).

Program Criteria (PC)

PC.1 Career Paths—We assess our professional practice courses and public programs (e.g., lectures and workshops) to ensure students are exposed to diverse career paths. Our career development staff cultivate alumni events for professional exchanges and, with faculty, advise students on internship opportunities. The undergraduate Preceptorship Program is assessed annually to ensure the inclusion of diverse professional practices, and we continue to cultivate summer internship opportunities for graduate students. We are developing assessments to identify and expand career opportunities within the graduate and undergraduate programs.

PC.2 Design—We assess our core design studios to ensure they present a clear method of analysis and synthesis that will help students incrementally develop design skills—from foundational approaches to complex building and site considerations. Our studios continue to span multiple scales—from architectural to urban, local to global—while developing mechanisms to assess students' ability to consider multiple factors in their design decisions.PC.3 Ecological Literacy and Responsibility—We assess our core technology coursework to ensure that contemporary issues of ecology and climate change are addressed in a professional context. Specific moments in the core studio sequence focus on urban design, building performance, and community engagement in Houston. We are reassessing our community engagement programs to address specific environmental issues and will continue to collaborate with university faculty from the sciences, engineering, and social sciences.

PC.4 History and Theory—We assess our core history and theory coursework to ensure exposure to diverse social, cultural, and economic histories and theories of architecture and urbanism. We ensure that studio and elective coursework continues to complement and expand this diversity.

PC.5 Research and Innovation—We assess our core and advanced option studios to ensure that students develop the technical skills and knowledge they need to analyze today's dynamic architecture and urbanism. ARCH 601 engages students with practitioners and engineers working with advanced building technologies. We will strengthen opportunities for advanced students to participate in faculty research.

PC.6 Leadership and Collaboration—Collaboration and leadership are integral to our program. We assess and expand mentorship opportunities through our career office and Rice Architecture Mentorship. Team-based learning occurs at multiple points in the core design studios, providing engagement opportunities with community groups. Extracurricular discussions and workshops provide insights into contemporary architectural practice.

PC.7 Learning and Teaching Culture—We continually build on our collective culture as a small school with overlapping degree programs by integrating design, history, and technology. We collaborate with campus resources to maintain a healthy learning environment, mentor junior faculty to ensure teaching excellence, solicit student evaluations each semester, and promote a culture of communication and respect among students, faculty, and staff by providing regular opportunities for feedback.

PC.8 Social Equity and Inclusion—With the support of the university, we are enhancing our recruitment of a diverse faculty and student body, while also strengthening initiatives in diversity, equity, and inclusion. Clear goals are set for academic and extracurricular elements that build understanding of diverse cultural and social contexts. We support faculty and student initiatives and develop and continually assess programs that engage Houston communities, including K-12 outreach to prepare students for college and the architectural profession.

Student Performance Criteria (SPC)

SPC.1 Health, Safety, and Welfare in the Built Environment—We continue to evaluate how our courses address health, safety, and welfare across various curricular contexts and scales—from urban environmental resiliency and transportation to material research, building code provisions, and broader issues like affordable housing and care work. Our public programming integrates these themes and fosters sustained conversation among students and faculty. Additionally, we are renovating our building to enhance accessibility, including the addition of a second ADA ramp.

SPC.2 Professional Practice—Graduate and undergraduate directors collaborate with faculty to ensure that ARCH 423/623 meets the 2020 conditions. We routinely evaluate our extracurricular professional programs, such as Mentorship, to ensure they complement required courses. In the undergraduate professional degree program, we are creating opportunities for feedback and knowledge transfer from the professional world, particularly through our Preceptorship Program. We are also assessing the potential for meaningful externships in the graduate program.

SPC.3 Regulatory Context—We regularly review all required program courses, including advanced design studios, professional practice, and technology courses, to ensure a comprehensive understanding of regulatory frameworks. We are expanding opportunities for students to engage with actual construction projects in Houston and are exploring stronger collaborations with other Rice entities, such as the George R. Brown School of Engineering, the Disability Resource Center, and the Department of Facilities and Capital Planning.

SPC.4 Technical Knowledge—We are exploring ways to strengthen collaborations and curricular integration between design studios and required technology courses. We have shifted building construction and technology from the advanced studio ARCH 601 (ARCH 620 fall semester Paris, formerly called Totalization) to ARCH 302 (undergraduate) and ARCH 504 (graduate), which are now called Comprehension.

SPC.5 Design Synthesis—Our program emphasizes architecture as a synthetic discipline that unites various modes of design thinking. We continually assess our design pedagogy to ensure that students advance incrementally from fundamental design requirements to more complex sites and building assemblies. Our advanced core studios undergo regular evaluations to ensure that students consistently engage with multiple factors in their design decisions.

SPC.6 Building Integration—We cover building integration in our design studios, technology courses, and workshops. We support strong building integration in select core studios by including experts from the school and private practice. We assess technology courses and strengthen connections between building performance, materials research, and design. We periodically review required workshops and seminars on life safety, regulatory mandates, and environmental control systems to ensure they reflect current standards. Undergraduate students in the professional degree program are exposed to building integration during their one-year Preceptorship Program. We also continue to develop Rice Architecture Construct, our design-build program, as an additional outlet for students to experience building integration from design to construction.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
Program must specify their delivery format (virtual/on-campus).

Program Response:
Rice University, located on a 300-acre, tree-lined campus in Houston, Texas, is a highly selective private institution consistently ranked among the nation's top 20 universities. In fiscal year 2023, the university invested $187,323,000 in research, reflecting its strong commitment to advancing knowledge. With 655 full-time faculty members, Rice offers its 4,502 undergraduates and 3,909 graduate students a highly personalized education, supported by a 6-to-1 undergraduate student-to-faculty ratio.

The university's vibrant residential college system fosters intellectual, emotional, and cultural growth through social events, intramural sports, student-run theater productions, lecture series, courses, and student government. This close-knit, diverse community emphasizes individualized mentoring and the formation of lifelong friendships, contributing to Rice's high rankings for "best quality of life" and "best value" among private universities.

Founded on September 23, 1912, with 77 students and a dozen professors, Rice has grown while maintaining its commitment to high academic standards, selectivity, and affordability. The university's mission and vision, articulated in the 2025 strategic plan *Momentous*, underscore a commitment to make Rice the world's premier teaching and research university, delivering personalized education and driving transformative discovery. Rice's alumni include Nobel laureates, Pulitzer Prize and Academy Award winners, and leaders across multiple sectors, including local government.

Rice is deeply connected to Houston, the nation's fourth-largest and most diverse city, where 44 percent of the population is Hispanic, 23 percent European American, 22 percent Black or African American, and 6 percent Asian or other. With more than 90 languages spoken and 94 countries represented, Houston provides a rich, cosmopolitan environment that is mirrored in Rice's diverse student body. For the incoming class of 2024, 37.5 percent of students are from Texas, and 72.5 percent come from other states or abroad, representing 118 countries.

Against this institutional and urban backdrop, the Rice School of Architecture has been an integral part of the university since its founding in 1912. As a single-department school focused on the disciplinary agency of architecture, the Rice Architecture leverages the university's intellectual breadth and Houston's cultural diversity to offer a highly personalized professional education. The school offers a unique six-year bachelor of architecture degree, which includes a full year of required internship through our Preceptorship Program, and a master of architecture degree. With a student body of approximately 140 undergraduates and 50 graduate students, the school maintains small class sizes, typically with 8–10 students per faculty member, fostering close interaction and mentorship.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also, describe how the program, as a unit, develops

multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Our school benefits greatly from its position within a top-tier research university, leveraging interdisciplinary collaborations to advance scholarship and practice. Our faculty play a key role in the university's environmental initiatives; participate in cross-listed courses across the humanities, social sciences, business, and engineering; and collaborate with the Moody Center for the Arts. They were also instrumental in establishing the Rice Center for Environmental Studies and the Rice Sustainability Institute, which support campus-wide interdisciplinary research.

Dean and Professor Igor Marjanović has contributed to the university's housing advisory committee, while Associate Professor Jesús Vassallo and Professors Albert Pope and Gordon Wittenberg (retired) have engaged in projects with the Kinder Institute for Urban Research. Assistant Professor Juan José Castellón's work with the George R. Brown School of Engineering and the Shepherd School of Music led to innovative, site-specific installations, such as the Building Ecologies installation at Houston POST.

Associate Professor Reto Geiser has served on dissertation committees in art history, fostering connections with the School of Humanities. He also serves on the Rice Global Engagement Faculty Advisory Committee and co-organized a symposium on architectural translation with Professor Richard Anderson from the University of Edinburgh. The university's Office of Research further supports our interdisciplinary initiatives, providing funding for Wortham Fellow Tania Tovar Torres's *Altered Origins* (2024) and Assistant Professor Maggie Tsang's *Garden Ecologies* (2023). Dean Marjanović has also organized gallery talks and panel discussions on public art at the Moody Center for the Arts, including the upcoming *Monuments* symposium (2024).

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

We believe that learning is best achieved through direct engagement with the world, both locally and globally, academically and professionally. Our professional programs incorporate field trips in Houston, to the larger Gulf Coast region, and beyond, with studio travel embedded in both undergraduate and graduate sequences. Global Workshops, launched in 2024, offer summer travel to destinations like Barcelona, Mexico City, and Singapore, and travel-based research fellowships are available for nearly all students in the junior year of the B.Arch. program or the second year of the M.Arch. program. The Rice School of Architecture Paris, over its 24-year history, has conducted more than 150 study trips to cities in France, Europe, and Morocco, including visits to construction sites and professional offices.

The Preceptorship Program requires all B.Arch. students to spend a year in professional practice at an elite firm. Students also benefit from regular interactions with practicing architects and attend training sessions, such as NCARB orientations. Our alumni, many of whom hold leadership positions in professional organizations (e.g., AIA Houston, AIA New York, the Texas Society of Architects), frequently return to campus for mentorship opportunities organized by Rice Architecture Mentorship, including mixers, firm crawls, and one-on-one mentorship meetings.

Rice University's residential college system, leadership and externship programs, and strong ties to Houston offer additional opportunities. Our students participate in civic and community work through initiatives like Rice Architecture Construct (formerly Rice Building Workshop), which partners with Houston-area nonprofits such as Project Row Houses, Avenue CDC, Workshop Houston, the Menil Collection, Hermann Park Conservancy, and Hope Farms. Students have also interned in the mayor's

office and with Central Houston, an organization dedicated to the "sustainable revitalization of downtown Houston." The Rice Architecture Society connects with local elementary and high schools through the Recess program, introducing young students to architecture. Our students also engage globally through projects like Every Shelter's Emergency Floor initiative.

For more examples of students' extracurricular work, see **PC.6 Leadership and Collaboration**.

Summary Statement of 1—Context and Mission

This paragraph will be included in the Visiting Team Report; limit 250 words.

Program Response:

Developed during the 2023–24 academic year through a series of faculty meetings, retreats, and discussions—and as a complement to our 2025 strategic plan, *Rice in the World*—our mission/vision statement reflects both the discursive nature of our school and our ambition to be an agent in a rapidly changing world:

> *"The Rice School of Architecture is an international center of design research, experimentation, and debate that engages and reconstructs our world in the most imaginative and holistic ways. We educate the next generation of architects to stand at the forefront of our discipline and to embody the dual role of public intellectual and agile practitioner as they design for a world in flux."*

Our program fulfills this mission by emphasizing the simultaneous importance of verbal and visual communication, ensuring that students possess the tools they need to engage in practice and in the world around them. The school's unique size of around 190 students allows us to operate like a think tank, where students are encouraged to think *and* do. Because our graduates become leaders in the field—as practitioners, faculty, politicians, editors, curators, and entrepreneurs—we emphasize individual research, initiative, and acumen.

2—Shared Values of the Discipline and Profession

- The program must report on how it responds to the following values, all of which affect the education and development of architects.
- The response to each value must also identify how the program will continue to address these values as part of its long-range planning.
- These values are foundational, not exhaustive.

Program Response:

Our 2025 strategic plan, *Rice in the World*, was developed as a complement to the **Shared Values of the Discipline and Profession**, each value highlighting one of the school's principles. As global issues intersect and disciplinary boundaries evolve, the comprehensive approach that architecture offers becomes increasingly vital. The Rice School of Architecture embraces a diverse range of methodologies and scales, from objects and buildings to cities and communities, ensuring a deep exploration of subjects, their components, and potential futures. These ambitions inform the school's strategic priorities—research, outreach, and community—the pillars of our strategic plan. Through **Research**, we establish new platforms for scholarly experimentation and dissemination, integrated into both undergraduate and graduate curricula, as well as external initiatives. **Outreach** connects us locally and globally, embedding pressing global concerns into our pedagogical and scholarly projects and shaping the school's collective stance on the environment. For our **Community**, we cultivate a culture of care, connection, and mentorship within the school and beyond, extending to alumni, friends, and supporters.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Architectural design, the foundation of the Rice Architecture curriculum, is an amalgam of skills, knowledge, and intense social interaction—qualities that are particularly pertinent to our intimately sized school, where personalized interactions, conversations, and debates occur daily. Our approach to design is guided by our mission to educate architects as both public intellectuals and agile practitioners. We thus strive to equip students with a broad spectrum of design skills and knowledge: visual, textual, oral, technical, tactile, and behavioral.

Graphic and representational skills, particularly in digital media, are foundational to our pedagogy. Research and critical thinking, two crucial components of the curriculum, are cultivated in studios and other courses. Design skills are continually refined through tutorials, reviews, juries, and presentations in studios, and all courses consider the role of design in history and technology. Verbal and writing skills are honed throughout the program, while collaboration and an understanding of human behavior and diversity are fostered in studio settings, seminars, and informal discussions. Programming and research are key components of the design process in all studios, interdisciplinarity is encouraged throughout the program, and environmental sustainability and its impact on human well-being are central concerns.

Precedents, from the historic to the vernacular, are integral to both our undergraduate and graduate studios, providing a comparative basis for judgment and learning. Non-Western traditions are also examined in this context. Ecology and sustainability, as well as technology, structure, building service systems, and construction methods, are explored conceptually and through detailed investigations. Studio culture integrates digital simulation software to explore materials, methods, and structures, with additional support from materials labs and actual construction projects through Construct and other design-build electives. Integrated design studios (Comprehension, formerly called Totalization; i.e., **ARCH 302: Comprehension II—ASSEMBLY** and **ARCH 504: Core Design Studio II—URBAN COMPLEX**) delve into construction practice, while studios and professional practice courses address codes, regulations, legal responsibilities, and professional ethics.

Real-world challenges are tackled in most studios. Students also engage with global concerns through funded international travel studios and Global Workshops, as well as the Rice School of Architecture Paris.

Public lectures, colloquia, symposia, and workshops engage the school community in ongoing dialogues about important issues facing the discipline and profession, while also introducing students to diverse career paths.

Our small faculty-to-student ratio permits frequent assessment of student competencies through direct interactions in studios and classrooms. Undergraduate portfolios are formally assessed at the end of the sophomore and senior years, with the latter also being an application requirement for the B.Arch. program. Option 1 graduate students are assessed at the end of their first year, and the thesis proposal constitutes another form of assessment.

The design studio sequence at both the undergraduate and graduate levels focuses on interconnected issues critical to the profession. These are periodically evaluated in faculty retreats and aligned with our strategic priorities of research and global outreach. The studios navigate between the scale of the building, the city, and the planet, fostering both directed research (**ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS** or **ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS**) and self-directed research, culminating in the Senior Watkin Sequence (**ARCH 403: Degree Project Seminar** and **ARCH 402: Advanced Topics II—TERRITORY**) and graduate thesis (**ARCH 701: Thesis Proposal** and **ARCH 730: Thesis Written Document**).

The new studio sequence, implemented in 2023–24, reflects our continuous commitment to advancing design education and preparing students to lead in an evolving architectural landscape.

At the undergraduate level, the sequence of studio themes is as follows:

ARCH 101: Principles of Architecture I—SPACE
ARCH 102: Principles of Architecture II—SYSTEMS
ARCH 201: Principles of Architecture III—CONTEXT
ARCH 202: Principles of Architecture IV—URBANITY
ARCH 301: Comprehension I—STRUCTURE
ARCH 302: Comprehension II—ASSEMBLY
ARCH 401: Advanced Topics I—ENVIRONMENT
ARCH 402: Advanced Topics II—TERRITORY
ARCH 500: Preceptorship Program
ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS
or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS

At the graduate level, the thematic sequence is:

ARCH 501: Core Design Studio I—DESIGN CULTURE
ARCH 502: Core Design Studio II—CONTEXT
ARCH 503: Comprehension I—ASSEMBLY
ARCH 504: Comprehension II—URBAN COMPLEX
ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS
or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS
ARCH 701: Thesis Proposal
ARCH 730: Thesis Written Document

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

Rice University's setting in a subtropical climate that is particularly vulnerable to the global effects of climate change makes it impossible for us to ignore the impact of the environment on design. We thus prioritize environmental awareness as a fundamental aspect of design responsibility. This commitment is evident across the curriculum, with environmental considerations embedded in seminars (e.g., Construct courses) and advanced studios (e.g., on timber construction and high-density housing strategies). These course equip students with the tools to integrate sustainable practices into their designs with sophistication.

Environmental responsibility is also a key component of our required courses, including the technology sequence, integrated design studios, and the history and theory lecture sequence. University resources such as the Center for Environmental Studies (cofounded by the Schools of Architecture and Humanities) and the newly formed Rice Sustainability Institute further support our students and faculty in pursuing these goals. Many of our students also opt to minor in environmental studies, enhancing their understanding of the relationship between architecture and the environment.

At the undergraduate level, **ARCH 401: Advanced Topics I—ENVIRONMENT** focuses on environmental issues related to littoral urbanism, while the graduate studio **ARCH 503: Comprehension I—ASSEMBLY** explores similar themes. Our faculty's research and teaching also emphasize environmental issues, with notable contributions from Assistant Professor Maggie Tsang on landscape and the environment, Associate Professor Jesús Vassallo on mass timber, and Professor Albert Pope on flood mitigation in Houston. Their work has garnered significant recognition, including grants from the National Science Foundation, Mellon Foundation, and Graham Foundation; awards such as the Forge Prize and Seoul Biennale Prize; and exhibitions at POST Houston and the Venice Biennale.

We continually assess and refine our curriculum to ensure that our commitment to environmental stewardship and professional responsibility remains at the forefront of our educational mission, preparing our students to lead ethically and effectively in addressing the challenges of the built environment

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

We believe that intellectual excellence thrives on diversity in thought, representation, and experience—key foundations for a just and inclusive profession and society. Recognizing that limited awareness of architecture is a significant barrier to diversity within the profession, we have launched efforts like the Rice Architecture Summer Immersion program to introduce underrepresented middle and high school students to the discipline. Now in its third year, the program has successfully attracted applicants to our B.Arch. program.

Our student organization, Society, leads the Recess program, which connects with local K-12 schools through student-run workshops, lectures, and field trips. We have also expanded our recruitment efforts to reach a broader, more diverse population. In 2022, we appointed a director of inclusion and strategic initiatives, a role now expanded to director of administration, to ensure these values are embedded in all we do.

Two newly established student groups—a student chapter of the National Organization of Minority Architects (NOMAS) and the Anti-Racism Collective (ARC)—have contributed to our vibrant, inclusive culture by fostering open discussions and producing resources that engage issues of racism and

diversity in architecture. (Examples of ARC's student-produced newsletter are available on our website.)

To expand exposure to architecture, we offer introductory electives to students in other majors and encourage participation in courses like **ARCH 225/525: Introduction to Architectural Thinking** and **ARCH 305: Architecture for Non-Architects**.

With incoming cohorts of 24 first-year undergraduates and 24 graduate students, our program's small size and low attrition rate limit the admission of transfer students at an advanced level. For undergraduates, an option is available for those who choose, after their second year, not to complete the professional degree program. By taking a few additional courses, they can pursue a B.A. in Architectural Studies instead.

Our undergraduate curriculum balances a broad liberal arts education with focused professional study. All students take a course in diversity and inclusion as part of the university's new Analyzing Diversity requirement. The school participates in this initiative by offering courses in the history and theory of architecture, covering a range of case studies and world cultures to help students develop a sense of personal value, responsibility, and critical thinking. Our Preceptorship Program requires B.Arch. students to complete a 9-to-12-month internship that provides real-world experience in diverse professional settings. This is a vital part of our commitment to preparing students for the multifaceted role of architects in society today.

The graduate program fosters a similar set of societal and professional values. By encouraging exploration, diversity, and risk-taking among faculty and students, the program promotes ongoing debate about the roles of architectural design and designers. By siting projects in Houston and other major world cities, we promote awareness of the imbrication of the local and the global. We are exploring the possibility of a pilot preceptorship program for graduate students in the Option 1 program after their first year.

Our studio culture is described in our student handbook and reinforced by faculty-led discussions at the start of each studio and by director-led discussions during undergraduate and graduate orientation sessions. Additionally, the handbook includes sections on student conduct, Rice's honor code, academic responsibility, shop guidelines and safety, emergency information, grading, attendance (including information about religious observances), disability services, health and counseling services, and policies regarding smoking, alcohol, and Title IX. The handbook is revised annually based on input from student officers in Society (the student organization), staff, and the directors of undergraduate and graduate studies.

The university's Office of Academic Advising offers academic support and resources, while our dedicated directors of undergraduate and graduate studies provide personalized advising throughout each student's journey.

We regularly assess and refine our approach to equity, diversity, and inclusion through annual faculty retreats and curriculum reviews, ensuring our commitment remains dynamic and impactful.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

At Rice Architecture, we share our university's commitment to "generating significant positive potential for society by championing the spirit of inquiry, imagination, and individual action" (Our Values). Core to this mission is the dissemination and advancement of knowledge and innovation.

Our students actively engage in knowledge creation through research projects with faculty, who are often practicing architects. With our new Global Workshops, such collaborations extend beyond the classroom, providing real-world research experience. Our lecture series and workshops connect students and faculty with leading voices in architecture and technology, fostering a dynamic exchange of ideas and advancing innovative thinking.

Our redesigned studio sequence emphasizes research throughout and culminates in advanced research platforms and thesis projects—**ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS** (or **ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS**), **ARCH 701: Thesis Proposal** and **730: Thesis Written Document**—where students explore architectural challenges across scales and contexts.

We also offer unique opportunities such as Wortham Fellowships and visiting professorships, which bring in emerging and established professionals to engage with our community (recent examples include Charles Renfro, Lap Chi Kwong and Alison Von Glinow, Ünal Karamuk and Jeannette Kuo, Anne Lui, and William Williams). Cannady Hall, our new research facility, features a state-of-the-art fabrication shop where students and faculty can create full-scale mockups, fostering hands-on innovation and collaborative research.

Research funding is supported through initiatives like the Creative Ventures Fund, Scholarly and Creative Works Subvention Fund, and the Dean's Research Fund. Junior tenure-track faculty are granted a paid sabbatical to help them prepare their credentials for promotion and tenure.

These resources, by fostering inquiry and creativity, ensure that our faculty and students have the necessary supports to advance the discipline.

Current Research (2024–2025)

- Georgina Baronian: House in a Valley (residential project in the foothills of Idaho); Paper Roof (summer pavilion at Ohio State University)
- Shantel Blakely: book project *Appartamento Aperto*: *At Home with Marco Zanuso*, under contract with MIT Press
- Juan José Castellón: *Building Ecologies* (full-scale prototype of "Collective Urban Infrastructure" project); Material Eco-systems (exhibition and symposium at Venice Biennale)
- Scott Colman: *Following Colin Rowe* (book project)
- Andrew Colopy: publication on Construct's accessory dwelling units
- Nathan Friedman: Trash Traps: Nets, Booms, and Vacuums on Buffalo Bayou and the Houston Ship Channel
- Reto Geiser: *Arquitectonica in Houston* (critical monograph)
- Carlos Jiménez: *Dibujando, Construyendo, Escribiendo / Drawing, Building, Writing* (book project under contract with ARQUINE)
- Igor Marjanović: *Red Spaces: Pedagogy and Ideology, 1945–1990* (book project under contract with Leuven University Press)
- Albert Pope: Strengthening American Infrastructure (NSF grant)
- Troy Schaum: *Blanking* (book project on contemporary practices of representation in form-making in the megalopolitan city, under contract with Park Books)
- Tania Tovar Torres: *Projections* (exhibition of the invisible, distant, and out-of-focus)
- Maggie Tsang: *Garden Ecologies* (book project under development)
- Brittany Utting: *Climate Manifest: A Political Geology of Architecture* (book project)
- Brittany Utting: *The Sixth Sphere* (exhibition to interrogate the spatial, environmental, and material expressions of the technosphere)
- Jesús Vassallo: book project on the pre- and postmodern architecture of Guadalajara, Mexico

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

Before students can lead, they must first be able to communicate. One of our school's greatest assets is our uniquely small size, which fosters a close-knit, collaborative environment in which students are empowered to develop their own voice and articulate their own unique perspectives.

Leadership skills are developed through frequent presentations, group pinups, and seminars, where students engage in peer review, refine their ideas, lead discussions, and present their own research.

Collaboration is woven into the fabric of the program, beginning with early studios where students work together on site models and precedent studies, then progressing to advanced studios where final projects are often completed in pairs. Some studios, like Professor Albert Pope's **ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS**, involve entire classes working as a team, with each student contributing to a larger, collective project. In seminars, collaboration takes the form of discussions that encourage all students to participate, advancing one another's ideas.

Our students are also deeply engaged with the community. Through the Construct program, they have designed and built accessory dwelling units (ADUs) for low-income communities in Houston, offering tangible benefits to those in need. The student organization Society created the Recess program, which involves workshops, school visits, and other activities to raise awareness of architecture among underrepresented K-12 students. Society's work organizing design competitions for campus interventions has led to interdisciplinary collaboration and several built projects.

Extracurricular opportunities further enhance leadership and collaboration. Society acts as a liaison between students, faculty, and administration, organizing a range of events from the annual Archi-Arts party to Rice Architecture Mentorship, which facilitates externships and site visits and brings speakers to campus. The student-run journal *PLAT* publishes two issues per year, featuring contributions from global scholars and designers. These initiatives, while supported by the school, are student-driven, with students managing budgets and fundraising efforts.

Our policy is to "seed" student-led initiatives and then offer guidance to ensure students can balance their extracurricular pursuits with their academic responsibilities. In this way we foster leadership, collaboration, and community engagement in both academic and professional contexts.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

We view architecture as a constantly evolving field that reflects and responds to a world in flux. This belief underpins our commitment to lifelong learning, which we cultivate not only in our students and alumni but in our faculty.

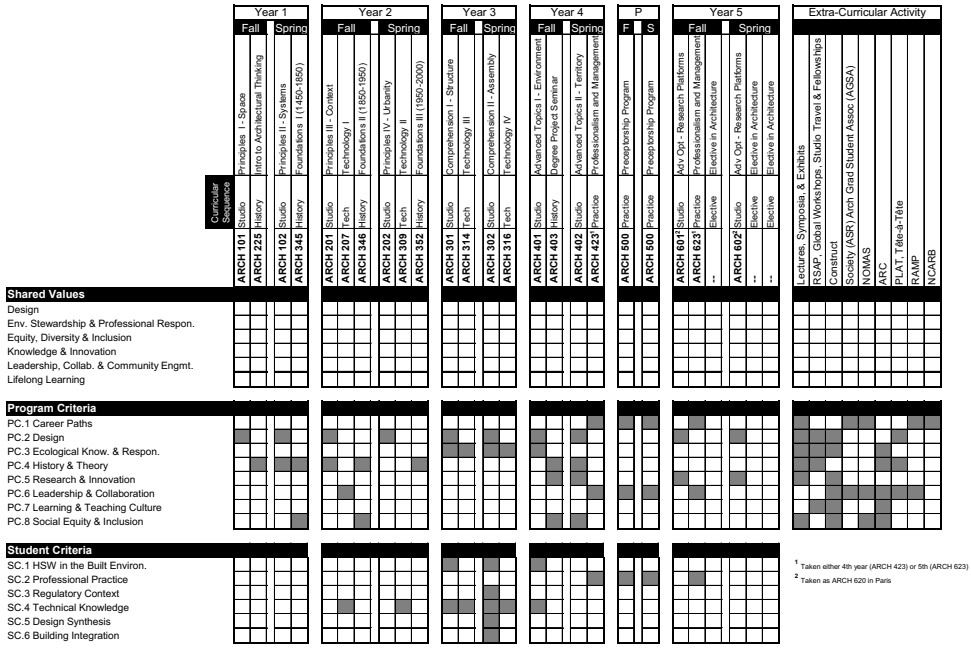
Full-time faculty are expected to stay current with the changing demands of the discipline, and licensed faculty are required to achieve a specific number of learning units annually to maintain their licenses. They do so through research, practice, and scholarly dissemination, supported by resources such as junior sabbaticals and our newly established Architecture Research Fellowships, which provide $30,000 for the completion of major research. To promote ongoing scholarly work, the Office of the Dean annually solicits research proposals from all faculty. Faculty use these funds to attend conferences and other scholarly events, to advance research, and to hire students as research assistants during the summer months. Finally, our comprehensive studios benefit from a budget that allows for the inclusion of outside consultants, ensuring that both faculty and students are exposed to the latest developments in the field.

Our public programs, lecture series, and collaborative projects serve a dual purpose: advancing faculty knowledge and offering lifelong learning opportunities to the broader Rice Architecture community. This integrated approach ensures that lifelong learning remains a shared responsibility, deeply embedded in both our academic and professional practices.

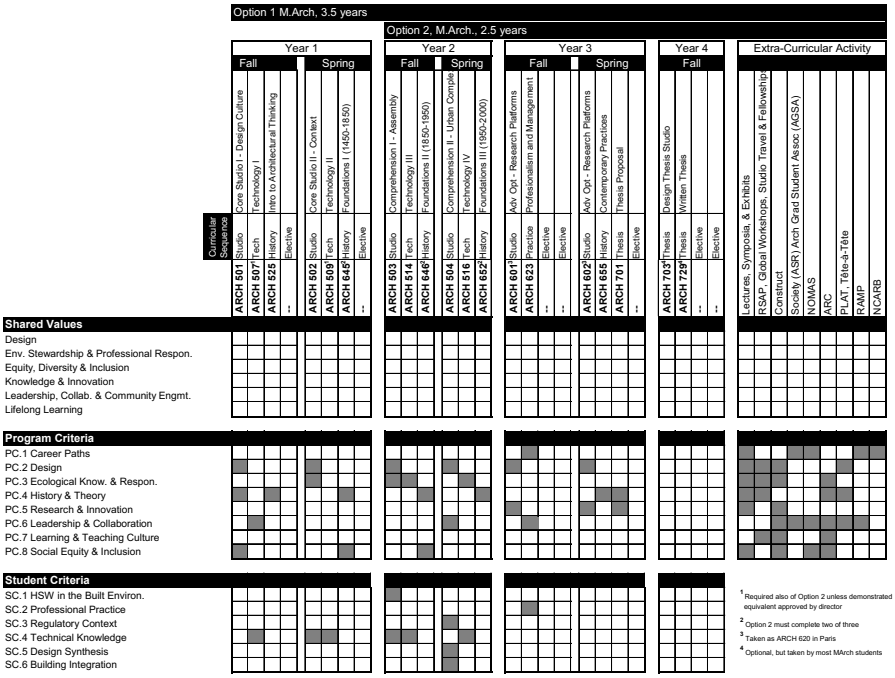
3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

B.ARCH. PROGRAM AND STUDENT CRITERIA MATRIX



M.ARCH. PROGRAM AND STUDENT CRITERIA MATRIX



3.1 Program Criteria (PC)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Narrative:

We have identified the following courses as key assessment points for PC.1:

B.Arch.

ARCH 423: Professionalism and Management in Architectural Practice
ARCH 500: Preceptorship Program

M.Arch.

ARCH 623: Professionalism and Management in Architectural Practice

Program Approach

At the Rice School of Architecture, we ensure students develop a comprehensive understanding of the pathways to becoming licensed architects and the diverse career opportunities available in the field. This knowledge is primarily delivered through our professionalism course, **ARCH 423/623: Professionalism and Management in Architectural Practice**, and the unique **ARCH 500: Preceptorship Program**. These are further enriched by a vibrant culture of learning among our faculty, who are active scholar-practitioners in architecture and related disciplines such as graphic design, landscape architecture, and urban design.

Course Descriptions

ARCH 423/623: Professionalism and Management in Architectural Practice (Senior Lecturer Alan Fleishacker), taken by all students, provides comprehensive coverage of the architectural project process. Students engage directly with practicing architects, engineers, and constructors, gaining practical insights into the profession's multifaceted nature. The course explores the challenges, standards, expectations, and demands that apply to a design professional. Students learn how to start, organize, and manage a professional firm and protect it from preventable risks. They study how a project becomes a reality, beginning with marketing and sales efforts, writing and negotiating contracts, turning a design idea into reality, and handling claims.

ARCH 500: Preceptorship Program. Established in 1967, our unique Preceptorship Program integrates substantive internship experience within the B.Arch. curriculum, placing students in leading architecture firms for 9–12 months. The program exposes students in the year following their B.A. graduation to the full breadth of professional practice, offering invaluable real-world experience that informs their academic and professional trajectories. Participating offices are selected by the school from among leading international firms and are appointed for renewable two-year terms. Recent participants have included Johnston Marklee and ZGF in Los Angeles; DS+R, SHoP, Ennead, Thomas Phifer, Henning Larsen, and Rogers Partners in New York; Olson Kundig in Seattle; Kieran Timberlake in Philadelphia; Renzo Piano Workshop in Paris and Genoa; and PLP and KPF in London. Preceptees are paid normal firm wages and are required to submit two analytical reports each semester on their experience. Upon their return to Rice for their fifth and final academic year of study, they present a portfolio of work produced during the preceptorship. The school receives

substantial exposure through this program, which benefits all of our students, many of whom receive internship and job opportunities that extend beyond their preceptorship year.

Extracurricular Offerings
The school also provides extensive opportunities for professional development beyond the classroom, including a robust lecture and symposia series featuring global practitioners; student organizations such as the Rice Architecture Mentorship Program (RAMP), National Organization of Minority Architecture Students (NOMAS), and Anti-Racism Collective (ARC); and personalized guidance from the school's architect licensing advisor. Professional development advice is also available from our student services staff and the Rice Center for Career Development.

Symposia invite students to consider urban, landscape, and graphic practices—recent examples include ReWriting Urban Design, Houston Rezoned—TIRZ and the City, and Garden Ecologies. Recent lecturers and symposia participants include Ambrish Arora of Studio Lotus in Delhi; Takahiro Kume and Wtanya Chanvitan of Bangkok Tokyo Architecture in Thailand; Amale Andraos of WORKac in New York; Giancarlo Mazzanti of El Equipo Mazzanti in Bogotá; Tiantian Xu of DnA_Design and Architecture in Beijing; Fabrizio Barozzi of Barozzi Veiga in Barcelona; Chris Leong of Leong Leong in New York, and Swiss graphic designer Dafi Kühne. Students have opportunities to engage with lecturers during Broch 'n' Talks, conversations that are limited to students.

Student organizations also play a critical role in professional development. RAMP connects students with a global network of Rice Architecture alumni and other professionals through networking events, office and site visits, and externships to foster mutually beneficial relationships. NOMAS empowers minority architecture students to foster justice and equity in communities of color through outreach, community advocacy, professional development, and design excellence. And ARC organizes a quarterly pamphlet and monthly discussion sessions with students, focusing on equity and labor practices in the profession of architecture.

Assessment and Modifications
The effectiveness of these programs is assessed through student feedback, particularly via reports submitted during the Preceptorship year, and through regular consultation with Professor John Casbarian, the school's architect licensing advisor. Based on these assessments, the program has made several modifications, including the recent expansion of the Preceptorship Program to include a wider range of international firms and the introduction of new networking events through RAMP.

Self-Assessment:

Assessments and Benchmarks
Due to our small size and integrated programs, student assessment within each area of the curriculum is comprehensive and tailored to specific learning outcomes. In history and theory classes, longer-form writing is emphasized, while technology courses and studios focus on drawings and models. Our assessment culture includes class discussions, one-on-one feedback, and rich review sessions with external voices.

All courses and instructors are evaluated through student feedback, which includes anonymized written assessments of each course's strengths, weaknesses, and areas for improvement. Instructors, in collaboration with the dean, use this feedback to refine their courses. A uniform self-assessment process is employed by instructors to ensure that course outcomes are met. They assess their performance by analyzing assessment methods, identifying strengths and weaknesses, and planning improvements. Examples of how each course fulfills the criterion are provided below, with full self-assessments available in this report's supplemental materials.

ARCH 423/623: Professionalism and Management in Architectural Practice
"Extensive class discussions on the value and process of becoming a licensed architect were included, as were reviews of state laws governing licensure and the role of National Council of Architectural Registration Boards in the process. This aspect was characterized as achieving

moderate success with room for improvement. Discussions were successful but could be better coordinated with an in-person presentation by NCARB representatives."

ARCH 500: Preceptorship Program
Though assigned a course number, this external internship is necessarily assessed outside our usual process for course evaluation. The program is overseen by Director of External Programs Professor John Casbarian, who communicates regularly with preceptorship firms regarding student performance, and with students, who provide regular written assessments of their experience.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
The proven success of the undergraduate Preceptorship Program has inspired the development of a pilot practicum for M.Arch. students. This program, currently being designed by the director of graduate studies and the director of external programs, will place Option 1 graduate students in paid positions at leading Houston offices during the summer after their first year. This initiative will also include a monthly summer forum at a participating office, featuring guest speakers, to further support students professionally.

Student feedback from ARCH 423/623 has highlighted the need for better integration of external resources, leading to plans for more coordinated interactions with NCARB in future iterations of the course.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Narrative:

We have identified the following courses as key assessment points for PC.2:

B.Arch. Studio Sequence
ARCH 101: Principles of Architecture I—SPACE
ARCH 102: Principles of Architecture II—SYSTEMS
ARCH 201: Principles of Architecture III—CONTEXT
ARCH 202: Principles of Architecture IV—URBANITY
ARCH 301: Comprehension I—STRUCTURE
ARCH 302: Comprehension II—ASSEMBLY
ARCH 401: Advanced Topics I—ENVIRONMENT
ARCH 402: Advanced Topics II—TERRITORY (*linked to* ARCH 403: Degree Project Seminar)
ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS
ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS
or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS

M.Arch. Studio Sequence
ARCH 501: Core Design Studio I—DESIGN CULTURE
ARCH 502: Core Design Studio II—CONTEXT
ARCH 503: Comprehension I—ASSEMBLY

ARCH 504: Comprehension II—URBAN COMPLEX
ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS
ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS
or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS

Program Approach
At Rice Architecture, design is positioned as the central focus of our curriculum, reflecting its significance in shaping the built environment. Our approach ensures students gain a deep understanding of the design process and its role in integrating various factors across diverse settings and scales.

The recently revised design studio sequence is the cornerstone of our curriculum. Beginning with core principles such as space, systems, and design culture, students advance through progressively more complex studios that address broader concerns like context, urbanity, and the environment. This structured progression cultivates a nuanced understanding of design, enabling students to respond to both individual and collective concerns at varying scales. A robust review culture supports this learning process, with regular faculty critiques and external critics participating in final reviews.

Design at Rice is multifaceted, encompassing the history and culture of the profession alongside pressing social, economic, technological, and ecological challenges. Our curriculum begins with an introductory history and theory course that runs parallel to initial design studios, helping students establish critical connections between design practices and their historical and theoretical foundations.

Midway through the curriculum, comprehensive studios run concurrently with technology courses, focusing on the technical aspects of design and construction. Topics include structure, materials, environmental systems, and building performance. Input from external consultants such as engineers and envelope specialists ensures students appreciate the technical considerations integral to the design process.

In the final stages of the sequence, we emphasize design research. For B.Arch. students, this culminates in the Senior Watkin Sequence, which combines a research seminar (**ARCH403: Degree Project Seminar**) and studio (**ARCH 402: Advanced Topics II—TERRITORY**) to develop their design research skills. Design research is further emphasized in Research Platforms, advanced studios open to B.Arch. students in their final year and M.Arch. students in their penultimate year. For most M.Arch. students, research preparation leads to the formulation of a thesis project that reflects their research and design expertise.

Our curriculum extends beyond the classroom with opportunities for real-world engagement. The Rice School of Architecture Paris, studio-embedded travel, and Global Workshops provide students with diverse contexts for their design education. Design-build courses like Construct merge design with practical community engagement. Additionally, our lecture series and symposia expose students to a broad range of perspectives, enriching their understanding of the design process.

Course Descriptions
ARCH 101: Principles of Architecture I—SPACE, an introductory studio, frames architecture as a discipline through a set of short assignments that examine the relationship between formal systems, spatial ordering, and compositional and material concepts.

ARCH 102: Principles of Architecture II—SYSTEMS explores formal ordering systems, as well as the tools of notation and representation in architecture and how they serve as instruments of inquiry in the design process. Students are introduced to various design methods, including the use of precedents and project analysis, which then inform the design of a small architectural project.

ARCH 201: Principles of Architecture III—CONTEXT introduces students to the relationship between program and architectural type. Students develop an understanding of site through analysis and critical interpretation of environmental and social factors.

ARCH 202: Principles of Architecture IV—URBANITY, the final undergraduate core studio, introduces concepts of urban design and the challenge of working at multiple scales—from individual buildings to city blocks. The studio investigates the evolution of place and its related infrastructural, logistical, ecological, typological, and cultural shifts.

ARCH 301: Comprehension I—STRUCTURE, the first comprehensive studio, introduces contemporary design methods that incorporate structural and material principles from the early stages of the design process. Students collaborate with external consultants and use digital and physical tools to test quantitative and qualitative design aspects at the intersection of architecture, engineering, and the sciences.

ARCH 302: Comprehension II—ASSEMBLY, the second comprehensive studio, builds on knowledge of building assemblies and tectonics. It introduces material practices and construction principles, advancing a critical view of resource use, including the energy and materials involved in construction. Students tackle a synthetic design problem, learning an integrated and collaborative approach to building design and gaining the ability to meet relevant aesthetic, performance, and code-required criteria.

ARCH 401: Advanced Topics I—ENVIRONMENT is an urban studio in which students approach neighborhood-scale projects from environmental and social perspectives, charting prospects for reconstruction and growth over extended timelines. Students further develop their ability to analyze and design synthetically across scales, from buildings to cities.

ARCH 402: Advanced Topics II—TERRITORY, the final design studio of the four-year B.A. in architecture, focuses on architecture's relationship to site and landscape. It probes environmental considerations and relationships between systems and processes across scales, from buildings to cities to territories. Conducted as a design research studio, the course allows students to pursue a topic and develop a brief under a conceptual umbrella provided by the instructor. The studio is linked to the ARCH 403 design research seminar taken in the prior semester.

ARCH 501: Core Design Studio I—DESIGN CULTURE is an introductory studio that foregrounds form, representation, and organization as the foundations of design culture. Students explore a broad range of architectural concepts and procedures through speculative design projects of limited scope and complexity. Design provocations challenge the students to think analytically, gain expertise in analog and digital techniques, employ diverse representational formats, and work at various scales—objects, buildings, city blocks—to address contemporary issues.

ARCH 502: Core Design Studio II—CONTEXT foregrounds materials, ecology, and tectonics in architecture. Basic principles of material and structural systems are introduced in relation to architectural types. Students develop a modest building and site design that demonstrates an understanding of the relationship between built and natural systems.

ARCH 503: Comprehension I—ASSEMBLY, the first comprehensive studio, focuses on structure, material, climate, and culture in architecture. Students conduct a focused building-precedent analysis through detailed drawings or large-scale models and develop conceptually rigorous, technically advanced architectural projects that demonstrate an understanding of material, structural, and thermal systems and performance.

ARCH 504: Comprehension II—URBAN COMPLEX, the second comprehensive studio, foregrounds agency, infrastructure, community, and policy in architecture. Students collaborate to develop urban strategies and detailed building proposals within or across multiple city blocks. Final

design projects integrate structure, building envelope systems and assemblies, regulatory requirements, accessible design, site conditions, and life safety systems.

ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS (or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS) serve as the culmination of the design studio sequence. Research Platforms provide an opportunity for in-depth, advanced study of a subject—whether theoretical, material, or formal—while engaging a broad range of methodologies, constituents, and design futures. Each studio focuses on a single, closely defined research topic, ranging from local to global, theoretical to material, informal to formal, and individual to collective.

Supplementary Courses
In addition to the required curriculum, we offer a variety of electives that deepen technical knowledge. Recent offerings include seminars on furniture design (Associate Professor Jesús Vassallo's **ARCH 550: On Immediacy—Furniture Design for Architects**), experimental lighting installations (Associate Professor Christopher Hight's **ARCH 450 (2): Day for Night**), and explorations of architecture through the lens of disability (Professor Dawn Finley's **ARCH 450 (2): Body-Plus—Architecture, Design and Disability**). The M.Arch. thesis, which is completed by most students, further integrates design and research. Construct, our design-build program, links classroom learning with real-world application.

Extracurricular Offerings
Extracurricular activities play a crucial role in the design culture at Rice Architecture. Our lecture series and symposia bring global practitioners, historians, and theorists to campus, exposing students to diverse practices and perspectives in regions as different as Mexico and Switzerland. Student-led initiatives like *PLAT*, an independent architecture journal, and *Tête-à-Tête*, a podcast series, foster discourse between the school and the broader architectural community.

Self-Assessment:

ARCH 101: Principles of Architecture I—SPACE (Blakely/Friedman)
"Five sets of design assignments work through a range of scales and representation techniques, mixing studio exercises and field work, readings of key texts, and site visits. Feedback from the final jury included the following comments: 'present different drawing types earlier'; 'give the student one drawing whose format they can choose'; 'a spatial rather than massing model may have been more appropriate for the exercise'; 'might have brought in more ideas about the city and urban space through this project.'"

ARCH 102: Principles of Architecture II—SYSTEMS (Colman/Tsang)
"Assignment 3 is a small building design. All assignment reviews, mid-reviews, and final reviews were very successful in their format. Presenting both sections together worked very well. We should provide mid-review earlier in the semester for Assignment 3 and consider a more direct linkage between Assignment 2 and Assignment 3, and potentially locate the building site off campus."

ARCH 201: Principles of Architecture III—CONTEXT (Utting)
"Includes a 10-week project (in 3 phases) to design 16 units of housing, addressing site considerations at various scales. High success was achieved at mid-review, with most students able to meet or exceed deliverables with clear drawings/models. A 1/32" scale site plan would have been beneficial. High success was achieved at the final review, with well-resolved spatial and material conditions in consideration of the urban context and its social, economic, and environmental conditions. While pedestrian access was clear, parking and the relationship to urban infrastructure was lacking and is a point for improvement."

ARCH 202: Principles of Architecture IV—URBANITY (Ansari)
"Studio discussions, informed by presentations and readings, include program, analysis, environment, site, structure, and representation. Lectures on these topics and open forums for discussing the readings assist students in formulating a position on interventions at the urban scale. Moderate Success was observed at the midpoint, in that that not all students did the assigned readings. In the

future, it would be beneficial to have students formally present the readings in teams and synthesize their understanding of the readings in the context of their site of investigation and the urban environment they're working within. . . . High Success for students who did the readings for Assignment 3 and were able to enhance their final project with a great understanding of urban concepts. High Success for all students participating in studio discussions and conversations."

ARCH 301: Comprehension I—STRUCTURE (Castellón)
"The first assignment includes physical and digital models of a structural concept. These met with high success, with students exploring design concepts holistically, integrating structural questions from the early stage of the design process. To improve, incorporation of more robust tools and methods for deeper structural analysis of proposals would be beneficial."

ARCH 302: Comprehension II—ASSEMBLY (Colopy)
"Case studies for the first assignment were deliberately chosen from different climates, building cultures, and time frames. Student projects were then sited in the same climate as their case study. This was one of the most successful aspects of the semester. It permitted students direct engagement with how climate and building cultures (and time frame) impact design. Reducing from six to three locations/climates might allow for more collaboration/understanding across students while maintaining the benefits."

ARCH 401: Advanced Topics I—ENVIRONMENT (Tsang)
"Students develop multiple scales of drawings and are asked to think through three discrete scales of their design—the detail scale, the site scale, and the network scale—and to demonstrate the connection between these scales. At the midpoint, student groups had initiated their phasing and scenario drawings and were comprehending the role of time-based design. In the final review, these drawings and visualizations were very accomplished and prompted engaging discussions from the jury about landscape and urbanism. Developing 'strategy' design earlier in the semester would improve the students' ability to select and draw their respective sites."

ARCH 402: Advanced Topics II—TERRITORY (Xu)
"The ARCH 402 studio is conceived as a cohesive, self-driven design endeavor, comprising three interconnected research and design modules that build upon the findings of the ARCH 403 seminar. Students successfully conducted independent research and produced excellent self-guided design projects for the final review. For the final project, students worked in groups. Out of the six final projects, four demonstrated highly advanced design, research, and critical thinking. One project needed more time to articulate its design, and another could have benefited from additional support in critical thinking."

ARCH 501: Core Design Studio I—DESIGN CULTURE (Finley)
"For Project 2, Circulate, students design an accessible exterior landscape park. Technical criteria for code-compliant stairs and ramps are demonstrated in each design. Each student had a complete design proposal and clear concept, responding creatively and inventively to technical (structural, spatial, and code-related) issues."

ARCH 502: Core Design Studio II—CONTEXT (Jiménez)
"The studio begins with a two-part exercise, precedent research, and the design of a small pavilion. The five student teams did quite well. By analyzing and drawing in detail each precedent design, the students learned how the design process for a specific program closely informs and shapes the respective work. . . . We had a very successful result with the two-part exercise. With more allocated time, the 'bayou' pavilion design could have shown more tectonic substance. Students responded more forcefully to material and ecological concerns at the expense of the former. A more balanced result/integration of these three design categories will be a future priority for this section of the studio course."

ARCH 503: Comprehension I—ASSEMBLY (Xu)
"The design process is structured with three exercises: Precedent, Inventory, and Assembly. Students successfully completed the three exercises and designed a comprehensive urban farm in Houston. During the final review, students confidently presented their projects to invited critics and effectively communicated their project narratives. As for improvements, Ex 1 can be more defined, Ex 2 can be introduced earlier, the complexity of the project can be reduced, and the project site can be smaller."

ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS (Schaum, Vassallo, Wamble)
"Includes a series of assignments on thin-shell modular construction. One, Three Orientations challenges students to take their understanding of the Root/Form/Stress Model technology and apply it to three different building configurations. Note: an envelope engineer was brought in to discuss with students possible ways to address the thermal and moisture performance. In the end, projects met with high success. Outside visitors at the Final Review were able to see the progression of the studio process from the start to the final project. Students were able to present their technical approach with precise concepts, proof of concept, and large-scale applications. Visitors, both engineers and architects, embraced the approach and praised the results as both original in approach and achievable. To improve, it would be best to assign the final templates at the beginning of the final project."

ARCH 620: Architectural Problems Paris Program (Casbarian/Seraji)
"Design process assessment methods included individual desk-crits, weekly pinups in-house, monthly pinups with external reviewers, discussions with students about design issues during site visits and field trips, weekly discussions on assigned bibliography, technical drawings of site conditions, and the ability to develop specific programs. With outside critics' input after midterm formal review, it was felt that the designs needed greater grounding in the larger context. Projects were strong in relation to the neighborhood but not well related to the larger city context. Students' functional programs needed further elaboration. With outside critics' input after the final formal review, it was felt that students needed more time to better develop their projects at the detail level. The sectional focus should be better integrated with greater urban fabric. In the future, plan for a faster-paced design process and more cohesive site constraints."

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
In 2023, we revamped our studio sequence for both the B.Arch. and M.Arch. programs. This review, conducted by program directors in consultation with faculty and the dean, resulted in thematic studio topics with a clear progression from foundational to complex issues, emphasizing critical concerns such as building technology, environmental impact, and urbanism. Comprehensive studios were repositioned earlier in the program to strengthen synthetic design skills, and the number of these studios was doubled to enhance design research opportunities. Revisions were implemented in fall 2023, with ongoing assessments to ensure continued evaluation and improvement.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

Narrative:

We have identified the following courses as key assessment points for PC.3:

B.Arch.

ARCH 301: Comprehension I—STRUCTURE
ARCH 302: Comprehension II—ASSEMBLY
ARCH 401: Advanced Topics I—ENVIRONMENT
ARCH 314: Technology III—ANALYSIS MODELING
ARCH 316: Technology IV—ENVIRONMENT

M.Arch.

ARCH 502: Core Design Studio II—CONTEXT
ARCH 503: Comprehension I—ASSEMBLY
ARCH 514: Technology III—ANALYSIS MODELING
ARCH 516: Technology IV—ENVIRONMENT

Program Approach

Because Houston is both a global energy hub and a climate-vulnerable city, we feel a particular sense of urgency and responsibility in addressing ecological and climate crises. This urgency is reflected throughout our curriculum and culture, with environmental concerns integrated across history and theory, technology, and design courses. Our goal is to instill in students a holistic understanding of the dynamic between built and natural environments, while equipping them to address climate change responsibly by leveraging ecological knowledge, advanced building performance strategies, and principles of resilience and adaptation in both practice and advocacy.

Our curriculum was recently revised to emphasize ecological knowledge and responsibility more prominently. Topical studios such as **ARCH 401: Advanced Topics I—ENVIRONMENT** and **ARCH 502: Core Design Studio II—CONTEXT** underscore this commitment. Comprehensive studios, now doubled in number, include **ARCH 302: Comprehension II—ASSEMBLY** and **ARCH 503: Comprehension I—ASSEMBLY**, which focus on the critical role of building envelopes in environmental performance. These studios are supported by environmental consultants who bring additional expertise, enhancing students' projects. Additionally, technology courses such as **ARCH 314/514: Technology III—ANALYSIS MODELING** and **ARCH 316/516: Technology IV—ENVIRONMENT** deepen students' understanding of sustainable materials, building systems, and environmental performance.

Environmental issues are central to many other studios and elective courses aligned with faculty research. For example, Professor Albert Pope addresses climate change through strategies of scale and urban density, while Construct recently completed Houston's first net-positive accessory dwelling unit (ADU). Associate Professor Jesús Vassallo leads studios on designing with renewable mass timber, and Assistant Professor Maggie Tsang focuses on landscape and urban ecologies, exemplified by her Prairie Plots project on campus. Notable initiatives like the Garden Ecologies symposium organized by Tsang and the coediting of *Log 60: The Sixth Sphere* by Pope and Assistant Professor Brittany Utting further illustrate our faculty's commitment to environmental responsibility.

We also play a leadership role in environmental discussions within the broader university context. The Center for Environmental Studies, which the school cofounded, offers a minor in environmental studies and supports research projects, conferences, and symposia, underscoring our commitment to fostering interdisciplinary approaches to sustainable design.

Course Descriptions

ARCH 301: Comprehension I—STRUCTURE introduces students to contemporary design methods that incorporate structural and material principles from the early stages of the design process. Students collaborate with external consultants and use a variety of digital and physical tools to test

design aspects that blend quantitative and qualitative methods at the intersection of architecture, engineering, and the sciences.

ARCH 302: Comprehension II—ASSEMBLY deepens knowledge of building assemblies and tectonics. It introduces students to material practices and construction principles while promoting a critical view of resource use, including energy and materials in construction. Through a synthetic design problem, students learn an integrated and collaborative approach to building design and gain the ability to meet relevant aesthetic, performative, and code-required criteria.

ARCH 401: Advanced Topics I—ENVIRONMENT is an urban studio in which students approach neighborhood-scale projects from environmental and social perspectives, exploring prospects for reconstruction and growth over extended timelines. Students further their capacity to analyze and design synthetically across scales, from buildings to entire cities.

ARCH 314/514: Technology III—ANALYSIS MODELING (Visiting Scholar in Technology and Culture Bárbara Barreda; as of fall 2024: Associate Professor Brett Schneider) examines architectural assemblies, including materials, production, and construction methods involved in building systems and enclosures. The course emphasizes resource-conscious practices and critically examines the implications of material choices, construction techniques, and their environmental impacts, encouraging students to evaluate local resources, cultural context, and technological advancements as key design considerations. Lectures, case studies, and site visits support a serial investigation in which students develop discrete, additive, and hybrid material assembly logics, documented through detailed drawings, models, and animations, culminating in a critical evaluation of the process.

ARCH 316/516: Technology IV—EVIRONMENT (Lecturer Stephen Redding), addresses building environmental systems, including power, water, wastewater, and air conditioning, with a focus on human comfort. Through lectures, multimedia presentations, and field trips, students learn to analyze thermal environments across various building types. Sustainability issues, such as energy conservation and life-cycle costs, are also addressed. Students are assessed through in-class quizzes, assignments, and a final project consisting of a schematic, development, and construction drawing package of a basic mechanical system.

ARCH 502: Core Design Studio II—CONTEXT foregrounds materials, ecology, and tectonics in architecture. Basic principles of material and structural systems are introduced in relation to various architectural types. Students develop a building and site design that demonstrates an understanding of the relationship between built and natural systems/environments.

ARCH 503: Comprehension I—ASSEMBLY emphasizes structure, material, climate, and culture in architecture. Students complete a focused building-precedent analysis through detailed drawings and/or large-scale models and develop conceptually rigorous, technically advanced architectural projects to demonstrate their understanding of material, structural, and thermal systems as integral elements of building assemblies.

Supplementary Courses
Ecological and sustainability issues are also woven throughout our elective courses. Recent examples include **ARCH 550 (2): Building Blankets** (Assistant Professor Georgina Baronian), a new course that critically assesses sustainability and efficiency in improving the climatic performance of existing structures; **ARCH 403: Seeing the Land** (Wortham Fellow Zhicheng Xu), a research seminar examining relationships with land use in the context of historical reclamation policies; and **ARCH 313: 21st Century Design Approach: Environmental Sustainability, Built Environment Materiality, and Human Wellbeing** (Lecturer Rives Taylor), which offers practical insights into sustainable design delivery methods, reinforcing our program's emphasis on environmental stewardship.

Extracurricular Offerings
Student engagement with environmental stewardship extends beyond the classroom. Our Paris program, studio-embedded travel, Global Workshops, and summer research travel fellowships

expose students to diverse environmental contexts and provide opportunities to engage directly with innovative sustainable projects around the world.

Closer to home, lectures, symposia, and design-build projects regularly address sustainability and resilience. For example, Assistant Professor Maggie Tsang's recent Garden Ecologies symposium brought together a diverse group of experts to discuss urban ecology and climate adaptation. Guest lecturers have explored architecture's capacity to reshape environmental concerns (Amale Andraos) and how to root contemporary architecture in its environment (Marian Tabassum). Our design-build program, Construct, emphasizes sustainable practices, with projects like "Auxiliary," Houston's first net-positive ADU, demonstrating innovative approaches to improving environmental performance.

Student-led organizations, such as ARC, also contribute to this dialogue, incorporating topics such as environmental justice into public events to foster inclusive discussions within and beyond the school.

Self-Assessment:

ARCH 301: Comprehension I—STRUCTURE (Castellón)
"Research 1 is an assignment in which students prepare presentations that investigate both the structural, environmental, and aesthetic properties of the fundamental materials of construction. Students trace material flows and the processes by which these materials become components of the built environment. The assignment was generally successful. Students presented comprehensive investigations, each developing a particular interest in a specific aspect of a given material's properties. Future studies could perhaps consider a more guided focus for this research. However, the variety of student interests was compelling."

ARCH 302: Comprehension II—ASSEMBLY (Colopy)
"Part of the case study exercise involved workshop sessions to instruct students in the use of environmental analysis software. This was met with high to moderate success. Overall, this was quite instructive in helping students to understand and integrate objective performance criteria into their design process. Site analysis was quickly understood. The thermal analysis was overly involved and should be simplified. The energy analysis was limited due to time. Rebalancing the three components to simplify the thermal portion and expand on energy issues is needed. Adding carbon accounting would be beneficial."

ARCH 401: Advanced Topics I—ENVIRONMENT (Tsang)
"At the beginning of each module, students are assigned topical and thematic reading. The first module covers an introduction to urbanism, environmental dynamics, and ecology. Readings are followed by a group discussion, led by a small group of students and facilitated by the instructor. Reading discussions were productive but limited to the beginning of the semester. Integrate one or two additional reading discussions into the mid-semester to help frame the discussion."

ARCH 314/514: Technology III—ANALYSIS MODELING (Barreda)
"After three design assembly assignments, students write an individual paper documenting and analyzing, from a critical, environmentally conscious perspective, the three exercises, considering the concepts and logics studied and explored. Most exercises were analytic, conscious, and critical about the work developed during the semester from an environmental perspective. This aspect could be declared in the assignment with more emphasis as one of the key topics to analyze and be critical about."

ARCH 316/516: Technology IV—ENVIRONMENT (Redding)
"Strengths: dedicated lectures on sustainability and resilience. Sustainably elements pointed out on building tours. Weaknesses: did not address energy modeling/virtual twins. Strategies for improvement: add discussion of energy modeling/virtual twins."

ARCH 502: Core Design Studio II—CONTEXT (Jiménez)
"Exercise 2 exposes students to a more complex set of five precedents, similar or closer in program to their eventual building design project (Exercise 3). Each precedent and its program details for the

students a holistic reading and awareness of the intricate relationship(s) between the built and natural environment. We had moderate to great success with this exercise. All case studies were buildings where flooding or management of water influenced the resolution and assimilation of each respective program. The students were greatly motivated by the challenge of analyzing a complex building program relative to challenging environmental realities. The case study research and analysis became the foundation for each student's individual building design interests."

ARCH 503: Comprehension I—ASSEMBLY (Colopy)
"Immediately following the midterm review, we conducted a three-day Environmental Workshop across the two studio sections with an outside Consultant. The consultant reviewed the general concepts and technical process to conduct an environmental analysis (using Ladybug Tools) at the site and building scale, including: Passive Energy Strategies, Indoor/Outdoor Comfort, Solar Radiation/Access and Shading, Energy Use, Daylighting, and Operational and Embodied Carbon Emissions. Each student then met with the consultant for review and feedback of their preliminary analysis and proposed strategies to improve performance. At the semester midpoint, the workshop was highly successful. It exposed students to a broad set of environmental performance criteria (environmental site analysis, daylighting, natural ventilation, and energy modeling) and introduced them to the basic workflow for each (in concept and using Ladybug Tools). Limited time restricted evaluating embodied and operational carbon, which may prove more important/valuable (than daylight or natural ventilation) given the specific program in future semesters. For the current semester, we should consider including some aspects of analysis as a final deliverable. After implementing the planned improvements from the midpoint assessment, a better result was seen at the final, which included an updated environmental analysis in final requirements. The majority of projects were able to demonstrate improved performance and/or accuracy due to the adjustment."

ARCH 503: Comprehension I—ASSEMBLY (Xu)
"Students engaged in a sustained period of research about the site's environmental context. This included exercises to encourage students to reevaluate the concept of 'site' and to cultivate an understanding of urban agricultural practices, transcending traditional and limited definitions of site to include multiple contextual scales ranging from the global to the regional to the architectural detail. Given a range of environmental topics, students participated in a group pinup and later produced a collective research booklet from their study. While the majority of students successfully integrated their research, specific adjustments to Exercise 2 would be beneficial: the exercise (and considerations about daylight, ventilation, and energy consumption) would be better introduced earlier on, and the relationship between research and design can be introduced in a more deliberate manner."

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
The studio curriculum has undergone significant revisions, with a specific focus on enhancing ecological knowledge and responsibility. Thematic studios, such as **ARCH 401: Advanced Topics—ENVIRONMENT** and **ARCH 502: Core Design Studio II—CONTEXT**, have been integrated into the curriculum to foreground these critical issues. Additionally, our comprehensive studios, now doubled in number, allow courses like **ARCH 302: Comprehension II—ASSEMBLY** and **ARCH 503: Comprehension I—ASSEMBLY** to emphasize the vital role of building envelopes and environmental performance.

The technology sequence has traditionally emphasized the environment, particularly through courses such as **ARCH 314/514: Technology III—ANALYSIS MODELING**, which focuses on material applications, and **ARCH 316/516: Technology IV—ENVIRONMENT**, dedicated to environmental systems. While additional environmental emphases have already been added to these courses, we are reviewing the entire technology curriculum to ensure better integration and coordination with the

revised studio sequence. These discussions, though in the preliminary stages, aim to create a more cohesive educational experience that fully aligns with our commitment to ecological responsibility.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
Narrative:

We have identified the following courses as key assessment points for PC.4:

B.Arch.
ARCH 225: Introduction to Architectural Thinking
ARCH 345: Foundations in the History and Theory of Architecture I (1450–1850)
ARCH 346: Foundations in the History and Theory of Architecture II (1850–1950)
ARCH 352: Foundations in the History and Theory of Architecture III (1950–2000)

M.Arch.
ARCH 525: Introduction to Architectural Thinking
ARCH 645: Foundations in the History and Theory of Architecture I (1450–1850)
ARCH 646: Foundations in the History and Theory of Architecture II (1850–1950)
ARCH 652: Foundations in the History and Theory of Architecture III (1950–2000)

Program Approach
Architectural history and theory are central to our curriculum. A sequence of four required courses introduces students to global architectural culture and discourse, emphasizing architects' impact on the built environment and the responsibility we share toward both past and future. We view architectural history, theory, and criticism not as a subfield but as an integral part of architectural education and practice.

The required history and theory courses are deliberately situated in the first two years of the undergraduate and graduate core sequences. Each is taught by full-time (tenure-track and tenured) faculty who are trained as architectural historians *and* architects and also teach in the design studio sequence.

Architecture, as part of a larger sphere of cultural production, is continually shaped by sociopolitical, economic, and environmental forces. History and theory are dynamic fields, continually reassessed based on shifting generational and sociocultural perspectives. To ensure a broad range of voices, our history and theory teaching is not confined to singular textbooks but draws from diverse references, representations, and sources across time periods and cultural backgrounds. These materials are pivotal to advancing the discipline and fostering critical discourse.

Our history and theory curriculum is structured around a sequence of four required courses, supplemented by electives that offer in-depth engagement with architectural history and theory, intersecting with design and practice. Given the school's small scale, we teach architectural history and theory vertically, with undergraduate and graduate students sharing courses, distinguished only by separate discussion groups and different deliverables.

All of our history and theory courses are cross-listed with the university's Department of Art History and are open to students from other disciplines, fostering valuable interdisciplinary exchanges. The curriculum takes advantage of university resources such as Fondren Library and the Center for

Academic and Professional Communication, as well as local cultural institutions. The Covid-19 pandemic prompted a shift toward flipped classroom models and active learning pedagogies, further enriching the program's approach.

Course Descriptions

ARCH 225/525: Introduction to Architectural Thinking (Associate Professor Reto Geiser) serves as a primer to architectural culture for beginning students at the undergraduate and graduate levels. The course covers issues and debates that have driven architects and theorists from the late nineteenth century to the present, encouraging students to develop their own positions on major issues. It introduces students to discussions on historiography, representation, race, class, gender, domesticity, collectivity, monumentality, memory, fabrication, environment, sustainability, professional culture, agency, and participation. Weekly readings, reading posts, and short position papers develop awareness of critical reading and writing as tools for observation, critical analysis, and architectural literacy. Bi-weekly discussion sections provide opportunities for students to develop and refine their arguments.

ARCH 345/645: Foundations in the History and Theory of Architecture I (1450–1850) (Assistant Professor Shantel Blakely) explores significant architectural and urban practices and ideas before 1850. The course traces how architectural form has evolved in response to social, political, cultural, technological, and material transformations. Students examine significant case studies from Ancient Greece to the nineteenth century as they learn to analyze and understand architectural projects using analytical and representational vocabulary, physical models, diagramming, and drawing.

ARCH 346/646: Foundations in the History and Theory of Architecture II (1850–1950) (Assistant Professor Scott Colman) focuses on the history and theory of architecture and urbanism from 1890 to 1950. The course traces the critical shifts in architectural thought and practice that defined (and later questioned) architectural modernism, with a particular emphasis on how architecture engaged with political, economic, cultural, scientific, and technical changes. Case studies, readings, and writing assignments encourage students to reflect critically on architectural works in their historical contexts and consider their relevance to contemporary practice.

ARCH 352/652: Foundations in the History and Theory of Architecture III (1950–2000) (Associate Professor Christopher Hight) covers key issues and projects from the mid-twentieth century to the early twenty-first century. The course introduces topics such as race and racism, postcolonialism, globalization, gender and identity, climate change, and the environment. Structured around weekly case studies, it explores how disciplinary knowledge and design engage with broader sociocultural, political, environmental, and technological transformations. Students are challenged to develop an illustrated book proposal, reflecting on concepts, materials, and projects discussed in class.

ARCH 655: Contemporary Practices in Architecture (Assistant Professor Shantel Blakely), while not a required history and theory course, bridges history, theory, and design and leads to the final design thesis project. Workshops support students in developing a thesis proposal and preparing a survey of contemporary architectural practices. The course prepares students for self-guided research and helps them articulate a personal concern or intellectual pursuit that can extend beyond their final project at Rice.

Extracurricular Offerings

To strengthen architectural history's interdisciplinary role within the university, Associate Professor Reto Geiser launched a biannual colloquium that brings together international doctoral students to present research in architecture, urbanism, and design. The event fosters dialogue across national and disciplinary boundaries, with participation from both Rice faculty and scholars from other institutions.

The school's lecture series includes prominent figures in architecture and theory, such as Esra Akcan, Silvia Federici, and Lydia Kallipoliti. Additionally, students engage with diverse perspectives

through programs from the Baker Institute for Public Policy, the Chao Center for Asian Studies, and the Humanities Research Center. We collaborate closely with the university's School of Humanities, cofounding the minor in Museums, Preservation, and Cultural Heritage.

Our location in Houston's Museum District enables collaboration with institutions such as the Asia Society, the Museum of Fine Arts, and the Menil Collection. These partnerships enrich our curriculum with exhibitions, study days, and seminars. Courses often use resources such as the Woodson Research Center, the Houston History Research Center, and the NASA Archives. We encourage students to explore Houston's diverse cultural and educational offerings to broaden their global perspectives.

Our approach to architecture as a global culture is reflected not only in the history and theory curriculum but also in the design studio sequence and related travel opportunities. Students have investigated global cities, traveled internationally, and participated in research platforms and Global Workshops, which provide for deeper exploration of global building culture. These experiences, many supported by competitive travel fellowships, help students broaden their perspectives and engage with architectural culture worldwide.

Self-Assessment:

ARCH 225/525: Introduction to Architectural Thinking (Geiser)
"The repetitive nature of the writing assignments (comparable methodology, while analyzing different buildings from varying viewpoints) has proven effective. The closed book final is confirmation that there is solid comprehension of the main topics covered in class. The drawing assignment was a productive way to get students to observe architecture in real life. A growing lack of familiarity with basic library resources will be addressed with a tutorial and library introduction moving forward."

ARCH 345/645: Foundations in the History and Theory of Architecture I (1450–1850) (Blakely)
"There was tremendous improvement in the students' ability to describe a work of architecture that was put in front of them. Many students also had an excellent handle on the sequence of styles and distinctions between them. Moving forward the cultural context will be enlarged to put a greater emphasis on the social, cultural, and historical context of the architecture. Vignettes about a second cultural form (rituals and festivals, or culinary traditions, or painting and sculpture) will be introduced as a segment for each style considered."

ARCH 346/646: Foundations in the History and Theory of Architecture II (1850–1950) (Colman)
"Weaker students still had difficulty formulating a strong critical position. Consider setting assigned prompts for responses in one or more of the papers in future iterations of the course. Consider compulsory meetings with students to give feedback on essays rather than giving that feedback in a written form. Devote a live lecture to the assignment itself as opposed to relying on the recorded lecture."

ARCH 352/652: Foundations in the History and Theory of Architecture III (1950–2000) (Hight)
"Issues of social justice and urbanism required more time to cover in class than anticipated due to the need to provide historical and intellectual context to more disciplinary concerns. Explore 'front-loading' major assignments early in the semester. Provide more time and opportunity for feedback about assignments that are in progress."

ARCH 655: Contemporary Practices in Architecture (Blakely)
"Each student developed a proposal in which they characterized a research project and set up a problem for themselves to solve. In the future the connection between the students' analyses of existing projects and their approach to characterizing a project of their own will be reinforced. Some of the students went farther than others in their proposals and revisions. In future iterations, we will dwell more on the nature of the project."

In both the B.Arch. and M.Arch. programs, we employ a variety of methods to evaluate teaching effectiveness and student success. The core sequence of history and theory courses is designed to

develop students' abilities in critical reflection, research, analysis, and presentation. Course deliverables, tailored to each course level, provide insights into student learning. Reading responses on Canvas help gauge comprehension of course materials, while discussion groups and faculty office hours offer additional feedback opportunities. Our history and theory faculty, who also teach in the studio, use progress reviews to reinforce key concepts from the core sequence. For seminars, final deliverables such as research booklets, transcribed oral histories, and analytical models or drawings undergo external assessment, including interim discussions with experts and final reviews with guests. Additionally, university-wide course evaluations, including anonymized student feedback, guide continuous course improvement in collaboration with the dean.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments

The school's core history and theory course sequence is guided by a permanent curriculum committee that regularly seeks feedback from students, colleagues, and peers. Since the last NAAB assessment in 2016, we have made significant revisions to strengthen the correlation between history, theory, and design in our curriculum. This includes increased emphasis on non-Western perspectives, diverse precedent studies, and the deliberate pairing of primary and secondary texts to provide historical context and contemporary relevance.

We plan to implement a revised history and theory curriculum in fall 2025, with stronger inclusion of urban and environmental histories and continued expansion of history- and theory-based electives. A new collaboration with the university's Center for Engaged Research and Collaborative Learning has allowed us to introduce a postdoctoral fellowship to address underrepresented subjects and expand our elective offerings. These initiatives are part of our ongoing effort to align the history and theory curriculum more closely with the design sequence and to reflect architecture's role as a marker of global change.

Evidence and Supporting Materials

The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

Narrative:

We have identified the following courses as key assessment points for PC.5:

B.Arch.

ARCH 402: Advanced Topics II—TERRITORY
ARCH 403: Degree Project Seminar
ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS
ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS
or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS

M.Arch.

ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS
ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS
or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS
ARCH 655: Contemporary Practices in Architecture
ARCH 701: Thesis Proposal

Program Approach
Just as they are for architectural practice itself, research and innovation are integral to our academic culture. Our students actively engage in design research across a variety of methods, scales, contexts, and mediums. While studio courses typically begin with research on program, site, material, and technology, the revised studio curriculum emphasizes research and innovation in the B.Arch. and M.Arch. programs.

Course Descriptions
ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS (or **ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS**) are the culmination of the B.Arch. and M.Arch. design studio sequences. Each Research Platform offers in-depth exploration of a single research topic. Whether local or global, theoretical or material, investigations of individual works or of cities and environments, topics span a range of scales, contexts, and methodologies, including building analysis, material fabrication, social equity, and environmental performance. These studios are led by Rice Architecture faculty, visiting critics, and Cullinan Visiting Professors.

ARCH 655: Contemporary Practices in Architecture (Assistant Professor Shantel Blakely) is an M.Arch. prethesis course focusing on contemporary architectural precedents as modes of research. Students establish methods for self-guided research to address specific disciplinary concerns. (See also **PC.4. History and Theory**.)

ARCH 701: Thesis Proposal (Professor Carlos Jiménez) complements ARCH 655. A required, one-credit course, it guides students in developing a thesis proposal, outlining critical issues, and identifying appropriate research methods. By semester's end, students are expected to have clearly defined their thesis focus, its architectural implications, and projected material outcomes.

ARCH 403: Degree Project Seminar and **ARCH 402: Advanced Topics II—TERRITORY** form a year-long design research sequence for B.Arch. students. In fall 2023, Wortham Fellow Zhicheng Xu's **ARCH 403: Seeing the Land** examined land as a cultural construct to explore alternative design methods. The seminar culminated in a research dossier to support the spring studio, which focused on architecture's relationship to site and landscape and probed environmental considerations across multiple scales.

Supplementary Courses
ARCH 703: Design Thesis Studio encourages M.Arch. students to reflect on their education and explore specific architectural interests through research. Building on **ARCH 655: Contemporary Practices in Architecture**, students develop their proposals under faculty guidance, culminating in a presentation/defense before Rice Architecture faculty and external critics. Students then prepare their final theses in **ARCH 730: Thesis Written Document**.

ARCH 207/507: Technology I—ELEMENTS (Assistant Professor Juan José Castellón), a core course for all students, explores material, geometry, and structure through medium-scale empirical research models. Students analyze precedent buildings or building systems and speculate on their technical and aesthetic potential through iterative modeling.

Our advanced seminars explore diverse research questions and methodologies. For example, **ARCH 550: Out of This World** (Associate Professor Reto Geiser) examines space colonization as a lens through which to consider climate change threats. Students conduct research in NASA archives at the University of Houston—Clear Lake and explore ways to interpret and present their findings.

Extracurricular Offerings
Graduate assistant positions, required for merit-based scholarship recipients and optional for others, allow students to contribute to faculty research. B.Arch. and M.Arch. students can also apply for summer research fellowships, which fund up to four weeks of independent research during designated travel periods. Upon their return to campus, students present their acquired knowledge

with faculty and peers. Knowledge dissemination is also promoted by the university's Shapiro Showcase, offering undergraduate students an opportunity to share their original research in an annual competition, with B.Arch. nominees selected by the dean and studio faculty.

Self-Assessment:

Recent faculty discussions have highlighted a limited range of research methodologies in M.Arch. thesis projects, with student feedback indicating a need for more research opportunities prior to independent thesis work. In response, the curriculum was revised, introducing Research Platforms, expanding graduate assistant positions, and enhancing fabrication tools to support research.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments

Beginning in spring 2023, the studio curriculum for the B.Arch. and M.Arch. programs was comprehensively reviewed by then Director of Undergraduate Studies Reto Geiser and then Director of Graduate Studies Dawn Finley. This review culminated in significant structural and pedagogical changes, which were coordinated and implemented in fall 2023. A major focus was relocating the technical, comprehensive-related studio (formerly ARCH 601: Advanced Option Studio—TOTALIZATION and ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS) to an earlier place in both sequences. This shift was made to ensure that students encounter these crucial technical and comprehensive aspects before they advance to more specialized or research-oriented studios.

In addition, the curriculum was adjusted to expand research opportunities for both students and faculty through the introduction of **ARCH 601/602: Advanced Option Studio—RESEARCH PLATFORMS** (and **ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS**). The objective of this modification is twofold: to provide graduate students greater exposure to architectural design research prior to their engagement in independent thesis work; and to familiarize undergraduates with technical building issues earlier in their academic journey, specifically before they begin **ARCH 500: Preceptorship Program**.

The "dual agenda" introduced in ARCH 601/602 (and ARCH 620) reflects a deliberate strategy to balance exploration of advanced research topics with comprehensive, technical content previously associated with Totalization. This ensures that, while students are engaging in innovative and cutting-edge research, they are also grounding their work in the technical and practical skills essential to the discipline. This dual focus has been implemented as a transitional strategy, with the comprehensive, technical content being maintained alongside advanced research topics in the fall semester for at least two more years. This will allow for a thorough assessment of how well students are integrating these dual objectives and provide time to refine the curriculum based on feedback and outcomes.

While **ARCH 701: Thesis Proposal** and **ARCH 703: Design Thesis Studio** remain optional, nearly all graduate students participate and successfully complete the graduate thesis. Recognizing the importance of this program component, faculty continue to discuss making both courses a requirement for the M.Arch. degree. A graduate thesis review committee was formed in spring 2023—led by Professor Dawn Finley and including Associate Professors Troy Schaum and Jesús Vassallo, Assistant Professors Maggie Tsang and Shantel Blakely, and Wortham Fellow Zhicheng Xu—to review all aspects of the graduate thesis process and make recommendations to enhance research outcomes. This assessment is currently in progress.

In fall 2023, we formed a technology curriculum committee to evaluate the overall technology sequence in relation to studios, history and theory courses, and electives. The committee's charge is to recommend changes during the 2024–25 academic year that will elevate the technical and creative competencies of our students while expanding forms of research conducted within both the

undergraduate and graduate programs. The addition of Associate Professor Brett Schneider to the faculty will bring a valuable new perspective to these discussions.

Evidence and Supporting Materials
For required undergraduate and graduate courses, the school provides syllabi with course schedules along with reading lists, writing assignments, quizzes or exams, tutorials, handouts, or other instructional materials as appropriate for each course. Materials can be found under each criterion in the subfolders of the corresponding required courses.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Narrative:

We have identified the following courses as key assessment points for PC.6:

B.Arch.
ARCH 207: Technology I—ELEMENTS
ARCH 423: Professionalism and Management in Architectural Practice
ARCH 500: Preceptorship Program

M.Arch.
ARCH 504: Comprehension II—URBAN COMPLEX
ARCH 507: Technology I—ELEMENTS
ARCH 623: Professionalism and Management in Architectural Practice

Program Approach
Leadership and collaboration are essential to creative, innovative, inclusive problem-solving and design thinking. At Rice Architecture, we are committed to educating thoughtful, ethical leaders who excel in both practice and academia. Small class sizes foster close mentorship, allowing our faculty to guide students in developing leadership and collaboration skills in studio and seminar settings. These skills are cultivated from the early stages of the design studio sequence, where collaborative efforts are introduced through site model construction and precedent analysis. As students progress, more advanced studios strategically require teamwork, exposing students to an inclusive design process that values multiple perspectives and demands the synthesis of diverse ideas to produce sophisticated design work. Clear communication—verbal and visual—is emphasized across all coursework as a critical component of effective leadership and collaboration.

Course Descriptions
ARCH 207/507: Technology I—ELEMENTS (Assistant Professor Juan José Castellón) requires students to work in teams to conduct material, formal, and structural research through the production of physical analysis models. Teams analyze precedent technologies, materials, or building systems, generating speculative models that test the technical and aesthetic potential of the precedent. The collaborative format requires students to manage their teams' processes and procedures, fostering leadership skills.

ARCH 423/623: Professionalism and Management in Architectural Practice (Senior Lecturer Alan Fleishacker) introduces students to the legal responsibilities, ethical obligations, and organizational practices essential to professional practice. The course features guest lectures from Houston-based architects who discuss their offices' organization and design procedures using in-depth case studies. For their final project, students collaborate to investigate an architectural project from conception to completion, focusing on critical topics such as contracts, business practices, and legal responsibilities. The final presentation and discussion of their findings provide a platform for students to demonstrate and further develop their leadership and collaboration skills.

ARCH 500: Preceptorship Program offers a unique opportunity for B.Arch. students to gain professional experience by interning in leading architectural offices worldwide for 9–12 months. This integral part of the curriculum allows students to immerse themselves in professional practice, where they assume various roles that develop their understanding of leadership within the collaborative design process. Upon returning to Rice for their final academic year, students share the professional insights and collaborative experiences gained during their internships, enriching the learning environment for all.

ARCH 504: Comprehension II—URBAN COMPLEX (Associate Professor Jesús Vassallo and Assistant Professor Georgina Baronian) encourages students to develop a collaborative approach to building design, working in teams and with external consultants. Students rigorously develop structural, mechanical, and environmental systems while managing shared decision-making processes and production workflows. By engaging with leaders from local, national, and international consulting firms, students refine their collaborative and leadership skills by presenting designs, receiving technical feedback, and integrating diverse inputs into their projects. The course culminates in the production of detailed drawings, models, and a coordinated oral presentation, with feedback from external critics.

For more details, see **2. Shared Values of the Discipline and Profession**.

Extracurricular Offerings
The school's emphasis on leadership and collaboration extends well beyond the classroom:

Society—the student governing body that organizes the Rice Architecture Mentorship (RAMP) and school-wide events such as the annual Archi-Arts party—plays a pivotal role in fostering leadership by acting as a liaison between faculty, administration, and students. RAMP facilitates mentorship by connecting students with professionals through externships, office visits, and site tours. The student-run journal, *PLAT*, offers additional opportunities for students to assume leadership roles in editing, designing, and producing an internationally recognized publication.

Graduate Open House, an annual recruiting event, provides a leadership opportunity for current graduate students, who host and lead discussions with prospective M.Arch. students. Additionally, graduate students serve as instructional assistants in required courses, helping lead workshops, discussions, and critiques, further honing their leadership and collaboration skills.

Teaching positions within the Rice Architecture Summer Immersion program allow both graduate and undergraduate students to mentor underserved high school students in Houston, providing instruction in drawing, modeling, and design critique under the supervision of Associate Professor Reto Geiser.

The school's public lecture series and Broch 'n' Talk sessions offer students mentoring and networking opportunities with visiting architects, scholars, and practitioners. These interactions expose students to a range of leadership styles and collaborative practices, enriching their understanding of contemporary architectural challenges.

Self-Assessment:

Assessments and Benchmarks
Final reviews with external guest critics provide helpful feedback on students' leadership and presentation skills, which are then discussed in faculty meetings and retreats. The dean and school directors regularly meet with student organization leaders to review and support their planning, programming, and fundraising initiatives, all of which contribute to the development of students' leadership capabilities.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Collaboration and team-based design work are embedded within specific design studios, with ongoing faculty assessment to ensure a balanced approach between collaborative and independent design work. The use of multiple consultants in advanced studios enhances this collaborative model, fostering a learning environment where students develop as both leaders and team members.

Additional examples of student leadership include the establishment of a Rice chapter of NOMAS, which led to the *Contextualizing Africa* exhibition and expanded mentorship opportunities; the creation of InThread, a fashion club that launched the school's first annual fashion show; and the formation of ARC, which organizes a quarterly pamphlet and monthly discussions on equity and labor practices in architecture. These initiatives provide meaningful leadership and collaborative experiences for our students.

Evidence and Supporting Materials

The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Narrative:

Program Approach

We are committed to fostering a positive and respectful environment that embodies optimism, respect, sharing, engagement, and innovation among faculty, students, administration, and staff. This begins with trust and integrity, core aspects of the university honor code, which all students pledge to uphold.

The intimate scale of our program nurtures a close-knit community, enabling us to address internal and external issues swiftly and comprehensively. Regular meetings between the student governing body, Society, and the dean facilitate ongoing feedback and dialogue, ensuring that student voices are heard and valued. Indeed, student-led initiatives play a central role in our efforts to maintain a supportive environment that emphasizes well-being and engagement.

The student handbook clearly outlines the school's philosophy and studio culture, emphasizing the importance of a positive learning environment where faculty-student and peer-to-peer relationships are characterized by mutual support and respect. Educational activities, including studio assignments and evaluation procedures, are meticulously designed to uphold this positive culture.

To help students manage stress and maintain a healthy work-life balance, we organize specific activities during charrette periods, such as comfort dog visits, yoga sessions, and recreational soccer in the quad. Additionally, our dedicated student lounge offers a space for relaxation and socialization outside the studio environment.

To ensure students receive adequate rest and breaks from schoolwork, we restrict building access late at night and have a long-standing "pencils down" policy requiring students to stop all work at 5 pm on the Monday prior to the first final review. These measures are complemented by university-wide resources, such as the Wellbeing and Counseling Center, the Disability Resource Center, and the Center for Teaching Excellence, all of which support our commitment to a respectful and inclusive learning environment.

Faculty and staff also benefit from a positive and welcoming work environment that values diverse perspectives. We celebrate important holidays and milestones, further strengthening a sense of community, and faculty retreats encourage the sharing of constructive feedback in an atmosphere of collegiality.

Our integrated approach to fostering a positive learning environment ensures that every member of our community is respected, supported, and encouraged to thrive. With a combination of student-led initiatives, supportive policies, university resources, and a commitment to diversity and inclusion, we create an environment where optimism, respect, sharing, engagement, and innovation flourish.

Extracurricular Offerings
Our commitment to a positive and respectful teaching and learning culture extends to all extracurricular activities. Travel programs, including the Rice School of Architecture Paris program, Global Workshops, and summer travel research fellowships, expose students to diverse cultures and architectural practices, fostering a deeper appreciation for diversity and promoting collaborative learning.

The Construct design-build program further enhances collaboration and innovation, providing students with practical experience that fosters responsibility and accountability. Meanwhile, ARC plays a pivotal role in promoting inclusivity and dialogue within the school, reinforcing the idea that a responsible architectural education must be actively anti-racist.

Self-Assessment:

Our faculty and student handbooks are reviewed and updated annually to reflect best practices in studio culture. Regular assessments during faculty meetings ensure the well-being of our students and the maintenance of a healthy studio environment. The dean's regular meetings with student officers and participation in student-run "Ask Igor" Q&As provide further opportunities for direct feedback and continual improvement of our learning culture.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
Many aspects of our learning and teaching culture are long-standing, including our studio culture policy, "pencils down," and the university-wide honor code. Since our previous accreditation, we have reinforced these practices with additional resources (e.g., the university's Wellbeing and Counseling Center and Disability Resource Center) and enhanced policies (e.g., restrictions on late-night building access) to promote healthy work-life balance. The recent pandemic and social unrest prompted us to implement enduring measures, including the establishment of ARC, enhanced charrette support, and the introduction of Flex Fridays. These initiatives reflect our ongoing commitment to fostering a positive and respectful environment where all members of our community can thrive.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

Narrative:

We have identified the following courses as key assessment points for PC.8:

B.Arch.

ARCH 345: Foundations in the History and Theory of Architecture I (1450–1850)
ARCH 346: Foundations in the History and Theory of Architecture II (1850–1950)
ARCH 402: Advanced Topics II—TERRITORY
ARCH 403: Degree Project Seminar

M.Arch.

ARCH 501: Core Design Studio I—DESIGN CULTURE
ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS: Towards a Queer Utopia
ARCH 645: Foundations in the History and Theory of Architecture I (1450–1850)
ARCH 646: Foundations in the History and Theory of Architecture II (1850–1950)

Program Approach

Both our program and the university have made significant strides in recent years to prioritize social equity and inclusion across economic, cultural, environmental, material, social, and technological dimensions. Students engage with ethical considerations throughout their academic journey, both through formal coursework and through public programs, events, and social engagement. Our program emphasizes open dialogue among students, faculty, and staff, allowing them to explore diverse perspectives while investigating design strategies that promote a more inclusive and just built environment.

For more information, see **2—Shared Values of the Discipline and Profession**.

Course Descriptions

ARCH 345/645: Foundations in the History and Theory of Architecture I (1450–1850) (Assistant Professor Shantel Blakely) introduces students to architectural practices before 1850, exploring how architectural forms and ideas have evolved across different cultural contexts. The course emphasizes student understanding of architectural developments within diverse social and political frameworks.

ARCH 346/646: Foundations in the History and Theory of Architecture II (1850–1950) (Assistant Professor Scott Colman) focuses on the history and theory of architecture and urbanism from 1890 to 1950, tracing the critical shifts that defined modernism. Students analyze how architectural knowledge is shaped by and contributes to broader political, economic, and cultural changes.

ARCH 403: Degree Project Seminar and **ARCH 402: Advanced Topics II—TERRITORY** form a year-long design research sequence for B.Arch. students, who conduct research in the fall seminar and then synthesize and build on that work during the spring studio. Seminar examples include **ARCH 403: Seeing the Land** (Wortham Fellow Zhicheng Xu), which explores land as a cultural construct, uncovering alternative design methods rooted in environmental knowledge and social equity; and **ARCH 403: Altered Origins** (Wortham Fellow Tania Tovar Torres), which explores the narratives, designed objects, and desires of diverse communities in Mexico City through site-specific installations and multimedia constructs.

ARCH 501: Core Design Studio I—DESIGN CULTURE (Professor Dawn Finley) introduces issues of design, disability, and access, highlighting policies, precedents, and practices that address inequities in the built environment. The studio challenges students to view these issues as essential design opportunities for creating a more inclusive physical world.

ARCH 602: Advanced Option Studio—RESEARCH PLATFORMS: Towards a Queer Utopia (Cullinan Visiting Professors Brandie Lockett, Kat Bishop, and Charles Renfro) explores identity through the design of LGBTQ+ retirement communities, considering their role in creating more inclusive urban environments. The studio includes field trips and dialogues with community

advocates, developers, and city officials, emphasizing a design approach that spans scales from policy to architecture.

Supplemental Courses
ARCH 450 (2): Body-Plus: Architecture, Design, and Disability (Professor Dawn Finley) foregrounds design education through the lens of human disability. Supported by a university BRIDGE grant, the course offers students direct engagement with disability scholars and designers, providing a deeper understanding of inclusive design.

ARCH 327/627: Construct engages students in the design and construction of real-world projects, often in collaboration with local community groups (e.g., Buffalo Bayou Partnership, Covenant Community Capital, Agape Development, FotoFest, Workshop Houston, Hermann Park Conservancy, the Menil Collection, and Project Row Houses). This hands-on experience emphasizes social equity by creating enduring resources for underserved neighborhoods while fostering practical skills and knowledge.

All undergraduate students must also fulfill the university's Analyzing Diversity requirement, which involves courses focused on social and cultural analysis, system inequities, and equity, fostering a broader understanding of diversity and its impact on human development.

Extracurricular Offerings
Our public programs—symposia, lectures, and exhibitions alike—foster collective conversation and diverse perspectives. Emerging and established practitioners and scholars—recent examples include Ambrish Arora, cofounder and principal at Studio Lotus, New Delhi; Takahiro Kume and Wtanya Chanvitan, principals of Bangkok Tokyo Architecture; registered architect and designer Julia McMorrough; and design historian Bess Williamson—present on various topics, including material conservation, formal experimentation, access, and disability.

The Rice Architecture Summer Immersion program (founded by Associate Professor Reto Geiser in collaboration with the director of the Rice Office of STEM Engagement, Associate Research Professor Carolyn Nichol) seeks to diversify the field by offering underserved high school students comprehensive academic guidance and exposure to architecture. This tuition-free, two-week camp includes mentoring and college readiness support, helping students from diverse backgrounds develop skills and knowledge for future success.

ARC, founded by students during the social unrest of 2020, emphasizes the importance of an actively anti-racist architectural education. ARC sponsors student-led public events and newsletters that address immediate anti-racist initiatives, fostering inclusive dialogues within the school and the broader community.

NOMAS Rice is an inclusive student chapter of the National Organization of Minority Architects, committed to justice and equity in architecture. Through outreach, advocacy, and professional development, NOMAS Rice empowers minority students to contribute to communities of color and the field of architecture.

Self-Assessment:

Ongoing curricular reviews have led to increased integration of global and non-Western content in the required history and theory courses. Annual adjustments ensure the inclusion of diverse geographic areas, cultural backgrounds, and identities.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments

Since our last accreditation, we have taken significant steps to enhance social equity and inclusion across various facets of our program.

In 2022, we established the role of director of inclusion and strategic initiatives to provide comprehensive support for students, staff, and faculty. In addition to mentoring, the position oversees various programming, logistics, public relations, and communication issues. Now expanded into a director of administration role, the position will incorporate oversight of all human resources and school operations while embedding best inclusion practices throughout the institution.

We have also worked to improve the gender and racial diversity of our faculty, particularly in tenure and tenure-track positions. Recognizing that our senior faculty have been predominantly male and white, we have worked closely with the university's vice provost for diversity, equity, and inclusion to diversify our candidate pools during faculty searches. This ongoing effort has already resulted in a noticeable increase in the hiring of women and underrepresented minorities. Our commitment includes not only recruiting but also retaining diverse faculty by strengthening support initiatives.

Our admissions practices have been significantly overhauled to attract and support a more diverse student body. Beginning in 2018, the director of graduate studies initiated outreach to architecture faculty at historically Black colleges and universities (HBCUs) to raise awareness of our program. We have also introduced virtual information sessions and application workshops aimed at better preparing underrepresented minority applicants. As a result, we have seen an increase in graduate-level admissions offers and enrollments from these groups.

Additionally, we have expanded our course offerings and adjusted the curriculum to better integrate global, non-Western content into required courses, particularly within the core history and theory sequence. This expansion ensures a broader inclusion of diverse geographic areas, cultural backgrounds, and identities in our coursework.

We remain committed to these initiatives, as we understand that fostering a more inclusive environment requires sustained effort and attention. We will continue to evaluate and refine our practices to ensure that social equity and inclusion remain core values of our program.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Narrative:

We have identified the following courses as key assessment points for SC.1:

B.Arch.

ARCH 301: Comprehension I—STRUCTURE
ARCH 302: Comprehension II—ASSEMBLY
ARCH 401: Advanced Topics I—ENVIRONMENT

M.Arch.

ARCH 503: Comprehension I—ASSEMBLY

Program Approach

All undergraduate and graduate studios, along with many of our seminars, integrate a broad examination of the built environment's impact on human health, well-being, safety, welfare, and ecological sustainability. This criterion extends to issues of community, equity, and ethics, which are woven throughout the curriculum. Students engage the complex challenges of our contemporary and future contexts through technical, architectural, material, and organizational issues, generating speculative, plausible design proposals to enhance our collective world. These issues, which are particularly emphasized in our comprehension studios, are also explored in our undergraduate advanced topic studios.

Course Descriptions

ARCH 301: Comprehension I—STRUCTURE (Assistant Professors Georgina Baronian and Juan José Castellón) focuses on human comfort and habitation within natural and built environments. Design methodologies emphasize technology, architecture, and ecology. Students explore the relationship between HVAC systems (building scale) and the current climate crisis (urban and territorial scale), reimagining comfort solutions through inventive material assemblies for indoor and outdoor spaces. Digital and physical models test the environmental performance and aesthetic potential of innovative building envelope assemblies.

ARCH 302: Comprehension II—ASSEMBLY (Associate Professor Andrew Colopy and Professor in the Practice Mark Wamble) explores human comfort through air and its conditioning in relation to building assemblies and tectonics. Students begin with a precedent analysis examining an exterior climate setting, an internal human activity, and the building envelope as a mediating element. Large-scale, detailed wall section assembly drawings are developed and assessed for thermal and climatic potential. These assemblies are then integrated into a final building design that incorporates diverse air qualities suitable for human habitation, work, and leisure. Students collaborate to generate technically advanced, innovative solutions.

ARCH 401: Advanced Topics I—ENVIRONMENT (Associate Professor Christopher Hight and Assistant Professor Maggie Tsang) addresses urban-scale environmental and social perspectives, focusing on environmental histories, infrastructure, ecology, and climate. Students analyze Houston's hot and humid climate, urban heat, hydrology, and climate change impacts before developing speculative design proposals at multiple scales, from the building to the city, and across multiple time frames, from immediate effects to long-term impacts.

ARCH 503: Comprehension I—ASSEMBLY (Associate Professor Andrew Colopy and Wortham Fellow Zhicheng Xu), the first comprehensive graduate studio, emphasizes structure, material, climate, and culture in architecture. Students complete focused building-precedent analyses through detailed drawings and/or large-scale models and develop conceptually rigorous, technically advanced architectural projects that demonstrate a deep understanding of climate, ecology, and human comfort.

Self-Assessment:

Assessments and Benchmarks
External critics provide valuable feedback on our program's courses, highlighting both strengths and areas for improvement.

ARCH 301: Comprehension I—STRUCTURE
"Action for improvement: Some aspects like air quality or reduction of noise in urban areas were briefly introduced and could be further explored in the future. . . . The final proposals demonstrated their effectiveness in the reduction of heat island effects and the massive improvement of spatial, environmental, and health conditions in the proposed sites."

ARCH 302: Comprehension II—ASSEMBLY
"It is a fantastic studio set-up. The students had a clear understanding of the technical assemblies in relation to climate effects; i.e., air and the conditioning of environments both interior and exterior. The projects were advanced technically and extremely inventive conceptually. Moving the comprehensive earlier in the undergraduate sequence seemed to work well. I encourage you to teach this studio again."

ARCH 503: Comprehension I—ASSEMBLY
"Students were able to critically position their projects within the broader social and ecological context of Houston, integrating concepts related to recycling, reusing, and community engagement. . . . Students have expressed their overall enjoyment of the community engagement process, which introduced them to the social dimension of architectural education."

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
Since our last accreditation, the comprehensive studios have been revised to provide a more in-depth understanding of human health, safety, and welfare issues. In fall 2023, the comprehensive studio requirements were relocated and redistributed to earlier stages in both the undergraduate and graduate programs. Specifically, these requirements were moved from:

ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS (formerly TOTALIZATION) and **ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS** (Fall semester formerly TOTALIZATION)

to:

ARCH 301: Comprehension I—STRUCTURE and **ARCH 302: Comprehension II—ASSEMBLY** (for undergraduates); and **ARCH 503: Comprehension I—ASSEMBLY** and **ARCH 504: Comprehension II—URBAN COMPLEX** (for graduate students)

This shift ensures that students acquire essential technical and ecological knowledge earlier in their academic careers, better preparing them as competent, ethically minded professionals. The first year of these studios and other curricular elements are currently under holistic review within each sequence.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Narrative:

We have identified the following courses as key assessment points for SC.2:

B.Arch.

ARCH 423: Professionalism and Management in Architectural Practice
ARCH 500: Preceptorship Program

M.Arch.

ARCH 623: Professionalism and Management in Architectural Practice

Course Descriptions

ARCH 423/623: Professionalism and Management in Architectural Practice (Senior Lecturer Alan Fleishacker), introduces all students to the legal responsibilities and ethical obligations of architectural practice. It covers the basics of AIA contract documents and essential business and organizational practices for design professionals. The course is structured around lectures, discussions, readings, and construction site visits, with the added value of presentations by Houston-based design and construction professionals. These industry experts share "behind the scenes" narratives of their organizational practices and design procedures through in-depth project presentations. Students gain a comprehensive understanding of the complex legal, regulatory, historical, ecological, and political systems that influence the practice of architecture. For their final project, students investigate an architectural project from conception to completion, identifying key topics such as contracts, business practices, code compliance, legal responsibilities, and stakeholder involvement. Working in teams, they research, diagram, and communicate the project's complexity, coordination, and duration, culminating in a final presentation to the class for discussion and comparison.

ARCH 500: Preceptorship Program is a unique professional experience integral to our B.Arch. program. After completing their fourth year of academic study, students intern for 9–12 months in an internationally prominent architectural office, engaging in various roles that provide them with new understandings of professional practice and leadership skills. Upon returning to Rice for their final year, students share the professional knowledge and collaborative insights they have gained through the Preceptorship Program, enriching the learning environment for their peers.

Extracurricular Offerings

An emphasis on professional practice permeates our culture, extending well beyond coursework. Our public lecture series features guest scholars, designers, and practitioners whose work offers insights into both conventional and emerging forms of practice and professional collaboration. The lectures, along with faculty-organized symposia and exhibitions, provide students with broader perspectives on the evolving nature of architectural practice.

Self-Assessment:

Assessments and Benchmarks

ARCH 500: Preceptorship Program

Student progress is closely monitored through required analytical reports submitted twice each semester. These reports allow us to assess the students' experiences and growth during their internships. Additionally, the director of external programs regularly communicates with preceptors to gauge student progress. Many students are offered full-time positions by their host offices following graduation, demonstrating the program's effectiveness in preparing students for professional practice.

ARCH 423/623: Professionalism and Management in Architectural Practice (Fleishacker)
"Interviews with guest speakers as collaborators showed positive results. Each thought the student's questions and comments indicated a strong interest in the many opportunities made available with an education in architecture. Those discussions continue to bring intriguing results."

Student evaluations also play a critical role, offering candid feedback on course organization, content, and teaching. These evaluations enable faculty and school leadership to identify successful aspects of the course, as well as areas that may benefit from improvement, ensuring that the curriculum remains responsive to student needs and changing industry conditions.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
The success of the undergraduate Preceptorship Program has prompted consideration of a similar initiative for M.Arch. students. The director of graduate studies, in collaboration with the director of external programs, is developing a pilot practicum for Option 1 graduate students. This program will place students in paid positions at leading architectural offices in Houston during the summer after their first year of study. Building on Houston's strong industry ties, the program will also feature a monthly summer forum hosted at participating offices, with guest speakers providing additional professional insights. This initiative aims to further support students' professional development and better prepare them for careers in architecture.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Narrative:

We have identified the following courses as key assessment points for SC.3:

B.Arch.
ARCH 302: Comprehension II—ASSEMBLY

M.Arch.
ARCH 504: Comprehension II—URBAN COMPLEX

Program Approach
Life safety, land use, and regulatory issues are fundamental areas of knowledge addressed across various scales, programs, sites, and formats throughout our undergraduate and graduate curricula. From the early stages of both programs, these issues are introduced and emphasized, particularly in studios that involve collaboration with expert consultants. As students progress to advanced studios, they develop a deeper understanding of fundamental regulatory principles and technical requirements at the scale of buildings and sites, synthesizing these critical elements into their design proposals.

Course Descriptions

ARCH 302: Comprehension II—ASSEMBLY (Professor in the Practice Mark Wamble and Associate Professor Andrew Colopy) integrates a series of technical workshops that include presentations on building code regulations (e.g., egress and accessibility) and energy analysis calculations for building envelopes. External consultants provide knowledge and insights on natural and mechanical ventilation systems, fire suppression systems, and energy code compliance. Students produce detailed drawing sets that document and communicate a high level of building design synthesis across various scales.

ARCH 504: Comprehension II—URBAN COMPLEX (Associate Professor Jesús Vassallo and Assistant Professor Georgina Baronian) involves workshops with mechanical, electrical, and plumbing professionals, as well as structural and planning consultants. The course covers fundamental life safety issues, industry regulations, land use, planning, and the International Residential Code. Students focus on housing, with Baronian's section developing a multi-unit building for a dense block in Tokyo (following International Building Code regulations), while Vassallo's section designs various single-family dwelling types for different lot sizes in Houston. Both sections adhere to the same technical requirements and deliverables, resulting in highly developed drawings and detailed models that demonstrate students' regulatory knowledge.

Self-Assessment:

Assessments and Benchmarks

Assessment of the comprehensive design studio sequence, including **ARCH 302: Comprehension II—ASSEMBLY** and **ARCH 504: Comprehension II—URBAN COMPLEX**, primarily focuses on student work, which is formatted using a required documentation template. This template ensures that each project clearly demonstrates the course learning outcomes and serves as a reference that faculty who coteach studio sections can use to compare and discuss outcomes and improvements. Regulatory principles of life safety, land use, and current law are rigorously documented by students in their final submissions, ensuring a thorough understanding of material, social, technical, and programmatic strategies.

Public reviews provide helpful feedback from external guests about the studio's organization and methods and the students' design work. In addition, faculty frequently discuss students' studio work internally. Both types of feedback are used in developing assessment summaries and plans.

ARCH 302: Comprehension II—ASSEMBLY (Colopy)
"Students demonstrate the occupancy classification of spaces, and paths of egress and accessibility through building plans, and document fire suppression systems through mechanical and RCP [reflected ceiling plan] drawings. The nature of the project brief in including extensive exterior spaces raised a number of questions with regard to occupancy and egress. Students made a good-faith attempt to demonstrate compliance, and the unusual nature of their projects led to productive discussions and resolutions in that regard. If a similar brief is pursued, consulting with an expert in this regard may prove beneficial."

ARCH 504: Comprehension II—URBAN COMPLEX (Vassallo)
"Students successfully completed required deliverables addressing concepts of life safety and governing industry regulations, in addition to incorporating these considerations into design decisions. More emphasis could perhaps be placed on making a clearer link between research . . . into issues of land-use at the city/urban scale to the final design project. . . . In general, the students did a great job of designing for very strict limitations in the building type (due to pricing for affordable housing). Because the projects were single-family, some of the egress and occupancy considerations of a larger project were replaced by exhaustive consideration of site design and compliance with city ordinances."

We follow a multilayered approach to self-assessment at the university, school, and course levels, including full curriculum reviews on a three-to-five-year cycle. As part of our most recent review, updated Program and Student Criteria were realigned with a revised curricular structure, implemented

in fall 2023. For example, SC.5 and SC.6 were repositioned within the curriculum. We also instituted a uniform self-assessment process, requiring each course instructor to identify assessment methods for each outcome, solicit external feedback, benchmark and document results, and plan improvements. This iterative process promotes continuous improvement at both the individual and collective levels.

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
Since our last accreditation, significant revisions have been made to the studio sequence of both programs. Regulatory issues are now introduced earlier, allowing students to engage with them as design challenges and creative considerations rather than mere compliance requirements. For example, the graduate-level ARCH 501 studio introduces students to the Americans with Disabilities Act, integrating accessibility requirements with conceptual thinking about public spaces and access. The first full year of this revised studio sequence is now under review, with plans to make incremental adjustments to individual studios—and broader improvements to sequences—as needed.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Narrative:

We have identified the following courses as key assessment points for SC.4:

B.Arch.

Technology courses

ARCH 207: Technology I—ELEMENTS
ARCH 309: Technology II—PROCESS: FORM, MATERIAL, FORCE
ARCH 314: Technology III—ANALYSIS MODELING
ARCH 316: Technology IV—ENVIRONMENT

Studio courses

ARCH 301: Comprehension I—STRUCTURE
ARCH 302: Comprehension II—ASSEMBLY
ARCH 401: Advanced Topics I—ENVIRONMENT

M.Arch.

Technology courses

ARCH 507: Technology I—ELEMENTS
ARCH 509: Technology II—PROCESS: FORM, MATERIAL, FORCE
ARCH 514: Technology III—ANALYSIS MODELING
ARCH 516: Technology IV—ENVIRONMENT

Studio courses

ARCH 502: Core Design Studio II—CONTEXT
ARCH 503: Comprehension I—ASSEMBLY

Program Approach

Technical knowledge, an integral component of our curriculum, is systematically introduced and developed through a structured sequence of foundational courses, starting early in the students' academic journey. This knowledge is then reinforced through thematically integrated design studios, ensuring that students gain a comprehensive understanding of both established and emerging systems, technologies, and assemblies in building construction.

The curriculum includes a sequence of four key technology courses that progressively cover fundamental concepts such as structural systems, materials, construction methods, and environmental systems. These courses blend theoretical lectures with hands-on, project-based assessments, such as models and drawings, to demonstrate student comprehension. This sequence is carefully integrated across both undergraduate and graduate programs, starting in the first or second year to ensure that technical issues are considered early in studio work, enabling advanced explorations in later design courses.

Key design studios within the program are specifically organized to foreground technical aspects, which serve as the basis for design exploration. At the undergraduate level, courses such as ARCH 301, ARCH 302, and ARCH 401 emphasize the integration of technical knowledge with design practice. At the graduate level, ARCH 502 and ARCH 503 continue this focus, allowing students to apply their technical understanding in increasingly complex design scenarios.

Course Descriptions

ARCH 207/507—Technology I—ELEMENTS (Assistant Professor Juan José Castellón) establishes a foundation for the technology sequence by exploring the reciprocal relationships between space, material, and structure. Students are introduced to the basic structural and material principles of both tectonic (steel, wood) and stereotomic (stone, clay, concrete) construction paradigms, as well as traditional and digital approaches to load-bearing elements such as walls, columns, beams, and trusses. Economic concerns and the meaningful use of sustainable materials are also emphasized. Assessment is conducted through a series of modeling assignments (digital and physical), class discussions, and a critical evaluation assignment.

ARCH 309/509: Technology II—PROCESS: FORM, MATERIAL, FORCE (Assistant Professor Juan José Castellón) builds on ARCH 207/507 while delving into the physical processes that govern the relationships between form, material, and force. The course explores various form-finding methods, employing graphic statics to analyze structural behavior. Students develop physical models to demonstrate their understanding of structural, construction, and material logics. Assessment involves model assignments, class discussions, and a final critical evaluation.

ARCH 314/514: Technology III—ANALYSIS MODELING (Visiting Scholar in Technology and Culture Bárbara Barreda; as of fall 2024: Associate Professor Brett Schneider) focuses on architectural assemblies, with an emphasis on resource-conscious practices and the implications of material choices and construction techniques. Students engage in a serial investigation of discrete, additive, and hybrid material assembly logics, documented through detailed drawings, models, and animations. The course also encourages critical reflection on the environmental impact of these practices, with assessments including a critical evaluation of the process.

ARCH 316/516: Technology IV—ENVIRONMENT (Lecturer Stephen Redding) addresses building environmental systems, including power, water, and wastewater, with a focus on air conditioning and human comfort. Sustainability issues, such as energy conservation and life-cycle costs, are integrated into the curriculum. Students are assessed through quizzes, individual assignments, and a final project that involves developing a schematic, development, and construction drawing package for a basic mechanical system.

ARCH 301: Comprehension I—STRUCTURE (Assistant Professors Georgina Baronian and Juan José Castellón), our first comprehensive undergraduate studio, introduces students to contemporary design methods that integrate structural and material principles from the early stages of the design process. The studio emphasizes collaboration with external consultants and the use of both digital and physical tools to test quantitative and qualitative design elements at the intersection of architecture, engineering, and the sciences.

ARCH 302: Comprehension II—ASSEMBLY (Associate Professor Andrew Colopy and Professor of Practice Mark Wamble) advances students' knowledge of building assemblies and tectonics, promoting a critical view of resource use. Students work on a synthetic design problem, learning to approach building design in an integrated and collaborative manner, with an emphasis on meeting aesthetic, performance, and code-required criteria.

ARCH 401: Advanced Topics I—ENVIRONMENT (Associate Professor Christopher Hight and Assistant Professor Maggie Tsang) explores environmental and social perspectives in the context of neighborhood reconstruction and growth. Students are challenged to design across multiple scales, from the building to the city, with an emphasis on environmental analysis and long-term sustainability.

ARCH 502: Core Design Studio II—CONTEXT (Professor Carlos Jiménez) foregrounds materials, ecology, and tectonics in architecture. Students develop a building and site design that demonstrates an understanding of the relationship between built and natural systems, with an emphasis on material and structural systems.

ARCH 503: Comprehension I—ASSEMBLY (Associate Professor Andrew Colopy and Wortham Fellow Zhicheng Xu), the first comprehensive graduate studio, emphasizes the integration of structure, material, climate, and culture in architecture. Students conduct a detailed precedent analysis and develop conceptually rigorous, technically advanced projects that address material, structural, and thermal systems as integral components of building assemblies.

Supplemental Courses
In addition to the required curriculum, we offer a diverse array of elective courses that further advance students' technical knowledge. These electives include applied studios that engage students with hands-on experiences in fabrication and construction, as well as seminars that critically evaluate the economic, social, and environmental implications of new technologies. For instance, Associate Professor Jesús Vassallo regularly offers electives that invite students to design, fabricate, and construct. One of his studios recently completed a mass timber pavilion and nature observatory on the Rice campus.

The following electives engage students in the means and methods of building, while asking them to evaluate the broader social and environmental impacts of various technologies.

ARCH 327/627: Construct and **ARCH 330: Construct II** involve students in real-world projects such as the construction of a net-positive ADU.

ARCH 313: 21st Century Design Approach: Environmental Sustainability, Built Environment Materiality, and Human Well-Being (Lecturer Rives Taylor) provides students with practical insights into delivering sustainable outcomes.

ARCH 350: Urban Transportation (Senior Lecturer Christof Spieler and Lecturer Mandi Chapa) examines urban transportation and explores how architects can better shape cities.

ARCH 450 (1): Day for Night (Associate Professor Christopher Hight) explores the history of lighting technology through workshops where students create experimental simulations and installations.

ARCH 550 (2): Building Blankets (Assistant Professor Georgina Baronian) focuses on how the pursuit of alternative means for ameliorating the climatic performance of the built environment can emerge from a critical assessment of sustainability and efficiency.

ARCH 550: Deep Geologies (Assistant Professor Brittany Utting) examines the complex infrastructures of capital, energy, and heat in the everyday geologies of fracking, cracking, mining, drilling, and burning.

Self-Assessment:

Assessments and Benchmarks

ARCH 207/507: Technology I—ELEMENTS (Castellón)
"Three workshops with outside experts (Structure, Energy, and Building Envelope) were evaluated as highly successful but potentially benefiting from additional software tutorials to facilitate more informed decisions."

ARCH 309/509: Technology II—PROCESS: FORM, MATERIAL, FORCE (Castellón)
"Included a series of physical models (hanging structures, membrane, etc.) that demonstrate structural principles. Though the physical models met with high success, students' proficiency in constructing parallel digital models was limited and uneven. Providing tutorials and exploring similar methods in other areas of the curriculum should be explored."

ARCH 314/514: Technology III—ANALYSIS MODELING (Barreda)
"Included three assembly design assignments (Discrete, Additive, and Hybrid). Expectations were fulfilled, but to a lesser degree with the third. Students appeared overwhelmed with the first and preoccupied with studio during the last. A strategy to synthesize all aspects into two assignments would be beneficial."

ARCH 316/516: Technology IV—ENVIRONMENT (Redding)
"Included MEP system lectures, building tours, group assignments, and guest lecturers. While these methods were generally effective, inclusion of emerging technologies is a challenge and might best be supported by encouraging continuing education."

ARCH 301: Comprehension I—STRUCTURE (Baronian)
"Included three workshops with outside experts. Though successful, the first would benefit from reviewing 'basic structural principles . . . prior to the workshop so that more time can be devoted to higher level project development.'"

ARCH 302: Comprehension II—ASSEMBLY (Colopy)
"Included a six-week case study of a building envelope with detailed drawings and an environmental analysis. Drawings were extremely successful, as was the analysis, but digital models were underutilized and could be limited in favor of more time spent developing an energy or carbon analysis."

ARCH 401: Advanced Topics I—ENVIRONMENT (Tsang)
"Included research drawings that mapped environmental factors. Though highly accomplished, the basic GIS session could benefit from a more tailored skills workshop."

ARCH 502: Core Design Studio II—CONTEXT (Jiménez)
"Exercise 3 emphasized basic knowledge of materials, ecology, and tectonics. Students addressed basic principles of structural, passive, and environmental technologies from modular structural systems to cross-ventilation. Probing of structural technologies was encouraged but not enforced as the goal was to learn established systems before considering other emerging systems. Students who pursued the latter were not as successful in their efforts. The criteria were assessed at a mid-review attended by internal faculty and a final review which additionally included an external guest critic. The final review brought accolades for the majority of the students' works, instilling a positive sense of achievement."

ARCH 503: Comprehension I—ASSEMBLY (Colopy)
"Included a precedent study in which students created detailed structural models, drawings, and a poster of their environmental analysis. Drawings and models met with high success, but the performance was uneven on the poster assignment, which would benefit from more explicit criteria, such as requiring a carbon accounting for a single material."

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
Since the last accreditation, significant curriculum changes have enhanced our teaching of technical knowledge, particularly within the studio sequence. Recognizing the need to integrate technical instruction earlier, we restructured the sequence to include focused studios (ARCH 301, 302, 502, and 503) that emphasize technical knowledge as a core component. These studios retain elements from our comprehensive Totalization studios, including engagement with external consultants and standardized deliverables.

To further support this transition, we are increasing the involvement of full-time technology faculty in studio instruction, fostering stronger connections between technical knowledge and design practice. The recent hiring of Associate Professor Brett Schneider reflects our commitment to this goal. Additionally, our new building addition, featuring expanded shop and fabrication facilities, will support hands-on technical instruction and enhance the school's design-build initiatives.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site visit.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Narrative:

We have identified the following courses as key assessment points for SC.5:

B.Arch.
ARCH 302: Comprehension II—ASSEMBLY

M.Arch.
ARCH 504: Comprehension II—URBAN COMPLEX

Program Approach
Design synthesis requires the integration of diverse and often conflicting criteria—site conditions, programmatic needs, community requirements, regulatory standards, and considerations of environmental and technical performance—into a cohesive project. This synthesis is a core component of every design studio in our curriculum but is most rigorously developed in the second comprehensive studio of each degree program: ARCH 302: Comprehension II—ASSEMBLY for undergraduates and ARCH 504: Comprehension II—URBAN COMPLEX for graduates.

Our revised studio curriculum provides a structured progression from foundational knowledge of space and cultural context to advanced analysis of environmental and urban factors. The preceding comprehensive studio focuses on structural and material assemblies, promoting iterative practice and addressing technical concerns to prepare students for the integrative challenges of the second comprehensive studio.

To ensure a robust exploration of design synthesis, these studios emphasize collaborative teamwork and include regular consultations with technical experts. Uniform representational requirements, comprehensive in type, scale, and level of development, are maintained to support consistency and depth across the program.

Course Descriptions
ARCH 302: Comprehension II—ASSEMBLY (Associate Professor Andrew Colopy and Professor in Practice Mark Wamble) focuses on the synthesis of building assemblies and tectonics. The course introduces material practices and construction principles while encouraging a critical view of resource use, including the energy and materials involved in construction. Students work on a synthetic design problem, developing an integrated and collaborative approach to building design that meets relevant aesthetic, performative, and code-required criteria.

ARCH 504: Comprehension II—URBAN COMPLEX (Associate Professor Jesús Vassallo and Assistant Professor Georgina Baronian) asks students to engage with urban strategies and detailed building proposals within a multiblock urban context. The course foregrounds the integration of structure, building envelope systems, regulatory requirements, accessible design, site conditions, and life safety systems, with students working collaboratively to develop projects that address these complex criteria.

Supplemental Courses
Construct, the school's design-build program offers additional opportunities to engage in design synthesis. Courses such as **ARCH 327/627: Construct** and **ARCH 330: Construct II** involve real-world projects that integrate community interests with site conditions and regulatory constraints, often addressing environmental concerns too. Associate Professor Jesús Vassallo regularly offers electives designed to challenge students with projects requiring the synthesis of design, fabrication, and construction, such as Rice's new mass timber pavilion and nature observatory.

Self-Assessment:

Assessments and Benchmarks
ARCH 302: Comprehension II—ASSEMBLY (Colopy)
"Includes a six-week case study requiring students to develop an in-depth understanding of an existing building's use, site/environmental conditions, and building systems, especially the envelope. Overall, the assignment was highly successful, with detailed drawings of the building envelope a real strength. Digital models were somewhat underutilized in the process, and peel-away drawings would

have benefited from more development. In the future, greater similarity between the structural system of the precedent and the final project would aid students' design process."

"Includes a workshop as part of the case study to instruct students on how to conduct an environmental analysis, including the use of software. Success was mixed, high to moderate. Overall, this was quite instructive in helping students understand and integrate objective performance criteria into their design process. Site analysis was quickly understood. The thermal analysis was overly involved and should be simplified. The energy analysis was limited due to time. Rebalancing the 3 components to simplify the thermal portion and expand on energy issues is needed. Adding a carbon accounting would be beneficial. Additionally, while the same set of analyses was required for the final project, the short design period left limited time for iteration with respect to integrating these criteria. Simple, targeted use of such analysis embedded in the initial assignments (Data/Demo) would address this issue."

ARCH 504: Comprehension II—URBAN COMPLEX (Baronian)
"Includes an assignment, Studies 3 (Core & Shell), in which students refine programmatic and structural concepts while incorporating MEP, life safety, egress, and accessibility systems. Students additionally develop envelope and fenestration concepts and detailing. Assignment met with high success at both a midpoint and final. Students were able to maintain design-oriented objectives while understanding and resolving site, regulatory, environmental, and accessibility concerns. Students demonstrated a high level of engagement with external consultants, and thoroughly and comprehensively incorporated feedback from these sessions into their design proposals."

"The final review requires students to document their design studies, with an emphasis on technical drawings and an articulation of their relationship to design concepts, in the form of a public presentation. The review was highly successful. Students presented final design projects to a jury of Rice faculty and nationally and internationally recognized architects and academics. Student projects comprehensively addressed technical, regulatory, and environmental concepts while elegantly translating early design concepts into their final projects."

ARCH 504: Comprehension II—URBAN COMPLEX (Vasallo)
"This criteria was addressed through the development of technical drawing sets. Students produce drawing sets that mimic what the architectural portion of a construction documentation set would look like for a single-family house design. In making these detailed drawings, students synthesize the feedback they have received from the different specialists, as well as advance their own material, structural, formal, and environmental strategies into a comprehensive and clear proposal for a new affordable housing typology. The drawing sets were highly developed and complete, except for one team who had medical issues midway through the semester, and whose drawings were a bit less polished. In general the students did a great job of designing for very strict limitations in the building type (due to pricing for affordable housing). Because the projects were single-family, some of the egress and occupancy considerations of a larger project were replaced by exhaustive consideration of site design and compliance with city ordinances."

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
As a result of our recent curricular review, we introduce and assess SC.5 and SC.6 earlier in our curriculum. These criteria are now integrated into the second comprehensive studio for each program (**ARCH 302: Comprehension II—ASSEMBLY** for undergraduates and **ARCH 504: Comprehension II—URBAN COMPLEX** for graduate students). This shift aims to provide students with earlier and more frequent opportunities to engage with complex design challenges, thus facilitating a more thorough exploration of integration and synthesis.

Prior to this reorganization, comprehensive studios such as ARCH 601: Advanced Option Studio—TOTALIZATION or ARCH 620: Advanced Option Studio Paris—RESEARCH PLATFORMS, were positioned later in the studio sequence, offering a vertically integrated approach. By moving the focus of SC.5 and SC.6 to the second comprehensive studio, we aim to leverage the strengths of these courses and offer students additional exposure to comprehensive design challenges. This restructured approach allows for a more accelerated and in-depth integration of design synthesis and building systems, while providing increased opportunities for research and speculative inquiry in the concluding stages of the program.

To support these changes, the curriculum for all other studios has been restructured accordingly. Our commitment to engaging with external consultants and maintaining uniform representational requirements across comprehensive studios remains unchanged. Although ARCH 601 no longer bears the name “Totalization,” its comprehensive requirements will continue for the next two academic years (2024–25 and 2025–26) to ensure that all students meet these standards during the transition.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
Narrative:

We have identified the following courses as key assessment points for SC.6:

B.Arch.
ARCH 302: Comprehension II—ASSEMBLY

M.Arch.
ARCH 504: Comprehension II—URBAN COMPLEX

Program Approach
Building integration is critical in understanding and coordinating a range of complex systems within architectural design, focusing on factors such as occupant health, safety, comfort, and the environmental impact of building systems. This criterion is addressed primarily within the second comprehensive studios, **ARCH 302: Comprehension II—ASSEMBLY** and **ARCH 504: Comprehension II—URBAN COMPLEX**, where students are required to integrate structural, environmental control, life safety, and building envelope systems.

Our studio curriculum has been restructured to progressively introduce these systems, beginning with basic concepts in early studios and building to full integration in the comprehensive studios. Collaboration with external technical experts and the use of uniform representational standards ensure consistency and depth in students’ exploration of integrated building design.

Course Descriptions
ARCH 302: Comprehension II—ASSEMBLY (Associate Professor Andrew Colopy and Professor in Practice Mark Wamble) emphasizes the integration of building assemblies, material practices, and construction principles. Students engage with synthetic design problems that require the integration of aesthetic, performative, and regulatory criteria, with a focus on the critical evaluation of resource use.

ARCH 504: Comprehension II—URBAN COMPLEX (Associate Professor Jesús Vassallo and Assistant Professor Georgina Baronian) foregrounds agency, infrastructure, community, and policy in architecture. Students collaborate to develop urban strategies and detailed building proposals that integrate structural, environmental control, and life safety systems. The course emphasizes the coordination of these systems within a complex urban context, fostering collaborative design approaches.

Supplemental Courses
The design-build program at the school offers elective courses that naturally involve building integration, such as **ARCH 327/627: Construct** and **ARCH 330: Construct II**. These courses provide hands-on experience with real-world projects that require the integration of community interests, site conditions, and regulatory constraints. Additionally, elective courses offered by Associate Professor Jesús Vassallo, such as the mass timber pavilion project, further enhance students' understanding of building integration.

Self-Assessment:

Assessments and Benchmarks
ARCH 302: Comprehension II—ASSEMBLY (Colopy)
"Includes reviews/pinups with outside engineering consultants, both envelope and environmental systems, including discussions of occupant use, regulatory concerns, as well as systems and performance. These occurred at key moments to inform the design process. These were highly successful. Meeting with the envelope and mechanical consultant helped students to integrate regulatory issues and matters of use, as well as design building systems to meet current standards of performance."

"Includes a workshop as part of the case study to instruct students on how to conduct an environmental analysis, including the use of software. Success was mixed, high to moderate. Overall, this was quite instructive in helping students understand and integrate objective performance criteria into their design process. Site analysis was quickly understood. The thermal analysis was overly involved and should be simplified. The energy analysis was limited due to time. Rebalancing the three components to simplify the thermal portion and expand on energy issues is needed. Adding a carbon accounting would be beneficial. Additionally, while the same set of analyses were required of the final project, the short design period left limited time for iteration with respect to integrating these criteria. Simple, targeted use of such analysis embedded in the initial assignments (Data/Demo) would address this issue."

ARCH 504: Comprehension II—URBAN COMPLEX (Vassallo)
"Included meetings with technical specialists in the areas of Structure, Mechanical/Electrical/Plumbing (MEP) and Envelope. The students' Schematic Design Presentations are sent to a Structural Engineer, an MEP Engineer, and an expert in Energy/Climate. After reviewing the student's work, the engineers each lead a short workshop with each of the teams where they present their specialized feedback, ask the students about the ambitions of their design, and suggest effective ways to achieve those goals based on their expertise. This semester, the first round of meetings with engineers consisted primarily of informative presentations from the consultants, explaining how the fundamentals of each of their disciplines applies to the very specific type of project the students are working on. These presentations were then followed by intense Q&A from the students. This format has been an improvement from previous experiences, and I believe we got the most out of these short meetings. The second round of reviews consisted of the consultants redlining the student's final set of drawings, which I believe was a very useful and efficient use of our limited time with the MEP, structural, and envelope engineers. Included templated technical drawing sets. Students produce drawing sets that mimic the architectural portion of a construction documentation set for a single-family house. In making these detailed drawings, students synthesize the feedback they have received from the different specialists, as well as advance their own material, structural, formal, and environmental strategies into a comprehensive and clear proposal. The drawing sets were highly developed and complete, except for one team who had medical issues midway through the semester, and whose drawings were a bit less polished. In general, the students did a great job of designing for

very strict limitations in the building type (due to pricing for affordable housing). Because the projects were single-family, some of the egress and occupancy considerations of a larger project were replaced by exhaustive consideration of site design and compliance with city ordinances."

ARCH 504: Comprehension II—URBAN COMPLEX (Baronian)
"The studio conducted a series of workshops engaging with outside consultants: Workshops: 3 workshops with Nat Oppenheimer (Silman Structural Engineers) to develop structural design strategies; held with mechanical engineer Stephen Redding (RLB) to integrate MEP, life-safety, egress and accessibility systems; and 2 held with envelope engineer Nick Floyd (SGH) to refine envelope assemblies and fenestration concepts and their detailing. At midpoint, Students demonstrated a high level of engagement with external consultants, and thoroughly and comprehensively incorporated feedback from these sessions into their design proposals. At the final, students exhibited a clear understanding of concepts and feedback given during consultant workshops, evidenced by the legibility of this feedback in final design proposals."

For more details on our curricular development and self-assessment processes, see **5.2 Planning and Assessment** and **5.3 Curricular Development**. Supporting materials and evidence are provided in the course and assessment subfolders under each criterion.

Summary of Modifications:

Changes Implemented and Future Developments
Building integration involves coordinating an array of systems and assemblies, emphasizing their performance in regulating health, safety, and comfort for occupants. It also considers the broader environmental impacts of these systems. This aspect of design is thoroughly explored in the second comprehensive studio of each program, **ARCH 302: Comprehension II—ASSEMBLY** for undergraduates and **ARCH 504: Comprehension II—URBAN COMPLEX** for graduates. The curriculum's recent revisions support a structured progression from fundamental to advanced design considerations. We emphasize collaborative teamwork, technical engagement, and consistent representational requirements to ensure comprehensive learning and application of integration principles.

For more details on our program updates, see "Changes Implemented and Future Developments" under **SC.5 Design Synthesis**.

Evidence and Supporting Materials
The school provides syllabi, course schedules, reading lists, assignments, and other instructional materials for all required courses. These materials are available in subfolders corresponding to each criterion and will be provided to the visiting team in advance.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Rice University holds accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), authorizing it to award baccalaureate, master's, and doctoral degrees. The university is also recognized by four specialized agencies: the National Architecture Accrediting Board, Texas Education Agency, Accreditation Board for Engineering and Technology, and Association to Advance Collegiate Schools of Business.

The most recent reaffirmation from SACSCOC is located in the appendix.

4.2 Professional Degrees and Curriculum

The NAAB accredits 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.

Program Response:

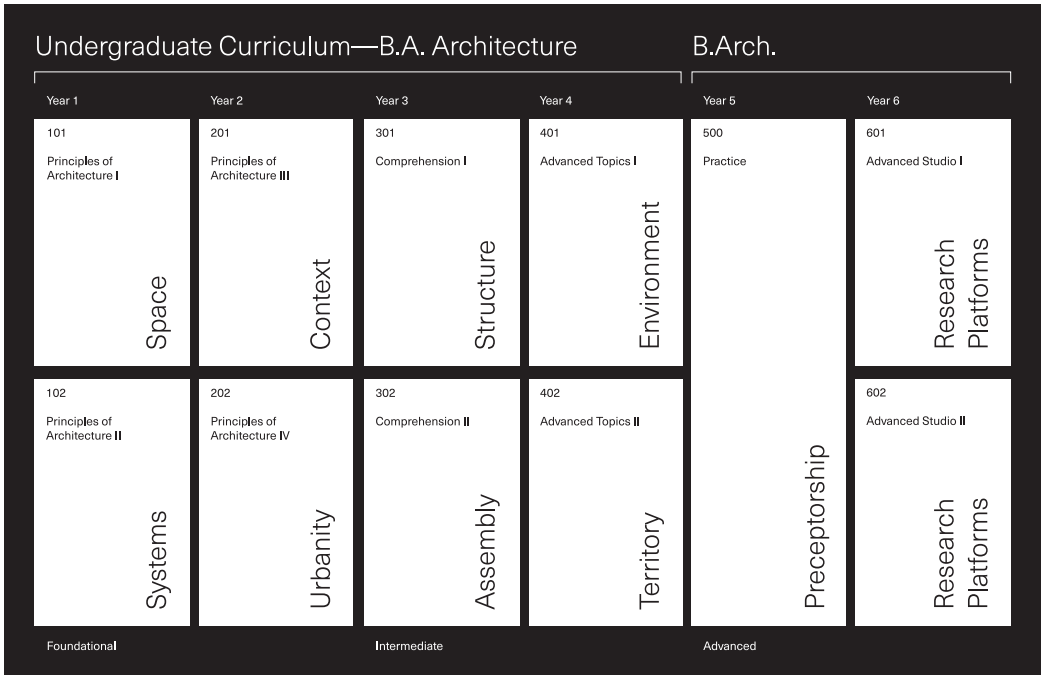
The Rice School of Architecture's bachelor of architecture (B.Arch.) and master of architecture (M.Arch.) programs are built on the understanding that architecture is inherently a generalist practice. Within this framework, students are encouraged to carve out unique pathways that reflect their individual interests and aspirations. By equipping students to engage with an increasingly complex world—one where traditional binaries (e.g., local vs. global, quantity vs. quality, mind vs. nature) are no longer sufficient—we challenge students to transcend outdated dichotomies and navigate the complexities of a world that resists simplistic categorization. Our programs serve as a testing ground for visionary approaches to the future, asking students to confront the world's intricacies by focusing on the tangible, the legible, and the relevant.

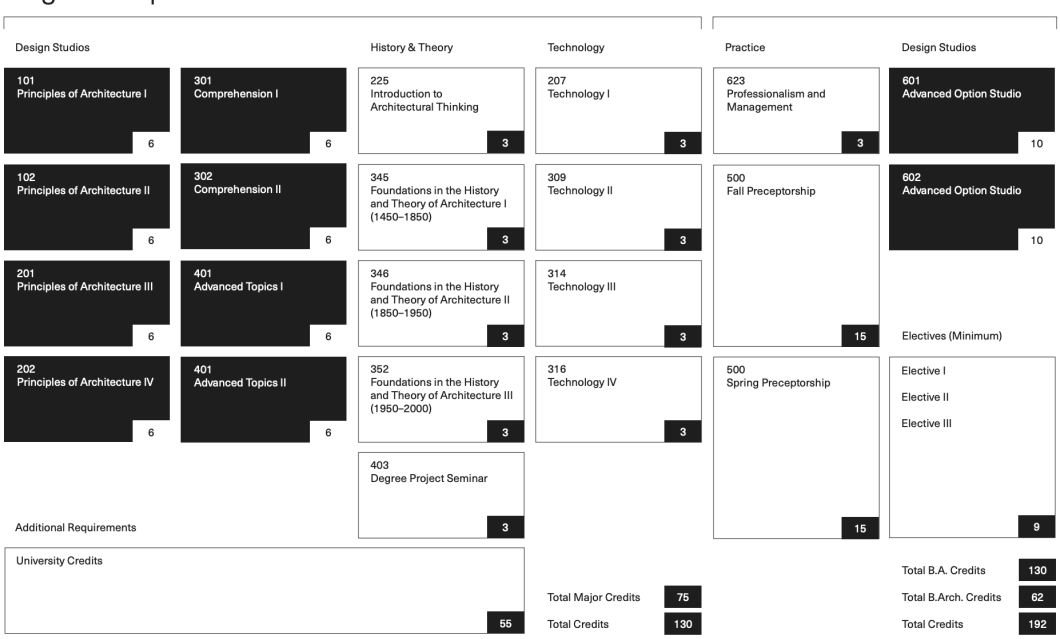
4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Program Response:

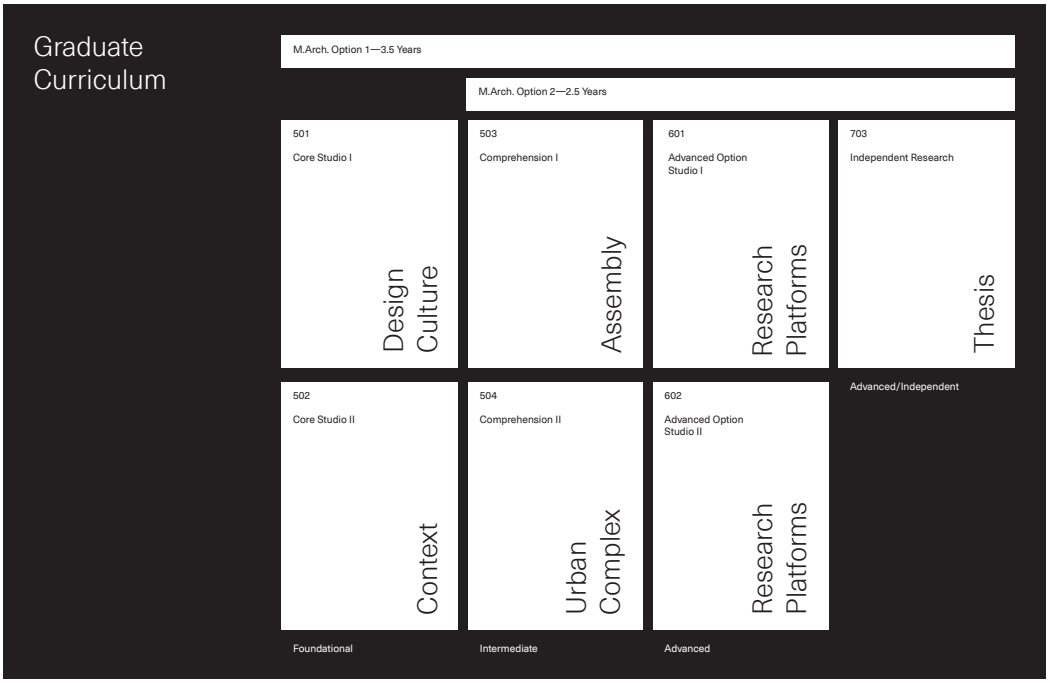
Professional studies form the core of both our undergraduate and graduate curricula. They are integrated into every design studio, as well as our course in history and theory, technology, and professional practice. These courses are structured in a specific sequence to build a comprehensive understanding of the field.

B.A. Architecture and B.Arch.: https://arch.rice.edu/academics/undergraduate





M.Arch.: https://arch.rice.edu/academics/graduate

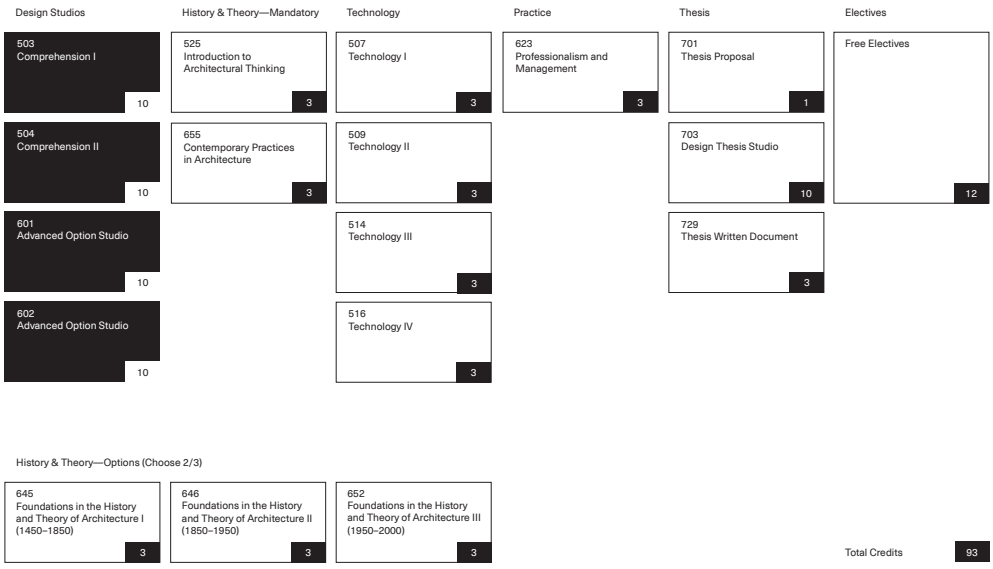


Degree Requirements—M. Arch. Option 1

Design Studios	History & Theory	Technology	Practice	Thesis	Electives
501 Core Studio I 10	525 Introduction to Architectural Thinking 3	507 Technology I 3	623 Professionalism and Management 3	701 Thesis Proposal 1	Free Electives 27
502 Core Studio II 10	645 Foundations in the History and Theory of Architecture I (1450–1850) 3	509 Technology II 3		703 Design Thesis Studio 10	
503 Comprehension I 10	646 Foundations in the History and Theory of Architecture II (1850–1950) 3	514 Technology III 3		729 Thesis Written Document 3	
504 Comprehension II 10	652 Foundations in the History and Theory of Architecture III (1950–2000) 3	516 Technology IV 3			
601 Advanced Option Studio 10	655 Contemporary Practices in Architecture 3				
602 Advanced Option Studio 10					

Total Credits 131

Degree Requirements—M. Arch. Option 2



Full requirements for each program are listed in the university's General Announcements.

- B.A. in architecture: https://ga.rice.edu/programs-study/departments-programs/architecture/architecture/architecture-ba/#requirementstext
- B.Arch.: https://ga.rice.edu/programs-study/departments-programs/architecture/architecture/architecture-barch/#requirementstext
- M.Arch.: https://ga.rice.edu/programs-study/departments-programs/architecture/architecture/architecture-march/—requirementstext

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Program Response:

B.Arch.

At the conclusion of the fourth year in the B.Arch. program, students earn a nonprofessional bachelor of arts in architecture. This degree requires the completion of 45 credit hours of coursework outside Rice Architecture. In addition, all undergraduate students must satisfy the university's general education requirements, which include the completion of at least three credit hours in each of three designated groups: Distribution Group I (humanities), Distribution Group II (social sciences), and Distribution Group III (natural sciences and engineering). The courses within each group must span at least two departments, with interdisciplinary or divisional designations (e.g., HUMA or NSCI) counting as separate departments. Credits earned at other institutions and transferred to Rice as equivalent

distribution courses are counted toward this requirement, provided the course is worth at least 2.5 semester credit hours.

Additionally, all students must pass a First-Year Writing-Intensive Seminar (FWIS), a three-credit-hour course available exclusively to first-year students. While an FWIS can focus on any topic, they all emphasize writing and communication. To support student success in these seminars, incoming students complete the university's First-Year Writing Assessment prior to matriculation. Based on their assessment results, students are placed into either **FWIS 100: Introduction to Academic Writing** or one of several 10- and 200-level FWIS courses, which cover various topics.

Since fall 2022, all matriculated students have also been required to complete a three-credit-hour course in Analyzing Diversity. These courses primarily focus on understanding human differences across societies, examining how such understandings have evolved over time and exploring their implications for human development. This requirement ensures that students gain foundational knowledge in critical diversity studies, which they can apply in other areas as they progress through their academic journey.

M.Arch.
The M.Arch. program requires students to complete either 27 credit hours (Option 1) or 12 credit hours (Option 2) of electives. Although students are not mandated to take these courses outside Rice Architecture, we strongly encourage them to do so. Many of our graduate students choose to enroll in courses within the social sciences, environmental studies, and the humanities, broadening their interdisciplinary knowledge base.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

Program Response:

Students pursuing the B.Arch. degree, in addition to earning a B.A. in architecture, must complete an additional 19 credit hours of electives. Although we do not offer formal concentrations, students have access to a wide array of minors and certificate programs across the university that are particularly appealing to design students. These include minors in environmental studies, art history, anthropology, politics, law, and social thought, and concentrations in studio art and film/photography.

A significant number of our undergraduates opt for a minor, as evidenced by data from recent years:

FY24: 16 out of 131
FY23: 10 out of 133
FY22: 11 out of 123
FY21: 11 out of 114
FY20: 6 out of 116

Our M.Arch. program also provides ample flexibility for optional studies. Option 1 students are required to complete 27 credit hours of electives, while Option 2 students must complete 12 credit hours. These elective credits enable students to pursue interests beyond the required professional studies, and they often select courses from other departments across the university. Additionally, the Graduate Thesis offers an opportunity for students to engage in self-directed research that can be informed by coursework outside Rice Architecture.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response

Bachelor of Arts in Architectural Studies

The bachelor of arts (B.A.) in architectural studies serves as an alternative to the preprofessional degree sequence for students who have completed the two-year foundation program. The first four semesters of this curriculum mirror the foundation sequence of the architecture major. Beyond this, students are required to complete an additional studio and four elective courses in architecture. This path provides foundational preparation for potential future professional studies while allowing students the flexibility to explore other academic interests in greater depth.

Master of Science (*currently paused*)

The master of science in architecture (M.Sc.Arch.) program, though currently paused, is designed as an intensive, focused exploration culminating in a master of science degree. This program centers on a two-semester investigation of a topic led by senior faculty, where a select group of students forms a collective intelligence responsible for synthesizing theoretical, historical, and design ambitions. The program includes a 3-credit seminar in the first term and a 12-credit collective thesis in the second term, alongside additional required coursework tailored to the selected topic, bringing the total credit hours to 30. The student body typically comprises individuals holding a B.A., B.S., or more advanced degree in architecture or a related discipline. Coursework spans offerings from Rice Architecture and other departments across the university.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response

Our B.Arch. program prepares architects who will act on a global stage and shape the future of the profession. The curriculum emphasizes professional study as a means of addressing the urgent and complex questions of the twenty-first century, with architecture as the lens through which these issues are engaged. The program seeks to imbue architectural practice with renewed relevance and vitality, positioning it as a critical force for our shared environment.

Our students benefit from both personalized attention—a key facet of our uniquely small school—and the breadth of study afforded by a major research university. A key feature of the professional degree curriculum is our Preceptorship Program, which integrates academic study with hands-on experience at leading architectural firms worldwide, offering students a year of immersive practice.
From their first semester, students engage in architectural studios every term, thus building a solid foundation for advanced study. Each studio presents a unique aspect of architecture, allowing students to develop specialized skills and critical understanding. Studio work is complemented by courses in architectural history, theory, technology, and practice, along with a broad range of general studies and electives in disciplines such as fine arts, humanities, natural sciences, and social sciences.

In their third year, students undertake two comprehensive design studios in succession, supported by local and national consultants. The fourth year begins with a design research seminar, which informs the subsequent semester's design studio. This two-semester cycle allows students to pursue more in-depth research and design projects.

The fifth year is dedicated to the Preceptorship Program, where students gain professional experience by working in top architecture firms selected by the school. The director of external programs, in consultation with the director of undergraduate studies and other faculty, facilitates the matching process. During this 9-to-12-month period, students contribute to long-term projects, deeply engaging with the profession.

After the Preceptorship year, students return to Rice for a sixth and final year (commonly referred to as the "fifth year") to complete their B.Arch. academic requirements. They participate in graduate-level studios that synthesize their professional experiences with advanced architectural knowledge and practice. Additionally, students may opt to study abroad for a semester in the Paris program.

B.A. Architecture/B.Arch.
The bachelor of arts in architecture (B.A. in architecture) leading to a bachelor of architecture degree (B.Arch.) is the primary academic track for undergraduate architectural students at Rice. Students admitted to the university and the School of Architecture enter this program, which leads to the B.A. in architecture after four years, followed by a two-year professional B.Arch. degree sequence.

The curriculum is divided into three stages: a foundation stage (first and second years), an intermediate stage (third and fourth years), and the professional B.Arch. stage, which includes the Preceptorship. During the first four years, students must also satisfy university graduation requirements for the B.A. in architecture.

At the conclusion of the foundation stage, students apply for approval of their major in architecture. This process allows for an assessment of each student's academic progress and suitability for continuing in the professional degree track.

Upon completing the intermediate stage, students who meet all major and university requirements receive a B.A. in architecture. Those wishing to pursue the professional degree then apply for admission to the B.Arch. sequence (Fifth-Year Program) in the second semester of their fourth year. This ensures that each student's academic achievements justify continued study, while also providing options for alternative academic paths if warranted.

Once admitted to the B.Arch. sequence, students are assigned a preceptorship through a matching process that considers their preferences alongside other factors. The preceptorship involves at least nine months of professional experience, which takes place immediately after students earn their B.A. in architecture. Students then return to Rice for a final year of academic study. The B.Arch. sequence is exclusively available to students who have completed the four-year B.A. in architecture at Rice.

The B.Arch. degree requires 192 credit hours, including 30 hours for the Preceptorship year. (Preceptorship credits are awarded solely to maintain student status and do not substitute for any required academic credits.) The total number of academic credits is 162, with 130 earned during the first four years and 32 in the Fifth-Year Program.

4.2.5 Master of Architecture. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

Our master of architecture (M.Arch.) program capitalizes on the school's unique size and resources to cultivate research skills, critical thinking, and independent inquiry among graduate students. The curriculum is structured around four key areas: design, history, technology, and practice. These areas are intentionally connected, creating a dynamic feedback loop that enriches the learning experience. The collective dialogue that characterizes our school—evident in studios, seminars, juries, lectures, and hallway conversations—fosters a synthesis of these elements, empowering students to engage with the world through design research at various scales, from local to global.

The design studio sequence is central to this approach, moving across scales and locales and culminating in Research Platforms. These advanced studios offer opportunities for focused study on subjects ranging from theoretical and material to formal inquiries. The history and theory sequence concludes with a required prethesis seminar, which extends this research arc of the program, allowing students to define their stance on architecture's contemporary role. Students then complete their studies with either a semester-long thesis project or an additional Research Platforms studio.

The program's emphasis on research, critical thinking, and global engagement is mirrored in the extracurricular activities of our students, who frequently initiate and lead independent projects. A notable example is *PLAT*, our student-run magazine that surveys current architectural issues and perspectives. *PLAT* has received national recognition, including multiple Graham Foundation grants and the 2022 Douglas Haskell Award from The Center for Architecture in New York.

M.Arch. Options I and II

The master of architecture program offers two tracks: Option I and Option II, both designed to prepare graduates for the full spectrum of professional activities in architecture. Applicants must hold a bachelor's degree to apply. Option I is for students with minimal or no prior architectural training, while Option II is for those who have completed an undergraduate architecture program.

Both options consist of a core sequence—four semesters for Option I and two semesters for Option II—followed by two research studios and an optional thesis. The graduate core sequence is designed to build the conceptual and technical skills necessary for a thoughtful and creative approach to architectural practice. It emphasizes mastery of architectural design's fundamental conventions and practices, encompassing graphic, spatial, formal, material, and technical aspects. Additionally, the core sequence situates architecture within broader social, cultural, political, and economic contexts, fostering an understanding of architecture as both a contemporary and historically informed discipline.

After completing the core sequence, students transition to a more individualized course of study, which culminates in either a thesis or a final semester in **ARCH 601: Advanced Option Studio—RESEARCH PLATFORMS**. While the thesis is optional, all M.Arch. candidates are encouraged to develop one as a capstone to their studies. The thesis sequence challenges students to independently conduct research, develop a hypothesis, and thoroughly explore its implications. Theses can take the form of a written research thesis or a design thesis, both of which must address significant architectural issues, whether rooted within or outside the conventional boundaries of the discipline. For those who opt not to pursue a thesis, an additional design studio is available as an alternative.

Thesis preparation begins in the penultimate semester with **ARCH 655: Contemporary Practices in Architecture**, a three-credit, directed-study course that guides students in formulating a thesis proposal and selecting a thesis director and two faculty readers. While the thesis is an independent endeavor, it is supported by a thesis studio during the fall semester, providing a structured environment for formal and informal reviews. Thesis projects are publicly presented and defended in early January before a panel of guest critics.

4.2.6 Doctor of Architecture. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch.

requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

We do not award Doctor of Architecture degrees.

4.3 Evaluation of Preparatory Education. NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

Program Response:

B.Arch.

All NAAB criteria must be fulfilled during the course of study within the B.Arch. program, as no prior undergraduate coursework is accepted to satisfy these requirements.

M.Arch.

The university's Office of Graduate and Postdoctoral Studies sets the minimum academic standards for admission, including required test scores. In accordance with these standards, the School of Architecture's admissions process rigorously evaluates applicant transcripts to ensure eligibility for the two distinct graduate tracks.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

B.Arch.

This program does not require preparatory experience.

M.Arch.

In the M.Arch. Option II track, preparatory education relevant to NAAB requirements is essential. Applicants must have completed eight semesters of architectural design studios, along with two courses each in technology and history. During the admissions process, transcripts for Option II candidates are thoroughly reviewed to confirm the satisfactory completion of these foundational courses, ensuring eligibility for advanced placement.

Course waivers from NAAB-accredited institutions, particularly in history, theory, and technology, are granted upon application to the director of graduate studies. This process involves a careful evaluation of the course description, grades, and overall rigor by the director in consultation with the area faculty. The same rigorous process applies to waivers or transfers of elective courses as in Option I. Students seeking waivers or credit transfers must complete the school's Request Waiver/Credit Transfer Form.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

B.Arch.

Evaluation of baccalaureate or associate degrees is not applicable to the B.Arch. program, as we do not admit students with prior degrees into the undergraduate program. Students are apprised of the program's duration through the curriculum plan outlined in the university's General Announcements. All undergraduate applicants to the university must select an intended school of study from the following options: architecture, engineering, humanities, music, natural sciences, or social sciences. Both the university's Office of Admissions and the School of Architecture's undergraduate admissions committee review architecture applications.

Applicants follow the university's standard admissions and financial aid processes, which include submitting a portfolio of creative work and completing supplemental essays that reflect their experiences and commitment to pursuing a professional degree in architecture. Students are admitted directly into the B.A. in architecture leading to the B.Arch. program. Applicants who are denied admission to the School of Architecture are typically not considered for admission to other parts of the university.

M.Arch.

The criteria for admission to the M.Arch. program are detailed in the Rice Architecture Graduate Application, which is linked to the main school website. All applicants must hold a baccalaureate degree. Option I applicants should have completed a baccalaureate degree in any field, including architecture programs with fewer than eight semesters of design studios. Option II applicants must have a baccalaureate degree from a four-year architecture program, including eight studios, as well as undergraduate courses analogous to those offered in the first year of Option I. A minimum of two semesters of college-level courses in the history of art and/or architecture are recommended.

Applicants apply directly to Rice Architecture, but the university's Office of Graduate Admissions must approve their qualifications before offers are extended.

The **M.Arch. Option I**, which provides an immersive seven-semester graduate study experience, is designed for individuals without a background in architecture. This track broadens the school's intellectual landscape, bringing diverse perspectives to the collective conversation about the role of design in our changing world. It is open to individuals who hold a four-year undergraduate degree in a non-architecture field or in architecture but with fewer than four semesters of architectural design studios.

The **M.Arch. Option II** offers an advanced-standing track for students with a four-year preprofessional undergraduate degree in architecture, allowing them to pursue advanced design research and professional courses over five semesters. This track allows students to refine their voice and engage deeply with contemporary challenges in architecture. Applicants must have completed eight semesters of architectural design studios and a sufficient number of core technology and history courses to qualify for advanced standing. Waivers for required history and technology courses are managed by the respective faculty, who provide recommendations to the director of graduate studies.

The length and admissions criteria for both graduate degree tracks are published on our website, in our Prospectus, and on program cards that are distributed to prospective students. Our associate director of student support and our graduate administrator provide ongoing support to all applicants throughout the admissions cycle, answering questions, organizing Zoom chats, hosting open houses, and offering other engagement opportunities.

Each year, the dean and director of graduate studies appoint two graduate admissions committees, one for each track, to review applications, make recommendations, and assist with recruitment and graduate open houses. Applicants are evaluated based on their academic record and design portfolio, which are carefully reviewed and discussed by the entire members.

In accordance with university regulations, we do not accept applicants with associate's degrees into the M.Arch. program.

5—Resources

5.1 Structure and Governance. The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

Board of Trustees
The Rice University Board of Trustees, comprising 24 members, serves as the fiduciary body responsible for guiding the university's long-term vision and strategic priorities. The board's primary responsibilities are to advise the president and senior leadership, oversee the implementation and performance of strategic initiatives, evaluate and develop the president, ensure legal and ethical compliance, manage crises, and secure resources through fundraising efforts. The board's work is organized through several standing committees: Academic Affairs, Audit, Buildings and Grounds, Compensation and Organizational Development, Development and Alumni Relations, Digital Learning, Finance, Information Technology, and Public Affairs. In 2009, the Investment Committee was succeeded by the Board of Directors of the Rice Management Company, an unincorporated division established by the board to manage the university's endowment. University bylaws also establish an executive committee that is authorized to exercise most of the board's powers between board meetings, except those specifically delegated to other committees.

President
Reginald DesRoches serves as the eighth president of Rice University, where he is also a professor of civil and environmental engineering and mechanical engineering. As the university's chief executive officer, he oversees its 8,600-plus students, eight schools, and more than 900 faculty. Prior to his presidency, DesRoches held the positions of Howard Hughes Provost and William and Stephanie Sick Dean of Engineering. His presidency is focused on elevating Rice's national and international prominence through impactful research, acclaimed scholarship, and innovative creative work. Additionally, he aims to expand the university's graduate programs and enhance its commitment to diversity, equity, and inclusion.

Provost
Howard R. Hughes Provost and Executive Vice President for Academic Affairs Amy Dittmar is a distinguished scholar with an extensive background in economics, finance, and university administration. She also holds professorships in finance at the Jones Graduate School of Business and in economics at the School of Social Sciences. As provost, Dittmar oversees Rice's academic functions, including direct oversight of the deans of the eight schools, the dean of undergraduates, the dean of graduate and postdoctoral studies, and other key academic leaders. She is leading a transformation of the university's budget process and chairs the Strategic Planning Committee. Dittmar also serves as president of Rice Global Paris and the Rice School of Architecture Paris.

Faculty Senate
The Faculty Senate is the representative body of the university faculty, charged with examining, deliberating, and making decisions on academic affairs. Established by a plenary faculty vote on February 28, 2005, the Faculty Senate replaced the former faculty council system of governance. The powers, duties, membership, and election processes of the senate, as well as the requirement for plenary faculty meetings, are detailed in its constitution.

5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
The Rice School of Architecture is one of eight autonomous schools within Rice University. Each school operates under the leadership of its own dean, supported by administrative staff, faculty, and a dedicated budget.

Dean
Igor Marjanović serves as the William Ward Watkin Dean of Architecture, a position he has held since July 1, 2021. As the chief academic officer of the school, the dean collaborates with the faculty to shape and implement the school's pedagogical agenda. He also engages with external audiences to promote the school's identity, secure resources, and strengthen relationships with our alumni and supporters worldwide. In addition, the dean represents the school on various university committees, including the Buildings and Grounds Committee of the Board of Trustees.

Director of Undergraduate Studies
Associate Professor Andrew Colopy was appointed codirector of undergraduate studies for the 2023–24 academic year, before transitioning to the full role for 2024–25. In this capacity, he oversees the undergraduate design curriculum, leads recruiting and admissions for architecture undergraduates, advises all undergraduate students, and works with the program administrator to manage and resolve curricular issues within the undergraduate programs. He also serves as the liaison to the university's dean of undergraduates.

Director of Graduate Studies
Professor Carlos Jiménez took up the role of interim director of graduate studies in July 2024. In this position, he oversees the graduate design curriculum, guides graduate recruiting and admissions, advises all graduate students, and works with the graduate administrator to manage and address curricular matters within the graduate programs. He also liaises with the university's Office of Graduate and Postdoctoral Studies.

Director of External Programs
Professor John J. Casbarian has served as the director of external programs since 2011, overseeing the required Preceptorship Program for B.Arch. students and the optional Rice School of Architecture Paris (RSAP) program. He is responsible for placing students in preceptorships and monitoring their progress, while also managing admissions, budgeting, curriculum, and facilities for RSAP. Additionally, he serves as the school's architect licensing advisor.

Director of Administration
Initially appointed as director of inclusion and strategic initiatives, in August 2024 Carla Haskins was named the interim director of administration, a newly created role designed to provide a comprehensive and inclusive approach to human resources and the faculty and staff life cycle, including hiring, onboarding, retention, and promotion. The director oversees the school's administrative planning and strategic initiatives, including diversity, equity, and inclusion, as well as faculty, staff, and student support, while also serving as a key liaison to the university's central HR and other administrative units.

Director of Finance and Operations
Dan O'Connor is responsible for the school's finances and operations, including fiscal planning and implementation and the management of physical infrastructure. He supports the dean in budget management, financial accounting, and resource allocation, and acts as a key liaison to the university's budget office and facilities.

Director of Development
Amanda Sullivan manages relationships with alumni, donors, corporate entities, and the William Ward Watkin Advisory Council. She also serves as the primary liaison between the school and the university's Office of Development and Alumni Relations, tracking gifts and pledges, working with the dean to identify funding priorities, and soliciting donors for gifts to the school.

Director of Communications
The Director of Communications provides strategic oversight of the school's messaging, public programming, and media presence across digital and print platforms. We are currently recruiting for this position.

Accounting Assistant
Jeremy Cross tracks program and faculty research budgets, processes financial transactions, purchases equipment, negotiates contracts, and performs general bookkeeping.

Associate Director of Student Support and Graduate Administrator
Kristina Kennedy oversees all aspects of student experience, advising, well-being, and success, with a focus on the graduate program. She administers scholarships and fellowships, coordinates the graduate recruitment processes, and maintains statistical records for the graduate program. She works closely with the director of graduate studies, the Office of International Students and Scholars, and the Office of Graduate and Postdoctoral Studies to stay current on university policies and provide support to students.

Undergraduate Administrator and Career Specialist
Tami Andrew provides administrative and programming support to the director of undergraduate studies, including maintaining records, conducting building tours with prospective students, offering career guidance, closely collaborating with student groups. She also serves as the main liaison to the university's Center for Career Development and organizes career events, workshops, and advising support.

Director of Fabrication
The director of fabrication oversees shop operations and advises students and faculty on fabrication techniques, material sourcing, and shop safety. The position maintains machinery and equipment, coordinates with the deans and university engineering and safety staff to plan and implement shop systems, researches new building materials, and manages 8–12 graduate shop assistants. We are actively recruiting to fill this position.

Shop Coordinator
The shop coordinator manages the daily operations of the school's newly expanded workshop and fabrication spaces in the recently completed William T. Cannady Hall. The position works in tandem with the director of fabrication to specify and procure equipment, ensure the effective and safe operation of all fabrication spaces, hire and train student workers, and align operations with the school's strategic needs. This position is currently vacant, and we are actively recruiting.

Building and Exhibitions Manager
Bryan Miller oversees the maintenance of the school's facilities in MD Anderson Hall and William T. Cannady Hall, including managing all major renovation projects. He also supports faculty and curators in planning and executing exhibitions, including registry, installation, shipping, and insurance.

Programs and Outreach Specialist
Omotara (Tara) Oluwafemi supports the faculty's Public Programs Committee in planning and executing lectures, symposia, civic forums, and other events. She also liaises with local community organizations, collaborating to build audiences for the school's public programs.

Events and Travel Specialist
Judith Caldwell provides logistical support for events and travel, including arrangements for guest speakers, reviewers, and studio travel, as well as general administrative support in the Welcome Center.

Digital Media Manager
The Digital Media Manager is responsible for managing the school's social media platforms, website, and photography, organizing the image archive, and serving as the visual content creator for student and faculty projects across all platforms. This role is currently filled by a freelance consultant.

IT Specialist
Hans Krause holds a joint appointment with the School of Architecture and the university's Office of Information Technology. He provides technical support for students, faculty, and staff, maintains all

computers and software in the school, and serves as a liaison between the school and the university's Office of Procurement, Office of Information Technology, and Office of Classroom Support to ensure software updates and AV equipment functionality.

Senior Executive Assistant
The senior executive assistant provides primary support for the dean and director of development, managing scheduling, coordinating special events, arranging travel for the administration and guests, and offering backup support to the dean's office staff. This position is currently vacant, and we are actively recruiting.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Faculty Governance
As a one-department school, we integrate faculty directly into our governance. The full-time faculty convene monthly to manage regular school business and discuss ongoing initiatives, including curricular matters, university opportunities, and compliance issues. These meetings also serve as a platform to address the broader goals of the school.

To facilitate focused efforts on school service projects, including admissions, curricular reviews, and self-assessment, faculty are released from an afternoon of studio teaching two to three times each semester on "Flex Fridays." These sessions enable faculty to perform committee work and other essential tasks without the constraints of their regular teaching schedules.

The dean maintains regular communication with key academic leaders within the school. Biweekly meetings with the directors of undergraduate and graduate studies address student and program concerns, while meetings with the director of external programs occur on an as-needed basis. Area-focused faculty committees (comprising, for example, the core design or history and theory faculty) also convene as needed, often aligning their meetings with Flex Fridays.

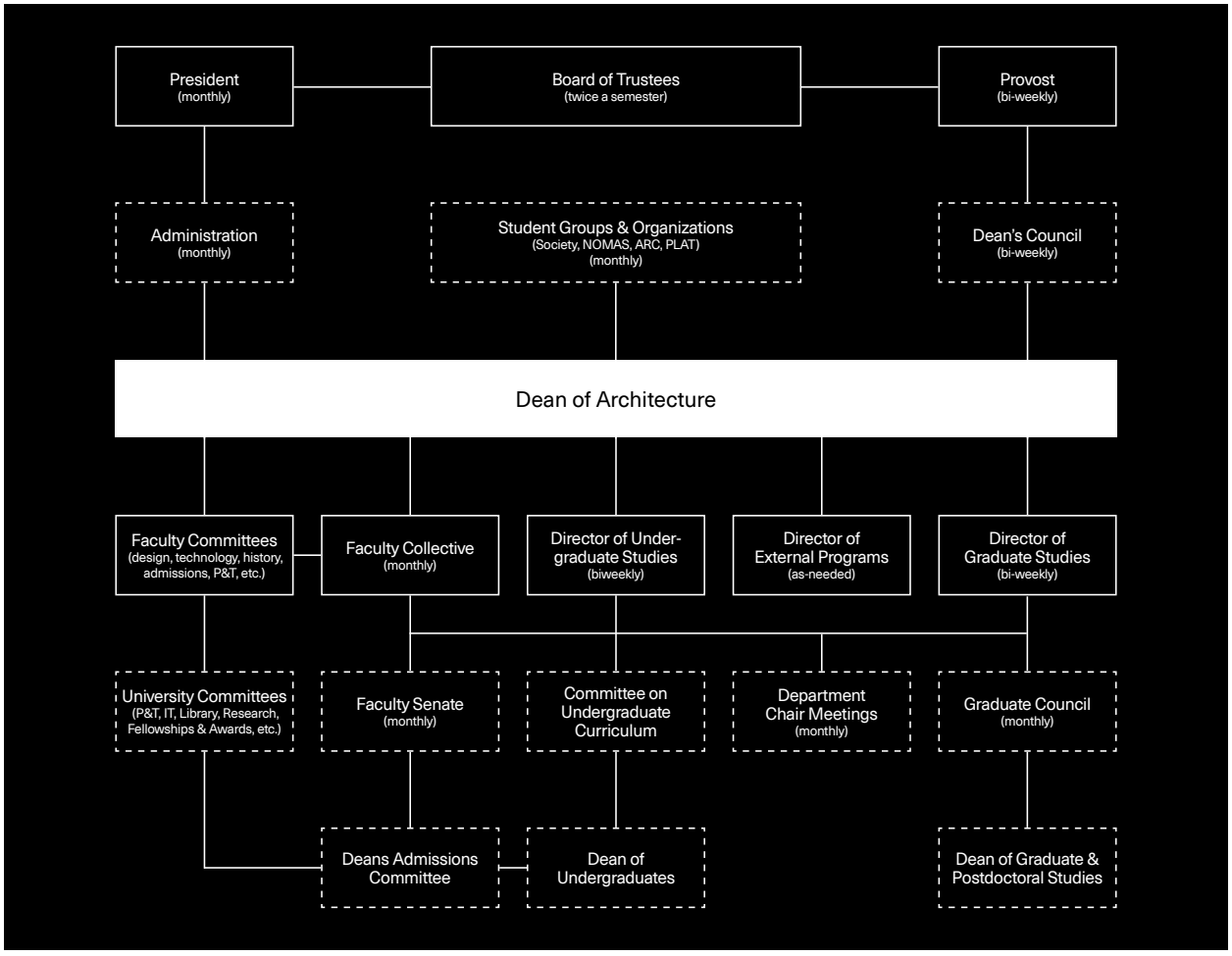
Two standing school committees—for graduate and undergraduate admissions—play a vital role in governance, with all full-time faculty serving on one or the other. Faculty search committees typically consist of four or five faculty members, with one serving as chair, but the entire faculty participates in some capacity in every search.

University-Level Governance
The dean is actively involved in university governance through various regular meetings. These include biweekly one-on-one meetings with the provost, biweekly meetings with the provost and other deans (Deans Council), and a monthly meeting with the president, provost, and other deans. The director of graduate studies represents the school at the monthly Graduate Council meeting, while the directors of undergraduate and graduate studies alternate attendance at the monthly chairs' meeting. Additionally, all faculty members contribute to university-wide committees, engaging with diverse issues such as the university calendar, research compliance, and campus logistics.

Student Governance
Student governance is primarily conducted through the Rice Architecture Society, commonly known as Society, which includes officers and representatives from each studio. Society holds annual elections for its officer positions, including president, vice president, treasurer, cruise directors (social coordinators), mentorship directors (Mentorship program coordinators), and curators. In its role as a liaison between students and administration, Society fosters a strong sense of community through social events (such as weekly open studios, receptions, and a studio soccer league), networking opportunities (with alumni and local professionals), and academic initiatives (such as the student journal, *PLAT*).

While Society members do not hold formal positions on school committees, they actively contribute by providing student feedback on faculty searches and assisting in student recruitment during admissions. The dean engages with Society leadership by meeting with the Society president twice per semester.

Student Engagement
To maintain a direct connection with students, the dean hosts annual studio lunches, providing an opportunity for informal dialogue within each studio level. Additionally, the dean holds an "Ask Igor" lunch event each semester, offering students a platform to voice their concerns, ask questions, and engage directly with school leadership.



5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The university engages in an annual process of goal setting and benchmarking for each of its schools, fostering a distinctive vision for each while maintaining dialogue with the broader university community. Rice Architecture's 2025 Strategic Plan, *Rice in the World*, emphasizes three key

priorities: research, outreach (both global and local), and community. These priorities position the school to engage architecture as a planetary, universally interconnected discipline.

The school's strategic priorities are closely aligned with the university's 2024 strategic plan, *Momentous*, which focuses on advancing research and teaching through three overarching goals:

- Building thriving urban communities.
- Generating sustainable futures.
- Leading innovations in health.

These shared values and strategic objectives are intricately connected to the school's mission to impact the built environment on a global scale—through its discourses, objects, cities, and larger milieus. Additionally, they are tied to the NAAB conditions and the university's SACSCOC accreditation process, both of which serve as self-assessment tools for evaluation, prioritization, and institutional alignment. For a detailed assessment, please refer to **5.3. Curricular Development,** which includes the assessment chart documenting the feedback loop between NAAB conditions and the broader institutional planning and assessment.

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:

We use a variety of indicators to assess institutional effectiveness and alignment with our mission. These include both qualitative and quantitative measures, such as national rankings, graduation rates, placement statistics, and external recognition.

Our undergraduate program consistently receives top rankings from Niche, securing first place in 2022 and second in 2024. Rice University is regularly ranked by *U.S. News & World Report* as one of the top 20 universities in the United States. The ever-increasing number of applicants to our programs is another strong indicator of success. In 2024, we received 1,132 undergraduate and 281 graduate applications for 25 undergraduate and 24 graduate spots. Our admissions yield remains robust too: 61 percent for the undergraduate program and 34 percent for the graduate program in fall 2024. Additionally, our graduation rates are consistently high, at 96 percent for the undergraduate program and 100 percent for the graduate program (2022). Upon graduation, 82 percent of our students secure employment, while 9 percent pursue further education in graduate or post-professional programs.

Our programs have also garnered significant recognition through awards. In 2022, students Siobhan Finlay and Adam Berman won the City of Houston HOU/ADU competition with their project "Double House" (under the guidance of Associate Professor Andrew Colopy). In 2024, Page Frost and Olga Sobkiv won the Texas Society of Architects' studio award for their "GreenHouse" project in the graduate category, while, in the undergraduate category, Grace Andrews and Yuan-An Ju were recognized for their "Littoral Multiplicity" project.

Faculty achievements further underscore our success. In 2024, Professor Albert Pope received a National Science Foundation grant to study new forms of urbanism in the era of climate change, focusing on flood-affected areas in Houston. Several faculty members have been honored by the Architectural League of New York, including Troy Schaum (2019), Liz Galvez (2021), Nathan Friedman (2022), and Maggie Tsang (2022). Our faculty have also received invitations to prestigious events, such as the Venice Biennale, where Juan José Castellón participated in 2023. Dean Igor Marjanović's service on the board of the *Journal of Architectural Education* further highlights the school's leadership in the field.

In 2024 former assistant professor Michelle Jaja Chang was awarded the Arnold W. Brunner/Frances Barker Tracy/Katherine Edwards Gordon Rome Prize in architecture and former Technology Fellow David Costanza was awarded the Lily Auchincloss Rome Prize in architecture. In 2023, Visiting Critic Ajay Manthripragada was awarded the Lily Auchincloss Rome Prize in architecture, continuing the legacy of Rice Architecture faculty who have received this prestigious honor, including John

Casbarian, Lars Lerup (retired), and Danny Samuels (retired). Professor Carlos Jiménez's long-standing role on the Pritzker Architecture Prize jury and his 2023 recognition as an academician of the National Academy of Design in New York further reflect our faculty's global impact.

Our alumni also contribute to the school's reputation and success. Matthew Bremer (B.A. '90, B.Arch. '92) served as the 2023 president of AIA New York, and Nicki Marrone (B.A. '98, B.Arch. '00) led the Texas Society of Architects in the same year. Currently, alumna Melvalean McLemore-Catina (M.S. '23) serves as the 2024 president of AIA Houston, the first Black woman to hold this position.

Faculty and alumni of the university's other schools have also achieved broad recognition. Rice alumni have been named Nobel laureates in chemistry (Robert Curl Jr. '54; Louis Brus '65) and physics (Robert W. Wilson '57), and have won Grammys (Germaine Franco '84, '87; Caroline Shaw, '04) and Oscars (Ron Bozman '69; Larry McMurtry '60). Faculty achievements include prestigious awards such as MacArthur Fellowships (Kiese Laymon; Rebecca Richards-Kortum), a Pulitzer Prize (Caleb McDaniel), and Grammys (Douglas Brinkley).

The increasing diversity of our student body and faculty is a critical indicator of our success and international reach. Rice Architecture, in tandem with the university, seeks students who demonstrate academic excellence, leadership potential, and a commitment to community betterment. In 2023, the university welcomed 1,125 new students, evenly split by gender. Thirteen percent were international, representing 143 countries, and 52 percent were from outside Texas. Among domestic students, 41 percent identified as Asian American, 49 percent as Caucasian or White, 21 percent as Hispanic or Latino, 12 percent as African American or Black, 2 percent as American Indian or Alaskan Native, and 1 percent as Native Hawaiian or Other Pacific Islander. Notably, 2023 was the last year the university collected student ethnicity data following the Supreme Court ruling on affirmative action.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

We have established three strategic priorities: research, outreach, and community. We assess progress toward these goals annually, adjusting tactics as needed to ensure alignment with our strategic objectives and evolving needs.

Research

Our capacity for innovative research has been significantly enhanced by the opening of Cannady Hall in fall 2024, which offers new facilities for fabrication and curatorial work. In collaboration with the university's Office of Research, we have also introduced tailored support for faculty research, including the Architecture Research Fellowships, which began in the 2024–25 academic year and provide research sabbaticals with a $30,000 stipend.

Outreach

We are advancing our goal of global outreach and impact through initiatives such as Global Workshops, launched in summer 2024, with locations in Barcelona, Mexico City, and Singapore. Our public programs, shaped by a commitment to global dialogue, feature speakers, symposia, and topics that engage diverse international perspectives.

Community

We reinforce our sense of community through staff positions focused on enhancing student and faculty success, well-being, and engagement. Our international alumni network is being reengaged through receptions, symposia, and social media strategies. As of 2024, the Rice Architecture Instagram account has the highest number of followers across university-affiliated social media platforms.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Rice Architecture benefits from its uniquely small program size, which allows for personalized instruction and a strong emphasis on research and quality work. Our capacity for individualized education is one of our key strengths. We are also fortunate to operate within a supportive institutional environment at Rice University, which values and generously supports architecture through new faculty lines, research opportunities, and capital projects. This is a pivotal moment for the university, characterized by new leadership and several ongoing initiatives, including a new strategic plan, *Momentous*. Rice Architecture is actively involved in shaping this period of reflection and transformation, with school faculty contributing to the university's Budget Transformation Initiative and Strategic Planning committees, ensuring alignment between the school and the broader university.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The connection between academia and practice, a long-standing hallmark of Rice Architecture, is exemplified by our Preceptorship Program. This program not only provides practical experience for students but also fosters a feedback loop with Preceptor firms, ensuring that our curriculum remains aligned with, and often ahead of, industry trends. The school's advisory board, the William Ward Watkin Council, composed of alumni and practicing architects, serves as both a sounding board for the dean and a vital link to professional practice and the broader architecture, engineering, and construction industries. Guest lectures, symposia, and other public events facilitate a dynamic exchange of ideas, further enhanced by the participation of visiting critics and the Cullinan Visiting Professor program. During the 2023–24 academic year, the dean conducted alumni visits across the country, including firm visits and events in Boston, Dallas, Los Angeles, New York, and San Francisco. These visits centered on gathering alumni feedback on industry trends. Alumni also frequently contribute to the school by delivering lunchtime talks and workshops on topics related to professional practice, career development, service, and leadership. Notable visiting speakers in the 2023–24 academic year included architect C.C. Lee from Houston and Rice University Alumni Association President Tania Min from Los Angeles.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Our students and faculty regularly present their work to the Watkin Council, providing two significant benefits: direct feedback from accomplished practitioners and the potential for new resources and fundraising opportunities. Council members often champion these opportunities, directly supporting student and faculty projects and their professional and scholarly success. For further details on the self-assessment process, please refer to **5.2 Planning and Assessment** and **5.3 Curricular Development**.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. *Programs must also identify the frequency for assessing all or part of its curriculum.*

Program Response:

Rice Architecture employs a multilayered approach to self-assessment, encompassing evaluations at the university, school, and individual course levels. The school's small size, the highly integrated nature of our professional programs, and a community of dedicated, full-time faculty members who teach the vast majority of required courses ensure regular and comprehensive evaluation of the curriculum and adherence to accreditation criteria. This approach fosters a thorough understanding of our strengths and potential areas for growth.

The university's Office of Institutional Effectiveness conducts yearly assessments to support SACSCOC accreditation, including a review of learning outcomes for all courses. The university also collects anonymized student evaluations, comprising both written comments and numerical ratings, for every course and instructor. These evaluations provide insights into each course's strengths, areas for improvement, and opportunities for development. At the school level, we rigorously review these student evaluations, which are publicly available on the university's website and accessible to faculty and the dean. The evaluations inform annual faculty reviews, as well as decisions regarding promotion and tenure, with instructor, in collaboration with the dean, incorporating this feedback into the future development of their courses.

We evaluate the full curriculum every three to five years, ensuring a consistent cycle of self-assessment. This process is supported by curricular and program committees that inform the deliberations and decisions of the faculty, program directors, and dean. At the individual course level, instructors evaluate their performance in meeting learning criteria and outcomes through a standardized self-assessment process that includes multiple opportunities for soliciting feedback.

Our standardized self-assessment process was implemented in response to the 2020 NAAB conditions. Each course instructor identifies assessment methods for each learning outcome and criterion; solicits external feedback; benchmarks, characterizes, and documents results; and plans improvements at both the midpoint and conclusion of each semester. This iterative process fosters individual improvement each semester, while also contributing to collective, holistic revisions each cycle. To ensure consistent and rigorous application of the process, the dean appointed Associate Professor Andrew Colopy as the self-assessment coordinator. In this role he provides ongoing faculty support, offering advice, feedback, and strategic guidance.

The school's culture of conversation and engagement extends into this regular cycle of self-assessment. We hold regular faculty retreats to openly discuss curriculum, searches, and strategic priorities, including the new building and other initiatives. During these retreats, faculty present examples of student work to their colleagues, creating an on-going feedback loop. New faculty members are invited to participate in these retreats—even before they begin teaching—ensuring their integration into our culture of internal review and assessment.

The dean and the senior leadership team also meet regularly with student groups to engage and solicit feedback on the school's learning culture. This practice fosters a collaborative environment where students have agency in their learning experience, contributing another layer to our self-assessment process. The dean also conducts informal studio visits and converses with students, ensuring that their feedback is incorporated into decision-making. The school's student organization, Society, holds monthly meetings with the dean and hosts a student town hall each semester, titled "Ask Igor," providing a platform for students to raise issues and share ideas that influence both faculty and administrative processes.

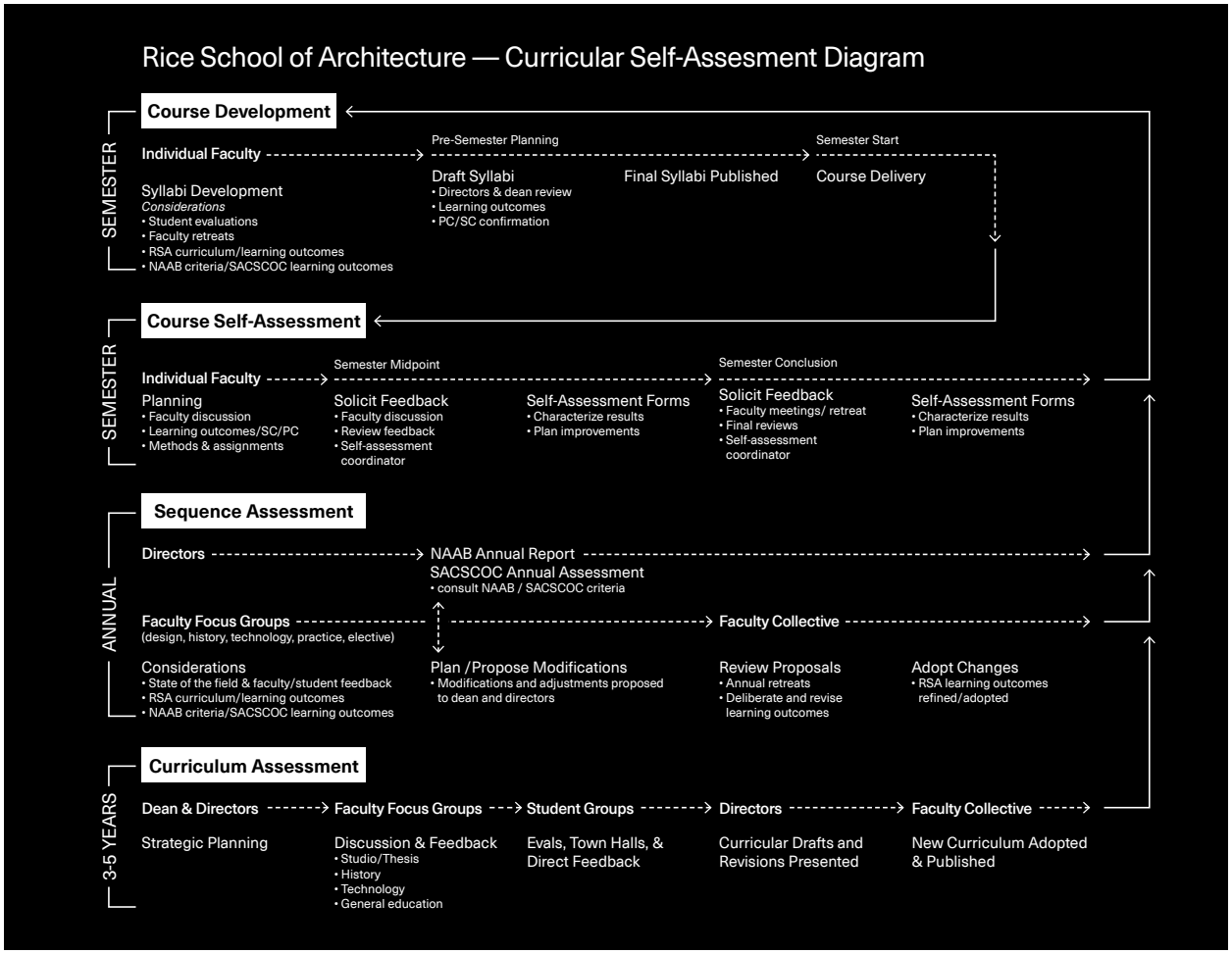
Informal assessments are an integral part of our school's culture, occurring organically through engaged debates and discussions among students, faculty, and visitors. Design reviews, a cornerstone of informal assessment, feature a mix of external critics and our own faculty to provide feedback on student work. Our awards program, particularly the William Ward Watkin Travel Award for best senior research project and the William D. Darden Thesis Award for best graduate thesis project, provides a platform for external reviewers to discuss and evaluate student achievements, thereby indirectly assessing the curriculum itself. Additionally, monthly faculty meetings serve as an open forum for discourse on pedagogy and student progress.

Consistent and regular assessment cultivates a culture of persistent and iterative course development at Rice. Each faculty member works diligently to ensure courses meet stated curricular requirements. Program directors and the dean support these efforts by reviewing and providing feedback on each course syllabus before it is finalized and by meeting regularly with individual faculty to discuss specific curricular aims.

Full curriculum reviews are initiated by the dean on a three-to-five-year cycle. Recent reviews were led by the directors of undergraduate and graduate studies, with support from faculty in the relevant curricular area (e.g., design, history and theory, and technology). Curricular proposals are typically developed within these committees or, in for more systemic modifications, by or in collaboration with program directors, before being presented to the full faculty for discussion and adoption with the dean's support.

The most recent such review, initiated in spring 2023, assessed both our B.Arch. and M.Arch. programs. Led by then Director of Undergraduate Studies Reto Geiser and then Director of Graduate Studies Dawn Finley, this review included a realignment and update of NAAB criteria across all required courses, along with significant enhancements to the studio curriculum. These improvements introduced thematic studio topics aligned with uniform learning outcomes developed for all studios. The topics, which progress in scale and complexity, aim to diversify studio content, emphasize building technology and environmental performance, and devote more attention to the large-scale impacts of buildings on cities and climate. Additionally, we strengthened the role of technology and research within the design sequence, with technical and comprehensive studio requirements previously met by ARCH 601 (Totalization) being relocated earlier in the curriculum, as detailed in the curricular diagrams and matrices.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.



Program Response:

Rigorous self-assessment at the course level is central to our continuous review cycle. The curriculum and each course syllabus articulate specific learning outcomes and program and student criteria for each required course. Instructors are responsible for meeting these outcomes in innovative ways and are provided a structured framework for self-assessment. A standardized assessment report template is used to benchmark performance, solicit feedback, and plan improvements, with evaluations occurring at both the midpoint and conclusion of each semester. We also incorporate opportunities for structured feedback, including regular deliberation with parallel course instructors and dedicated full-day sessions, such as those on “Flex Fridays” and at the end of each semester. These sessions, where faculty share student work and discuss outcomes, not only facilitate individual assessment but also contribute to a more comprehensive understanding of the curriculum. This approach allows the full faculty to assess performance and collaboratively develop and implement improvement strategies.

The self-assessment reports are developed and reviewed by the self-assessment coordinator and program directors, who provide feedback, especially for new faculty or courses with updated requirements. This process includes a pre-semester review of all course syllabi by the dean and program directors to ensure alignment with curricular goals and outcomes. These ongoing evaluations, combined with university-collected feedback, also inform the dean’s performance reviews with faculty. This iterative, discursive process ensures that the curriculum is effectively designed and implemented to enhance learning outcomes and support student success.

5.3.2 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.

Program Response:

The **dean** oversees the school’s strategic and day-to-day operations, including academic leadership, faculty development, and financial management.

The **director of undergraduate studies** reports to the dean and is responsible for coordinating the undergraduate program, including the studio curriculum, admissions, and student affairs.

The **director of graduate studies** reports to the dean and is responsible for coordinating the graduate program, including the studio curriculum, admissions, and student affairs.

The **director of external programs** is responsible for coordinating the Preceptorship Program and Rice School of Architecture Paris.

The **self-assessment coordinator** supports and oversees both individual and collective course reviews, ensuring alignment with NAAB program and student criteria, as well as the defined learning outcomes.

Rather than delegate curricular decision-making to a separate committee, the **faculty collective** (comprising 15 full-time faculty members) collaborates directly on all curricular matters during monthly meetings and regular full-day retreats.

Committees, composed of smaller faculty focus groups, facilitate specialized discussions on various curricular areas, such as studio, thesis, history and theory, and technology. These committees primarily include full-time faculty who teach in those areas, with additional representation as needed. The committees convene on an as-needed basis, typically at least once per semester and more frequently in response to specific initiatives such as curricular revisions.

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Tenure and tenure-track faculty at Rice Architecture have a teaching load of three courses per year, regardless of the course type. They are also eligible for periodic sabbaticals, which accrue according to university policy. Junior faculty on the tenure track receive a junior leave during their fourth or fifth year, contingent on a successful contract renewal. Tenured faculty earn one semester of sabbatical leave after 12 semesters of teaching.

Faculty members with significant administrative responsibilities, such as the directors of undergraduate and graduate studies, are granted one course release per year and a supplemental stipend to acknowledge their additional duties. Additional leave may be granted to recognize exceptional service or to pursue research projects.

The Architecture Research Fellowship, launched in the 2024–25 academic year, is a new initiative that provides a course release and research funding for selected faculty members. This partnership between the School of Architecture and the Office of Research is currently supporting Associate Professor Troy Schaum and Assistant Professor Maggie Tsang on their respective research projects.

To balance administrative work and studio projects, the dean organizes “Flex Fridays” two or three times per semester. On these afternoons, studio sessions are paused, allowing faculty to address administrative tasks and students to concentrate on their projects.

Professors in the practice, lecturers, and visiting studio instructors typically teach one or two courses per semester, with their salaries adjusted based on the number and type of courses taught.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

The school’s Architect Licensing Advisor, Professor John J. Casbarian, has served in this role for more than two decades and is also the director of external programs. He has attended every NCARB Licensing Advisor Summit and remains consistently available to students for guidance. NCARB representatives present to the entire student body every two years, with Casbarian providing the presentation during the off years. The most recent presentation was in the spring of 2024. Casbarian also collaborates closely with Senior Lecturer Alan Fleishacker, who teaches the required professionalism in practice course (ARCH 623), ensuring that licensure issues are presented uniformly to all students.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:

Full-time faculty receive an annual allocation of $1,500 to support presentations at academic conferences, with additional funding for attendance available upon special request at the dean’s discretion. Newly hired tenure-track faculty are provided with $15,000 in start-up research funding, distributed over three years. Both tenured and tenure-track faculty also receive $5,000 annually in discretionary research funds. Additional funding for professional development, such as DEI training, is available upon request. Faculty may also apply for the university’s institutional grants to support other research initiatives or to host conferences and workshops.

Benefits-eligible faculty and staff have access to various educational benefits through the university, including tuition assistance for external institutions, tuition discounts and waivers at Rice, and access to lectures and symposia across campus.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

The university’s Office of the Dean of Undergraduates and Office of the Dean of Graduate and Postdoctoral Studies ensure a robust network of student support services tailored to Rice students. These services include medical and psychological care through the Office of Student Health Services and the Wellbeing and Counseling Center, as well as student safety and discipline through Student Judicial Programs and the SAFE Office of Interpersonal Misconduct Prevention and Support. While these offices primarily serve undergraduate students, their services are also available to graduate students.

Both undergraduate and graduate students have access to career development resources, including the university’s Center for Career Development (CCD). The school partners with the CCD each spring to host a job fair, and the undergraduate administrator collaborates with the CCD to identify additional

opportunities for our students. Coordination with the development and alumni officer further enhances networking opportunities with alumni in professional practice. The school also maintains a comprehensive database to track our alumni and their professional affiliations.

Rice's residential college system for undergraduates provides a supportive living and learning environment, with each college led by a magister and resident associates who are trained to address mental health and substance abuse issues. The residential college experience integrates academics with a variety of social events, intramural sports, student productions, lecture series, college-designed courses, and active participation in student governance.
Within the School of Architecture, two staff members and two faculty are dedicated to student support. Their responsibilities include overseeing admissions, academic advising, and degree completion while also serving as personal and professional contacts for students, offering assistance with a high level of discretion. The school's student organization, Society, collaborates with staff to organize study breaks, charrette meals, and events focused on professional development and alumni networking. Additionally, Society places well-being officers in each studio to encourage healthy habits among their peers and to notify the administration if any students are facing challenges.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

We have made significant strides in advancing diversity, equity, and inclusion (DEI) within our school community. In 2021, the dean hired a director of inclusion and strategic initiatives on a contract basis to lead the school's DEI efforts, implement both immediate and long-term cultural changes, and shape the pedagogical outlook for the discipline of architecture. In 2022, this role was elevated to a full-time staff position, dedicated to strategically fostering a culture of care and inclusivity that has since informed faculty hiring, staff reorganization, and student group support. Serving as both a resource for faculty and an advocate for students, this position works closely with student leadership on matters of social justice and inclusion. Additionally, it oversees marketing and communication materials to ensure that our public representation reflects an inclusive environment and experience. This role has now been expanded to director of administration, encompassing human resources and the full faculty/staff life cycle, all while maintaining a focus on inclusion.

New budgetary allocations have been made to enhance support for student groups, including a newly established chapter of the National Organization of Minority Architecture Students (NOMAS) and the Anti-Racism Collective (ARC), as well as to fund the Summer Immersion program for underserved high school students in Houston. Our school's development plans also include targeted giving options, allowing alumni interested in advancing DEI initiatives to directly support outreach and engagement programs. In addition to the annual Summer Immersion program, these initiatives include publications that address issues of social and economic justice from an architectural perspective, such as the student-run *PLAT* journal, the 40th-anniversary edition of *CITE Magazine*, and the forthcoming *Sphere* publication.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

In creating and pursuing diversity initiatives, our aim has been to create an inclusive culture that permeates everything we do and defines who we are. Rather than focusing solely on performance

metrics or surface-level changes, we are committed to cultivating an environment that embraces variety and values the diverse perspectives and strengths that each student, faculty, and staff member brings to the school. We extend a sincere welcome to our guests, visitors, parents, alumni, supporters, and friends, inviting them to immerse themselves in our culture. Our new welcome center in MD Anderson Hall is designed to physically embody this message (see **5.6. Physical Resources**).

All faculty searches require committee members to participate in diversity workshops and equal opportunity training every three years. Each faculty and staff search must include a diversity recruitment plan, ensuring that job postings are visible and accessible to historically underrepresented groups and their affinity organizations. We have also made a concerted effort to make our recruiting language more inclusive and inspiring. All posted job descriptions and recruitment ads include the following statement:

> *Rice Architecture is a uniquely sized, highly selective program that seeks to elevate design excellence through exceptional student work, world-class faculty research, and meaningful community engagement. We are particularly interested in candidates whose culture and lived experiences will expand our perspectives and understanding of the world. A place of many unique conditions, Houston is a window into complexities other cities face, empowering the school to bridge the local and the global while boldly engaging the world at large. Rice Architecture draws upon Houston's offerings in the arts, industries, and cultures to educate architects for a dynamic, multicultural world, and we work toward hiring with the same ambition.*

These strategies have collectively enabled us to significantly expand the diversity of our faculty and staff since our last accreditation, with particularly notable progress since 2021.

Faculty Hiring Overview
As of June 30, 2024, the Rice School of Architecture, including our Paris entity, maintains a robust and diverse faculty with representation from around the globe. This includes a balance of tenured, tenure-track, and non-tenure-track positions, all contributing to the school's dynamic and interdisciplinary academic environment.

Full-time Tenure-Track and Tenured Faculty: The school employs sixteen full-time tenure-track and tenured faculty members, comprising five professors (including the dean) and five associate professors and six full-time tenure-track assistant professors who are all actively engaged in teaching and advancing research within the school. These faculty members are pivotal in shaping the academic and research initiatives of the school, providing leadership and mentorship across all levels. The male-to-female ratio in this category is 11:5.

Full-time Non-Tenure Track Faculty: The school employs four full-time non-tenure track professors who bring specialized expertise and professional practice to the program. Their practical experience complements the theoretical and research-driven work of tenured faculty. The male-to-female ratio in this faculty category is 3:1.

Part-time Non-Tenure Track Faculty: We have 23 part-time non-tenure track professors, further broadening the faculty's range of skills and perspectives. These professionals often maintain active practices outside the academy, bringing current industry insights into the classroom. The male-to-female ratio in this category is 15:8.

Gender Representation: The total number of faculty is 43. It comprises a 29:14 male-to-female ratio, 65% male and 35% female, consistent with the university's percentages. These percentages indicate a continued opportunity for the school to present a more balanced gender spread in our faculty ranks, specifically in the full-time tenured category.

Racial and Ethnic Diversity: The school's faculty reflects a broad range of backgrounds.

- 25 White or European: 58%
- 6 Asian or Asian-American: 14%
- 6 Hispanic or Latino: 14%

- 3 Black or African-American: 7%
- 3 Foreign Nationals: 7%

Staff Demographics
As of June 30, 2024, Rice School of Architecture, including its Paris entity, is also supported by a diverse and dedicated staff of 16 members, including 15 full-time and one part-time employee. The staff plays a crucial role in the school's day-to-day operations, ensuring the smooth functioning of academic, administrative, and support services. The staff plays a critical role in the school's operational effectiveness but also contributes to the depth of our student experience. This diverse group brings a wealth of varied experiences and perspectives, contributing to the school's inclusive culture and welcoming environment.

Gender Representation: The total number of staff members is 16. Our staff comprises a 5:11 male-to-female ratio, 69% female and 31% male, demonstrating stronger female representation in our staff numbers.

Racial and Ethnic Diversity: The school's staff reflects a broad range of backgrounds.
- 6 White or European: 38%
- 1 Asian or Asian-American: 6%
- 1 Hispanic or Latino: 6%
- 4 Black or African-American: 25%
- 2 Multiracial: 12.5%
- 2 Foreign Nationals 12.5%

Over the past five years, the Rice School of Architecture has actively sought to diversify its faculty and staff in terms of gender and ethnicity. Significant strides have been made in increasing Hispanic and African American representation among faculty and staff, demonstrating our commitment to cultivating a more inclusive academic community. These trends also mirror the broader increases in these demographic groups across the university's data. The varied backgrounds of our faculty bring a wealth of global perspectives to our academic environment. This diversity directly enhances our interdisciplinary teaching and research, fostering an inclusive atmosphere where students engage with a broader spectrum of architectural theory, practice, and innovation.

Tenured faculty have historically shaped the school's intellectual direction and bring a unique and important value in mentoring junior faculty and students. We acknowledge the gender imbalance (9:1 male-to-female), intend to pursue a more targeted recruiting search process and have ongoing and planned efforts to improve our ratios. While our tenured faculty gender ratio reveals a male-dominated group, the tenure-track assistant professors' category reflects a stronger female representation (2:4), suggesting a positive path toward gender diversity in emerging faculty ranks.

To address the gender imbalance among full-time tenured faculty, the school is implementing proactive recruitment strategies aimed at attracting more female candidates to senior academic roles. We are committed to fostering an environment where diversity is reflected at all faculty levels. This trend aligns with the broader institutional goals at Rice, which are to advance gender parity in leadership positions to reflect the makeup of our larger social context. See https://oie.rice.edu/ for more data specifics and detailed information.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

B.Arch.
Since our last accreditation, the composition of our undergraduate student population has notably diversified. We have consciously and strategically increased diversity among both domestic and

international students. We remain committed to proactively seeking broad diversity across our student body, with efforts coordinated across three key areas: recruiting, admissions, and advising/retention.

Undergraduate recruiting occurs at both the university and school levels. Internationally, the university has significantly increased its presence in Africa and Latin America, an effort to complement the university's already strong representation from Asia. Domestically, numerous initiatives have been designed to enhance student diversity. These include regular information sessions in the community and at Rice, both online and in person, to reach a broad audience. The university hosts fly-in programs to bring community-based organizations to campus, participates in NACAC conferences (many of which have been attended by the school's representatives), invites high-school counselors to campus to increase awareness of architecture, and holds monthly information sessions about the university as a whole and the School of Architecture specifically. Additionally, the school regularly tours high-school classes from the local community (e.g., Galena Park ISD) and participates in annual, nationwide college fairs that attract a diverse group of prospective students. These include the New York Center for Architecture College Fair, the Dallas AIA Architecture and Design College Fair, the Chicago Architecture + Design College Day, and the annual National Organization of Minority Architects conference. In 2021, Reto Geiser established the Rice Architecture Summer Immersion program, targeting Houston-area high-school students from underserved communities. Since its inception, two Summer Immersion students have been admitted to our program, with others succeeding elsewhere. We also maintain a strong presence in the community through public lectures, forums, exhibitions, and publications like *Cite* Magazine.

We follow a rigorous evaluation process that begins in the university's Office of Admissions, where each application is reviewed by three readers. Within Rice Architecture, a committee of up to five faculty members evaluates each dossier, considering academic performance and creative potential within the context of the student's academic background, opportunities, and life experiences. This approach enables us to admit classes with a broad range of cultural, geographic, socioeconomic, and academic experiences. We participate in the nationwide QuestBridge program to attract students from low-income backgrounds. The Rice Investment, a university-sponsored financial aid program established since our last accreditation, covers 100 percent of demonstrated need for domestic students, significantly improving affordability. Additionally, the School of Architecture offers the New Voices Scholarship to support the recruitment of underrepresented minority students.

These efforts are supported by a robust network that assists students with the transition to college. We collaborate closely with the university's Office of Academic Advising and Wellbeing Office to mentor undergraduates, many of whom are first-generation college students, throughout their studies. We also support current students through DEI-related programming and membership in the student-run NOMAS chapter, which organizes exhibitions, publications, and participation in the national conference.

The following chart illustrates the demographic change within the undergraduate program over the past five years, highlighting the increased representation of African American or Black and Hispanic or Latino students, the consistently high proportion of internation students—and their expanded geographic diversity , including notable increases from Africa and the Middle East. (Figures for architecture are based on internal school records; university data are drawn from widely published statistics.)

Domestic Students	Arch Ugrads 2019–20	Arch Ugrads 2024–25	Rice Ugrads 2023–24
African American or Black	2%	7%	8%
Asian American	18%	18%	30%
Caucasian or White	25%	12%	26%
Hispanic or Latino	6%	12%	16%

Multiracial	3%	4%	
Unknown (International Students)	(46%)	2% (43%)	(12%)
International Students			
Africa	0%	8%	
Asia (except China)	6%	14%	
Canada	11%	12%	
China	64%	39%	
Central/South America	6%	8%	
Europe	8%	11%	
Mexico	2%	2%	
Middle East	0%	8%	

We plan to sustain this extensive outreach and make additional efforts to support high-school students, particularly through closer collaboration with high-school STEM teachers; for example, by helping them introduce learning modules that develop spatial reasoning skills (an initiative linked to the Summer Immersion program). We also plan to expand our reach within the Latinx community, both locally and nationally, with the goal of increasing representation within the school. As diversity increases, we will closely monitor our support systems and advising structures and adjust them as necessary to ensure they benefit all students.

M.Arch.
Since our last accreditation, we have made significant progress in diversifying the graduate student body and continue to build on that momentum through an admissions process that evaluates each applicant in the context of their academic background and life experiences. This approach fosters a robust and inclusive incoming class with varied academic, cultural, socioeconomic, geographical, and experiential backgrounds. Our recruitment efforts include participating in nationwide college fairs that attract diverse prospective students, such as the National Organization of Minority Architects (NOMA) Conference and Grad Fair and Expo, Chicago Architecture + Design College Day, Philadelphia Architecture & Design Fair, Dallas AIA Architecture and Design College Fair, and the Center for Architecture—Architecture & Design College Fair. We also offer virtual information sessions through the university's Office of Graduate and Postdoctoral Studies, as well as targeted information sessions with other colleges and universities. Beginning in 2018, the director of graduate studies initiated outreach to architecture faculty and related fields at historically Black colleges and universities (HBCUs) to increase awareness of our graduate programs and encourage participation in the school's virtual information sessions and application workshops, designed to ensure better attendance and successful portfolio preparation. Over the past seven years, we have increased the number of admissions offers to underrepresented minority applicants and have seen a corresponding rise in their enrollment in the graduate program.

Within the school we actively support the student-run Rice chapter of NOMAS by funding exhibitions and projects that highlight diverse architectural issues, providing yearly memberships in NOMA and HNOMA, and funding student travel to attend the NOMA national conference. These efforts have helped current students establish networks around the country to aid in recruitment.

Our public programming, including lectures, forums, and symposia on diversity-related issues, also plays a crucial role in our recruitment efforts.

During the 2023–24 academic year, the ethnicity of our 64 graduate students was as follows:

- 7 Asian American 11%
- 6 Black 9.5%
- 17 Caucasian 26.5%
- 8 Hispanic/Latino 12.5%
- 3 Multiracial 4.5%
- 1 Pacific Islander 1.5%
- Unknown 6.25%
- 18 Foreign National (Mauritius, China, South Korea, Paraguay, Turkey) 28.25%

In comparison, the university's graduate student population for the same year was:

- Asian American 12%
- Black 6%
- Caucasian 26%
- Hispanic/Latino 9%
- Other 4%
- Foreign National 42%

We plan to continue expanding our collaborations with HBCUs and increasing our visibility within the Latinx community, both in the United States and abroad, particularly in Mexico, where many of our faculty conduct research and collaborate with local architecture schools.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Both the university and Rice Architecture have dedicated resources and program policies in place to further Equal Employment Opportunity and Affirmative Action initiatives. The Office of the Provost, under the leadership of Vice Provost for Diversity, Equity, and Inclusion (DEI) Alexander Byrd, oversees the university's DEI efforts. The office is central to the university's mission to cultivate a diverse and inclusive community of learning and discovery. It facilitates a campus environment that supports diversity, inclusion, and academic excellence through active engagement across all facets of campus life. The office also manages the Multicultural Center, Disability Resource Center, student engagement, DEI programs for undergraduates, and the assistant director of DEI for LGBTQ+ thriving. Additionally, the office collaborates with various DEI student groups and leaders, promoting a culture of care and cooperation for all students at Rice.

The university is committed to fostering a community that values the broad spectrum of knowledge, perspectives, experiences, and backgrounds that is essential to achieving excellence in all aspects of our mission. Across all of its schools, Rice University is developing resources, insights, and policy tools aimed at increasing equity and enhancing the quality of life both in Houston and globally.

This commitment involves examining the resources and strategies necessary to support the success of all students. It means exploring diverse ways of promoting healthy communities and delivering healthcare. It means understanding how policies, laws, and cultural practices allocate privilege and foster success. University initiatives such as the Task Force on Slavery, Segregation, and Racial Injustice and programs such as Critical Dialogues on Diversity—a mandatory six-week workshop series for first-year students—demonstrate the university's investment in building an inclusive culture and community.

The university's commitment to cultural inclusiveness is also reflected in its evolving initiatives to meet emerging challenges. Whether consulting with Houston public schools, developing low-cost health technologies, or offering free online college textbooks, the university remains focused on promoting equity. These efforts empower Rice students and faculty to overcome traditional barriers, ensuring that knowledge and practical solutions are accessible to all.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response:

The school has implemented several strategic initiatives to foster an inclusive environment that supports faculty, staff, and students with diverse abilities. A foundational step was to deepen our understanding of these issues, leading to updates in our pedagogical approach to the built environment. Professor Dawn Finley's course **ARCH 450 (2): Body-Plus—Architecture, Design, and Disability** has been instrumental in this effort. The course explores the history of activism and innovative design practices that enhance the experience of people with disabilities and has been integrated with our public programming, engaging the entire school in this critical dialogue.

We have also collaborated with the university's Disability Resource Center (DRC) to assess and improve the accessibility of our building and studio spaces. This review extended to the technology used for visual presentations, external and internal signage, and public area access. Based on the DRC's recommendations, we have implemented changes, including in our plans for the Anderson Hall remodel, which now includes university funding for an additional wheelchair ramp on the building's west side.

Student groups have been active in identifying and addressing concerns related to accessibility, ensuring that the needs of students, faculty, and staff of varying abilities are met. Representatives from all of Rice Architecture's student groups meet monthly with the dean to discuss these issues, resulting in recent improvements such as updated accessibility signage throughout the building and enhancements to daily access for public programs. Additionally, a new accessibility ramp is scheduled for construction in fall 2024 to provide more visible and convenient street access.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

Program Response:

Rice Architecture operates across three locations: MD Anderson Hall and Cannady Hall on the Rice University campus in Houston, and a leased space in Paris. (Please see appendix for floor plans).

MD Anderson Hall, completed in 1947, was designed by Staub and Rather, with William Ward Watkin as consulting architect. The school gradually expanded its occupancy and by the early 1970s had taken over the entire building. A major extension and renovation was completed in 1981 by James Stirling, Michael Wilford and Associates, the firm's first completed US project. With approximately 40,000 square feet of space, MD Anderson Hall houses 15 studios, a Jury Room, and Farish Gallery, which also serves as a lecture hall and additional review space. The building also includes a lecture room, the Rice Advanced Visualization Lab (RAVL), four seminar/conference rooms, 24 faculty offices, the dean's suite, and various support facilities. Public spaces such as the second-floor "bridge" are used for pinups and group activities.

William T. Cannady Hall, completed in 2024, is an 18,000-square-foot addition designed by the Swiss firm Karamuk Kuo. The building includes a two-story exhibition space, new shop and fabrication facilities, three conference rooms, and research ateliers for faculty and students. A second-story bridge connects Cannady Hall to MD Anderson Hall, providing additional pinup space.

In 2024, we undertook a major renovation of three key areas in MD Anderson Hall affected by the completion of Cannady Hall. The Chicago firm Kwong Von Glinow led this project, which created new spaces for student support and public access, including a student forum, a welcome center housing

student services staff, and a kitchen for faculty and staff use. Together, these buildings frame Smith Courtyard, the school's primary outdoor public space.

Accessibility
Cannady Hall is fully accessible on both floors. MD Anderson Hall is fully accessible on the first and second floors; however, the third floor is currently inaccessible due to the absence of an elevator. No instructional spaces are located on the third floor. The school initiated a study in 2023 to examine the feasibility of adding an elevator and renovating the third floor to enhance accessibility and future use for faculty and student research.

MD Anderson Hall includes the following spaces:

- **Welcome Center.** The new formal entry to MD Anderson Hall, the Welcome Center is located off Smith Courtyard in the space formerly occupied by the woodshop. It serves as the recruitment information and advising center and houses student support staff.
- **Student Forum.** This newly created space, previously occupied by the Fabrication Lab and RAVL, serves as a student lounge and multiple-purpose space, as well as the main connection to Cannady Hall.
- **Studio Spaces.** Studios are located on two floors, offering ample space for individual and collective work. Each student is assigned their own desk space, and studios generally have additional meeting tables, flat files, and, in some instances, access to water and plumbing.
- **William Ward Watkin Lecture Hall.** Renovated in 2015, this 50-seat lecture hall is used for larger classes and small lectures and is also equipped with state-of-the art digital presentation technology.
- **Seminar Rooms.** MD Anderson Hall houses four seminar rooms and a newly configured conference room that accommodates the entire faculty.
- **Farish Gallery.** A versatile space used for exhibitions, reviews, lectures, and other public events, Farish Gallery was upgraded with new digital presentation capabilities in 2024.
- **Jury Room.** A hallmark of the Stirling-Wilford addition, the Jury Room serves as a pinup and review space, as well as a communal gathering area for lectures and public events.
- **Bridge.** Connecting the new and old wings of MD Anderson Hall, the Bridge overlooks the Jury Room and Farish Gallery and is used for pinups and other group activities.
- **Rice Advanced Visualization Lab (RAVL).** This 500-square-foot lab on the second floor provides 15 workstations, printing facilities, and more than 30 software packages. Hardware is updated every three years, and the lab offers both wired and wireless connections.
- **Faculty and Staff Offices.** Tenure-track faculty and teaching fellows have dedicated offices, while visiting faculty have access to shared offices. Staff are accommodated in a mix of private and shared offices, primarily within the Welcome Center and the Office of the Dean.
- **Faculty and Staff Lounge and Kitchen.** The new faculty lounge provides a space for faculty to meet, dine, and relax.

Cannady Hall includes the following spaces:

- **Brochstein Fabrication Lab.** This well-equipped, supervised facility spans 3,300 square feet and is designed to support the diverse needs of students and faculty. Open 67 hours per week, it coincides with studio hours and extends its availability into the evenings and weekends, ensuring ample access for all users. The lab is furnished with industrial-grade machinery, including a SawStop table saw, radial saw, power miter saw, planer, jointer, drill press, two 14-inch band saws, and more. Additionally, the lab boasts a comprehensive collection of hand power tools and designated areas for casting plaster, resin, and concrete, as well as soldering and brazing brass structures. The lab is complemented by a 500-square-foot fabrication area equipped with laser engravers, 3-D printers, foam cutters, a vacuum former, a modern spray booth, and a three-axis milling program for complex material studies. This extensive range of tools and spaces fosters experimentation and innovation, allowing students and faculty to realize intricate designs and models.

- **Gensler Digital Media Lab.** Housing 3D printers and laser cutters, this lab complements the woodshop and computer lab, providing students with state-of-the-art tools for material experimentation.
- **Exhibition Gallery.** The new gallery spans two floors and is designed to accommodate museum-quality exhibits, with plans already in place for major exhibitions during the 2024–25 academic year.
- **International Bridge.** This second-floor connector between MD Anderson Hall and William T. Cannady Hall serves as a space for pinups, meetings, seminars, and other public activities.
- **Faculty and Student Ateliers.** Overlooking the woodshop, these loft spaces are designed to support both faculty and student research and collaboration.
- **Seminar/Conference Rooms.** Cannady Hall includes three fully equipped seminar/conference rooms with advanced AV capabilities.

Lab Safety

The school prioritizes the safety of our students in all of our buildings, but safety is a paramount concern within our studios and labs. In the Brochstein Fabrication Lab, we implement rigorous protocols to maintain a secure environment. Students are required to attend an in-shop orientation each fall, where they receive thorough instruction on the ground rules, machine operation, and emergency procedures. The technician in charge collaborates closely with studios to ensure that all materials and processes are used optimally and safely, often providing one-on-one training for more complex tasks. The lab remains locked outside supervised hours, and only trained individuals are allowed to use the equipment. The school's approach has led to a strong safety record, with accidents being minor and infrequent, reflecting the institution's commitment to fostering both creativity and responsibility.

Supplemental Spaces

- **Alice Pratt Brown Art and Architecture Library.** Located on the second floor of Fondren Library, this 12,000-square-foot resource serves as the school's library. (The collection is described in **5.8 Information Resources**.)
- **Rice School of Architecture Paris.** Established in 2002, this program offers study-abroad experiences and, during peak enrollment periods, serves as overflow studio space for Anderson Hall. The fully accessible 1,500-square-foot leased space in Paris includes studio space for up to 12 students, a pinup area, a classroom, printing facilities, two offices, a small kitchen, and a lavatory.

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Each student is allocated a dedicated workspace in the design studio for the entire semester, with no "hot desks." MD Anderson Hall houses 15 studios, providing a total area of 12,051 square feet, equating to approximately 68 square feet per student in a typical year. These studios are complemented by seminar rooms and additional spaces that support breakout sessions for pinups, private desk critiques, lectures, and discussion groups. Recently, we have expanded our facilities with the addition of faculty and student ateliers in Cannady Hall, designed to foster collective learning, teamwork, and the assembly of larger site models and prototypes. Cannady Hall's open, flexible, and collaborative workshop environment encourages both formal and informal interactions, as well as various forms of making and studio-based learning and research.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Each studio space is equipped as an interactive learning environment, featuring large monitors and AV equipment. Across MD Anderson and Cannady Halls, the school also maintains seven seminar

and conference rooms, which serve as classrooms, meeting spaces, breakout session areas, discussion groups, and individual instruction venues. MD Anderson Hall includes a lecture hall with seating for 55 people. Although its scheduling is controlled by the university's Office of the Registrar, the School of Architecture receives preferential scheduling access.

The **Gensler Digital Media Lab** and the **Brochstein Fabrication Lab** in Cannady Hall further enhance opportunities for experimental and interactive learning, featuring state-of-the-art carpentry tools, welding equipment, laser cutters, 3D printers, and a CNC mill. Two full-time staff will be hired to manage these facilities, ensuring they are accessible and well-maintained for student and faculty use.

The design of both buildings includes expansive public areas, which facilitate chance encounters and interactive learning. Lectures are typically held in the spacious **Farish Gallery**, which opens onto the public "street" of the Stirling addition, promoting open access to all programs. Both the **Jury Room** and **Farish Gallery** serve as pinup spaces for formal and informal sessions.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Faculty members are provided private or shared offices for their work and student advising. The newly constructed Cannady Hall includes a dedicated **Faculty Atelier** for research purposes, and faculty members have access to the building's shop facilities. Seminar rooms and meeting spaces are adaptable to various teaching methods and can be configured as additional pinup spaces.

5.6.4 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, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

The school conducts all classes on-site and in-person, with the exception of the **Rice School of Architecture Paris**. While we do not offer remote classes, we are fully prepared to transition to remote learning if necessary.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

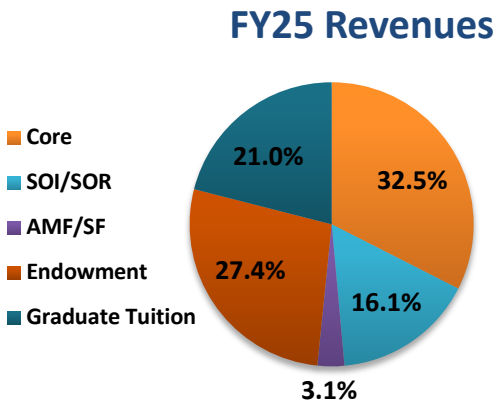
Program Response:

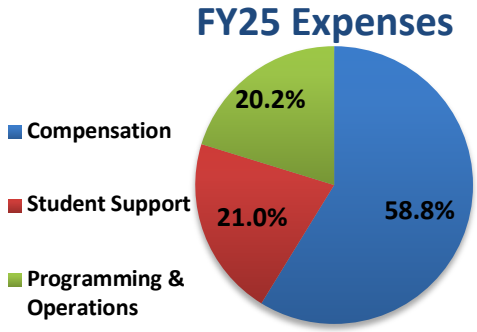
Operating Budget

The university's fiscal year runs from July 1–June 30. In fiscal year 2025 (FY25), the university transitioned from an incremental to an incentive-based budgeting model, allocating resources to academic units based on a combination of historical trends and revenue incentives. Additional resources are available through the Office of the Provost's Academic Mission Fund (AMF) and the university's Strategic Fund (SF), both of which help address operating budget shortfalls while supporting the academic mission and strategic initiatives.

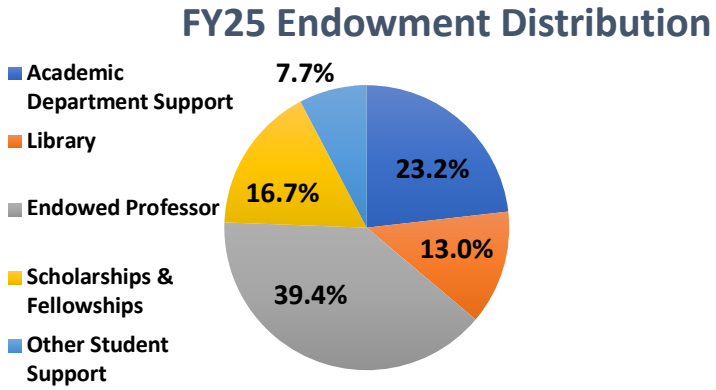
Rice Architecture's annual operating budget is composed of restricted endowments, a core allocation from the university (based on a percentage of the historical incremental model), and formula allocations of undergraduate net tuition revenue. The latter are based on an analysis of both school of instruction (SOI) data, using the prior year's student credit hours and faculty instruction, and also school of record (SOR) data, using the three-year rolling average of majors awarded. Any remaining operating funds at the end of each academic year are transferred to our operating reserves.

Our budget for FY25 is $8.6 million, allocated as follows:





Endowed Funds
As of July 1, 2024, the school manages 48 individual endowments, each budgeted in its own fund and restricted to specific purposes according to donor guidelines. The total distribution for FY25 is $2.4 million. The distribution amount is adjusted annually by a roll-forward rate increase, which is 3 percent for FY25.



Capital Funds
The school receives support for capital projects through university allocations, supplemented by school savings and private donations. Each December, the university solicits proposals for capital projects exceeding $50,000, which are evaluated based on their alignment with the university's strategic goals, sustainability, efficient use of space, and the nominating unit's budgetary contribution. Recent capital projects include William T. Cannady Hall, renovations to MD Anderson Hall, new flooring in public spaces, sprinkler installation, and the construction of an accessible ramp on Laboratory Road.

Faculty Resources
In each budget cycle, the school prioritizes faculty and student support, including funding for research, scholarships, and local and global engagement. The university offers seed funding and competitive grants ranging from $5,000 to $75,000 to faculty across all disciplines. These grants support the development of new projects that could elevate the university's profile and lead to significant research breakthroughs, external funding, or creative works. Additionally, the Schools of Architecture, Humanities, and Music offer up to $10,000 each semester through the Scholarly and Creative Works Subvention Fund to support art and design projects. The school also provides $5,000 in discretionary research funds to all tenured and tenure-track faculty, along with additional support for special projects, exhibitions, and publications, including subvention funding for publications.

Institutional Grants and Sponsored Projects
Our faculty can apply for institutional grants through the university Office of Research's Creative Ventures Fund, which supports a wide range of activities including research, publication subventions, conferences, workshops, artistic experimentation, teaching, and DEI initiatives. In FY24, these grants funded more than $171,000 in Rice Architecture faculty projects. External funding is also secured by faculty and student groups from organizations such as the National Science Foundation, the Graham Foundation, and the Brown Foundation.

Student Resources
The university offers one of the nation's most generous financial aid programs for undergraduate students. Known as The Rice Investment, it covers tuition, fees, and living expenses based on family income. This initiative has increased both the intellectual caliber and diversity of the student body. Graduate students typically receive tuition waivers, and many are awarded living stipends. Rice Architecture also has funds to support students with supplies, model-making materials, plotting expenses, software, and other incidental needs, with requests processed by our associate director of student support.

Travel scholarships are available for students conducting independent research, and we provide financial support for domestic and international studio travel. Students contribute only a nominal fee—$100 for regional, $200 for North American, or $300 for overseas studio travel—with all other expenses covered by the school. Large-format plotters, located in the university's Seeley G. Mudd Computer Science Laboratory are staffed seven days a week and available to students, who receive a $150 credit for printing and plotting each semester. The McGregor Computer Lab in MD Anderson Hall is exclusively available to Rice Architecture students, who are also provided individual licenses for Adobe Creative Cloud and Rhino software upon matriculation.

Gifts
The school actively participates in the university's capital campaigns, working closely with the Office of Development and Alumni Affairs to ensure sustained and mission-oriented fundraising efforts. In FY24, the school raised $1.8 million in cash funds and estate gifts, representing approximately 20 percent growth in philanthropy from FY23. These funds support our strategic priorities, including student scholarships, travel, faculty research, and capital projects. Additionally, we conduct fundraising campaigns twice a year: an end-of-year giving campaign in November and December and the university's 24-Hour Challenge each April. Recent campaigns have supported the Dean's Excellence Fund, Student Materials Fund, the Anti-Racism, Diversity, Equity, and Inclusion Fund for

Architecture, our Summer Immersion program, *PLAT* student journal, and the Technology and Furnishings Fund for Cannady Hall. We have also raised significant funds for capital projects, including $12.3 million for the construction of Cannady Hall and $200,000 for the renovation of MD Anderson Hall (as of September 1, 2024).

William Ward Watkin Council

The William Ward Watkin Council plays a vital advisory and philanthropic role within the school. Comprising approximately 20 alumni, friends, and parents, the council serves as a sounding board for the dean, offering insights on new initiatives, industry trends, and fundraising priorities. Council members act as ambassadors for the school, promoting its strengths and expanding its reach within the larger community. They help connect the school with alumni, prospective students, faculty, and donors. Members are appointed to three-year terms, renewable for a second consecutive term before a required break in membership. Although most members contribute at a higher level, the minimum dues are $5,000 annually or $15,000 total for the three-year period, which can be allocated to the Dean's Excellence Fund or another area of the member's choosing. Council members also contribute their time, intellect, and resources to additional fundraising initiatives and alumni engagement events, both in the United States and internationally.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Fondren Library

Fondren Library is the university's central library, supporting its R1 research activities and teaching across a community of 14,900 students, faculty, and staff, while also welcoming the local public. Fondren is a member of the Greater Western Library Alliance and participates in resource sharing agreements such as Interlibrary Loan (ILL), which grants access to college, university, and museum libraries nationwide. Additionally, a reciprocal borrowing program with institutions such as the University of Houston and the Texas Tech University expands available resources.

The library's annual collecting budget of approximately $13 million supports a diverse collection of traditional monographs, eBooks, digital media, primary sources, and databases, as well as streaming video licensed for campus affiliates. Fondren's collection, housed both on-campus and in off-site storage, includes 3,874,189 monographs (print and digital), 41,455 print journals, 193,567 electronic journals, and 698 databases.

Fondren provides scanning and printing equipment and allows borrowing of various digital media resources.

For Rice ID holders, the library is open from 7:00 a.m. to 2 a.m. Monday through Thursday, 7:00 a.m. to midnight Friday and Saturday, and 10 a.m. to 2 a.m. Sunday during the semester. Between terms, Fondren operates with reduced hours and is closed on Sunday. Borrowing privileges vary by user group: undergraduates generally have 28-day borrowing privileges, while graduate students and faculty typically have semester-long or academic year borrowing periods, with additional borrowing policies for specific material types.

The University Committee on the Library enables the campus community to influence library resources and policies. A Rice Architecture faculty member actively serves on this committee, ensuring a strong connection and continuous monitoring of the needs of our architecture students and scholars.

Brown Fine Arts Library

The Brown Fine Arts Library (BFAL), located on the third floor of Fondren Library, shares its main service point and hours with Fondren. The collections and space are managed by the art and

architecture librarian and the music librarian (a currently vacant position), both of whom have offices in BFAL. The main entrance functions as an open periodicals reading room and gathering space that is available for special events. An exhibition space with display cases and a pinboard, designed for collaboration with our students and faculty, is set to open in fall 2024.

The architecture collection at BFAL is curated to support our curricular concentrations, including design, architectural history, theory and criticism, technology, professional practice, environments, computing, and representation. The collection also meets the research needs of our undergraduate and graduate students.

BFAL offers a broad and deep range of print resources, while Fondren houses microforms, video, and digital formats.

The architecture collection is funded by nearly $10,000 in approval plans, more than $18,000 in subscriptions, and more than $44,000 in general operating and endowment funds. The art and architecture librarian, who oversees these resources, encourages the School of Architecture's collaboration in developing the collection.

BFAL's stacks hold more than 140,000 physical items (excluding music), with almost 34,000 specifically categorized as architecture titles. Off-site storage houses more than 6,700 additional physical architecture items. Additionally, more than 18,000 architecture resources are available online, including 721 electronic journals and 4,330 eBooks. The BFAL and Special Collections contain 1,716 physical volumes related to building technology and 400 supporting city planning and urban studies, supplemented by thousands of additional titles in the general stacks, off-site, and in digital format. Landscape architecture is supported by 1,060 physical volumes and 216 eBooks. (These figures are based on specific Library of Congress subclassifications and include selected volumes from general stacks, offsite, and online resources.)

Architecture funds currently support 52 print journals, 16 monograph series, and 9 electronic journals, with more titles accessible through Fondren's database subscriptions. BFAL provides access to 37 (80 percent) of the 46 "fundamental" journals recommended by the Association of Architecture School Librarians' (AASL) Core Periodicals List, along with access to back issues of an additional six (13 percent). The library also provides access to 23 (56 percent) of the 41 "recommended" journals, with partial print or digital access to an additional 11 (27 percent). The Core Periodicals List is from 2017, and revision is expected. Additional titles can be accessed through ILL or Article Galaxy Scholar express document delivery.

BFAL provides access to 56 databases dedicated to art and architecture. Essential tools include the Avery Index to Architectural Periodicals, Art & Architecture Source, Building Types Online, ARTstor (including Archivision, which will transition to JSTOR in August 2024), OnArchitecture, and the newly acquired Architectural Digest Magazine Archive. These databases, along with the library's print and Special Collections, provide extensive visual resources for students and faculty.
Borrowing privileges at BFAL follow Fondren policies, except where items are restricted to library use only. Exceptions, typically granted to faculty or graduate students preparing theses, are at the discretion of the art and architecture librarian. In fall 2023, BFAL implemented a one-week borrowing policy for popular journals like *El Croquis* and *Perspecta* to encourage sharing and improve usage statistics. Faculty enjoy proxy borrowing privileges and scan-and-deliver services through the ILL Department.

Woodson Research Center
The Woodson Research Center provides primary resources to Rice Architecture constituents. It houses more than 40 architectural archival collections, including more than 20 focused on individual architects. Campus buildings are well-documented through floor plans, elevations, interior/exterior views, clippings, and campus records. The Weber-Staub-Briscoe architectural ironwork collection offers 2D and 3D materials for students to explore onsite and online (students are encouraged to take

rubbings of the iron samples). The John Mullen papers, which include digital images of award-winning residential structures, will be available online once fully processed.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Librarian

BFAL is staffed by full-time Art and Architecture Librarian K. Sarah Ostrach, who holds graduate degrees in art history and library and information science, as well as a dual bachelor's degree in the history of art and architecture and Hispanic studies. Her professional experience includes extensive teaching, curriculum design, and visual resources management. Ostrach is also an active member of AASL and the Art Libraries Society of North America, where she comoderates the architecture and planning section.

The art and architecture librarian is responsible for maintaining and developing BFAL's architecture collection, managing funds, providing reference services, assisting with curricular planning, and offering bibliographic instruction in art, architecture, classical archaeology, film, and photography. The librarian meets with Rice Architecture's library liaison throughout the academic year to shape collection development strategies and services for architecture students and faculty. The position reports to the assistant university librarian for research services within Fondren's Department of Reference and Collection Development.

Programs and Funding

Fondren Library supports academic and research initiatives through programs like the Fondren Fellows, the User Experience (UX) Office, and open access (OA) publishing. The Fondren Fellows program provides funding, mentorship, and professional development for undergraduate and graduate student projects proposed by faculty or library staff. The 2023–2024 program included "50 Years of Rice Design Alliance (1972–2023)," completed by four architecture students under the mentorship of Rice Architecture faculty. The UX Office focuses on improving library services and spaces, with opportunities for students to participate as paid researchers. Recently, an architecture undergraduate helped redesign the sixth-floor study area and will continue to promote library resources as a library ambassador in 2024–25. Fondren advocates for OA publishing by offering funding for publication fees and participating in agreements with publishers. Our faculty have benefited from the library's book subvention program, and all Rice authors can apply for funding to cover OA publishing fees or have fees waived through transformative agreements. Fondren joins other institutions in financially supporting OA programs with publishers to provide OA publishing options to authors. Two programs that may benefit architecture constituents are the Bloomsbury Open Collections and MIT Press's Direct to Open (D2O).

Centers and Services

Fondren Library provides essential services through the Digital Media Commons (DMC), GIS/Data Center, Center for Academic and Professional Communication (CAPC), and the Kelley Center for Government Information.

The **DMC** supports multimedia in education and creative expression by offering equipment checkout, multimedia studios, scanners, and a plotter. Our students frequently use the Photography Studio and equipment checkout to document their models. The library offers short courses on tools such as Photoshop, Sketchup, and Zotero, and faculty can request assistance with data visualization, digital media creation, and scanning.

The **GIS/Data Center** aids research through GIS technology and offers courses on ArcGIS Pro, data management, and spatial analysis, with project consultations and custom map creation available for teaching or publication.

The **CAPC** supports written, oral, and visual communication through workshops, writing groups, and one-on-one consultations, with resources tailored as needed for Rice Architecture.

The **Kelley Center** provides access to local, state, and federal government information, with three dedicated government information librarians offering consultations and class instruction for accessing historical and current government information in print, digital, and microform formats.

Our students and faculty can also use resources such as the Library of Congress Art and Architecture Digital Collections, the Art Collection of the Architect of the Capitol, historic building records, and a collection of physical maps documenting historic Houston and other regions.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 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, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The statement on NAAB-accredited degree programs appears on our website: https://arch.rice.edu/academics/naab-accreditation.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

All NAAB-required documents are available on our website: https://arch.rice.edu/academics/naab-accreditation.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Rice University's Center for Career Development provides comprehensive career support to all undergraduate students, including those in the Rice School of Architecture. The center is dedicated to fostering students' self-awareness, exploring career options, and leveraging resources, thereby equipping them with essential skills, tools, and confidence. It connects students with opportunities through the global Rice network.

From 2018 to 2024, Jacki Schaefer served as the school's dedicated career and alumni specialist, focusing on providing career, internship, and job search assistance to advanced B.Arch. and M.Arch. students, as well as leading outreach programs for students and alumni. Starting in fall 2024, these responsibilities will transition to our student services staff: Undergraduate Administrator and Career Specialist Tami Andrew and Associate Director of Student Services and Graduate Administrator Kristina Kennedy. They will collaborate with the Center for Career Development to continue

Schaefer's initiatives, using platforms such as LinkedIn and the Association of Rice Alumni to engage students in career development and education, career fairs, alumni networking events, and placement assistance.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

All NAAB-required documents are available on our website: https://arch.rice.edu/academics/naab-accreditation.

Bachelor of Architecture:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	https://arch.rice.edu/academics/naab-accreditation
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	https://arch.rice.edu/academics/naab-accreditation
c) The most recent decision letter from the NAAB	https://arch.rice.edu/academics/naab-accreditation
d) The Architecture Program Report submitted for the last visit	https://arch.rice.edu/academics/naab-accreditation
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://arch.rice.edu/academics/naab-accreditation
f) The program's optional response to the Visiting Team Report	https://arch.rice.edu/academics/naab-accreditation
g) Plan to Correct (if applicable)	https://arch.rice.edu/academics/naab-accreditation
h) NCARB ARE pass rates	https://arch.rice.edu/academics/naab-accreditation
i) Statements and/or policies on learning and teaching culture	https://arch.rice.edu/academics/naab-accreditation
j) Statements and/or policies on diversity, equity, and inclusion	https://arch.rice.edu/academics/naab-accreditation

Master of Architecture:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	https://arch.rice.edu/academics/naab-accreditation
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	https://arch.rice.edu/academics/naab-accreditation
c) The most recent decision letter from the NAAB	https://arch.rice.edu/academics/naab-accreditation
d) The Architecture Program Report submitted for the last visit	https://arch.rice.edu/academics/naab-accreditation
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://arch.rice.edu/academics/naab-accreditation
f) The program's optional response to the Visiting Team Report	https://arch.rice.edu/academics/naab-accreditation
g) Plan to Correct (if applicable)	https://arch.rice.edu/academics/naab-accreditation
h) NCARB ARE pass rates	https://arch.rice.edu/academics/naab-accreditation
i) Statements and/or policies on learning and teaching culture	https://arch.rice.edu/academics/naab-accreditation
j) Statements and/or policies on diversity, equity, and inclusion	https://arch.rice.edu/academics/naab-accreditation

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

The required documentation is available on our website.

- https://arch.rice.edu/academics/undergraduate
- https://arch.rice.edu/academics/graduate
- https://arch.rice.edu/academics/resources

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

This information is provided on the Bursar's Office website: https://bursar.rice.edu/tuition_fee_rates.

6.6.2 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.

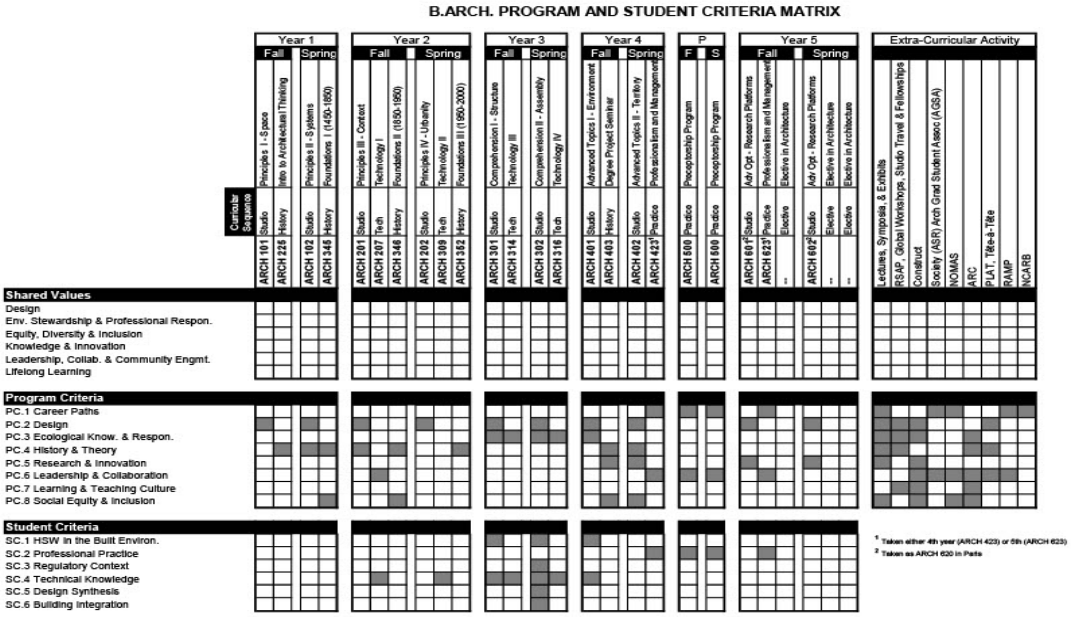
Program Response:

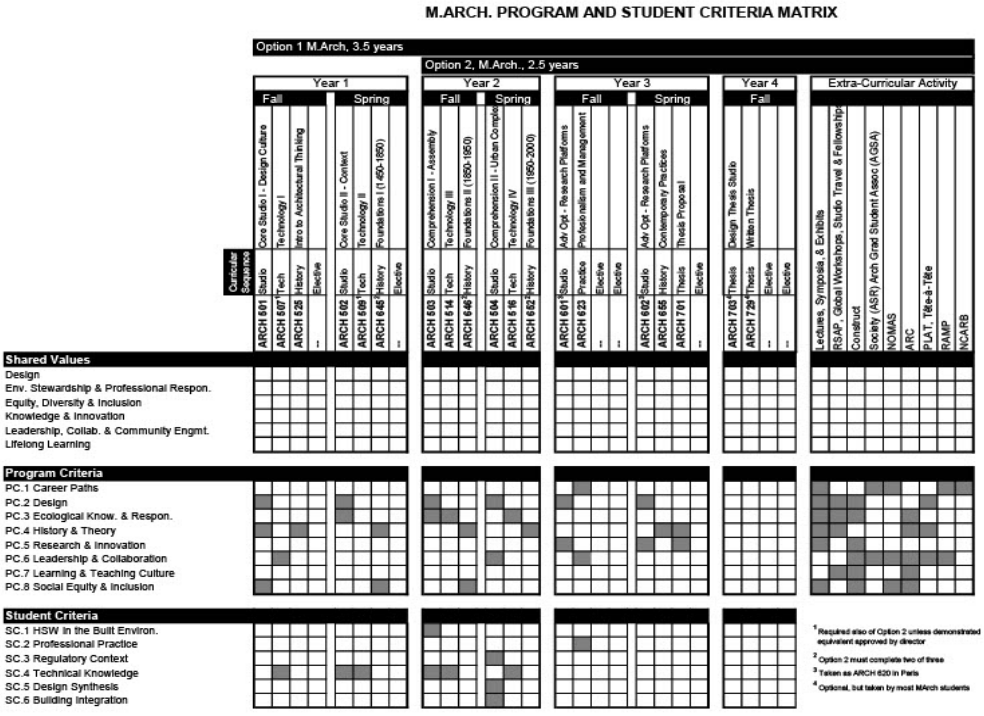
Costs of attendance are detailed on our website.

- https://arch.rice.edu/academics/undergraduate
- https://arch.rice.edu/academics/graduate
- https://arch.rice.edu/academics/resources

APPENDIX

1. PC/SC Matrix





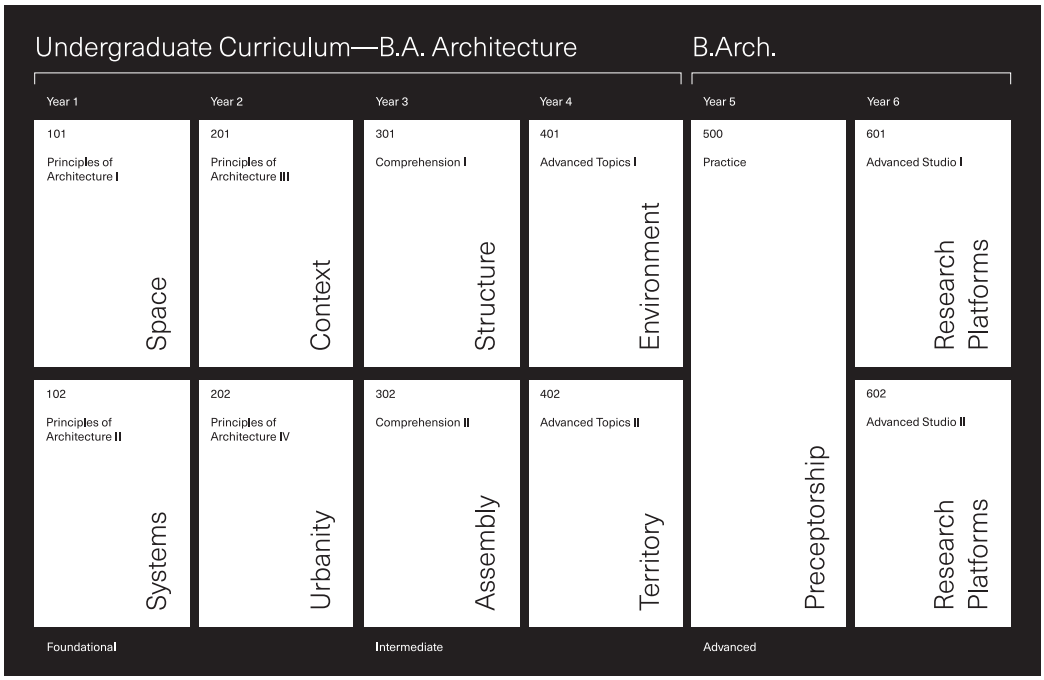
2. Condition 4.2 Professional Degrees and Curriculum

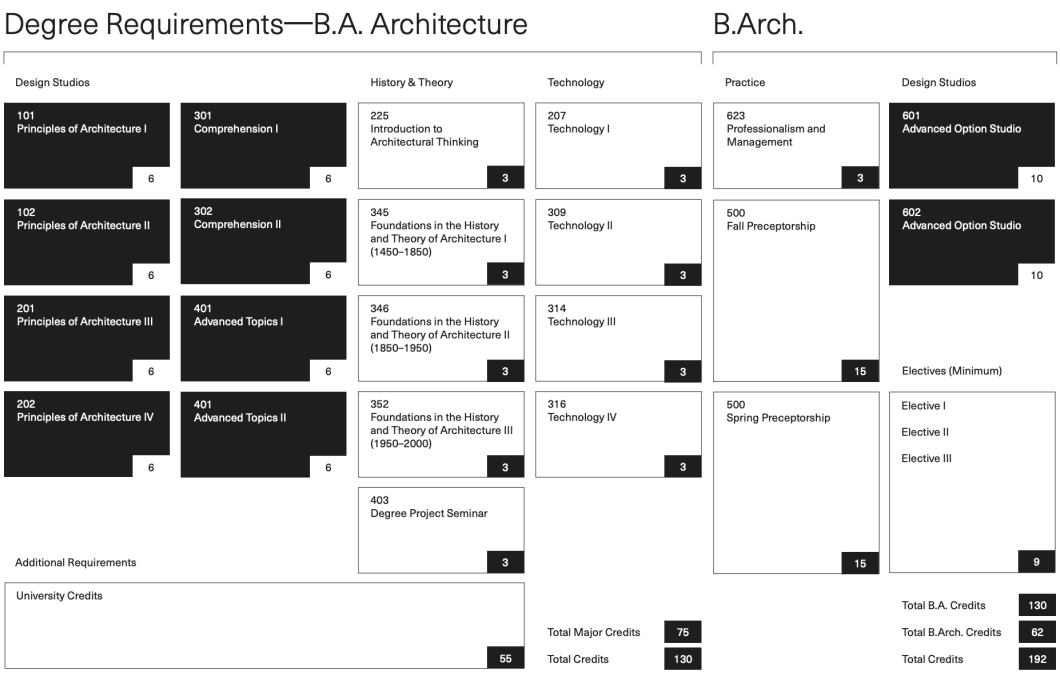
Programs should complete or modify the following chart for the appropriate accredited program(s) and include as part of the APR.

B.Arch.

Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name	**Course No. and Name**	**Course No. and Name**	**Course No. and Name**
ARCH 101 PRINCIPLES OF ARCHITECTURE I – SPACE (6)	Elective I (3)	University Credits (55)	
ARCH 102 PRINCIPLES OF ARCHITECTURE II – SYSTEMS (6)	Elective II (3)		
ARCH 201 PRINCIPLES OF ARCHITECTURE III – CONTEXT (6)	Elective III (3)		
ARCH 202 PRINCIPLES OF ARCHITECTURE IV - URBANITY (6)			
ARCH 301 COMPREHENSION I - STRUCTURE (6)			
ARCH 302 COMPREHENSION II – ASSEMBLY (6)			
ARCH 401 ADVANCED TOPICS I – ENVIRONMENT (6)			
ARCH 402 ADVANCED TOPICS II - TERRITORY (6)			
ARCH 225 INTRO ARCHITECTURAL THINKING (3)			
ARCH 345 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE I (1450–1850) (3)			
ARCH 346 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE II (1850–1950) (3)			
ARCH 352 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE III (1950–2000) (3)			
ARCH 403 DEGREE PROJECT SEMINAR (3)			
ARCH 207 TECHNOLOGY I (3)			
ARCH 309 TECHNOLOGY II (3)			
ARCH 314 TECHNOLOGY III (3)			
ARCH 316 TECHNOLOGY IV (3)			
ARCH 623 PROFESSIONALISM AND MANAGEMENT IN ARCHITECTURAL PRACTICE (3)			
ARCH 500 PRECEPTORSHIP PROGRAM (30)			
ARCH 601 ADVANCED OPTION STUDIO – RESEARCH PLATFORMS (10)			
ADVANCED OPTION STUDIO – RESEARCH PLATFORMS (10)			
Total: 128	**Total: 9**	**Total: 55**	
Total No. of SCH for Degree	**192**		

(SCH) Semester Credit Hours


Undergraduate Curriculum—B.A. Architecture
B.Arch.
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6
101
Principles of Architecture I
Space
201
Principles of Architecture III
Context
301
Comprehension I
Structure
401
Advanced Topics I
Environment
500
Practice
601
Advanced Studio I
Research Platforms
102
Principles of Architecture II
Systems
202
Principles of Architecture IV
Urbanity
302
Comprehension II
Assembly
402
Advanced Topics II
Territory
Preceptorship
602
Advanced Studio II
Research Platforms
Foundational
Intermediate
Advanced


Degree Requirements—B.A. Architecture
B.Arch.
Design Studios
History & Theory
Technology
Practice
Design Studios
101 Principles of Architecture I 6
301 Comprehension I 6
225 Introduction to Architectural Thinking 3
207 Technology I 3
623 Professionalism and Management 3
601 Advanced Option Studio 10
102 Principles of Architecture II 6
302 Comprehension II 6
345 Foundations in the History and Theory of Architecture I (1450–1850) 3
309 Technology II 3
500 Fall Preceptorship 15
602 Advanced Option Studio 10
201 Principles of Architecture III 6
401 Advanced Topics I 6
346 Foundations in the History and Theory of Architecture II (1850–1950) 3
314 Technology III 3
Electives (Minimum)
202 Principles of Architecture IV 6
401 Advanced Topics II 6
352 Foundations in the History and Theory of Architecture III (1950–2000) 3
316 Technology IV 3
500 Spring Preceptorship 15
Elective I
Elective II
Elective III
9
403 Degree Project Seminar 3
Additional Requirements
University Credits 55
Total Major Credits 75
Total Credits 130
Total B.A. Credits 130
Total B.Arch. Credits 62
Total Credits 192

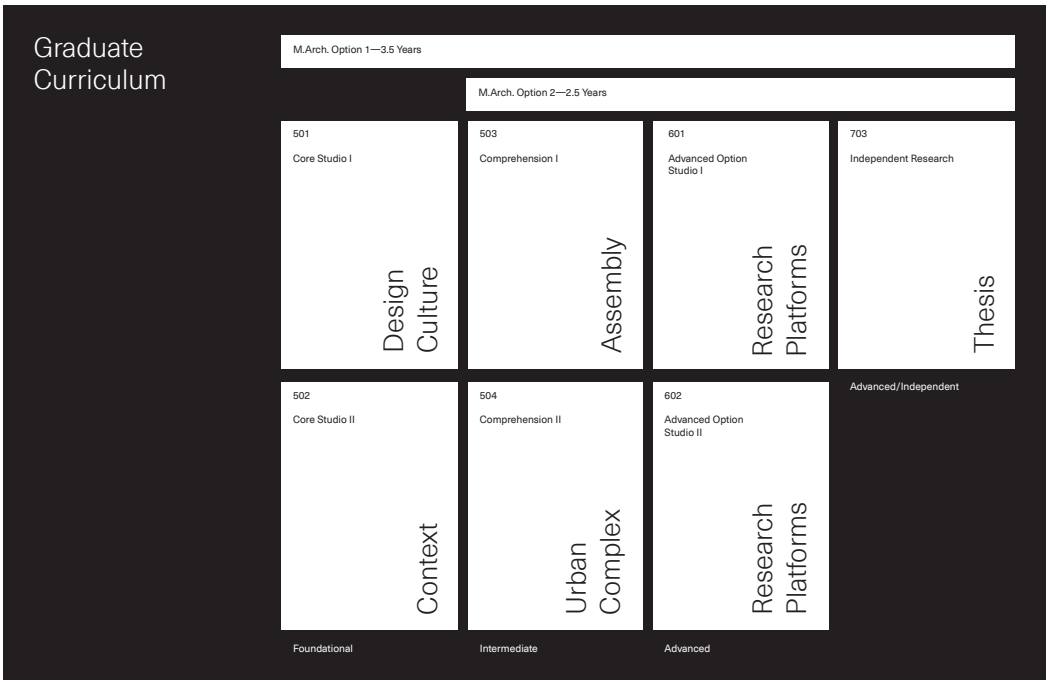
M.Arch. Option 1

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name	**Course No. and Name**	**Course No. and Name**	**Course No. and Name**
ARCH 501 CORE STUDIO I – DESIGN CULTURE (10)	Elective (3)		
ARCH 502 CORE STUDIO II – CONTEXT (10)	Elective (3)		
ARCH 509 TECHNOLOGY II (3)	Elective (3)		
ARCH 503 COMPREHENSION I (10)	Elective (3)		
ARCH 504 COMPREHENSION II (10)	Elective (3)		
ARCH 601 ADVANCED OPTION STUDIO (10)	Elective (3)		
ARCH 602 ADVANCED OPTION STUDIO (10)	Elective (3)		
ARCH 525 INTRO ARCHITECTURAL THINKING (3)	Elective (3)		
ARCH 655 CONTEMPORARY PRACTICES IN ARCHITECTURE (3)	Elective (3)		
ARCH 507 TECHNOLOGY I (3)			
ARCH 514 TECHNOLOGY III (3)			
ARCH 516 TECHNOLOGY IV (3)			
ARCH 623 PROFESSIONALISM AND MANAGEMENT IN ARCHITECTURAL PRACTICE (3)			
ARCH 645 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE I (1450 1850) (3)			
ARCH 646 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE II (1850–1960) (3)			
ARCH 652 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE III (1950–2000) (3)			
Total: 90	**Total: 27**		
Graduate-Level Courses: Thesis			
ARCH 701 THESIS PROPOSAL (1)			
ARCH 703 DESIGN THESIS STUDIO (10)			
ARCH 729 THESIS WRITTEN DOCUMENT (3)			
Total: 14	**Total: 0**	**Total**	**Total**
Total No. of SCH for Degree	**131**		

M.Arch. Option 2

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name	**Course No. and Name**	**Course No. and Name**	**Course No. and Name**
ARCH 503 COMPREHENSION I (10)	Elective (3)		
ARCH 504 COMPREHENSION II (10)	Elective (3)		
ARCH 601 ADVANCED OPTION STUDIO (10)	Elective (3)		
ARCH 602 ADVANCED OPTION STUDIO (10)	Elective (3)		
ARCH 525 INTRO ARCHITECTURAL THINKING (3)			
ARCH 655 CONTEMPORARY PRACTICES IN ARCHITECTURE (3)			
ARCH 507 TECHNOLOGY I (3)			
ARCH 509 TECHNOLOGY II (3)			
ARCH 514 TECHNOLOGY III (3)			
ARCH 516 TECHNOLOGY IV (3)			
ARCH 623 PROFESSIONALISM AND MANAGEMENT IN ARCHITECTURAL PRACTICE (3)			
Choose 2/3 History & Theory (6 hours)			
ARCH 645 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE I (1450 1850) (3)			
ARCH 646 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE II (1850–1960) (3)			
ARCH 652 FOUNDATIONS IN THE HISTORY AND THEORY OF ARCHITECTURE III (1950–2000) (3)			
Total: 67	**Total: 12**		
Graduate-Level Courses: Thesis			
ARCH 701 THESIS PROPOSAL (1)			
ARCH 703 DESIGN THESIS STUDIO (10)			
ARCH 729 THESIS WRITTEN DOCUMENT (3)			
Total: 14	**Total: 0**	**Total**	**Total**
Total No. of SCH for Degree	**93**		

(SCH) Semester Credit Hours

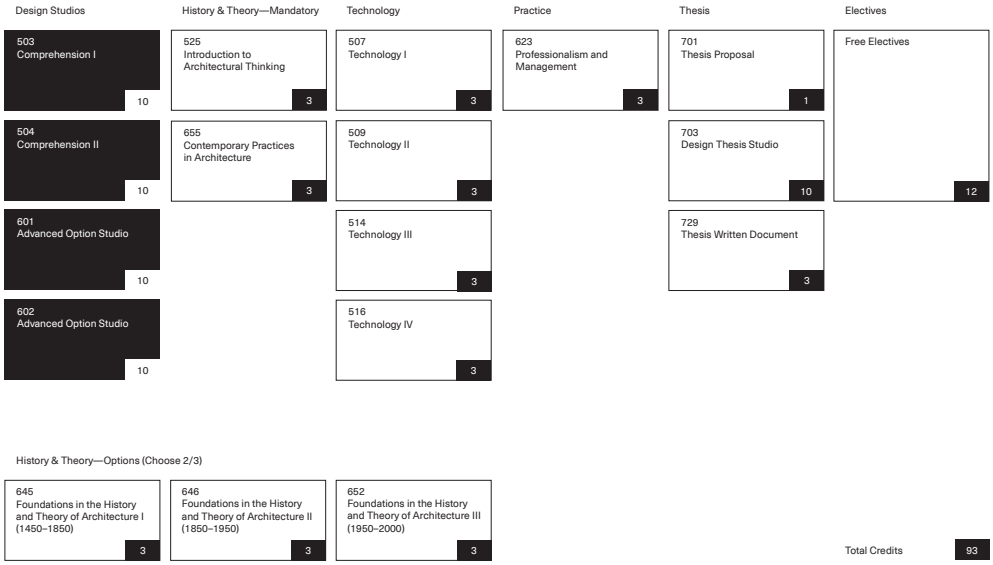


Degree Requirements—M. Arch. Option 1

Design Studios	History & Theory	Technology	Practice	Thesis	Electives
501 Core Studio I 10	525 Introduction to Architectural Thinking 3	507 Technology I 3	623 Professionalism and Management 3	701 Thesis Proposal 1	Free Electives 27
502 Core Studio II 10	645 Foundations in the History and Theory of Architecture I (1450–1850) 3	509 Technology II 3		703 Design Thesis Studio 10	
503 Comprehension I 10	646 Foundations in the History and Theory of Architecture II (1850–1950) 3	514 Technology III 3		729 Thesis Written Document 3	
504 Comprehension II 10	652 Foundations in the History and Theory of Architecture III (1950–2000) 3	516 Technology IV 3			
601 Advanced Option Studio 10	655 Contemporary Practices in Architecture 3				
602 Advanced Option Studio 10					

Total Credits 131

Degree Requirements—M. Arch. Option 2



3. One-Page Faculty Résumés

Name:
Georgina Baronian

Email:
georgina@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 301: Comprehension I, Fall 2023
ARCH 504: Comprehension II, Spring 2024
ARCH 550: Building Blankets, Spring 2024

Educational Credentials:
Master of Architecture, Princeton University, 2018
Bachelor of Environments (Architecture), University of Melbourne, 2012
Diploma of Modern Languages (French), University of Melbourne, 2012

Teaching Experience:
Assistant Professor, Rice School of Architecture, 2023–present
Howard E. LeFevre ’29 Emerging Practitioner Fellow (visiting assistant professor), Ohio State University, 2022–2023
Lecturer, California State Polytechnic University Pomona, 2019–2020

Professional Experience:
Principal, sam clovis + georgina baronian & associates, 2018–present
Project Manager, junya.ishigami+associates, 2013–2016
Architectural Designer, Kazuyo Sejima + Ryue Nishizawa / S A N A A, 2012–2013

Licenses/Registration:
Registered Architect: New York, Texas
NCARB Certification

Selected Publications and Recent Research:
Ambient Architecture. Banvard Gallery, Ohio State University, Columbus, April 12–June 16, 2023.
Correspondence. WHITEHOUSE Gallery, Tokyo, September 5–October 8, 2023.
Correspondence: The Many Lives of Arata Isosaki’s Shinjuku White House, A83 Gallery, New York, October 13–November 5, 2023.

Professional Memberships:
American Institute of Architects

Name:
Shantel Blakely, Ph.D.

Email:
shantel.blakely@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 101: Principles of Architecture I, Fall 2023
ARCH 345/645: Foundations in the History and Theory of Architecture I (1450–1850), Spring 2024
ARCH 655: Contemporary Practices, Spring 2023, Spring 2024

Educational Credentials:
Master of Arts in Philosophy, Tufts University, 2017
Doctorate in History and Theory of Architecture, Columbia University, 2011
Master of Architecture, Princeton University, 1997
Bachelor of Arts, Harvard University, 1992

Teaching Experience:
Assistant Professor (tenure-track), Rice School of Architecture, 2022–present
Assistant Professor, Washington University in St. Louis, 2019–2022
Instructor, Columbia University, 2010–2011
Instructor, Parsons School of Design, 2008–2009

Professional Experience:
Cultural Historian, Renovation of Steinberg Skating Rink, St. Louis, 2021–2022
Public Programs Manager, Harvard Graduate School of Design, 2011–2016
Junior Associate/Associate, Thompson and Rose Architects / Maryann Thompson Architects, Cambridge, MA, 1998–2002

Licenses/Registration:
None

Selected Publications and Recent Research:
Shantel Blakely. *Appartamento Aperto: At Home with Marco Zanuso*. MIT Press, forthcoming.
———. "The Architecture of Charles E. Fleming." In *Design Agendas: Modernism in St. Louis, 1930s–1970s*. Mildred Lane Kemper Art Museum, forthcoming. Distributed by the University of Chicago Press. Published in conjunction with an exhibition of the same title, organized by and presented at the Mildred Lane Kemper Art Museum, September 13, 2024–January 6, 2025.

Professional Memberships:
American Society of Aesthetics
Houston Archaeological and Historical Commission
Society of Architectural Historians

Name:
John J. Casbarian, FAIA

Email:
jjc@rice.edu

Courses Taught: (Four semesters prior to current visit):
ARCH 610: History, Theory, and Structure/Paris Program: Fall 2022, Fall 2023
ARCH 610: History, Theory, and Structure/Paris Program: Spring 2023, Spring 2024
ARCH 620: Architectural Problems/Paris Program: Fall 2022, Fall 2023
ARCH 620: Architectural Problems/Paris Program: Spring 2023, Spring 2024
ARCH 500: Preceptorship Program: Fall 2022, Fall 2023
ARCH 500: Preceptorship Program: Spring 2023, Spring 2024

Educational Credentials:
Bachelor of Architecture, Rice School of Architecture, 1972
Master of Fine Arts, California Institute of the Arts, 1971
Bachelor of Arts in Architecture, Rice School of Architecture, 1969
American University of Beirut, 1964–1965

Teaching Experience:
Professor, Rice School of Architecture, 1974–present
Visiting Studio Instruction, with Taft Architecture partners Danny Samuels and Robert H. Timme, including the Davenport Chair, Yale University; and Distinguished Visiting Professors at Clemson University; University of Pennsylvania; University of Illinois, Chicago; University of Miami; University of Texas; University of Houston

Professional Experience:
Founding Partner, Taft Architecture, 1974–present
Gruen Associates, Los Angeles, under César Pelli
Works West, Los Angeles, under Craig Hodgetts

Licenses/Registration:
Registered Architect: Texas, Kansas, Louisiana, Indiana, Florida (dormant)
NCARB Certification

Selected Publications and Recent Research:
Review of professional work:
30 Years of Emerging Voices: Idea, Form, Resonance. Architectural League of New York, 2015.
Bianca Felicori, ed. *Forgotten Architecture*, Nero, 2022.
Reto Geiser, ed. *Houston Unbuilt: Commonwealth Townhouses*. RDA, 2023.
Matt Shaw, *American Modern, Architecture Community*, Monacelli, 2024.

Professional Memberships:
American Academy in Rome (fellow)
American Institute of Architects (fellow)
American Society of Composers, Authors and Publishers

Name:
Juan José Castellón González, Ph.D.

Email:
jcastellon@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 207/507: Technology I, Fall 2022, Fall 2023
ARCH 301: Comprehension I, Fall 2023, Fall 2024
ARCH 301: Intermediate Problems in Architecture, Fall 2022
ARCH 309/509: Technology II, Spring 2024
Teaching Release, Spring 2023

Educational Credentials:
Doctor of Science, ETH Zürich, 2018
Master of Architecture in Emergent Technologies and Design, Architectural Association London, 2011
Degree in Architecture, Escola Tècnica Superior d'Arquitectura de Barcelona, 2003

Teaching Experience:
Assistant Professor (tenure track), Rice School of Architecture, 2018–2024
Lecturer, ETH Zürich, Swiss Federal Institute of Technology, 2014–2018
Adjunct Professor of Digital Culture, Barcelona Institute of Architecture, 2010–2012

Professional Experience:
Founding Partner at xmade, Architecture & Building envelope (Switzerland and Spain), 2016–2024
Ph.D. Candidate and Researcher, ETH Zürich, Chair of Structural Design, 2011–2018
Architect, Herzog & de Meuron, 2008–2009
Architect, SHoP Architects, 2007–2008
Architect, Abalos & Herreros, 2003–2007

Licenses/Registration:
Registered Architect: EU, Spain, Switzerland

Selected Publications and Recent Research:
Juan José Castellón González. "Building Ecosystems: Hybrid Materialities for Collective Urban Infrastructures." *Building Technology Educators' Society* 1 (2023): 108–15. https://doi.org/10.7275/btes.1941.
———. "Structural Models in Architectural Education: Experimental Explorations Between the Physical and the Digital Realms." *Structures and Architecture: A Viable Urban Perspective?*, edited by F. Hvejsel and Paulo J.S. Cruz. CRC Press.
———. "The Rooftop and the Shelter: From Self-Sufficient Prototypes to Collective Infrastructures." In *Crossroads: Building the Resilient City*. Vol. 2: *Above x Below*. Seoul Metropolitan Government, 2021.

Professional Memberships:
Building Technology Educators' Society
Executive Council of the International Association of Structures and Architecture
International Federation of Structural Concrete

Name:
Scott Colman, Ph.D.

Email:
scottcolman@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 102: Principles of Architecture II, Spring 2024
ARCH 201: Principles of Architecture III, Fall 2022
ARCH 345/645: Foundations in the History and Theory of Architecture I (1450–1850), Spring 2023
ARCH 346/646: Foundations in the History and Theory of Architecture II (1850–1950), Fall 2023, Fall 2024
ARCH 450: Intermediate Architecture Seminar, Spring 2023, Fall 2023

Educational Credentials:
Doctor of Philosophy in Architecture, University of Sydney, 2006
Master of Architecture, Ohio State University, 2008
Bachelor of Science in Architecture, University of Sydney, 1997–1999
Bachelor of Arts in Communication, University of Technology Sydney, 1992

Teaching Experience:
Assistant Professor, Rice School of Architecture, 2016–present
Senior Lecturer, Rice School of Architecture, 2011–2016
Lecturer, Rice School of Architecture, 2010–2011

Professional Experience:
Cracknell and Lonergan Architects, Sydney, 1997–1998, 2000
The Arkitex Studio, College Station, Texas, 1999–2000
Environa Studio, Sydney, 1995

Licenses/Registration:
None

Selected Publications and Recent Research:
Scott Colman. *Ludwig Hilberseimer: Reanimating Architecture and the City*. Bloomsbury Visual Arts, 2023.
Scott Colman and Albert Pope. “Hierarchy and Equivalence in Urban Reform.” In *Center 25: Radical Middle Grounds*, edited by Martin Haettasch. Center for American Architecture and Design, 2024.

Professional Memberships:
Society of Architectural Historians

Name:
Andrew Colopy

Email:
andrew.colopy@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 102: Principles of Architecture II, Spring 2023
ARCH 201: Principles of Architecture III, Fall 2024
ARCH 302: Comprehension II, Spring 2024
ARCH 503: Comprehension I, Fall 2023
ARCH 601: Architectural Problems: Studio, Fall 2022

Educational Credentials:
Master of Architecture, Columbia University, 2006
Bachelor of Science in Architecture, Ohio State University, 2003

Teaching Experience:
Associate Professor, Rice School of Architecture, 2014–present
Visiting Assistant Professor, Washington University in St. Louis, 2011–2014
Adjunct Faculty, Parsons School of Design, 2007–2011
Teaching Assistant, Columbia University and Barnard College, 2004–2006

Professional Experience:
Founding Partner and Creative Director, Cobalt Office, 2011–present
Senior Designer, Diller Scofidio + Renfro, 2007–2011
Project Manager, Laura Kurgan Design, 2006
Intern Architect, Marble Fairbanks Architects, 2004–2006
Intern Architect, NBBJ, 2000–2002

Licenses/Registration:
Registered Architect: Texas
LEED Accredited Professional
National Council of Architectural Registration Boards

Selected Publications and Recent Research:
Andrew Colopy. “Avian Observatory.” In *The Design Build Studio*, edited by Tolya Stonorov. Routledge, 2017.
———. “(Digital) Design-Build Education.” In *2019 ACSA/EAAE Conference Proceedings*. ACSA Press, 2021.
———. “Economy ADU.” In *2023 ACSA/EAAE Conference Proceedings*, ed. Massimo Santanichhia. ACSA Press, forthcoming.
———. “Material.” In *Totalization: Speculative Practice in Architectural Education*, edited by Troy Schaum. Park Books, 2018.
———. “Net Positive Dwelling.” *Cite*, no. 104 (2023).
———. “Tumble.” In *Inscriptions: Architecture Before Speech*, edited by K. Michael Hays and Andrew Holder. Harvard University Press, 2021.

Professional Memberships:
Association of Collegiate Schools of Architecture

Name:
Dawn Finley

Email:
finley@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 450: Intermediate Architecture Seminar, Spring 2023, Spring 2024
ARCH 501: Core Design Studio I, Fall 2022, Fall 2023
ARCH 690: Pedagogy Practicum, Fall 2022, Fall 2023
ARCH 701: Thesis Proposal, Spring 2023
ARCH 711: Special Projects, Fall 2022, Fall 2023

Educational Credentials:
Master of Architecture, Rice School of Architecture, 1999
Bachelor of Science in Architecture, University of Michigan, 1993

Teaching Experience:
Professor, Rice School of Architecture, 2009–2024
Max Fisher Professorship, University of Michigan, Fall 2002
EC-US International Exchange, Architectural Association, February 2002
EC-US International Exchange, Princeton University, October 2001
Assistant Professor, Rice School of Architecture, 2001–2009
Wortham Fellowship, Rice School of Architecture, 1999–2001

Professional Experience:
Cofounder & Principal, Interloop—Architecture, 2001–present
Project Designer, HOK, Houston, 1999–2001
Project Designer, Ogawa/Depardon Architects, New York, 1993–1996

Licenses/Registration:
None

Selected Publications and Recent Research:
“BODY-PLUS: Architecture, Design, and Disability” [research project].
Dawn Finley. *System of Novelties*. Park Books, 2022.
“Pliable: Material assembly, structure, and form” [research project].

Professional Memberships:
American Institute of Architects
Texas Society of Architects

Name:
Alan Fleishacker

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Courses Taught Four semesters prior to current visit):
ARCH 423/623: Professionalism and Management in Architectural Practice, Fall 2022, Spring 2023, Fall 2023, Spring 2024
FWIS 168: Freshmen Writing Seminar, Spring 2023, Spring 2024

Educational Credentials:
Bachelor of Architecture, Oklahoma State University, 1973
Juris Doctorate, University of Oklahoma, 1976

Teaching Experience:
Senior Lecturer, Rice School of Architecture, 1993–present
Lectures at Texas A&M, University of Houston, AIA conventions, TSA conventions, AIA Houston, AIA Austin, Houston Bar Association, etc.

Professional Experience:
Attorney, 1976–present
Management of architecture and Project Management firm

Licenses/Registration:
Licensed, State Bar of Texas—Attorney and Counselor of Law

Selected Publications and Recent Research:
None

Professional Memberships:
Houston Bar Association
State Bar of Texas

Name:
Nathan Friedman

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nathan.friedman@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 101: Principles of Architecture I, Fall 2022, Fall 2023, Fall 2024
ARCH 225/525: Introduction to Architectural Thinking, Fall 2024
ARCH 402: Advanced Topics II, Spring 2023
ARCH 403: Degree Project Seminar, Fall 2023
ARCH 450: Preservation Tactics (elective), Fall 2023
ARCH 477: Global Workshop, Summer 2024

Educational Credentials:
Master of Science in Architecture Studies, Massachusetts Institute of Technology
Bachelor of Architecture, Cornell University

Teaching Experience:
Professor in the Practice, Rice School of Architecture, 2021–present
Wortham Fellow, Rice School of Architecture 2019–2021
Adjunct Professor, Universidad Iberoamericana, Mexico City, 2016–2021
Critic, Rhode Island School of Design, 2018–2020
Lecturer, School of the Art Institute of Chicago, 2018

Professional Experience:
Founding Principal, Departamento del Distrito, Mexico City, 2017–present
Intern, Architect, OMA*AMO, Rotterdam, 2010–2013
Intern, SMAQ architecture | urbanism | research, Berlin, 2010
Visitorship, Eisenman Architects, New York, 2008

Licenses/Registration:
Registered Architect: Mexico

Selected Publications and Recent Research:
Commun, une architecture avec les habitants. Arc en rêve centre d'architecture, Bordeaux. Group exhibition curated by David Brown and Christophe Hutin, 2022.
Nathan Friedman and Francisco Quiñones. "Public Works at the Periphery: AMLO and the Urban Improvement Program." *Faktur* 5 (Fall 2023): 72–89.
Nathan Friedman. "America, Divided." In "Bigger Than Big," ed. Anthony Acciavatti, Justin Fowler, and Dan Handel. Special issue, *Manifest* 3 (Spring 2021): 56–75.
———. "On Unstable Ground." *Log* 55 (Summer 2022): 161–71.
The Energy Show. Het Nieuwe Instituut, Rotterdam. Group exhibition curated by Matylda Krzykowski, 2022–2023.
The Wall/El Muro: What Is a Border Wall? National Building Museum, Washington, DC. Group exhibition curated by Sarah A. Leavitt. 2021–2023.
When Models Are Systems, Laguna, Mexico City, Mexico. Installation for the 2022 Architectural League of New York Prize.

Professional Memberships:
Colegio de Arquitectos de la Ciudad de México

Name:
Reto Geiser, Ph.D.

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reto.geiser@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 225/525: Introduction to Architectural Thinking, Fall 2022, Fall 2023
ARCH 461: Special Projects Elective, Fall 2022, Fall 2023
ARCH 550: Intermediate/Advanced Architecture Seminar, Fall 2022, Spring 2024
Course release, Spring 2023

Educational Credentials:
Doctor of Science, ETH Zürich, 2010
Diploma of Architecture, Master of Architecture, ETH Zürich, 2002

Teaching Experience:
Associate Professor, Rice School of Architecture, 2018–current
Gus Wortham Assistant Professor, Rice School of Architecture, 2011–2018
Lecturer in Architectural Criticism, ETH Zürich, 2010–2011
William Muschenheim Fellow and Lecturer in Architecture, University of Michigan, 2003–2004

Professional Experience:
Founding Partner, MG&Co., Houston/Basel, 2008–present
Founding Partner, Research and Development, Basel, 2001–2008

Licenses/Registration:
Registered Architect: Switzerland

Selected Publications and Recent Research:
Geiser, Reto. *Giedion and America: Repositioning the History of Modern Architecture*. 2nd ed. gta Publishers, 2024.
———, ed. *Sigfried Giedion: Liberated Dwelling / Befreites Wohnen*. Translated by Reto Geiser and R. Engler. Lars Müller Publishers, 2019.

Professional Memberships:
Federation of Swiss Architects (associate member)
European Architectural History Network
Society of Architectural Historians

Name:
Christopher Hight, Ph.D.

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christopher.hight@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 352/ARCH 652: Foundations in the History and Theory of Architecture III (1950–present), Spring 2023, Spring 2024
ARCH 401: Advanced Topics I, Fall 2023, Fall 2024
ARCH 450: Intermediate Architecture Seminar, Spring 2023, Spring 2024
ARCH 502: Core Design Studio II, Fall 2022

Educational Credentials:
Doctor of Cultural Studies and the Humanities, University of London, 2003
Master of Arts in Histories and Theories of Architecture, Architectural Association School of Architecture, 1997
Bachelor of Arts in Architecture, Rice School of Architecture, 1995
Bachelor of Architecture, Rice School of Architecture, 1993

Teaching Experience:
Associate Professor, Rice School of Architecture, 2010–present
Visiting Scholar, Universidad Torcuato Di Tella, Buenos Aires, Fall 2019, Fall 2020
Assistant Professor, Rice School of Architecture, 2003–2009
Design Studio and Seminar Instructor, Architectural Association School of Architecture, 1997–2002

Professional Experience:
None

Licenses/Registration:
None

Selected Publications and Recent Research:
Christopher Hight. “A Thousand Milieus.” *Journal of Architectural Education* 71, no. 2 (Fall 2017): 219–23. https://doi.org/10.1080/10464883.2017.1340786.
———. “Deleuze Redux: 3 Lecture seminar on Deleuze and Architecture.” Universidad Torcuato Di Tella, March 2019.
———. “Designing Ecologies.” In *Projective Ecologies*, edited by Chris Reed and Nina-Marie Lister. ACTAR/Harvard Graduate School of Design, 2014.
———. “Dissumulation, Sublimation, and Immersion: The Impossible Architectures of the Logistics Revolution.” In *Future Airports*. ORO Editions, 2022.
———. “Skip to Milieu.” Ambiguous Territory: Architecture, Landscape, and the Postnatural Symposium. University of Michigan Taubman College of Architecture and Urban Planning, October 5–6, 2017.
“The Global Littoral: Coastal Urbanism and Climate Change,” Texas Gulf Coast and Buenos Aires Region [research project].

Professional Memberships:
None

Name:
Carlos Jiménez

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carlos.jimenez@rice.edu

Courses Taught: (Four semesters prior to current visit)
Fall 2022: ARCH 503: Core Design Studio III
Spring 2023: ARCH 302: Intermediate Problems in Architectures II
Spring 2023: ARCH 350: Constructing Images (elective)
Fall 2023, Fall 2024: ARCH 703/729: Design Thesis
Fall 2023: ARCH 201: Principles of Architecture III
Spring 2024: ARCH 502: Core Design Studio II

Educational Credentials:
Bachelor of Arts, University of Houston, 1981

Teaching Experience:
Professor, Rice School of Architecture, 1997–present
Lectures at University of Texas at Austin, University of Texas at Arlington, Texas A&M University, Harvard University, Tulane University, University of California Berkeley, University of California Los Angeles, Southern California Institute of Architecture, University of Oregon, University of Navarre (Pamplona)

Professional Experience:
Carlos Jiménez Studio, 1983–present

Licenses/Registration:
None

Selected Publications and Recent Research:
"Carlos Jiménez." Special issue, *2-G*, no. 13 (2000).
"Carlos Jiménez." Special issue, *Korean Architect*, no. 145 (1996).
Carlos Jiménez. Casas Internacional no. 41. Nobuko, 1996.
Carlos Jiménez: House and Studio, edited by Darrel Fields and Brooke Hodge. GSD Publications, Harvard University, 2003
Carlos Jiménez: Textos sobre docencia. TS Books, 2014.
Crowley: Carlos Jiménez. Oro Editions, 2009.
Paul Hester. *Carlos Jiménez Buildings*. Princeton Architectural Press, 1996.
Richard Ingersol. "Carlos Jiménez." *A+U*, no. 306 (1996).
Kaytie Johnson, ed. *Threshold and Process: Carlos Jiménez Studio and the Making of the Richard E. Peeler Art Center at Depauw University*. Depauw University, 2002.
Aldo Rossi and Kurt W. Forster. *Carlos Jiménez*. Editorial Gustavo Gili, 1991.

Professional Memberships:
Pritzker Architecture Prize Jury (2001–2011)
Rice Design Alliance
Mayors' Institute on City Design, National Endowment of the Arts

Name:
Igor Marjanović, Ph.D.

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igor.marjanović@rice.edu

Courses Taught: (Four semesters prior to current visit)
Thesis advising

Educational Credentials:
Doctor of Philosophy, University College London, 2014
Master of Architecture, University of Illinois at Chicago, 2000
Bachelor of Architecture, University of Belgrade, 1998

Teaching Experience:
Professor, Rice School of Architecture, 2021–present
JoAnne Stolaroff Cotsen Professor, Washington University in St. Louis, 2006–2021
Assistant Professor, Iowa State University, 2003–2006
Adjunct Assistant Professor, University of Illinois at Chicago, 2000–2003

Professional Experience:
Ready Made Studio, St. Louis/Toledo, OH, 2002–2010
OWP&P Architects, Chicago, 2000–2002
Osnova Projekt, Belgrade, 1995–1999
Denise Pontes DP Arquitetura e Interiores, Fortaleza, 1996–1997

Licenses/Registration:
None

Selected Publications and Recent Research:
Jelena Bogdanović, Lilien F. Robinson, and Igor Marjanović, eds. *On the Very Edge: Modernism and Modernity in the Art and Architecture of Interwar Serbia 1918–1941*. Leuven University Press, 2014.
Jay Cephas, Igor Marjanović, and Ana Miljački, eds. “Pedagogies for a Broken World.” Special issue, *Journal of Architectural Education* 76, no. 2 (2022).
Igor Marjanović and Jan Howard. *Drawing Ambience: Alvin Boyarsky and the Architectural Association*. 2nd ed. Kemper Art Museum/RISD Museum, 2017.
Meredith Malone and Igor Marjanović, eds. *Tomás Saraceno: Cloud-Specific*. Mildred Lane Kemper Art Museum, 2014.
Igor Marjanović and Katerina Rüedi Ray. *Marina City: Bertrand Goldberg’s Urban Vision*. Princeton Architectural Press, 2010.
———. *Red Spaces: Architecture, Pedagogy, and Ideology Along the Iron Curtain, 1945–90*. Leuven University Press, forthcoming.
Igor Marjanović, Marc Neveu, and Sara Stevens, eds. *The Evolving Project:* The Journal of Architectural Education *and the Expansion of Scholarship*. ACSA/ORO Editions, 2021.

Professional Memberships:
Association of Collegiate Schools of Architecture
Association of Slavic, East European, and Eurasian Studies
Society of Architectural Historians

Name:
Albert Pope

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ahp@rice.edu

Courses Taught: (Four semesters prior to current visit)
ARCH 401: Advanced Topics I, Fall 2022, Fall 2024
ARCH 550: Intermediate/Advanced Architecture Seminar, Spring 2024
ARCH 602: Advanced Option Studio, Spring 2024
ARCH 602: Architectural Problems, Spring 2023
ARCH 650: Recovering an Urban Project (elective), Fall 2024
ARCH 651: Present Future I (elective), Fall 2022
Sabbatical, Fall 2023

Educational Credentials:
Master of Architecture, Princeton University, 1986
Bachelor of Architecture, Southern California Institute of Architecture, 1978

Teaching Experience:
Professor, Rice School of Architecture, 1986–present
Critic in Architectural Design, Yale University, 1991,1993
Eero Saarinen Professor of Architectural Design, Yale University, 1992
Critic in Architectural Design, Southern California Institute of Architecture, 1980–1985

Professional Experience:
Pope Sherman, Houston, 1990–1994
Morphosis, Los Angeles, 1980–1981
Frank Gehry, Los Angeles, 1978–1980

Licenses/Registration:
None

Selected Publications and Recent Research:
Albert Pope. *Inverse Utopia: Urbanism and the Great Acceleration*. Birkhauser, 2024.
Albert Pope and Brittany Utting, eds. “The Sixth Sphere.” Special issue, *LOG* 60 (Winter/Spring 2024).

Professional Memberships:
None

Name:
Danny Marc Samuels, FAIA

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samuels@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 102: Principles of Architecture I, Spring 2023
ARCH 327/627: Construct, Fall 2022, Fall 2023
ARCH 350: Introductory Architecture Seminar, Spring 2024

Educational Credentials:
Bachelor of Architecture, Rice School of Architecture, Rice University, 1971
Bachelor of Arts, Rice School of Architecture, Rice University, 1969

Teaching Experience:
Professor in the Practice, Rice School of Architecture, 2006–2024
Director, Rice Building Workshop, Rice School of Architecture, 1996–2023
Visiting Professor, Rice School of Architecture, 1988–2006
Smith Visiting Professor, Rice School of Architecture, 1987–1988
Visiting Associate Professor, Rice School of Architecture, 1985–1987
Visiting Assistant Professor, Rice School of Architecture, 1981–1985
Visiting Critic, Rice School of Architecture, 1977–1981

Professional Experience:
Founding Partner, Taft Architects, 1972–present

Licenses/Registration:
Registered Architect: Texas

Selected Publications and Recent Research:
Auxiliary. Prototype ADU dogtrot home, collaboration with Avenue CDC [research project].
Six Projects [exhibition of ADUs].
+House-. Prototype backyard ADU, September 2017. Collaboration with: Rice School of Engineering (Roque Sanchez), NASA Johnson Space Center (Larry Toups), Rice Center for Sustainability and Energy Management (Richard Johnson), Agape Development (Kirk Craig). Pop-Up Galleries for FotoFest, sponsored by CENHS. Rice campus, September 2015–April 2016. Collaboration with: CENHS (Dominic Boyer and Joseph Campana), Artists Judy Natal (Chicago), and Marina Zurkow (NYC), MetaLab and Mobile Grid.

Professional Memberships:
American Institute of Architects (fellow)
American Academy in Rome (fellow)

Name:
Troy Schaum, AIA

Email:
troy.schaum@rice.edu

Courses Taught: (Four semesters prior to current visit)
ARCH 202: Principles of Architecture IV, Spring 2023, Spring 2024
ARCH 503: Comprehension I, Fall 2024
ARCH 601: Advanced Option Studio, Fall 2023
ARCH 601: Architectural Problems, Fall 2022
ARCH 650: Plausible Fictions, Fall 2023

Educational Credentials:
Master of Architecture, Princeton University, 2006
Bachelor of Architecture, Virginia Tech, 1999

Teaching Experience:
Associate Professor, Rice School of Architecture, 2011–present
Wortham Fellow, Rice School of Architecture, 2008–2010
Studio Instructor, Cornell University, 2007

Professional Experience:
Principal and Architect, SCHAUM Architects, Houston, 2023–present
Partner and Architect, SCHAUM/SHIEH, Houston and New York, 2008–present
Project Architect, Office for Metropolitan Architecture, New York, 2006–2008
Architect, Studio Daniel Libeskind, New York, 2006
Architect, LTL Architects (Lewis Tsurumaki Lewis), New York, 2005
Architect, Jim Jennings Architecture, San Francisco, 1999–2004

Licenses/Registration:
Registered Architect: California, New York, Texas, Virginia
NCARB Certification

Selected Publications and Recent Research:
Troy Schaum, ed. *Totalization: Speculative Practice in Architectural Education*. Park Books, 2019.
Troy Schaum and Rosalyn Shieh. “Shenandoah House.” In *Building Practice*, edited by Molly Hunker and Kyle Miller. ORO Editions; AR+D Publishing, 2023.

Professional Memberships:
American Institute of Architects

Name:
Brett Schneider

Email:
brett.schneider@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 314/514: Technology III, Fall 2024
ARCH 503: Comprehension I, Fall 2024

Educational Credentials:
Master of Engineering, Princeton University, 2000
Bachelor of Arts in Art History (with honors) and Astrophysics, Williams College, 1994

Teaching Experience:
Associate Professor, Rice School of Architecture, 2024–present
Associate Professor, Rhode Island School of Design, 2019–2024
Visiting Critic, Yale University, 2023
Visiting Critic, Parsons School of Design, 2022
Visiting Lecturer, Harvard University, 2021
Assistant Professor, Rhode Island School of Design, 2013–2019
Visiting Lecturer, Rhode Island School of Design, 2012–2013
Visiting Critic, Parsons New School for Design, 2012
Visiting Lecturer, Cornell University, 2009–2011
Adjunct Assistant Professor, Columbia University, 2003–2005

Professional Experience:
Senior Associate, Guy Nordenson and Associates, New York, 1998–present

Licenses/Registration:
None

Selected Publications and Recent Research:
Aaron Forrest, Brett Schneider, and Yasmin Vobis. *Heterogeneous Constructions*. Birkhauser, 2024.
Noah Klersfeld, Rebecca Nixon, Guy Nordenson, and Brett Schneider. *WTC Emergency—Damage Assessment of Buildings: Structural Engineers Association of NY Inspection of September and October 2001*. SEAoNY, 2003.
Brett Schneider. “Art and Craft of Mass Timber.” *Harvard Design Magazine*, no. 45 (Spring 2018).
Brett Schneider. “Development of a Two-Way Column-Supported Flat Plate in Cross Laminated Timber.” 39th IABSE Symposium—Engineering the Future, Vancouver, BC, September 2017.

Professional Memberships:
None

Name:
Chelsea Spencer, Ph.D.

Email:
chelsea.spencer@rice.edu

Courses Taught (Four semesters prior to current visit)
ARCH 225/525: Introduction to Architectural Thinking, Fall 2024

Educational Credentials:
Doctorate in Architecture, Massachusetts Institute of Technology, 2024
Master in Design Studies, Harvard University, 2014
Bachelor of Art in Art History, Emory University, 2010

Teaching Experience:
CERCL Postdoctoral Fellow, Rice School of Architecture, 2024–present
Teaching Assistant, Massachusetts Institute of Technology, 2018–2022
Visiting Assistant Professor, Pratt Institute, Fall 2021
Assistant Visiting Instructor (remote), National University of Singapore, Fall 2020

Professional Experience:
Managing Editor, *Log*, "Writing Architecture," Anyone Corporation, New York, 2015–2017
Assistant Editor, *Log*, "Writing Architecture," Anyone Corporation, New York, 2014–2015
Office Coordinator and Assistant to the Principals, Mack Scogin Merrill Elam Architects, Atlanta, 2010–2012

Licenses/Registration:
None

Selected Publications and Recent Research:
Chelsea Spencer. "Faulty Figures and Paper Technologies: Cost Estimating in Late Nineteenth-Century America." In *The History of Building Trades and Professionalism: Proceedings of the Eighth Conference of the Construction History Society*, edited by James W.P. Campbell et al. Construction History Society, 2021.
Chelsea Spencer. "Fine Printing." *Places*, December 2021. https://placesjournal.org/workshop-article/fine-printing.
Chelsea Spencer. "The Word Processing of Watergate and the Metaphysics of Information." *Grey Room*, no. 84 (Summer 2021): 112–32. https://doi.org/10.1162/grey_a_00326.
Chelsea Spencer. "Trust Buildings: The Builders' Exchange Movement in Gilded Age America." In *Architecture and Real Estate: Historical Perspectives*, edited by Gregorio Astengo and Davide Spina. gta Verlag, forthcoming.
Chelsea Spencer, Bryan Norwood, and Jay Wickersham. "A Conversation on Contracts." *Harvard Design Magazine*, no. 52 (2024).
Chelsea Spencer and Johannes Staudt. "Après Mies Le Déluge." *Log*, no. 36 (Winter 2016): 106–10.

Professional Memberships:
Society of Architectural Historians

Name:
Nicola Springer, AIA

Email:
nicola.springer@rice.edu

Courses Taught: (Four semesters prior to current visit)
ARCH 202: Principles of Architecture IV, Spring 2024
ARCH 601: Architectural Problems, Fall 2022

Educational Credentials:
Master of Architecture, Rice University, 1997
Bachelor of Arts in Architecture, Princeton University, 1992

Teaching Experience:
Professor in the Practice, Rice School of Architecture, Spring 2024–present
Visiting Lecturer, Rice School of Architecture, Fall 2022–Fall 2023
Visiting Lecturer, University of North Carolina at Charlotte, Summer Studio, 2023

Professional Experience:
Partner, Kirksey Architecture, K-12 Practice, 1999–present
Board of Directors, AIA Houston, 2009–2011
Board of Directors, Rothko Chapel
Board of Directors, The Dawn Project

Licenses/Registration:
Registered Architect: Texas
NCARB Certification
LEED Accredited Professional

Selected Publications and Recent Research:
Ernesto Alfaro, Jamar Simien, and Nicola Springer. “Third Ward Quilt.” *Cite*, no. 101 (2018).
“Gulf Coast Mod.” University of Houston Green Buildings Components Grant.
“Learning Lab, Stage 1.” University of Louisiana Lafayette, 2019.
Pandemic Effect: Ninety Experts on Immunizing the Built Environment, edited by Blaine Brownell. Princeton Architectural Press, 2023.

Professional Memberships:
American Institute of Architects
Association for Learning Environments
National Organization of Minority Architects
Texas Board of Architectural Examiners

Name:
Tania Tovar Torres

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tania.tovar@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 201: The Display Machine, Fall 2023
ARCH 402: Museum of Altered Origins, Watkin Sequence Studio, Fall 2023
ARCH 403: Altered Origins, Watkin Sequence Seminar, Spring 2024

Educational Credentials:
Master of Critical Curatorial and Conceptual Practices in Architecture, Columbia University, 2014–2016
Master of Architecture, Staatliche Akademie der Bildenden Künste Stuttgart, 2011–2012
Bachelor of Architecture, Universidad Nacional Autónoma de México, 2008–2013

Teaching Experience:
Wortham Fellow, Rice School of Architecture, 2023–present
Assistant Professor, Universidad Iberoamericana, Mexico City, 2019–2023
Adjunct Assistant Professor, Universidad Nacional Autónoma de México, Mexico City, 2013–2014

Licenses/Registration:
None

Selected Publications and Recent Research:
Espinosa Cuock, Juan Carlos, and Tania Tovar Torres. "Collective Intelligences, Artificial Intelligences: Digital Public Repositories of Popular Architecture." In *Dysprosium*. Public Issue, 2024.
Tania Tovar Torres. "Pillars of Society." *Architectural Review*, 2023.
Tania Tovar Torres. "Popularity in the Age of Technological Reproduction." In *Hyper-popular*, edited by Espinosa Cuock, Juan Carlos, and Tania Tovar Torres. Proyector, 2024.
Tania Tovar Torres. "The Two Masks." In *Empty Plinths: Monuments, Memorials, and Public Sculpture in Mexico*, edited by José Esparza Chong Cuy and Guillermo Ruiz de Teresa. Harvard University Press, 2024.

Professional Experience:
Principal, Estudio P Graphic Design Studio, Mexico City, 2019–present
Cofounder, Executive Director, and Curator, Proyector, Mexico City, 2018–present
Curatorial Assistant, Canadian Centre for Architecture, Montreal, 2016–2017
Exhibitions Coordination Assistant, Arthur Ross Architecture Gallery, New York, 2014–2016
Visiting Curator, Museo Universitario de Ciencia y Arte MUCA, Mexico City, 2013

Professional Memberships:
None

Name:
Maggie Tsang

Email:
maggie.tsang@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 102: Principles of Architecture II, Spring 2024
ARCH 202: Principles of Architecture IV, Spring 2023
ARCH 350: Garden Ecologies, Fall 2023
ARCH 401: Environment, Fall 2022
ARCH 401: Environment, Fall 2023
ARCH 450: Garden Ecologies, Spring 2023

Educational Credentials:
Master of Design in Urbanism, Landscape, Ecology, Harvard University, 2019
Master of Architecture, Yale University, 2017
Bachelor of Arts in Architecture, Yale University, 2011

Teaching Experience:
Assistant Professor, Rice School of Architecture, 2022–present
Wortham Fellowship, Rice School of Architecture, 2021–2022
Teaching Assistant, Harvard University, 2018–2019
Teaching Assistant, Yale University, 2015–2017

Professional Experience:
Principal, Landscape Architect, Dept., 2019–present
Urban Designer, Utile, Boston, 2019–2021
Architectural Designer, WORKac, New York, 2011–2014

Licenses/Registration:
Registered Architect: Texas
Professional Landscape Architect

Selected Publications and Recent Research:
Big, Hot, and Sticky. Exhibition, Architecture Center Houston, 2024.
“Community-Oriented Stormwater Infrastructure.” Sustainable Futures Grant, 2022.
“Garden Ecologies.” Symposium, Rice School of Architecture, 2023.
League Prize. Architectural League of New York, 2022.
“Learning from the Swamp.” Architecture Research Fellowship, Rice University, 2024.
Maggie Tsang. “Mire and Ire: Mosquitos, Swamps, and Landscapes of Control.” *Log*, no. 60 (2024).

Professional Memberships:
American Society of Landscape Architects (pending)

Name:
Brittany Utting

Email:
brittany.utting!@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 202: Principles of Architecture IV, Fall 2022, Fall 2023
ARCH 504: Core Design Studio IV, Spring 2023
ARCH 550: Seminar, "Deep Geologies: Architecture, Extraction, & the Anthropocene," Fall 2023

Educational Credentials:
Master of Architecture, Yale University, 2014
Bachelor of Science in Architecture, Georgia Institute of Technology, 2011

Teaching Experience:
Assistant Professor of Architecture, Rice School of Architecture, 2020–present
Lecturer, Rice School of Architecture, 2019–2020
Lecturer, University of Michigan
Fellow, University of Michigan, 2018–2019

Professional Experience:
Director and Cofounder, HOME-OFFICE, Houston, 2017–present
Project Designer, Thomas Phifer and Partners, New York, 2014–2017

Licenses/Registration:
Registered Architect: New York

Selected Publications and Recent Research:
Brittany Utting. "Introduction: Reclaiming the Standard of Care." In *Architectures of Care: From the Intimate to the Common*, edited by Brittany Utting. Routledge, 2023.
Brittany Utting, ed. *Architectures of Care: From the Intimate to the Common*. Routledge, 2023.
Brittany Utting and Albert Pope. "The Sixth Sphere." *Log*, no. 60 (Winter/Spring 2024).
———, eds. "The Sixth Sphere." Special issue, *Log*, no. 60 (Winter/Spring 2024).
Brittany Utting and Daniel Jacobs. "Forest Governmentality and the Struggle for More-Than-Human Sovereignty." *Avery Review*, no. 56 (April 2022).
———. "Life Support: The Greenhouse as an Architecture of Survival." In *Pedagogical Experiments in Architecture for a Changing Climate*, edited by Tulay Atak et al. Routledge, 2024.
———. "Majesty Palm." *Journal of Architectural Education* 78, no. 1 (2024): 190–98. https://doi.org/10.1080/10464883.2024.2303934.
———. "Mesocosms: Medium Worlds and Worlding Mediums." In *Assembly: Material, Representation and Aggregated Systems in Architectural Production*, edited by Gail Borden and Michael Meredith. Routledge, 2024.
———. "Notes on a Mesocosmic Architecture." *Log*, no. 60 (Winter/Spring 2024).

Professional Memberships:
none

Name:
Jesús Vassallo Fernandez, Ph.D.

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jesusvassallo@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 101: Principles of Architecture I, Fall 2022
ARCH 450: Seminar, Tall Timber (elective), Fall 2022
ARCH 504: Comprehension II, Fall 2023, Spring 2024
ARCH 550: Furniture and Object Design for Architects (elective), Fall 2023
ARCH 601: Advanced Option Studio, Fall 2023
Sabbatical, Spring 2023

Educational Credentials:
Doctorate in Architecture (sobresaliente cum laude), Escuela Técnica Superior de Arquitectura de Madrid, 2014
Master of Architecture II (distinction), Harvard University, 2007
Bachelor of Architecture, Escuela Técnica Superior de Arquitectura de Madrid, 2004

Teaching Experience:
Associate Professor, Rice School of Architecture, 2013–present
Wortham Visiting Lecturer, Rice School of Architecture, 2012–2013
Associate Professor, IE University, Segovia, 2011–2012
Teaching Fellow, Escuela Técnica Superior de Arquitectura de Madrid, 2007–2008
Visiting Faculty, Boston Architectural College, 2005–2006

Professional Experience:
Independent practitioner, Houston, 2015–present
Project Architect, Mansilla + Tuñón Arquitectos, Madrid, 2007–2012

Licenses/Registration:
Registered Architect: Spain, Texas
NCARB Certification

Selected Publications and Recent Research:
Jesús Vassallo. *Epics in the Everyday: Photography, Architecture and the Problem of Realism*. Park Books, 2019.
———. *Seamless: Digital Collage and Dirty Realism in Contemporary Architecture*. Park Books, 2016.
Jesús Vassallo and Sebastian Lopez, eds. *Nueva Vivienda: New Housing Paradigms in Mexico*. Park Books, 2022.

Professional Memberships:
None

Name:
Mark Wamble

Email:
wamble@rice.edu

Courses Taught (Four semesters prior to current visit):
ARCH 302: Comprehension II
ARCH 601: Research Platforms
ARCH 502: Core Design Studio IV
ARCH 301: Intermediate Problems in Architecture I

Educational Credentials:
Master of Architecture, Harvard University, 1988
Diploma Studies (exchange), Cambridge University, 1987
Bachelor of Environmental Design, Texas A&M University, 1983

Teaching Experience:
Professor in the Practice, Rice School of Architecture, 2010–present
Visiting Professor, University of Michigan, 2010
Greenwald Critic, University of Illinois, Spring 2007

Professional Experience:
Cofounder and Principal, Architectural Safety Components, Houston, 2013–present
Board of Directors, President, Architectural Safety Components, LLC, 2011–present
Cofounder and Principal, Interloop—Architecture, Houston, 1995–present
Board of Directors, President, Peckerwood Garden Conservation Foundation, Hempstead, TX, 2009
Design Principal, Bricker + Cannady Architects, Houston, 1997–2001

Licenses/Registration:
Registered Architect: Texas, New York

Selected Publications and Recent Research:
McClain Gallery. Renovation of Art Gallery, Concepts for Display and Organization—Commissioned. Houston, 2021.
SLIM, Laminated Polycarbonate, UL Listed, Life Safety EXIT Sign. Design and manufacturing. Architectural Safety Components. 2021
LELU Special Projects. Made-to-Order Life Safety Fixtures for Ah Haa School for the Arts, Grand Junction, CO; Aimbridge Hospitality, Dallas; CalSTRS Offices, Sacramento; Academy of Motion Pictures Museum and Theater, Los Angeles; East Boston Senior Center, Boston; Ft. Hood National War Museum, Kileen, TX; Moody Center, Austin; Oculus Stadium, Seattle; San Jacinto Community College, Houston; Superdome, New Orleans; among others. Manufactured and installed. Houston, TX. 2021

Professional Memberships:
None

Name:
Zhicheng Xu

Email:
zhicheng.xu@rice.edu

Courses Taught (Four semesters prior to current visit):
Fall 2023: Arch 503: Comprehension I
Fall 2023: Arch 403: Degree Project Seminar
Spring 2022: Arch 402: Advanced Topics II

Educational Credentials:
Master of Architecture, Massachusetts Institute of Technology
Bachelor of Science in Landscape Architecture, Purdue University

Teaching Experience:
Wortham Fellowship, Rice School of Architecture, 2023–present
Teaching Fellow, Massachusetts Institute of Technology, 2022–2023
Teaching Assistant, Massachusetts Institute of Technology, 2020–2022
Research Associate, Harvard University, 2020

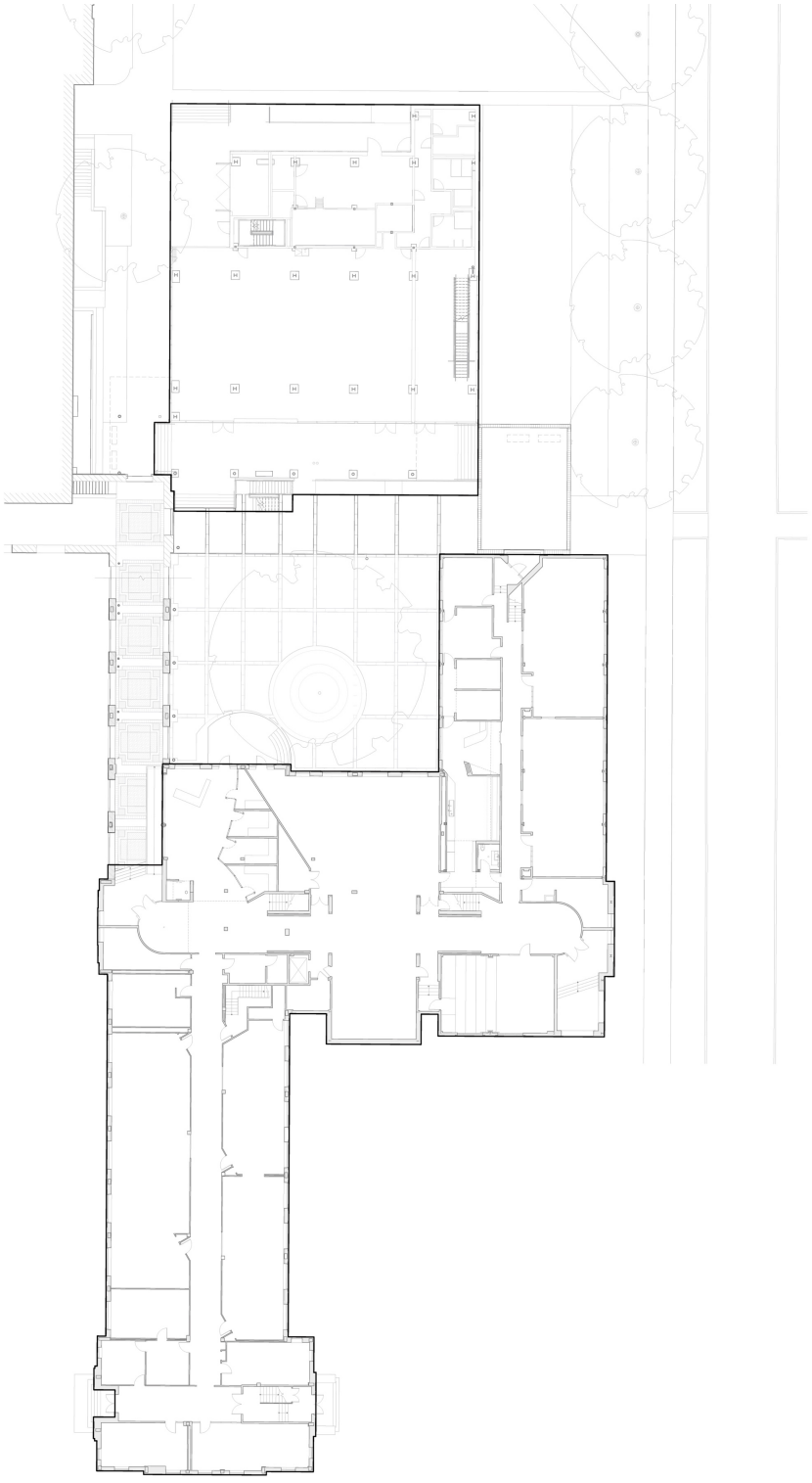
Professional Experience:
Cofounder, hyperlocal.work, Houston/New York, 2019–present
Architectural Designer, Kennedy & Violich Architecture, Boston, 2022
Urban/Landscape Designer, Sasaki Associates, Boston, 2013–2018

Licenses/Registration:
None

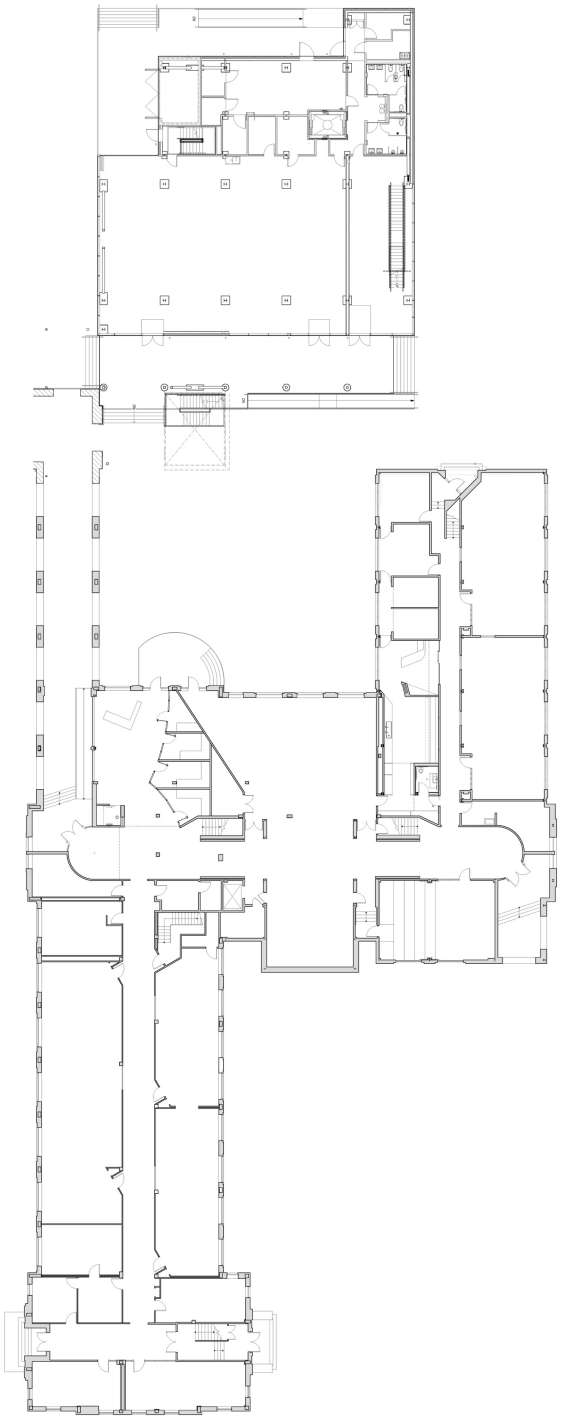
Selected Publications and Recent Research:
Zhicheng Xu. “Natural Water as Cultural Water.” *Landscape Architecture Frontiers* 2, no. 1 (2014): 114–23.
Zhicheng Xu and Mengqi Moon He. “Between Building and Unbuilding: An Interdisciplinary Design Approach to Cohabitation, Material Cycles, and Traditional Ecological Knowledge.” *Landscape Architecture Frontiers* 11, no. 3 (2023): 132–38. https://doi.org/10.15302/j-laf-1-050054.

Professional Memberships:
None

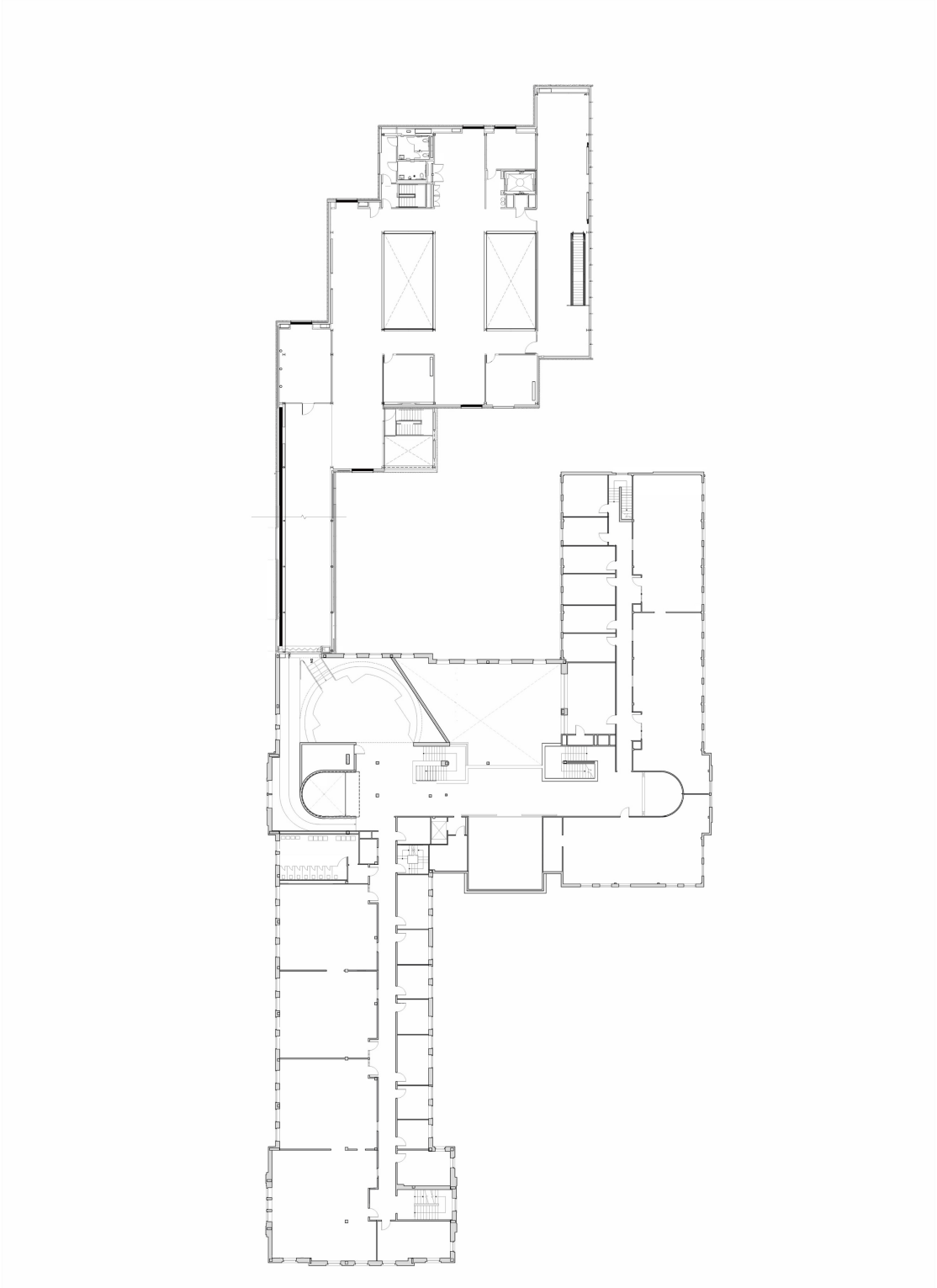
4. Floor Plans of Buildings: MD Anderson and WT Cannady Halls, RSA Paris



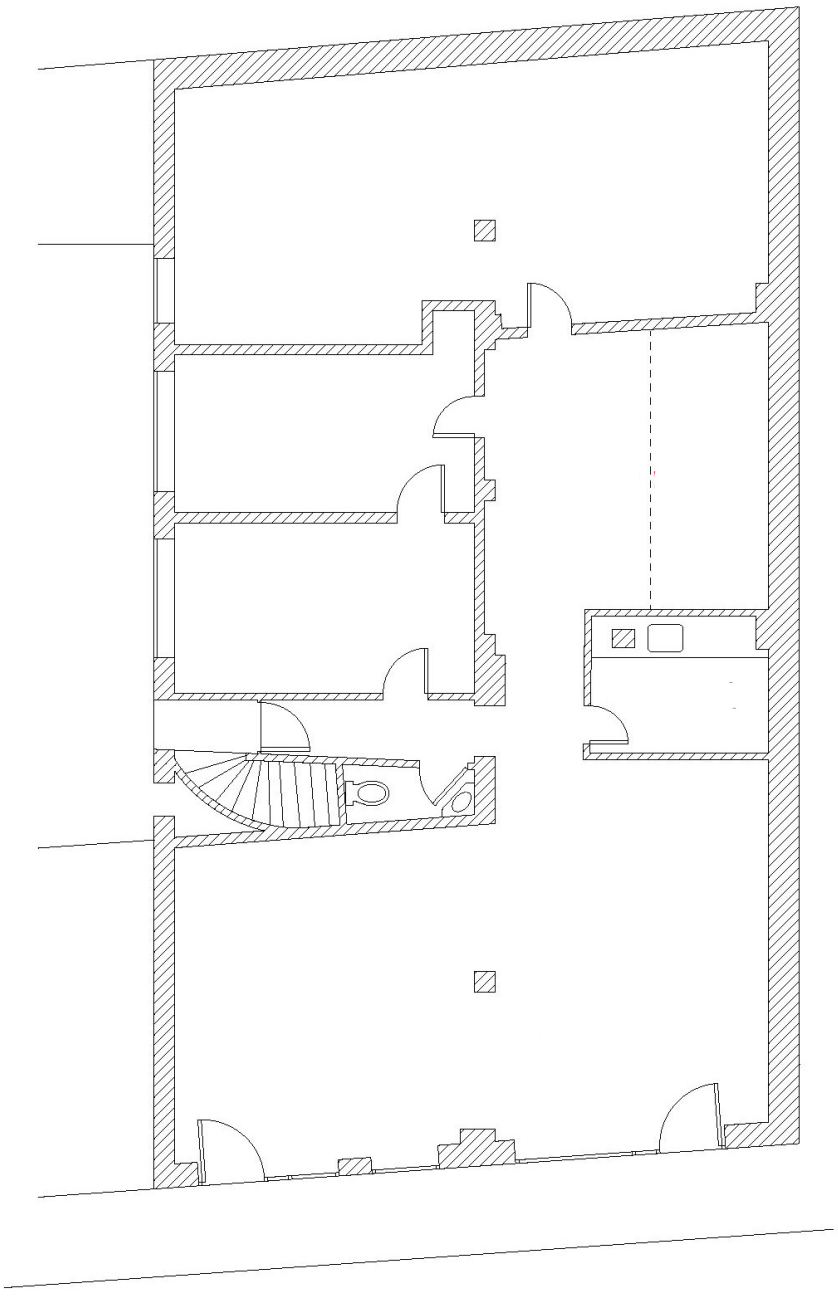
Site



First Floor



Second Floor



Rice School of Architecture Paris

5. SACS COC Reaffirmation Letter

SACS COC™

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 11, 2017

Mr. David W. Leebron
President
William Marsh Rice University
6100 Main Street
MS-1
Houston, TX 77005-1892

Dear President Leebron:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 4, 2016:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2026 unless otherwise notified.
>
> Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2017,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.
>
> All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:lb

cc: Dr. Barry D. Goldstein

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JAN 18 2017
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OFFICE OF THE PRESIDENT
RICE UNIVERSITY

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

6. Remote Program Questionnaire

Programs at Remote Locations

c) **Teaching Site and Study Abroad as Part of a Single Accredited Program.** A teaching site is a location that is geographically apart from but not independent of the accredited program. It is used only for instruction during a specific course or single-semester or quarter-equivalent sequence. The teaching site allows the program to meet the needs of different course components within a single curriculum. Teaching sites and study abroad programs are reviewed within the context of the curriculum for the NAAB-accredited program.

Program Response:
The Rice School of Architecture Paris (RSAP) was founded in September 2002 with a mission to provide *study abroad* opportunities for current upper-level graduate and Fifth-Year B.Arch. students. A select group of 10 students, through an application process, have the option to complete one semester of requirements in Paris instead of Houston and gain an equal number of 16 credit hours. The curriculum is comprised of the Research Platform Studio and modules in history, theory and French language taught both in the classroom and in the field. In the spring semester graduate students take the required ARCH 655 Contemporary Practices in Architecture simultaneously with students in Houston through Zoom. The professor teaching the course also visits the Paris facility several times during the semester to provide in-person instruction. Houston faculty attend mid-term and final studio reviews.

Students continue to be enrolled at Rice University, Houston, with all benefits, including stipends, scholarships and tuition waivers

In addition to the academic curriculum several study trips are organized throughout the semester. A four-day organized study trip to other cities in France and Europe is an integral component of the program, as are trips to Bordeaux and to Le Corbusier's Sainte-Marie de la Tourette convent. Rice faculty participates in the instruction of these courses augmented by many leading European practitioners, historians, and theoreticians. The aim is to provide continuity with the Houston curriculum combined with the added benefit of exposure to global methods, customs and processes

Located near the Faubourg Saint-Antoine, noted for its design boutiques and galleries, the RSAP facility is close to the Bastille Opera, Gare de Lyon and Place des Vosges, a true Parisian neighborhood that is neither gentrified nor run-down. The 1,400 square foot leased space accommodates the teaching programs as well as public exhibits, colloquia, and lectures. Equipped with high-speed internet access and other electronic media devices including a small 3-D printer, RSAP provides students with all necessary facilities and tools to produce work of the highest caliber.

Students are accommodated in apartments in neighborhoods near the facility, secured through an online agency that RSAP has a special arrangement with.

While in Paris, students have complete access to all the Rice Houston support network including well-being, student services, and school of architecture student organizations.

The program is overseen by the director of external programs who coordinates all management decisions with the dean. All curricular decisions are made in Houston through the same process as all other courses and studios.

Remote Location Questionnaire

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

Name of institution:	Rice University School of Architecture
Title of degree:	B.Arch., M.Arch. Option 1 & M.Arch. Option 2
Name of program:	Rice University School of Architecture Paris
Name, title, and email of the person completing this form:	John J. Casbarian, Director of External Programs, jjc@rice.edu
Location of branch campus, additional site, teaching site, online learning, or study abroad program:	19, rue Crozatier, 75012 PARIS, France
Distance from main/flagship campus:	5,021 miles
Percent of courses that are required to complete a NAAB-accredited degree offered at this site:	The semester in Paris is optional: B.Arch.: 8.33%; M.Arch. Option 1: 14.2%; M.Arch. Option 2: 20%

List all courses that lead to the NAAB-accredited degree: number, title, credits offered, and the location at which they are offered [insert additional rows as necessary]

			Location		
Course number	**Credits**	**Course title**	**Main**	**Proposed site**	**Other (explain)**
ARCH 610	6	History, Theory, and Structure			Paris
ARCH 620	10	Advanced Option Studio Paris—RESEARCH PLATFORMS			Paris

Is attendance at the proposed branch campus, additional site, teaching site, study abroad, or online program required for completion of the NAAB-accredited degree program?	No
Who has administrative responsibility for the program at the branch campus? Is this person the same as the administrator for the program at the main campus?	Director of External Programs and Dean
To whom does this individual report?	Dean
Where are financial decisions made?	Houston
Does the program at the branch campus have its own faculty?	Only adjunct faculty
Who is responsible for hiring the faculty for the program at the branch campus? Is this person the same as the person responsible for hiring the program faculty at the main campus?	Director of External Programs and Dean
Who has responsibility for the rank, tenure, and promotion of faculty at the branch campus? Is this person the same as the person responsible for rank, tenure,	There are no separate tenure-track faculty in this program

and promotion of the program faculty at the main campus?	
Does the branch campus have its own curriculum committee?	No, curricular decisions are made in Houston
Does the branch campus have its own admissions committee?	No, admissions are made in Houston
Does the branch campus have its own grievance committee?	No
Does the branch campus have its own resources for faculty research and scholarship?	No
Does the branch campus have its own AIAS or NOMAS chapter?	No
Does the branch campus maintain its own membership in ACSA?	No