



RICE HUMANITIES AND ARTS

Department of English and Creative Writing

Master of Fine Arts in Creative Writing
2026-27 Program Handbook



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I. Welcome from the Director

Dear Students,

Welcome to the MFA in Creative Writing at Rice University. We are thrilled and honored that you have chosen to join our community of writers, teachers, artists, and scholars as our inaugural graduate cohort.

As we began designing this program, we asked ourselves what kind of program we might have wanted to attend, knowing what we know now about ourselves as writers. The result is a program that emphasizes the cultural and geographic specificity of Houston and also emphasizes community-engagement as a creative practice.

For this reason, you will find that learning in this program happens in many places: in workshops and seminars, in conversations with faculty and fellow students, in archives and libraries, and in classrooms across the university. It also happens off-campus through sustained engagement with the city we call home—its landscapes, histories, communities, cultural institutions, nonprofit organizations, public spaces and public narratives.

As you move through the program, you will become part of a community that values thoughtfulness, revision, and mutual support. Your faculty mentors, the program administrator, and your fellow students are all partners in your development as a writer. We encourage you to invest in these relationships, to seek out opportunities for collaboration, and to contribute your own talents and perspectives to the life of the program. We believe that writers learn not only from formal instruction and training, but also from places, communities, and one another.

This handbook is intended to serve as a guide throughout your three years in the program. Although this handbook contains many policies and procedures, it cannot anticipate every question you might have or circumstance that might arise. Think of it as one resource among many. Please reach out if you have any questions. We are committed to fostering an environment in which students feel supported and empowered to pursue your most ambitious creative work.

We are honored to accompany you on this journey. Welcome to the program.

Warmly,

A handwritten signature in black ink, featuring a large, stylized loop and a horizontal line extending to the right.

Lacy M. Johnson, PhD
Bruce and Elizabeth Dunlevie Professor of Creative Writing
Director, MFA in Creative Writing

II. Program Overview

The MFA in Creative Writing at Rice University is a three-year, fully funded program designed to support the development of ambitious, intellectually engaged, and socially responsive writers. The program combines rigorous study in poetry, fiction, and nonfiction with opportunities for teaching, community engagement, artistic research, and professional development.

The curriculum is organized around four core commitments:

Original Creative Work

At the center of the MFA is the creation of original literary work. Through workshops, seminars, independent study, and the culminating Manuscript Workshop, students develop substantial creative projects while deepening their understanding of literary craft, form, and aesthetics. The program encourages experimentation across genres and media, while remaining grounded in close attention to language and artistic practice.

Community-Engaged Writing

The MFA views writing as both a creative and public practice. Through residency placements and community-based writing projects, students collaborate with organizations throughout Houston and the Gulf South. These experiences invite students to consider the social, ethical, and civic dimensions of literary work while developing projects that engage audiences beyond the university.

Global Literary Citizenship

Students are encouraged to situate their work within a broad international and cross-cultural literary landscape. Coursework introduces writers and traditions from around the world and explores the circulation of stories, ideas, and artistic practices across languages, cultures, and national boundaries. The program seeks to cultivate writers who are attentive to literary histories, cultural difference, and the responsibilities of participating in a global literary community.

Teaching and Professional Development

The MFA prepares students for a wide range of professional pathways. Students gain experience in teaching, editing, publishing, public humanities, arts administration, and literary programming. Through coursework, mentorship, and practical experience, students develop the skills necessary to contribute to literary and cultural communities within and beyond academia.

Writing as Inquiry

Underlying all aspects of the curriculum is the belief that creative writing is a form of inquiry. Writers investigate questions, engage research, test ideas, and generate new ways of understanding the world through language and form. Whether working with archives, oral histories, field research, community partnerships, or lived

experience, students are encouraged to approach creative practice as both an artistic and intellectual endeavor.

The MFA is intentionally small and collaborative. Students work closely with faculty mentors, community partners, and one another over the course of three years. The program's structure is designed to support sustained creative growth while fostering a vibrant community of writers committed to literary excellence, public engagement, and lifelong learning.

Statement of Community Values

The MFA in Creative Writing at Rice University is founded on the belief that literary communities flourish through curiosity, generosity, and mutual respect. As writers, teachers, researchers, and community partners, students and faculty share responsibility for creating an environment that supports both artistic excellence and intellectual growth.

We recognize that creative work often emerges from experimentation, uncertainty, and risk-taking. The program therefore encourages a spirit of inquiry in which students are empowered to explore new forms, ideas, and methods while remaining open to feedback, revision, and dialogue.

Workshops, seminars, residencies, and public projects depend upon a culture of thoughtful engagement. Students are expected to approach the work of others with care, seriousness, and generosity, offering criticism that is constructive, specific, and attentive to both artistic intention and audience. In turn, students are encouraged to receive feedback as an opportunity for reflection, growth, and continued development.

Because writing takes place within broader social, historical, and cultural contexts, members of the program are expected to engage respectfully with perspectives, traditions, and experiences different from their own. The program values intellectual openness, cross-cultural exchange, and the ethical responsibilities that accompany creative and scholarly work.

The MFA's commitment to community engagement extends these values beyond the university. Students working with community organizations, residency sites, and public partners serve as representatives of both the program and Rice University. They are expected to cultivate relationships grounded in reciprocity, humility, professionalism, and respect for the knowledge and expertise of community collaborators.

III. Advising and Mentorship

The MFA in Creative Writing is committed to providing students with sustained mentorship throughout their course of study. Because creative and professional development often requires different forms of guidance, students will work with several advisors and mentors during their time in the program.

Director of Graduate Studies for Creative Writing

The Director of Graduate Studies for Creative Writing (DGSCW) serves as each student's primary academic advisor and is responsible for overseeing progress toward the degree. The DGSCW advises students on program requirements, registration, degree milestones, university policies, and other matters related to academic progress. Students should consult the DGSCW whenever questions arise regarding curriculum, funding, candidacy, thesis requirements, or other program expectations.

Area Advisor

Upon entering the program, each student will be assigned an area advisor from the Creative Writing faculty whose expertise aligns with the student's primary genre or creative interests. The area advisor serves as an artistic mentor, providing guidance on creative development, course selection, professional opportunities, and long-term goals. Students are encouraged to meet regularly with their area advisor throughout their first and second years in the program.

If a student wishes to be assigned a different area advisor for any reason, they should submit a request to the Director of Graduate Studies for Creative Writing.

Community Residency Supervisor

As part of the program's community-engaged curriculum, students will participate in residency placements and community-based writing projects. During these experiences, students will work closely with a residency supervisor or community partner mentor who provides guidance on project development, community engagement, professional conduct, and the practical and ethical dimensions of public-facing literary work.

Thesis Supervisor

By the end of the fall semester of the second year, students must select a thesis supervisor from among the program faculty. The thesis supervisor serves as the student's primary mentor during the development of the thesis manuscript and critical introduction. Students are expected to meet regularly with their thesis supervisor and to work collaboratively in establishing goals, timelines, and expectations for completion of the thesis project.

Faculty Mentorship

In addition to their formal advisors, students will work closely with faculty across workshops, seminars, independent studies, and professional development experiences. The MFA is intentionally small, allowing students to develop sustained relationships with multiple faculty members over the course of their degree.

Staff Support: Graduate Program Administrator

The Graduate Program Administrator works with the Director of Graduate Studies for Creative Writing and serves as a partner and resource for administrative functions related to university policies and requirements. They track student milestones and submit official documents and reports on behalf of students to the Office of Graduate and Postdoctoral Studies.

Shared Responsibility

Successful advising depends upon active participation from both students and faculty. Students are expected to take responsibility for their academic progress by communicating regularly with advisors, seeking guidance when needed, meeting established deadlines, and remaining informed about program requirements. Faculty advisors and mentors are committed to providing timely feedback, professional guidance, and support for students' creative and intellectual development.

Dispute Resolution

Problems or conflicts may arise during a student's graduate education. Students should take responsibility for informing The Director of Graduate Studies for Creative Writing and the appropriate faculty of any such problem that arises in the course of their study, research or teaching. All parties involved should work together amicably with the goal of resolving the problem informally if possible. If appropriate, a student may petition to replace the thesis advisor or a member of the thesis committee.

When attempts to resolve a problem informally do not meet with success, the Dispute Resolution procedures outlined in the General Announcements should be followed.

Information on Petitions and Appeals, Grievances, and Problem Resolution is available on the following webpage:

<https://ga.rice.edu/graduate-students/rights-responsibilities/dispute-resolution/>.

In situations where a faculty member who is actively involved in a student problem has a designated role in this grievance procedure, that role will be transferred to a suitable senior faculty member.

This substitute should be chosen by the department chair, if appropriate, or by the divisional dean if the chair must recuse him/herself. The substitute should be acceptable to all parties immediately involved in the dispute.

IV. Coursework and Registration Requirements

The MFA in Creative Writing is a three-year, full-time course of study. Students are expected to make continuous progress toward the degree by completing all required coursework, participating actively in the intellectual and creative life of the program, and meeting all program milestones in a timely manner.

Degree Requirements

The MFA in Creative Writing is a three-year, residential program requiring a minimum of 54 credit hours of graduate coursework. Students are expected to be in residence for the duration of the program and to make continuous progress toward the degree.

The curriculum is designed to balance creative practice, community engagement, pedagogical training, professional development, and sustained work on a book-length creative project.

To earn the MFA degree, students must complete the following requirements:

Requirement	Credit Hours
Craft & Practice Courses	15
Practicum in Community-Engaged Writing	6
Creative Writing Pedagogy	6
Pedagogy Practicum	6
Manuscript Workshop	3
Thesis Research	6
Electives	12
Total	54

Students must complete **at least one course in Translation** as part of the 15 credit hours in Craft & Practice coursework.

Elective courses may be selected from Creative Writing offerings or, with the approval of the Director of Graduate Studies in Creative Writing, from relevant graduate courses elsewhere in the university. Electives allow students to pursue specialized interests in literary studies, translation, public humanities, environmental studies, cultural studies, the arts, or other fields related to their creative and professional goals.

The curriculum culminates in the completion and successful defense of a thesis consisting of a substantial creative manuscript accompanied by a critical introduction.

Sample Coursework Timeline

See the Professional Development section on page X for additional information and expectations for each year in the program.

Year 1: *Practicum Placement: Writers in Residence in community organizations*

Fall:	Spring:
Craft & Practice 1 (3 hrs)	Craft & Practice 2 (3 hrs)
Elective Course (3 hrs)	Elective Course (3 hrs)
Practicum in Community-Engaged Writing - CRWR 600 (3 hrs)	Practicum in Community-Engaged Writing – CRWR 600 (3 hrs)

Year 2: *Teaching Assistant in Rice CW; Community Writing Project*

Thesis supervisor is selected by the end of the fall semester.

Fall:	Spring:
Craft & Practice 3 (3 hrs)	Craft & Practice 4 (3hrs)
Elective Course (3 hrs)	Craft & Practice 5 (3 hrs)
Creative Writing Pedagogy (3 hrs)	Creative Writing Pedagogy (3 hrs)

Year 3: *Instructor of Record in Rice CW*

Finalize thesis in preparation for year-end colloquium and graduation.

Fall:	Spring:
Elective Course (3 hrs)	Manuscript Workshop (Multigenre) (3 hrs)
Master's Thesis - ENGL 509 (3 hrs)	Master's Thesis – ENGL 509 (3 hrs)
Pedagogy Practicum (3 hrs)	Pedagogy Practicum (3 hrs)

Independent Studies

Under certain circumstances, students may pursue independent study projects with a faculty member. Independent studies are intended to support specialized creative,

scholarly, pedagogical, or professional interests that cannot be adequately addressed through regularly scheduled coursework.

Independent studies require the approval of both the supervising faculty member and the Director of Graduate Studies. Students and faculty should agree upon the scope of work, learning objectives, and methods of evaluation at the beginning of the semester.

Transfer Credit

Because of the sequential and cohort-based nature of the curriculum, transfer credit will ordinarily not be accepted toward the MFA degree. Requests for exceptions must be approved by the Director of Graduate Studies and are subject to university policies governing graduate credit.

Full-Time Enrollment

Students are expected to maintain full-time enrollment throughout the program. A minimum of nine credit hours of graduate level courses is required each semester (including summer research hours) to maintain full-time status. Full-time status is required to maintain eligibility for university funding, stipend support, and other benefits associated with graduate student status.

Students should consult the Director of Graduate Studies for Creative Writing before making any changes to their enrollment status.

Registration

Students are responsible for registering for courses each semester by university deadlines. Prior to registration, students should consult with the Director of Graduate Studies for Creative Writing and, when appropriate, their area advisor to ensure that course selections support timely progress toward the degree.

The Director of Graduate Studies for Creative Writing will provide guidance regarding required courses, elective opportunities, independent studies, and other curricular requirements.

Leave of Absence and Changes in Enrollment Status

Students seeking a leave of absence, medical leave, or other change in enrollment status should consult with the Director of Graduate Studies as early as possible. Such requests are governed by university policy and may affect funding, degree progress, and anticipated graduation dates. Policies regarding specific types of leaves are found on the Office of Graduate and Postdoctoral Studies (GPS) website here: <https://graduate.rice.edu/academics/policy/leaves>

Degree Planning

Students are encouraged to review degree requirements regularly and to maintain communication with their advisors regarding progress toward completion of the degree. Responsibility for meeting all program and university requirements ultimately rests with the student.

V. Evaluation Procedures

The MFA in Creative Writing is designed around sustained mentorship and regular feedback. Throughout the program, students receive guidance and evaluation from faculty, residency supervisors, community partners, and peers. These evaluations are intended to support students' creative, academic, pedagogical, and professional development and to ensure timely progress toward the degree.

At the conclusion of each semester, faculty members provide written evaluations for students enrolled in workshops, seminars, practica, independent studies, and thesis hours. Copies of these evaluations are provided to the student and become part of the student's academic record.

Students participating in community residencies and community-engaged writing projects will receive feedback from residency supervisors. This feedback may address creative work, project development, collaboration, professionalism, and engagement with community stakeholders.

Students enrolled in pedagogy practica and teaching assignments will receive feedback on their teaching from supervising faculty and through university course evaluation processes.

Progress in the MFA program is assessed through the successful completion of coursework, residency and project requirements, teaching responsibilities, advancement to candidacy, and completion of the thesis. Additional evaluation occurs through the thesis proposal process, manuscript workshop, and thesis colloquium.

Students experiencing academic or professional difficulties are encouraged to consult promptly with the Director of Graduate Studies for Creative Writing.

VI. Grading and Academic Progress

Students in the MFA Program in Creative Writing are expected to maintain satisfactory academic progress and to complete all degree requirements in a timely manner.

Course grades are assigned by instructors according to university grading policies and the criteria established in individual course syllabi. Students should consult instructors regarding grading expectations for specific courses.

To remain in good academic standing and to graduate, students must satisfy all university requirements for the MFA degree, including the minimum grade point average established by Rice University for thesis master's degrees (2.67). Students are responsible for monitoring their academic standing and degree progress throughout the program.

Satisfactory academic progress in the MFA includes:

- Successful completion of required coursework;
- Timely completion of residency and community-engaged project requirements;
- Satisfactory progress in teaching and pedagogical training;
- Advancement to candidacy at the end of the second year;
- Timely completion and defense of the thesis.

Students who experience academic difficulties or encounter obstacles that may affect their progress toward the degree should consult promptly with the Director of Graduate Studies for Creative Writing.

Academic Probation

Students who fail to maintain satisfactory academic progress may be subject to academic probation, loss of funding, or dismissal in accordance with university policies and procedures.

Should a student be placed on academic probation, they will meet with the Director of Graduate Studies in Creative Writing (DGSCW) and their advisor(s) as soon as possible to formulate a written plan to improve performance during the probationary semester. The DGSCW and advisor(s) will convene at the end of the probationary period to decide whether the student has met the conditions to end that status. If the student makes adequate improvement during the probationary semester, the student will return to good academic standing. However, should the student not meet the requirements of the improvement plan, the student will be subject to dismissal at the end of the probationary semester. Financial support from the university will be terminated at that time.

VII. Professional Development

Professional development is a central component of the MFA curriculum. The program is designed to prepare students not only as writers, but also as teachers, editors, community practitioners, and literary citizens. Professional development opportunities are integrated throughout the three-year course of study and build progressively over time.

Year One: Community Engagement and Literary Citizenship

During the first year, students begin developing a community-engaged writing practice through their community residency placements. Working with local organizations, students gain experience collaborating with community partners, facilitating writing activities, and engaging diverse audiences.

Students are also encouraged to participate in the intellectual and literary life of the department and university through readings, lectures, conferences, and public

programs. These experiences introduce students to the broader literary and cultural communities in which they will work as writers, partners, and educators.

Year Two: Project Development and Pedagogical Training

In the second year, students design and implement a community-engaged writing project in collaboration with a community partner organization. This work provides experience in project design, program development, public humanities practice, and collaborative leadership.

Students also begin formal pedagogical training through coursework in creative writing pedagogy and serving as teaching assistants in undergraduate creative writing classrooms. These experiences introduce students to theories and practices of writing instruction and prepare them for future teaching responsibilities in a range of educational settings.

Students are encouraged to pursue opportunities for publication, public presentation, conference participation, and other forms of professional engagement that support their creative and career goals.

Year Three: Teaching and Professional Practice

During the third year, students apply their pedagogical training through supervised teaching experiences in the undergraduate creative writing curriculum. These experiences provide practical classroom experience, faculty mentorship, and opportunities to develop teaching philosophies and instructional materials.

Students also complete the Manuscript Workshop and thesis project while preparing for post-graduate careers. Faculty mentors work closely with students on professional materials such as teaching portfolios, curricula vitae, artist statements, fellowship applications, publication strategies, and other career-related documents.

By the completion of the degree, students will have developed experience in community-engaged writing, teaching, public presentation, and professional literary practice, preparing them for a wide range of careers within and beyond the academy.

VIII. Residency and Residency Project

Community engagement is a central component of the MFA curriculum. Through residency placements and community-based writing projects, students develop their creative practice in dialogue with communities, organizations, and audiences beyond the university. These experiences provide opportunities to explore the social, ethical, and public dimensions of literary work while contributing to Houston's rich cultural ecosystem.

The residency sequence consists of two stages: a community writing residency during the first year and a community-engaged writing project during the second year.

Community Writing Residency

During the first year, students will be placed with a community partner organization selected in consultation with the Director of Graduate Studies for Creative Writing and the instructor of the Practicum in Community-Engaged Writing. Placements may include schools, cultural institutions, arts organizations, community centers, museums, libraries, nonprofit organizations, or other community partners.

The residency is designed as an opportunity for students to learn from community partners, develop relationships, and gain experience working in community settings. Students may assist with writing workshops, literary programming, oral history projects, community storytelling initiatives, arts education programs, or other activities that align with the mission of the host organization.

Throughout the residency, students will work closely with a residency supervisor and the practicum instructor. Students are expected to conduct themselves professionally, communicate regularly with supervisors, fulfill agreed-upon responsibilities, and participate fully in residency activities.

Residency Project

Building on the relationships and experiences developed during the first year, students will design a community-engaged writing project to be implemented during the second year of the program.

Projects may take many forms, including oral history initiatives, public storytelling projects, community publications, literary programming, collaborative writing workshops, digital humanities projects, or other forms of creative and public engagement. Projects should emerge from meaningful consultation with community partners and should demonstrate responsiveness to community interests and needs.

Students will develop project proposals in consultation with faculty mentors, residency supervisors, and community partners. The scope and goals of each project will vary depending on the student's interests, the needs of the partner organization, and the nature of the collaboration.

Evaluation

Students receive ongoing feedback from faculty mentors, residency supervisors, community partners, and peers throughout both the residency and residency project. Evaluation may address creative work, project development, collaboration, professionalism, communication, and successful completion of project goals.

Community Partnerships

The MFA values reciprocal and mutually beneficial relationships with community partners. Students are expected to approach residency work with humility, professionalism, and respect for the knowledge, expertise, and experiences of community collaborators. Successful community engagement depends upon sustained relationship-building, ethical practice, and a commitment to collaborative learning.

The Director of Graduate Studies for Creative Writing and the instructor of the Practicum in Community-Engaged Writing oversee community partnerships and residency placements and serve as resources for students throughout the residency sequence. The Director of Graduate Studies for Creative Writing should be notified immediately of any issues that arise with the community partnership experience.

IX. Achieving Candidacy

As early as the end of the spring semester of the second year, but no later than the end of the fall semester of the third year, students must petition the Office of Graduate and Postdoctoral Studies for candidacy. Students will work with the Graduate Program Administrator to compile the candidacy petition.

To achieve candidacy, a student must:

- Complete at least 36 hours of required coursework (excluding summer research hours)
- Submit a thesis proposal approved by their advisor
- Identify their thesis committee

Master's Thesis Committees

Committees must consist of at least three faculty members. At least two must be creative writing faculty within the Department of English and Creative Writing. The third reader can be either another faculty member within the department or they can be an “external reader” – a Rice faculty member from another field, selected for their ability to offer both disciplinary expertise and interdisciplinary or community-informed perspectives. Students have the option to include a fourth reader, which can be a faculty member from another institution or a practitioner from one of the program’s community partner organizations.

X. The Thesis and Thesis Colloquium

The thesis is the culminating requirement of the MFA in Creative Writing. It should represent a substantial and original contribution to the student's creative development and demonstrate sustained engagement with the artistic, intellectual, and professional goals of the program.

The thesis consists of a book-length creative manuscript, or a creative project of comparable scope and ambition, accompanied by a critical introduction. The manuscript may be written in poetry, fiction, nonfiction, or a hybrid or interdisciplinary form approved by the student's thesis committee.

The critical introduction should situate the project within relevant literary, artistic, cultural, intellectual, or community contexts and reflect upon the questions, methods, influences, and concerns that informed its development.

Students will develop the thesis under the supervision of a faculty advisor and committee. Throughout the third year, students will refine their work through independent writing, regular consultation with their thesis supervisor, and participation in the Manuscript Workshop.

While expectations will vary according to genre and project type, the thesis should demonstrate:

- Sustained creative achievement;
- Command of literary craft and form;
- Engagement with the artistic and intellectual concerns of the project;
- Evidence of substantial revision and development;
- Readiness for public presentation and professional circulation.

Students are expected to submit a complete draft of the thesis to their committee no later than April 1 for a May graduation, though specific thesis advisors may have earlier deadlines.

Thesis Colloquium

Students will present their work at the MFA Thesis Colloquium, a one-day event showcasing the creative and intellectual work of graduating students. Students will present their work in a public setting to their committee, department faculty and community partners, as well as fellow students. After a presentation of their work, committee members will engage in conversation with each student about the final thesis before signing the relevant documents for graduation.

XI. Rice University Policies

In addition to following the policies in this Handbook, MFA students must also follow Rice University's General Announcements (www.ga.rice.edu).

Refer to Rice University's General Announcements guidelines for:

- [Regulations and Procedures for All Graduate Students](#)
- [Academic Probation and Dismissal](#)
- [Petitions and Appeals](#)
- [Grievances and Problems](#)

In the case of conflicting information, university-wide regulations take precedence over graduate program regulations, which take precedence over research group regulations. When in doubt, students should seek help first at the graduate program level (graduate program administrator, graduate program director, and/or department chair) and then at the central administration level (Office of Graduate and Postdoctoral Studies - GPS).

Disability Resource Center

"It is the mission of the Disability Resource Center (DRC) to be committed to providing access to the educational environment for students. The DRC also assists faculty, staff, and visitors with accommodation requests to help ensure equal access and opportunity." More on the Disability Resource Center is found here: <https://drc.rice.edu/>.

Title IX and Sexual Discrimination

Rice encourages any student who has experienced an incident of sexual, relationship, or other interpersonal violence, harassment or gender discrimination to seek support. There are many options available both on and off campus for all graduate students, regardless of whether the perpetrator was a fellow student, a staff or faculty member, or someone not affiliated with the university.

Students should be aware when seeking support on campus that most employees are required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to Title IX professionals on campus who can act to support that student and meet their needs. The therapists at the Rice Wellbeing and Counseling Center and the doctors at Student Health Services are confidential, meaning that Rice will not be informed about the incident if a student discloses to one of these Rice staff members. Rice prioritizes student privacy and safety, and only shares disclosed information on a need-to-know basis.

Students in need of assistance or who simply would like to talk to someone, should call the Rice Wellbeing and Counseling Center, which includes Title IX Support: **713-348-3311**.

Policies including the Sexual Misconduct Policy and more information regarding Title IX and Interpersonal Misconduct Prevention and Support can be found at <https://safe.rice.edu/>

XII. Department of English and Creative Writing MFA Contacts

Title	Name	E-Mail	Phone
Chair	José Aranda	aranda@rice.edu	713-348-2893
Director of Graduate Studies for Creative Writing	Lacy M. Johnson	Lacy.Johnson@rice.edu	
Department Administrator	Linda Evans	lre@rice.edu	713-348-4846
MFA Graduate Program Administrator	Lydia Westbrook	lydiaw@rice.edu	713-348-2092
ENCW PhD Graduate Program Administrator	Jenny Ustynik	ju10@rice.edu	713-348-2078