The electronic version of RISD's 2006 Institutional Self-Study Report does not contain the appendices, nor some of the preface materials, which are included in the hard copy version of the document.
RHODE ISLAND SCHOOL OF DESIGN

INSTITUTIONAL SELF-STUDY

FINAL REPORT
JANUARY 2006

Prepared for
The New England Association of Schools and Colleges

and

The National Association of Schools of Art and Design
SELF-STUDY REPORT

Presented for consideration by the
New England Association of Schools and Colleges
and the
National Association of Schools of Art and Design

by

RHODE ISLAND SCHOOL OF DESIGN
2 College Street
Providence, Rhode Island 02903
401-454-6100

Degrees with NASAD final approval:
Bachelor of Graphic Design – 5 years
Bachelor of Interior Architecture – 5 years
Bachelor of Industrial Design – 5 years
Master of Arts in Teaching – 1 year
Master of Arts in Art + Design Education – 2 years
Master of Fine Arts – 2 years: Ceramics, Digital Media, Furniture Design, Glass, Graphic Design, Jewelry + Metalsmithing, Painting, Photography, Printmaking, Sculpture, Textile Design
Master of Industrial Design – 2 years
Master of Interior Architecture – 3 years

Degrees for which NASAD final approval is sought:
Master of Fine Arts – 3 years: Furniture Design, Jewelry + Metalsmithing

Non-degrees for which NASAD final approval is sought:
Post Baccalaureate – 1 year: Glass

Degrees for which NASAD plan approval is sought:
Master of Fine Arts – 3 years: Graphic Design

Roger Mandle, President
Final Report
January 2006
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<td>5.1-5.22</td>
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- Numbers & Distribution
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Planning Process
Institutional Effectiveness
Implementation
Institutional Priorities & Mission
External Review
Planning Effectiveness
Emergency Planning
Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: January 2006

1. Corporate name of institution: Rhode Island School of Design

2. Address (city, state, zip code): 2 College Street, Providence, RI 02903
   Phone: 401-454-6100  URL of institutional webpage: www.risd.edu

3. Date institution was chartered or authorized: 1877

4. Date institution enrolled first students in degree programs: 1932

5. Date institution awarded first degrees: 1937

6. Type of control: (check)
   Public
   Private
   □ State
   X Independent, not-for-profit
   □ City
   □ Religious Group
   □ Other
   (Name of Church) __________________________
   (Specify) ________________
   □ Proprietary
   □ Other:
   (Specify) ____________________

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Rhode Island Department of Education
   (Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

8. Level of postsecondary offering (check all that apply)
   □ Less than one year of work
   □ First professional degree
   □ At least one but less than two years
   X Master’s and/or work beyond the first professional degree
   X Diploma or certificate programs of at least two but less than four years
   □ Work beyond the master’s level but not at the doctoral level (e.g., Specialist in Education)
   □ Associate degree granting program of at least two years
   □ A doctor of philosophy or equivalent degree
   □ Four or five-year baccalaureate degree granting program
   □ Other __________________________
   Specify __________________________
9. Type of undergraduate programs (check all that apply)
   - Occupational training at the crafts/clerical level (certificate or diploma)
   - Liberal arts and general
   - Occupational training at the technical or semi-professional level (degree)
   - Teacher preparatory
   - Two-year programs designed for full transfer to a baccalaureate degree  X  Professional
   - Other __________________________

10. The calendar system at the institution is:
   - Semester
   - Quarter
   - Trimester  X  Other  4-1-4

11. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?
   a) Undergraduate  **12 credit hours**
   b) Graduate  **12 credit hours**
   c) Professional  _______ credit hours

12. Student population:
   a) Degree-seeking students:

<table>
<thead>
<tr>
<th>Fall 2005</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student headcount</td>
<td>1878</td>
<td>380</td>
<td>2258</td>
</tr>
<tr>
<td>Part-time student headcount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FTE</td>
<td>1934</td>
<td>403</td>
<td>2337</td>
</tr>
</tbody>
</table>

   b) Number of students (headcount) in non-credit, short-term courses:  **est. 4500**

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:
   At RISD the NAAB accredits Architecture programs; LAAB accredits Landscape Architecture program; the National Association of State Directors of Teacher Education and Certification accredits RISD’s program in teacher certification for art and design education.

14. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree
programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

<table>
<thead>
<tr>
<th></th>
<th>Full degrees?</th>
<th>50% or more?</th>
<th>Courses only?</th>
<th>FTE Enrollment</th>
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<tbody>
<tr>
<td>A. In-state Locations</td>
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<tr>
<td>B. Out-of-state Locations</td>
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<tr>
<td>C. International Locations</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>European Honors Program, Rome</td>
<td></td>
<td>X</td>
<td></td>
<td>35</td>
</tr>
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<td></td>
<td></td>
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</table>

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

<table>
<thead>
<tr>
<th>Name of program</th>
<th>Degree level</th>
<th>% on-line</th>
<th>Students</th>
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</tbody>
</table>
16. **Instruction offered through contractual relationships:** For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

<table>
<thead>
<tr>
<th>Name of contractor</th>
<th>Location</th>
<th>Name of program</th>
<th>Degree level</th>
<th>% of degree</th>
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</table>

17. **List by name and title the chief administrative officers of the institution.** (Use the table provided on the next page.)

18. **Supply a table of organization for the institution.** While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. **Record briefly the central elements in the history of the institution:**

**Rhode Island School of Design, founded in 1877, is an independent, coeducational college of art and design.** Located in Providence, RI, it enjoys a national reputation in its field. The institution began as a training school to prepare designers for business and industry, but its focus has changed with time and with the needs of society. In 1932 it was authorized by the State of Rhode Island to confer degrees, and now offers undergraduate and graduate degree programs in the areas of fine arts, design, and architecture. The present enrollment is 2258; there are approximately 500 full- and part-time faculty. Its Museum of Art is one of the finest in the nation and serves both RISD students and the entire region in which it is located through special and regular exhibitions, research and educational programs. RISD was last reviewed by the New England Association of Schools and Colleges and by the National Association of Schools of Art and Design in 1996.
Administrative Organizational Chart:

See:  http://intranet.risd.edu/pdfs/org_chart_09-05.pdf
<table>
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<tr>
<th>Function Or Office</th>
<th>Name</th>
<th>Exact Title</th>
</tr>
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<tbody>
<tr>
<td>Chair Board of Trustees</td>
<td>Clara Dale</td>
<td>Board Chair</td>
</tr>
<tr>
<td>President/Director</td>
<td>Roger Mandle</td>
<td>President</td>
</tr>
<tr>
<td>Executive Vice President</td>
<td>W. Arnold Yasinski</td>
<td>Executive Vice-President, Finance and Administration</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Jay Coogan</td>
<td>Interim Provost</td>
</tr>
<tr>
<td>Deans of Schools and Colleges</td>
<td>Dawn Barrett</td>
<td>Dean, Architecture and Design</td>
</tr>
<tr>
<td></td>
<td>John Terry</td>
<td>Dean, Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Joanne Stryker</td>
<td>Dean, Foundation Studies</td>
</tr>
<tr>
<td></td>
<td>Jessie Shefrin</td>
<td>Dean, Graduate Studies</td>
</tr>
<tr>
<td></td>
<td>Barbara Von Eckardt</td>
<td>Dean, Liberal Arts</td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>W. Arnold Yasinski</td>
<td>Executive Vice-President, Finance and Administration</td>
</tr>
<tr>
<td>Chief Student Services Officer</td>
<td>Edward Dwyer</td>
<td>Associate Provost, Student Affairs</td>
</tr>
<tr>
<td>Planning</td>
<td>Felice Billups</td>
<td>Director, Institutional Research and Planning</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Felice Billups</td>
<td>Director, Institutional Research and Planning</td>
</tr>
<tr>
<td>Development</td>
<td>Will Melton</td>
<td>Vice President, Institutional Advancement</td>
</tr>
<tr>
<td>Library</td>
<td>Carol Terry</td>
<td>Director, Library Services</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Ralph Fasano</td>
<td>Director, Information Technology</td>
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<td>Lewis Shena</td>
<td>Director, Continuing Education</td>
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<td>Grants/Research</td>
<td>Patricia McLaughlin</td>
<td>Director, Corporate/Foundation Relations</td>
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<td>Admissions</td>
<td>Edward Newhall</td>
<td>Director, Admissions</td>
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<td>Steven Berenback</td>
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<td>Peter Riefler</td>
<td>Director, Financial Aid</td>
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<tr>
<td>Public Relations</td>
<td>Ann Hudner</td>
<td>Director, External Relations</td>
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<td>Elena Pascarella</td>
<td>President, Alumni Council</td>
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<tr>
<td>Museum Director</td>
<td>Hope Alswang</td>
<td>Director, RISD Museum</td>
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PREFACE

The Rhode Island School of Design officially commenced its institutional self-study process in October 2004 with a campus-wide Town Meeting and its first Self-Study Steering Committee meeting. Preliminary work had already begun the prior year, with a visit from representatives of NEASC and NASAD, to develop a plan for implementing the process. During spring semester 2004 Steering Committee members were appointed and convened for a preliminary meeting. In September 2004 several Steering Committee members attended the NEASC Self-Study workshop, and by October 2004 the Steering Committee organized its committee memberships and began meeting regularly. Since the beginning, the institution has been engaged and will continue to be engaged in an effort that is intensely self-reflective, forward-looking, and broad-based.

Community participation in the self-study process has been extensive. The Steering Committee and its subcommittees are comprised of nearly 80 individuals from the faculty, students, staff, administration, alumni, and Board of Trustees. The process was designed to encourage broad participation of middle managers, directors, academic department heads, and faculty along with a link to RISD’s Student Alliance group. These constituents bring a diverse perspective to the debate about RISD’s strengths and continuing challenges and emphasize a relatively unheard collective voice. Some committee members served on self-study committees ten years ago; some members are newcomers to the institution. An ad hoc trustee committee offers support and advice and serves as a link to the Board of Trustees, providing regular updates at its meetings. The diversity of experience and affiliations enriches the process.

An extensive program of communications and community review bolstered the efforts of the working committees by allowing for regular feedback and debate. Open campus meetings, the monthly circulation of accreditation newsletters, and special updates for specific groups made it possible to keep the community informed about the progress, substance, and potential outcomes of the self-study effort. Third-party notification procedures, as required by NEASC, were implemented; local and national media advertised RISD’s pending accreditation visit and invited comment from our related audiences and from the general public.

The self-study report, prepared as part of a joint accreditation review by NEASC and NASAD, is but one outcome of myriad activities, meetings, debates, communications, and dedicated hard work on the part of numerous members of the RISD community. The goals of institutional self-study, clearly stated in 1994, are just as relevant in 2004:

- To indicate compliance with NEASC and NASAD accreditation standards
- To evaluate RISD’s programs and objectives relative to its mission
- To integrate self-study “projections” with ongoing institutional initiatives, i.e. long range and strategic planning, campus master planning, financial planning, Capital Campaign goals, capital projects planning, and the assessment of teaching, learning and institutional effectiveness
- To enhance a sense of community and shared purpose across campus constituents regarding institutional priorities

An implicit goal of RISD’s institutional self-study is to realize the effects long after the formal process has ended. The self-study report, and the process that created it, are viewed as the beginning of a process rather than the conclusion of one. As with the last two self-study efforts, we intend to follow up with a strategic planning process that will
integrate the self-study’s self-assessment with a review of institutional strengths and weaknesses. A set of priorities and strategic directions will evolve to guide curriculum and program planning, future fundraising and campaign efforts, capital project planning, and mission review during the next decade. While the most obvious by-product of self-study is the preparation of a document and the visit of an accreditation team, the longer-term impact is mobilization of the community towards achieving our goals, upholding our traditions and culture, and continuing to fulfill our mission.
OVERVIEW

A dynamic and creative tension marks RISD’s long history and distinctive culture. At once, RISD endeavors:

“To preserve and protect artistic freedom and maintain the highest professional, educational, and ethical standards for the education of artists and designers

“To promote art and design that is socially responsible and that respects and responds to the needs of humankind and the environment in form, content, and means of production

“To promote a culturally and philosophically diverse educational environment that is respectful of all members of its community: students, faculty, staff.”

Faculty Congress proceedings
March 2005

In fact, the resulting effort of this institutional self-study process affirms and honors the spirit of these unique institutional qualities and goals.

How have the changes of the past decade affected Rhode Island School of Design? It is important to understand the complicated environment in which RISD has operated, and even thrived, during the years since the last comprehensive accreditation visit. Transition, acceleration, and innovation are the keywords for the institution. Since 1996, RISD has experienced change in many areas to include the: introduction of a new cycle of strategic planning and operational planning and RISD’s first academic plan; the acquisition and renovation of facilities to increase instructional space; the launch of RISD’s first fundraising campaign; turnover in many key positions (Museum Director, Executive Vice-President for Finance & Administration, Provost, Vice-President for Institutional Advancement, Board Chair); and the upheaval resulting from national and international tumult. The impact of these shifts has not been insignificant for the institution.

In spite of this complex level of activity, RISD has ably managed the myriad challenges as well as opportunities. Several new degree programs have been introduced, the Museum of Art now houses a Contemporary Art program, the pace and scope of capital projects has accelerated significantly, a new Library is currently under construction, student-housing capacity has been increased, the Student Alliance governing body has been strengthened and expanded, the number of full-time faculty has increased nearly 20 percent, and a comprehensive Environmental Health & Safety program has been introduced. Plans for a major campus facility that will integrate academic, Museum, and community programming are being finalized.

This is not to say that we have been entirely successful in all our endeavors. External events have challenged long-standing assumptions about the way colleges do business. Fundraising, while steadily improving, remains too modest for our ambitions; we need continued diligence in our efforts to diversify campus constituencies; a profound sense of campus community remains elusive as constituents debate the meaning of community and belonging; even greater increases in financial aid resources must be achieved to ensure that RISD will not only attract but be able to enroll the most highly
qualified students. Major advances in technology challenge our ability to keep up, not to mention establish a leadership position in integrating technology with the art and design curriculum. Despite the modest gains we make annually, deferred maintenance continues to test us. Even so, our successes and our struggles contribute to a collective sense of accomplishment.

Self-study is but one institutional mix of activity, but it is an important piece as we anticipate the expansion of the strategic-planning process. The results of self-assessment have confirmed and clarified many of the issues that surfaced in recent years. While RISD has not waited for the self-study process to dictate priorities, some new priorities have certainly emerged as a result of this effort. Moving along on the continuum of planning, self-study is integrated with long- and short-range planning goals, campus master planning, technology planning, diversity planning, and the overarching goals of the academic and Museum plans. As with prior self-study exercises, this process has involved a large number of people from all parts of the institution. This process has raised questions, invited debate and disagreement, and encouraged collaboration. As an institutional activity, self-study is not only significant but sometimes controversial and often surprising. Its effects will be felt for many years to come, which is the ultimate goal of a successful self study process.
GLOSSARY OF TERMS

Several phrases and acronyms appear throughout this report, which require explanation:

AICAD – Association of Independent Colleges of Art and Design
CIT – Center for Integrative Technologies
FTE – Full-Time Equivalent
FY – Fiscal Year
MBOG – Museum Board of Governors
BOG – Board of Governors
 TU – Teaching Unit
OIT – Office of Information Technology
CNS – Computer Network Services
RTC – RISD Technology Council
DAC – Deans Advisory Council
AAC – Academic Advisory Council
CFA – Committee on Faculty Appointments
Crits, Critiques – review(s) of student work
MISSION, GOALS, AND OBJECTIVES

Description

RISD’s Mission Statement: A Brief History. For over 125 years, Rhode Island School of Design has consistently maintained its original mission statement with one notable, and brief, exception. In 1980 a new official mission statement abruptly appeared and, just as mysteriously, vanished before the end of the decade. What remained unscathed was the old charter, affecting obliviousness to the upstart’s swift and unceremonious disappearance.

The enduring mission statement was laid out in 1878, a year after RISD was incorporated. It proclaimed:

“The instruction of artisans in drawing, painting, modeling and designing so they may successfully apply the principles of art to the requirements of trade and manufacture. The systematic training of students in the practice of art in order that they may understand its principles, gives instruction to others, and become artists. The general advancement of public art education by the collection and exhibition of works of art and by lectures and by other means of instruction in the fine arts.”

For nearly seventy-five years, the School adhered to its foundational mission with apparent contentment. Then, first in the 1940s and later in the 1960s, the School began to explore ways to expand and modernize its mission without abandoning the 1878 declaration. Signs of the old mission’s inadequacy emerged; but for decades, they were never expressed as substitutes, only as amendments.

With periodic supplements and elaborations often characterized as Purposes and Goals, the School began, as early as 1941, to affirm its intention of training hands and minds so as to enable students to “fit into the industrial and professional world”; but while the School consistently retained its initial tripartite statement, in the 1949 NEASC Report, this appeared as the “Objective” of the School. Immediately above this was the “Purpose” of the School: namely, “to aid in the cultivation of the arts of design and to advance the artistic and industrial life of our people.”

By the 1940s, therefore, there was an acknowledgement that RISD’s educational objectives went beyond “technical and scholastic attainment” and strove to promote the “development of individual initiative and personal responsibility … in human relationships and in social and economic problems.” It was evident that administration and faculty were interested in educating “designers and citizens” equipped with “critical and thoughtful” faculties beyond their narrow fields of specialization.

More recently dissatisfaction with the statement has been evinced, challenges mounted, and alternatives proposed. The question is this: Have any of these dethroned or even partially usurped the primal articulation?

In its 1961 Self-Study, RISD attempted to further amplify the 1878 mission; but its efforts were scattershot, and the self-study candidly stated that the School “has never seen fit to revise its chartered objectives; for example, mission statement; however, the purposes are constantly being reinterpreted in the light of changing [societal] conditions..."
If anything, the impact of the tumultuous 1960s resulted in the School rallying around the 1878 mission. In 1970 it averred that “there is less willingness than there was in 1961 to believe that a description of educational purposes can be summarized in our statement.” Better to stick with the original and cement its role as an enduring institutional beacon while episodically adding more modest, updated announcements such as “there is a growing conception of a liberal education through the visual arts.”

But in 1980 this changed. For unknown reasons, the bylaws of the School were formally amended in May by the Board of Trustees which slightly rewrote, shortened, and modernized the century-old statement. As it now reads:

“The instruction of students in drawing, painting, modeling and design so that they may successfully apply the principles of art, give instruction to others and become artists. The general advancement of public art education by the collection and exhibition of works of art and by lectures and by other means of instruction in the fine arts.”

This was no revolutionary departure from the past but it was enough to satisfy the 1986 NEASC/NASAD accreditation committee which held that “RISD is fulfilling the two general aspects of the mission statement….”

At the same time, on at least two different occasions in the 1980s, other initiatives were mounted to devise better mission statements. One, in 1984, undertaken by Academic Affairs, was really an assemblage of the aims and objectives of various parts of the School. Another, written in 1988, produced a more cogent School statement. Neither seems to have progressed beyond the draft stage, and it is unclear if the faculty debated either of them. It is also interesting to note that neither made any reference whatever to either the 1878 or the 1980 missions.

When the School once again revisited the mission statement in 1992, at the instigation of the Interim President, it started with the 1878 version. Somehow, the original had been revived, and the more recent alteration had disappeared. The more-or-less constant process of the reevaluation of the mission that began in 1992 (which may also have been designed to prepare a more contemporary, official charge for the Presidential search begun in that year) was more transparent and had a wider dissemination than the 1980s drafts. Yet these, too, seemed to have emanated more from the treetops than the grassroots.

In April 1993 the following appeared: “The mission of Rhode Island School of Design is to provide an education for students of art and design and for the general public through our College and Museum so that they may understand their historical legacy, advance their personal knowledge, and contribute to the culture and environment of our world.”

A year later, the new President unveiled his inaugural themes which reiterated the 1878 statement but attached points that served to “further reinforce RISD’s sensitivity to a changing world: Creativity, Ecology, Change.”

What was very apparent by 1996 was that a pattern had asserted itself whereby the old 1878 statement was heralded as the “historical mission statement” and a variety of other, more contemporary, versions were appended to it. The etiology of any of these is unclear and, in any event, none was very long-lived or widely endorsed by the broader College community. In fact, RISD’s 1995 Preparatory Self-Study did not disguise recent attempts to overhaul the nineteenth-century formulation; but at the same time, it deemed it “timeless” in character if “archaic” in language. In its estimation, the tug of tradition proved strong.
The study concluded that “Overall, the institution’s history and legacy has been well served by the originally stated objectives” and declared that “the original charter and mission statement should be more prominently displayed in all institutional publications” while charging future committees to find ways to gauge contemporary practice in light of the 1878 ideals.

However, persisting confusion about RISD’s mission, disagreement about the exact place or relevance of the 1878 statement, and an atmosphere of tension and discord were all critically noted by the 1996 NEASC/NASAD visiting team.

Accordingly, for the first time in RISD’s history, an accreditation report detailed how an unhappy convergence of pressures (academic careerism, institutional fragmentation, excessive departmental competition, and the seemingly diffuse growth of the School) underscored to the visitors that the Victorian phraseology, however eloquent, was neither reflective of current actuality nor conducive to institutional dialogue and cooperation. It urged a reevaluation of the mission, especially with reference to the role of the Museum and the College’s international reputation; however, it stopped short of actually recommending formal change.

Still, the warning shot was enough to revive serious, mission-based brainstorming. The Provost soon convened a series of symposia designed to elicit and organize faculty and staff views of RISD’s mission at the end of the millennium. Unfortunately, these conversations, held in 1997 and 1998, did not result in anything resembling a consensus. Conceding the nobility of the effort, RISD Views offered its skeptical take on the enterprise with an article titled “Mission: impossible?”

In the Long Range Planning Summary of 1996-1999, the charge to sort out the mission statement was given official administrative imprimatur and a fresh impetus; and ever since, a variety of versions has surfaced. One example is found among RISD Mission and Goals (circa 1990s) in which the “historic” mission is followed up by the following Contemporary Mission Statement, whose authorship and provenance are attributed to President Mandle, circa 1994:

“RISD’s mission is to provide the highest quality education in the visual arts, design, architecture, and art education in order to prepare its students and the broader community to be creative and responsive to the needs of a global society. This mission is fulfilled by ensuring a dynamic educational environment, maintaining financial viability, and by sustaining an international reputation.”

It is important to underscore a couple of points. As late as the start of 2005, the 1878 mission remained officially intact but seldom appeared unaccompanied by improving language. The alteration of 1980 seems to have sunk without trace. Having said that, repeated inability to fashion a replacement has not persuaded everyone of the inviolability of the 1878 statement nor stopped sections of the School from trying to conceive of better statements. What appears fairly certain is that, in the past, the three estates of the School; namely, trustees, administration, and faculty, had never explicitly agreed on a new formulation. Each new version was offered by trustees or, more often, the administration but without faculty buy-in.

This changed in the fall of 2004 when the School, as a whole, took up the task of overhauling the mission statement head-on. A College-wide committee, comprised of administrators, trustees, staff, Museum personnel, and faculty, invited revisions and brought two of the most promising to the faculty before they were adopted by the administration. They have been submitted to, and endorsed in concept by, the Board of Trustees. The Board followed that effort with the creation of an ad hoc committee on
Mission, comprised of administration and trustees. The work of this group supplemented earlier proposed revisions. The debate is now continuing as the strategic planning process unfolds.

Overall, RISD’s mission statement provides the foundation for all planning activities, from the ongoing annual and longer-range planning to the broad-based and visionary strategic planning process. The institution’s goals, values, and annual tactics are regularly updated and benchmarked relative to institutional mission and purpose. The mission statement is published in planning documents, positioned as a reference point for goal setting.

Appraisal

The 1996 Team Report made the following suggestion: “The historic RISD mission could benefit from re-articulation.” Attempts prior to and since 1996 have been previously outlined in this chapter. From this history, it is also clear that few of those attempts had been subject to discussion by the entire College.

In 2000 a report was drafted that required plans from all departments and divisions of the College. These plans, along with an appraisal and recommendations by the Provost, were presented to President Roger Mandle and the RISD Board of Trustees as the 2000 Academic Plan. This was the first comprehensive academic plan developed at RISD. It was endorsed by the President and the Board and has since helped direct academic planning and resource allocation. The Academic Plan identified fundamental goals for each department and the best mechanisms to attain these goals, while also affirming the primacy of our academic mission. It may also have inadvertently been the key that has allowed us to move forward and articulate new language for our mission statement as well.

RISD continues to believe that our original mission statement is so clear and fundamental that it, in spirit, defines who we are, what we have been, and what we are trying to do. But we also believe that we could benefit by a process that would reconsider the original language.

This year’s self-study for NEASC and NASAD prompted the subcommittee on Mission, Goals, and Objectives to develop contemporary language through a process that would include the entire College. New language was developed by the committee and brought to the December 2004 Faculty Meeting. It was discussed at that meeting, which was open to all full- and part-time faculty, refined via e-mail suggestions, and brought back to the February Faculty Meeting as a motion. More discussion ensued, with several friendly amendments accepted by the subcommittee. The following language passed unanimously and was sent to the Board of Trustees for their consideration:

"The mission of the Rhode Island School of Design is to foster creativity and knowledge of the highest quality and to make lasting contributions to innovation, scholarship and understanding. RISD provides a professional education for artists and designers within the context of a liberal education. RISD furthers public appreciation of art and design through educational programs and the acquisition, exhibition and preservation of works of art and design."

This language was approved in concept by the Board with endorsement at the May 2005 meeting. The most significant change from the original mission statement includes that our professional education is “within the context of a liberal education.”
Board response to the Subcommittee’s proposed mission statement was to convene an ad hoc Committee on Mission in the summer of 2005. The statement proposed by that group includes much of the Subcommittee’s work, with some modifications:

“The mission of the Rhode Island School of Design, through its Academic and Museum programs, is to educate its students and the public in art and design, to discover and transmit knowledge and to make lasting contributions to a global society through creativity, critical thinking, and innovation.

“RISD provides a professional education of exceptional depth and breadth in the context of a liberal education.

“The College and Museum promote public appreciation of visual culture through educational programs and the acquisition, exhibition, and preservation of works of art and design.”

At this point both groups are still discussing how to merge the statements to better reflect RISD’s purpose and values. All discussions for new mission language have included the idea that a mission statement would be accompanied by a list of values and objectives and that a review of this new statement would begin at the annual Faculty Congress.

This congress was held on March 19, 2005, and the following question was listed as the first agenda item for discussion: “The following list is from the 2000 Academic Plan. Do we agree that these represent RISD’s values and objectives

GOALS:
• To preserve and protect artistic freedom and to maintain the highest professional, educational, and ethical standards for the education of artists and designers
• To promote art and design that is socially responsible and that respects and responds to the needs of humankind and the environment in form, content, and means of production
• To promote a culturally- and philosophically-diverse educational environment that is respectful of all members of its community: students, faculty, and staff

OBJECTIVES:
• To continually assess and renew our academic programs in order that they will continue to incorporate new knowledge and tools in each of their scholarly and creative disciplines
• To attract, retain, and support a faculty composed of highly capable and innovative thinkers, practitioners, and educators
• To attract and retain the most highly qualified and talented students”

The congress reviewed the lists of Goals and Objectives included in the 2000 Academic Plan. It was suggested that the two lists were primarily Objectives with no distinction between them. The congress felt that RISD’s values should be outlined and accompany the mission statement in all publications and that faculty take a leadership role in defining these values.
A summary of the discussion on this subject, taken from the minutes of the 2005 Faculty Congress, is listed here not as a final list of RISD’s values but simply a beginning:

“The list of values should include the word ‘teach.’ We want to encourage and inspire in our students a lifelong desire to learn. We want our students to study the past and respect it by carrying on artistic traditions, centuries-old traditions, while examining the assumptions of these traditions in ways appropriate to contemporary culture.

“We acknowledge that in addition to helping to create good citizens of the world, we are producing good colleagues in a world that is constantly changing. At the core of a RISD education, we want to empower students to have the freedom of choice that comes from a good education and give them an education which will equip them for life.

“A RISD education is characterized by artistic inquiry, the ability to use critical thinking to solve a problem, and acquiring the skills to express an outcome. We also value the importance of questions and the ability to define them.

“Social responsibility is also an important principle that we strive to instill in our students. We want to use good environmental procedures in our studios and teach our students to use the best health-and-safety practices available.

“We recognize that there is some tension between critical thinking and enjoyment but that the enjoyment of art and scholarship is pleasure, and this pleasure should be encouraged.

“Discussion also focused on the value of the liberal art and foundation components of the RISD education. RISD, despite the institutional distinction between liberal arts and studios, has always had a culture that transcended this habitual distinction. A principle expressed in both studios and liberal arts classrooms is that the best work and the best thinking occur together.

“What unites the departments of the College is that we teach students respect for whatever medium is being taught and to come to that medium with an idea and a willingness to surrender to that medium a symbiosis of search and creation.

“Everyone present agreed that this discussion needs to continue, and a motion was passed that “We ask the Steering Committee to continue the discussion on RISD’s values.”

This list of values is only a rough draft and not complete. Forums like the RISD Town Meeting and Faculty Congress provide time for reflection on these critical issues. In the past few years, the RISD faculty have been remiss in their responsibility to take a leadership role in these discussions. This responsibility has been addressed by the administration but not shared by the faculty. The Faculty Congress has agreed that it will review College goals and objectives going forward each year at its annual meeting.

Each year, a short-range plan is circulated to the RISD community and to the Board where the mission statement and institutional objectives are prominently displayed. This planning exercise is now linked with annual budget planning to further
link mission with educational mission and purpose. Previous accreditation teams have encouraged RISD to reconsider the “vibrancy and relevance” of the original mission in favor of a new one, and the current self-study process highlights the need for further debate about changing RISD’s mission statement.

Furthermore, the process for regularly evaluating the mission is somewhat episodic. While various campus groups assume this task at different times, and for different reasons, there is minimal coordination or connection to cyclical planning processes. A more systematic program for evaluating and either affirming or modifying the institution’s mission should be established. Using the five- and ten-year markers for institutional accreditation, RISD could add mission review as an activity included with accreditation reports. A letter from the President and Provost could initiate the process at those junctures, and all campus groups would be involved in a review of how RISD’s mission and short- and long-range plans are integrated.

**Projections**

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

- That the work begun this year to rearticulate the RISD mission statement and define the values and objectives of the institution continues and is periodically reviewed with trustees, faculty, students, and staff
- That an annual Faculty Congress will discuss RISD mission values and objectives
- That faculty who participate on planning committees accept an obligation to consider RISD’s values and objectives and its mission during the decision-making process and bring these discussions and decisions back to their constituencies
- That institutional planning for curricular and support services will regularly reflect institutional mission, priority, and goal setting
- That a systematic process for mission evaluation will be established in conjunction with the five- and ten-year institutional accreditation cycles
GOVERNANCE, ORGANIZATION, AND ADMINISTRATION

Description

Board of Trustees. Rhode Island School of Design is a nonprofit, educational institution incorporated in the State of Rhode Island in 1877. Its Board of Trustees exercises final authority and stewardship for the integrity, direction, and financial well-being of the institution in compliance with its bylaws. The bylaws describe the organization of the Board and delineate the major responsibilities of the Board and administration.

Trustee categories are: term, honorary, life, and ex-officio all of which, with the exception of honorary trustees, have voting privileges. The Board routinely reviews and approves the annual audit, operating and capital budgets, annual and long-term institutional goals, tuition, faculty reappointments, promotions, sabbaticals, union contracts, legal issues of note, and the annual evaluation of the President. It annually elects the Board officers and new members. Periodically, it conducts self-evaluations and retreats. The Board officers and President hold a monthly conference call, and the Board chairperson confers at least twice a month with the President.

The Board is comprised of approximately 33 term trustees, 30 honorary trustees, and 3 ex-officio trustees. Currently, the Board is close to evenly divided between men and women. Members come mainly from the Northeast and Middle Atlantic states (69 percent) and from the West Coast (15 percent), while the remaining trustees come from the Midwest, Southwest, Southeast, and international locales. About 39 percent are alumni; another 18 percent are parents of RISD graduates.

The full Board meets three times a year (fall, winter, and spring) for a day and a half. The Board’s Executive Committee meets between full Board meetings for a two-hour session and, occasionally, for special meetings. The full Board meetings include multiple committee meetings and a three- to four-hour executive session as well as social events with faculty, senior administrators, and students. At each full Board meeting, time is allotted in the general business meeting for reports from the faculty, students, staff, and alumni. Deans, Senior Staff, and senior administrators, and the leadership of the Student Alliance, the Staff Council and the faculty are invited to attend this meeting. The honorary trustees are invited to the spring general business meeting and social events; they also receive summaries of full Board meetings.

The Committee on Trustees (COT) meets from six to ten times during the year. In the fall, a review of Board demographics, skill sets, and committee and leadership needs are assessed; and goals are set to address Board needs. Further, projects to enhance governance, trustee evaluation, policy review and recommendation, and bylaws revision are planned.

During the past ten years, the COT has considered over 100 prospects. About 10 to 12 prospects are suggested annually from trustees, the President, Institutional Advancement and, occasionally, staff and faculty. Upon request, a Prospect Research Report is prepared by the Development office’s research group, distributed to COT members, and discussed. If the prospect meets the needs of the Board and the approval of the committee, the President and/or a COT member is tasked to contact the prospect to determine his/her interest and availability in becoming involved in RISD. A report is given to committee members. If the interests of the prospect and the COT align, a COT member, often accompanied by the President, invites the prospect to stand for election. The COT recommends the nomination to the full Board for election.
There are eight standing committees and the Executive Committee, a newly created ad hoc committee structure including ones on Public Engagement, Mission Statement, Human Resources, Institutional Self-Study, and a newly created Board of Governors (BOG) of the RISD Museum of Art (the RISD Board of Trustees retains authority over the Museum’s budget and final approval of the Museum Board of Governors’ (MBOG) membership). The charge and scope of authority of each committee is stated in the bylaws. Most committees have both a chairperson and vice chairperson. The frequency of meetings of committees varies from two to ten times a year. Most voting trustees serve on two committees. Students, faculty, and various administrative personnel and community representatives also serve on committees. Committee chairpersons provide written and/or oral reports and present committee findings and recommendations at full Board meetings. A Conflict of Interest Form is completed annually by all voting trustees. If something appears questionable, the form is reviewed by the Audit Committee, which makes further inquiry and recommends action if needed.

Since 2002 the Board electronically distributes a summary of its full Board meetings to the faculty, staff, student government leadership, and Alumni Council. An Executive Committee summary is sent to all voting trustees (term and ex-officio). The Board chairperson communicates to the membership as needed. The faculty sends the minutes of its meetings to the Board.

By means of the College magazine RISD Views, the alumni, staff, and faculty are introduced to new Board members and informed of major initiatives. Meetings held via teleconferencing and e-mail distribution of notices and meeting materials are now commonplace. A trustee page on the RISD Intranet posts the latest Board meeting summary, bylaws, a list of trustees, standing committee rosters, and the Board meeting schedule. In 2000 the Office of the Board of Trustees was formed within the Office of the President to support trustee activities and Board effectiveness.

Administration. The President is a member of the MBOG and all standing committees of the Board except the Committee on Trustees, at which he is an invited guest. He meets regularly with the Board chairperson and vice chairpersons, the Student Alliance Executive Committee, The Staff Council Executive Board, and the Alumni Association Executive Committee. He is also available to faculty, staff, and students through an open-door policy. He attends monthly Faculty Meetings. The President meets periodically with a cross section of directors and staff to promote personal contact and enhance community communications.

In 2002 the President introduced a series of Town Meetings open to all members of the RISD community as a broad forum for discussion. In 2004 the President began a series of monthly faculty and staff luncheons at his residence.

The President consults with, and seeks advice on, institutional issues from senior administration. The President's main advisory groups, the executive officers and the Senior Staff, meet regularly. The executive officers include the Provost, Director of the Museum, Executive Vice President for Administration & Finance, Vice President for Institutional Advancement, and Associate Vice President for Human Resources. The Senior Staff consists of the executive officers plus additional senior administrators. These advisory groups discuss broad institutional affairs, identify problems, and make recommendations for changes to policies and procedures.

The President directly authorizes faculty appointments and executive positions. He delegates the responsibility for employment at all remaining levels to senior management in conjunction with the Associate Vice President for Human Resources. The hiring of faculty is governed by full-time and part-time collective-bargaining agreements.
ADA compliance, which includes written job descriptions with associated grades, has been developed for all positions. The Office of Human Resources is charged with reviewing and recommending salary ranges and general/merit-increase budgets. Recently they, along with members from across the RISD community, have been in the process of evaluating and improving RISD’s Performance Management Program with a set goal of yearly performance evaluations for all staff.

**Academic Administration.** The chief academic officer of the College is the Provost. The Provost is responsible for the operation of academic programs and their support services and the representation and advocacy for these programs during meetings of the Senior Staff.

The Provost has the primary responsibility for maintaining and upholding the quality and relevance of all academic programs. The Provost must also ensure the institution's compliance with the standards necessary for institutional and professional accreditations. The Office of the Provost collects and reviews information on enrollment, change of majors, selection of majors by freshmen, student evaluations of faculty and courses, and other relevant data to maintain and promote excellence in RISD's academic programs. Annual reports of faculty to Department Head, Head to division Dean, and Dean to Provost help to promote communication and enhance governance.

Supplementing this system of accreditation, annual reports, and professional accreditation is a program of visiting committees. It was established by the Board of Trustees to review academic programs at the College. Normally two departments undergo this peer review each year. Since the 1996 NEASC/NASAD accreditation, all departments have gone through this process.

In 2001 the Provost combined the jobs of the Associate Provost and the Dean of Students under the title of Associate Provost for Student Affairs and greatly expanded the duties of that office. In 2002 an additional Office of the Associate Provost for Academic Affairs was created. Also reporting to the Provost are the Deans of Architecture + Design, Fine Arts, Foundation Studies, Graduate Studies, and Liberal Arts; the Director of Admissions & Financial Aid; the Director of Continuing Education & Special Programs; and the Director of Library Services.

The Associate Provost for Academic Affairs works with visiting committees and accreditation teams, chairs the Capital Budget Committee, oversees building and space allocation, and serves on the Curriculum Subcommittee of the Instruction Committee. Reporting to the Associate Provost for Academic Affairs are the Offices of Information Technology, Environmental Health + Safety, International Programs, and the Writing Center.

The duties of the Associate Provost for Student Affairs include student advocacy and support. This Associate Provost chairs the Academic Standing Committee and oversees new-student orientation programs, the student judicial process, special projects, and commencement planning. Reporting to the Associate Provost for Student Affairs are Academic Advising, Health Services, Media Resources, Multicultural Affairs, Registrar, Residence Life, Student Life, and Student Development & Counseling.

The five academic Deans are responsible for leadership and oversight of their respective divisions. They review curricula and maintain standards for their divisions. The Deans supervise and mentor faculty and staff and conduct annual staff and full-time faculty reviews. They determine and monitor department budgets and oversee the allocation of resources among departments. Deans are chosen either from faculty ranks or through an outside search process. They are reviewed annually by the Provost and generally serve a three-year term. In the third year of a Dean’s term, the Provost polls
the division faculty. Deans typically have a faculty appointment and often teach one or two courses a year.

The work of Academic Affairs is also supported by the Academic Advisory Council (AAC). This group is comprised of the Deans Advisory Council (DAC), the directors under the two Associate Provosts, the chairperson of the Faculty Steering Committee, the Director of Library Services, and several other administrators who support academic programs. This group discusses and makes recommendations on issues related broadly to student life including, but not limited to, disciplinary policies, diversity, international students, and health-and-safety issues.

RISD supports twenty-two academic departments including three Liberal Arts departments plus the Division of Foundation Studies. Each department has a Head who reports to a Dean and is a critical conduit for communication to and from members of the departments. Department Heads supervise and mentor department faculty and staff and conduct annual staff and full-time faculty reviews. Department Heads recruit part-time faculty and oversee student advising. They are responsible for department planning, curriculum development, annual budgets, and physical-resource management.

Department Heads work closely with their faculty in responding to general issues and institutional initiatives. The position of Department Head normally rotates through members of a department’s full-time faculty and runs for two or three years. Unlike Deans, Department Heads remain members of the Faculty Association, governed by the Collective Bargaining Agreement.

The Department Heads formed a College-wide group to address areas of mutual concern and interest. This meeting structure is a voluntary and regularized governance structure that supports the work of the Department Heads.

Faculty. Full-time and part-time faculty are represented by the Rhode Island School of Design Faculty Association and Rhode Island School of Design Part-time Faculty Association. The Collective Bargaining Contracts define the duties and responsibilities of the faculty as well as workload, salary, and benefits. In addition to instructional responsibilities, the faculty contributes to the development and advancement of educational programs and policies in an advisory capacity through departmental, divisional, and College-wide committees. The faculty organization includes monthly Faculty Meetings where issues that involve academic and College-related activities are brought before the faculty for discussion and action. The standing committees of the faculty are the Steering Committee, Committee on Faculty Appointments (CFA), Instruction Committee, and Nominating Committee.

Other committees on which faculty serve include the Academic Standing Committee, Disciplinary Committee, Graduate Studies Committee, European Honors Program Committee, Library Committee, Financial Aid Appeals Committee, Academic Affairs Committee, and Student Life. Committees bring policy recommendations for a vote at Faculty Meetings. If approved, they are then forwarded to the administration. The contract specifies that faculty, if called upon to do so, must serve on one of the College committees. For Department Heads this requirement is waived. Faculty also serve on ad hoc and search committees for academic and administrative initiatives.

Attendance at the Faculty Meetings is mandated by contract. The monthly Faculty Meeting remains a dominant venue for administrative reports. Faculty hear reports from standing committees and respond to motions brought to the floor.

Part-time faculty at RISD is governed by a separate collective bargaining contract and association. The agreement outlines association and individual membership rights. It provides agreement about the terms of employment including appointment, reappointment, workload, salary, privileges, and grievance procedures. The two
associations work with the RISD Board to provide coordination of the two contracts with respect to pedagogical goals of the College.

The Provost and the Associate Vice President for Human Resources are charged with the responsibility for faculty labor relations at RISD. Specifically, the Provost oversees faculty labor issues; the Vice President for Human Resources oversees collective bargaining and grievances.

**Staff.** Overall, RISD staffing levels are lean when compared with similar institutions. A recent survey by Cambridge Associates of 50 small to moderate liberal arts colleges found RISD’s staffing levels were sixth from the bottom. Comparable schools identified in the study revealed a staff-to-student ratio ranging from 1:2 to 1:8. RISD staffing levels resemble the latter, a staff-to-student ratio of approximately 1:8.

One significant change has occurred in the organizational structure since the 1996 visit. In September 2004 Computer + Network Services, now the Office of Information Technology (OIT), began to report to Academic Affairs rather than to the Executive Vice President for Finance & Administration. This reporting change was accompanied by the formation of an extensive new series of advising and oversight committees. The RISD Technology Council (RTC) and its associated subcommittees were formed to create more input into decision making about the digital technology needs of the College and to inform strategic planning.

In spring 2004 a representative body of 20 or more employees met to create an advisory body that would improve communication between RISD staff and senior administration. These employees met regularly to develop a constitution, bylaws, and a mission statement for the formation of a Staff Council. In December 2004 elections were held, and 32 representatives were elected. The mission of the Staff Council is to promote a positive and collaborative work environment, facilitate open communication, serve as a conduit for the exchange of information between RISD staff and the offices of Human Resources and the President, and to offer ideas and suggestions to Senior Staff in areas that have a direct impact on employees and employee relations.

Unionization has been an issue at RISD since the late 1970s when the faculty first formed a collective bargaining unit in response to the then-President’s management of the institution. More recently Public Safety officers and Museum guards have unionized not only because of their concerns with management but also due to various environmental factors. Contributing factors include fears regarding job security, employee contributions to increasing health-care costs, flat-salary increases, and concerns that have been heightened by recent layoffs. While from 2000-2004 general increases were 2 percent for staff, and during 2005 they were 2.5 percent, merit increases were on hold.

**Students.** Every full-time undergraduate and graduate student at RISD becomes a member of the Rhode Island School of Design Student Association and is required to pay a Student Activities fee.

The governing body of the Rhode Island School of Design Student Association is the Student Alliance. The Alliance represents the student body to the faculty, administration, and Board of Trustees and regulates the distribution of Student Activities fees. The Alliance consists of an Executive Committee and representatives from each academic department and Foundation and Graduate Studies. The Finance Committee meets bimonthly, reviews all applications for grants, and allocates all funding to the student organizations and programs. Student organizations include the departmental alliances, athletic teams, cultural associations, clubs, and student publications. The officers of the Student Alliance Association constitute the Executive Committee and are nominated and elected by members of the Alliance. The officers include President, Vice President, Recording Secretary, Treasurer, Assistant Treasurer, and Sergeant-at-Arms.
Duties of the officers are stated in Article IV, Section E, of the *Constitution of the Rhode Island School of Design Student Association*. Executive Committee meetings are held weekly. The Executive Committee meets with the President of the College once a month and attends meetings of the Trustee Board General Business, Academic Affairs, and Student Life, wherein recommendations and concerns of the student body are discussed. Student representatives may serve on various faculty committees such as the Instruction Committee, Disciplinary Committee, and ad hoc College committees.

The Standing Committees of the Executive Committee include the Finance Committee, Entertainment Committee, Election Committee, and Constitution Committee. Responsibilities of these committees are stated in Article VII, Section D, of the Constitution.

The Graduate Student Alliance (GSA) is led by two officers and at least one representative from each graduate department. The regular meetings of the GSA are open to all graduate students and are the forum for issues concerning said students. Graduate and undergraduate students share the same Student Association Constitution, and the officers of the GSA act as a liaison between the graduate students and the Alliance Executive Committee. The GSA sponsors a number of social events and collaborations with the graduate program throughout the academic year.

The Office of Student Life advises the Student Alliance and the GSA, works closely with all student organizations, coordinates athletic and social opportunities, and manages the Catanzaro Student Center, Carr Haus Café, Tap Room, and Red Door Gallery. The Associate Provost for Student Affairs oversees all student-support services and acts as a resource for resolving special academic or extracurricular problems and concerns.

Alumni Association. The Alumni Association operates under the structure of the College and is not independently incorporated. It represents and serves RISD’s 18,500 alumni. It is governed according to its bylaws through the Alumni Council and Executive Committee. The Executive Committee, comprised of Association officers and club leaders, meets monthly; the Alumni Council meets annually.

The Alumni Association has undergone significant reorganization in the past ten years. Highlights of this reorganization include a new national leadership structure (with two Vice Presidents who serve two-year terms and progress in sequence to the presidency); a revision of bylaws, with new rules for clubs permitting greater local autonomy and two classes of regional alumni groups (clubs and contacts); annual direct election of alumni to the RISD Board of Trustees by the Alumni Association (per the revised 1996 *RISD Bylaws*); and the development of annual meetings as a policy-setting forum.

At the regional level, several changes have occurred since 1996 including the number and configuration of alumni events and the development of strong club leadership. The number of alumni clubs and groups has increased from 5 to 37 (groups do not have the formal structure of clubs and are often the first step toward the formation of a club, although not all groups necessarily evolve into clubs).

The goal of the merger of Alumni Services and Career Services in 1995/1996 was to improve services to alumni and reconnect alumni to each other, the College, and the larger RISD community. The merger highlighted some conflicts between the mission of the office of Alumni + Career Services and the Institutional Advancement Division. Alumni + Career Services staff emphasize the need to cultivate and establish long-term relationships with alumni, while Development and Advancement staff emphasize the need to incorporate alumni as a critical part of RISD’s fund-raising program. This reconnection has included many new forms of communication including Internet and
Intranet resources, which provide comprehensive career services and portals to the College and its departments and services. Alumni now receive a monthly e-newsletter announcing alumni exhibition and gallery listings, have access to an interactive online directory (since 2000), receive regular broadcast e-mail to support club events and provide targeted information, participate in a number of effective listserve Internet groups (such as the RISD-illers, a group of Illustration alumni), and are mailed event notices.

Museum of Art. The Museum was founded jointly with the School and shares its charter and general mission. The MBOG (formed in 2004), in conjunction with RISD’s Board of Trustees, governs the Museum. The MBOG maintains general oversight of the Museum and its programs, establishes policies, raises funds, and reviews direction and activities. Membership of the MBOG is made up of one-third RISD Trustees (as per the bylaws); a variety of members from the artistic, business, and professional communities; the President; Provost; and two faculty representatives. Meetings take place at least four times a year and cover issues such as budget planning and fund-raising efforts; guidelines for collections care and management; and goals and objectives of operations, exhibitions, and educational programs.

The Fine Arts Committee, a subcommittee of the MBOG, reviews on a bimonthly basis all matters related to the Museum’s collection as recommended by the director and curators, such as acquisitions, loans, and gifts. The Director of the Museum reports to the President, and his/her performance is reviewed annually by the President with advice from the BOG.

As a member of the President’s executive Senior Staff, the director also serves with the Provost, Deans, Administrative Vice Presidents, and directors on the College Senior Staff. The professional staff of the Museum interacts regularly with faculty, students, and members of the general public to learn about their interests and to foster awareness of the Museum as a community resource.

The Museum’s internal management structure is organized into six areas: Administration & Operations, Collections, Education, Exhibitions, Publications & Special Projects, and Development. At weekly Operations meetings, appropriate staff plans for the logistics and choreography of a busy schedule of programs, exhibitions, security, and operations. The Museum Senior Staff (comprised of the director, assistant director, head of education, curatorial chairperson, business manager, and Associate Vice President of Institutional Advancement) also attends weekly meetings to discuss broader issues of programming and direction. Department Heads meet three times a month, and the full staff gathers once a month to ensure full communication and engagement of the staff.

The Museum’s newly revised mission statement makes reference to its mandate to serve both the College and the general public as the major art museum of the region. The Museum focuses its efforts on integrating these areas as much as possible through programming, interpretation, and community relations. Museum collections and exhibitions support classroom and studio instruction as faculty and curators teach regularly in the Museum's galleries and study/storage areas. Faculty members also participate frequently as advisors, speakers and, occasionally, as guest curators. RISD’s Office of Planning & Research assists in evaluating the overall educational program of the Museum on a regular basis by involving parts of RISD’s various student surveys and other targeted research efforts.
Appraisal

The present atmosphere at RISD remains conducive to institution-wide assessment, planning, decision making, and possible changes in governance and organization.

**Board of Trustees.** The operations and communication of the Board of Trustees have evolved over the past ten years to improve the effectiveness of the Board. The trustee orientation program has been refined, and reorientation is scheduled triennially for current trustees. Trustee evaluation procedures and forms have been developed. Inter-committee cooperation in the form of joint meetings is more common. The geographic, age, and ethnic distribution of trustees is wider, bringing new perspectives into Board deliberations. RISD’s first alumnus Board chairperson was elected in 2000. Board meetings now allot significant time for discussion of important issues and actionable items. The committee assignment process is more focused on the best use of trustee talents and expertise. Planning for the succession of Board officers and committee chairpersons remains a constant issue and one that is shared jointly by the Board chairperson, President, and Committee on Trustees.

The Board recognizes the ongoing need to attract members with finance, audit, and investment expertise. Inter-committee communication and cooperation could be strengthened. Trustees want more time to visit studios, shops, and the Museum and to meet students, curators, and faculty. This would help them better understand the current status of facilities and programs.

Diversity, while improving, needs further progress. The Board of Trustees is aware that aspects of its demographics do not reflect society in general nor the RISD community in particular. A concerted effort has been made to diversify the Board. Over the past decade, the geographic diversity and the percentage of women (from 30 percent in 1996 to 50 percent in 2005) have increased while the percentage of under-represented groups has remained below 10 percent. The current strategy to increase ethnic diversity is to elect at least one of the new four to six trustees elected annually from under-represented groups. This approach is slowly changing the Board profile to be more broadly representative and diverse.

The establishment of the new MBOG should strengthen the relationship between the College and the Museum. This change has energized the Museum staff and programs.

**Academic Administration.** The introduction of the offices of two Associate Provosts has been constructive. The Associate Provost for Student Affairs has brought student services and support more closely into alignment with academic programs and experience. The Associate Provost for Academic Affairs has centralized within Academic Affairs oversight for space management, capital budget development, and long-range planning.

The most recent Provost strengthened the reporting authority of faculty to Department Heads, Department Heads to Deans, and Deans to the Provost. This has clarified communications and resource allocation. However, this structural reinforcement is seen by some as increasing the distance between the Provost and the faculty.

The curricular planning and department budgeting changes, instituted as a result of The Stillwater Consulting Group recommendations, have resulted in better management of resources at all levels of academic administration.

**Faculty.** The faculty have two primary venues for addressing issues and problems that arise in the course of their careers at RISD: contract negotiations of the Full- and Part-time Faculty Associations and the monthly meetings of the faculty.
Through these, the faculty and administration have addressed a number of significant issues which both groups have raised.

The revival of Faculty Congresses could prove an effective vehicle for airing issues requiring careful deliberation and more discussion than is possible at the monthly Faculty Meeting.

The faculty have effectively improved faculty life, guiding the institution through a number of its recommendations. While many of these initiatives primarily affect the full-time faculty, quite a few have broader implications for all in the community. It is clear that the workings of the Faculty Organization provide faculty members with an important sense of having a voice in the immediate and long-range future of the institution. The belief that one’s opinion counts is key to creating trust, commitment, and solidarity in the institution as a whole.

Motions on a variety of programmatic, curricular, and policy initiatives come up for recommendation of the faculty. While faculty involvement in curriculum and resource development varies from department to department, as members of standing committees and of the Faculty Organization, the faculty play a significant role in guiding the course of the institution.

Since the RISD community now has an established common time each week for meetings or events, meeting attendance has increased dramatically. Communication among various parts of the institution is a critical aspect of the Faculty Meeting. However, faculty complained that their call for administrative reports turned the meetings into “press conferences.” It has been suggested that committee reports and administrative reports will now be distributed in written form and not automatically given as an oral presentation at the Faculty Meetings. The growing number of faculty and administrators coupled with increased attendance at the Faculty Meeting have made the traditional meeting space inadequate.

The faculty requirement to sit on College committees has been reduced to one assignment, and faculty members sitting on administrative and trustee committees is now a voluntary service. As volunteer members, faculty do not represent the faculty, nor do they need to report to the Faculty Meeting. This was critical to clarifying the relations between the Faculty Organization and Trustee committees, particularly to prevent misunderstandings between the groups.

These and other changes were recommended by the Ad Hoc Committee on Faculty Governance, which was charged by the Faculty Meeting to streamline faculty governance. The 2000-2003 contract formalized some of these recommendations by reducing the requirement for College service to a minimum of one committee (see Appendix). This was important for distributing the demands of College service more equitably across the faculty.

Since the last accreditation, the Faculty Organization has voted to revise its bylaws to enfranchise the Deans with full voting privileges. Since Deans have a faculty appointment, some Deans and faculty felt they were arbitrarily and unfairly excluded from this process. Before this, according to the bylaws, Deans could only be given voting privileges at the discretion of the chairperson of the Steering Committee. This change benefits institutional solidarity and softens some of the sense of hierarchy.

The *Full-Time Faculty Collective Bargaining Contract* continues to bring about changes to faculty life, workload, and relationship with the administration. The successive contracts have made the requirements for faculty dossiers more explicit. Academic Affairs now offers annual workshops on dossier preparation. This clarifies the process of applying for reappointment and promotion and is intended to make the reviews by the CFA more consistent. Professional development for junior faculty is fostered by a new option to take a paid, one-semester, pre-critical-review leave.
The administrative duties and compensation of Department Heads and graduate and program coordinators have gone through several improvements in the last two contracts. Changes such as increased stipends, more release time, less committee service, and different evaluation criteria make the position of Department Head much more attractive to faculty members than in the past.

Heads of departments that award both graduate and undergraduate degrees and are of a certain size or larger may no longer serve simultaneously as Department Heads and department graduate coordinators. This change was critical to preventing the possibility of a single vision becoming too dominant or controlling in the department. However, in departments that award both degrees but are smaller in size, Department Heads, by necessity, must serve both functions. Training both in budget and personnel management issues for Department Heads and Deans remains problematic with respect to both timeliness and thoroughness. Human Resources has begun to assist more with personnel issues, and Academic Affairs provides greater support for the financial management issues, though further work needs to be done in this area.

With the changes to dossier requirements in the contract, the role of Department Heads and Deans in evaluating faculty is more transparent to everyone involved. There are several benefits to this evaluation by both Department Head and Dean, not the least of which is that it serves to address potential bias in either review. Through this process, the Dean can be better informed by Department Head’s expertise and is in a better position to evaluate the Department Head.

Staff. With RISD’s staffing levels as low as they are, one could either characterize the School as understaffed or painfully efficient. This could compromise quality and lead to reduced morale and a less stable workforce. As RISD grows and adds new programs, it should increase its staffing to levels adequate to support RISD’s mission. The current pay structure, coupled with increasing workloads, is testing the commitment of many staff, while the recent turnover in senior-level positions has put a burden on the individuals who have stepped in to temporarily fill those positions, as well as their supporting staff.

Additionally, recent economic declines and internal budget constraints have caused RISD to review issues of staffing and efficiency with greater scrutiny. The recently instituted Position Review Committee looks at the function and need for a position as it becomes vacant. A more holistic approach to position review would be to incorporate functionality and the need for efficiency with a comprehensive review of the institution’s organizational structure. More detailed data is required to accomplish this task effectively, and a campus-wide climate survey is one way to begin to assess the climate, culture, and effectiveness of the organization.

In 2002 RISD engaged the higher education consulting firm Edutech International to review the overall technology environment at RISD. Their IT Strategic Assessment indicated that issues RISD needed to focus on were developing a clear vision for technology and the involvement of senior leadership in establishing coherent decision making and governance related to information technology systems and services. Tensions have arisen over opaque decision making, e-mail reliability, prioritization of work, and issues regarding centralized and decentralized control over technology policy.

Subsequent to the Edutech report, a presidential Task Force for Technology was appointed to develop a leadership and governance model. The ensuing structure consists of six Technology Advisory Groups (TAG), comprised of faculty, staff, and student representatives, and the RTC, which reports to the Senior Staff and was co-chaired by the Associate Provost and the Associate Vice President, OIT.
The RTC membership includes Deans, faculty, students, staff, and OIT senior managers. The more than sixty people who meet regularly on the RTC and its six subcommittees will be reduced to three groups once the Strategic Plan for Technology is completed for the College. This new governance structure is designed to allow a stronger voice for academic and administrative users in the direction of computing resources so as to effect lasting cultural change in the way digital technology is administered at the College.

The change in reporting lines from Executive Vice President for Finance and Administration to Provost for OIT is particularly appropriate at this time for a number of reasons. The most important of these is that the work of OIT has gradually shifted to student and academic support from purely network technical and administrative support services, although it will always have components of both. This change reflects the way digital technology has changed the educational program and the new ways all areas of the College fulfill the RISD mission through the use of technology.

Under the guidance of the RTC, a strategic technology plan is being developed to provide a roadmap for the development and evolution of technology at RISD for the next three to five years. It will prioritize projects and identify budgets and resources necessary to accomplish those goals.

In a climate of recently formed Public Safety and Museum Guard unions, the institution is attempting to address many of the environmental factors that negatively impact employees. Soliciting more direct input from employees has been one way for the President and the administration to improve communications with various groups; campus-wide Town Meetings, hosted by the President, seek to expand two-way communications. The President also sends a regular newsletter to the community and hosts staff lunches. The newly formed RISD Staff Council is seen as a way for staff to participate in the institution’s activities and to keep channels of communication open.

Students. The Student Alliance is working effectively judging by attendance at general Alliance biweekly meetings, the level of discussion at those meetings, and the leadership skills of the Executive Committee in bringing student issues forward to the College administration and Board. The departmentally based Alliance structure ensures that it is a diverse and widely representative governing organization.

Due to the fact that the Alliance is seen by the College to be truly representative, it has earned the respect of the College administration. Likewise, administrators and trustees readily seek input from the Student Alliance on a wide variety of issues. Alliance oversight of the funding of student activities has been transparent, fair and, at times, controversial. Students serving on the Executive Committee acquire management skills, a broad view of institutional objectives, and the experience of school service in a leadership role. The high level of student participation in the student clubs and extra- and co-curricular activities is an indication of the Alliance’s relevance to student life.

Students are pleased with the time, attention, and quality of communication that the President directs to them. New communications media (*Daily Jolt*, Intranet, RISD e-mail) allow all members of the RISD community to be aware of issues and activities on campus.

RISD students actively participate in campus decision making and find several venues for their role. Student Alliance board meetings with the President and the network of Alliance members working closely with their departments are two important ways for students to maintain a voice.
Additionally, students regularly present their goals and share their concerns at full Board of Trustee meetings, and student representatives attend two standing committee meetings of the Board (Academic Affairs, Student Life).

Alumni. The Alumni Association’s governance system has been strengthened and stabilized over the past ten years. After some instability (interrupted terms) in the leadership of the Association, corrective measures were taken such that, for the past six years, the Association has enjoyed smooth transition from Vice President to President, experienced remarkable growth in clubs and groups, increased communication with alumni, and has supported new projects and services. The new Web-based tools and opportunities developed by Alumni & Career Services are proving to be extremely popular and valuable. Clubs are increasingly self-sufficient in planning regional events and supporting event costs. An ambitious program of club/group activities provides greater opportunities for alumni to meet and stay in touch with the College. The Alumni Council has been invigorated as demonstrated by its funding of a new Alumni Scholarship for under-represented students, updating of the alumni directory and creating an online version, fostering an alumni mentoring project for young alumni, instituting an innovative alumni Museum membership initiative, and exploring group health-care benefits.

There is concern that the missions of Development, Alumni & Career Services, and the Alumni Association are not effectively aligned and need clarification.

Museum. It is too early to fully appraise the situation of the RISD Museum within College governance. The newly created MBOG is in the process of establishing a governance system.

In 2003/2004 the RISD Board of Trustees, along with the President and interim director, studied the mission, financing, and governance of the RISD Museum of Art. The results of this historic board focused on the Museum and its future and reconfirmed the importance of the Museum to the academic program and to the general public of our region. Moreover, the study brought clarity and cohesiveness to our understanding of the Museum, perhaps for the first time in decades. The Board unanimously adopted a group of recommendations that will strengthen the Museum's ability to serve its broad curatorial and educational mission.

The full report of the BOG is available in the team workroom.

The study confirmed that the academic and public aspects of the Museum’s program are, and should be, seamlessly integrated, reinforcing the unique character of the RISD Museum. Underlying this statement is the understanding that the Museum's collections were donated to RISD by the general public with the expectation that they could be the focus of service to the public and the academic mission of the College. This is quite unlike other museums associated with academic institutions, whose collections were primarily formed from alumni gifts.

Consequently, the mission discussions reflected the interest of the trustees to see the Museum expand its public educational role while not diminishing its academic contribution at RISD or to other higher educational institutions in our area.

A new look at the governing structure revealed a way to provide the leverage for increased support for the RISD Museum of Art to fulfill a larger public educational role in our region without sacrificing its work with RISD faculty and students. The former Museum Committee of the Board was subsequently reconstituted with a greater representation of business and governmental leaders along with collectors and educators whose participation will help raise greater financial support for the Museum’s programs in the future. The MBOG is still a part of the RISD trustee organization but has greater independence and authority for planning Museum activities.
In summary, RISD’s system of administrative governance follows a traditional academic model. Though loosely hierarchical, it is not an exclusively top-down system, as recommendations and advice flow in both directions in this operational model. Deans and Department Heads are managers of their respective areas, while also representatives and advocates of the faculty and students they serve. RISD faculty governance is also served directly by the actions of the Faculty Meeting where reports from standing committees are heard, motions are raised, and all faculty have an equal voice and vote. Students and alumni have developed increasingly effective governance systems over the past decade. The creation of a new Staff Council speaks to the College’s ongoing commitment to empower and enable campus groups to have a voice in College affairs. The climate for cooperation and improved communications has been positively affected by recent changes in RISD’s governance structures.

**Projections**

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

**Board of Trustees**

- That the Board will articulate and disseminate policies concerning its responsibilities in order to enhance shared governance
- That the Board will work with the RISD community to develop a new strategic plan
- That the Board will broaden channels of communication and engagement with the RISD community
- That the Board will codify the role and terms of honorary trustees and advisors to committees

**Academic Administration**

- That the Academic Administration will institute effective training for new Department Heads and Deans
- That the Academic Administration will find ways to rotate more equitably those who serve as Department Heads
- That the Academic Administration will continue to monitor and evaluate the performance of OIT and the new RTC governance structure

**Staff**

- That the institution will examine ways to increase staffing to support the mission in both academic and non-academic areas
- That the institution will establish programs to increase staff morale and consider the effect of the minimal pay raises of the last several years
- That the institution will support the new Staff Council’s access to decision makers
- That RISD should plan and implement a climate survey for all faculty, staff, students, and trustees

**Faculty**

- That the faculty will refine the role of the newly revived Faculty Congress and work to improve participation and representation

**Students**

- That the Student Alliance will monitor and evaluate its effectiveness and integration with faculty, staff, and trustees
- That the College will continue to mentor and support Student Alliance leadership
• That the Student Alliance will monitor and expand its representative structure to ensure that all students are represented in the Alliance
• That the Student Alliance Executive Committee will work with graduate students to ensure that their interests are being included in Alliance discussions and will work to strengthen the Graduate Student Alliance
• That the College will utilize the Alliance as a sounding board for testing and discovering student opinions on issues affecting their lives and aspirations
• That the College will monitor the increasing number of graduate students with needs and interests distinct from those of undergraduates

Alumni

• That Institutional Advancement, Alumni & Career Services, and the Alumni Association will reexamine their missions in order to work more effectively and with greater coordination
• That the Alumni & Career Services office will work with the Alumni Association to streamline Association governance

Museum

• That the RISD trustees and the MBOG will continue to evaluate and review the new Museum governance structure
• That the RISD Museum and the College will ensure collaboration to further RISD’s educational mission
THE ACADEMIC PROGRAM

Description

Philosophically, the College strongly believes in the value of a broad education that balances the emphasis on the professional major with studies in liberal arts, especially the humanities and social sciences. RISD recognizes that not all students will ultimately be practicing in their professions; many may, in fact, choose other professional endeavors. Opportunities to develop professional art and design expertise must thus be coupled with the chance to build critical thinking and writing skills, explore other areas in art and design, and develop an understanding of the cultural and natural context in which art and design takes place.

Overview. The degree-granting Academic Program of Rhode Island School of Design is organized into five divisions: Foundation Studies, Liberal Arts, Fine Arts, Architecture + Design, and Graduate Studies.

Foundation Studies provides first-year students with an introduction to the fundamentals of art and design through year-long intensive courses in drawing, two-dimensional design, and three-dimensional design. Foundation Studies offers transfer students a similar program during the summer prior to their first semester at RISD.

Liberal Arts offers a broad spectrum of courses in the humanities and social sciences as well as a few courses in mathematics and science to provide RISD undergraduate students with a general education. They are also provided with the opportunity to concentrate in a liberal arts area, Art History, English, or History, Philosophy, Social Sciences (HPSS), to complement their art or design major. It also cross-lists a number of seminars with Graduate Studies and offers a graduate concentration in Art History.

Fine Arts includes ten departments: Ceramics, Film/Animation/Video, Glass, Illustration, Jewelry + Metalsmithing, Painting, Photography, Printmaking, Sculpture, and Textiles. Each offers a four-year BFA program. Glass offers a post-baccalaureate program; and MFA programs are available in Ceramics, Glass, Jewelry + Metalsmithing, Painting, Printmaking, Photography, Sculpture, and Textiles.

Architecture + Design is comprised of seven departments: Architecture, Interior Architecture, Landscape Architecture, Apparel Design, Furniture Design, Graphic Design, and Industrial Design. Each department (with the exception of Landscape Architecture, where only graduate degrees are now awarded) offers a four-year BFA program. Fifth-year programs are offered in Architecture, Interior Architecture, Graphic Design, and Industrial Design leading to a professional degree (B. Arch., BIA, BGD, and BID, respectively). The Departments of Architecture, Interior Architecture, Landscape Architecture, Furniture Design, Graphic Design, and Industrial Design also have master’s degree programs (M. Arch I, MIA, MLA, and MFAs in furniture design and graphic design, and MID, respectively).

Graduate Studies houses The Departments of Art + Design Education and Digital Media, offering an MA and MAT in the former and an MFA in the latter. The division also coordinates and supports the 17 departmental graduate programs.

Supplementing these core degree-granting programs are many other academic programs that provide opportunities for RISD students. These include: the ongoing Brown/RISD collaboration, community outreach, international programs (including study abroad and the European Honors Program), mobility programs, sponsored studios, and
the Summer Program in English Language Studies. There are also programmatic opportunities for special and visiting students at RISD.

Another important part of RISD's academic programs and instruction resides with Continuing Education which offers a wide variety of high-quality educational programs in art and design to a wider community.

Academic Affairs. The Office of Academic Affairs, headed by the Provost and the Associate Provosts of Academic and Student Affairs, provides support and leadership for RISD's academic divisions and departments, academic support areas, Continuing Education, Library, Admissions, and student support services. The office's goals and values are noted in the Academic Plan, which states that "in doing so it maintains the highest professional, educational, and ethical standards for the education of artists and designers."

Furthermore, the Plan states that "the office supports art and design that respects and responds to the needs of humankind in an educational environment that nurtures artistic and academic freedom. Academic Affairs maintains a culturally and philosophically diverse educational environment that is respectful of all members of its community: students, faculty, and staff. It has an international outlook in the appointment of faculty, the recruitment of students; and in the breadth, quality, and impact of its educational programs through continual assessment and renewal of its academic programs, the office works with divisions, departments, and faculty to incorporate new tools and knowledge in each of their creative and scholarly disciplines. The office actively seeks to develop and support a faculty composed of highly capable and innovative thinkers, practitioners, and educators."

The Provost chairs a number of important groups that advise the Office of Academic Affairs and helps it carry out its mission. The Provost holds regular meetings with the Instruction Committee, DAC, AAC, CFA, Enrollment Task Force (ETF), and the Student Alliance. The office also oversees the academic capital- and operating-budget process for the Academic and Student Affairs programs.

Academic Plan. The Academic Plan for Rhode Island School of Design was developed to improve RISD’s academic excellence by identifying major objectives and priorities covering a period of time of approximately five years. The planning process was initiated in August 1999 when the Deans were asked to work with the faculty in developing a plan for their divisions during the fall semester. Final plans for the divisions, including separate plans for each department, were developed. These plans were then brought together in spring of 2000 under one Academic Plan that helped rearticulate mission and goals for the entire College. The Education and Student Life Committee of the Board of Trustees ratified the plan in February 2000.

This was the first comprehensive Academic Plan for the College. During the past four years, the College has successfully achieved many of the objectives in the plan and continues to work on more (interdisciplinary study, technology, diversity, and others).

This plan has provided a set of recommendations to help guide planning, resource allocation, and decision making during this period. Specific strategies have been developed and refined by the appropriate levels of governance of the institution to carry out the priorities of the plan.

Recommendations contained in the Academic Plan fall generally into three categories: people (faculty and students), programs (departments and programs), and facilities (buildings and equipment). Objectives relate to those categories and to themes that run throughout the Academic Plan of the College.

As with any planning process, it was understood that successful implementation would depend on broad participation by the various constituents and the credibility of goals and strategies for a five-year period. The recommendations in the plan have been
prioritized to invest in the quality of RISD's academic programs and ensure its overall competitive strength while also ensuring the College's continued financial stability.

Academic Equipment Resources. The Departments of the College maintain numerous shops and other resources in support of the curriculum. There are five highly equipped woodshops (Center for Integrative Technology (CIT), Architecture, Industrial Design, Sculpture, and Furniture) and four more modestly outfitted woodshops (Painting and three in Foundation Studies). Architecture also maintains a laser cutter which is available for general school use. The four major metal shops vary in equipment and focus. One features metal fabrication and milling machines (Industrial Design); another a foundry, forging and welding/metal fabrication (Sculpture); another primarily welding/metal fabrication (Furniture), and one other for soldering/metal fabrication along with tooling for raising (Jewelry & Metalsmithing). One model shop in Industrial Design supports prototype development. This shop, as well as one in Sculpture, supports vacuforming.

There are a variety of other specialized facilities. These include four print shops (Silkscreen, Litho, Intaglio, and one multipurpose shop for Printmaking and Textiles graduates in CIT). Textiles maintains a variety of looms (manual and computerized) including Dobby and Jacquard. Ceramics has a kiln room featuring four gas kilns, two of which are computerized, and six electric kilns with a glaze room and throwing wheels nearby. The Jewelry Department maintains CAD/CAM milling machines for developing small-scale wax models for casting. The Glass Department has facilities to support hot-glass processes, cold working, and glass casting. The Photography Department has black-and-white and color darkroom facilities, facilities for antique processes, and photo-shooting spaces. It also supports video and digital work in its computer facilities and maintains a high-end, digital printing facility. The Film/Animation/Video Department has a blue studio and black studio for shooting film or video, a variety of editing rooms for film and video, computer equipment and spaces for sound editing, and an array of digital and analogue equipment for support of animation. The Graphic Design Department has a type shop and papermaking studio. The College recently purchased a 3-D rapid prototyping machine, which is housed in the CIT and available to the RISD community.

Many departments have general ventilation and task-specific ventilation in some, but not all, of the studios and shops. RISD has made a number of improvements to ventilation in the past ten years, such as adding task-specific ventilation in the Ceramics, Glass, and Furniture shops. The newly renovated buildings, 161 S. Main Street, Fletcher Building, and CIT have extensive general and task-specific ventilation throughout the facilities. Some work has been done to increase ventilation by adding a spray booth to the Illustration Studies Building and enlarging and improving those in the Industrial Design Department. Various size spray booths are located in The Departments of Architecture, Foundation Studies, Furniture, Illustration, Jewelry + Metalsmithing, and Printmaking, as well as in CIT, and the workrooms in Homer and Nickerson Hall.

In the area of digital technology, RISD enjoys a rich environment with an array of physical facilities and a campus network that extends to all buildings, academic departments, and student residences. Wireless connections are also available in most academic and administrative buildings including the library and Carr Haus Student Center. The high-speed campus network provides access to Internet 2 as well.

Over 20 departmental, specialty, and public computer labs provide 350 computers for academic use. A core set of design and media software applications is available in all labs in addition to discipline-specific, specialty software in departmental labs. Faculty-recommended, emerging software is also available on the laptops for evaluation and experimentation. Mac and PC laptops, drawing tablets, slide
scanners, and DVD burners are available to faculty through the Media Resources Department. There are 45 permanent projectors installed in classrooms, labs, studios, viewing spaces, and conference rooms. Of the classrooms utilized, 20 are also equipped with audio/video equipment and Extron controllers. An additional 20 portable projectors are available through Media Resources for loan to faculty and students.

Black-and-white and/or color laser printing is provided in computer labs and departments. Large format printers and plotters are located in departments where appropriate to the discipline. A new pay-for-print accounting system, (risd)Prints <ON CUE>, was implemented in the fall of 2004 to manage the more than 60 printers in studios, classrooms, labs, and library. High-resolution color laser proofs, large format output, specialty papers, and color-correction services are available for a fee at (risd)Prints, a partnership between the College and professional printer Concept Link, LTD. All faculty members have access to computing; however, some faculty do not have an assigned computer for their personal use.

OIT provides one-on-one, desk-side coaching on basic productivity software, operating systems, and e-mail for faculty and staff. RISD Continuing Education offers an extensive list of courses in design and media applications. Entering students attend a required computing orientation that introduces them to the computing resources and services available on campus. A similar orientation is being developed for new faculty. Technology support is provided to faculty and students, at a centralized helpdesk by OIT and departmental technicians and by student computer consultants.

The RISD Laptop Program was launched in 2000 as a pilot program in one department, and now over 800 students participate in the Divisions of Architecture + Design and Graduate Studies. Recognizing the importance of digital literacy in the design and architecture professions, this integrated digital technology program is designed to support the individual curricular and educational objectives of each discipline and to provide connectivity between traditional technologies and existing resources and materials. Institutional support for the Laptop Program represents a shift from a centralized departmental lab model to a distributed mobile computing environment that is more tailored to individual use in the studio, classroom, workshop, dorm room, or library. This integrative computing program allows for sophisticated forms of interactive and networked communication and is designed to support conceptual ideation and invention as well as the representation, refinement, and prototyping of ideas. Having individualized, portable computing readily at hand allows students to combine and connect the rich learning facilities of the College in new and productive ways.

Undergraduate students in The Departments of Graphic Design, Industrial Design, Furniture Design, Interior Architecture, and Architecture are required to purchase a department-specified computer when they enter the department in their sophomore year, as are graduate students in Architecture, Interior Architecture, Landscape Architecture, and Digital Media when they matriculate. The program is optional in the other participating graduate departments. Standardization of platform and format allows RISD to provide our students with a low-cost, well-tested, proven hardware and software package with the most efficient level of services and support.

To facilitate a smooth transition into this new technology, students are required to participate in a laptop orientation and training session as a prerequisite to laptop distribution. Ongoing support is available in the departments; repairs are managed by the Laptop Coordinator, and loaners are available to students when needed. Students receive both formal and informal instruction in the individual departments for the required software. Non-credit-bearing design and media software courses are also available to students and faculty through RISD’s Continuing Education. Although the plan is to
provide all faculty members in participating departments with access to program laptops, this is not always possible. Some departments, such as Graphic Design, are able to provide laptops to all their full-time faculty members; other departments, such as Furniture, are only able to provide laptops to those faculty teaching computer-related courses.

The College is currently using a learning management system, DIGI[cation], which has been customized for the RISD community. A pilot program was implemented in the fall semester of 2004. Each faculty teaching a fall semester course was given access. There are currently 57 faculty members using the system. With DIGI[cation] faculty can administer course materials online by posting announcements, assignments, course links, discussions, handouts, resources, and syllabi. They are able to respond to student postings, publicly or privately, and record attendance and grade assignments. This technology fosters faculty-student connections and student-student collaboration. Students can engage in online discussions with teachers and peers and submit assignments as text and media attachments.

General Policies, Procedures, Standards. RISD's academic policies are monitored, reviewed, and set through the cooperative discussion and procedures established by the Faculty, the Instruction Committee of the Faculty, and the Academic Affairs Committee of the Board of Trustees. These groups review important changes and/or modifications to academic policy or appoint ad hoc committees to study particular issues, reporting to the appropriate committee before recommending changes to the full faculty for approval. The Provost holds regular meetings with the Deans and other members of the AAC who also review, discuss, and make recommendations to the Instruction Committee on issues of academic policy. The Registrar is responsible for the publication of, and advising students and faculty on, general academic policy issues and also participates in the Instruction Committee, the Curriculum Committee, and the AAC.

Curricula are developed by academic Department Heads with input from Deans, the Provost, the Associate Provost, and their respective faculty through regular meetings. In addition, the faculty have just revived a series of periodic congresses or forums that focus on broad philosophical issues pertaining to Art + Design Education. The Instruction Committee, comprised of a cross section of College faculty, is charged with approving changes in academic policy.

The specific content of most courses is developed by individual faculty members, and it is requested by the College, but not required, that they provide a written syllabus. These are kept on file at the department or division office and include some or all of the following:

- course goals
- course meeting times and locations
- the faculty member's office telephone extension, office hours (for full-time faculty members only), and location of office
- subject matter to be covered in each class meeting
- any required materials or books to be purchased and where they can be purchased or read on reserve
- all reading assignments
- any required activities outside of the normal course meeting, such as screenings, lectures, field trips, et cetera
- all written or creative assignments that pertain to the final grade including a percentage breakdown of the weight of each assignment toward the final grade
• the date and time of the final exam or critique since these occur the week after the final class meeting and need to be scheduled separately

This allows for review of individual courses by Department Heads, Deans, and visiting committees.

Department Heads are responsible for the day-to-day delivery of the instructional program with some oversight by the relevant Dean and Academic Affairs. The quality of instruction at RISD is determined by extensive review of faculty performance which is outlined in detail in the Collective Bargaining Contract. Students evaluate the quality of instruction through course evaluation forms which are administered at the end of each semester in each course. Completed forms are then returned to Academic Affairs for tabulation and review by the faculty member, their Department Head and Dean and by the CFA. A general review of teaching (including class visits, review of syllabi, and review of student work) of full-time, pre-critical review faculty is conducted by both the Department Head and Dean on an annual basis as part of the annual review and contract-renewal process. Post-critical review faculty is now evaluated every two to five years depending on how long they have been at RISD.

The awarding of credit at RISD is based on policies developed and overseen by the faculty and Academic Administration. Student progress in courses is evaluated by the instructor by means of one-on-one discussion, critiques, written comments on work, grades and, for studio courses, written Faculty Reports of Student Progress/Performance, although it is not mandatory that faculty complete this form. Grade reports on students are submitted by faculty to the Registrar's Office for each course they are teaching at the end of each term.

End-of-semester reviews are given in all studio courses. In some departments, an additional review board is convened at the end of each semester to evaluate the entire semester's progress of each student in the department.

The Registrar's Office maintains transcript records on each student's progress through his/her chosen degree program. They send an Academic Evaluation for every student to his/her department assistant in April and, again, in July so that a complete evaluation with grades through the past year is in the student's file and accessible to the student's advisor. Advisors may now also review these online. Many departments also have their own degree requirement checklist to aid students in determining their progress through the major program.

RISD's academic policies and graduation requirements are published in the annual Course Announcement book. In addition, many of RISD's programs have their own literature which they hand out to students.

Each student is assigned an academic advisor to assist them in developing a meaningful educational plan that fulfills requirements for graduation in a timely manner and is compatible with his/her long-term life goals. The Coordinator of Academic Advising, who works out of the Student Affairs office, oversees the advising system and works with departments to address difficulties. The coordinator also publishes the Academic Advising Handbook of Facts, Policies, and Procedures to provide faculty advisors with accurate information. Students now also have access to a degree audit provided by the Registrar's Office.

RISD's academic calendar is organized into three terms: two 12-week semesters (fall and spring) and one 6-week winter term (Wintersession). A comprehensive academic calendar is published annually on the Intranet and in many College publications.

Wintersession is a 6-week term from early January to mid-February, the purpose of which is to enrich the educational experience of RISD students and faculty by offering
courses and other educational experiences such as travel courses or internships not typically available in a regular semester. The cardinal rule of Wintersession is that courses are available to students regardless of major, prior knowledge, or experience. As a result, this is a time when freshmen "try out" possible majors and upperclassmen take courses outside their major. It is also an important time for students to fulfill their Liberal Arts requirements. In general, it provides an extraordinary opportunity for students to step outside of their discipline to explore interdisciplinary interests. There are times, however, when a department decides to use this time to require that its students take a course necessitated by its curriculum. All courses taught in Wintersession must be approved by a special faculty Wintersession Committee. All RISD degree-program students are required to enroll in one course each Wintersession period in order to retain full-time student status at RISD and to remain in good academic standing. Depending on course availability, a second course may be added during the add/drop period.

Undergraduate Programs. The undergraduate program at RISD offers students an education in art, design, and the liberal arts with specific tracks leading to a bachelor of fine arts degree as well as to several professional baccalaureate degrees. The BFA programs, which can usually be completed in four years, are offered in the following departments: Apparel Design, Architecture, Ceramics, Film/Animation/Video, Furniture Design, Glass, Graphic Design, Illustration, Industrial Design, Interior Architecture, Jewelry + Metalsmithing, Painting, Photography, Printmaking, Sculpture, and Textiles. The BFA degree requires 18 credit hours of foundation studies, 42 credit hours of liberal arts, 54 credits in a major area, and 12 additional elective credits.

The four professional baccalaureate programs require 30 credits beyond the BFA and usually require an additional year of full-time study. These are the bachelor of architecture (B. Arch), bachelor of interior architecture (BIA), bachelor of industrial design (BID), and bachelor of graphic design (BGD). Students may pursue the BFA and the professional baccalaureate simultaneously and may choose to receive both degrees at the end of the fifth year.

In addition to their major studies, students may also choose a concentration in Art History, English, or HPSS to supplement their liberal arts general-education requirement.

All students entering RISD at the undergraduate level are required to take a year-long program of study consisting of studios in Foundation Studies and courses in Liberal Arts. Requisite courses for each of the fall and spring semesters include three Foundation studios: Drawing, Two-Dimensional Design, and Three-Dimensional Design; and Liberal Arts courses meeting requirements in Art and Architecture History, English, and HPSS. First-year students also participate in RISD’s Wintersession program.

Foundation Studies studios cover a broad base of knowledge and skills in drawing and two-dimensional and three-dimensional design. The goals of the program are to guide students to discover their individuality, to provide a context of art and design knowledge, and to engender a creative process in which students explore and are taught methods of expression and the critical facilities necessary to evaluate them. The studios are general in nature and focus; and they are neither directed toward, nor conditioned on, prerequisites related to any specific professional discipline. As such, the Foundation studios provide a ground of knowledge, critical thinking, and process on which the professional departments at RISD are able to build their particular technical and conceptual focus.

Each of the three studios in Foundation Studies awards 3 credits and runs for 7.5 hours. The longer studio time places emphasis on studio work and process as well as assuring ample time for focused interaction between faculty and student and student
Studio sections in the Fall Semester are randomly grouped with a mix of Fine Arts and Design students. They are remixed in the spring semester with each student intentionally matched with three different faculty members.

The RISD Summer Transfer Program is a six-week session that runs from mid-June through the end of July. It is modeled on the Foundation Studies curriculum and comprises three studios: drawing, two-dimensional design, and three-dimensional design. Each of the studios is 10 hours per week, 60 hours total, and is taught by the Foundation Studies faculty who teach these studios during the regular academic year.

Students transferring to RISD must have completed at least one year and a minimum of 27 earned credits, with a minimum of 12 credits in Liberal Arts. Many transfer students are required to participate in the Summer Transfer Program and are automatically reviewed for studio credits. The requirement may be waived if the student has completed the equivalent of RISD's Foundation Studies Program.

The Division of Liberal Arts consists of three departments: Art + Architectural History; English; and History, Philosophy, and Social Science (HPSS). It offers a broad spectrum of courses in the humanities and social sciences as well as select courses in interdisciplinary areas, mathematics, and the natural sciences. This curriculum is designed to complement RISD's Art + Design Education by enhancing creative, critical, and analytical abilities; enabling effective communication; and instilling a lifelong curiosity about the world.

Students are required to complete fourteen 3-credit courses in Liberal Arts for a total of 42 credits. Students must take four courses in Art + Architectural History, three courses in English, and three courses in HPSS. The remaining four courses may be taken in any of the above areas and/or from a pool of other courses which carry Liberal Arts credit (so-called "LAEL" courses). Such courses include studies in mathematics and natural sciences and the histories of specific studio disciplines (apparel, architecture, furniture design, interior architecture, photography, and theater and performance). There are three non-elective requirements: Introduction to Art History, Topics in Art History, and English Composition & Literature. All of these are typically taken during the student's first year. The English Department also offers Fundamentals of Writing classes for students for whom English is not a first or accomplished language and, hence, are not yet prepared to take the Composition & Literature course.

All three departments now offer an optional undergraduate concentration for students interested in introducing more focus and structure into their liberal arts studies. These liberal arts programs, which began after the 1996 accreditation, have been very well received by students and the studio areas. The undergraduate Art History concentration requires 27 credits for a total of 51 credits in Liberal Arts. It can be completed within a four- or five-year degree program. The English Department offers students the opportunity to concentrate in literature or in writing. Each program is individually designed to meet a student's interests with a total of nine courses (27 credits) required. The concentration in HPSS is structured in terms of nine tracks: American Studies; Asian Studies; Belief Systems; Comparative Area Studies; Contemporary Issues and Public Policy; Culture, Race and Ethnicity; European Studies; Gender and Sexuality; and Media Studies. Concentrators choose one of these tracks or have the option of devising their own concentration track. The HPSS concentration requires a total of 24 credits.

Several years ago, RISD raised its minimum TOEFL score to 580/237 for students whose native language is not English. Due to the fact that non-native admitted students were then better prepared to take Liberal Arts courses, the English Department decided to abolish its ESL program. However, it is still the case that some entering students are not adequately prepared for liberal arts studies. These students are
currently identified at the beginning of each fall term by a written English placement test administered by the English Department faculty. Students who the faculty believes need more work on their fundamental written English skills are placed in a Fundamentals of Writing course for which they can earn 3 credits of Liberal Arts (not English) elective credit. Successful completion of this course is then necessary to take English Composition & Writing E101 and any other Liberal Arts elective.

At the undergraduate level, the Division of Architecture + Design houses six departments: Architecture, Interior Architecture, Apparel Design, Furniture Design, Graphic Design, and Industrial Design. They offer four- and/or five-year bachelor degrees. Architecture offers a five-year bachelor of architecture degree. Interior Architecture, Graphic Design, and Industrial Design offer four- and five-year bachelor degrees. Apparel Design and Furniture Design offer a four-year bachelor degree. (All departments with the exception of Apparel Design have a graduate master's degree program. The Landscape Architecture Department offers only a graduate master's degree program). These two departments, Landscape Architecture and Architecture, have separate national accreditations.

All departments offer a sophomore year designed to develop a core of conceptual and technical skills and an historical overview which is essential to each area of study. All six disciplines move forward in the junior, senior and, where required, the fifth year with courses in theory, drawing, design, history, presentation, and technologies relating to each discipline (including use of computers). In addition, advanced-level students take more specific courses and a series of studios selected from a wide range of options. There is strong conceptual and creative orientation which permeates the studios, which serve as the center of each program.

Students select non-major studios and Liberal Arts electives according to distribution requirements and personal interests.

All programs normally require completion of a degree project either at the end of the four-year or five-year degree program. The Departments of Apparel Design, Graphic Design, and Industrial Design provide significant opportunities for professional internships during Wintersession or over the summer. A number of departments offer industry-sponsored studios or funded, research-project studios.

The Division of Fine Arts is made up of the following ten departments: Ceramics, Film/Animation/Video (FAV), Glass, Illustration, Jewelry + Metalsmithing (J+M), Painting, Photography, Printmaking, Sculpture, and Textiles. All offer a four-year bachelor degree.

Each department develops its own curriculum and embraces the common mission “to prepare its students by developing strong visual skills, excellent critical reasoning, and a broad historical and social overview so they can effectively engage in a search for individual meaning and visual representation.” Studio practice is at the core of each program.

Fine Arts curricula begin in the sophomore year with classes that provide a blend of technical and conceptual experience. In the junior year, the subject matter becomes more sophisticated and the weight shifts, becoming more focused, conceptual, and applied. All departments require at least one-third of the degree credits be in Liberal Arts, and the students experience other disciplines by taking studio electives. Auxiliary classes and seminars are offered in the departments to support the continued development of critical thinking and a fuller understanding of history and professional practice in the respective fields. In the senior year, individual, independent work is stressed and supported by a system of advising, tutoring, and mentoring. The four-year programs culminate in a degree project exhibition. Most require a verbal and/or written thesis statement.
Graduate Programs. Graduate education at RISD is overseen by the Dean of Graduate Studies who plays a significant role in advocating both for graduate students and graduate studies within the College’s academic program. All degree programs, however, are housed in their respective departments within the divisions of Fine Arts and Architecture + Design, exceptions to this being The Departments of Art + Design Education and Digital Media, which are located in the Division of Graduate Studies.

While the curriculum design of the 14 degree programs situated in departments outside the Division of Graduate Studies remains the responsibility of the respective department and division, the Dean of Graduate Studies chairs the Graduate Studies Committee. This group, Department Heads and program coordinators representing all 16 degree programs, meets regularly as a forum to discuss shared concerns and to develop interdepartmental policies to enhance programmatic offerings that encourage the development of a broader community of graduate students within which to exchange ideas than exists within any single department.

The graduate program in Architecture provides students with stimulating environments within which to acquire the skills, experiences, and critical attitude necessary to successfully enter their chosen professional field. The curricula of programs that lead to master’s degrees in architecture (three-year), interior architecture (three-year), and landscape architecture (two- or three-year) are each determined by the specific philosophical and pedagogical orientations of a department and, in the case of Architecture and Landscape Architecture, additionally by specific requirements of their accreditation organizations. The Master of Interior Architecture (MIA) is a degree not previously offered at the time of the 1996 NASAD/NEASC visit, and Landscape Architecture is now only offered at the graduate level with the undergraduate program having been discontinued in 2000/2001.

The graduate programs in Design include Graphic Design (two- or three-year), Furniture Design (two-year), and Industrial Design (two-year). There is a similarity of structure to all three graduate design programs with students in each benefiting from high-quality faculty, facilities, and contact with vibrant undergraduate programming.

The MFA in Graphic Design emphasizes design and the production of visible language systems that consciously integrate human factors, technology, and aesthetics. In the MFA in Furniture Design, the program focuses on the development of students’ design philosophies and individual artistic development. The MFA in Industrial Design, while maintaining close partnerships with industry, maintains a commitment to the exploration of design issues as a vehicle for addressing social, cultural, and environmental problems faced by society and individuals.

The graduate programs in Fine Arts include studies in Ceramics, Glass, Jewelry + Metalsmithing, Painting, Printmaking, Photography, Sculpture, and Textiles. Common to all programs is an exceptionally highly regarded, full-time faculty that is complemented by a cadre of nationally and internationally renowned visiting artists and scholars. The curriculum of each of these programs is similarly structured with each providing its graduate students a substantial allocation of studio time and the opportunity to broaden their investigations through the selection of Graduate Seminars and electives. With the advent of adjacent studios in the new downtown complex of CIT and Fletcher Building, graduate students in the fine arts disciplines whose departments share the space are increasingly becoming involved in cross-disciplinary work.

The Department of Art + Design Education offers 2 graduate programs: the Master of Arts in Art + Design Education (MA), a two-year program, and the Master of Arts in Teaching (MAT), a one-year program. The MA has a strong professional practice and research orientation; and its three study tracks, with professional development,
museum education, and community arts education, enable its candidates to shape their studies in light of professional aspirations. The MAT degree is an intensive, one-year, practice-based, teacher-preparation program for artists and designers that leads to recommendation of its candidates for K-12 teacher certification.

The MFA in Digital Media is the newest RISD graduate program and graduated its first candidates in Spring 2005. The program includes a central curriculum and, through “node” courses, facilitates bridges to other RISD departments providing a diverse environment for interdisciplinary and trans-disciplinary exploration of digital media.

Graduate students from any of the disciplines, with the exception of Art + Design Education, may, in collaboration with RISD’s Art History Department, augment their studio work with a 36-credit concentration in art historical studies. Completion of the Graduate Concentration in Art History requires an additional fall semester and Wintersession beyond the completion of the candidate’s studio degree.

Continuing Education. The mission of the Division of Continuing Education (CE) at RISD is to offer educational programs in art and design to various constituencies in order to foster an awareness and understanding of the fundamental role these fields play in all aspects of life and to make quality programs in art and design more widely available. Building on its history as extension education during RISD’s first eighty years, CE is continually reinventing itself to respond to contemporary trends in continuing education and the changing needs of its varied student base including professionals, people exploring career changes, people seeking enrichment experiences, art educators, undergraduate students from RISD and elsewhere, children, pre-college students, and the corporate sector. To fulfill its mission, CE seeks partnerships with other colleges and universities, corporations, and non-profit cultural organizations.

CE’s major offerings now include:

- **Certificate Programs**: These can now be earned in Appraisal Studies in Arts and Antiques; Advertising Design for Print, Broadcast, + the Internet; Children’s Book Illustration; Computer Animation; Decorative Painting; Digital Photography; Digital Video Postproduction; Drawing + Painting Studies; Interior Design; Natural Science Illustration; Print Design Process + Production; and Web Design + Development. These programs are designed for adults who want a rigorous and comprehensive course of study on a part-time basis. Young adults can earn certificates in Art School Preparation, Cartooning + Animation, Fashion Design, and Photography.

- **Courses, Workshops and Lectures**: These are offered in fine and applied art and design, computer-based design, professional and career development, and lifestyle aesthetics.

- **Programs for Children and Teens**: RISD/CE offers a rich variety of engaging educational programs developed especially for children, teens, and families. Offerings range from individual CE classes for youths aged five to seventeen and certificate programs for youths aged twelve to seventeen.

- **Summer Studies**: During the summer, RISD/CE offers a variety of courses in the visual and liberal arts designed to meet the needs of beginning, intermediate, and advanced students. College credit is awarded for most courses. These courses are developed in close collaboration with RISD’s academic departments. Included in Summer Studies is a Summer Institute for Graphic Design Studies which offers the opportunity for students and professionals to participate in an array of concentrated, two-week credit...
courses as well as shorter, intensive, non-credit advanced and professional workshops

- **Summer Pre-College Program:** This six-week, residential program introduces high school students to RISD's focused, serious, and challenging curriculum. Students live in residence halls, attend social activities, and are challenged to demonstrate high levels of initiative and responsibility for their work.

- **Special Programs:** These include conferences, hosting groups of visiting students from abroad, corporate training, and special events sponsored in collaboration with a professional association.

**Other Academic Programs.** Collaborations, both formal and informal, between RISD and Brown have occurred and continue to occur; but in November of 2002, a Joint Faculty Committee was established to evaluate the potential of joint academic activities and programs between the institutions. A full report of this committee was presented in March 2003 in which it was recommended that a Committee for Inter-Institutional Collaboration be established and that the following three areas of collaboration become the focus of further investigation: one, The Center for Emergent Arts, Design, and Sciences; two, The Arts in the Public Sphere; and three, The Providence Center for Urban Design and Innovation. Of these three, work has since developed primarily within the Center for Emergent Arts, Design, and Sciences and especially with regard to the collaboration between RISD's Digital Media Department and Brown’s Department of Electronic Music. The Committee for Institutional Collaboration has funded 15 joint projects, and discussions are ongoing as to the potential of collaboration across a broad spectrum of institutional activity. Most recently the CIC has become the Brown/RISD Collaboration Committee which, relatively recently, launched its Web site. Additionally, RISD and Brown students are allowed cross registration privileges for the fall and spring semesters. Approximately 100 Brown students enroll in RISD courses each semester, while approximately 80 RISD students enroll in Brown courses during fall semester and 40 during spring semester.

RISD students and faculty have had a long history of community outreach through engagement with the various communities to which the College is a neighbor. This involvement is manifested in various ways from modest, but none-the-less significant, acts of volunteerism to academic coursework that has been deliberately designed to provide students with authentic opportunities to learn while simultaneously contributing to community members, organizations, or agencies. Community engagement at RISD is essentially directed from within four spheres of college life: the Office of Academic Affairs, the Office of Multicultural Affairs, the Office of Student Life, and the Division of Continuing Education. RISD now hosts the Office of Rhode Island Campus Compact. This resource is having a positive impact on the College's community outreach endeavors.

A number of academic departments including Architecture, Art + Design Education, Photography, and Sculpture have a history of course offerings which explore the relationship of a discipline to a specific community setting. Courses such as Community Art Program, The Artist-Teacher in Schools, Community Teaching, and Public Art all provide mainly undergraduate students with the opportunity to serve others while developing a deeper understanding of a discipline in context. In the area of graduate studies, The Department of Art + Design Education’s MA provides a Community Arts Education track for individuals committed to the study and implementation of the arts as powerful tools for empowerment and change.

The Division of Fine Arts has been extremely supportive over the years of faculty, staff, and students who have shown a personal commitment to community work; and the
Dean has provided for and maintained support that ranges from teaching units (TUs) to art supplies and more for community-based courses that fall outside the disciplinary boundaries of individual departments. Courses include those such as Art as a Source for Healing, a collective practicum that takes place at Bradley Hospital, a children’s psychiatric hospital in East Providence, and Catalyst Arts: Issues of Site and Community, a course jointly designed with the Office of Multicultural Affairs that engages RISD mentors with urban middle and high school students in Pawtucket, Rhode Island.

The Office of Student Life also supports RISD students by providing opportunities to strengthen their community and leadership skills through direct service and by connecting community-based work with academic study.

As a result of the leadership of The Department of Art + Design Education, a partnership was established in October 2003 between RISD and the Arts Small Learning Community within Hope High School, a struggling urban high school. The primary goal of this partnership is the creation within the school of a dynamic visual arts (art and design) program that can be a model for other high schools in the district, the state, and the nation. The resources of Rhode Island School of Design, combined with those of the Arts Small Learning Community and Providence School Department, were marshaled in this partnership to establish a rigorous but student-centered framework for teaching and learning, both in and through art and design, that reflects the most current thinking in terms of what students should know and be able to do in the visual arts.

The award in fall 2004 of a three-year grant from the Surdna Foundation brings together RISD’s many and varied resources to support the High School Student Initiative (HSSI), an initiative designed to provide an institutionally coordinated approach to the College’s work, especially with economically disadvantaged and minority students. HSSI involves The Department of Art + Design Education, the Office of Multicultural Affairs, the Office of Admissions, the Division of Continuing Education, and the RISD Museum, which has the potential to be a model for the oversight and coordination of the College’s programs and initiatives in community engagement school-wide.

The Office of International Programs, overseen by the Associate Provost for Academic Affairs, provides services for international students attending RISD and for RISD students seeking both US and study-abroad experiences. They advise international students on immigration procedures, federal regulations, visa-related questions, and questions about working on or off campus. The office maintains records for compliance with the Student and Exchange Visitor Information System (SEVIS), the Web-based system for maintaining information on international students and exchange visitors in the United States.

The International Exchange Program at RISD offers students an academic and studio experience in a different cultural context. The program is open to juniors and seniors who have met eligibility requirements at their home institutions. Currently, 47 schools from 22 countries are mutually approved for exchange. Participating institutions include Edinburgh College of Art (Scotland), Politecnico di Milano (Italy), Kyoto Seika University (Japan), Sydney College of Art (Australia), Central Academy of Fine Art (CAFA) (China), and Utrecht School of the Arts (The Netherlands). Currently, all RISD departments have international exchange agreements through this program. The program lasts for one semester and is evaluated by professors, Department Heads, and administrators through student evaluations. In the year 2005, 35 RISD students and 33 international students took advantage of this program.

The office provides support for the European Honors Program Committee and for students attending the program. In addition to international exchange programs, the office also runs RISD’s mobility program with the Association of Independent Colleges of Art and Design (AICAD) schools. This provides students the opportunity to study at one
of the participating schools for a semester. The office also oversees the Jack Kent Cooke Foundation Graduate Scholarship Program, which awards scholarships to seniors or recent graduates planning to attend graduate school, and oversees the Thomas J. Watson Fellowship application process for students seeking a fellowship for one year of independent study for research after graduation. Students apply for the Cooke Foundation Grant, and 15 to 30 students apply to the Watson Fellowship each year. Winter session travel courses for RISD faculty taking students on study-abroad experiences are also coordinated out of this office. Between five and ten Winter session travel courses run each year.

The European Honors Program (EHP) offers qualified juniors and seniors a year-long study opportunity at the "Cenci," RISD's Rome-based, study-abroad facility. The program began in 1960 aided by a grant from Carnegie Corporation. With the founding of EHP, RISD became the first college of art and design in the United States to establish a European center for full-time, undergraduate study. Approximately 30 students participate annually in the program from a cross section of departments. This program has a competitive application process receiving an average of 60 applications yearly. Student selection is based on a minimum grade-point average of 3.0, statement of interest and intent, and RISD faculty recommendations. The academic credit structure for the European Honors Program is equivalent to credits earned at RISD's main campus in Providence.

Students study the Italian language, tour Rome and Northern and Southern Italy, and experience a home-stay with an Italian family. The program is administered by a full-time director and a chief critic (RISD faculty member appointed for two years). The program offers intensive studio work with critical dialogue and formal instruction that encourages personal exploration combined with Art + Architectural History courses. EHP facilities provide studios, classrooms, library, offices, and living space.

Student evaluations of the faculty and director continue each semester, and the director and chief critic each write summary reports to the Provost at the end of each semester.

In the mid-1990s, Continuing Education began hosting a six-week, summer program in architecture, painting, and art history at the Cenci for approximately 25 students. This program has proved to be academically successful and helps maintain the cost/revenue balance for the rental of the property throughout the year.

RISD's European Honors program is also a founding member of the association of American Colleges and University Programs in Italy.

Rhode Island School of Design offers a wide selection of study opportunities at 37 colleges, coordinated through the mobility programs of AICAD. Juniors interested in spending one semester at a member institution have access to regional resources, alternative viewpoints within their field of study, and the chance to take a particular course, or study with a professor, not offered at their institution. Evaluations of the program are made under the umbrella of the AICAD organization.

The Special Student program allows students not enrolled in degree programs at RISD to take classes and to have access to its resources and facilities on a space-available basis. Permission of the instructor is required, and the student is limited to 6 credits per semester. Independent study and audit status are not available to these students.

RISD partners with various external institutions to develop and teach approximately seven to ten for-credit sponsored studios each year. Such collaborations have numerous benefits for students, the departments hosting the studio, and the partner. The benefits to the students include the ability to address real-life issues in an academic studio setting, exposure to professional practice and interaction, access to
improved tools and equipment, the opportunity to work as a team, and the chance to test talents and potentially be exposed to future employment possibilities. The departments gain, by acquiring additional financial resources, the opportunity to spotlight faculty and enhance the department’s reputation and visibility and gain access to information, advanced technology, and materials not otherwise available. Finally, the partners benefit by having the opportunity to reinvigorate employees as they connect with an academic approach, meet talented students, and gain access to the resources of RISD. Recent partners include Steelcase, the Center for Integration of Medicine and Innovative Technology, Conair, Timberland, Kryptonite, Hanna Andersson, Sikorsky Aircraft, John Wiley and Sons, New York University Institute for Civil Infrastructure Systems, MIT AgeLab, and NASA.

In order for students whose native language is not English to be admitted to RISD, they are required to submit results from the Test of English as a Foreign Language (TOEFL). Proficiency in English is a prerequisite for acceptance, and students are expected to receive a computer score of 237 or higher (equivalent to a paper score of 580 or higher). RISD’s Summer Program in English Language Studies is an optional program that is highly recommended for incoming, non-native speakers of English, both undergraduate and graduate students, who have studied English in their home countries or who have studied English for three years or less in an English-speaking environment. In rare instances, students may be required to attend and successfully complete this program as a condition of their enrollment in RISD’s degree program in September.

This six-week program emphasizes reading, writing, and speaking academic English. Classroom instruction concentrates on using the vocabulary of art and design to develop the fluency in English that is needed in order to study at RISD. The Summer Program, which begins in late June, is only for students entering RISD degree programs; it is not an English as a Second Language (ESL) program.

Each week, students receive 2 hours of individual tutoring in writing; and some students attend seminars to prepare them to discuss theory and concepts in professional readings in architecture, landscape, and/or interior architecture. Students study in the RISD Museum and RISD Library and, as part of the program, travel together to Boston, New York City, and Newport to visit art galleries, architectural sites, and art and design museums.

In the Graduate Student Program, students take courses in American Film and Writing, Research and Writing, and Studio Art with an emphasis on speaking and critiques. In the undergraduate program, all students take one section of Art History, one and one-half days of Studio Art with students in the Summer Transfer Program, and two sections of writing. Students receive 2 to 4 hours of tutoring per week. After students complete the six-week program, they receive 3 Liberal Arts elective credits.

Students enrolled at accredited institutions which are not members of AICAD may apply through the RISD Office of Admissions to attend RISD on a full-time basis as a visiting student for a period of up to one year. Permission to attend RISD must be granted by the student's home institution. Students who have attained a bachelor's degree may also apply as a visiting student with the understanding that credits earned may not be applied toward a RISD graduate degree.

Between 5 to 15 students apply for special student status annually. There is no formal admission since students are admitted to a class as opposed to a program. Acceptance is based on space availability and contingent on the approval of the class instructor.
Student and Program Assessment. Each department at RISD has developed a written mission statement clearly articulating its learning goals. The following is a list of common methods used at RISD to evaluate student progress toward stated departmental or College learning goals. Departments vary in their use of these. These are used along with clear criteria as a means to evaluate whether students have met the minimum criteria for each stage of their education and have attained departmental and College learning goals upon graduation.

- Student Critiques: Evaluation of student performance through individual critique, studio presentations, and group discussion of work
- Grading of written assignments, oral presentations, and the administration of tests and quizzes
- External reviews and juries: Periodic, mid- and end-of-semester reviews by department faculty, faculty from other departments, and external critics
- Portfolio reviews: Students assemble a portfolio of written or visual work showing process and outcome for each course taken
- Juried student exhibits: Department or School-wide exhibits juried by faculty or an external professional
- Sophomore and Junior reviews: Students present work completed in different courses for review by department faculty; an evaluation of performance is given to the student
- Senior Thesis: Many departments require a capstone project/exhibit and written or oral thesis to provide closure to this phase of a student's educational experience. These are often reviewed by a team of faculty reviewers
- Archive of student work: A progressive record of student performance over time which demonstrates acquisition of skills and knowledge. Either a sample hardcopy portfolio, slide portfolio, or electronic portfolio
- Surveys: College-wide surveys of alumni and students (indirect measures)

Program assessment at RISD takes a variety of forms. Approximately once every ten years, each department or division at RISD is evaluated by an external visiting committee. This review process requires each department or division to produce a self-study which is followed by a written assessment by the visiting committee and a response from the department. These are then reviewed by the Academic Affairs Committee of the Board and by the Curriculum Subcommittee of the Instruction Committee, which look for both departmental issues and for larger patterns that might inform the overall College assessment of programs. The Curriculum Committee has committed to doing a five-year, midpoint follow-up with the department to assess changes.

Each department has meetings of faculty throughout the year. In addition to attending to the day-to-day business of the department, the meetings are to assess the department offerings and programs and prepare curricular offerings for the following year. The faculty and Department Head collectively make changes to the curriculum to better serve the needs of the students. The process for evaluation of programs ranges from a formalized collection-and-evaluation process, based on the mission and goals, to more informal means of evaluation. Some departments set aside a retreat day to devote time to an annual assessment of the program and student outcomes. Many departments collect portfolios from graduating seniors that reflect the three-year development or final year of student work. Other departments do group walk-throughs of end-of-semester studio exhibits to promote discussion of values and goals stimulated by the context of reviewing actual work.
Assessment of students and programs at RISD does not take a standardized form but rather is adapted to the variable size and needs of the departments and divisions.

Appraisal

Academic Affairs. Since 1996 the Office of Academic Affairs has greatly improved planning and communication. The governance structures and communication systems mentioned above have created a regularized system for input and decision making of all constituencies.

Academic Affairs has increasingly given greater authority and responsibility to Department Heads and Deans through implementing a budget process that has tied budgets to planning and has brought together the efforts of Department Heads and Deans to see things much more broadly than just departmentally. This change has resulted in vast improvements in meeting annual budget targets and in giving divisions and departments the flexibility to manage their academic programs.

The change in reporting of OIT from the Vice President for Finance & Administration to the Associate Provost for Academic Affairs, is recent. This change reflects the shift of OIT from purely administrative technical support to increasingly greater academic support. The results of this reporting change are evolving. A Strategic Plan for Technology is being developed for the College.

Academic Plan. The Academic Plan has allowed the academic areas to prioritize and accomplish a great number of goals since the plan was developed. This plan has shown the College the value that such a document and the inclusive process of developing the plan has had for moving the academic agenda forward. As part of the strategic planning process, the College is ready to embark on a new academic planning process for the next five years.

Academic Equipment Resources. The College struggles to maintain sufficient shops and equipment to support the current curriculum. Due to the way these resources are distributed and managed within the majors, a lack of access can occur that affects curricular issues and adds some constraints to enrollment.

The most problematic issue is access to spray booths. As they are departmentally owned, students in a number of majors without access are forced to spray materials in inappropriate locations and without proper ventilation.

While much work has been done to improve ventilation, it remains a project that needs further work both in the area of general ventilation and task-specific ventilation. Older buildings that have not undergone renovation are in the greatest need.

The investment in computers, software, and the campus network over the past decade represents the successful implementation of specific technology priorities. At the same time, the rapid growth of technology has caused the institution to rethink and reorganize some of its governance and support in this area. The RTC is in the process of writing a five-year strategic plan for technology.

The Academic Computing Advisory Council (ACAC), a faculty subcommittee, reports that, generally speaking, the use of computers within any academic department is reflective of what is going on professionally within the particular discipline. In disciplines where some practitioners are entirely hands-on, while others are entirely computer driven, there is an uneven relative knowledge and/or agreement level regarding a computer’s involvement in the pedagogic process or, for that matter, the general digital state of the institution. In disciplines that are fully digitally integrated within the professional world, their academic counterparts within RISD are handling things well with no glaring concerns.
As already stated, RISD enjoys a rich technology infrastructure, and yet the support structure surrounding the technology is widely perceived as inadequate. There is a clear expression of the need for an increased level, quality, and focus of support on educational uses of technology. Training and support are activities that would make a difference to faculty in utilizing the available technology in teaching and learning. At the same time, keeping up with highly sophisticated equipment and technology draws heavily on faculty time, thus reducing the time available for teaching, scholarship, and student mentoring.

According to the ACAC, the greatest training need for faculty at this time is for digitizing, managing, accessing, and projecting images and presentations.

The Laptop Program is designed to integrate computers into the curriculum and the studio culture. In departments where digital media has become an integral part of the curriculum, students are learning to harmonize these skills seamlessly into the design process. Each Laptop Program department publishes a statement explaining the expected uses and outcomes of the laptops in the curriculum.

At the time of the Edutech report, students were frustrated and dissatisfied with the Laptop Program. Students did not understand the laptop requirement and were concerned about the cost of software that sometimes was not used. Many of the issues raised by the report had already been identified within RISD, and changes have occurred since the report was issued. To address these concerns, each department published clarifications of the reasoning and learning objectives behind the laptop requirement, and the procurement and distribution of expensive software used in electives was revised.

Students in the Laptop Programs report using their laptops extensively in all of their courses for design work, portfolios, word processing, chat, e-mail, storing and printing digital photos, computer drawing, video editing, presentations, animations, Internet research, and more. They like the convenience of having their own specialty software rather than having to wait for access in a department lab. The laptop has become integral to their RISD education. The lingering concern for students is the cost. Program administrators continually explore ways to provide the best resources at the lowest cost.

RISD has fully built out its wired network and is in the process of completing a parallel wireless network. Over 900 students have purchased laptop computers for their academic programs.

Students appear to like the convenience of RISD’s course management system and having course materials available to them online, viewing images outside of the class, and participating in online discussions with the instructors. Some students still like paper copies of course materials in addition to the electronic resource.

Of faculty who responded to a recent survey question, 50 percent expressed interest in a course management system. Those who were not interested were either unaware of the system or preferred other methods for managing their courses. Although it is too soon to know the effectiveness of this technology at RISD, it will be important to assess the outcomes of the DIGI[cation] Learning Management System. There is an issue regarding file size limitations on posted files which may limit students’ work submissions and faculty’s ability to post PowerPoint lectures.

General Policies, Procedures, Standards. According to the last self-study, an area of concern in 1996 was whether curriculum development should continue primarily at the department level or whether it should be coordinated more through the Instruction Committee and by the Provost and Office of Academic Affairs. The 1996 Self-Study noted that the only College-wide subcommittee reviewing specific courses and the allocation of TU resources was the Wintersession Committee. That situation has
changed as the Curriculum Committee has renewed its responsibility for review of individual courses. They also link with the visiting committee external oversight process to review departmental curriculum every ten years.

An aspect of the awarding and recording of credit that could be improved concerns the evaluation of student learning. While it is standard for faculty to specify the assignments that need to be completed to receive credit for a course, it is probably not the case that many faculty evaluate student learning on the basis of clearly stated criteria that reflect learning objectives. While assessment goes on through various departmental means at RISD, the development of criteria for student learning is not sufficiently developed across the College. This is an area that needs greater work to build out from the departmental missions to more specific learning goals that can be used when evaluating student work in relation to these desired outcomes.

RISD has been relatively effective in its communications about academic policies and degree requirements to students; however, until two years ago, there was a general perception among many students that the academic advising system at RISD was inadequate. In addition, students did not have ready access to a degree audit to determine which courses they still needed to take for graduation. These problems have now been addressed. In 2003/2004, as a result of a faculty motion, a Task Force on Academic Advising was created which resulted in an enhanced academic advising system being put into place; and last year, the Registrar's Office introduced the Academic Evaluation degree audit information sheet, which is now available to students. The Coordinator of Academic Advising was also established to enhance advising for students.

Internally, RISD's academic calendar works well. The only current downside is the fact that it does not mesh with Brown's two-semester (15-week) calendar, which makes it more difficult for students to take and successfully complete cross-registered courses.

Wintersession is generally considered a desirable component of the RISD educational program by students and faculty. Students like it for a number of reasons. Freshmen are able to try out courses in the departments they are considering as a major, and upperclassmen can take non-major studio electives and Liberal Arts courses and mix with students from other fields. Departments like it because it is a time to try out more experimental courses and, for full-time faculty, focus on research and creative activity. It is one of RISD's remedies for its departmental silos. In addition, Wintersession provides both students and faculty the opportunity for off-campus study through travel courses and internships.

There are, however, a number of downsides. First, because of Wintersession, the RISD and Brown calendars don't mesh, making it more difficult for students to take advantage of Brown courses. Second, since full-time faculty are not obligated to teach during Wintersession, most of the courses are now taught by part-time instructors. And finally, most Liberal Arts faculty find the Wintersession calendar not particularly amenable to effective liberal arts instruction and, certainly, not to courses that are pedagogically equivalent to the 3-credit courses given during the regular semesters.

There is insufficient time for students to do the kind of reading, writing, and critical thinking regularly required in RISD Liberal Arts courses. The shortened length of the term is further compounded by the serious didactic problems introduced by teaching the two or three classes per week in close succession, as required by the A (Monday through Wednesday morning) and B (Wednesday afternoon through Friday) schedule structure.
The purpose of Wintersession has remained unchanged since the beginning; however, there have been a few changes to the program. The ratio of full-to-part-time instructors has changed, with more full-time faculty using this period as release time for their own professional development. Also, the number of graduate students at the School has increased. How this affects their studies is currently being studied.

Since there has been no comprehensive review of the success of Wintersession in a number of years, it is unclear whether it is fulfilling its ideals and might need to be reexamined for relevance to today’s educational needs. There is some feeling that Wintersession has lost some of its more experimental characteristics. It may be desired to review its mission with respect to changing educational goals.

Undergraduate Program. The Division of Foundation Studies maintains a longstanding and historical role of preparing first-year students with the skills, both practical and intellectual, that are fundamental to their continued professional focus at RISD. The content and focus of the three studio classes, Drawing, Two-Dimensional Design, and Three-Dimensional Design, are based on an evolution of “traditional” pedagogical precepts combined with a professional direction provided by the individual faculty. The basic curricular structure is that each faculty forms his or her syllabi around commonly agreed program fundamentals and is free to expand and operate autonomously, with ongoing faculty discussion of program issues.

There is great strength and diversity to this approach, and faculty and students alike gain inspiration and momentum because of this. All Foundation faculty support this structure over a unified, textbook approach to the curriculum. Discussion and building of the curricula for the 3 programs in Foundation Studies takes place each year. All first-year students change studio faculty for the second semester, and this provides them with a rich and diverse program with six different faculty members.

Communications and connections between Foundation Studies and the degree programs continue. There is some exchange and dialogue regarding curricular issues in both directions. Occasionally faculty from other departments teach in Foundation, and some Foundation faculty teach in departments.

There is a distinct Fine Arts orientation to the Foundation Studies curriculum and majority of the faculty. This has been a tradition in schools of art and design but should be examined since roughly half of all first-year students choose a design or architecture major.

The role of digital technologies in Foundations classes is currently being discussed, and many faculty are incorporating this into class projects. There are many fundamental issues that do not depend on technology, and Foundation classes have always stressed the underlying concept and work process over technical instruction. This issue is evolving, but there is the need for more focused, College-wide discussion regarding the overall need to include comprehensive digital instruction as part of the first-year experience.

Foundation Studies continues to experience difficulties with an inadequate number of studio spaces. With the new building plans, some of these needs will be addressed. There continues to be a shortage of space for students to work in when they are not in class.

The Summer Transfer Program continues to provide a very intense and focused experience for students transferring to the sophomore year at RISD. By all indications, this is a very positive experience for the students and faculty (regularly teaching first-year students) who are excited about teaching students with a broader and more diverse background. The one difficulty, at times, is when the class size grows beyond 12 to 14 students. Due to the intense focus of the class, a smaller, more manageable class size is essential.
In the Division of Liberal Arts, there are two areas which could be strengthened. First, courses in mathematics and science (teaching scientific and quantitative reasoning) and courses in ethics, while both available to students through both RISD and Brown, are not required as part of the undergraduate Liberal Arts requirement. Second, while both the general Liberal Arts requirements and the concentrations have undergone periodic review and modification by the faculty, these reviews have generally not included a clear articulation of specific learning goals; that is, “what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program,” nor have they included a systematic quantitative or qualitative assessment of student learning.

Communications and connections between Liberal Arts and the studio areas are limited. Students often do not see the relationship between their liberal and professional education. Some departments feel underserved by Liberal Arts because their discipline is not well represented in art history or contemporary criticism and theory courses. The need for more design history is of particular concern for a number of departments. Years of discussion at the Dean and Department Head level has resulted in little change; however, the Art History Department will be hiring a new architectural historian this year, with the plan to hire someone who can also teach the history of design.

Through their mission statements, The Departments of Architecture + Design make clear that their concern is with grounding the students in the fundamentals of their practice both from a theoretical and a practical perspective. On inspection, their curricula and course offerings ensure that this is achieved through a balanced and sequential process of making and through critical assessment. The emphasis is on critical observation, creative development, making objects and plans using a wide variety of traditional and non-traditional means, good form (culturally, ergonomically, and ecologically fit), professional presentation, and a basic understanding of appropriate technology and manufacture. The rich mix in motivated and well-selected students and highly experienced and well-regarded faculty coming from a diverse culture, region, and nation contributes to a climate of inquiry, curiosity, and openness to the new as well as the traditional. At the upper level, a wide range of advanced studio courses and special electives is available to pursue an eclectic, but appropriate, range of professional interests. The exception to this is Apparel Design, which feels that industry expectations limit their opportunity to offer sufficient studio electives. They are searching for a remedy.

It is felt in many quarters that not enough is being done to stimulate a desired cross- or inter-disciplinary environment. Over the last ten years, a number of attempts at improvement have been made with modest success. The number of cross-disciplinary courses has increased, and they are listed separately in the course catalog.

The Office of the Provost has funds available to stimulate cross-departmental courses requiring team teaching through the Academic Enrichment Fund. Internship programs and industry- and research-sponsored studios allow for a rich and beneficial exposure to the outside world. Not enough of our students take advantage of the national and international exchange programs. Departmental inaction might be partly to blame. Community outreach programs need more cohesive design to make offerings visible and to strengthen this aspect of the academic program. The connection with Brown University Swearer Center for Public Service (a clearinghouse for community work) is underutilized.

The necessary overhaul of the Interior Architecture program was successful and has resulted in greatly increased student interest. The department does not seek, nor does it receive, accreditation through FIDER, and the question of professional accreditation remains an ongoing discussion both at RISD and nationally. It is
unfortunately possible that some students enter RISD unaware that the Interior Architecture program is not accredited by FIDER.

Since the last accreditation visit, the Landscape Architecture Department has discontinued its undergraduate program which has resulted in improved enrollment at the graduate level with improved deployment of its faculty. The MLA Program is fully accredited by the American Society of Landscape Architects.

All Architecture + Design programs have successfully integrated computer technology into their curricula; and many have joined, or are in the process of joining, the Laptop Program. This medium creates untapped resources of information as well as unexplored opportunities for the studio pedagogy. In the coming years, much positive change will become noticeable.

The creation of a single-point computer printing facility, (risd)Prints, has received mixed reviews. On the one hand, it has removed printing as a medium from the studio, thereby removing some experimentation and discovery; however, those who run the shop can provide information and expertise to students. One result of instituting the (risd)Prints <ON CUE> system for capturing the costs of printing at RISD has been that the College has gone from printing, which was free, to charging students to print. The resulting cost has allowed RISD to provide more access to printers and printing and has reduced waste but may be inhibiting the production of student work.

Overall, there is much discussion whether space and facilities are adequate. For example, the Apparel Design Department still suffers seriously cramped quarters; Furniture is spread over four buildings; Foundation Studies would like at least one open studio per day for students to work in; and the recent Visiting Committee to Sculpture cited that lack of large installation space was affecting the quality and ambitions of its students.

The strength of the departments in the Division of Fine Arts is still, as noted in the last report, “the in-depth professional focus of the educational experience.” The ten disciplines or fields of the departments, while representing ten particular perspectives to art and design, have a variety of confluences and shared interests. A healthy struggle still exists between what might be described as complete fluency in the language of a particular discipline and a broader, multilingual approach. The departments have a natural predilection one way or the other. At least one-quarter of the curricula is directed toward diverse experience. There are conscious efforts to offer collaborative interdepartmental, cross-curricular classes, and shared and cooperative use of workshops is also an issue.

Though there is a long history regarding the efforts and initiatives for majors to accommodate students from other departments, there are as many obstacles to creating a completely fluid and open experience. The obstacles and limiting factors include, but are not limited to, the laudable insistence on professionalism and excellence by all of the departments; the limits of four-year BFA and two-year MFA programs; budget, space, staffing, and management issues; the natural loyalty and resultant preferences of students that create a self-limiting involvement with departments other than their major; and the reluctance of the faculty and departments to create a more flexible view of what is needed to train artists in their disciplines.

Another developing issue for all departments is the integration of digital technology. Similar issues and limiting factors pertain here as they do with the cross-fertilization of departments. In many departments, digital technologies are not seen as replacements for other fabricating technologies but as a support and augmentation of what is already taught. The departments that have embraced the possibilities of new technologies are involved in the challenge of understanding its possibilities and fit.
Graduate Programs. With a total enrollment of approximately 370 students, 9 out of 16 graduate programs are housed in the newly opened CIT and Fletcher complex in downtown Providence. With the addition of a Graduate Center, RISD is developing an increasingly prominent profile for graduate studies in the life of the College.

The increasing number of applications to many of the graduate programs provides clear evidence that prospective applicants are drawn to the intensity and rigor of the graduate programs at RISD, programs that provide degree candidates with the opportunity to study with a professionally active faculty that is complemented by an extraordinarily talented cadre of visiting artists, designers, and scholars. A rigorous screening of applicants across disciplines produces a student body of motivated and mature individuals who, in collaboration with committed faculty, are eager to further develop their talents and gain experience and the confidence necessary to become leaders in their chosen fields.

While the graduate seminars provide rich opportunities for students to place their work within broader contexts, there has been some sentiment expressed that these program offerings could be even more effective as an enhancement to curriculum, to the students’ professional development, and to the building of a graduate community. There is a strong case for a review of the purposes, scope, and alignment of the seminars to all graduate programs.

Since the last NASAD/NEASC visit, many graduate programs have benefited from vastly improved teaching and learning spaces. These new spaces are encouraging the cross-fertilization of ideas and are providing support for faculty and graduate students wishing to challenge the traditional boundaries between disciplines. A significant advance in the integration of new technologies across the spectrum of graduate programs is not only influencing studio practice but also classroom pedagogy. The graduate programs need to examine the value of creating more interdisciplinary studios to encourage more formalized interdisciplinary work. The node class model offered by Digital Media provides some of this, but departments have not fully committed to the concept. The benefits of geographical proximity have not been fully realized in the curriculum.

RISD’s 1996 Self-Study described the potential of closer-working relationships between the College and the RISD Museum; and, in particular, The Department of Art + Design Education’s MA degree was identified as one area worth investigating in terms of an even closer collaborative academic venture. A study track in Museum Education within the MA has since been introduced; and indeed, while few in number, its graduates have been extraordinarily successful in terms of employment in the education departments of art museums. This success, combined with faculty from The Departments of Art History and Interior Architecture and Brown University’s MA in Public Humanities Program (being involved in a program concerned with teaching, learning, and interpretation within the art museum) is leading The Department of Art + Design Education toward the development of a proposal to establish a stand-alone, two-year MA in museum education.

A review of RISD’s graduate programs indicates that while the two-year program is the norm, many areas such as Architecture, Furniture Design, Graphic Design, Interior Architecture, Jewelry + Metalsmithing, and Landscape Architecture have formally established three-year programs.

Additionally, Glass has recently introduced an advanced study, post-baccalaureate program. While a three-year program may, in certain situations, provide opportunities to applicants who do not possess the prerequisite portfolio of skills to embark on a two-year program of study, the practice does raise important issues
surrounding the integrity of a particular graduate program, especially when all its candidates are not accepted according to the same benchmarks of quality.

While the applicant to a three-year program in certain disciplines may be using his/her first year of study to acquire a basic foundation in the discipline, there could be a valuable institutional conversation about the advantages of offering such candidates a post-baccalaureate program of study that would provide both the candidate and his/her respective department the opportunity to assess his/her readiness for the rigor of a two-year program. It is important to note that many graduates are crossing over from one discipline to another. As the government will not give student loans for a second bachelor’s degree, they often decide to acquire a master’s degree instead.

It is worth noting that there have been a number of promising developments with regard to collaboration between RISD’s graduate programs and those at neighboring Brown University. These developments have been assisted by some seed funding from both schools. While there have always been ad hoc ventures in collaboration, the close partnership between RISD’s Digital Media Department and Brown’s Department of Electronic Music marks a significant step forward in the exploration of the common ground between degree programs.

Additionally, the Graduate Division’s collaboration with the Sheridan Center of Teaching and Learning at Brown is supporting RISD graduate students who are interested in the possibility of collegiate teaching. RISD student involvement in the center enhances and directs the program toward art education. Significant discussions have begun with RISD’s Industrial Design Department and Brown’s Engineering Department about a joint MA in Design & Engineering.

Continuing Education. The support that Continuing Education (CE) receives for its instructional and other needs could be improved. RISD’s departments tend to guard their resources closely. Hence, CE’s access to space and equipment is often limited. For example, CE has little or very limited access to facilities in Glassblowing, Furniture, Photography, Film/Animation/Video, Industrial Design, Sculpture’s Foundry, the various wood shops around campus, and/or Foundation Studies 3-D spaces. These limitations on space prevent CE from offering courses in many areas.

In addition, the CE budget does not permit instructors teaching for-credit courses (in Summer Studies) to be paid at the same rate as is contractually mandated for part-time faculty teaching in the College. This may have an impact on the quality of instructors (at least with respect to their formal credentials) that CE can afford to hire.

Other pressing needs include additional resources to meet the technological demands of some of the certificate programs, to add staff to deal with the growth in enrollment and total programming, to develop online registration (which currently exists for the degree program), and to hire a marketing specialist with expertise in Web-site design and development.

Also, while CE students have access to and support when using most of RISD’s learning resources, this access and support is not comparable to the level of access and support provided for the academic programs across the board. In particular, there are greater limitations on the use of studio classrooms and workshops (hours of access, for example) and in the availability of tutors in the Writing Center.

In addition to the question of resources and support, the most pressing set of issues confronting CE concerns the matter of credit. There are both existing and potential CE non-credit courses and programs for which CE would like to award credit, yet there are no established RISD procedures in place to determine what the standards should be for such courses, nor procedures to authorize such credit were the standards to be satisfied. The RISD College Curriculum Committee, for example, only deals with regular RISD offerings. This lack of procedural pathways currently constitutes an
obstacle to CE furthering several of its goals including to collaborate with outside institutions of higher education to create credit-certificate and possible degree programs, to offer credit for participation in the Pre-College program, and to offer graduate credit for K-12 teachers to take various kinds of courses in the summer and throughout the year.

Another issue related to credit is the fact that RISD/CE credit is not regarded as equivalent to RISD College credit. In particular, RISD/CE credit is treated as transfer credit and, hence, subject to the rule that an undergraduate student can only transfer up to 12 credit hours after entering RISD. This policy on CE credit can be viewed as self-defeating since it acts as a disincentive for RISD students to take courses in the summer from RISD, thereby increasing the academic demands (and concomitant stresses) on them during the school year as well as acting as a ceiling on enrollments, and profits, in RISD's Summer Studies. The policy also impedes closer collaboration between CE and the College on such projects as working with other units of the School to create new models of master's degree programs, particularly for part-time students, and exploring the funneling of Certificate Program graduates into RISD degree programs.

Those in favor of the policy of treating CE credit as not equivalent to College credit counter that the quality of the courses taught in RISD's CE programs is not as high as that of courses taught in the College. However, it is not obvious that this is true, at least for Summer Studies, since many of the Summer Studies faculty are actually regular RISD full-time or part-time faculty; and the courses are, in all cases, developed and vetted by RISD's Department Heads. However, CE students do not have a rigorous application procedure. As CE looks to expand, it is limited by not being able to award credit.

Other Academic Programs. The progress of the discussions on the Brown/RISD collaboration has been somewhat limited by a lack of substantial seed funds to develop programs and limited time for faculty to meet to advance their ideas. The courses that have been funded have shown some potential, but the larger ideas of joint degree programs have yet to be realized. The addition of a Web site and a second round of funds should assist in further collaborative projects.

RISD is justifiably proud of its service learning tradition and commitment to community engagement. Many students give tirelessly of their time seeking no recognition for what they do. There has also been, over recent years, an increasing interest shown by faculty in the integration of service within academic coursework. This trend has enormous potential for a College that is concerned with educating for social responsibility. A discussion about the appropriateness of offering interested students the opportunity to build a body of work around the relationship of art, design, and the public sector is resulting in a proposal for the establishment of an undergraduate concentration, the working title of which is Art, Design, and the Public Sector. This concentration would enable students to utilize studio and liberal arts electives in order to craft a program of study that has public engagement as its focus.

While the RISD community is extraordinarily active in terms of outreach and service learning, there is an increasing need for some coordination, even oversight, of this activity. One is not arguing for centralization but for the creation of a more transparent infrastructure that would make the opportunities for community engagement more visible. The Service Learning Committee, established a year or so ago, might well be the model upon which such a framework for the College's community engagement is built.

It was clear from the outset of the Hope High School discussions that, for the partnership to be truly effective, the expectations of both institutions needed to be clearly articulated; and for this reason, a memorandum of understanding was drawn up to set forth those expectations. The institutions agreed to cooperate with each other in good
faith to fulfill those expectations and to effectuate the purpose of the program. The memorandum of understanding is designed to cover a three-year period (2003-2006) after which time an evaluation of the partnership will take place and, subject to a satisfactory review by both institutions, the agreement could be extended for a further three-year period.

At the core of RISD’s commitment to Hope High School is the provision of two full four-year scholarships for Hope seniors in the visual arts that gain competitive entry to RISD. Regrettably, in spite of such an incentive, only one Hope student has been able to take advantage of these designated scholarships. While such a situation is both disappointing and frustrating, it is perhaps understandable when one considers the school’s context in which there is an absence of creative vision that could encourage and support the development of a rigorous visual arts program. The school is presently at a crossroads in its history, and its continuing record of poor performance has caused Rhode Island’s Commissioner of Education to publish a series of orders for the school’s redesign. It is worth noting that the intervention strategies articulated by the Commissioner signal a clear role for RISD, especially its department of Art + Design Education, in the school’s improvement plan.

In 2000 the Office of Multicultural/International Affairs divided, and directors were appointed to oversee each of the growing programs. The International Affairs staff has grown to three people since it was created as a separate office. Since the College’s last accreditation, RISD’s International Exchange Program has increased from 11 to 22 countries and from 18 to 47 schools. The responsibilities of the International Affairs office have increased dramatically since the SEVIS regulations were put in place and with the addition of EHP and the Cooke and Watson Fellowships being administered there.

RISD is now the primary occupant of the Palazetto Cenci, home to the European Honors Program since 1961. In 1996/1997, due to escalating costs in hotel/pension, RISD leased more of the Cenci to stabilize rents for students. In addition, a number of studios were converted into apartments. Spaces in the Piano Nobile were developed into a larger library and lecture room as well as improved office space and significantly bigger and better-lit studios. The chief critic position was included in the bargaining unit in 1997/1998.

The change from the lire to the euro and exchange rates, which have ranged from 80 cents per euro in the first year to $1.30 now, are having a dramatic effect on the quality of the program each year. As a result, the budget has effectively dropped by 40 percent over the last few years. With a lease renewal coming in 2008, the College is reviewing its options for continuing in its current location in Rome.

As the Sponsored Studio program has grown, it has suffered various growing pains associated primarily with the lack of clear guidelines or procedures for managing the expectations of both the RISD departments and the partners. These difficulties have now been worked out. RISD currently has a set of guidelines, Rhode Island School of Design Partnered Research Guidelines, which clearly spells out the nature of the program and RISD’s requirements for engaging in agreements addressing such matters the legal contract, administrative support, budgets, documentation, process, and communication. Legal agreements are now required for all “partnered academic activities” including Sponsored Studios. To ensure that the additional administrative and logistical issues are handled appropriately for the partner and the department, a College-wide Partnered Studio Coordinator has been appointed to assist the department administrative staff with the additional workload. Departments must work closely with RISD’s department of Corporate and Foundation Relations to fully define the sponsored studio budget prior to commencement of the studio.
The goal is to have the partner bear the actual costs associated with the partnered project including salary and benefits, if applicable, for the faculty involved, materials, travel, documentation, and a pro rata share of the partnered studio coordinator. All sponsored studios must result in documentation determined by the department and faculty involved in conjunction with the partner.

Finally, RISD now requires that any individual who undertakes a partnered activity must make the respective Department Head and Dean aware of the activity prior to any formal agreement or commencement of the activity. RISD has an intellectual properties rights policy in place to protect student work in the sponsored studio.

Although there has been no systematic outcomes assessment of the Summer Program in English Language Studies, anecdotal and impressionistic evidence suggests it is functioning well from the point of view of the students, involved faculty, and the director. There are, however, two unresolved issues. The first is that the program, as currently constituted, has a very low enrollment compared to previous years. This is presumably due to the fact that in 2002/2003 the Committee for the Summer Program, after submitting and receiving acceptance from the faculty, approved an increase of 30 points in the TOEFL score from a minimum of 213 to a 237 (computer score) or from 550-580 (paper score). At the present, students who might benefit from the program are identified and sent letters by the director. However, enrollment is optional.

Furthermore, there are other factors that may be deterring more students from attending, such as the additional cost and the timing of the summer program relative to the fall term. RISD is thus faced with the question of whether the program should be continued.

The second issue revolves around lack of coordination between how students are assessed in the program and the placement process developed by the English Department for entering the Liberal Arts curriculum. Currently, even if students are considered to be ready for English Composition & Literature E101 by the Summer Program staff at the conclusion of the Summer Program, they must still take the English Department placement test at the start of the fall term. Furthermore, it occasionally happens that such students are placed in the English Fundamentals of Writing course rather than E101 as a result of their test performance. This disconnect between the summer program and the E101 program has, understandably, resulted in some unhappiness on the part of the students involved and a certain amount of tension between the programs.

The Visiting Student Program is a small but good alternative program for interested students. RISD receives a handful of applicants annually, usually four to eight; and a few, one to three, are generally admitted. Those admitted always choose to enroll for one to three terms. The admission decision is made by the Department Head who best understands program needs and availability of space.

The College needs to seek other creative means for evolving the academic programs to provide further interdisciplinary opportunities for students and enrichment for faculty.

Projections

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:
Academic Plan
• Implement a new cycle of strategic planning involving all parts of the RISD community and link with updating of Academic Plan

Technology
• Complete and implement the newly developed Strategic Technology Plan with special attention to increasing support and education for RISD’s digital technology needs including the digitization of images and enhanced course management software

General Policies, Procedures, Standards
• Work to revitalize Wintersession with a renewed commitment to it as a time for students to take non-major studio electives and with a greater variety of offerings that explore disciplines and the connections between disciplines in new ways

Undergraduate Program
• Where sound pedagogical reasons and/or the potential for cross- and interdisciplinary learning exist, Deans and Department Heads should encourage greater crossover opportunities for students (for example, granting major credit in one department for courses taken in another, by reserving seats for non-majors in major studio courses, et cetera). The role of Wintersession should be examined for its potential to fulfill interdisciplinary goals
• Look for ways to more economically and effectively utilize RISD’s resources by sharing or consolidating labs, studios, workshops, or other support spaces and by greater coordination of technical support
• Encourage departments to continue to accommodate non-majors in existing courses or add courses designed especially for non-majors
• Closely observe and enforce the new course schedule to avoid the obstacles students encounter when attempting to fit Liberal Arts courses into their schedules
• The faculty in Liberal Arts should review the need and the opportunities RISD students have to study and/or take courses in math and science and consider courses in environmental science
• Consider the role of digital media in the Foundation Studies curriculum. Through searches, continue to balance the gender, diversity, and professional expertise of Foundation Studies faculty
• Continue working on improving communication and curricular relationships between Liberal Arts and the studio majors

Graduate Program
• The faculty in Liberal Arts should, in consultation with the professional staff of the Museum and the Library, review the advisability of establishing a degree program in art history/criticism
• Develop more graduate-level, interdisciplinary studios to encourage more formalized interdisciplinary work
• Explore the establishment of a two-year, full-time MA in museum education
• Examine the practice and justification of two-year versus three-year graduate programs

Continuing Education
• Increase support for CE to improve and expand its instructional offerings
• Develop a curriculum/program-review process to allow CE to develop for-credit courses and programs
• Reexamine the practice of treating RISD CE Summer Studies courses as transfer credit for RISD students
• Reexamine the role of Continuing Ed as a partner in the academic programs
FACULTY

Description

Qualifications. RISD considers its faculty to be the most essential educational resource of the College and, further, considers the balance of professional experience and demonstrated teaching competence as fundamental qualifications in support of its central mission and the departmental curricula. RISD faculty are extremely involved in their own fields and are skilled communicators who contribute abundantly to their students’ knowledge. The criteria for hiring, reappointment, and promotion are clearly and consistently articulated and can be found in several documents such as the Collective Bargaining Contracts, both full- and part-time, The Full-time Faculty Search and Appointment Policy and Procedures Manual, the Faculty Handbook, and the Faculty Annual Review Appendices. RISD actively recruits, hires, and seeks to retain a diverse faculty. The recently developed Faculty Diversity Fund has helped to present an opportunity for the College to fund positions that fulfill the goal of diversifying the faculty.

Of the full- and part-time faculty teaching in studio disciplines, 77 percent hold the MFA or equivalent terminal degree in their field (92 percent of recent hires). Faculty who do not hold, or whose field has, a terminal degree of BA or BFA are highly regarded, active professionals whose practical expertise, in most cases, is equal to or greater than that of faculty with terminal degrees.

RISD faculty, both full- and part-time, are actively engaged in creative, professional, and/or scholarly pursuits at the national or international level fostering a broad global perspective that may be shared with students while making significant contributions to their respective fields. Many RISD faculty are highly respected practitioners, and the College benefits greatly from their reputable expertise. The Full-time Faculty Contract spells out the expectations and criteria for measuring the quality of professional status as well as educational advancement. The Part-time Faculty Contract describes the evaluation procedure for part-time faculty as teachers.

In the Liberal Arts Division, 95 percent of the full-time faculty hold a PhD, the accepted terminal degree for Art History, English, and History, Philosophy, and Social Sciences (HPSS). Faculty without terminal degrees are either in the process of completing them or have significant professional and scholarly backgrounds that qualify them as competent instructors in their fields of study.

All full-time (with the exception of those who are post-critical review) and most part-time faculty are subject to review annually by the Department Head. Professional activity, ongoing creative work, research and publication, teaching effectiveness, College service, and community service are detailed and reviewed in this process. The CFA scrutinizes evidence and samples of ongoing professional work as part of the documented processes for contract renewal and promotion.

Numbers and Distribution. Rhode Island School of Design currently employs 139 full-time and 355 part-time or adjunct, degree-program faculty members who are primarily distributed in a manner that adequately supports the needs of individual departments and meets the goals and objectives of the College. All full-time faculty, and those part-time faculty who qualify, are bound by collective bargaining contracts. In order to qualify as a union member, part-time faculty have to teach either at least 3 semester hours in both fall and spring semesters of the same academic year or 9 semester hours including at least 3 semester hours in any two terms of the same academic year. The bargaining contracts set forth clear guidelines that include definitions of faculty classifications such as full-time (including rank of full, associate,
assistant professor, and instructor), part-time, or adjunct (including graduate students, term appointments, and visiting lecturers). All full- and part-time faculty are given individual written contracts which specify the terms of their appointment.

The Provost and Deans allocate new and replacement positions to the divisions according to curricular need and available resources. The Provost works with the Deans and departments to define search criteria, and a committee with both departmental and extra-departmental representation conducts the search according to the *Full-time Faculty Search and Appointment Policy and Procedures Manual*. Searches are either national or a combination of national and international. The committee presents a short, ranked list of acceptable candidates to the Provost, who negotiates terms of employment in accordance with the *Full-Time Faculty Contract*.

To cover classes of those full-time faculty who are on sabbatical and leave, Department Heads usually hire part-time faculty. Periodically, the Provost will authorize one-year, term-appointment candidates to cover these periods based on recommendations from the Department Head and division Dean.

The full-time faculty, carrying the titles of professor, associate professor, and assistant professor, are made up of 59 percent male to 41 percent female. Of 145 faculty in 2004/2005, there were five Blacks, four Hispanic American, seven Asian American, and one American Indian. The past five years have shown a 1.2 percent increase in minority and a 1 percent increase in female hires.

Recruiting diverse faculty remains a high priority. The Provost and the Associate Vice President for Human Resources meet with faculty search committees to discuss the importance of reaching out to diverse candidates and to identify potential recruiting strategies. RISD faculty are regularly solicited for advice for targeting diverse candidates, sometimes sending letters to institutions where diverse candidates might be reached.

While 27 percent of the full-time faculty have one of their degrees from RISD, 73 percent of the full-time faculty have one or both degrees from other institutions of higher learning. This results in a broad exchange of ideologies, experiences, and knowledge.

The Division of Continuing Education appoints approximately 289 faculty per year hired on a course-by-course basis. Their employment contract outlines the terms of employment and salary.

**Appointment, Evaluation, and Advancement.** In order to provide necessary support and ensure high-quality performance, the procedures, expectations, and resources required by the School are clearly described in a number of ways. The *Full-time Faculty Search and Appointment Policy and Procedures Manual* reiterates the criteria used for reappointment and promotion. The *Full-time Collective Bargaining Contract* specifies that all full-time faculty must demonstrate “a high degree of excellence” in three categories of performance: teaching, professional activity, and College service; and, optionally, a fourth, community service.

The *Part-time Faculty Collective Bargaining Contract* identifies a specific timetable for part-time faculty appointments and reappointments. Initial appointments are made for one year. Notices of reappointment or non-reappointment must be given by May 15. Faculty receive one-year appointments for five years (or 15 TUs, whichever is first), and are then placed on a sequence of two 2-year appointments, of which in the second-year notice of appointment or non-appointment must be given, followed by an unlimited number of 3-year appointments, of which in the second-year notice of appointment or non appointment must be given.

Each semester students anonymously evaluate all faculty in all courses. These forms are filed in Academic Affairs and are available to faculty to review after grades have been received in the Registrar’s Office.

All full-time faculty are reviewed regularly at the departmental and divisional levels; for faculty serving in their probationary period, review is annual until they have passed critical review.
As part of this review process, faculty members review their student evaluation forms and prepare self-evaluations and dossiers documenting their performance. Both Department Heads and Deans review student evaluations, visit classes, read faculty dossiers and self-evaluations, and write their own evaluations of the faculty, which they then discuss with the faculty.

When faculty are considered for reappointment or advancement, all these reports and materials are sent to the CFA, a faculty committee chaired by the Provost with representation from all divisions. This is a peer review committee that makes recommendations to the Provost on reappointment, promotion, sabbaticals, and Critical Review, which is the RISD equivalent of tenure review. Critical Review takes place in the sixth year of a full-time faculty member’s employment at the College. Once faculty have passed critical review, they are reviewed in their third and fifth year of a five-year contract unless questions arise about their performance, in which case they are reviewed annually until the questions are resolved.

When Department Heads, Deans, and the CFA assess faculty performance in teaching, they look for demonstrated effectiveness in communicating up-to-date information, the ability to foster creative, critical, and analytical skills, and demonstrated concern for student development.

Part-time faculty undergo no required formal review and reappointment process; however, Department Heads and Deans regularly survey their student course evaluations to ensure good performance.

**Loads.** Since the last accreditation visit, full-time faculty workload has dropped from seven courses per year to six, recognizing the need for time to pursue professional studies and college service. During the same period, the number of full-time faculty has also increased through conversion of long-term, part-time faculty to full-time faculty (eleven), so that more people are available to share the work of advising students, curriculum development and academic planning, and other responsibilities. Faculty obligation to serve on College committees has been reduced to one required committee. Department Heads receive a stipend and release time from two or three courses per year, based on the size of the department, which allows time for their administrative responsibilities. Faculty workload is one of the issues reviewed in collective bargaining contract negotiations every three years.

In the case of the Part-time Faculty Association, the maximum allowable workload is normally four courses. Part-time faculty are now compensated for teaching Independent Study Projects and for other extra services. Such arrangements recognize the contribution of part-time faculty, many of whom are long-term, to the School and the departments they serve. This change has created a number of benefits to departments such as increased flexibility in curricula and the stability that such enfranchisements may bring.

Policies concerning the methods and procedures for calculating teaching loads are negotiated and published in the Faculty Handbook and the Collective Bargaining Agreements for both full- and part-time faculty members. These policies are reappraised every three years by the Collective Bargaining Units and the administration.

**Class Size.** Class size varies from discipline to discipline and is monitored by the Deans and the Provost. The average seat per TU is 13.9. On average, there are 16 students per full-time faculty member. Many factors, such as the materials in use and the size of the class/workroom, determine the class size. The full-time equivalent (FTE) student ratio for fall 2005 was 1:9. RISD prides itself on a relatively small faculty-to-student ratio in that it leads to effective teaching and learning.

**Graduate Teaching Assistants.** There are 16 graduate programs with a total graduate enrollment of approximately 370 students. Of these, 13 offer the MFA, which is still considered the terminal degree and the degree preferred for most collegiate teaching positions. Many graduates attend graduate school in order to prepare for such a position; accordingly, many departments include teaching preparation and experience as part of their program. The term “teaching assistant” means a graduate student who assists a professor in teaching a course. Graduate students who teach a course on their
own are considered faculty. Many of the programs include the opportunity for second-year graduate students to teach courses, usually during Wintersession semester.

Currently, the Liberal Arts Division uses four graduate students to teach the undergraduate introductory Art History-section discussions. They are required to have substantial academic Art History backgrounds and are selected on this basis.

In recent years, the RISD Graduate Studies Division has added a year-long interdisciplinary graduate seminar “Collegiate Teaching Preparation.” This certificate program is offered in collaboration with the Sheridan Center for Teaching and Learning at Brown University. Students are mentored by the seminar’s professor throughout their participation in the certificate program and teaching. The Graduate Studies Division has also created a handbook for Graduate Teaching Assistants as well as other supportive resource materials.

It is the responsibility of the Department Head, in discussion with the Graduate Coordinator, to select, advise, supervise, and evaluate the pedagogical performance of graduate students teaching in their department. Graduate students who teach are subject to the same course evaluation process used for all full- and part-time faculty. These evaluations are available to the Department Head and the department’s graduate coordinator as well as the graduate student for review. After grades are filed, evaluations are available in the Academic Affairs office.

Faculty Development. RISD offers full-time and part-time faculty, librarians, and curators support for professional development through an increased number of grant and funding opportunities which include the Academic Enrichment Fund, the Computer Loan Program, the Professional Development Fund, the Conference Fund, The Faculty Laptop Program, the RISD Research Foundation, the Faculty Research Office, Technology Training Funds, and Sponsored Studios. These are fully described in the Faculty Handbook. These support the faculty in the following ways:

- **The Academic Enrichment Fund** and **Kyobo Fund** support innovative interdisciplinary courses that encourage exchange and interaction between departments and divisions
- **Computer Loan Program**, available to RISD faculty and staff, offers interest-free loans to purchase computer hardware and software through a payroll-deduction program. RISD negotiates special discounts for all faculty, students, and staff for art and design software
- **The Faculty Laptop Program** provides all faculty access to a wide range of electronic equipment and training
- **The Technology Fund** provides funds to full-time faculty and librarians for instruction in new technology and provides the opportunity for the Part-time Faculty Association to offer classes in technology to all faculty in the Faculty Research (Computer) Lab
- **The Professional Development Fund** grants, juried by a committee of faculty and chaired by the Provost, grants funds to support creative and scholarly projects and release time
- **The Conference Fund**, established in 2001, augments departmental and divisional travel funds for faculty, librarians, and curators to participate in professional meetings and events
- **Sponsored Studios** allow faculty to experiment and do research without being concerned about budget impacts on the College. They provide off-campus resources and help identify contacts with similar interests
- **The Faculty Research Office** helps faculty identify and seek potential resources to support and encourage faculty members’ professional growth
• The RISD Research Foundation provides seed money for research projects that have the potential to positively impact people’s lives, the environment, and the art and design field.

The development of research policies and practices arises through discussions between the administration and faculty.

Staff Support. All departments are provided with staff support that varies from department to department, usually based on enrollments, the number of departmental faculty, and facility needs. The support staff may include a secretary or technician(s), or a department may have a mix of support persons. Every department falls under the purview of a division, each of which has an administrative assistant.

Teaching and Advising. The curricula and teaching methods have been styled to suit the purposes of the mission and have changed through the years to follow the needs of the various fields of study. Accordingly, the School has increased its technology instruction in every department, adding computer labs and a Laptop Program to support this instruction.

Students are instructed by a variety of faculty in their departments in order to ensure that they receive a large range of perspectives. Both student work and classroom instruction are continuously assessed in order to ensure that department curriculum adequately respond to the needs of the graduating student body.

RISD has recently created the position of Coordinator of Academic Advising in order to ensure that students receive adequate advising throughout their years at the School. This position is an oversight position and does not replace the individual advisor each student has as part of a department. These advisors come from the full-time faculty body. Most full-time instructors have an office and hold office hours in order to provide advising to their students.

Appraisal

Qualification. Because of its commitment to hiring highly qualified, full- and part-time faculty, RISD provides a high-quality educational experience for its students. The institutional goals and objectives are strongly tied to outreach on a global scale, and the faculty’s international profile serves that mission well.

Faculty credentials are well suited to effective teaching. The high percentage of faculty members with terminal degrees is complemented by an impressive level of professional engagement by high-profile artists and designers who are clearly committed to teaching. RISD considers the accomplishments and credentials of its faculty one of its assets. Those not holding the terminal degree in their field have enough experience and expertise to teach at an MFA level or level commensurate with their area.

The part-time faculty at RISD has a high level of involvement in teaching and in the academic community. While many faculty believe that no formal review process is required to guarantee performance standards are met, others suggest that part-time faculty also receive a periodic review process for reappointment.

Numbers and Distribution. The degree-program faculty is primarily sufficient in number to offer the academic program and, in most cases, is able to handle additional responsibilities such as advising students and helping with curriculum development. Reviewing each department’s faculty-to-student ratio, there are some departments, such as Textiles and Furniture, whose full-time faculty-to-student ratios are lower, indicating the need for more full-time faculty.
Examination of the headcount for full-time faculty shows an increase over the past several years. The part-time faculty numbers have dramatically increased, by 11 percent over a five-year period, which correlates to the number of TUs taught by full-time faculty members (680) versus the number taught by part-time faculty members (774.5).

RISD has been moderately successful in identifying and hiring diverse faculty. As noted in the Academic Plan, the goal is to do everything possible to recruit and retain a diverse faculty. This goal is supported by similar efforts to diversify the curriculum and to encourage diverse visiting artists to come to RISD. Recruitment of minority faculty has grown for full-time faculty, although there is room for improvement, while at the same time there has been a decrease in the numbers of part-time, minority faculty. This may be a reflection of a shift from part time to full time.

A wide range of professional experience and specialization in their respective fields further enhances the College’s personal diversity. As reflected in their CVs, faculty represent a wide spectrum of specializations enabling departments to offer a wide range of courses within each curriculum.

Appointment, Evaluation, and Advancement. The clearly published Procedures and Expectations Regarding Appointments, Evaluation, and Advancement ensure that the full-time faculty are able to balance a high-quality teaching performance with an active professional life. At the same time, having elements in place such as the Academic Enrichment Fund, the Computer Loan Program, the Professional Development Fund, the Conference Fund, The Faculty Laptop Program, the RISD Research Foundation, the Faculty Research Office, Technology Training Funds, and Sponsored Studios in place for faculty professional development enables the College to support these efforts of the faculty.

Procedures for evaluating part-time faculty are not as obviously stated and depend more upon individual methods of each Department Head. In most cases, this system works without fault; however, this casual approach is not to be desired without proper administrative training.

Workloads. The course-load reduction in the last decade was a result of contract negotiations and is considered a positive change by both faculty and administration. Some of the Liberal Arts faculty members still find six course preparations and the reading and grading of papers to be a heavy commitment and advocate for a further reduction.

The reduction in workload has had an effect on Wintersession, as it is most common that when faculty have six courses, they choose to teach both fall and spring but not Wintersession. Although this has created a possibly negative effect on Wintersession, as it affects the number of classes taught by full-time faculty, it does enable these faculty the prized uninterrupted time to devote to professional work (and to carry on committee work) during this period.

Class Size. Faculty and students are always sensitive to class size, which is a subject of departmental discussion and scrutiny as well as comparison and oversight by the DAC. The class size of some of the biggest classes (Foundation Studies) has gradually reduced over the past decade as a result of the priority given by the DAC; however, due to budgetary constraints, the School is currently diverging from this plan.

Determining class size is an intricate part of course table development, budgeting processes, and decisions. It is in competition with other educational and pedagogical priorities but is continually reviewed and monitored. There is some tension created by a disparity in the number of seats varying from department to department, even varying within divisions. Several years ago the College moved class registration from just before
the beginning of a semester to the end of the previous semester. The growth of graduate programs with smaller class sizes has contributed to the overall improvement in the ratio of faculty to students. This has allowed the shifting of teaching resources to accommodate changing enrollments. The degree-program faculty is sufficient in number to provide the curriculum with required and elective courses and allow for the additional responsibilities of advising students and curriculum development. There are some departments, however, whose full-time faculty-to-student ratios are lower, indicating the possible need for additional full-time faculty.

Graduate Teaching Assistants. The faculty is very aware of the potential problems of having too many graduate students teaching and has discussed this issue at Faculty Meetings. In these discussions it has been found that the low percentage of courses taught by graduates (3 percent) is acceptable; however, the percentage is annually monitored by the Graduate Studies office.

The creation and distribution of various handbooks on teaching assistantships provides the students with positive models and methods. The inclusion and expansion of the graduate seminars which prepare and support sound teaching practice have increased, demonstrating both the interest of graduate students in being well prepared and the commitment of the College to providing professional preparation for artist-designer-teachers.

Faculty Development. The College has expanded the varieties of support for faculty and has created a center for such support in the Faculty Research Office, which helps give faculty projects strength of purpose and structure of support and is a catalyst in which faculty initiatives are given a place to develop.

The Academic Enrichment Fund, the Computer Loan Program, the Professional Development Fund, the Conference Fund, The Faculty Laptop Program, the RISD Research Foundation, the Faculty Research Office, Technology Training Funds, and Sponsored Studios provide both the faculty with both support and necessary funding. However, the size of the budget for Professional Development has not increased since its creation. This limits the kinds of applications that can be considered. Many senior faculty cannot travel for research unless they have release time from teaching, which is the most costly and least-often granted. Awards generally contribute toward a project but rarely provide full funding.

The policies regarding faculty research are not clearly established, although this subject is currently in discussion.

Staff Support. The essential functions of the departmental offices are, in most cases, fully supported both administratively and technically; and access to staff support is sufficient for most individual faculty. However, the overall staffing of departments is less than optimal, with some support staff serving over 240 students with eleven full-time and an average of eight part-time faculty. In other cases, staff support up to four departments with similar staff-to-constituent ratios. The shop and lab support staff is less than optimal, with some departments and some technicians supporting multiple shops. As enrollments grow and shift, particularly in graduate programs, and technology demands increase, support for the growing departments and divisions needs to be considered and provided for most carefully.

Over the past ten years, there has been a marked increase in all projects campus-wide putting additional strain on an already lean support staff. Such project support needs must be taken into account when new projects are undertaken.

The creation of the Office of Environmental Health + Safety has provided some new and redistributed resources to ensure health and safety for all members of the community and compliance with regulations.
Facilities. Although a great deal of the School uses physical resources that were originally built for other uses, it has, for the most part, been able to successfully develop these spaces into areas that function well to support the department curriculum. Some departments, however, find themselves in spaces that are too small or too limited and that hinder the growth of the department or do not provide enough space for their students’ needs, hampering such things as the scale of student work.

Institutional Effectiveness. Through the involvement of the faculty in administrative and departmental planning processes, the School is able to evaluate the effectiveness of its various department curricula, faculty methods, and service to the students in consideration of the School’s mission. Through the faculty involvement with the critiquing of student work, they are able to evaluate the effectiveness of their teaching methods.

Teaching and Advising. On the whole, all faculty at the School interact and are involved with the administration to develop, provide, and ensure an atmosphere that is supportive of academic integrity. The expertise and personal experience of faculty members are complemented by their diverse ideologies and teaching methods which appeal to many types of students with varying interests, talents, and learning styles.

Projections

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

- Continue to place high priority on the balance of professional excellence and demonstrated-teaching excellence when renewing contracts, updating handbooks and manuals, and reviewing both candidates and current faculty
- Continue to increase the diversity of the faculty; recruit, hire, mentor, and support more faculty of color
- Increase the budget for the Professional Development Fund in line with the increased numbers of faculty and students so as to provide more substantive support for professional activities
- Carefully review the academic support staffing for all departments, provide the appropriate levels of support for those departments in most need, and address the staffing and support aspects at the outset for all new initiatives
STUDENTS

Description

Student Affairs: Philosophy and Services. In 1999 a visiting committee composed of Student Affairs professionals from other institutions issued a report that identified a series of strengths and weaknesses in the Division of Student Affairs at RISD.

Since this visit, a newly created position, the Associate Provost for Student Affairs, was created which combines the oversight of academic standing and academic advising, formerly performed by the Associate Provost, and all the responsibilities of the Office of the Dean of Students.

The Student Affairs Division is now composed of the following offices: Student Life, Residence Life, Health Services, Student Development and Counseling Services, Multicultural Affairs, Registrar, Academic Advising, and Media Resources. The primary and distinctive roles of these departments are tied together by their overarching goal of student support, service, and partnership in the academic mission of the College.

Rewritten in 2001, the Division’s Precepts (mission statement) are published each year in the Student Handbook. RISD conducts a biannual, campus-wide Student Opinion Survey, now in its eighteenth year, which offers a comprehensive view of student satisfaction and the effectiveness of campus services. These offer a wealth of statistical and comparative data.

Student Body Enrollment and Composition. The Office of Admissions is responsible for the recruitment and enrollment of both undergraduate and graduate students to fulfill the College's goals for the quantity, quality, and diversity of the student body. The Director of Admissions reports to the Provost and is also a member of the Senior Staff. The director meets periodically with the Provost, Deans Advisory Council, and the Enrollment Task Force on the development of appropriate goals.

The Office of Admissions staff has ten full-time employees including four clerical staff and six recruitment and counseling staff. All of the counseling staff hold degrees in art, most from RISD, putting them in an effective position to advise aspiring artists on RISD's potential role in their educational goals. The Financial Aid office reports to the Director of Admissions and has four staff including a Director of Financial Aid.

The Office of Admissions undertakes a wide variety of recruitment activities to ensure sufficient applicants to meet the desired goals. Printed publications, growing use of the Internet and electronic communication, frequent on-campus visit programs involving both staff and students, visits to secondary schools, and attendance at portfolio days around the country are all utilized to develop an adequate pool of applicants. The Admissions staff emphasizes the role of counselor more than recruiter while seeking to encourage the most effective match between the institution and each student's interests and abilities.

The College supports a review and decision model that is comprehensive in its effort to select the most well-prepared students for acceptance and enrollment. The Admissions Committee, which is responsible for the review of all undergraduate applicants, consists of 13 faculty members, 6 admissions staff, and 3 students. All applicants are required to submit credentials that will allow a full understanding of their academic, artistic, and personal achievements and potential.

All candidates submit academic transcripts, a portfolio and drawing samples, and a written statement about their educational goals and interests. Many (all freshmen and transfers) are also required to submit either SAT or ACT scores. Applicants are
encouraged to submit recommendations. Students whose primary language is not English must also submit results from TOEFL or IELTS.

The application credentials of each applicant are reviewed independently by two committee members, and each transfer applicant also receives a third review by the head of the department to which they are applying. Each reviewer considers these credentials in an “holistic” manner, creating a balance among the evidence of academic achievement and breadth, visual experience and abilities, focus and commitment to the arts and a studio education, and personal qualities. A numeric ranking scale is employed, ranging from 1 (best) to 5 (worst). A quorum of the committee then considers these evaluations to decide which candidates will gain admission, deliberating in detail in any case where the reviews are not in close agreement. Decisions are guided by the goal of choosing students with the greatest likelihood of contributing to the educational exchange and succeeding in an environment of high expectations. RISD’s process is a need-blind one, as an applicant's ability to afford RISD, or not, plays no part in the decision. The Admissions Committee also establishes policies relating to application requirements.

Graduate candidates are reviewed independently within each program. Typically, the graduate coordinator or Department Head will review the applicant pool to focus on the most appropriate candidates who will then be considered by other program faculty. In a number of programs, finalists are invited for an interview.

Student Handbook. Members of the Student Affairs division contribute to the composition of the Student Handbook, which is distributed in the fall to all students. The handbook contains essential information regarding campus facilities and resources, dining and residence life programs, student services and activities, student government, and public safety as well as the disciplinary code, academic policies, and financial services.

New Student Orientation. New Student Orientation begins with the mailing of the first of a series of comprehensive packages of information to all new students. These packages are the Acceptance, the Matriculation, and the Orientation packages. In recent years, most of the information has become available online with a goal of making most available exclusively online. In early summer, students receive their Orientation package, which outlines their first few days at RISD.

On move-in day, a team of orientation leaders, residence assistants, and Student Affairs staff, who coordinate the students' orientation to campus, greet the students. Orientation consists of a series of events programmed in cooperation with several RISD departments. Its purpose is to assist students in meeting new challenges by promoting problem solving and encouraging familiarity with College resources. Orientation presentations of note include Campus Safety, Technology at RISD, and the Artist Lecture, which features a high-profile RISD graduate each year. There are specific programs for transfer and graduate students. All new students are assigned a faculty advisor; new students meet with their advisor during Orientation.

Diversity. The College encourages and supports cultural and ethnic diversity. Of all RISD students, 20 percent are from diverse American backgrounds, and an additional 13 percent of all RISD students are from outside the United States. In 1999 the College created an admissions position to focus expressly on attracting diverse populations to the College and to guide these applicants through its application process. The Office of Admissions, through a need-blind policy, reviews applicants based on their academic potential. Once they are accepted, with the assistance of the Offices of Student Life and Multicultural Affairs, RISD provides an environment that supports many different cultures including such organizations as the Asian Cultural Association, the Network for
Intellectual and Artistic Exchange, the Korean Student Alliance, RISD Global, the Queer Student Union, and various spirituality groups.

Office of Multicultural AFFAIRS (OMA). In 2000 the leadership of the Office of Multicultural Affairs changed from a coordinator position to an upgraded director position reporting to the Associate Provost for Student Affairs. The office consists of a full-time director, coordinator of Catalyst Arts (a RISD service learning community program), and an administrative assistant. The Multicultural Affairs office supports the needs of the RISD community in sharing, experiencing, and understanding the range of cultures it represents. The office’s goal is to prepare students to engage and prosper in an increasingly diverse global society. The office is designing tools to gather student opinions on campus-wide cultural and diversity issues. Increased programming ranges from visiting artists and intellectuals to establishing connections throughout the greater-Providence community. Additionally, OMA provides one academic course each academic year.

Community Outreach. The Office of Student Life supports students by providing opportunities that increase community involvement and strengthen leadership skills. Direct service community-based work is integrated with academic study, and meaningful relationships are built with community members and agencies. The office provides a Web site of community service opportunities, a partnership with RI Campus Compact, and an annual Community Service Fair. Sponsored by the Office of Multicultural Affairs, Catalyst Arts, RISD’s Academic Service Learning Community program, connects student mentors to inner-city youth in Pawtucket, Rhode Island. The RISD Reach, coordinated through the Residence Life office, is a service learning project that connects first-year students with various nonprofit organizations throughout Providence and Rhode Island. Additionally, RISD students use Brown University’s Swearer Center for Public Service to find and participate in community-based activities.

Student Development. Under the director’s guidance, psycho-educational opportunities are offered, especially assisting freshmen with their department choice. In coordination with the Dean of Foundation Studies and the academic Department Heads, the Freshman Department Selection program provides information and meetings throughout the year. Other special programs can be arranged at the request of students and faculty.

Personal Counseling. At the centrally located Counseling office, two full-time clinical counselors, one of whom is also the director, provide confidential counseling at no cost to students. A consulting psychiatrist meets weekly with the counseling staff. These meetings provide supervision, review of counseling cases, and meeting with students needing evaluation. From 2000 to 2004 counseling hours have increased 99 percent. The office assists students in resolving problems associated with the following concerns: self-identity, academic, relationship, eating, depression, anxiety, and drug and/or alcohol.

The counselors maintain an extensive referral list of esteemed local mental health professionals for students as their needs require. New students are sent an early intervention Counseling Form to learn of their psychological histories. Responding students receive a follow-up letter. Additional outreach to students is conducted through the Intranet and brochures.

Services for Special-Needs Students. RISD's policy for learning-disabled and physically handicapped students is to provide them with equal access to the benefits and advantages of a RISD education and enable them to demonstrate their progress and success. Disability support services are provided by the Office of Student Development and Counseling Services. New students are sent an early intervention Special Needs
Form to report disabilities. Responding students receive a follow-up letter, guidelines and, upon their arrival in September, an invitation to discuss services

Alumni & Career Services. In 1995-1996 RISD’s Alumni office and Career Services office merged, representing a unique amalgam of two interrelated service providers: an alumni program with more than 37 regional alumni groups and a comprehensive career services program providing services and education in the practical skills that artists and designers need in their professional and creative lives. These initiatives provide direct, practical service to students and alumni but also serve to increase and improve the connection and affiliation of alumni to each other, to the College, and to the larger RISD community. The combination of these two offices provides a seamless integration of services, encouraging alumni to utilize the resources of the career program while participating as an important component of the network by assisting students and fellow alumni. Delivery of these services is through the more than 150 different programs, seminars, conferences, and events both on and off campus. Individual- and class-counseling sessions are conducted through a wide range of modalities including traditional counseling appointments, direct daily walk-in service, departmental programs, e-mail appointments, and off-site counseling at the regional club level.

Artists now hold the four career counseling positions. The volume of service has increased at 20 percent per year for the past three years. Among the innovative tools and resources created by the staff is Artworks, a new, interactive, and searchable online database updated daily with both current jobs and nearly 1000 internships. Also available to students and alumni is a new interactive career library with more than 9,500 Web-based resources.

The expanded career seminar series and conferences provide more than 40 seminars and are offered in collaboration with the Center for Design & Business. Alumni participation has increased significantly in on-campus portfolio reviews, and panels of graduates contribute to the program regularly. Career and educational programming is now being exported to regional alumni groups.

There has been a dramatic increase in opportunities for the Alumni & Career Services staff to offer professional practice presentations within the studios. This interaction with faculty has a positive effect on student attendance, seminar contact, and departmental curricular changes. Alumni & Career staff work collaboratively to market the new Web-based mentoring program, which uses a listserv model providing more effective service to students while encouraging alumni to participate.

Financial Aid. The Financial Aid program provides access to the full spectrum of options open to students and parents. The options include Title IV funds consisting of the Federal Work-Study program, Federal Supplemental Educational Opportunity Grant program, Federal Perkins Loan program, Federal Pell Grant program, Federal Stafford Loan, and the PLUS program. RISD works with 11 state agencies in processing its state grant programs. Alternative loans are processed through various lenders.

Since the last self-study, RISD has increased its total amount of gift aid distributed from tuition revenue from 12 percent to 15 percent.

Federal Perkins Loan Office. The Federal Perkins Loan office provides assistance to RISD students and alumni. Both the supervisor and staff person work part time overseeing the loan program; its electronic, Web-based billing service; and address administrative, as well as customer service, issues that arise. Use of RISD’s Intranet and other technology has increased the department’s ability and speed in handling students’ questions and issues.

Health Services. RISD Health Services is a primary-care facility and works diligently to provide the highest level of treatment, education, and disease prevention for
each student. A registered nurse is on duty daily; a doctor is on campus for one hour each day, Monday through Friday, and students are seen by appointment only, thereby reducing student waiting time. A health educator is available a few hours each week.

In addition, Health Services provides the following: immediate care, specialty clinic, immunizations, health education, HIV counseling and testing, lab services, student resource library, referral services to specialists and x-ray labs, over-the-counter and some prescription medications, temporary observation room, and medical emergency referrals. All students are required to have health insurance. The Student Accounts office coordinates insurance registration; claim forms assistance is facilitated at Health Services.

**Residence Life.** The Office of Residence Life has a full-time staff of six (director, assistant director, two area coordinators, a housing coordinator, and office assistant) and thirty resident assistants (RA), who manage and oversee the Quad Residence Halls for 400 freshmen, the Hill Houses, and two apartment buildings, all for 384 upperclassmen. Residence halls typically offer shared and single rooms with common lounges and kitchens.

Resident assistants receive ten days of training prior to the start of school, a mid-winter retreat, and ongoing support and education throughout the year. On-campus living provides a supportive community to ensure that students receive the most from their residential experience 24 hours a day, 7 days a week. Currently, RA-to-student ratios are dictated by building geography, and they range from 1:8 to 1:38.

During the summer, on-campus residences also house the Pre-College Program, which include 450 high school students as well as Summer Studies and transfer students. The Pre-College Program is staff intensive, as it requires additional activities, curfews, bed checks, and the management of a parental approval system which allows students to leave the campus overnight.

The opening of 15 Westminster has added space for an additional 500 upperclassmen which brings the total number of students residing in on-campus housing to almost 1,250, along with the addition of one professional staff member and approximately twelve student staff members.

**Office of Student Life.** The Office of Student Life (OSL), with a staff of three full-time professionals, directs the efforts of student organizations, advises the Student Alliance and the Graduate Student Alliance Association, and coordinates athletic opportunities. The OSL enriches student life at RISD by developing and maintaining programs that complement the classroom experience. Lectures, seminars, concerts, and dances enhance the social component of college life while offering relief from tension and daily routine. Many of the OSL programs offer the students the opportunity to bring their ideas to life while developing their leadership skills.

Among the programs under the direction of the OSL is the Student Alliance, which is comprised of representatives elected from each department including Foundation Studies. The Alliance functions as the voice of the student body by managing and implementing programs and ideas designed to enrich the experience of all. An essential part of the New Student Orientation program is the Orientation Leader/Mentor program that welcomes and orients new students to RISD. The Student Gallery Board, All Campus Events, and the Film Society are some of the many committees providing enriching opportunities to the student body.

Leadership direction and programming are complemented by the services the Office of Student Life provides. Open daily, the Catanzaro Student Center is a multi-purpose center which includes the Health & Fitness Center. Classes and seminars acquaint students to the proper use of equipment as well as providing dietary
information. Classes offered include martial arts, dance, yoga, kickboxing, aerobics, and fencing. A lounge area and two pianos complement this student recreational area.

Carr Haus, an essential component of student life at RISD, is a student-managed café that provides a casual and comfortable atmosphere. Catering to the broad aspects of academia, Carr Haus provides an open mic night, lecture series, and student-run gallery with exhibits initiated and coordinated by students.

Student Galleries sponsored by OSL and guided by the Student Gallery Board strive to create a place of engagement. Students have the opportunity to exhibit their work or create and curate an exhibit of their own. This experience results in providing necessary and beneficial skills for life after RISD. The Red Door Gallery is an alternative space for more experimental student art. Student shows in this gallery have garnered recognition from the Providence art scene.

Originally a church attic, and for a period in RISD’s history a place to relax with friends while enjoying a glass of wine or beer, the Tap Room is a RISD tradition. Currently configured as a multi-functional meeting area, it is the space for academic classes, student meetings, installations, theatrical performances, and a host of entertaining events. With its audio/visual and multimedia resource equipment, students use this space for shows in which technology is integral to their artwork.

Some of the all-campus events managed by the OSL range from formal affairs held in the historic Biltmore Hotel Grand Ballroom to the Spring Ball, which is hosted in a RISD parking lot, and the Artist Ball, a traditional fall event notorious for its creative costumes. In the fall and spring, OSL sponsors student art sales that help connect artists to the community while fostering business and entrepreneurial skills.

The Office of Student Life oversees a variety of athletic opportunities. RISD Hockey and RISD Basketball are the two official athletic teams. Games are both home and away. Other co-ed athletic opportunities include climbing, indoor soccer, skiing, ultimate Frisbee, and volleyball. All RISD students have access to Brown University’s athletic facilities and sporting events.

Safety and Security. The Department of Public Safety ensures the physical safety of all members of the RISD community. In addition, Public Safety provides security for 45 College buildings and all College and personal property. All of this is accomplished through the cooperation, and with the support of, the Facilities Department.

The 35 members of The Department of Public Safety provide a 24-hour-a-day, 7-day-a-week presence to ensure the safety and security of the campus. Each shift engages in vehicle, foot, and stationary patrols, provides mutual assistance to the Providence and Brown University police departments, responds to emergencies and requests for assistance, and conducts investigations into incidents. Proactively, the department provides crime alerts, safety training, and outreach programs, such as Rape Aggressive Defense and Adopt-A-Dorm, and distributes informational brochures and training materials.

In 2002, under new departmental leadership, Public Safety sponsored a Visiting Team Review under the Law Enforcement Management Assistance Program (LEMAP) of the International Association of College Law Enforcement Administrators (IACLEA). The result of this assessment was a six-page recommendation report that now guides the long-range plan for improvements to the department. Many recommendations have been instituted while others continue to guide new initiatives.

Besides the LEMAP Report, several significant changes have impacted the operation. In 2002 Public Safety officers voted to form an unaffiliated union, and the first two-year contract began on July 1, 2003. Relations remain good between the union and the College, and the union has helped to increase the morale of the officers.
In 2002 a program to provide card access for exterior building entrances was implemented. To date, this program has provided many of our academic and some administrative buildings with an integrated system of card access, electronic door monitoring, and video surveillance. Through annual funding commitments, new locations continue to be added each year. The College has installed a blue-phone emergency telephone system. Coupled with the internal emergency telephones offered in our buildings, the 13 blue-phone locations around the campus ensure that anyone can summon assistance, which is close by.

**Student Rights/Ethical Standards/Academic Records.** Student rights and responsibilities and student grievance procedures are outlined in the *Student Handbook*. Grievance procedures are administered according to published guidelines. The *Student Handbook* and *Course Announcement* publish policies regarding educational records and the privacy act.

The permanent academic record is the custodial responsibility of the Registrar’s Office. Information which appears on the permanent record includes biographical information (name and permanent address), academic major, degree(s) awarded, graduation honors, all courses taken at RISD (or at Brown University via cross-registration) for which a final grade or a temporary grade of Incomplete has been posted, and all courses approved for transfer. The permanent academic record is secured against loss, unauthorized access, or tampering by means consistent with the medium of the record.

The permanent records of students who have attended RISD prior to 1980 are on microfilm. A copy of the microfilm is located in the Registrar's Office, while other copies are stored in a vault in another building. The permanent records of students who have attended RISD including and after 1979 are automated. Computer records are automatically backed up to tape to provide security against loss. Access is restricted by account and password for authorized personnel.

RISD adheres to the Family Educational Rights & Privacy Act which protects the confidentiality of student records. Student record information is shared on a need-to-know basis with those from within the institution who, by their role, are responsible for a student's personal or academic development. A records retention/disposal policy as it pertains to records is maintained by the Registrar's Office.

**Retention.** Although the College has no specific plan or office responsible for retention, from a potential student's first contact with the institution, efforts are made to ensure that a student who enrolls will progress through to graduation.

The Admissions staff works diligently to accurately describe the nature of the experience available to potential students. The Admissions Committee’s review method invests a great deal of time and effort in the consideration of each applicant’s fit to those programs. The Financial Aid office fairly explains the financial support available to a student prior to their enrollment commitment. A net of support services is in place from the official (such as academic advising, College counseling services, and the Writing Center) to the casual (found in areas like the resident assistants in campus housing). Most importantly, focus on the quality of the educational experience ensures a good level of challenge, engagement, and satisfaction.

Retention rates are regularly monitored by the College, and exit interviews are conducted when students decide to withdraw or take a leave of absence from RISD. The information gleaned from these interviews is reviewed and tracked. While there is no specific numeric goal established for student retention, there is an underlying assumption that the College seeks to maintain its long standing average retention rate of 90 percent or better.
Appraisal

The integration of the Student Affairs Division with Academic Affairs provides the opportunity for student representation and advocacy on many levels. Student Affairs staff meet regularly in a number of forums (such as directors’ and all staff meetings, AAC meetings, planning opportunities for orientation and campus events) and under extraordinary circumstances (such as memorial services in the event of a student’s death and world events that touch all of our lives).

Regular assessment and evaluation of student programs and services occurs through the following: a student opinion questionnaire administered to all students biannually, which is now in its eighteenth year. Each student service’s department establishes goals and objectives as part of the Academic Plan and the College’s five-year plan as well as periodic assessment related to specific issues such as student focus groups on campus housing.

Student Affairs anticipates that the impact of 500 additional students living on campus will result in more requests for the services they provide. The College will need to review and monitor the impact of this change to see if additional Student Affairs staff and budget will be needed to support a variety of programming and student-life events.

Student Body Enrollment and Composition. Most enrollment results attain the desired goal each year, but several issues continue to be of concern including diversity, acceptance of transfer students in some majors, preparation of international students, and affordability.

The goal for new freshmen is routinely reached, and the quality of entering students is quite high. As measured by GPA and SAT scores, quality has continued to improve in recent years. The representation of diverse students is steadily improving, although the number of African and Hispanic American students is not increasing as rapidly as the College would like. The traditional balance of male and female students, which began to show signs of change about ten years ago, has accelerated its shift to more females in the last several years. The Enrollment Task Force, aware of concerns expressed by some on campus, is closely monitoring this change although does not feel it is a problem at this time.

Transfer students are an important element in RISD’s enrollment strategy but are also the most challenging target. Transfers fill open spaces at the sophomore level after freshmen have chosen their majors, and the space available after these freshmen declarations is often at odds with the transfer applicant pool. This difficult match means entrance for transfers in some departments is extremely competitive and, for others, much less so, leading to variability in the quality of entering transfers. In addition, policies in place which the College feels are valuable to a transfer student's education sometimes act as a financial disincentive to enrollment; almost no transfers are admitted at a level beyond the sophomore year and most are required to attend the Transfer Summer Program, a $6,000 cost in the coming year. RISD also attracts very few diverse applicants in the transfer pool.

Graduate students have been an increasing percentage of the student body, although most programs have now reached their desired capacity. Most programs choose from a large pool of applicants; and admission is selective, leading to a highly qualified group of enrolling students.

The Admissions Committee and graduate programs have improved the application of the standards for English language proficiency in the last few years. Despite this higher expectation, international student enrollment seems to be increasing again (a large group of international citizens enrolled in 2004). Average TOEFL scores
are rising, but concerns about language preparation continue. The Summer Program in English Language Studies is required for any accepted student who would benefit from additional language preparation prior to enrollment in the degree program.

Costs and financial aid availability provide a formidable barrier for many accepted applicants and are the single, most prevalent reason for declining an offer of admission to the graduate programs. RISD has significantly increased its commitment to scholarships in the last decade but still lags notably behind the average commitment of like colleges, which hurts our ability to enroll highly qualified and diverse students.

The resources available to the Office of Admissions to fulfill its responsibilities are generally adequate but are less than what would typically be found at most similar colleges. While resources are sufficient to maintain results at the current standard, improvement, especially in challenging goal areas such as diversity, will require additional investment.

Diversity. While some progress has been realized in diversifying the student body, there is still work to be accomplished. RISD does enroll slightly more non-white students if compared with its AICAD peers, but the composition of these students of color are largely comprised of Asian American and international Asian students. Statistics on these changes over the past ten years can be found in the RISD Fact Books.

Multicultural Affairs. Under the vision of the new Director, the Office of Multicultural Affairs (OMA) is increasing its visibility by collaborating with several departments to present lectures and programming with limited funding and by aggressively meeting with students. Improvements are needed in the following areas: survey of the RISD community regarding cultural and diversity issues; programmable space and funding for maximizing multicultural interactions and diverse student support; and increased funding to support co-curricular cultural, social, ethnic, religious, and sexual-orientation programming.

Student Development and Counseling Services. Each year, new students present interesting and challenging profiles with regard to normal development issues. In recent years, there has been an increase in the student's need to achieve, be successful, and to be “perfect.” Much of this is driven by parental expectations and identifying academic and social success with self-worth. These students excelled in high school and now meet competition within an environment of gifted peers. This competition frequently is not expected and requires new responses in order to achieve. Often stress and anxiety are experienced as students strive for excellence in the pursuit of their ideals. The challenge becomes finding appropriate ways to manage their idealism. All at the College, in particular the Student Affairs staff, strive to address and assist these students in both their personal growth and development as artists.

Student Development and Counseling Services provides a highly competent, professional, and essential service to the RISD students, but services are stretched. Demand for counseling services has grown as the severity of psychological issues presented by students has increased and more students arrive on medications. Parental interaction has increased.

Additionally, insufficient mental health coverage in the student health insurance plan for pre-existing conditions and medication often limits treatment options.

Alumni & Career Services. The office staff is strong, effective, and dedicated possessing both the technical knowledge and artistic sensibilities to effectively counsel and teach students and alumni as well as create new programs. There is a need to promote and continue to develop the online services and to find responses to the increased requests for counseling. More time is needed for program planning and staff training.
Financial Aid. Many RISD students, at all degree levels, continue to struggle with
the financial burden of attending the institution. While the Financial Aid office provides
counseling assistance on types of aid the institution offers, students have limited to little
counseling available for non-RISD scholarship or grant alternatives. Limited campus
support and information exist for students needing to identify additional resources to
make continued studies at RISD possible and successful.

Health Services. The facility was renovated since the last study providing a
better degree of access and privacy for patients. Doctors are now seen by appointment
only, which has decreased students' waiting time for doctors' visits. However, Health
Services finds that there has been an increase in the number of students requesting
care. Health Services needs additional staff and space to keep pace with present
demands. Without having another nurse on staff, the department finds that they have an
inadequate amount of time left for health education, staff development/planning, and
administrative duties. In addition, budget constraints have caused RISD nurses' salaries
to slip below that of competing institutions making RN recruitment more difficult.

Residence Life. The opening of 15 Westminster (which has brought an increase
of 500 upperclassmen beds), has the possibility of impacting Residence Life policies,
procedures, and practices possibly prompting the need for additional staff. There are
concerns about the impact of these additional 500 students on campus with a lack of any
additional green space, recreation spaces, and student-gathering common space on the
twelfth floor. Additional funds will be needed to budget high-quality programming in all
campus residences and increased staff training. With the year round residents, caused
by Summer Studies and Pre-College, the residence staff is taxed and has little time for
programming.

Additionally, the lack of adequate systems and associated flexibility to manage all
appropriate housing data is hampering progress in the management of RISD housing.
Also in the fall of 2005, five Hill Houses will need renovation.

Student Life. The Office of Student Life directs and enables an effective and
representative student governance system, several successful leadership programs, and
opportunities for community service. To continue to develop these programs, additional
event and office space is needed. As plans develop for new buildings, some students
are apprehensive that some of their needed exhibit, gallery, and social spaces may be
reassigned; however, the College is aware of these concerns and will continue to
discuss and plan accordingly. Currently some of the professional staff is financed
through the student activity fee. An alternative funding source should be developed to
secure financing for professional staff funded through the student activity fee.

Public Safety. The Department of Public Safety has made great strides in the
last ten years to improve the services and level of safety provided to the College
community and environs. Plans are underway for officers who meet the requirements to
attend the Rhode Island Police Academy. The training received in this program will
provide the officers with limited police powers. The most significant issues facing the
department include the continuing high rate of staff turnover, which amplifies the lack of
training and experience in the newest staff members. Also, the addition of a new
324,000-square-foot library/residence hall, including 500 new on-campus residents, will
present the department with significant new challenges to meet with existing resources.

Retention. Rates of retention are very high by every measure. Freshmen have
progressed to the sophomore level at an average rate of 94 percent over the last ten
years. The average graduation rate of the last seven entering classes of freshmen has
ranged from 87 percent to 93 percent, averaging 90 percent. There is very little variation
in the graduation rate among various subgroups of students.
Projections

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

• To continue quality service, funds must be directed to the Student Affairs departments, which experience increased student demands with an increased number of residential students. It is expected that the needs for these services will increase with the addition of 500 students in campus residence
• To ensure excellence and retention in the undergraduate and graduate student bodies, RISD must diversify options for student financial aid
• Ensure that consultation services are in place to help students research creative alternatives to finance their education
• To ensure that student-space needs are realistically addressed in present and future space allocation and receive priority in scheduling
• To continue to address the under-represented ethnic groups in the student body, which is integral to diversity
• Participation in the Rhode Island Police Academy will provide the Public Safety officers with training that will benefit the College population
EDUCATIONAL AND TECHNOLOGICAL RESOURCES

Description

**RISD Library.** The mission of the RISD Library is to support the School in its educational programs; to provide research materials for the faculty, the curatorial staff, students, and outside scholars; and to collect, preserve, and make accessible materials on the visual arts including RISD’s institutional archives.

The Library is an independent unit of the School, under the direction of the Director of Library Services, who reports to the Provost. The director has overall responsibility for Library operations including development and maintenance of collections, management of staff and budget, and long-range planning and development. Advice and support are provided by the Library Committee which is composed of administrators, faculty members, trustees, students, and the directors of other nearby libraries which serve the RISD community.

The Library includes a collection of 121,000 volumes and 420 current periodical titles. These collections focus on art, architecture, and design with 15 percent in supporting areas of the humanities, social, and physical sciences. Special collections include the artists’ book collection and the Lowthorpe Collection on Landscape Architecture. The Library subscribes to a comprehensive collection of electronic resources, which are available to the RISD community off campus as well as on campus, including full-text periodical services, image collections, art encyclopedias, and material databases. Visual collections include the Picture Collection (475,000), the Slide Collection (164,000), mounted reproductions, posters, sound and video recordings, DVDs, and CD-ROMS. The Library also houses RISD's institutional archives.

Faculty and students are encouraged to make suggestions for new acquisitions; however, most collection development of print and electronic resources is done by the director. A significant portion of new acquisitions comes through a vendor following a detailed, collection-development profile. Of the acquisitions of slides and videos housed by the Library, 90 percent are based on faculty request and tailored to the curriculum.

There is a library of approximately 3000 volumes in the Palazzetto Cenci in Rome that serves the students in the European Honors Program. The Director of the Library visits every five years or so, and the Technical Services librarian has spent time cataloging and organizing the collection onsite; about one-third now appears in the RISD Library catalog. Up to 100 volumes are sent annually to keep the collection updated. Students also have access to the full range of electronic resources that are available to students in Providence. Arrangements have been made for them to use the Library of the American Academy in Rome on a limited basis.

Some RISD departments have developed resource centers specifically serving their curriculum, the largest being in Architecture and in the Edna Lawrence Nature Lab, described below.

RISD faculty and students rely, as well, on the resources of the Brown University libraries. While all of Brown’s libraries are used by RISD faculty and students to some extent, the Rockefeller and Science libraries are used most extensively. Additionally, many faculty and students use the special collections resources of Brown’s John Hay Library. A formal arrangement with Brown provides access for all students as well as borrowing privileges for over 300 students each year.

The Library is a member of the Consortium of Rhode Island Academic and Research Libraries, which supports shared access to collections for faculty members and other cooperative activities. The Library shares an online catalog with the
Providence Athenaeum, an arrangement that includes reciprocal borrowing. Students also may borrow books from the Providence Public Library and other public libraries in the state. Inter-library loan is made available to students and faculty; an in-state, daily-delivery service makes the holdings of all of the libraries in the state readily available.

The Library is organized into The Departments of Archives, Readers’ Services, Special Collections, Technical Services, and Visual Resources, each under the administration of a librarian or other professional who reports to the director. There are six and one-half librarians, the archivist, and twelve support staff, plus eight to ten full-time-equivalent student assistants. The Archivist and the Assistant Archivist positions were added in 1997; and a new professional position, Special Collections Librarian, was added in July 2004 in advance of the impending move, as at this time there will be a new emphasis on special collections and artists’ books. The librarians and the archivist are part of the Faculty/Librarian bargaining unit and are covered by the provisions in the Full-Time Collective Bargaining Contract.

The Library is open 88.5 hours a week during the academic year. Professional reference services are provided 45 hours a week and, at other times, by appointment. All of the book collection is accessible through the online catalog with the exception of the auction catalogs. Library orientation as well as more specialized library research instruction is provided. As part of the Art History requirement, all first-year students attend a library/research instruction session in the spring semester. Upperclassmen have classes in the Library focusing on research in their discipline and which often include artists’ books and Special Collection materials. Details on library services and policies are made available to students through the Student Handbook, a single-sheet handout, and through the Library page on the RISD Intranet. The Library provides 8 computers for patron use as well as four iBook laptop computers, which circulate for use in the Library. Wireless access to the Internet has been provided since 2001.

Over the past ten years, the Library budget has averaged 2.3 percent of the Educational and General Budget. Staff salaries and benefits account for 81 percent of the total Library budget of $1,504,896. (See the Appendix for a statistical summary of collections, services, and budget.)

New Library Space. In February 2002 RISD was given space in an historic bank building across the river from the campus to use for a new library. This new space will triple the program areas of the Library providing space for a browsable collection of 100,000 volumes, the integration of materials now in storage, seating for 200 (doubling the currently available seats), a number of group-study rooms and video-viewing areas, classroom space, and new technologies. The Archives and Special Collection materials will be housed with proper temperature and humidity controls and will be made available for use in a special reading room. Special Collections will benefit from a higher level of security and attention to conservation issues. The move is planned for June 2006.

RISD Museum of Art. The RISD Museum of Art was founded as part of Rhode Island School of Design in 1877. Today, its permanent collection consists of over 80,000 artworks from diverse periods, cultures, and media. The quality, range, pedagogical value, and use of the objects in the collection reflect RISD’s mission to promote the appreciation and study of the fine and applied arts among students, artists, designers, and the general public.

During the academic year 2003/2004, RISD’s Board of Trustees undertook a year-long study of the relationship between the Museum and the College. This study resulted in a restructuring of the Trustees’ Museum Committee, now the MBOG; a rethinking of the vision statement for the Museum; guidelines for exhibitions, programming, and fund-raising; and confirmation that it is appropriate for the Director of
the Museum to remain at the Vice Presidential level within the College and to report to
the President of the College.

The collections are cared for and interpreted by a staff of eleven curators and
curatorial assistants, two registrars, a part-time conservator, a paper-preservation
specialist, and five educators.

In 1999 a major gift established the Museum’s department of Contemporary Art
and created the College’s first endowed position: The Richard Brown Baker Curator of
Contemporary Art. The Museum has, in all, seven curatorial departments: Ancient Art;
Asian Art; Contemporary Art; Costume and Textiles; Decorative Arts; Painting and
Sculpture; and Prints, Drawings, and Photographs.

A library of 29,012 slides is in the Museum Registrar’s Department for the use of
curators, education staff, docents, and art teachers. As of November 2003, the Museum
converted to digital imagery. The Museum’s database, undertaken in 1996, now has a
minimum record for every object in the collection, often with an associated digital image,
and is currently available in-house to Museum staff with plans to provide College-wide
access within the next few years. The Museum has a new wireless network that
facilitates inventory and cataloging in storage areas and curatorial offices.

The Museum's Education Department houses a lending library for training its
docents (trained volunteer tour guides). The Museum participates in an international
library program with museums and cultural institutions who exchange gratis catalogues.
Many of the hundreds of publications received annually are given to the Library. The
Museum also donates around 500 of its own catalogues per year for free distribution to
underserved libraries.

Acquisitions and collection use respond to the particular needs and interests of
the Museum’s audience. RISD students, faculty, alumni, and staff are all given Museum
membership and accompanying benefits (free admission to the Museum, 10 percent
Museum Shop discount, and special invitations to programs and events). During the
academic year, the Museum offers students an opportunity to study the collections with
faculty, curators, and educators in the galleries and in study/storage areas.

In addition, the Museum offers a range of lectures, symposia, film/video
programs, et cetera. In 2004 a total of 11,524 RISD students visited the Museum in their
classes, for programs, or on their own. This clearly represents multiple visits by many
students. Museum staff regularly participate in critiques of student work in studio
classes.

Through its exhibitions, the Museum serves the academic community and
general public in a balanced schedule that presents works of art in their most relevant
cultural and historical context. Most exhibitions are drawn from the Museum’s rich and
comprehensive collection, augmented by special exhibitions of borrowed artworks.
RISD faculty often joins Museum staff in developing exhibitions.

The Museum collaborates with the College's studio programs by exhibiting
faculty work in un-juried, biennial, faculty exhibitions and graduate students’ theses work
during Commencement. In addition, the Museum sponsors the yearly juried Sitings
competition for RISD students to create site-specific installations in the Museum. Two
3-year grants from The Andrew W. Mellon Foundation (1996, 1999) funded internships,
faculty grants, and classes for RISD and Brown University as well as the position of
Coordinator of Academic Programming in the Museum Education Department to assist
faculty and students at RISD, and other colleges, in using the Museum resources. A
challenge grant was awarded by the Mellon Foundation in 2002 to support the internship
program and the coordinator position.

To date, 54 RISD students and 37 Brown students have participated in the
internship program. Each year, the Museum employs between 10 to 15 work-study
students in its offices and curatorial departments in addition to a group of 3 or 4 students as weekend Museum tour guides who offer an art student’s point of view. In the spring of 2004, a student committee was established to advise the Museum on programs and services to students.

Programmatically, the Museum has, in recent years, fostered interaction among the Museum, the College, and regional institutions through a range of grant-funded endeavors. Examples of such collaborations include Art ConText (1999-2002) and Studio in the Museum (ongoing).

**Campus Galleries, Student Exhibition Opportunities.** There are numerous, fully dedicated campus galleries where student work and student-curated exhibitions, both internal and external artworks, are displayed on a regular basis. The missions and locations of these galleries are diverse, corresponding to the diverse audiences and administrative sectors each gallery serves.

Many departments host their own gallery spaces that are used to exhibit student work, works by faculty, and/or curated shows of works related to the department’s mission. These galleries are the most flexible spaces and are integrated with the departmental curriculum (at least three courses on curating are offered). Notable among these departmental spaces are the ISB Gallery (Illustration) which has tripled its size within the last two years, the Red Eye Gallery (Photography Department), Benson Hall Gallery (Printmaking), and the BEB Gallery in the Architecture Department.

College-wide exhibition spaces fall under the purview of the Director of Campus Design & Exhibitions and the Graduate Studies office. The Woods-Gerry Gallery is the major College-wide gallery for undergraduates. Each semester, on a biannual, rotating basis, each department curates a show of student work at the Woods-Gerry House, a historic mansion that houses administrative offices on its upper floors. The Woods-Gerry shows are crucial to the mission of the College in that they allow undergraduates to experience (often for the first time) a formal public exhibition where their work is seen in the context of their peers. Further, the Woods-Gerry shows are often the best opportunity for administrators and those outside to see the best work being produced by RISD students. In the spring, Woods-Gerry presents the Senior Thesis shows. For many departments, these often serve as the final review of a student’s work, and critiques take place in the galleries.

The Sol Koffler Gallery, serving RISD’s growing Graduate Studies Division, is located in the newly renovated CIT building in downtown Providence. Replacing two smaller galleries on the RISD campus, the new gallery is located in the heart of Providence’s revitalized downtown arts district. Of all the RISD student galleries, Sol Koffler has the most significant public face. Exhibitions in Sol Koffler are scheduled through the Graduate Studies office and are administered by two graduate assistants. Graduate students may propose curated and interdisciplinary shows as well as shows that are exchanges with other institutions. In the spring, Sol Koffler hosts departmental MFA exhibitions.

**The Edna Lawrence Nature Lab.** The Edna Lawrence Nature Lab opens students’ eyes to the limitless visual patterns, structures, and processes in the natural world. By supporting hands-on, creative investigation and research in the relationships inherent in the dynamic living world, the Nature Lab aims to inspire students to engage with the biological realm. The Nature Lab provides a forum, sustained by resources and guidance, for the exploration of connections among art, design, and nature.

The Nature Lab integrates a natural history collection, a lending library of natural specimens, and a studio environment. It houses more than 80,000 natural history objects, books, visual resources, live plants and animals, microscopes, and a digital workstation. A freeze dryer housed in the lab facilitates the preparation of specimens
and, occasionally, allows the lab to dry small quantities of water-damaged materials from other departments or institutions.

The Nature Lab's agenda is to serve the study and research needs of students, faculty, and alumni as they explore the natural world. One can enter the lab and find specimens, images, and other supporting materials to understand nature and natural forms from a functional, biological, historic, symbolic, or inspirational point of view. The Nature Lab strives to maintain full, free, and user-friendly access to its resources and to assist with reference to other sources as needed.

In 1999 the Nature Lab created a study room that can be set up with enough dissecting microscopes and fiber-optic light sources for an entire class. This resource opens an absorbing visual arena for students and allows them to explore the sub-visible world of living, organic, and inorganic materials. It houses the reference library, clipping file, microscopic slide mount collection, 35-millimeter slide collection, x-ray photographs, and the microscope/computer workstation. There are 35-millimeter and digital cameras available for use in the Lab. A digital image or film of any specimen, or of living plants and animals, can be captured, manipulated, and electronically transmitted from the computer workstation.

The Nature Lab occupies 5 rooms on two floors of the Waterman Building. The main exhibition rooms are located on the second floor; a study room (added in 1998) and 2 preparation and storage rooms (renovated in 1998) are on the ground floor. The Nature Lab provides about 32 study spaces in its upstairs rooms and another 25 spaces in the ground-floor study room.

A full-time curator manages the Nature Lab, serving as a reference, natural historian, and resident campus biologist, and is assisted by a full-time curatorial technician. The curator’s responsibilities include development and maintenance of the collections, management of staff and budget, and long-range planning and development. Four to five full-time equivalent student assistants carry out the daily operations under the supervision of the curatorial technician. The Nature Lab Advisory Committee provides support and advice.

The Nature Lab is open 82.25 hours a week during the academic year. It serves Foundation Studies students and faculty primarily and, increasingly, students and graduate students from all departments, alumni, public and private school groups, and the general public. Reference services are provided as requested and by appointment. With special permission, local teachers, educational institutions, and other professionals may borrow objects from the lab. The Nature Lab regularly exhibits highlights of its collection in the lab and, on special occasions, in the adjacent gallery and shows student and alumni work that has been inspired by nature.

In addition to the curator’s salary, the Lab has an operating budget of approximately $60,000, of which 70 percent ($42,436) supports student work-study positions. Books, videos, specimens, and support for educational programming and professional development account for about 20 percent ($12,000). About 10 percent ($6,000) goes to maintenance, repairs, equipment, and supplies. The curatorial technician’s position is supported with funds from Academic Affairs.

Information Technology. Over the past ten years, RISD has seen exponential growth in the use of Information Technology (IT) and all supporting services as a tool in the academic program as well as providing new and enhanced administrative services. RISD’s IT support is currently comprised of the OIT for centralized IT functions with coordination from technical staff in many individual academic departments.

OIT recently reorganized to be aligned with the academic community under the Academic Affairs office to provide additional services and coordination to the academic program. It is comprised of the following departments: Administrative Computing
Services, User Services (in support of both academic and administrative computer users including all students), Network Services (Data and Telecommunications Services), Web Services (Intranet support), Laptop Computing, and Copy and Print Services.

Computer labs number over 20 (3 OIT centralized facilities and other departmental labs) with a systematic replacement depreciation program of three years to ensure upgrade and replacement of technology on a regular basis. The majority of the College’s software is purchased centrally, which aids with vendor discounting and distribution. Key server technology aids in further cost reduction for common software titles with concurrent software licensing.

The College has instituted a Laptop Program in the Architecture + Design Division, which started small and now encompasses over 900 student laptop computers. The campus network, complete with fiber-optic cabling, has grown to over 3,500 data connections with dormitory networking to each student’s room with a high speed data connection.

Information technology has evolved at RISD with its support of the new Center for Integrative Technology, which houses a new graduate program in Digital Media along with other Design Division graduate programs. Over 400 printers (including black-and-white, color laser, and other high-quality printers) are available to the RISD community.

RISD Media Resources. Media Resources is an academic, coursework-driven, audio/visual support service that coordinates presentation technology campus wide. With the advent of digital imaging technology, the function and nature of this support service has shifted dramatically.

Media Resources now supports a network of over 40 permanently installed video/data projectors as well as a full complement of portable data projectors, digital video and still cameras, and digital audio devices. Support services include equipment loans and instruction for users of digital technology as well as consultation for studio, classroom, and gallery presentation. Facilities and instruction are also offered for digital video and audio editing and required software programs. All services are coursework driven and are in response to the digital imaging and IT revolution of the past decade.

Media Resources also provides presentation technology support and house management services for the RISD Auditorium. Event coordination and technology support services are provided for an annual calendar of visiting artists as well as a variety of special events, concerts, colloquiums, lectures, and film festivals, all in support of RISD’s academic mission.

Writing Center. The RISD Writing Center provides free peer tutoring in writing for all RISD undergraduate and graduate students. The Writing Center offers a variety of writing assistance in essays; research and art papers; resumes and cover letters; artists' statements; applications for grants, scholarships, and proposals for undergraduate and graduate schools; and advanced theses writing for graduate students.

Tutors at the center are, on the whole, graduate students. All tutors have demonstrable experience in academic writing and offer guidance with grammar, organization, and mechanics to help students learn to self-edit and improve their writing. The Writing Center offers online tutoring and accepts walk-ins when a tutor is available.

The Writing Center also offers the Summer Program in English Language Studies, which is described in the Programs & Instruction chapter.

Appraisal

RISD Library. The Library administers a student survey every other spring, most recently through the RISD Intranet with a link provided via student e-mail. Findings of the 2005 survey are primarily positive, although the respondents are a self-selected
group who probably tend to be library users. On the other hand, circulation continues to rise, and in 2003/2004, there were 63,000 checkouts of the 55,000 volumes in the accessible circulating collection. Reference questions are holding steady, and off-campus access to electronic resources has risen significantly as that service has become more widely known.

Even with current staff and space constraints, there were 286 instruction sessions involving 1,745 student participants. There has been a significant focus on providing students with the tools to use and understand information technology as well as the print materials that relate to their disciplines. The program of classes with first-year students began in 2004, so it is too early to determine its long-term effect. A survey of students at the end of that semester showed that most of them thought the class was beneficial. The faculty was pleased with what they learned through the process. A part-time librarian has been hired for evening hours, which has helped to provide reference service at a time when students need it.

A major change in the last ten years has been the development of the RISD Archives, which was started with a federal grant in 1997. Serving both the Museum and the College, the Archives staff has made a tremendous contribution toward safeguarding the institution’s history and has provided excellent service to the RISD community as well as outside researchers needing access to institutional records. The staff is now focused on the important task of identifying methods to preserve not only the vital records of the past but the electronic records of the present.

Another area of significant change is in the matter of digital images for teaching. The Library has subscribed to ARTStor and other image collections, offering 1.7 million images, and is partnering with the faculty to find ways to support the transition from slides to digital images.

Copyright compliance for course packs and digital resources continues to be an issue. The Library has offered to serve as a clearinghouse for copyright for course packs and is involved with compliance in terms of digital images as well.

Although the budget has continued to grow over the past decade with increases primarily in the salary lines, statistics show that the budget did drop in 2004/2005 from the high of 2003/2004. Modest increases in non-salary operating lines have enabled the Library to keep the periodical and book budgets steady while at the same time allowing a significant increase in funding for electronic resources.

New Library Space. The move to the new library in June 2006 will provide improved service areas, access to collections, additional seating, and new kinds of spaces for study and reading. Archives & Special Collections will gain a higher profile through its own reading room and an increase in exhibitions. Although the College is aware of, and is currently working on, plans including possibilities such as increasing services and hours for the new library, these issues are not currently assessable.

The former banking hall (15,000 square feet) will provide the main public space for the library, including circulation and reference, study space, and video viewing. The stacks will fill the perimeter of the room and will include the circulating collection, bound periodicals, and the reference and video collection. The library will triple its current number of seats with 44 lounge chairs, 82 study chairs at tables, 30 chairs in 5 group study rooms, and 8 chairs at video carrels. There will also be 11 built-in study carrels, and 23 workstations with computers. Expanded services will include scanners, color printers, and wireless transmission for students with their own laptop computers. There will be a classroom on each floor, with 16 seats on the main floor and 30 on the second. All of the library will be accessible. Exhibit cases will line the ramp at the entrance.

On the second floor will be the Archives and Special Collections Reading Room with seating for 19 and 2 computers for public use. An artists’ book room will both house
the collections and provide seating for 10. In between will be an extensive climate-controlled stack area for archives and special collections. Finally, both the Slide and Picture Collections will have expanded facilities. A space in the basement will provide for future collection growth and immediate storage of the 35mm film collection.

RISD Museum of Art. The Museum of Art is undergoing a major transition, both in terms of staffing and physical plant, following the trustees’ year-long evaluation of the relationship between the Museum and the College. Vacancies in the curatorial and education staff are being filled with the appointment of a new director. The Museum needs to build its financial base through membership, donations, fund-raising, and earned income to support future growth of its programs.

In terms of the physical plant, the Museum is currently planning for new spaces in the Chace Center and for major renovations to its current facility. The new facilities include a 5000-square-foot gallery for temporary exhibitions, a lobby on the third floor of the Chace Center, and storage, offices, paper conservation spaces, and 2 classrooms for Works on Paper on the fourth floor of the center.

In addition, the central space on the third floor of the Radeke building, where The Department of Prints, Drawings, and Photographs is currently housed, will be converted to a gallery adding approximately 2,400 net square feet of gallery space. A new set of public bathrooms, a K-12 education classroom, and a lecture hall will also be added. Once built, the Chace Center will provide the Museum with much needed, temporary exhibition space and an atrium for receiving visitors and for openings.

In the Radeke building, the large renovated gallery space on the third floor will allow the Museum to increase exhibition space for the permanent collection and will rationalize the visitors’ understanding of the sequence of galleries.

Planning for this major building campaign includes closure of some galleries, storing works of art in areas away from construction areas, and relocating many staff to off-site locations. In anticipation of this transition phase, Museum staff is devising programs outside the Museum and marketing strategies to keep the Museum accessible to the College and the public.

Campus Galleries, Student Exhibition Opportunities. The new Sol Koffler Gallery has demonstrated the value that a professional-looking space can add to educational life at RISD. It is a space that facilitates and invites interdisciplinary exhibitions. When the Chace Center is built, a new student gallery with 3000 square feet of up-to-date space will be reserved for student curating of exhibitions and will include a desperately needed digital and performance space that can be darkened.

Woods-Gerry affords a wide array of departmental and senior shows; but even with its packed schedule in place, many departments have no venues for showing work campus-wide on a continuous basis. As is the case with the Museum, new technologies are not compatible with old architectural spaces, and it is getting hard to hide the deficiencies.

The lack of dedicated critique space that is wired, has good lighting, and can be scheduled in advance is an ongoing concern. During the Graduate Thesis Exhibition in the Museum, for example, students have to install and de-install their work twice, once (in full) for the departmental visiting committee in the few days before the show opens, and once again (pared down) for the exhibition. Given the growth in the graduate
program, this problem is only getting worse. Digital Media is the graduate program which has been in the greatest need of installation space to support its program, although a space in the CIT has recently been found to reduce the problem.

The Edna Lawrence Nature Lab. The collection is meant to be a hands-on collection and is therefore in need of continual, diligent maintenance and care. Under the supervision of the curatorial assistant, the work-study students repair specimens, boxes, and mounts as well as fabricate most of the mounts, care for the animals and plants, design and install displays, manage borrowing records, and maintain the library and databases. The aim is to make the collection as accessible to RISD students, faculty, and alumni as is possible. In the past ten years, the department has created databases for the library of 705 books, 913 pictures, 1,224 archival nature drawings made by Edna Lawrence students, the bird and mineral collection, and several other special collections. A steadfast volunteer of five years has contributed significantly to this effort and is about to begin a catalog/database for the entire collection. Eventually, these will be accessible online.

Renovations in 1998 dramatically improved the storage and preparation space and provided an additional 930 square feet of study space. Many visitors comment on the steady improvement in the aesthetic quality of the main rooms of the lab. A new circulation desk, utility area, and display cabinet were built and installed by RISD Furniture Design faculty in fall 2004. The Foundation faculty is exploring the use of a classroom on the ground floor (which is currently a two-dimensional classroom) when, and if, that program finds new classroom space.

Information Technology. RISD’s centralized IT organization, OIT, in collaboration with faculty and staff has attempted to address what seems to be an insatiable appetite for new technology, fed through the evolution of digital involvement throughout all art disciplines. Recently, RISD has instituted a new governance structure designed to assist with the development of the necessary plans, standards, and procedures to meet the increasing demand for all IT services.

Over the past ten years, OIT and departmental technical support has developed a structure to deal with the use and expansion of technology into the pedagogic process. Issues such as computer viruses, spam e-mail, and other security threats are quickly becoming the norm and need to be addressed in a quick and effective manner. RISD has established new levels of security to deal with these issues such as Internet firewalls, intrusion-detection systems and, more recently, Internet-packet shaping systems to deal with the endless flow of necessary bandwidth in support of the academic mission.

Outdated equipment, multi-platform compatibility, and software standardization are being addressed to the extent possible as we attempt to keep up with the never-ending change that is information technology.

Common software titles are used whenever possible to reduce the escalating expense associated with attempting to keep up with regular software upgrades and new titles.

Hardware and software upgrade policies have been developed for lab computers which provide for the regular and systemic replacement for all departmental use. Similar replacement cycles need to be created for all other College-owned desktop computers.

Advances in computer networking have enabled RISD to provide these enhanced services in a more contemporary manner, keeping abreast of “best practices” wherever possible. A high-speed campus network with integration to all Internet 2 institutions and services has placed RISD in the forefront of advanced networking technologies.
Laptop computing has been integrated to over 900 students in the Design Division over the past several years with interest from the Fine Arts in the near future. This portable technology has enabled students to use more advanced computing tools as they navigate through their academic endeavors. This trend is also being seen in the desire among faculty for laptops to support flexibility in their teaching using digital media. The creation of the RTC and the development of a strategic technology plan will ensure a coordinated, systematic approach to managing instructional technology in the future.

**Media Resources.** The department’s initiative to equip appropriate instructional spaces with data/video presentation technology has engendered a new generation of users. Slide lectures are swiftly being replaced with PowerPoint presentations. The department is able to keep pace with this increasing demand. Phase 1 of this effort entails equipping all appropriate classrooms and labs, while Phase 2 of this project entails networking of all campus data projectors with network access where appropriate. Replacement and updating of data presentation technology is on a three-year cycle for capital funding. This enables RISD to keep pace with advancements in technology.

Purchasing and inventory are coursework-assignment driven. The department responds directly with equipment purchases specific to student projects, faculty requests, and course offerings and, to date, has kept pace with the demand for digital imaging technology with an inventory of digital cameras, digital camcorders, and mini-disc and direct-to-CD audio recorders. The services of Media Resources are instructional in nature, as many students consult with staff with regard to process and content as well as production.

As Media Resources staff are practicing visual artists and musicians, the keen interest in the creative process and education of artists is a true complement to the educational resource offered to the institution.

The presentation technology for RISD Auditorium has kept pace with RISD’s video/data projection. The audio system has been recently upgraded. The Auditorium has been recently remodeled with new seating, carpet, podium (student designed and built), and projection screens. A wide range of lectures and events are successfully presented each year in support of RISD’s curriculum.

The daily contact with students, faculty, and visiting artists provides a wealth of input required to tailor equipment and services to the media-services needs of the campus. Given current resources of space, budget, and staffing, the department is at full capacity in its ability to meet these needs. Any further expansion of services will certainly require additional space, staffing, and funding.

At present, however, Media Resources remains able to provide a wide range of services from equipment checkout, instruction/consultation, and classroom/lab presentation to house management/event coordination for RISD auditorium lectures and events. Overall, the department is able to offer a scale and range of services appropriate to the context of RISD’s educational mission.

**Writing Center.** From its original roots in mainly supporting the English Department’s first-year curriculum, the Writing Center has evolved its role to include more comprehensive writing instruction. Its role now covers a wide range of student writing expectations in Liberal Arts and studio courses. However, there has been some sense among segments of the Liberal Arts division that the Writing Center is not appropriately staffed and structured to serve RISD student needs.

**Projections**

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:
RISD Library

- Implement and evaluate plan and operations of new library
- Extend hours of service, staffing for library in new location
- Monitor need for increased security due to new downtown location and open access/security needs for housing located in same building
- Regularly assess collection management and capacity in new location
- Determine most effective method for the Library to link with Rhode Island academic library network and virtual library of Rhode Island
- Provide leadership and technical support for transition to digital images for teaching

RISD Museum of Art

- In collaboration with faculty and students, develop strategic plan for reinstallation of permanent collection resulting from construction of Chace Center
- Collaborate with faculty and students to offer opportunities to take the Museum into the community thereby keeping it vital as a resource for the College and the public
- Address the limitations of the infrastructure of the Museum for the annual Graduate Student Thesis Exhibition
- Encourage and expand opportunities for student and Museum collaborations

Campus Galleries, Student Exhibition Opportunities

- Resolve problems of identifying dedicated campus-wide space for flexible schedule of exhibitions, formal critiques, especially with growth of graduate programs
- Monitor and make available adequate space for student-gallery use on campus

The Edna Lawrence Nature Lab

- Continue to sponsor interdisciplinary courses, programs that highlight relationships among science, art, design, and nature
- Develop ways for faculty and students to use the Arthur Loeb Design Science collection; create awareness of collection
- Work to expand the collections to respond to the needs of all departments, and increase collection availability campus-wide

Media Resources

- Provide equipment and instruction to support the work of students, faculty, and visiting artists as the transition from slides to digital media continues
- Complete data/video projection installations for appropriate presentation spaces

Information Technology

- Upgrade the campus network on a regular basis (annually) to include security and advanced services (increased Internet bandwidth and Internet 2) in support of an increasing number of data connections
- Develop a plan to allocate resources to all faculty and staff in order to maintain a high-quality information technology environment
- Maintain adequate support (hardware, software, and human) for all academic and administrative programs
- Develop comprehensive training programs to ensure that all faculty, staff, and students are prepared to utilize current trends in information technology
• Forge relationships with organizations that may be able to assist RISD in the development and implementation of advanced technology services
• Develop system to measure and provide resources for constant changes in IT infrastructure for all faculty and staff
PHYSICAL RESOURCES AND SAFETY

Description

Rhode Island School of Design currently and continuously provides appropriate physical resources to comply with and serve institutional needs. The College will continue to demonstrate leadership in visual arts education by emphasizing the quality and safety of its physical resources.

Campus facilities have evolved over time by incorporating buildings that were usually built for other uses. The urban environment of Providence has provided the College with limited opportunities for new construction and as a result of this it has generally developed its campus by acquisition and renovation of existing historic buildings. Within these constraints RISD has recognized and planned physical resources to suit its institutional needs.

Overview. The Rhode Island School of Design campus is, for the most part, located on the East Side of Providence along the new riverfront park that separates the historic East Side from Downcity. In the last few years, RISD has, for the first time, crossed the river into the Downcity area, reducing its impact on the residential neighborhood of College Hill and helping to support the transformation of Downcity into a residential and art-driven district.

RISD’s urban campus is comprised of 43 buildings encompassing approximately 1.14 million gross square feet of space. Construction and renovation dates range from 1773 to the present. Of these buildings, 39 appear on the National Register of Historic Places, and 11 are located within the College Hill Historic District. These buildings are categorized as being 39 percent academic, 26 percent student housing, 23 percent academic/administrative, 8 percent Museum, 2 percent gallery/administrative, 1 percent student life/administrative.

The Facilities Department is primarily responsible for the daily maintenance of 43 buildings. It provides trades coverage at a rate of one full-time equivalent per 65,000 square feet and custodial coverage of one full-time equivalent per 25,000 square feet.

In addition to the in-house work force, outside contractors are hired to work on projects considered to be beyond routine maintenance. When applicable, architects, engineers, and consultants are engaged to provide the necessary specifications and documentation to ensure that construction projects are well designed and in compliance with all local, state, and federal codes.

In May of 2003, the Facilities Department updated RISD's facilities condition audit. A total of 37 campus buildings were inspected. The remainder of the buildings were not inspected because they were either recently renovated or scheduled for renovation in the near future. All building components were inspected during the audit, and each was assigned a condition rating. Deficiencies discovered during the audits were identified either as needing immediate repair or prioritized for repair within a ten-year period. Since the audit’s completion, RISD has used it as a fundamental tool when preparing the Facilities annual capital budget and the master capital budget. The database is updated as projects are completed or new needs identified.

For the last four years, RISD has participated in an annual review and benchmarking study through Sightlines LLC, a company which is now working with 90 institutions across the country tracking progress on four dimensions of College facilities activities: operational efficiency, service, cycle maintenance performance, and reduction in any deferred maintenance backlog. This ROPA (return on physical assets) analysis has provided benchmarks from comparable institutions with respect to size, complexity...
of physical plant, and urban and geographic location enabling the Facilities Department to invest its resources more productively and to identify areas where more resources are needed.

Buildings/Classrooms/Studio/Offices. The Facilities Department maintains a CAD drawing file for each building and a database to assist in maintaining facilities information. The Facilities Department also implemented a new facilities management system in the spring of 2002. In addition, the Registrar’s Office maintains an inventory of space data which includes all space by classroom, type, and use, except for the Museum and residence halls. These databases have proven to be of great value in planning space utilization and allocation. The compilation of this data has proven to be of great value in planning an analysis of space utilization and allocation. In the ten years since the last accreditation visit, RISD facilities have experienced considerable improvement and expansion.

Since 1996 RISD has added three new buildings to its portfolio: Fletcher, the CIT, and 15 Westminster. These two new buildings are the hub for RISD’s graduate studies. Fletcher Building houses studios for five fine arts disciplines on floors two through six; the first floor remains retail rental space. The CIT houses several graduate programs, including Graphic Design, Textiles, Interior Architecture, and the new Digital Media program, along with the Interior Architecture undergraduate program, the Center for Design and Business entrepreneurship center, Continuing Education classrooms, and a gallery for graduate student art. Both of these buildings have been engineered to provide a comfortable and safe atmosphere to practice and work. In addition, 161 South Main (Industrial Design), Dwight House, and Colonial Apartments (student housing) have been completely renovated. The basement, first and second floors of 20 Washington Place were renovated for academic and student support uses.

The newest addition is 15 Westminster Street, a former bank building built in 1917, which is RISD’s largest building adding almost 325,000 gross square feet to the campus. There is a café on the first floor; floors two to eleven are housing for nearly 500 non-freshman students, and the building will, in the future, house a new library. Three different styles of apartment living on the nine floors were designed specifically for the needs of art students. This substantial increase in student housing enables RISD to provide safe and convenient housing for more than half its student body, increasing student beds from 790 to almost 1,250. A substandard facility, Farnum Hall, has been closed; and for the first time, RISD has student housing appropriate to graduate students. The housing and café opened in September 2005.

An expanded and improved library has been a longstanding goal for RISD. The new Fleet Library will at least triple the present size of the RISD Library and create a vibrant centerpiece to the Living and Learning Center at 15 Westminster. The monumental, vaulted banking hall has been designed to support multiple types of individual and group learning and research as well as to accommodate browseable stacks holding nearly 100,000 volumes, reference services, and current periodicals. The visual resources collections will be on the second floor, along with environmentally appropriate storage and study spaces for RISD’s exceptional archives and special collections. The basement provides additional controlled space for collection storage. This new facility is scheduled to open in the spring of 2006.

Safety & Security. The Department of Public Safety and The Department of Environmental Health + Safety work together to ensure the physical safety of all members of the RISD community. In addition, Public Safety provides security for all College buildings and all College and personal property. All of this is accomplished through the cooperation, and with the support of, the Facilities Department.
The creation of The Department of Environmental Health + Safety in 1999, whose mission is to maintain compliance to environmental and safety regulations, has propelled RISD to a position of leadership among similar institutions as it promotes practices and procedures that support environmental stewardship and ensures a safe working environment for all. Compliance is maintained by interpreting policy, implementing programs, conducting training and enforcement policy while working with all departments on campus. The effectiveness of the compliance programs are measured monthly through an EH+S inspections and reporting program conducted on a different department each month.

Under the leadership of this department, RISD undertook a voluntary environmental audit in 2002 under the auspices of the Environmental Protection Agency. The results of this audit have been utilized to improve the College’s response to environmental and safety issues. From its inception, this department has developed a regular program of working with all College departments to ensure proper hazardous-materials education, handling, storage, and disposal.

Additionally, the department engages in the distribution of safety and training materials, chairs regular meetings of RISD’s Safety Committee, and works with academic department technicians to establish training programs for the use of specialized tools and materials unique to each department. As of spring 2005, RISD has met the requirements to be ISO 14001 compliant for its work on its Environmental Management System.

The 35 members of The Department of Public Safety provide a 24-hour a day, 7-day-a-week presence to ensure the safety and security of the campus. The College continues to improve its life safety systems. Fire detection and protection equipment is constantly monitored and upgraded through the staff of the Facilities Department. At this point, with the exception of Tillinghast Farm which does not have a system, and College Building and Memorial Hall which have partial systems, all RISD buildings have full sprinkler systems. Also notable, in 2002 the College embarked on a program to provide card access for exterior building entrances. To date, an investment of $708,000 has provided numerous buildings with an integrated system of card-access electronic door and video monitoring. Through annual funding commitments, new locations continue to be added each year.

Finally, the College has installed a state of the art code-blue emergency telephone system. Coupled with the internal emergency telephones offered in College buildings, the blue phones located around the campus ensure that no one is ever too far from the ability to summon assistance.

As for computer and network security, the College maintains multiple levels of data security from entry point on the Internet to the application layer. It constantly monitors the effects of intrusions and other security equipment such as fire wall, virus protection, and software- and network-monitoring systems. By maintaining security, privacy is ensured. The College authenticates its user community to all systems to ensure privacy of College records.

Planning and Program Management. In order to ensure the most effective investment in its facilities, RISD’s Program Management Group brings together key individuals in the areas of planning, facilities, finance, and academic planning to share information; monitor progress on plan priorities, support research, and feasibility studies; and make recommendations to senior management. The Program Management Group is a kind of clearinghouse or hub for both annual and long-range planning related to facilities. It meets quarterly with the senior executive staff of RISD.
RISD’s first comprehensive Campus Master Plan, prepared by Chan Krieger & Associates, was completed in 1996. In 2002 a revised plan, required by Providence zoning regulation, was submitted and approved by the City Planning Commission. Most recently, in 2004, Chan Krieger returned to prepare a Master Plan Update, which identifies accomplishments, emerging and remaining challenges, and issues to address in the School’s next master plan. Chan Krieger has been a valuable partner over the last decade helping us as issues and opportunities have arisen, such as 15 Westminster, expansion into Downcity, taking advantage of the new riverfront location, expansion of the Library, and more student housing, which were all priorities identified in the master plan in 1996.

For nearly twenty-five years, RISD has used an annual capital budget, segregated by formula from the operating budget, to invest in maintenance, improvement, and replacement of campus buildings, systems, and equipment.

In order to appropriately match priorities with physical financial resources, the College engages in a capital budget process that links with all of the planning on campus. The capital budget process is funded through the facilities use fee, which is a depreciation formula put in place many years ago at the request of the Board of Trustees. The capital planning process includes, but is not limited to, the long-range and strategic-planning processes, academic and financial planning, and the Facilities Committee of the Board of Trustees. The Facilities Condition Audit and the Sightlines data are primary resources for setting priorities for the Facilities Department. A broadly representative Capital Budget Committee is convened by the Budget Director and reviews all requests. The result is a one-year budget and a three-year rolling plan. The effort of these groups is to maintain a capital planning project and priority schedule.

The Capital Budget Analysis provides evidence for the matching of resource planning to academic and student priorities within the constraints of prudent financial management. The long-term aim is to continue to improve the usefulness and quality of RISD’s facilities and equipment appropriately, creating a more cohesive, safe, and attractive campus with a sense of community. At the same time, RISD must maintain its facilities and equipment appropriately. Due to the capital and operating costs of facilities, progress will have to be made carefully and gradually in the near term.

Appraisal

Building/Classrooms. Life-safety and ventilation needs are a top priority of the College. RISD needs to improve its facilities through better ventilation and air-quality control. Ventilation improvements are gradually being accomplished in the studio areas at RISD.

Specifically, the painting studios are in need of ventilation renovations. Since the determination that 50 percent of the painting studios were below standard, plans are being made to rectify that situation. Recently four ventilation fans were installed in the College Building painting studios, and a ventilation system assessment study was undertaken to find solutions for the ventilation problems in Memorial Hall’s drawing and painting studios.

Any concerns relating to the indoor-air quality are referred to the office of Environmental Health + Safety. The complaint is verified, and the air quality is tested by an independent testing company. If any areas are deemed to be out of permissible limits, measures are taken to immediately correct the situation. If ventilation improvements are needed in any area, a process of engineering and planning is started. The results of those investigations are then folded into the Campus Master Plan process.
as a major and critical priority. Large capital dollar expenditures will necessarily involve a longer timetable.

RISD has many historic buildings that do not easily meet ADA compliance and standards, but all major renovations over the last twenty-five years have included accessibility improvements. For access to those buildings that remain problematic, RISD fully supports and is able to work individually with persons who are in need of assistance by pre-determining student schedules and relocating course offerings and mail delivery. Telephone service is provided for easy access calling. RISD must, however, continue to address the concern for accessibility to students, faculty, and the public in its studio space and overall facilities.

Classroom-scheduling guidelines provide as much flexibility as possible for all departments to schedule their classes so that students can choose from the largest selection of classes. In addition to degree program scheduling, Continuing Education uses many classrooms in the evening hours and on weekends.

RISD offers flexible access to buildings, classrooms, studios, workrooms, and offices. Shop monitors or technicians are required in studio areas where hazardous equipment or materials are used. Undergraduate students do not have access to RISD studios during the summer months. Graduate students do, however, access specific studios, classrooms, and workrooms and/or shops for a specific period of time between their first and second year.

Campus facilities have been assessed; and planning continues to address future space needs, deferred maintenance, and modernization. Studio/classroom/workroom facilities function in many cases, but not in all, in an adequate manner to suit the needs of the program.

From a departmental/faculty perspective the studio/classroom/workroom facilities of RISD are generally noted as adequate to serve the needs of the programs.

Within the next eight years, RISD should anticipate investing capital funds to renovate the Illustration Studies, Bank, College, and Woods-Gerry buildings. Two larger residence halls for freshmen, Homer Hall and Nickerson Hall, are nearly fifty years old, and RISD should anticipate making capital expenditures toward their renewal in the next few years. In addition, planning continues with renovations to the smaller Larned and Barstow House residence halls.

In addition to complying with government regulations, the Environmental Health + Safety Department has a commitment to reducing waste, training staff and students, and implementing stewardship programs as outlined in RISD’s Environmental Principles ARTS model. Much has been accomplished, such as replacing art materials with less toxic materials, holding workshops and conferences (shop monitor training, AICAD EH+S conference held at RISD during 2003, and EPA Workshop 2005), and working with outside groups to increase awareness related to environmental and safety in the arts.

Additionally, in the first quarter of 2005 the EH+S Department completed a third-party audit of RISD’s EMS. As a result, RISD has achieved ISO 14001 certification. Still the department strives to capture the full attention of the community regarding health-and-safety issues.

Despite its work, not all students or faculty are fully engaged in a proactive awareness campaign or in policing academic areas for non-compliance with regulations and common sense safety procedures. The faculty recently approved a motion to have an annual report from the EH+S Department, but this did not go far enough to challenge them to participate in making improvements to EH+S instructional practices in studios and classes.
The Department of Public Safety has made great strides in the last ten years to improve the services and level of safety provided to the College community and environs. The addition of a new 324,000 square foot library/residence hall, including 500 new on-campus residents, will present the department with significant new challenges in these areas. The most significant issues facing the department include the continuing high rate of staff turnover, which goes hand-in-hand with the lack of training and experience in the newest staff members. The Public Safety Department has just begun important discussions with the Student Alliance to promote better understanding of student and public safety issues.

Projections

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

- Pursue additional space for academic departments based on comprehensive evaluation of program and enrollments (current, future)
- Implement plans for reuse of space vacated by the Library and Chace Center projects
- Incorporate deferred maintenance planning with academic program priorities
- Annually update and incorporate facilities performance with institutional priorities
- Utilize the Campus Master Plan recommendation to develop plans for facilities adaptation and modernization to obtain more efficient use of available space
- Further develop and improve EH+S training for all campus groups with possible Web-based training programs
- Continue work on the EMS to maintain ISO 14001 certification, with a special focus on transportation and recycling
- Add EH+S information boards in studios, staff areas
- Continue working with student groups active in environmental issues; for example, Second Life, Green Design
- Continue to implement and assess Public Safety recommendations from the IACLEA report
- Phase in compliance with the updated Rhode Island fire code
- Complete existing capital projects to include 15 Westminster, Library and Chace Center
- Continue to implement plans for the long-term renovation and reuse of existing facilities including housing and possible expansion into the South Main Street properties
FINANCIAL RESOURCES

Description

RISD has preserved and enhanced its available financial resources to support its mission. RISD’s endowment has more than tripled since 1995; and the unrestricted portion remains high, currently at 73 percent, adding to our financial flexibility. Most of the growth has taken place from internal additions and performance. However, due to the Capital Campaign, external additions will likely play a more major role in the next few years. RISD has no material accounts payable balances and no short-term borrowing.

RISD is a financially stable organization. Each year RISD's books and records are audited by a CPA firm which, among other things, evaluates RISD's ability to continue in existence. The auditors also issue a management letter that lists concerns regarding the organization. In the past ten years, RISD has not received an unfavorable opinion on its financial statements, and no comments have questioned RISD's ability to meet its obligations. The audit firm reports directly to an audit committee of independent trustees.

In 1997 RISD management participated in a series of exercises aimed at evaluating enterprise-wide risks. The results indicated that, while there were a myriad of more minor risks, RISD’s greatest asset and strength, and therefore its greatest vulnerability, was the academic program and consistent applicant interest in attending RISD’s undergraduate and graduate programs. This remains a central tenet of finance and budgeting at RISD. RISD’s ability to continue to attract international and transfer students is a new concern, as it is nationally. As tuition rises and financial aid remains static, affordability is also a concern both for attracting students and increasing diversity.

In 1996 the College requested a stand-alone rating from Moody’s and received an A1 rating. The A1 rating was confirmed in the spring of 2004, however, with a negative outlook due to plans for additional debt in the near future to support a major new building in the campus center. If endowment assets grow as planned and fund raising is successful, the downgrade is unlikely.

As a result of various plans designed to enhance RISD’s educational program, RISD has issued $136 million in new debt. The borrowing has been strategic and supports major initiatives in the Academic Plan including a new graduate center, the CIT, and the new Living Learning Center which includes 500 new beds and relocation and expansion of the Library. Debt service is currently 3 percent of our budget but is expected to rise to 8.5 percent in the next three years based on debt already issued. The Living Learning Center is largely self-supporting based on housing revenue; and due to increased enrollment and the freeing up of funds that could be invested, the Graduate Center and the Library will also add to revenue.

RISD has regularly employed debt as financial strategy beginning with the 1986 issue. The basic strategy is to use internal funds to grow the endowment while using the gradually increasing endowment income to cover debt service. As part of ambitious plans to increase the program space on campus for RISD’s growing graduate programs, and also to follow through on the longstanding commitment to build a new library, RISD’s recent bond issues are larger in relationship to endowment growth than with past bond issues. When combined with the diminished stock market returns that most schools are experiencing, this has been a factor in RISD’s recent budget problems. At the same time, it is important to note that RISD counts on the unrestricted endowment for 8 percent of revenue, and the downturn in endowment returns has had a major effect on the budget beyond any concern about debt coverage.
**Budget and Financial Planning.** RISD employs both short- and long-term planning and budget processes to manage RISD’s finances; as part of strategic planning, this link between priorities and resources will be more defined. The budget and planning calendars were adjusted in 2004 to bring them into better alignment with one another. Many members of the budget team have significant involvement with the planning process as well, ensuring a close connection between the two.

The annual operating budget is developed using information from departmental budget managers with the final recommendation coming from the Budget Committee, which is composed of Senior Staff members, Executive Senior Staff, the Finance Committee of the Board of Trustees and, finally, the full Board.

In recent years, budgets have been more challenging to bring into balance. Some of the recent budget challenges are due to increasing personnel costs. Reasons for this include rapidly increasing health-care costs, which in some years have risen by 22 percent. Also, since the last report over ten years ago, there has been substantial, although uneven growth, in the endowment over this period, with rapid growth occurring in the earlier years, followed in the most recent three years with negative returns. There have been modest layoffs, and salary and non-salary growth has been restrained. With debt service rising over the next few years and endowment returns expected to be moderate, we are not expecting an easing of the current situation for several years.

Overall enrollment is up by approximately 13.6 percent over ten years. In the same period, tuition and room and board have collectively risen by 56.2 percent. Tuition increases were sufficiently moderate for a number of years to improve our competitive position relative to other schools of art and design.

Financial aid has also increased, with 15 percent of tuition going to unrestricted financial aid versus 9 percent a decade ago. Unfortunately, growth in federal and state sources has not kept pace with tuition increases, so students are borrowing at increased levels to make up the difference. Fully 30 percent of RISD’s tuition is currently paid from funds borrowed by parents or students. Notwithstanding the wide variety of loan and scholarship packages, the average dollar amount for a student’s debt (RISD-only) is calculated to be approximately $22,500 by the time of graduation.

RISD’s capital budget, which pays for equipment, repairs, and renovations, is a subset of the operating budget; however, it is managed separately. The size of the capital budget is based on a formula that is based on the overall depreciation of the College’s capital assets. There is a Capital Budget Committee composed of all of the major stakeholders as well as representatives from Finance, Planning, and Development. In recent years, there has been a series of evaluations of the condition of RISD’s buildings in an effort to catalog deferred maintenance and to arrive at a clearer picture of what a reasonable, annual allocation should be. The results of all three estimates were that our annual allocation should be in the range of $6 million, well in excess of the roughly $1 million RISD has been spending. In the capital budgeting process for Fiscal Year (FY) 2006, the allocation for deferred maintenance was increased to $1.5 million.

Financial plans are developed for any newly proposed initiatives. The plans are reviewed by both program and finance staff and approved by the Executive Senior Staff before being presented to the Finance Committee for review. A reorganization of the finance staff in 2003 has ensured integration of multi-year initiatives with the annual budgeting process. Also, the Finance Committee regularly requests follow-up information on the performance of previously approved initiatives.

RISD’s financial records are organized as a mirror of the organizational structure. Reporting is available by academic department, by division, by area, and by National Association of College and University Business Officers (NACUBO) categories. Each
month’s reports are made available online to Department Heads and Senior Staff giving current- and prior-year budget information. The Finance Committee of the Board of Trustees also reviews the results of operations. The performance of the financial management of RISD is evaluated on an ongoing basis by the Board of Trustees and annually by the outside auditors.

Fiscal policies are, for the most part, in writing. A debt policy was added in 2004. A comprehensive endowment policy was developed in 1997 and is reviewed and updated periodically by the investment committee. Policies are not currently in writing in the areas of risk management, insurance, and inter-fund borrowing.

Insurance levels are subject to external review by RISD’s external auditors as well as by an insurance advisor. RISD’s policies regarding inter-fund transfers are not in writing; however, they are in compliance with the Financial Accounting Standards Board.

In 2004, as part of the Trustees’ study of the Museum’s relationship to the College, the financial impact of the Museum on the College was clarified and a financial goal adopted. It was agreed that the College would maintain its historical pro rata level of financial support for the Museum, and the Museum would strive to achieve balance among its sources of revenue with one-third of the Museum’s costs to be supported by Museum sources (for example, earned income, membership, annual fund, Museum-specific endowment, gifts and grants in support of Museum programs), one-third to be provided from RISD’s unrestricted endowment, equivalent to the income derived from that portion of the endowment determined to have been received because of the Museum (the "Museum formula"), and one-third from institutional support (primarily tuition) representing direct and indirect support received from the institution, costs that are included in non-Museum budgets (heat, light, power, Development staff, External Relations staff, computing and network support).

Fund-raising. Fund-raising at RISD is conducted primarily to meet institutional priorities. Current priorities were identified during the planning process for a comprehensive Capital Campaign and include academic and Museum facilities, technology, financial aid, and operating support, for a total of $85 million. Each year, new initiatives requiring funding are identified outside of the planning process. These initiatives are worked through a fund-raising approval process starting with Department Heads or curators, then the Deans and, finally, the Provost or Director of the Museum.

The process also involves the Development office identifying potential sources of funding before project approval. The President, Provost, Director of the Museum, Deans, and Department Heads work with the Development office to raise funds for RISD with all activities coordinated through Development. The President and Director of the Museum carry the majority of solicitation assignments outside of the Development staff.

The Development office solicits gifts through phone-a-thons, direct mail, and face-to-face meetings. All pledges require documentation before being entered into the tracking system; for example, pledge cards for annual gifts and donor-signed statements of intent for multi-year capital pledges. The majority of campaign pledges adhere to a five-year payment plan, with a handful of exceptions for longer payment periods, all approved by the Vice President for Institutional Advancement.

RISD experiences an average 85 percent fulfillment rate on annual gifts and a 95 percent fulfillment rate on pledges. Unpaid annual gifts are written off three months after the close of the fiscal year and are not included as pledges in the financial statements. RISD also receives deep purchase discounts, gifts of equipment, gifts of art, and advertising/marketing gifts-in-kind through alumni, parent and community connections. RISD adheres to CASE guidelines in tracking campaign gifts and pledges and CAE guidelines for annual cash receipts.
From 1995 to 1999, cash and pledge receipts averaged $6 million annually, with a high of $10.3 million in FY 1998 and a low of $2.7 million in FY 1995; from 2000 to 2005, receipts averaged $15.4 million annually with a high of $19.2 million in FY 2002 and a low of $11.6 million in FY 2003. Most of this increase in receipts was the result of RISD’s first comprehensive campaign launched in July 1998 and scheduled to conclude in December 2007. To date, $80 million has been raised against a campaign goal of $85 million.

During the past decade, average fund-raising expenses increased from $1 million to $2.5 million. Of that $2.5 million, $1.4 million is funded through the operating budget, and $1.1 million is funded through Campaign receipts. Operating support has increased 52 percent in the same period with the Museum seeing only modest increases in annual unrestricted funds while the College doubled its unrestricted revenues. The growth in the College Annual Fund is due primarily to increased parent and alumni support.

Appraisal

Financial Stability. As noted above, RISD is a financially stable organization which can be measured in a variety of ways; however, there are a number of underlying trends that continue to be of concern, such as increasing tuition dependence, the need to limit tuition increases, little or no growth in revenue from campus support services (such as bookstore and foodservice), and expenses, particularly health-care, which are currently increasing faster than inflation. It has continued to be more and more difficult to balance the budget. For the 2004/05 budget year, over $1 million of funds from refinancing debt were used to prevent additional cuts. The tight budget situation is similar for the 2006 budget, and no one-time introduction of funds is anticipated.

While there has been a significant increase in academic program space, a recent update of RISD’s master plan showed that there are many critical needs still unmet, such as renovation of the Illustration space and additional space for the Apparel, Furniture, and other overcrowded departments. The current building planned for the Chace Center does not address these particular department needs, which is frustrating to many faculty and students. The importance of the Chace Center is therefore not universally understood.

RISD has the means to respond to financial emergencies. RISD is adequately insured and has sufficient, unrestricted balances to survive most imaginable emergencies. RISD's financial strength and ability to survive financial emergencies make it certain that RISD will have the capacity to graduate its incoming classes.

RISD is strategic in allocating its financial resources to meet defined objectives. In recent years, the annual budget process has successfully allocated funds to meet recognized needs in institutional computing and development. In the short run, it is difficult to balance resources among departments as enrollments in various majors rise and fall; in the longer run, resources are reallocated as agreed upon during the budget process.

RISD has recently completed a self-evaluation of our compliance with NACUBO’s Sarbanes-Oxley recommendations. In many areas, we found that we were already in compliance, such as having a separate audit committee and an annual external audit. In other areas, changes are required, such as developing appropriate financial expertise on the committee and developing whistleblower procedures. While not required, RISD feels that these changes will strengthen controls and provide additional attention to full and accurate financial reporting.

Budget. The budget process at RISD is well documented and includes people from several levels of the institution to varying degrees. The monthly and annual
financial closings are timely and are appropriately reviewed both internally and externally. The organization of the financial information in the monthly reports clearly reflects the activities of the institution. The reports are also summarized and analyzed, as needed, to monitor budget performance. If a deficit is projected, realistic plans are developed for addressing issues. The budget process has been moved into the fall semester thereby allowing additional time for expanded communications, planning, and prioritizing across the institution.

In recent years, significant change has taken place in the academic budget process. As part of the process, Department Heads plan courses and enrollments more than nine months in advance. There is also better follow-up on budgets during the year, and the academic portion of the budget was under budget in FY 2004 for the first time in over ten years.

**Fund-raising.** Although total dollars received from alumni continue to increase, the number of alumni donors appears to have stabilized, and percent participation is decreasing as the number of alumni solicited increases each year. This could have a negative impact on future giving expectations from alumni.

As part of the planning process to increase gift and grant revenue, additional resources were devoted to the Development budget to professionalize the staff and move the major fund-raising focus away from direct mail. Since the last visit, the office was reorganized: a Vice President and Associate Vice President were hired, and in order to raise larger major gifts, two additional major-gift field officers were hired.

Through a new stewardship professional, RISD annually reports to all endowment donors on the market value and use of their funds, and an annual scholarship luncheon was introduced in 2003 for all donors to financial aid. The Corporate & Foundation Relations Office was expanded to focus on more sponsored research opportunities with departments and corporations, and the Faculty Research Office was established to assist faculty in grant applications. With the hiring of a new director with local, state, and national government experience, the office is also able to secure more government funding for RISD programs.

**Projections**

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

- Closely examine current strategic mix to identify new revenue opportunities for reducing expenses so as to bring the College into better financial equilibrium, fund priorities, and achieve an increased capacity to absorb revenue and expense variations
- Successfully complete RISD’s first Capital Campaign and meet or surpass the overall target
- Complete fund-raising for Chace Center
- Increase development support for operating budget needs
- Continue to expand the availability of financial aid through fund-raising efforts
- Maintain policy of pricing to market for tuition and fees
- Manage the process of authorizing and issuing the debt for the new Chace Center
- Develop a detailed plan to address deferred maintenance
- Shift capital expenses that are more operational in nature to the operating budget as opportunity presents itself
INSTITUTIONAL INTEGRITY AND DISCLOSURE

Description

Public Disclosure. Rhode Island School of Design attempts to provide information that is comprehensive, accurate, transparent, and accessible through a variety of means in order to assist current and potential audiences make informed decisions about the institution. Through the use of the Internet, Intranet, and printed materials, the College describes its mission, obligations, responsibilities, and expected educational outcomes. Every effort is made to regularly review and update each format and method.

Publications. Numerous printed documents are generated by the College and Museum annually. These publications address specific audiences for specific purposes, and they collectively remain the most complete and comprehensive sources of information available. While there are too many publications to list in this text (all current publications are available in the team workroom), the most prominent and widely used publications are described in greater detail below:

- The illustrated RISD Catalog is designed to introduce prospective students to the degree programs at the College. General introductory essays about the campus experience and classroom interactions are followed by detailed sections on the various departments and degree programs. Information on academic standards, admission policies, financial aid, and a list of trustees, faculty and staff completes the catalog. A statement affirming institutional accreditation is also included. This document is used within the College as well as for prospective students, and is reviewed and updated annually.
- An extensive selection of financial aid publications is available to RISD students, not only to inform them of various forms of assistance but also to offer support and advice regarding financial aid concerns. Federal government forms, work-study guidelines, loan-program brochures, and an overview publication of financial aid services at RISD are among the many publications offered to students.
- A variety of handbooks are distributed to and for several campus groups including the Faculty Handbook, the Student Handbook, and the Policies & Procedures Handbook.
  - The Faculty Handbook was approved by the faculty in December 2001 and first published in spring 2002. The handbook outlines all policies that are not already addressed in the faculty contracts.
  - Published annually, the Student Handbook is distributed to all students at the beginning of the academic year. The handbook describes the campus, its facilities, and the opportunities and expectations for student social and personal development. College policies relating to all aspects of College life are included in the handbook including public safety policies regarding conduct and behavior, policies regarding sexual harassment and discrimination, and procedures for grievances. Academic standards and policies are also explained thoroughly.
  - RISD’s Policies & Procedures Handbook is a document that is currently undergoing revisions and updating but is designed to incorporate all the administrative policies and procedures. This publication serves as a
• The RISD Course Announcement is published annually to assist all currently enrolled students with academic program information. This publication outlines all academic policies including requirements for graduation and department curricula. Course descriptions, faculty members who are teaching currently offered courses, and course credits are listed. The document guides students through course registration and, along with their advisors, through academic advising processes.

• The Continuing Education extension program catalogs are published quarterly, describing course offerings and special programs, and a summer programs catalog is published yearly, which covers Summer Workshop and Pre-College offerings. Due to the different nature of the student body in the CE division, the catalogs provide a comprehensive description of the course offerings, credit structure, fee schedule, and faculty listings. Students enrolling in CE courses may elect to enroll for credit or non-credit.

• RISD's Museum of Art relates to numerous external audiences and sponsors many publications that either describe current exhibitions and programs or describe the various collections to potential visitors. The Museum’s mission is twofold, not only to support educational programs at the College but also to serve as the primary Museum of Art for the region. The monthly Museum Member's Calendar is widely distributed to the membership, both internal and external to RISD. Special exhibition catalogs, gallery brochures, and education materials are examples of the many publications the Museum uses to reach and inform its many constituents.

• Development publications comprise the fund-raising and advancement portfolio, ranging from annual fund brochures and solicitation publications to Capital Campaign and case statement materials. In all cases, the Institutional Advancement staff strives to accurately portray the institutional priorities for which monies are being raised and to describe the uses and disbursement of those monies. The RISD Annual Report is generated to acknowledge gifts made to the College and Museum.

Electronic communications. During the past decade, the role of digital communication has accelerated dramatically and at times, superseded the use of printed materials. The role of the Internet and Intranet addresses the needs and interests of numerous audiences, primarily directed at potential students and the public. An online catalog, Museum information, and student information, along with numerous links, connect the community to a wide variety of campus events, offices, personnel, and programs.

The RISD website (www.risd.edu) was first introduced in 1997 and has undergone several revisions. The focus of the site is to welcome prospective students and their parents to RISD and to make institutional information readily accessible. Regular review of the site's contents ensure accuracy and relevancy.

The use of the RISD Intranet (http://intranet.risd.edu), introduced in 2002, has been especially dynamic, serving as a vital tool that enhances access to resources and services while improving the working environment for students, staff, and faculty. Some areas of the College have completely changed the way in which they operate and disseminate information because of this more flexible and interactive communication tool.
The availability of digital documents throughout all facets of the institution allows for improved communication and productivity. This information portrays the conditions and opportunities available to the public and to prospective students as well as existing faculty, students, and staff. In addition to issues of immediate concerns to students and staff, the Intranet is the home for many documents pertinent to the complete range of issues related to planning and institutional operations. In some cases, electronic formats have replaced paper versions of some documents or manuals. For instance, the Human Resource policies are readily available on the Intranet to serve as a guide regarding benefits, operational procedures, and the resolution of grievances and sexual harassment complaints. While the written version of the handbook is being updated, key information is available on the Web.

The Alumni & Career Services Office is one of those areas that have experienced significant change in the disclosure of vital information. Several progressive tools have been developed to accomplish its mission of providing services and education in the practical skills that artists and designers need to further their professional lives. The cornerstone of the new process is the Online Career Library which includes thousands of linked Web sites, job banks, grant institutions, professional organizations and, of course, hundreds of alumni and student Web sites. The office manages its own job board, a database of hundreds of discipline-specific internships, and an online Alumni Directory. An online alumni magazine, *e-views*, notifies alumni of events, exhibitions, and professional accomplishments.

Electronic publications, such as the RISD *e-newsletter* and *e-views*, are important ways to inform the internal and external RISD communities about institutional activities and long-range goals and plans for the College and Museum. From strategic planning to a listing of pertinent events, information about the institution is available to everyone. Through the Intranet, RISD aspires to provide transparency and accessibility to all of its missions, goals, and objectives as well as its own standards for integrity.

Internal communications. While digital information transfer continues its rapid expansion, RISD has endeavored to maintain traditional face-to-face methods of communication. In an effort to communicate its basic mission, as well as the inner workings of the College and Museum, a number of communication venues have been developed. A comprehensive, four-day student orientation program attempts to introduce students to the complexity of life at RISD. New faculty are provided with orientation sessions and campus tours. Workshops addressing issues of reappointment, promotion, and leave occur annually.

An annual daylong *RISD Connections* program is designed to orient and re-orient faculty and staff to a range of departmental services and programs. The President holds regular Town Meetings in which issues facing the community are discussed and questions can be raised. These meetings, along with Convocation and Commencement, afford a public, campus-wide opportunity for the President to share institutional values, concerns, and emerging issues facing the community at large. The President also hosts luncheon sessions with staff members to more intimately discuss ideas and concerns about the institution’s direction.

Organized efforts to facilitate face-to-face communication occur at many levels. An active, representative Student Alliance acts as a student voice. The faculty has a comprehensive committee structure with open monthly meetings conducted by officers elected at large and directed by a similarly elected Steering Committee. The faculty has also renewed Faculty Congress sessions, daylong meetings that allow for in-depth discussion about areas of critical concern to the College. A Faculty Congress was held in spring 2005 regarding the issue of mission and the development of values and goals.
The Office of the Provost issues a monthly faculty update publication, and the OIT publishes an e-newsletter. The Human Resources Office publishes RISD Reports quarterly, a publication for employees. The recently formed Staff Council is intended to provide a forum for staff concerns.

**Institutional Integrity.** RISD strives to maintain and encourage high ethical standards in its dealings with students, faculty, staff, trustees, and its external constituencies. Similarly, these standards are upheld in the development of policies and practices that exemplify the values RISD articulates in its mission.

Trustee and senior-administration leadership set the tone for ensuring integrity in all of RISD’s relationships and transactions. The Board of Trustees approved a Conflict of Interest statement in 1994. Its purpose is to guarantee that trustees do not exert undue influence or derive financial gain from their Board status. The current response form was updated in 2003.

Similarly, in 1993 the faculty approved the Faculty Code of Ethics, and in 1994 they published and distributed it at the first faculty meeting of the academic year. Students publish their own code of ethics in the *Student Handbook*.

**Intellectual Property Rights.** To make clear the relationship among the academic world, student work, and industry, a *Policy for Intellectual Property* and *Guidelines for Sponsored Studios* have been written and disseminated.

**Labor Relations.** All full-time faculty and professional librarians are governed by the *Full-time Collective Bargaining Contract*, and part-time faculty are governed by the *Part-time Collective Bargaining Contract* (the Contracts). These contracts are by and between the Board of Trustees and the RISD Faculty Associations (the Associations). The *Contracts* clearly state policies and procedures ensuring truthfulness and fairness for members of the associations and the institution. Each faculty member and librarian is assured freedom in teaching, research, and creative work, and in the publication and exhibition of the results.

The *Contracts*, both full- and part-time, are an accurate expression of the duties and responsibilities of the institution, faculty, and librarians regarding faculty wages, hours, and working conditions. All aspects of academic life, including grievance procedures, are carefully explained.

The Public Safety Contract was first negotiated in June 2003 for two years (through June 2005). The Public Safety Officers Association negotiates with the institution (Board of Trustees) to cover such issues as duties and responsibilities, wages, hours, and working conditions. In April 2005, the Museum guards voted to unionize, and contract negotiations are currently underway.

**Campus Diversity.** Several significant changes have occurred in the past decade regarding RISD’s achievement of its own diversity goals. With the revival of the Diversity Committee in 2001, the Diversity Plan was updated and helped RISD refocus its diversity efforts in staff and program areas.

The senior administration is responsible for implementing the goals of the Diversity Plan, most significantly in the areas of recruitment and hiring. Recruiting and hiring policies were revamped to ensure a more diverse candidate pool for administrative- and faculty-search processes. The Provost and the Associate Vice President for Human Resources meet with each Faculty Search Committee to encourage the recruitment of diverse candidates. Diversity is increasing at the employee level for support staff; however, the institution needs to realize similar achievements at the senior management level. Annual employee reviews now include evaluation of contribution to diversity goals. Overall, RISD’s community is one that fosters tolerance and respect for differences.
Reporting to External Agencies. RISD reports to and complies with various external agencies on an ongoing basis. These reporting activities include reporting to the federal government, complying with federal regulations for financial aid and privacy guidelines, undergoing annual financial audits, and complying with accreditation standards and requests from institutional and professional accreditors.

Appraisal

Public Disclosure

Publications. Material published by RISD is well designed, often award winning, and very engaging, especially to young students of art and design. Yet, by its very nature, it falls short of describing the true nature of attending RISD in many ways. It occasionally reflects more the intentions and genuine desire of the School than its actual conditions.

For example, the intensity of the curriculum and course workload is not immediately apparent in the catalog or online descriptions of the College. Life at RISD is intense and highly focused in the disciplines. Students are drawn to RISD to explore the world of art and design. They may, however, become disappointed by the difficulties of maintaining relationships with fellow students once they leave the Foundation Studies year to work in their chosen majors. Similarly, minority students observe images of peers pictured in RISD literature only to find smaller-than-expected numbers of classmates of similar ethnicity. These examples are less deceit than true aspirations of the entire community. Larger cultural and institutional structural difficulties have made attaining an open, flexible, and diverse educational experience easier to describe than to attain.

Faculty information is published in several areas. Some departments include, in perpetuity, the names of especially illustrious faculty and speakers while excluding the names of younger adjunct that don’t have national recognition as yet. This sort of selective inclusion/exclusion is misleading and is being changed to better reflect current faculty staffing.

The fundamental cost of attending RISD is published in some detail; the financial aid information is also detailed, and while the potential combinations of loan, scholarship, and work-study monies vary widely among students, an average indebtedness amount is published on the Intranet and in financial aid brochures. Exit interviews are conducted with students who have received financial aid of any kind (but particularly recipients of Stafford or Perkins loans) primarily to advise them about the types and extents of debt they can anticipate upon graduation.

The institution supports providing information, orientation, and job-related counseling to staff. Many of the critical forms for benefits, compensation, and policies or procedures for other staff issues are currently published on the Intranet page for the department. This may be practical, generally speaking, but given the lack of access to computers for many staff, this may not prove to be the best scenario.

Electronic communications. RISD has developed an exceptional array of digital resources that have enhanced and improved communication throughout the institution. However, the speed of this development and its impact on all facets of RISD need to be continually assessed for its effectiveness. Individual offices and departments utilize their own digital resources, but it is unclear how “local” information is disseminated to the campus-wide population. The use of the Intranet as a repository of online information needs re-working to provide an effective framework to guide students, faculty, and staff to these resources in support of overall campus communication.
Information is consistently disclosed at RISD, but the method of disclosure and the protocol involved can be a mystery. This situation may be the result of the relative newness of RISD’s Intranet as the preferred area of internal communication. RISD.edu is now viewed primarily for external communication to RISD’s potential students, the public, and the Museum’s audience. The RISD Intranet is the home of a vast array of internal information about the institution, admittedly a bit overwhelming at times. Greater coordination of the .edu site and Intranet is needed. Some feel that the Intranet, which is completely visible to the public, should be partitioned to serve internal versus external needs.

The desire for information ownership is resulting in resource overlaps that may be weakening its usefulness. As an example, the Internet site provides extensive details on RISD's academic departments including information on faculty, students, alumni, and courses; many of these departments are developing their own independent Eeb sites with similar information. Some of these details, in turn, overlap with digital resources provided on the Intranet in such areas as Alumni & Career Services and its Online Career Library, alumni Web site links, and online job board. Navigation of these resources can be confusing and time consuming.

Additionally, the input of data electronically is accomplished from many different areas and necessitates greater centralization and coordination. The updating of information is critical in the disclosure process, and a calendar system for updates could be created to better inform various departments of this need. Since information appears both on the Web and in print, there currently exists the possibility of discrepancies between the two, as represented by such publications as the admissions catalog. In this case, the issue may be further complicated by the ever-increasing late date when the printed catalog becomes available to its audience each year.

Internal communications. While a variety of methods are used to reach members of the RISD community, there remains a sense that the institution needs to improve internal communications. Efforts to coordinate a communications program remain elusive; RISD has always had difficulty instituting a universal policy of communication for its students, staff, and faculty. Parallel universes of information often exist in both printed and digital forms, although the College now regularly uses e-mail as an “official” method of disseminating information. Communication is especially weaker for staff individuals who do not have regular or any access to computers. Likewise, not all members of the community are available to attend Town Meeting sessions or campus-wide events. Conversely, there are some people who feel that there is too much information shared too often, and they complain about “information overload.”

Human Resources has experimented with batched orientation for staff, with the idea that once every few months, the office will give tours and meet with new staff. Since newly hired staff begin jobs at many points throughout the calendar year, batched orientation may not be the most effective method of introducing new non-professional employees to RISD.

To facilitate better communication, and to provide an open venue for discussing staff concerns, a Staff Council has recently formed. The new council needs to be monitored to ensure that it provides an open and welcoming opportunity for staff expression and effectively shares its concerns with the senior administration.

The College instituted formal sexual harassment training for faculty, students, and staff, directed by Human Resources, beginning in the summer of 2004. Staff training has occurred, but student and faculty training seem to be on hold due to a lack of Human Resource staff to conduct these sessions. Training objectives and plans for involving the rest of the campus need to be clarified to ensure that all understand the
campus-wide acceptance of the institution’s basic principles of fairness and non-discrimination.

Institutional Integrity

Diversity. RISD continues its effort to diversify its student body, faculty, and staff. At all levels, concerns for diversification are expressed through outreach advertising, personal contact, and referral. Some significant progress has been made in increasing diversity in the area of staffing; however, despite the best intentions, from trustee concern to faculty searches and the work of the Admissions Committee, minimal increases in minority student and faculty numbers have been realized. Increases in staff numbers have been more successful, especially with lower-level positions.

On the communication side, language barriers are a concern with a diverse ethnic and cultural community. The RISD service staff is composed of a large number of native speakers of Portuguese and Spanish. Human Resources are translating some key documents into Portuguese, and an informal translation service is available. A more formal system for providing comprehensible information is needed to ensure that all staff understand their lives at RISD.

Projections

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

• Establish deadlines for periodic updates of digital information parallel to deadlines for those for print publications
• Establish guidelines and procedures for archiving electronic documents; educate faculty and staff
• Provide computer terminals and e-mail access for staff and faculty without private offices
• Complete revision, publication, and distribution of Staff Handbook
• Update, monitor, and evaluate the orientation practice for all new campus constituents
• Evaluate published information regarding minority presence on campus
• Continue to increase minority representation in all constituencies
• Finalize and regularly evaluate conflict-of-interest policy for all relevant constituencies
• Ensure faculty and student compliance with copyright laws for electronic materials and reserves
PLANNING, EVALUATION, AND INSTITUTIONAL EFFECTIVENESS

Description

Overview. Rhode Island School of Design supports a dynamic institutional planning process, which involves a myriad of groups and individuals and reflects the mission and spirit of the institution. The purpose of these planning efforts is aimed at continuous improvement of RISD's educational goals and the achievement of the mission.

RISD’s mission statement provides the foundation for all planning activities. Based on the original charter statement and more recent debates to revise the contemporary mission statement, the institutional goals and objectives are established and regularly updated and evaluated. The mission, goals, and short-term objectives are outlined in *The RISD Plan*. This plan is widely disseminated to all members of the RISD community following annual updates by the senior administration and is endorsed by the Board of Trustees.

Planning Process. RISD has engaged in strategic and long-range planning since its founding, but these processes have been undertaken more systematically since 1986. The institutional planning process has evolved into a structured and comprehensive process during the past two decades. Planning is segmented according to each institutional area’s structure and leadership; and there are varying degrees of methodology, practice, and implementation.

Many work groups support the planning process either as established institutional committees or as ad hoc entities including the Board of Trustees Executive Committee, executive officers, Senior Staff, Deans Advisory Council, RISD Data Group, Operating Budget Committee, Capital Budget Committee, Program Management Committee, The Enrollment Taskforce, Diversity Committee, Technology Committees, and the Student Alliance. Each planning group is charged with the responsibility of developing a plan and making recommendations for implementation. These groups typically make every effort to interface with other campus groups and constituencies.

RISD’s institutional planning process is designed to develop strategic direction, environmental scanning, long-range goals and objectives, and annual tactics. Institutional priorities form the basis for annual and cyclical budgeting (annual, operating, and capital). The administrative planning process proceeds on a regular timetable working most closely through the Board and the Senior Staff. The cycle proceeds continuously and is intended to support and inform the cyclical budget planning process. An updated institutional plan for one-year priorities is presented to the Board and the RISD community annually.

Quarterly benchmark reports are prepared for the Board of Trustees and the Senior Staff as a means of measuring goal achievement. Senior Staff meets regularly to discuss budget updates in the context of planning goals and priorities. External trends analysis, highlighted at an annual retreat with Senior Staff, provides a forum for review of external challenges and opportunities as they impact institutional goals and objectives. Environmental scanning is not only integrated with planning annually but also when special circumstances demand. Following the September 11 terrorist attacks, an ad hoc group convened to assess the real and potential shifts in the external environment as they impacted RISD. The group conducted an informal risk assessment and prepared a report for the President. This type of process is occasionally initiated to supplement the routine planning process.
Trustee participation in institutional planning is well developed. The Board reviews and approves the annual goals and objectives of the institution and the President. They review quarterly progress reports on goal achievement at each full Board meeting and monitor long-range goals development. Standing committees review academic programs and visiting committee reports, and the full Board receives regular Academic Plan updates.

On occasion, the Board authorizes a comprehensive review, such as that conducted by the Museum Task Force, to study the mission, finances, and governance of the RISD Museum of Art (March 2003 to May 2004). The Board may also establish ad hoc committees for the purpose of studying specific issues and developing recommendations; for example, the Ad Hoc Committee on Human Resources or the Ad Hoc Committee on Public Engagement. The Board is currently engaged in the Capital Campaign to realize long-range institutional goals relating to scholarships, academic and Museum programming, and facilities renovation and expansion.

Every year, the RISD Museum staff undertakes a short-term and long-term assessment to ensure that they are on target in meeting broad as well as more immediate goals. Issues of diversity, access, and interpretation are considered in all areas of programming and staff requirements.

Over the past decade, the Museum has also undertaken a parallel planning course in order to understand its most basic issues and then to strategize to meet those expectations. These efforts are reflected in the following plans:

- Museum of Art Master Plan (Chan Krieger & Associates), 1995
- Facilitated Strategic Plan (Sharon Blume), 1995/1996
- Facilitated Needs Assessment and Space Planning (Marcey Goodwin), February 1999
- Ongoing construction planning, since 1997
- Collections Reinstallation Planning, since spring 2002
- Museum Task Force Study (with Board of Trustees), 2003/2004

With the hiring of a permanent Director of the Museum in 2005, the staff plans a renewal of its overall strategic plan.

Annual and longer-range budget planning are linked with institutional planning priorities. The work of the Operating and Capital Budget Committees ensures that institutional mission and goals are reflected in budget allocations; currently the Academic Plan and Museum of Art planning goals are given primary consideration. Academic Plan priorities are funded first, followed by Museum goals (which are planned for through an agreed-upon financial formula that allocates resources to Museum operations).

Administrative planning is systematic, due largely to the annual budget process and the updating of the institutional plan via Senior Staff review. Academic planning is relatively new with the creation of a five-year Academic Plan, which began with the newly appointed Provost in 1999. This five-year plan was the first comprehensive Academic Plan undertaken at RISD (initiated in 1999 and implemented in October 2000).

The process leading to the Academic Plan’s creation was comprehensive and participatory and now accurately reflects the academic structure. Derived from the individually articulated goals of each of the eighteen academic departments, summaries were made by division Deans and the Associate Provost and were compiled and prioritized. Information for ongoing academic planning is derived from multiple planning efforts which include participation in the five-year Academic Plan; the rotating, but
periodic, external visiting committees for each academic department; the academic accreditation application and review for pre-professional degrees in The Departments of Architecture (NAAB), Landscape Architecture (LAAB), and Art + Design Education (Rhode Island Department of Education for Art and Design Education Teacher Certification); and by annual budget processes in each department and division.

Short-range academic planning is linked primarily to annual budgeting including the allocation of facilities and technology. Analysis of internal/external opportunities and constraints for the academic areas are chiefly addressed on a department/discipline-specific level and pursued as needed; for example, in the periodic instance of external review committees and accreditation. Institutional analysis of external factors is typically not discipline- or profession-specific enough to be particularly useful for academic disciplines or departments.

During this same period (2000), the academic budget process was reviewed and evaluated by an external consultancy (Stillwater) with a resulting overhaul of operating budget process for all academic programming. The new academic budget process was implemented in 2001 and refined during the next three years. The process is designed to allow resources, particularly teaching resources, to follow enrollment trends and changes in pedagogy.

In the fall of each academic year, Department Heads and Deans work out course plans for the following year which reflect the number of courses needed to deliver the department curriculum to the expected number of students majoring in that department and elective courses to students in other departments. Modification and prioritization of these course plans occurs late in the fall and early of the new year and the approved plans form the basis of the academic budget. The Academic Affairs staff and the Provost work closely with the Deans to allocate resources according to the curricular needs identified in the planning process, and the final department budgets reflect these approved plans. There is close communication among Academic Affairs, the Registrar’s Office, and the Budget Office to make sure that the planned and budgeted courses are offered and funded. Similarly, the Deans and the Provost allocate requests for staff positions and other funds using a similar process for prioritization of what resources are available in the overall budget.

Technology planning in academic programs (in traditional as well as digital technologies) is undertaken primarily as a budgetary process and planned by departments in their phased and recurring capital budgets. Multi-year digital technology planning is required of all those academic departments participating in RISD’s Laptop Program (approximately 45 percent of the academic, major degree programs). Planning for digital technology is only recently understood to be an institutional, academic, and administrative responsibility, rather than a solely departmental one, with the creation of the RISD Technology Council (2004). Technology planning has been more active in some particular academic departments because of the Laptop initiative but is now emerging more institutionally (RTC), however is not yet comprehensive. The work of the RTC will focus on developing a strategic plan for RISD’s technology programs and pursue the timely implementation of goals and objectives. These goals and objectives will incorporate the needs and program components for administration, staff, and students as well.

The Office of Institutional Research + Planning is responsible for compiling and presenting information about the institution and the environment in which it exists. This information is used to gauge effectiveness and to support and inform institutional planning efforts. Research is initiated by or coordinated with individual departments, trustees, students, and with institutional committees. The research and evaluation program is designed to achieve four goals: 1) to establish and distribute baseline
information about the institution (basic research), 2) to develop comparative databases so that RISD’s performance can be measured against peer or competitor institutions (norming research), 3) to design and implement specific research projects to address issues or needs as they arise (applied research), and 4) to provide statistical historical profiles for departments undergoing specialized accreditation reviews or peer review visiting committees (compliance research). In all cases, the research program is developed in consultation with those offices and/or individuals directly impacted by the evaluation and outcomes of the research.

A comprehensive outline of the Institutional Research program is available in the team workroom. Examples of ongoing research projects include the annual publication of the RISD Factbook, the maintenance and regular updates of the Research + Planning Intranet homepages (which provide numerous statistical and qualitative reports on RISD, external trends, and peer comparisons/links), and the regular distribution of executive summary reports resulting from survey or focus-group research. Specialized research projects include surveys and assessments accomplished for Admissions, Continuing Education, Environmental Health + Safety, the Museum of Art, Development, the Library, and Student Affairs.

Regular reporting to and through the federal government (IPEDS), accrediting agencies (NASAD and NEASC annual reports, HEADS data report), and consortium information-sharing (AICAD survey) are also a part of the institution’s effort to share and analyze RISD’s profile and performance. The Office of Institutional Research + Planning has also coordinated two consortia during the past five years (UCLA Survey of Entering Freshmen and the NSSE Survey of Student Engagement) in an effort to compare art school survey findings within the larger context of those respondent groups.

An administrative group called the RISD Data Group was created in 2000 to review and assess institutional data and its uses and purposes. This group was intended to provide administrators with a forum to review, debate, and discuss ways in which policy or practice should be modified based on institutional or comparative research findings. This group meets monthly during the academic year and adapts its agenda to reflect current challenges and long-term objectives.

Institutional Effectiveness: Administrative Assessments

The goal of systematic assessment in non-academic areas is to ensure the achievement of the educational mission and to create programs and services that enhance academic programs. To this end, most administrative areas 1) publish a mission statement, 2) conduct research that highlights success towards achieving their mission, and 3) use research results to improve current programs or develop new programs that would better support the academic areas. Many administrative departments currently conduct regular evaluations to monitor and improve their performance.

Examples of formalized, systematic effectiveness programs are evident in the following areas:

- RISD Library (survey program to evaluate effectiveness of library user services and archives services)
- Student Life (CIRP, NSSE, student-opinion surveys to assess overall satisfaction, track demographic trends, measure qualitative aspects of educational experience)
- International Programs (interviews to assess student needs)
• Multicultural Affairs (focus groups to identify ways to build programs, enhance services)

• Residence Life (surveys to assess incoming student needs, profiles)

• Orientation Programs (surveys to assess effectiveness of programming)

• Research/Planning (interviews, surveys to assess effectiveness of services)
• Environmental Health + Safety (surveys to assess level of training needs and awareness of EH+S programs, policies)
• Board of Trustees (periodic surveys for self-evaluation)
• Admissions (ASQ, campus tours, specialized surveys to track changes in student profiles/preferences, competitor information, perceptions of RISD)
• Alumni & Career Services (assessment of graduates to determine placement in chosen fields, survey of alumni to gather perceptions of RISD, enhance communication with alumni)
• Development (fund-raising surveys, phone interviews, reunion focus groups, etcetera, all designed to target specific populations for improved fund-raising programming and to enhance RISD’s image)
• Facilities (Aramark survey, Sightlines benchmarks, user surveys for benchmarking and comparative data)
• Nature Lab (surveys to assess student satisfaction with resources, services)
• OIT (user satisfaction surveys and interviews)
• Museum of Art (visitor and exit satisfaction surveys, specialized surveys and focus groups to support grant or funding-based programs)
• Continuing Education (market research, student-satisfaction surveys, course evaluations)

Some of the administrative areas that are currently developing assessment programs include:

• Academic Advising (survey to identify student perceptions of program, to enhance programming and faculty training)
• Academic Affairs (faculty survey to establish a longitudinal database for faculty profiles, attitudes, experiences)
• Staff/Climate survey (climate survey, staff council survey program for awareness of programs/mission and for identification of issues)

Administrative areas use data to inform decision making and to improve programs and services more consistently than the academic areas. For academic departments and divisions, the collection of data primarily concerns enrollment, space, and budget; for example, history and actual use of fiscal and human resources for academic programming. This information is provided by Admissions, the division Dean, or by Academic Affairs.

There is extensive use of the institution’s Factbook by administrators; but for academic departments and divisions, it is used only to track enrollment data. In many other areas, specific tools assist with modeling and analysis, such as the Future Perfect financial modeling program used by the Finance office. This sophisticated program graphically portrays financial data for developing financial scenarios and provides a database for decision making.
It appears that resources allocated for institutional planning and evaluation are sufficient to support these myriad activities, either directly through the Office of Institutional Research & Planning or by means of resources which support the occasional use of outside consultants for special projects. No distinct resources have, to date, been identified for planning processes in the academic areas. When it occurs, planning either replaces or is additive to the existing activities and responsibilities of academics.

Implementation. The RISD Plan is used as a tool to establish and determine implementation of priorities with demonstrated success for implementing many of its goals since 1996. These goals are revisited regularly and either modified for future implementation or are substituted with newer goals that reflect current or projected conditions. Quarterly benchmarking reports, prepared with Senior Staff and presented to the Board at each full Board meeting, highlight the goals achieved for each quarter. A year-end analysis is also prepared and shared with Senior Staff and the Board. In this way, the administration and the Board monitor implementation and track closely those areas where potential problems or obstacles may arise.

The five-year Academic Plan has had a demonstrable record of success for implementing many of its planning goals. While some areas of the five-year plan remain unresolved or incomplete, those items are acknowledged as delayed rather than abandoned or reprioritized. To date, the demonstrable record of success in implementing the Academic Plan has been articulated and reviewed by the Provost at various levels throughout the institution, from trustees to staff and faculty.

Success in long-term facilities, campus master planning, and capital budget planning has also realized significant success towards implementing short- and long-term goals. The Campus Master Plan process is an ongoing activity, first introduced in 1996. The updating of the plan in 2004 is a prelude to a more comprehensive revision within the next few years. As part of longer-term facilities planning, the Program Management Group was created in the spring of 2003. This group’s function is to develop and monitor a strategic direction for facilities planning and coordination, set priorities for projects, and provide a rationale for capital project resource allocation. The group serves as a link to Senior Staff, the Facilities Committee of the Board, and to other facilities planning groups/consultants.

Sightlines is a consulting group that assists RISD with compiling and updating benchmarking data for comparative purposes. This database is updated annually and provides data on a macro level including data on service, support, capital issues, trend lines, and industry standards for capital program planning.

Aramark data provides the basis for categorizing capital needs, supporting the concept that the institution needs to divide capital budget resources into workable categories; for example, cycle maintenance, modernization, deferred maintenance, code and life safety, and new technology. Trend lines suggest policy formulation, and data is used to guide decision making.

Institutional Priorities and Mission. Overall, there is substantial understanding across academic and administrative departments about RISD’s mission and purpose. In the academic areas, institutional mission is broadly interpreted to mean academic excellence and the provision of the highest possible quality of design and art education. There are various mission statements circulating in the community and some uncertainty about which one is the official mission, but the institution’s mission statement is currently under review, and revisions are expected within the next year, or as part of the emerging Strategic Planning process.
Institutional planning across all departments appears to be mission driven, and many departments (academic or administrative) publish their own mission statement which relates back to the institutional mission.

Assessment. Regular and systematic evaluation of academic areas to ensure support and service to mission are conducted by means of the following processes: annual staff and administrative performance evaluation; annual faculty evaluation; a strict schedule of review in faculty reappointments and promotions (as outlined in the bargaining agreement with the faculty association); student evaluations of faculty made for each course taught (available on record and systematically reviewed by the Department Head and Dean annually, by the Committee of Faculty Appointments in the course of reappointment and promotion, by external visiting committees, and in conjunction with external, institutional accreditation for NEASC, NASAD, NAAB, LAAB, and Rhode Island Department of Education for Art and Design Education Teacher Certification).

Budget reviews and spending analyses for academic areas are now reviewed monthly for accounting purposes with information that informs evaluative, budget processes.

External Review. All academic departments are regularly reviewed by outside groups and organizations. Academic departments with professional accreditation are regularly visited by accrediting teams and are reviewed every six years, minimally, with required annual reporting. Some administrative departments have been reviewed by either a visiting committee (Financial Aid or Student Affairs, for example) or by regulation (Finance is audited annually). The Museum of Art is accredited and reviewed by Museum accrediting agencies as well.

The Visiting Committee program is an instructional evaluation process renewed by the Board in 1985. While accrediting bodies regularly review professional areas, other departments lacked the benefit of such peer evaluation. Visiting Committees are scheduled annually on a rotating basis for all academic programs and departments at RISD. These external teams comprise alumni, and outside professionals and are specifically charged with reviewing the quality of the respective programs. Department Heads submit the Visiting Committee report and the departmental response to it to the Board, the President, and academic leadership.

Planning Effectiveness. Institutional planning is often evaluated by how many priorities have been achieved. Quarterly benchmarking of the RISD plan is conducted with the Board and Senior Staff. Year-end analyses are also conducted to assess effectiveness and goal achievement and to project goals for upcoming planning cycle(s). Evaluation of the institutional planning process is minimal and irregular, occurring only when a change is deemed necessary (often prompted by an external factor). The Institutional Research program is evaluated annually to ensure its effectiveness in supporting the various planning processes.

The budget planning process conducts an evaluation of the process’s effectiveness. Departments are consulted about ways the finance area can better serve the community; The Departments of Accounts Payable and Purchasing seek to monitor performance and perception of user departments.

Periodically, the Board conducts a self-study to assess its effectiveness, evaluate its organizational structure and systems, and develop a strategy to position the Board’s future. The Board’s standing committees review and oversee staff recommendations and initiatives. Board members are also included in mission review debates as part of institutional self-study and planning efforts.
Emergency Planning. Although the College was in the process of developing an emergency plan to provide a framework of procedures for the RISD community to react in the event of a major disaster, both natural and man-made, this process has stalled.

The two groups who were working on the Emergency Plan: the RISD Emergency Strategy Group (comprised of the President, Vice President for Finance & Administration, Provost, Vice President for Institution Advancement, Director of External Relations, and Associate Provost for Student Affairs) and the RISD Emergency Operations Group (the members of whom come from Public Safety, Facilities, Residence Life, Health Services, Continuing Education, Office of Information Technologies, Telecommunications, Environmental Health + Safety, and Museum Security) hope to begin this process again shortly.

Once in place, this plan will identify key individuals and their roles, create a defined sequence of responses, and identify a strategic emergency center location where the coordination will take place. The planning will extend to include post-emergency responses such as psychological counseling, liaison with parents, and identification of the scope of losses, both personal and financial.

Appraisal

Planning Process. Greater awareness of, and participation in, the institutional planning process is needed. Even if people know about a plan, they are not always familiar with its content or priorities. Planning occurs in most areas of the institution, although not in the same way and often with minimal integration or crossover between areas. Participation and feedback loops are uneven between institutional and academic department planning. While information and decision making moves upwards through the hierarchy in an organized fashion, decision making and choices for prioritization and implementation are unevenly communicated or understood in their movement back downwards. Communication about the process or planning priorities does not always reach too far into the organization, and many mid-management and hourly staff remain unaware of the timetable for annual and longer-range planning.

In fact, as the process moves deeper into the organization, planning and evaluation become less clearly defined. Departments are typically more concerned with their immediate goals and needs and less focused on longer-term objectives or projections. Much of the effectiveness of planning at various levels is tied to leadership in those areas and links to other parts of the institution. In some ways, the understanding of the institutional planning process is directly linked to preparing one’s budget requests each year.

One important element in the planning process for both departments and the administration is RISD’s visiting committee review process and departmental professional accreditation visits in that they help foster regular self-study and external review of all RISD academic departments.

While it is unrealistic to expect that all members of the RISD community will have the same involvement or interest in planning, greater efforts can always be made to communicate the institution’s goals and objectives and to invite more participation. Use of campus-wide Town Meetings, the e-newsletter, and the RISD Intranet are three of the ways in which the administration seeks to increase knowledge and input from the community.

Improving the community’s understanding about the connection between planning priorities and budget allocations is an important goal for RISD. This struggle is similarly evident in both the administrative and academic areas. While execution and
Implementation of academic planning is constrained by fiscal limitations, planning by the academic departments and divisions is usually developed without reference or consequential correspondence to actual and unforeseeable financial conditions. In this sense, the planning in the academic areas from the departments and divisional level may be understood to represent the articulated intentions, goals, and needs of those areas independent of budgetary limitations or fiscal feasibility. Closing the gap between the allocation of resources and the expectations developed in the course of planning are continuing challenges that should be addressed in the next planning exercise.

Planning in the academic areas has been broad based in the creation with the Academic Plan but more of an aggregation than as an integrated process. Individual department plans are summarized and synthesized at the level of Deans and then Provost. Although collectively amassed at the level of Provost, and portions thereof by Deans, very little multi-department exchange or crossover exists, and limited knowledge or understanding collectively exists among divisions.

Although multi-year academic planning is comprehensive and broadly participatory, actual implementation occurs in a more fractured and segmented way, primarily on an annual cycle. Planning activities typically involve limited term or rotating leadership positions; for example, with Department Heads and Deans serving three-year appointments, the full cycle of the planning process is often not conducted under the same stewardship. More typically, a predecessor devises a multi-year plan while interpretation and implementation are expected of a subsequent Department Head or Dean.

External analysis for academic departments (professional, discipline-based) is needed to make curricular and program decisions. However, academic departments mostly engage in their own, discipline-specific or profession-specific research rather than relying on institutional planning. Department-specific input for planning purposes is aided by the review of external committees, which include academic as well as professional benchmarking. More external analysis for academic departments (professional, discipline-based) is needed to make curricular and program decisions.

At the annual meeting of the Board of Trustees, the chairperson reviews the major Board decisions taken during the year and sets a direction for the new academic year. The Board is working on developing a procedure for ensuring that each standing committee sets its own annual goals that complement the institutional mission and the role of the Board within the institution.

Administrative departments use data and conduct research to inform planning and decision making much more extensively than they did a decade ago. Departments, both academic and administrative, are more likely to request assistance with research projects and to use the Intranet sites for data collection. The Factbook remains a useful source of quantitative institutional data, but not all parts of the institution know about its existence or know they have access to the data. The Institutional Research Intranet site supplements the Factbook to some extent, but many offices/departments also use the main RISD Web site for basic information.

Institutional technology planning, which has broad representative academic and non-academic participation, now takes place through the RTC. The RTC has had a slow, but promising, start. A planning and governance structure related to digital technology has been designed and assigned to participants. This structure will allow for RISD’s first academic and administrative institutional planning effort for digital technologies.

Implementation. Despite the somewhat uneven success of broad-based community involvement in planning, the record of successful implementation of goals is notable. In particular, the implementation of academic-plan priorities has been
especially good. Even with the broad participation of academic departments in academic planning, the entire cycle of planning through implementation does not always ensure complete confidence in the next planning process and will need to be reinvested. More regular debate, discussion, and celebration about goal achievement in all areas would inform continued planning efforts.

RISD has realized significant success in implementing facilities and long-term capital projects goals in the past decade.

Institutional Priorities and Mission. The extent to which the institutional mission is known and understood is hard to determine. Many people relate to the contemporary mission while others refer to the 1878 mission/charter statement. In some cases, there is no sense of how to find a written statement of RISD’s mission. The current endeavor to review and revise the mission statement will greatly improve the statement’s relevancy and provide an opportunity for the community to discuss the institution’s direction and identity.

The mission statements lack a discipline-specific basis. Each department is supposed to have its own individual mission statement, but these are not widely circulated or known by everyone. As part of developing an academic assessment program, each academic department is asked to develop a discipline-specific, department-based mission statement. This process will aid in the sharing of missions across departments and their relationship to institutional mission overall.

The Board evaluates the institution mission periodically, but this effort should move deeper into the institution more regularly.

External Review. There is currently no mechanism for review of academic divisions (with the exception of visiting committees to Liberal Arts and Foundation Studies) as there is for academic departments, although the performance of the division is a subject for evaluation in all reviews and re-accreditation for departments. Annual evaluations of the division Deans and their support staff, as well as the three-year reappointment process for Deans’ positions, do provide a frequent and regular means for internal evaluation of their function.

Administrative departments are not systematically programmed for outside or peer review, but they might benefit from this type of evaluation, on a rotating schedule.

Planning Effectiveness. Evaluation of all planning, administrative or academic, occurs chiefly at the senior administrative level and/or with the Provost and, occasionally, with the Deans and, less often, with Department Heads or faculty. Developing a system for regular evaluation of the various planning processes and plans would be helpful in understanding whether the planning effort is working or is in need of revision.

The effectiveness of academic planning is primarily hampered by financial contingencies, the challenge of enrollment management (in an open system where space availability does not correspond to applicants), and where crisis planning is needed to accommodate unexpected enrollment. Asking academic and administrative areas about their information and data needs on a regular basis and across all levels would help inform areas about the availability of data to assist with decision making and planning.

The Campus Master Plan, first completed in 1996, was updated in 2004. This revision evaluated the need to incorporate consideration of deferred and operating maintenance needs. The process is now better aligned with actual goals and objectives of the institution. For facilities needs, many items appear in capital budget plans that are recurring items and should instead be included in the operating budget rather than as a capital project expense.
The Facilities Department conducts routine evaluation of its program and services. After the processing of every fifteenth work order, a questionnaire is sent to the user to assess satisfaction and solicit suggestions about program improvements. The new work order system gives feedback automatically. The process for filing the order is acknowledged; and when work is completed, it is communicated.

The annual Sightlines survey involves the most active users of the work order system. Evaluation is focused on what users think of the campus grounds, building conditions, and services rendered by the Facilities staff. Information is then benchmarked against other campuses with similar programs.

Additionally, the Sightlines group conducts an annual walk-through to assess general campus conditions.

Emergency Planning. Until the College begins work again toward the goal of securing RISD’s infrastructure against unforeseen catastrophe, RISD’s Emergency Plan cannot be vetted or tested.

Projections

The following projections will be prioritized and assigned a deadline as part of the upcoming strategic planning process, scheduled to commence in 2006:

• To regularly evaluate the effectiveness of planning process and mission by involving all campus stakeholders
• Implement an updated Strategic Planning process to link program priorities with financial resources and make recommendations to the President, Board, and campus community
• To adapt the Strategic Planning Steering Committee as a representative long-range planning group, at the conclusion of the Strategic Planning process, that will oversee annual and longer-term planning and coordinate with campus constituencies
• To broaden campus-wide communications regarding institutional, academic, Museum, facility, and other operational planning priorities and processes
• To broaden the institutional research program to include more comparative data sharing and analysis
• To create a committee to monitor program assessment in administrative areas
• To coordinate Internet and Intranet sites to communicate institutional and programmatic plans and goals
• To finalize and analyze the effectiveness of RISD’s Emergency Plan
SUMMARY OF PRINCIPAL STRENGTHS AND AREAS FOR IMPROVEMENT

Institutional Strengths

- Creation and implementation of an Academic Plan
- Rigor and breadth of academic programs
- Quality of faculty, student body, staff
- Low faculty-to-student ratio
- Creation of Faculty Research & Development Office
- Revival of the Faculty Congress
- Student governance through Student Alliance
- Increased student aid –15% goal achieved (tuition revenues)
- Extensive educational resources, including a soon-to-be-opened Library
- Development of institutional archives
- Enhanced Academic Advising resources
- Residential nature of RISD campus and addition of 500 new beds for housing in the new Living-Learning Center at 15 Westminster
- Completion and update of a Campus Master plan
- Substantial additions and improvements to academic space
- Technology improvements & infrastructure
- Expanded Environmental health and safety program
- Strengthened operating and capital budget process, especially in academic areas
- Increased ratio of alumni on Board of Trustees
- Creation of the Board of Governors for the Museum of Art and collaboration with the Museum of Art
Areas for Improvement

- Update Academic and Museum Plans as part of the Strategic Planning process
- Increase prioritization of program and facilities projects, balance internal priorities with external priorities
- Complete and implement the newly developed Strategic Technology Plan, allocate appropriate resources to all faculty, staff to maintain high quality information technology environment
- Clarify role of Continuing Education within academic program
- Develop additional and coordinated models for assessment of student learning and institutional effectiveness programs
- Continue to achieve institutional diversity initiatives per Institutional Diversity Plan
- Continue to achieve financial aid resources from restricted funds to achieve competitive discount levels
- Review financial aid philosophy and goals
- Attract greater numbers of international students, students of color
- Monitor tuition pricing for better response to market, evaluate impact on recruitment
- Identify dedicated campus-wide space for flexible schedule of exhibitions, critiques
- Increase student gallery space on campus
- Add student social spaces
- Increase academic department/program space based on comprehensive evaluation of program and enrollments
- Continue to identify funding for deferred maintenance program
- Evaluate Full-time faculty levels, ratio of full-to-part-time faculty
- Review methods for improving shared governance
- Cultivate and develop academic department leadership
- Continue to work on faculty-administration relations
- Review and strengthen funds for faculty development
- Continue to support RISD Staff Council efforts
- Evaluate staff support across the College/Museum, implement training programs