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Introduction to the Faculty Teaching Handbook

Dear Colleagues,

Rice University draws some of the brightest and most engaged students from across the world. While they are on our campus, our job is to challenge them intellectually and personally and instill in them the excitement of discovery and learning, and to ground them in a commitment to our institutional values of integrity, respect and community. Our ability as educators to meet the needs of our students requires that we adapt and develop innovative and responsive practices in the classroom and the lab, and that outstanding teaching remains central to our mission as an institution of higher learning.

The Center for Teaching Excellence (CTE) at Rice University, a collaboration between a professional staff of pedagogical experts and members of the Rice teaching faculty, exists to support this shared mission. In the years since its founding in 2012, the CTE has developed a rich program of campus wide events, such as annual symposiums on innovative teaching, teaching and innovation colloquies, reading groups and workshops, as well as training for graduate students and undergraduates from all schools and departments. The CTE also supports extraordinary teaching at Rice on a much more granular level, offering classroom observations and private consultations at the request of individual faculty. This Faculty Guide was created by the CTE Staff to offer you not only a clear statement of policies and pragmatic campus essentials, but also to share the wide array of teaching resources available to you at Rice. I encourage you to take advantage of the presence of our talented CTE staff, to help you acclimate to our campus and our classrooms: schedule a quiet conversation with them or reach out to a faculty fellow in your school or department, drop in to pick through the CTE library, sit in on a workshop or join a reading group.

Our students face a complex and interesting future. Whatever their field of study, their real success will come with the ability to think critically and creatively, to respond and adapt readily—with enthusiasm—to changing circumstances. Having spent nearly fifteen years teaching at Rice among scholars who care deeply about mentoring and community, I know that

Lisa Balabanlilar, Chair of the CTE
Faculty Fellows and Associate Professor of History.
we share this common goal: to help our students develop a broader knowledge of the world, a passion for intellectual engagement and a deep value for humanity.

My best regards,

Lisa Balabanlilar, Chair of the CTE Faculty Fellows

Associate Professor of History
Chair, Department of Transnational Asian Studies
Director, Chao Center for Asian Studies
Information about the Center for Teaching Excellence

The CTE offers a number of programs and services to faculty and graduate students across Rice’s schools and departments. Please see the CTE’s website for an updated listing of upcoming and past events, and for more detailed descriptions of our programs and services. You may contact any staff member using their emails listed below, or by emailing cte@rice.edu or using the CTE appointment calendar.

Services & Support for Faculty

- **Teaching Consultations**: The CTE staff is available to consult confidentially with any member of the Rice community about their teaching. These consultations can be scheduled whenever it is convenient for you, and cover a variety of topics, including course design, pedagogy, exam and assignment design, and student mentoring and office hours.

- **Classroom Observations**: The CTE offers classroom observations for those instructors who wish to receive confidential, detailed, formative feedback about their teaching. Prior to the observation, you will meet with a member of the CTE to discuss goals, logistics, etc. A subsequent meeting will be held after the observation to talk about the results of the observation.

- **Student Feedback Support**: The CTE facilitates Student Feedback Sessions, which can be implemented in order to collect anonymous feedback about a course. At your request, and following an initial consultation, a member of the CTE staff can come to your classroom to hold a discussion with your students about the course. We ask that you step out of the room while we have this conversation—which is based on a series of questions that have been formulated in advance—to ensure the anonymity of the responses. After the session takes place, a subsequent meeting will be help to discuss the results. These sessions can be arranged at any point in the semester, though they are most effective during the first half of the term.

Department and Program Support

The CTE staff is available to work with programs and departments on campus in a wide variety of ways. We welcome the opportunity to consult with deans, department chairs, undergraduate and graduate advisors, curriculum committees, course instructors, and others on issues of curriculum design, teaching, major/minor design, course design and assessment, evaluation, and research.
Faculty Programming

- **What’s New in Research on Teaching & Learning Series**: Each semester, the CTE hosts at least one formal research presentation on a specific question addressed within the scholarship of teaching and learning. The "What's New in Research on Teaching and Learning" talks take place over lunch (provided by the CTE) and are open to all faculty, postdoctoral scholars, and graduate students.

- **CTE Teaching & Innovation Colloquy**: Each year the CTE runs a *Teaching & Innovation Colloquy* on a specific topic related to teaching and learning. Faculty participants are selected through a competitive application process and awarded a stipend for their participation. Participants meet four times over the course of the academic year to read and discuss selections from books and articles on the scholarship of teaching and learning. Participants then develop an implementation plan for the following academic year. Past colloquy topics include course design for significant learning; using discussion for meaningful learning; developing and using a concept inventory.

- **CTE Reading Group**: Each fall and spring, the CTE leads a *Reading Group* on an important book in the field of teaching and learning. The *CTE Reading Group* is open to all instructors at Rice and is a terrific chance to discuss research on teaching with colleagues from many disciplines. The CTE purchases books for all who register, and books are distributed at the first group meeting.

- **Teaching Matters**: Designed as a series of informal conversations about teaching and learning, *Teaching Matters* gives Rice faculty an opportunity to share ideas about teaching, address common classroom challenges, and connect with colleagues across disciplines. Each *Teaching Matters* conversation focuses on a specific topic and is facilitated by two faculty members. *Teaching Matters is sponsored by the CTE Faculty Fellows.*

Campus-wide Teaching & Learning Events

- **Annual Teaching and Learning Symposium**: We encourage all members of the Rice community to join our annual Symposium on Teaching and Learning held each January. Celebrating the outstanding teaching at Rice, the Symposium provides space for colleagues to share insights across disciplines and explore current scholarship on teaching and learning.

- **Faculty Owl Days** afford faculty the opportunity to learn from colleagues within and without their departments. Each year, faculty are invited to allow other faculty to observe their courses in the spirit of strengthening the faculty community and challenging beliefs on how space, technology and presentation impact effective learning. A faculty reception follows at the close of Faculty Owl Days.
About the Center for Teaching Excellence

Staff

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Elaine Chang
Program Coordinator
Herring 129 | ElaineChang@rice.edu | (713) 348-2929

Faculty Fellows

Faculty Fellows are appointed to the CTE by the Provost based on outstanding teaching, often reflected in the receipt of teaching awards, nomination for prizes, and input from Deans and the Office of the Provost. Nominations will be invited from deans, chairs, and CTE Fellows in the Spring of each year, and these nominations will then be submitted to the Chair of the CTE Fellows. See the CTE website for a full list of current and past CTE Faculty Fellows.

Lisa Balabanlilar
Faculty Chair, CTE Faculty Fellows (2019-2022)
Associate Professor of History
Chair, Department of Transnational Asian Studies
Director, Chao Center for Asian Studies
balabanlilar@rice.edu
Policies and Procedures Related to Teaching

In this section, you’ll find policies and procedures related to teaching, including how to find your course schedule, rosters, and classroom information; important semester dates; resources for creating your syllabus; and university-wide policies related to teaching.

Schedules

Find Course Schedule

- To find your course information, including classroom location, see the Rice University Course Schedule.

Find Academic Calendar

- The Registrar’s Office has a Google Calendar you can subscribe to with all semester dates.

Important Dates

<table>
<thead>
<tr>
<th>Important Dates for Fall 2020 (updated June 29, 2020)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Class</td>
<td>Monday, August 24, 2020</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 7, 2020</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Wednesday-Friday, November 25-27, 2020</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Friday, November 20, 2020</td>
</tr>
<tr>
<td>Independent Study Week</td>
<td>Monday, November 30 - Friday, December 4, 2020</td>
</tr>
<tr>
<td>\textit{Note: Work such as papers, homework assignments, and similar materials that are currently allowed by the General Announcements (GA) to be due the last week of classes may be made due on Thursday or Friday December 3 – 4, but there will be no class meetings during the week. Final exams will be conducted in a remote format.}</td>
<td></td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>Friday, December 4, 2020</td>
</tr>
<tr>
<td>Last Day of the Semester</td>
<td>Wednesday, December 16, 2020</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Wednesday, December 23, 2020</td>
</tr>
</tbody>
</table>
Important Dates for Spring 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Class</td>
<td>Monday, January 11, 2021</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>Friday, April 23, 2021</td>
</tr>
<tr>
<td>Last Day of the Semester</td>
<td>Wednesday, May 5, 2021</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 18, 2021</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Thursday-Friday, February 11-2, 2021</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Saturday-Sunday, March 13-21, 2021</td>
</tr>
<tr>
<td>Grades Due (for graduating students)</td>
<td>Friday, May 7, 2021</td>
</tr>
<tr>
<td>Grades Due (for non-graduating students)</td>
<td>Wednesday, May 19, 2021</td>
</tr>
</tbody>
</table>

Rosters and Registration

Find Course Roster in Esther or Canvas

- **In Esther:**
  - Found in the Faculty Services tab.
  - Includes pictures, name, student ID, year, major, college, and netID.
  - Can be downloaded as an Excel file.
- **In Canvas:**
  - Found under “People” in Canvas course page.
  - Updated from Esther twice a day.

Waitlists

- You can choose to create a waitlist for your courses by working with your department coordinator. Initially, you have two basic options:
  - No waitlist: If your course fills, students can only register with your approval via special registration.
  - Waitlist: If your course fills, students can place themselves on a waitlist that populates the course in the order of the waitlist. No special registration is required.
Special Registration

- Special Registration Forms are used for add/drops, to grant instructor permission to enroll, to audit a course, or to override a prerequisite, or to designate a course pass/fail, see the Registrar’s website about Special Registration.
- You can now complete the special registration process online, via the Esther Faculty Services tab.

Grading and Evaluation

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.66</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.66</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.66</td>
</tr>
</tbody>
</table>

Undergraduate Pass/Fail Option

- Students can take up to four non-major courses pass/fail.
- First-year writing seminars cannot be taken pass/fail.
- Students can designate a course pass/fail up to the end of 10th week.
- Instructors have no knowledge of this designation and grade the students as if they were taking the course for a grade.
- If students are happy with the grade, they can decide to take that grade.
- More Information, see the Registrar’s website on Pass/Fail options.

Mid-Semester (“Pumpkin”/“Bunny”) Grades

- First-year undergraduate students receive mid-semester grades so that they can seek academic assistance or drop a class. Athletes continue to receive mid-semester grades throughout their time at Rice.
- These grades are not recorded on the student’s transcript nor calculated in the grade point average, but they are available to the students’ advisors.
• Faculty who teach first-year students will be asked to submit these grades during the seventh week of the semester.
• These grades are entered like final grades (see below).

Administering Final Exams

• For Undergraduates
  ○ “Dead Days”: December 5 - 8, 2020 | April 24 - 27, 2021
  ○ Exam Period: December 9 - 16, 2020 | April 28 - May 5, 2021
    ■ Final exam schedule released around first week of October.
    ■ Room assignments are released two weeks before exam period.
    ■ Once released, exam date and room will be visible at the Rice University Course Schedule website.
    ■ The assumption is that you will NOT need a room.
    ■ To secure a room, inform your department coordinator.

• For Graduate Students
  ■ Handled within departments.

Final Grade Entry

• Must submit via Esther no later than December 23, 2020.
• Must enter both course CRN and Grade Entry PIN, which can be found on the grade rosters sent by email from the Registrar.
• Once submitted, grades can only be modified for a clerical error.
• Other (OT) grades should only be used if a student has completed the course, but does not show up and/or complete the final exam.
• Incompletes (INC) grades should be used if a student fails to complete a course on account of circumstances beyond their control.
• See the Registrar’s website on final grade entry for more information.

Administer and Retrieve Student Evaluations

Unlike many other institutions, Rice University makes all end-of-semester student course evaluations (qualitative and quantitative) available to all students. Students are able to review and use this information when making their registration selections.

To Administer Evaluations

Students complete their evaluations on Esther, and can access results via the “Schedule Planner” app. Individual students’ evaluations are confidential.
To Retrieve Student Evaluations

Faculty can access their student evaluation results via the Faculty Services tab in Esther. You may also submit a response to student narratives for a specific course. You are limited to one response per class, and your response will be viewable by anyone who views the qualitative evaluations in Esther. To submit a response, follow the instructions found on the Registrar’s website.

Classrooms

Find Class Location

- To find course information, including classroom location, see the Rice University Course Schedule.
- For building codes and descriptions, see the Registrar’s website.
- Printable campus map.

Classroom Information

- To see images of campus buildings and classrooms, and to learn about room capacity and available, technology, refer to the Classroom Technologies website.

Non-scheduled Class Meetings

- To request the use of classroom/computer labs for activities, use the Online Room Request Form.

Your Syllabus

Faculty Senate Requirements

Rice University’s “Syllabus Standards” policy requires faculty and instructors to provide students a course syllabus on or before the first day of class. Syllabi should be uploaded into Esther (see below for instructions), and then may be distributed via hard copy or on Canvas. The following information be included on all syllabi:

- Instructor’s name, office number, and e-mail address.
- Office hours or statement of either an “open-door” policy or hours by appointment.
- Overall course objectives and expected learning outcomes.
- Grade policies.
- Absence policies.
- List of required texts.
- Special materials required for the class, if any.
● Number of required examinations and papers.
● Statement of expectations regarding course work and the Rice Honor Code.
● A statement encouraging any student with a disability that requires accommodation to contact both the course instructor and Disability Resource Center.
● It is permissible to include a statement indicating that the information contained in the course syllabus, other than the absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Sample Statements for Syllabi

Disability Accommodation Statement
If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) meet with me to discuss your accommodation needs.

Syllabi Resources

Caleb McDaniel, Professor of History, has provided the Rice community with a syllabus maker tool to help you determine the dates your course will meet during the semester. The CTE has also created a Course Workload Estimator to help you estimate the workload for your course(s).

Esther Upload

● Once your syllabus is complete, you must upload it to the syllabus database in the Esther Faculty Services tab.
● You can choose to make your uploaded syllabus public. If your syllabus is public, it can be downloaded by anyone via courses.rice.edu; if your syllabus is not public, it can only be viewed by those in the Rice community via Esther.

Textbook Submission Requirements

● Deadlines to submit textbook orders to 1545txt@follett.com
  ○ For Spring 2021 courses: Wednesday, November 11, 2020
  ○ For Summer 2021 courses: Friday, February 26, 2021
  ○ For Fall 2021 courses: Wednesday, March 31, 2021

Laws and Policies
The following section discusses some of the laws, regulations, and policies that impact Rice University faculty and their interactions with students. Please note that this section offers a general overview of the policy and is not intended to substitute for University-required training.
For more information about each policy, please see the associated links or contact the relevant office, or review the Rice University Faculty Handbook.

FERPA Guidelines

[Note: The following policy language originates from the Rice University Faculty Handbook.]

Faculty should also be aware that students have a clearly established right to privacy under the Federal Family Educational Right to Privacy Act (or Buckley amendment). The Family Education Rights and Privacy Act (FERPA) generally provides that the education records of students -- including grades, graded assignments or exams, records, and letters of recommendation -- may not be disclosed to third parties without the student's written consent. For an undergraduate or graduate student, parents are considered to be "third parties" according to this law, and a faculty member would violate FERPA if he or she were to discuss the student's grades with the parents without the student's written consent. If the faculty member or department chair feels the need to discuss a student's academic performance with the parents, the faculty member or the chair should first discuss it with the student and get the student's written consent. Alternatively, the student may already have filed with the Office of the Registrar a consent allowing discussions with parents.

More information on FERPA is available through the Office of the Registrar’s FERPA website.

Disability Accommodations and the Americans with Disabilities Act (ADA)

[Note: The following policy language originates from the Rice University Faculty Handbook.]

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 require that Rice provide accommodations for individuals whose disabilities impact them in their pursuits at the university. Rice, accordingly, provides reasonable accommodations such as adaptive technology and equipment, including assistive listening units and Braille embossers, audio texts for the blind, and other accommodations and assistance based on documented needs. Access to buildings at Rice University is, in general, excellent; specialized modifications are made in offices and classrooms as needed. Faculty members who have disabilities or who have students in their classes with disabilities should work with the chairs of their departments, the provost, and the director of the Disability Resource Center to take full advantage of the facilities and services that are available for people with disabilities. Faculty are advised to include ADA statements on their syllabi and to direct students with disabilities to the Disability Resource Center (https://drc.rice.edu); that office provides examples of ADA statements on their "Faculty and Staff" link, under the heading "Instructors" (https://drc.rice.edu/staff-faculty). Faculty should expect to receive an Accommodation Letter from the Disability
Resource Center indicating the accommodations that a student with a disability will need. If a student is not registered with the DRC, please refer them to that office to begin the process.

Title IX and Reporting Gender-Based Misconduct

Title IX of the Higher Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities. This includes, but is not limited to, sexual misconduct, sexual violence, and relationship violence. This policy applies to all Rice University students at all times, whether they are on- or off-campus, and applies regardless of their gender, sexual orientation, or gender identity. Nearly all Rice University employees (including all faculty and instructors) have a duty to report incidents that violate Title IX to the appropriate office. If a student reports an incident of gender-based misconduct, make sure the student is safe and has their immediate needs tended to (including medical, police, or other crisis services).

- To report an incident of gender-based misconduct, call 713-348-3311 or email titleixsupport@rice.edu and you will be connected with the appropriate office.
- To learn more about Title IX definitions and reporting requirements, please see the Sexual Misconduct Policy.

If a student asks for confidentiality, or if you sense that a student may disclose information that you will be required to support, let the student know that you are required to report violations of Title IX. Inform the student that if they want to speak to someone confidentially, they can speak to designated “Confidential Employees” who are professional staff in the Rice Counseling Center and Rice Health Services.

- Phone: 713-348-3311 (24/7)
- Email: wellbeing@rice.edu

Rice has also contracted for confidential off-campus support services. You or the student may call these services directly, or may call RUPD or the Rice Counseling Center for assistance in contacting or arranging transportation to one of these services:

- Houston Area Women’s Center: 713-528-7273
- The Montrose Center: 713-529-003

Religious Observances and Course Accommodations

[Note: The following policy language originates from the Dean of Undergraduates’ Guidelines for Religious Observances.]

Both Rice's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences with their religious obligations conflict with academic
requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observation and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of the absence. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

Honor Code

[Note: The following policy language originates from the Honor Code Faculty Handbook and the Honor System Handbook.]

History and Content of the Honor Code

Rice University’s Honor Code, which applies to all students, has been in place since 1912. All assignments submitted by undergraduates, and all assignments submitted by graduate students relating to course work are covered by the Honor Code. Individual instructors and faculty members can and should decide how the Honor Code applies in each assignment in their course and clearly communicate this expectation to their students. However, it is the student’s responsibility to understand how the Honor Code applies to each assignment, and questions should be raised with the instructor before submitting the assignment.

Please see the Rice University Honor Code for more information about other violations of the honor code (including appropriate conduct during exams, academic fraud, and plagiarism).

Faculty Responsibilities

Syllabus Requirement

All syllabi should include an “Honor Code” section, and faculty members and instructors have the responsibility and opportunity to determine how to best apply the Honor Code to their particular course.

- It is the policy of the Honor Council that any resource or course of action not permitted by the instructor is prohibited, so please list what is and is not allowed on a given assignment—be as specific as possible.

- Suggested topics might include: use of proper citation format; extent of collaboration allowed on particular assignments; rules regarding take-home exams; policies on multiple submissions; whether students may use old tests, test banks, or assignments from previous years (which may be available to students at their residential college); peer editing and proofreading policies; sharing class notes with other students.
Please see the Honor Code section on syllabi statements for examples of language to include in your syllabi.

**Reporting Suspected Violations**

- Faculty members are obliged to report suspected violations of the Honor System to the Honor Council as soon as possible.
- Suspected violations should only be discussed with the Honor Council (or your supervising instructor). When reporting violations to the Honor Council, first email or call the Honor Council officers to discuss the suspected violation with the Honor Council Chair. They will direct you to write a letter of accusation addressed to the Honor Council Chair (and explain what they would like you to include, including evidence that would aid investigation of the case).
- The Honor Code Faculty Handbook advises that “…Informally adjudicating violations by adjusting the student’s grade without reporting the violation to the Honor Council ... raises issues of liability for the faculty member ... denies students important procedural rights ... [may] adversely affect the University’s ability to enforce a penalty in the event of a court action ... [and] allows students to violate the Code multiple times in multiple classes without severe repercussions.”
- Do not tell the accused; they will be notified by the Honor Council after the Honor Council receives a letter of accusation. Your name is not revealed to the accused student unless the case proceeds to a Hearing.
- You may be contacted by the Honor Council for more information as the case proceeds.
- You will be notified of the progress and the outcome of the case.
- Determine the grade as if there were no violation. This is helpful in the event there is a simple explanation of a misunderstanding, and it allows the student to continue forward in their coursework until a decision is rendered.
- To report suspected violations, or for questions, contact the Honor Council officers.
  - Email: honor@rice.edu
  - Phone: 713-348-2426.

**Non-Academic Behavioral Concerns**

- If a student is experiencing a psychological or medical crisis that requires medical attention, call Rice Emergency Medical Services (Rice EMS) or Rice University Police (RUPD) immediately: 713-348-6000 (24/7).
- If a student is experiencing a crisis that is not an emergency, contact the following:
  - For mental health, sexual misconduct, or other concerns, contact the Wellbeing and Counseling Center at 713-348-3311 (24/7).
  - For physical health concerns, contact Student Health Services at 713-348-4966.
● Contact the student’s College Magister for general concerns about an undergraduate student.

Emergency Preparedness

Rice University uses several measures to communicate emergency information to faculty, staff, and students. This system is known as “Rice Alert,” and you can sign up in a number of ways:

● Receive text messages or emails (designated in Esther)
● Find updates at emergency.rice.edu
● Use the Everbridge app for iOS and Android

Emergency Assistance

If you need emergency assistance while on campus, including medical emergencies, call Rice University Police Department and/or Rice University Emergency Medical Services.

● Phone: 713-348-6000 (24/7)
● Campus Phone: x6000 (24/7)
● Use one of the blue-light phones found on campus.
Student Support Services

In this section, you’ll find information about student support services, including offices on campus that supports students academically, physically, and mentally so they can thrive at Rice.

Academic Support Services

Office of Academic Advising

The Office of Academic Advising supports Rice students both before and after they declare a major. Faculty advising is supported by staff and peer student advisors, and OAA offers training and resources to all advisors. Specialized advising is available for new and transfer students, students who are undecided about their major; students who are pursuing health or law professional degrees; student athletes; and students in need of academic support.

Email: aadv@rice.edu
Phone: 713-348-4060

The Program in Writing and Communication and The Center for Academic and Professional Communication

The Program in Writing and Communication (PWC) oversees a number of academic programs (including the First-Year Writing Intensive Seminars) as well as programming and consultations which provide students, graduate students, and faculty with the tools they need to communicate effectively through writing, speaking, and visual communication. One of the programs PWC oversees is The Center for Academic and Professional Communication (CAPC). CAPC offers workshops, online resources, and one-on-one consultations to support oral, visual, and written communication, and they can consult with faculty about how to teach communication skills or integrate writing or presentations into your course,, can present workshops on effective communication skills to your students, and accept faculty referrals of students to their support services. To learn more about their services, please see the PWC webpage.

The Digital Media Commons

The Digital Media Commons supports the creation and use of multimedia in education, scholarship, and creative expression. They provide hands-on training, assistance with digital projects, and access to the tools (including checking out equipment and use of audio and video studios) needed to create digital audio, video, PowerPoint presentations, webpages, and more. To learn more about their services, please see the Digital Media Commons website.
Disability Resource Center

Rice University’s Disability Resource Center (DRC) provides services to ensure access to the educational environment for students, and assists faculty, staff, visitors to ensure equal access and opportunity. Students, including graduate students and postdocs, faculty, and staff members who need accommodations should contact the DRC to discuss their needs and begin the registration process. All requests are evaluated individually.

- Phone: 713-348-5841
- Email: adarice@rice.edu

If you have a student with a documented disability, the student will provide you a letter (created collaboratively between the student and the director of the DRC) which describes the recommended accommodations. Accommodations may include sign language interpreters, captioning services, extended time on exams or reduced-distraction testing environment, providing books in an alternative format, note taking assistance, or specialized computer software. If you need assistance accommodating a student or have questions about accommodations, please contact the DRC. If you have a student who you suspect may have a disability, please refer them to the DRC.

Faculty may choose to include an accommodations statement in their syllabus. Including a statement not only shares information about campus resources with students, but using a positive and affirming statement reinforces to students that you value inclusion and diversity. Please see “Your Syllabus” section for suggested language.

Office of Student Success Initiatives

The Office of Student Success Initiatives (SSI) supports Rice undergraduate students through high engagement strategies (such as proactive advising) to help facilitate students’ successful transition, retention, and graduation from the university. SSI collaborates with other campus partners, such as College Magisters; Office of Academic Advisement; Center for Career Development; Center for Civic Leadership; and Student Wellbeing, Counseling Center, and Title IX Offices. Programs offered through SSI include:

- First Year Programs, including new student orientation (known at Rice as “O-Week”).
- Programs for first-generation and low-income students.
- Rice Emerging Scholars Program is a residential academic program designed to help first-year students for the challenging pace and rigor of STEM education at Rice.

Office of International Student Support

Did you know that approximately 25% of the degree-seeking students at Rice are international students? That’s over 4000 students (12% of the undergraduate student body, and 43% of the
graduate student body), from 94 countries and regions around the world! The Office of International Students and Scholars supports all Rice international students and academic departments on matters related to immigration, international compliance, and cultural adaptation.

- Phone: 713-348-6095
- Email: oiss@rice.edu

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) coordinates and implements comprehensive educational, cultural, and social programs designed to emphasize inclusiveness while promoting intercultural dialogue, awareness, and respect for diversity. OMA also coordinates with cultural student organizations and clubs, such as the Black Student Association, the Hispanic Association for Cultural Enrichment at Rice, and the South Asian society.

- Phone: 713-348-5931
- Email: mino@rice.edu

Health and Wellbeing

There are a variety of services available to Rice undergraduate and graduate students to support their mental and physical wellbeing. Please see Guiding Students to Get Help, produced by the Wellbeing and Counseling Center, for advice on how to encourage students to seek mental health support.

The Student Wellbeing Office

The Student Wellbeing Office offers individual support resources and education, and provides a first point of contact for students who have wellbeing concerns.

- Phone: 713-348-3311 (24/7)
- Email: wellbeing@rice.edu

Counseling Center

The Rice University Counseling Center offers free, confidential support provided by a diverse team of psychologists, social workers, counselors, and a consulting psychiatrist.

The SAFE Office

The SAFE Office offers care management and navigation to students who report an incident of interpersonal violence, as well as to students who have been accused of perpetrating interpersonal violence. The SAFE Office also provides prevention education on topics related to sexual and domestic violence, sexual harassment, stalking, and Title IX and Clery Act requirements.

- Phone: 713-348-3311 (24/7)
- To report an incident of sexual harassment, sexual assault, dating violence, stalking, or other concerns related to sexual or interpersonal misconduct, please visit the Access, Equity, and Equal Opportunity Office website.
Other Resources and Information for Faculty

Office of Information Technology

The Office of Information Technology (OIT) supports a number of accounts, services, hardware and software, and teaching and learning tools available to Rice faculty. This includes technology and devices you find in your classroom, as well as Zoom and Canvas (the university’s learning management system). OIT is your central point of contact for technical support across Rice’s campus.

- Classroom technology assistance is available Monday through Friday, 7am - 9pm. Call 713-348-4989 and someone will be available to help you remotely.
- The OIT Help Desk is located in the Mudd Computer Science Building. The Help Desk hours are Monday through Friday from 8am - 5pm (except holidays).
- Phone: 713-348-HELP
- Email: helpdesk@rice.edu
- Request Help form: https://oit.rice.edu/request-help

Library Support Services

Fondren Library is the main library on campus. Fondren offers a number of instruction services that may help in your teaching, including:

- Electronic and physical course reserves
- Digital Media Commons (develop skills for multimedia projects)
- GIS/Data Center (work with geographic data)
- Kelley Center (access government information, statistical data, maps)
- Research Data Services (organize, clean, and visualize data)
- Woodson Research Center--Primary Sources (archives, rare books, and digital humanities tools)

Subject Librarians can help answer reference questions, prepare printed and electronic library guides, instruct students on how to use electronic media, and advise on research. Please see the Subject Librarians’ website to see a full list of Subject Librarians and to learn more about their services.

Teaching Awards for Faculty

At the end of each academic year, the CTE hosts the university’s formal awards ceremony, which provides an opportunity for Rice administrators, faculty, staff, and students to celebrate the contribution of Rice instructors who have devoted themselves to both their students and to the craft of teaching. To see a list of previous years’ award winners, please see the CTE’s website.
Descriptions of Teaching Awards

George R. Brown Awards
The George R. Brown Teaching Awards honors outstanding faculty as determined by the votes of alumni. All current faculty members all eligible except immediate past winners and lifetime honorary recipients. Alumni are asked to rank-order their top five faculty and only their top five faculty. The Committee on Teaching reviews the data and determines nine Superior winners and one Excellence winner.

Nicolas Salgo Outstanding Teaching Award
The Nicolas Salgo Distinguished Teacher Award is Rice’s oldest teaching award. It was created in 1966 and is funded by the Salgo-Noren Foundation. Each year, voting is open to the junior and senior classes. The faculty member with the most votes is awarded the Salgo award.

Sarah A. Burnett Teaching Prize in the Social Sciences
The Sarah Burnett Teaching Prize in Social Sciences is awarded to the faculty member(s) with the highest teaching scores in the previous academic year. The faculty member must have taught at least two undergraduate courses with a minimum of 15 students, with at least one being a lecture course.

Sarofim Professor for Distinguished Teaching in the Humanities
The Allison Sarofim Distinguished Teaching Professorship in the Humanities originated in the early 1990s. The award recognizes a kind of teaching that is important but seldom recognized: mentors of undergraduate theses or similar scale projects, graduate students’ directed readings, or dissertations. The award recognizes this kind of one-on-one mentorship in the context of overall strong teaching in all the faculty member’s regular courses. The award is open to any professorial rank.

Graduate Liberal Studies John Freeman Awards
The purpose of the Graduate Liberal Studies John Freeman Faculty Teaching and Faculty Mentoring Awards is to recognize annually two outstanding GLS faculty who make significant contributions to the program or in the service of its students. Awardees exemplify the qualities of interdisciplinary liberal arts teaching and have participated significantly in teaching or advising graduate liberal studies students.
Award for Excellence in Teaching in the School of Engineering
The Excellence in Teaching Award recognizes continued excellence in teaching and exemplary commitment to the education of undergraduate or graduate students within the School of Engineering.

Teaching Award for Excellence in Inquiry-Based Learning
To bring attention to the efforts across campus to scaffold inquiry and research into the curriculum, this award recognizes faculty who demonstrate excellence in the use of inquiry-based learning pedagogies in undergraduate teaching. Criteria for selection include innovation and risk-taking, implementation of research-based practices, student evaluations and comments, and a peer nomination letter. The winning faculty member receives $1,500 directly and an additional $1,500 in a U fund for use in enhancing inquiry-based learning.

Sophia Meyer Farb Prize for Teaching (Phi Beta Kappa Teaching Award)
Each year, the Rice chapter (Beta of Texas) of the national Phi Beta Kappa honor society recognizes a non-tenured Assistant Professor or Assistant Teaching Professor for outstanding teaching performance. An ad hoc committee of the General Membership selects the winner after a review of the student evaluations of all eligible faculty, and the winner is invited to give a short speech at the spring induction ceremony. The award also includes an honorarium supported by the Sophia M. Farb Family Phi Beta Kappa Fund. The award was established in the 1970's by Rice alumnus Aubrey Farb (class of 1942).

Charles W. Duncan, Jr. Achievement Award for Outstanding Faculty
The Duncan Award was established in 1998 in honor of Charles Duncan, former Chairman of the Rice Board of Trustees, and is presented each year to a full-time, tenured or tenure-track faculty member in recognition of outstanding performance in the areas of both teaching and scholarship.

Marjorie Corcoran Award
This award is in honor of Dr. Marjorie Corcoran and her many contributions to science, to women and minorities, and to Rice. It will be given annually to a Rice faculty member who has made major contributions to the advancement of women or underrepresented minorities in STEM fields, either in support of students at Rice or through local, state, or national programs, with a particular commitment to engaged mentoring.
Rice University Faculty Award for Excellence in Research, Teaching, and Service
This award is bestowed periodically on a faculty member who fulfills the Rice academic ideal by exhibiting exemplary achievement in all aspects of faculty responsibilities: research, teaching, and service.

Other Faculty Awards
Rice University Faculty Award for Excellence in University Service and Leadership
Rice University Faculty Award for Excellence in Professional Service and Leadership
Presidential Mentoring Award

List of External Teaching Awards
The CTE maintains a comprehensive list of disciplinary and interdisciplinary teaching awards in higher education. You can search the database by discipline/field, as well as by nomination due date. This list is updated annually in the summer months.
Fast Facts about Rice

Please see the Office of Institutional Research page “Rice at a Glance” for more information about Rice University.

Size:
- 3,978 undergraduate and 3,192 graduate degree-seeking students.
- Campus is over 300 acres.

Selectivity:
- 28 applicants for each place in the freshman class

Faculty:
- 694 full-time and 192 part-time instructional faculty.
- 97 percent of our full-time instructional faculty have a doctorate or terminal degree in their field.
- A focus on teaching: An undergraduate student-to-faculty ratio of just under 6 to 1 and a median undergraduate class size of 14.
- There are over 50 undergraduate majors across six divisions of study (architecture, engineering, humanities, music, natural sciences, social sciences), three interdisciplinary programs, five pre-professional programs, and three certificate programs.

Research excellence:
- Approximately $133 million in annual externally funded research expenditures during the 2018-19 academic year.
- Rice encourages engagement of undergraduate and graduate students in the creation of new knowledge and technology.
- 71 percent of our undergraduates participate in research during their time at Rice.
- Rice is home to over 65 research centers, institutes, and groups.

Residential college system:
- 11 close-knit and diverse communities.
- 70 percent of our undergraduate students, including 99 percent of our freshmen, live on campus.

Campus Map

Click here to access a printable campus map.