New England Association of Schools and Colleges

And

National Association of Schools of Art and Design

Joint Visitors' Report

Rhode Island School of Design

Providence, Rhode Island

Roger Mandle, President
Jay Coogan, Interim Provost

Visit Dates: March 12-15, 2006

Application for continued accreditation with NEASC and NASAD

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Programs for which Renewal of NASAD Final Approval for Listing is Sought:


Bachelor of Graphic Design – 5 years
Bachelor of Industrial Design – 5 years
Bachelor of Interior Architecture – 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, Printmaking, Photography, Sculpture, and Textile Design

Master of Industrial Design – 2 years
Master of Interior Architecture – 3 years

Programs for which NASAD Plan Approval is Sought:
Master of Fine Arts – 3 years: Graphic Design

Programs for which NASAD Renewal of Plan Approval is Sought:
Post-Baccalaureate – 1 year: Glass
Master of Fine Arts – 3 years: Jewelry + Metalsmithing

Programs for which NASAD Final Approval for Listing is Sought:
Master of Fine Arts – 3 years: Furniture Design
NASAD Disclaimer:

The following report and any statements therein regarding compliance with NASAD accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the Commission on Accreditation following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

Introduction

The Joint Visiting Team representing the New England Association of Schools and Colleges (NEASC) and the National Association of Schools of Art and Design (NASAD) visited the Rhode Island School of Design from March 12 to March 15, 2006 in order to verify the School’s Self-Study and ascertain that its programs and operations were in apparent compliance with the standards and criteria of the two accrediting associations. In light of the size and complexity of the School, NASAD provided 3 members of the team; NEASC provided 4.

In October of 2005, the Joint Visiting Team Chair and Joint Visiting Team Vice-Chair made a preliminary visit to the College in order to meet with the administration, tour the physical plant, identify issues of possible concern, and plan the March visit. This preliminary visit proved enormously helpful in understanding the College’s administrative structure and identifying key individuals and groups with whom the Joint Visiting Team needed to meet. It also assisted the Chair and Vice-Chair in determining team assignments, the sequence of meetings, and the times during which the Joint Visiting Team could expect individuals to be available.

Prior to the March visit, the Joint Visiting Team received the School’s succinct but candid Self-Study and other informative materials. The Self-Study was organized to address the standards of both accrediting organizations and appeared to incorporate the perspectives of all constituencies.

The Joint Visiting Team is grateful for the exceptional professionalism and hospitality with which it was received by the RISD Community. The Joint Visiting Team offers special thanks to Alice Geoffrey and Felice Billups for their facilitation in the planning and implementation of all aspects of the visit. Their energy, organization, and responsiveness contributed immeasurably to the ease and efficiency of the visitation process. The Team also acknowledges the appropriate and helpful presence both before and throughout the visit of President Roger Mandle and Interim Provost Jay Coogan.

Thanks must also be extended to the greater RISD Community, which engaged the Joint Visiting Team in a professional and forthright manner. Discussions were open and engaging, allowing unfettered exploration of issues relevant to reaccreditation. In recognition of this collegiality and in the spirit of helpfulness and encouragement, the Joint Visiting Team offers its observations and recommendations.
Joint Visitors’ Report

Rhode Island School of Design
Providence, Rhode Island

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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION  
New England Association of Schools and College  
Preface Page  

Date form completed: 2/14/06

Name of Institution: Rhode Island School of Design

1. History Year chartered or authorized ___1877___ Year first degrees awarded ___1932___

2. Type of control:  
   □ State  □ City  □ Other; specify:  
   X Private, not-for-profit  □ Religious Group; specify:  
   □ Proprietary  □ Other; specify:  

3. Degree level:  
   □ Associate  □ Baccalaureate  X Masters  □ Professional  □ Doctorate

4. Enrollment in Degree Programs (Use figures from fall semester of most recent year):

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>FTE</th>
<th>Retention</th>
<th>Graduation</th>
<th># Degrees</th>
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<tbody>
<tr>
<td>Associate</td>
<td>--</td>
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<td>--</td>
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<tr>
<td>Baccalaureate</td>
<td>1878</td>
<td>2258</td>
<td>93%</td>
<td>90%</td>
<td>518</td>
<td>154</td>
</tr>
<tr>
<td>Graduate</td>
<td>380</td>
<td>403</td>
<td>95%</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) full-time 1st to 2nd year  (b) 3 or 6 year graduation rate (c) no. of degrees awarded most recent year

5. Number of current faculty:  
   Full time ___144___  Part-time ___394___  FTE: ___245.83___

6. Current fund data for most recently completed fiscal year:  
   (Specify year: 2005)  
   (Double click in any cell to enter spreadsheet. Enter dollars in millions; e.g., $1,456,200 = $1,456)

   Tuition $ 57,844  Instruction $ 40,456
   Gov't Appropriations $ 8,159  Research $ 516
   Gifts/Grants/Endowment $ 11,995  General $ 30,373
   Auxiliary Enterprises $ 5,511  Auxiliary Enterprises $ 14,771
   Other $ Total $ 83,509 $ 82,806

7. Number of off-campus locations:
   In-state ___ Y ____  Other U.S. ____  International ___ Y ____  Total: ___2___
   Tillinghast Farm (CF)  European Honors Program, Rome

8. Number of degrees and certificates offered electronically:
   Programs offered entirely on-line ____  Programs offered 50-99% on-line ____

9. Is instruction offered through a contractual relationship?  
   X No  □ Yes; specify program(s):  

10. Accreditation history:  
    Candidacy: None  Initial accreditation: December 1949  Last comprehensive evaluation: Spring 1996  
    Last Commission action: Accepted the fifth-year interim report  Date: March 2, 2001

11. Other characteristics:

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SECTION I. MISSION, GOALS AND OBJECTIVES


RISD also appears to meet the standards of the National Association of Schools of Art and Design for Size and Scope (NASAD Handbook, 2005-2006, II. B., p. 48).

Despite the continuation of a process focused on reformulating its historic mission statement, it appeared evident to the Joint Visiting Team that the core tenants of the original mission continue to provide a coherent and shared sense of purpose that informs all of Rhode Island School of Design’s (hereafter RISD) activities, organization, and planning. Indeed, the purposes articulated in the historic mission still appear to unify the College Community, root it deeply in its own traditions and history, and provide a reassuring platform upon which to continue its explorations of its current values, objectives, and context.

The Joint Visiting Team endorses the RISD Community’s determination to complete the rearticulation of its mission and distillation of its values and objectives as part of its strategic planning process. It also applauds the commitment of the College to integrate considerations of mission, values, and objectives into all its planning in curricular and student services as well. The Self-Study clearly provided an appropriate context for the initiation of this important conversation and seems to have resulted in a rich body of material that can serve as a basis for continued refinement and resolution. The process also seemed to renew the faculty’s recognition of its important and necessary role in this critical discussion. The Joint Visiting Team applauds its commitment to remain engaged on these matters both within its own body and with other constituents.

The realization of RISD’s mission ultimately resides in its human and physical resources and their ability to deliver the scope of the educational program and serve the size of the student body in ways that are consonant with the standards of the visiting accrediting associations. As a result of its review, the Joint Visiting Team believes that in general, RISD’s enrollment is sufficient in its size and preparedness to support the educational program; its faculty is appropriate in number and qualifications to deliver the current program with excellence; and that this balance allows for sufficient advanced courses in all its major areas. The team also found that the physical plant and fiscal resources are appropriate to the range of program offerings and coupled with the College’s venerable history, appear likely to fully support the current size and scope over the projected period of reaccreditation.
SECTION II. PLANNING AND EVALUATION

PLANNING

*RISD appears to meet the standard of the National Association of Schools of Art and Design for Evaluation, Planning, and Projections (NASAD Handbook, 2005-2006, II. Q., p. 62).*

There is much good work that is occurring on the RISD campus in relation to planning. However, there also exist areas for improvement. RISD develops annual priorities and goals, which are approved by the Trustees and are widely disseminated throughout the campus. Institutional priorities form the basis for annual operating and capital budgeting. The Operating & Capital Budget Committee ensures that the mission and goals are reflected in budget allocations, with priority consideration being given to the educational program and the Museum of Art. While the reason for this emphasis (academic and museum) has been clearly articulated, it appears to have had a negative impact on at least some administrative areas. The senior staff and Board of Trustees are provided with quarterly benchmark reports that measure goal achievement, although institutional planning seems to be often evaluated by how many priorities have been achieved annually rather than by a multi-year planning process with a more comprehensive assessment.

In 2000, the first 5-year Academic Plan was implemented. It was comprehensive in nature and accurately reflects the academic structure. Since its initial completion, the plan has been reviewed and updated annually through a consultative process with the Deans Council. Academic planning is also linked to annual budgeting, including the allocation of facilities and technology. At the time of the visit, there appeared to be campus-wide recognition that the plan will be revised in coordination with the current strategic planning process.

Institutional planning takes place across all departments and seems to be driven by the mission of the institution. However, planning does not appear to take place in the same way across all sectors of the institution and often appears to occur with minimal integration between areas and/or departments, which typically are more concerned with immediate goals and needs rather than long-term objectives. In addition, planning sometimes seems to take place without a full understanding of financial feasibility. Although RISD recognizes the need to close the gap between expectations and the allocation of resources, it seems that greater awareness of, participation in, and understanding of the institutional planning process is needed. Much of the effectiveness of planning, and communication of plans, seems tied to leadership in these areas.

The Campus Master Plan, introduced in 1996, was updated in 2004. In 2003, the Program Management Group was created and is charged with developing and monitoring a strategic direction for facilities planning and coordination, setting priorities for projects, and providing a rationale for capital project resource allocation. At the present time however, facilities planning is separate from institutional planning. This lack of coordination appears to have been problematic for the institution. Some perceive a competition between "buildings vs. education".

RISD has undertaken a strategic planning process in AY 2005-06, which has begun with SWOT analyses, data collection, and fact-finding and has appropriately utilized the Self-Study as a means of gathering data and generating the development of key issues among the Community.

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The process provides the College with an opportunity to 1) ensure greater community involvement in the planning process; 2) incorporate academic planning into overall planning; and 3) improve the community’s (academic and administrative) understanding about the connection between planning priorities and budget allocations. In order to be successful with this endeavor, many members in the Community may need to reorient their thinking from short-term immediate planning to long-term strategic planning. In addition, it might be useful for members of senior staff to address issues such as workload and prioritization of tasks that are precluding people from allocating time to this endeavor.

EVALUATION

The Office of Institutional Research and Planning collects, analyzes and presents data on RISD and the environment in which it exists. This includes participation in annual surveys (i.e. National Survey of Student Engagement, UCLA Survey of Entering Freshmen) designed to gain a full understanding of the student experience. Various departments, College committees, and Trustees also initiate requests for data collection on an as needed basis. The Office of Institutional Research and Planning publishes an annual FACT Book that is used across the campus.

Many departments conduct research and use the results to improve current programs and or develop new programs that would better support their performance. The College has Future Perfect, a financial modeling program that graphically portrays financial data for developing financial scenarios and provides a database for decision making. Aramark data provides a basis for categorizing capital needs. In addition, Sightlines, a consulting group, annually compiles and updates benchmarking data for comparative purposes.

Academic departments utilize annual staff and administrative performance evaluations and faculty are evaluated on an annual basis. This information is reviewed in faculty appointment and promotions. Student evaluations of faculty (by course) are undertaken and are reviewed by the department head and Dean. Visiting committees are scheduled annually on a rotating basis for all academic programs and departments. The academic departments’ collection of data primarily concerns enrollment, space, and budget. At the present time, resources have not been identified for planning processes within academic departments.

While the Office of Institutional Research and Planning provides significant resources in terms of survey collection and results, the way in which the data has been used has varied tremendously across the campus. Of concern is that the student services division has not fully embraced or utilized the wealth of data that is available to that division. Some administrative areas are developing assessment programs (i.e. academic advising, staff/climate survey regarding diversity), which are greatly needed and will aid in improving the RISD experience if acted upon appropriately.

Given RISD’s history of long-range planning, data-generation, and programmatic assessment, the Joint Visiting Team believes that RISD would be well served to address the issue of an integrated and consistent approach to planning and evaluation in its next strategic planning process. This will allow the College to continue to build upon its achievements in these areas while addressing the noted concerns.
SECTION III. GOVERNANCE, ORGANIZATION AND ADMINISTRATION

The governance, organization and administration of RISD appear to meet the standards of the National Association of Schools of Art and Design Projections (NASAD Handbook, 2005-2006, II. D., p. 49).

The Board of Trustees is committed to their responsibilities and appropriately involved. Governance structures within the institution have evolved since the last accreditation visit with the goals of gaining efficiencies and flattening the organizational structure to allow more open communications between leadership and other sectors of the community. Communications do appear strong, effective and collegial, yet remain highlighted as an area worth of continued strengthening by both RISD representatives and members of the evaluation team.

The Board of Trustees has approximately thirty-three term trustees, thirty honorary trustees and three ex-officio trustees. The full body meets three times annually. Summaries of the full Board meetings are distributed to the faculty, staff, student government leadership and Alumni Council. The Executive Committee, the Committee on Trustees and eight standing committees serve functions stated in the institutional bylaws.

The President is a member of all standing committees of the Board, except the Committee on Trustees for which he is an invited guest; he is also a member of the Museum Board of Governors. He serves as a major channel for communication between the Board and other constituencies. His efforts are leveraged by the Executive Officers of RISD, which include the Provost, Director of the Museum, Executive Vice President for Administration and Finance, Vice President for Institutional Advancement and Associate Vice President for Human Resources. As CEO, he facilitates the ongoing shaping of the College's vision and provides primary leadership. The President directly authorizes faculty appointments and executive positions and delegates responsibility for employment at all remaining levels.

The chief academic officer of RISD is the Provost. Academic officers reporting to the Provost are the Associate Provost for Student Affairs, the Associate Provost for Academic Affairs, the Deans of Architecture and Design, Fine Arts, Foundation Studies, Graduate Studies, and Liberal Arts, the Director of Admissions and Financial Aid, the Director of Continuing Education and Special Programs and the Director of Library Services. The Provost and the Associate Vice President for Human Resources hold responsibility for faculty labor relations at RISD.

The five academic Deans are responsible for leadership and oversight of their respective divisions, which comprise twenty-two academic departments and the Division of Foundation Studies. Full-time faculty and part-time faculty are represented by the RISD Faculty Association and the RISD Part-Time Faculty Association, respectively, and the responsibilities and benefits of these faculties are each defined by their own Collective Bargaining Contracts. The Associations work with the RISD Board to coordinate the two contracts with pedagogical goals of the institution.

One significant challenge regarding administration and governance is apparent: continuity of leadership strength in the position of Provost and staffing support levels. Regarding the former, RISD is presently served by an Interim Provost, who appears to provide exceptional service in
this capacity and has the confidence of his President and other Executive Officers. The identification of a Provost is in process and should be completed within the coming year.

Regarding staffing support levels, RISD is presently operating with impressively lean staffing levels compared to similar institutions. This is attributed to fiscal challenges: RISD has sought to “make ends meet” while maintaining educational excellence by, among other things, reductions in staff. Staff, both individually and collectively, appear to be evincing the strain of these decrements in their numbers. Issues of staff size would appear to be an important consideration to address in the strategic plan.
SECTION IV. ACADEMIC PROGRAMS

RISD’s baccalaureate and masters programs in art and design constitute the core of its mission. The Visiting Team found an educational program with extraordinary breadth and a consistently high degree of professionalism as characterized by the quality of student work, resources, curricula, and faculty. Undergraduate student work in all areas demonstrated a variety of aesthetic, technical, and conceptual approaches to visual expression, communication, and problem solving. Graduate student work was highly creative, technically proficient and conceptually sophisticated. Its extraordinary variety demonstrated the College’s commitment to aesthetic diversity.

These strengths do not appear to be taken for granted. Student and program assessment are institutionalized into RISD’s culture in ways that provide regular, incremental information on its strengths and areas for improvement. The candor and level of detail expressed in the Self-Study were echoed in discussions with administration, faculty, and students throughout the visit. The Visiting Team commends the College on its grasp of its challenges and understands that the solution to many of its challenges may reside in revision of the structural and organizational assumptions upon which the educational program operates.

Among the assumptions under review and discussion is the degree to which studio major curricula should continue to be autonomously located within discreet discipline-based departments. While this means of educating the artist and designer has assured a generally high degree of local oversight and accountability, it has also seemed to limit opportunities and perpetuate a number of problems. Greatest among these seemed to be an isolation of both students and faculty from the greater educational program and RISD’s rich array of resources.

The autonomy of departments also requires duplication of many kinds of facilities, equipment, and the staff to manage them. At a time when the College is struggling to “maintain sufficient shops and equipment to support the current curriculum”, the “way resources are distributed and managed within the majors” affects curriculum and constrains enrollment. (Self-Study, p. 38) A more shared approach to resources might also help to reduce excess capacity in some areas of the curriculum.

During the visit, many students expressed a desire to work in a much more multi-disciplinary manner. They felt that the current curricular organization limited their ability to access technologies and processes outside their major departments and thought some real educational benefit could derive from working side by side with students from other majors on a more regular basis or as a result of sharing common facilities.

Similarly, the isolation of departments also seems to discourage faculty working together in order create new interdisciplinary courses or new combinations or patterns of existing coursework that could provide relevant areas for investigation. Through an Academic Enrichment Fund, Sponsored Programs, and other mechanisms, the College has certainly made progress in increasing the number of cross-departmental, interdisciplinary, or team taught courses, but these do not yet appear to provide a coherent structural alternative for students. The Visiting Team encourages the College to continue in its exploration of more integrative approaches to the ongoing development of its current degree programming through intra-
institutional, external, and international teamwork, collaborations, and partnerships. The Visiting Team also encourages the College to continue to explore new alternative, experimental educational programs and delivery models.

The Visiting Team also endorses the expressed interest of RISD in developing specific goals and criteria for assessing student learning (Self-Study, p. 40). Such a process should contribute to a greater coordination of curricular efforts among faculty teaching within the same department as well as a greater understanding of shared goals and objectives from level to level across the institution.

CREDIT AND TIME REQUIREMENTS

*RISD's ratio of contact to credit appears to be in full compliance with NASAD's standards. The College's policies for transfer of credit ensure that credits transferred from other institutions reflect an experience equal in quality to that which would have been experienced at RISD. (NASAD Handbook 2005-2006, II. 1., pp. 55-56)

FOUNDATION PROGRAM

The Foundation Program, RISD's first year program, requires 18 credits of coursework in drawing, two-dimensional design, and three-dimensional design. Like RISD's major departments, Foundation Studies is an autonomous unit with its own faculty, building, and support resources. The content of the program is aimed at acquiring basic skills, perception, and concepts of organization common to all professional art and design practice. Like most foundation programs, RISD's program has its philosophical and structural roots in the Bauhaus and appears to maintain a traditional emphasis on principles of visual organization and formal values. Students have an opportunity to elect an experience related to a potential area of major interest during Wintersession. Foundation students benefit from access to a dedicated Nature Library which appeared to be well utilized by both students and faculty.

Consistent with the program's philosophy, student work appeared somewhat constrained conceptually, but was very creative and accomplished. It demonstrated a consistently sound acquisition of a broad range of basic studio skills and a rich and complex range of investigations into form, perception, and structure.

One issue that appears as of yet unresolved is whether, and how, to integrate the use of new digital technologies—and issues of the 4\textsuperscript{th} dimension—into Foundation Studies. As these tools become increasingly commonplace in the formative experience of prospective students and integral to many art and design disciplines including many of RISD's current majors, it will become important for the College to consider the potential role of digital technologies in the first year experience. Faculty training, and the consequential understanding it would likely engender, is probably a critical sub-text to this issue. The Visiting Team encourages RISD to continue in its exploration of this important consideration within the introductory curriculum.

LIBERAL ARTS
The Liberal Arts Program at RISD appears to meet the standards for General Studies and contributes appropriately to the relationships between visual arts and design studies and general studies (NASAD Handbook 2005-2006, IV. B, C. pp. 64 – 65)

The organization of the Division of Liberal Arts serves the whole college by a required program of general education to all of the College's students. The Division consists of three departments: Art + Architectural History; English; and History, Philosophy, and Social Science (HPSS). Students are required to take 42 credits of Coursework that includes 4 courses in Art + Architectural History, 3 courses in English, and 3 courses in HPSS. These include the three requirements taken during the foundation, or first, year: Introduction to Art History, Topics in Art History, and English Composition and Literature.

A number of RISD students are pursuing concentrations in one of three areas in the liberal arts. It would appear that this is an attractive option for students wishing to combine their interest in the liberal arts with studio practice. This initiative may also offer the opportunity for further collaborative work with Brown University as RISD continues to explore the BA/BFA degree with Brown University.

**Concentrations**

*References: RISD Catalogue 2005, p. 35*

**Concentration in Art History – 27 credit hours (Undergraduate); 36 credits (Graduate)**

The concentration in art history requires the completion of 27 credits of coursework at the undergraduate level and 36 credits at the graduate level. Students may choose from a rich selection of courses in art history, critical theory, visual culture, and aesthetics and may also benefit from the resources of the RISD Museum of Art. Ten graduates in 2005 completed this certificate.

**Concentration in English: Literary Studies or Creative Writing – 27 credit hours**

The concentration in English has two tracks and provides students with the opportunity to develop their interests in working with texts and narrative. Students can select from a wide range of courses and have the possibility of developing a body of work in fiction, poetry, or nonfiction. In 2005 there were 19 graduates with this course of study.

**Concentration in History, Philosophy and the Social Sciences – 24 credit hours**

The concentration in History, Philosophy and the Social Sciences allows students to select from a range of courses and create an interdisciplinary program of study in the following areas: 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. This past year (2005) there were 12 students who completed this course of study.

The Visiting Team concurs with the two areas of concern cited in the Self-Study (Self-Study, p. 42) In a College with so many majors in design and with a long standing commitment to the
ways in which art and design can serve the public good, the requirement of coursework in mathematics, science, and ethics should continue to be actively discussed.

The Visiting Team also agrees that the overall quality and integration of liberal arts programming would be well served through the articulation of specific learning goals. This could likely contribute to a strengthening of the connectedness between liberal arts programming and the various studio areas, although it also appears that in order for true progress to occur on this issue, the discussion needs to move below the level of deans and department heads into the faculty within individual departments.

The Visiting Team also noted the frequency with which requirements for coursework in Liberal Arts are completed with coursework in Wintersession. The Visiting Team agrees with the concerns raised in the Self-Study (Self-Study, p. 40): the structure of Wintersession is not “particularly amenable to effective liberal arts instruction”. The Visiting Team also believes that despite the important role that Wintersession plays in the RISD curricular experience, there is a greatly likelihood to regard liberal arts experience taken in Wintersession as less weighty than those requiring the sustained focus of the normal semester. These conditions are likely to be exacerbated by the fact that only part-time faculty teach during Wintersession. If liberal arts coursework is to appear integral to the studio experience, the Visiting Team suggests that it must have a more considered relationship to the unfolding of the studio program.

PROGRAMS FOR WHICH RENEWAL OF FINAL APPROVAL IS SOUGHT

Bachelor Programs

Bachelor of Fine Arts – 4 years: Apparel Design


The BFA degree in Apparel Design requires 126 semester hours of which 72 credits (60%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 12 credits (10%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum consists of RISD’s Foundation courses and the remainder (at least 41%) consists of coursework in apparel design. The program thus appears to meet NASAD curricular guidelines for the professional degree in apparel design (NASAD Handbook, 2005-2006, VIII. C., pp. 73-74). The program is structured so that technical courses build from introductory to advanced, with the incorporation of computers as a tool for design and rendering. Studio projects cover a broad range of areas with the goal of encouraging creativity and helping students to develop their potential as designers. Students have the opportunity for an internship during their final year in the program which is completed during the Wintersession. Students are exposed to the history of fashion and costume through a three-credit hour course offered through the art history department.

Student work demonstrates that apparel majors have a solid understanding of design elements as they relate to the construction of apparel as well as the knowledge to apply skills appropriately in producing a unified collection in the final year. Student work also demonstrated a strong understanding of texture, color, pattern, and materials, as well as a sensitivity to cultural issues. It appears that technology is appropriately integrated into the
curriculum and there is a dedicated computer area and knitting room for the program. There are currently 82 students in the program, so it is operating at capacity given current space. At present students are extremely crowded in the three studio spaces, one each for the three years of the program, and it would be extremely difficult to grow enrollments any further.

**Bachelor of Fine Arts – 4 years: Ceramics**


The BFA degree in Ceramics requires 126 semester hours of which 66 credits (55%) are in studio and related coursework; 15 credits (12.5%) are in art and design history; 30 credits (25%) in general studies; and 15 credits (12.5%) in non-major studio electives. Of the 66 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder (at least 40%) consists of coursework in ceramics. The program thus appears to meet NASAD curricular guidelines for the professional degree in ceramics (NASAD Handbook, 2005-2006, VIII.A., pp. 71-72). The program is structured so that students develop knowledge and skills in the basic use of tools, techniques, and processes as they relate to specific areas of working with clay. Knowledge of glazing techniques and firing possibilities and methods are likewise integral components of the curriculum. In the third years, students focus on specific areas such as tableware, narrative sculpture, and architectural ornamentation. Computer technologies are integrated into the studio coursework with the study of ceramic materials and surface studies. In the final years students develop a unified body of work and gain an understanding of the historical and contemporary ceramic practice. Students gain knowledge of the place of ceramics within the history of art and design and culture through a three-semester course on ceramic history.

This is a small program with eight undergraduate students each of whom is approaching the medium in a diverse or creative manner. Student work demonstrated a range of techniques and expression from relief work, to large sculptured vessels, to tableware. It appears that students are gaining the knowledge, skills, and craft required to work effectively and expressively with the medium.

**Bachelor of Fine Arts – 4 years: Film/Animation/Video**


The BFA degree in Film/Animation/Video requires 126 semester hours of which 69 credits (57.5%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 15 credits (12.5%) in non-major studio electives. Of the 69 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder consists of coursework in Film/Animation/Video. The program thus appears to meet NASAD curricular guidelines for the professional degree in Film/Animation/Video. (NASAD Handbook, 2005-2006, VIII.D., pp. 74-75).

Film/Animation/Video is an undergraduate program in the fine arts. Students take production classes in all three department disciplines: film, animation and video. The program occupies space in two adjacent buildings on campus, the Auditorium Building and Market House. There is a puppet animation room in the basement of Market House and additional
production rooms and shared classrooms as well as a computer lab. Facilities and equipment include: shooting and lighting studios for film, video, 16 mm, 35 mm, and puppet animation; digital editing (AVID) and sound rooms; state-of-the-art CGI and Macintosh workstations; an optical printer; and a 600 seat auditorium with film/video projection capabilities (also used for other events). There is a full-time technical assistant serving the program. Students in this program are not required to own laptop computers but do have access to a common lab; departmental communications are distributed by e-mail.

Students have the opportunity to travel to Sundance and the Ottawa International Animation Festival and attend the Black Maria festival at RISD as well as benefit from visiting artists. Approximately 123 undergraduates are served by a department head, 5 full-time faculty members and 17 part-time faculty members. While space and facilities for the program appear to be adequate, Market House is not accessible for those who use wheelchairs.

**Bachelor of Fine Arts – 4 years: Furniture Design**


The BFA degree in Furniture Design requires 126 semester hours of which 69 credits (57.5%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 15 credits (12.5%) in non-major studio electives. Of the 69 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder consists of coursework in Furniture Design. The program thus appears to meet NASAD curricular guidelines for the professional degree in Furniture Design. *(NASAD Handbook, 2005-2006, VIII. E., F, pp. 75-77).*

The BFA program in Furniture Design is a fairly recent addition to RISD’s disciplinary offerings. It expanded beyond an area of focus within Industrial Design to become a department. Although student work was not on display during the visit, apart from sketches and models in process in studio classes, student work provided through the image (slide) archive was viewed during the visit and found to be of exceptional quality. It demonstrated a wide range of materials, processes and conceptual approaches from traditional to contemporary to experimental. The department provides professional photography of student work suitable for inclusion in the professional portfolio.

Students have the opportunity to collaborate with industry on the creation of furniture and have integrated digital technologies into more traditional approaches to the design and production of furniture prototypes. Wireless technology and required laptops support the integration of Internet access into studio workspaces. Each year they participate in international fairs in Europe and the United States, including the prestigious International Contemporary Furniture Fair (ICFF).

There are more than 60 students enrolled in the undergraduate program and 14 in the graduate program served by a department head, 2 full time faculty, and 13 part time faculty.

Space and facilities appear to be less than desirable. Although students are provided with a wood shop, metal shop and upholstery area, studios and production facilities are distributed among four different, non-contiguous locations. This can impede production by requiring the
transportation of large objects like furniture prototypes between various locations. A large studio area in one building is located behind chain link fencing intended to restrict access, which provides contrast to the more open, attractive spaces occupied by many other departments. (RISD occupies over 40 buildings within Providence, many historic structures that present a challenge in terms of upkeep, modernization for educational use, etc.) It was reported during the Deans’ meeting that improvement of the situation in Furniture Design had been proposed as part of the strategic plan but had not been addressed at the time of the site visit. The institution may wish to consider needs of this program as it allocates resources for existing and planned facilities.

**Bachelor of Fine Arts – 4 years: Glass**


The BFA degree in Glass requires 126 semester hours of which 72 credits (60%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 12 credits (10%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder (at least 41%) consists of coursework in glass. *The program thus appears to meet NASAD curricular guidelines for the professional degree in glass (NASAD Handbook, 2005-2006, VIII. H., p. 78), with the exception that there does not appear to be a specific course dedicated to the history of glass and it is not clear how students acquire “knowledge... of the place of glassworking in the history of art” (NASAD Handbook, 2005-2006, VIII. H., p. 78).* The institution is asked to clarify out this essential competency is being met.

There are currently 17 undergraduate students in the program, so this is also one of the smaller majors at RISD. Student work demonstrated that students appear to have a solid technical foundation in the use of tools, materials, and processes of working with glass, and an understanding of the broad range of possibilities in the medium. Student work also demonstrated that design principles are being fully explored with strong attention to allowing students to pursue individual and creative expressions of three-dimensional form, color, light, and various glass processes. Many students participate in regularly scheduled field trips, internships, and workshops. In the final year of the program students develop a unified body of work for exhibition.

**Bachelor of Fine Arts – 4 years: Graphic Design**


The BFA degree in Graphic Design requires 126 semester hours of which 66 credits (55%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 18 credits (15%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder consists of coursework in Graphic Design. *The program thus appears to meet NASAD curricular guidelines for the professional degree in Graphic Design (NASAD Handbook, 2005-2006, VIII. I, pp. 78-79).*
The Graphic Design program occupies considerable space in an attractive historic building on the river, shared with Photography and RISD's art and design supply store. Student work on display throughout the building was of exceptional quality, well organized, and identified by level. Studios in the Design Center are equipped with traditional work desks and wireless access for laptop computers. Students in this department are required to purchase a laptop computer and software. Additional equipment is available in the building. Graphic Design faculty members seem well qualified by professional and academic credentials and achievements and represent a wide range of approaches to design.

Technology available to majors includes PowerMac G4 and G5 computers, cinema displays, scanners, printers, digital projectors, photographic equipment and darkroom facilities, and traditional typesetting and printing facilities (metal and wood type, letterpress proofing presses, a platemaker, bookbinding equipment, etc. One recent change noted during the visit was the move of the company providing high-end graphic output from the Design Center building to a location in downtown Providence, which may or may not present a challenge for students in the future.

Graphic Design is the third largest program offered at RISD, following Illustration and Industrial Design in that order.

Bachelor of Fine Arts – 4 years: Illustration


The BFA degree in Illustration requires 126 semester hours of which 72 credits (60%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 12 credits (10%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum consists of RISD's Foundation courses and the remainder (at least 41%) consists of coursework in illustration, painting, and drawing. The program thus appears to meet NASAD curricular guidelines for the professional degree in Illustration (NASAD Handbook, 2005-2006, VIII.J., pp. 80-81).

The Illustration Program is designed to proceed from general introductory courses to the exploration of increasingly specific contexts for visual communication through images. Through year long experiences in drawing and painting, sophomore students hone their technical and organizational skills in making coherent, expressive images while introductory courses in illustration challenge them to develop their processes of conceptualization around solving visual problems. As students move into upper levels, they choose from an array of major electives that invite them to explore illustration through a variety of new and traditional media and in a variety of applications and outputs. Students may also pursue internships and independent study projects as an integral part of their major experience. Professional development and business experience is integrated into the major program.

A range of student work from all three levels was available to the visitors. All of the work evidenced appropriate levels of mastery in drawing, painting, as well as a variety of other disciplines including electronic applications and output. The work reflected a consistent understanding of the relationship between content, medium, and technique; the acquisition of knowledge appropriate to various areas of the field; and a range of individual points of view.
and expressive styles. Sketches and other preparatory work seen in addition to finished work demonstrated consistent abilities to sustain projects from concept to completion with sound methodologies. Through major and non-major electives, students have extended opportunities to advance their knowledge and skills in traditional disciplines, new technologies and related applications, and/or specific contexts such as book design or editorial illustration. At 222 majors (HEADS 2005-2006), Illustration is the largest undergraduate major and while current space assigned to the program did not seem overly generous, it appeared to be organized, utilized, and supportive of the various dimensions of the curriculum.

**Bachelor of Fine Arts – 4 years: Industrial Design**


The four-year BFA and the five-year BID are offered at the baccalaureate level (see BID, below). The BFA degree in Industrial Design requires 126 semester hours of which 72 credits (60%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 18 credits (15%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder consists of coursework in Industrial Design. The program thus appears to meet NASAD curricular guidelines for the professional degree in Industrial Design. (NASAD Handbook, 2005-2006, VIII. K, pp. 81-82).

The undergraduate program in Industrial Design is housed in an exceptional, renovated building at the edge of RISD’s main campus area, providing several floors of studios, lecture spaces, critique rooms, and production shops and equipment. It includes wood, metal and model shops with the safety equipment, vacuumforming and casting equipment for plastics, etc. It enrolls more than 170 students at this level who are served by the department head, 10 full-time faculty members and 7 part-time faculty.

Although no student work was on display in the building when the reviewer visited and the gallery was closed, student work was accessed later via the departmental website. The quality of student work and the credentials of faculty and visiting designers as well as the existence of collaborative projects for NASA and other sponsors attest to the quality of the program. However, one concern expressed by faculty was the need to accommodate a large influx of sophomore students (75) this year. Because students are permitted to move into any major after completing foundation studies and industrial design is a popular major the department was required to take additional students and find space for them, which appears to have led to overcrowding.

**Bachelor of Fine Arts – 4 years: Interior Architecture**


The BFA degree in Interior Architecture requires 126 semester hours of which 81 credits (67.5%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 3 credits (2.5%) in non-major studio electives. Of the minimum 81 credits in studio courses, 15% of the curriculum (18 hours) consists of
RISD's Foundation courses and the remainder consists of coursework in interior architecture. *The program thus appears to meet NASAD curricular guidelines for the professional degree in interior architecture.* (*NASAD Handbook, 2005-2006, VIII. L., pp. 83-84*).

The department is Macintosh-based, employing form-Z for computer-aided design and drafting with access to a large-format plotter/printer, a woodshop and model-making facility in the nearby CIT building. The undergraduate studios are described as "fully integrated" with the graduate studios and students are encouraged to work in studios shared with other departments. There are approximately 50 students enrolled served by 3 full-time faculty, the department head, and 11 part-time faculty.

**Bachelor of Fine Arts – 4 years: Jewelry and Metalsmithing**


The BFA degree in Jewelry and Metalsmithing requires 126 semester hours of which 72 credits (60%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 12 credits (10%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD's Foundation courses and the remainder consists of coursework in jewelry/metals. *The program thus appears to meet NASAD curricular guidelines for the professional degree in jewelry/metals* (*NASAD Handbook, 2005-2006, VIII. M., pp. 84-85*).

There are currently 31 undergraduate majors in the program. Student work demonstrated that students are gaining technical proficiency, knowledge of a variety of metals and fabrication processes, and have a good sense for both two- and three-dimensional design possibilities. It is also evident that students understand the expressive possibilities of working with different metals. On the whole, student work exhibited a high level of sophistication and polish. In the senior year each student develops a body of work around a select theme which is exhibited in one of the galleries. Students are exposed to the history of jewelry and metals and the culture of adornment through a dedicated three credit hour course.

**Bachelor of Fine Arts – 4 years: Painting**


The BFA degree in Painting requires 126 semester hours of which 84 credits (70%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies and 9 credits (7.5%) are in non-major studio electives. Of the 84 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD's Foundation courses and the remainder consists of coursework in painting, drawing, or related seminar work. *Therefore, the Painting Program appears to meet NASAD curricular guidelines for the professional degree in Painting* (*NASAD Handbook, 2005-2006, VIII. N., pp. 85-86*).

The Painting Curriculum at RISD is organized around a series of required courses in Painting, Drawing and related studio work that are taken in a specific sequence. Sophomore level courses focus on technical development and basic concepts of drawing and color
organization. With the development of increased skill, knowledge, and experience, students are encouraged to develop an individual voice and take increasingly greater responsibility for issues of content and meaning in their work.

The visitors reviewed a great range of student work from all levels of the painting program in the actual studio spaces used by each level. The work demonstrated a sound understanding of structure and concept while the overall quality consistently exceeded threshold standards of competency, concept, and facture. Skill level was high and evidenced an understanding of the appropriateness of technique to content. Advanced work was highly individualized and consonant with achievement associated with a professional undergraduate degree. Spaces for Painting Majors were highly decentralized but within their individual locations evidenced a strong sense of community and shared work ethic. At 132 majors, enrollment in the department assures a relatively large and diverse faculty.

**Bachelor of Fine Arts – 4 years: Photography**


The BFA degree in Photography requires 126 semester hours of which 72 credits (60%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 18 credits (15%) in non-major studio electives. Of the 72 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD’s Foundation courses and the remainder consists of coursework in various aspects of photographic practice. The program appears to meet NASAD curricular guidelines for the professional degree in Photography (NASAD Handbook, 2005-2006, VIII. O., p. 86).

The number of techniques and formats available to Photography Majors at RISD and evidenced in the array of student work reviewed by the visitors is reflective of the complexity of contemporary cultural discourse and practice within the expanded boundaries of this discipline. Although the generalized nomenclature of the required, sequential curriculum (Photography I, II, etc.) does not provide much insight into content, discussions with instructors and reviews of course descriptions and student work confirmed a balanced understanding of photographic history, wet and digital processes, and contemporary theory, as well as the provision of essential opportunities and experiences stated in NASAD’s guidelines. (NASAD Handbook, 2005-2006, VIII. O., p. 86) Seniors are required to undertake a project in which they choose and sustain a focused exploration.

**Bachelor of Fine Arts – 4 years: Printmaking**


The BFA degree in Printmaking requires 126 semester hours of which 84 credits (70%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 9 credits (7.5%) in non-major studio electives. Of the 84 credits in studio courses, 18 credits are in required Foundation courses and the remainder consists of coursework in printmaking, and related studio experiences. Therefore, the program appears to meet NASAD curricular guidelines for the professional degree in Printmaking (NASAD Handbook, 2005-2006, VIII.P., p. 87).
The 50 students in this major are served by a dedicated building that appeared to be well organized and managed. Facilities and curriculum appear to assure that all majors have the essential opportunities and experiences stated for this discipline. Introductory courses in painting and drawing, reinforced by a specialized course like Life Drawing in Lithography, assure grounding in basic principles and techniques. Courses dedicated to specific processes such as intaglio and silkscreen provide broad understanding and experience from which to explore a specific direction. In the junior and senior years, students enroll in workshops that provide a conceptual and critical core to each major's more independent practice. Student work was consistently strong, demonstrated a range of technical approaches and individual aesthetics, and confirmed the acquisition of essential competencies.

**Bachelor of Fine Arts – 4 years: Sculpture**


The BFA degree in Sculpture requires 126 semester hours of which 84 credits (70%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 12 credits (10%) in non-major studio electives. Of the 84 credits in studio courses, 18 credits are in required Foundation courses and the remainder consists of coursework in sculpture and related studio experiences. *Therefore, the program appears to meet NASAD curricular guidelines for the professional degree in Sculpture (NASAD Handbook, 2005-2006, VIII.Q., p.p. 87-88.)*

As is the pattern with many majors at RISD, the undergraduate sculpture curriculum is organized around a sequence of core studios, which appear to provide coherence and continuity for the major experience while students take complementary courses in specialized techniques, processes and related studio disciplines. Sophomores are introduced to basic forming processes and techniques while continued investigations in two and three-dimensional drawing build upon the foundation year and assure the continued acquisition of basic competencies. As students progress in level, they are expected to develop an increasingly individualized sculptural voice and direction and to become increasingly able to sustain an independent body of work. Although visitors saw few finished sculptures formally exhibited, visitors saw sufficient work in process within the department's studios to ascertain a generally high awareness of contemporary issues and theory. Although manifested in a wide variety of ways, student work reflected mastery of essential competencies and provision of essential opportunities and experiences. Although the overall square footage and volume of space allocated for student work spaces were adequate, the current configuration and segmentation of the studios seem to constrain the size and character of work and the freedom with which students are able to work.

**Bachelor of Fine Arts – 4 years: Textile Design**


The BFA degree in Textile Design requires 126 semester hours of which 69 credits (57.5%) are in studio and related coursework; 12 credits (10%) are in art and design history; 30 credits (25%) in general studies; and 15 credits (12.5%) in non-major studio electives. Of the 69 credits in studio courses, 15% of the curriculum (18 hours) consists of RISD's

This program provides students with parallel developments design, a variety of techniques and materials, and personal expression. New majors are introduced to weaving, dying, and silkscreening and progress into more advanced techniques. These are coordinated with courses that focus on design methodologies and processes, drawing, and the use of digital tools. Electives in other disciplines broaden majors' experience and reference. Seniors are required to fulfill a thesis project that demonstrates the acquisition of professional competencies and the realization of a solid personal direction. Content dealing with business practices is integrated into major coursework. Students have access to an excellent array of facilities and equipment an electronic jacquard loom, silkscreen studios, and a CAD lab. At 77 majors, the Textile Department appears to have sufficient majors to support the curriculum and create a vibrant community made up of individuals exploring a range of techniques and materials. This observation is supported by the student work seen by the Visiting Team. Student work demonstrated a high degree of skill mastery, innovative but appropriate uses of materials and processes, and conceptual sophistication and originality.

**Bachelor of Graphic Design – 5 years.**

The Graphic Department offers a five-year undergraduate program leading to the Bachelor of Graphic Design degree. This program requires 156 credits (vs. 126 for the BFA) and includes 75 vs. 48 credits in graphic design, 9 vs. 3-6 credits of open electives and a professional internship (6 credits). While the amount of design content and technological mastery required of graphic designers entering the profession would make a fifth year seem desirable, it is not clear that the degree awarded at the end of the five-year program is sufficiently distinguishable from the BFA to reflect the additional time and expense required to earn the Bachelor of Graphic Design degree. Student demand for the five-year BGD degree is not clear (no enrollment number was provided on the curricular table and HEADS does not distinguish between enrollment in the two baccalaureate programs). *This program appears to meet standards and guidelines for a professional baccalaureate degree in Graphic Design. (NASAD Handbook, 2005-2006, VIII. I, pp. 78-79).*

**Bachelor of Interior Architecture – 5 years.**

The Bachelor of Fine Arts program leads to a 126 credit, four-year Interior Architecture degree. In format and content it appears to meet NASAD standards and guidelines. The five-year, 156 credit Bachelor of Interior Architecture (BIA) program is described as the "first professional" undergraduate degree in RISD publications. It is intended to prepare students for professional practice and to choose from a variety of directions. The fifth year includes advanced design studios, degree project preparation, electives and codes for interior architecture. As is the case with the BID and BGD described below and above respectively, BIA content listed in the fifth year of study might normally be included in a four-year course
of study leading to the BFA degree as well. Bachelor of Interior Architecture, like the BFA in Interior Architecture appears to meet NASAD standards and guidelines for a professional degree in Interior Architecture (NASAD Handbook, 2005-2006, VIII. L, pp. 83-84).

Bachelor of Industrial Design – 5 years

The Industrial Design department offers a five-year Bachelor of Industrial Design (BID) degree for those students who wish to expand the undergraduate experience. The information sheet indicates that the BID is the "professional degree," but the NASAD Handbook also identifies the BFA as a professional degree in individual disciplines such as industrial design. A distinction is made between liberal arts degrees with a predominance of general education requirements and professional degrees which require a larger percentage of courses in the practice and study of the visual arts (NASAD Handbook 2005-2006, V. A, B, pages 65-66). The information sheet states that students may apply for an additional year of study that includes "advanced studio work, a formal degree project and study of legal and business practices to prepare students for professional work."

As with the five-year baccalaureate in Graphic Design, it is not clear that an alternate bachelor's degree adequately represents to an external audience the additional work and commitment of financial resources necessary to complete the five-year BID degree program. At 156 credits, the BID is 36 credits above the baseline of 120 credits required for degree programs at the baccalaureate level. The BID appears to meet the NASAD Standards for a professional degree in Industrial Design.

Post-Baccalaureate and Masters Programs

Master Arts in Teaching – 1 year

This one-year program requires 36 credit hours and is designed for those students that want to teach art at the K-12 level. Students are accepted to the program if they hold either the BA or BFA in art or design, and must express an interest in working with children. The program maintains relationships with several Rhode Island schools for student teaching. Students prepare a final project based on a curricular problem to complete the degree. The program requires 30 credit hours in the major field, 3 credits in supportive courses in art and design, and three credits of electives. The program is capped at 12 students; this year there are 11 students enrolled. The program appears to be in compliance with NASAD standards for initial graduate degree programs in art education (NASAD Handbook, 2005-2006, XVII.E., p. 107).

Master of Arts – 2 Years: Art + Design Education
This two-year program offers three tracks each requiring 36 credit hours to complete: Professional Development; Museum Education; and Community Arts Education. Currently there are 6 students in the program spread over the three tracks. Courses in each of these three tracks complement a core of four courses that address context, content, practices and research in visual arts education. After one year in residence, students complete a written thesis in the second year. The program appears to be in compliance with NASAD expectations for initial master's degrees in Art Education (NASAD Handbook, 2005-2006, XVII. D., p.107).

Master of Fine Arts – 2 years: Ceramics

The Master of Fine Arts in Ceramics requires a total of 66 semester credit hours. Of these, 42 credits are in core courses in ceramics; 12 credits are in art and design history and related areas; and there are 12 credit hours of electives. Graduate student work clearly demonstrates that the goals of the program are being met through the creative growth of the individual through sculptural, decorative, or utilitarian approaches to the medium of clay. The work of the 10 graduate students in the program demonstrated a wide range of expression with creative approaches to the handling of the medium. In addition to studio work, students hone their knowledge of the field through a variety of seminars that address historical foundations, philosophical issues, critical theory, and contemporary problems. A unified body of work is presented at the end of the two-years in a thesis show. The program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).

Master of Fine Arts – 2 years: Digital Media (Digital + Media)

Digital + Media, RISD’s newest graduate program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook 2005-2006, XVIII. A., pp. 107-108). It provides an opportunity for interdisciplinary and transdisciplinary studies with a fine arts media focus. Core courses serve students in this department and others. Current issues of interest and research include interactive digital media, motion graphics, digital audio, ubiquitous computing as an expressive form, new forms of literary media production, etc. Courses and seminars are offered in rapid prototyping, designing large-scale multimedia projects, electronic music, etc. The program is housed in the CIT building that has been renovated to serve new as well as traditional approaches to teaching, creative production and learning.

Curriculum requirements are flexible permitting students to specialize in an area of interest. The curriculum consists of 18/27 credits in “Core of General Studies in Art/Design,” 33/42 credits in “Other Studies in Art/Design,” and 6 credits of Open Electives. A total of 66 credits is required for the MFA degree. In an effort to increase interdisciplinary and transdisciplinary work within the institution “Node” classes were developed. Nodes are 3 credit studio courses of 5 hours in length; they allow time for a concentrated approach to
digital media exploration and seek to "form a digital hub enabling intellectual growth and exchange between disciplines."

Approximately 30 graduate students are enrolled in the Digital + Media program. An estimated 400 additional students take node classes or enroll during Winter Session. Students admitted must have demonstrated skills related to digital media or related areas and the ability to "think outside of the box," an interest in team-based production, and other criteria.

**Master of Fine Arts – 2 years: Furniture Design**


The 66 credit hour, two-year graduate program in Furniture Design offers students studio areas with wireless Internet access for laptops as well as traditional work tables for activities such as rough prototyping and drawing. During the visit one graduate student displayed a website he was creating for design students that serves as a resource for "green" materials and processes related to furniture and interior design. Sustainability and responsible design practice represent current and future directions in the teaching and practice of design. The graduate program is based in the wood studio so advanced woodworking skills are expected of students.

*The program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook 2005-2006, XVIII. A., pp. 107-108).* Many of the same space and facilities issues that impact the undergraduate program apply to the graduate program in Furniture Design.

**Master of Fine Arts – 2 years: Glass**


The Master of Fine Arts in Glass requires a total of 66 semester credit hours. Of these, 39 credits are in core courses in glass; 12 credits are in art and design history and related areas; and there are 15 credit hours of electives. The work of students (currently eight) shows a high level of skill, refinement in the handling of the medium, and creative visual expressions. It would appear that students also benefit through tutorials with visiting artists, internships, and contact with alumni. In addition to studio work, students engage in the study of art theory and criticism as it relates to contemporary and historical approaches to the material. Students are expected to create a body of work that is exhibited at the end of the two years.

*The program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).*

**Master of Fine Arts – 2 years: Graphic Design**


*The Master of Fine Arts in Graphic Design requires a total of 66 semester credit hours and appears to meet NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).*
The program is intended for advanced and experienced students. The program provides students with a coherent structure focused upon design values and the “production of visible language systems that consciously integrate human factors, technology, and aesthetics.” Within this structure, a highly individualized program of study is developed that is responsive to individual strengths, needs, and professional interests. The program boasts a diverse and highly qualified faculty. Student work from this program was of consistently high, professional quality and demonstrated a wide of aesthetic perspectives, applications, and forms of output.

**Master of Fine Arts – 2 years: Jewelry + Metalsmithing**


The Master of Fine Arts in Jewelry and Metalsmithing requires a total of 66 semester credit hours. Of these, 39 credits are in core courses in jewelry and metals; 9 credits are in academic studies concerned with visual media; and there are 18 credit hours of electives. Student work shows a high level of skill, creative approaches to aesthetic statements, and a sensitivity to materials as they relate to the body. In addition to studio work, students engage in the study of art theory and criticism as it relates to contemporary and historical approaches to the material. Students are expected to create a body of work that is exhibited at the end of the two years. *The program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).*

**Master of Fine Arts – 2 years: Painting**


The Master of Fine Arts in Painting requires a total of 66 semester credit hours. Of these, 9 credits or 15% of the minimum 60 credits are in academic studies concerned with visual media; 36 credits or 60% are in the major area; and 15 credits or 25% are in studio electives. *With 85% of the credits in studio, the MFA in Painting appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).*

The Visiting Team saw work in individual graduate studios and interviewed current candidates. The work represented a variety of aesthetic and conceptual approaches and consistently demonstrated a professional level of resolution and understanding. The quality of student work was matched only by the quality of the facility, which although located far from undergraduate painting, provides professional studios and support resources and allows for an integrated fine arts graduate community. Candidates for the MFA in Painting are reviewed at the end of each of their four semesters and are required to present a written thesis and body of work to their thesis committee.

**Master of Fine Arts – 2 years: Photography**


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The Master of Fine Arts in Photography requires a total of 66 semester credit hours. Of these, at least 9 credits or 15% of the minimum 60 credits are in academic studies concerned with visual media; a minimum of 42 credits or 70% are in the major area; and 15 credits or 25% are in studio or additional liberal arts electives. With a minimum of 70% of the credits in studio, the MFA in Photography appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).

Consistent with the disciplines of Painting, Sculpture, and Printmaking, the Visiting Team saw work in individual graduate studios and interviewed current candidates. Student work was highly professional and demonstrated a wide range of tools, processes, and formats including digital imaging, time-based work, and installations. The quality of student work was matched only by the quality of the facility, which although located far from undergraduate photography, provides professional studios and support resources and allows for an integrated fine arts graduate community. Additionally, graduate students in Photography have access to an extensive array of facilities and equipment including a computer lab within the Mason Fletcher Building and all of the undergraduate facilities in Design Center. As with the other fine arts graduate programs, candidates for the MFA in Photography are reviewed at the end of each of their four semesters and are required to present a written thesis and body of work to their thesis committee.

**Master of Fine Arts – 2 years: Printmaking**


The Master of Fine Arts in Printmaking requires a total of 66 semester credit hours. Of these, a minimum of 9 credits or 15% of the minimum 60 credits are in academic studies concerned with visual media and 45 credits or 75% are in the major area. The remainder are in additional non-major electives, Winter session Internship, or international study. With a minimum of 70% of the credits in studio, the MFA in Printmaking appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).

Consistent with the disciplines of Painting, Photography, and Sculpture, the Visiting Team saw work in individual graduate studios and interviewed current candidates. Student work was inventive, highly conceptual, and sometimes challenged traditional notions of printmaking. It demonstrated an appropriate acquisition of competencies expressed through highly individualized voices. Much of the work was electronically based and students took advantage of computer use within their individual studios and/or the graduate lab and intaglio etching studio. Students also have full access to the full range of print facilities in Benson Hall. As with the other fine arts graduate programs, candidates for the MFA in Printmaking are reviewed at the end of each of their four semesters and are required to present a written thesis and body of work to their thesis committee.

**Master of Fine Arts – 2 years: Sculpture**

The Master of Fine Arts in Sculpture requires a total of 66 semester credit hours. Of these, 9 credits or 15% of the minimum 60 credits are in academic studies concerned with visual media; 42 credits or 70% are in the major area; and 9 credits or 15% are in studio or additional liberal arts electives. *With a minimum of 70% of the credits in studio, the MFA in Sculpture appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).*

Consistent with the disciplines of Painting, Photography, and Printmaking, the Visiting Team saw work in individual graduate studios and interviewed current candidates. The work represented a variety of aesthetic and conceptual approaches and consistently demonstrated a professional level of resolution and understanding. The quality of student work was matched by the quality of the facility, which although located far from undergraduate sculpture, provides professional studios and support resources and allows for an integrated fine arts graduate community. Additionally, graduate students in Sculpture have access to the foundry, woodshop, and extensive metal fabrication facilities in the Metcalf Building. As with the other fine arts graduate programs, candidates for the MFA in Sculpture are reviewed at the end of each of their four semesters and are required to present a written thesis and body of work to their thesis committee.

**Master of Fine Arts - 2 years: Textile Design**


The Master of Fine Arts in Textile Design requires a total of 66 semester credit hours. Of these, 9 credits or 15% of the minimum 60 credits are in academic studies concerned with visual media; 39 credits or 65% are in the major area; and 15 credits or 25% are in supportive studies in color and drawing. 3 additional credits taken in the second year’s Wintersession may be focused upon a professional internship if a student has not had a professional experience by that time. *With a minimum of 70% of the credits in studio, the MFA in Textile Design appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).*

As stated in RISD’s literature, this program “focuses on the design of fabrics for industrial or hand production.” (RISD Graduate Program Catalogue, 2004, p.24) As with the undergraduate program, there is a balanced emphasis on aspects of design, expansion of skills, and consolidation of a personal direction. Through the required internship and seminars, visiting designers and other speakers, field trips, and interaction with a professional advisory board, significant emphasis is placed on business and professional practice. Graduate student work represented diverse directions and points of view but a consistently high level of professionalism. Students have access to a highly sophisticated facility with an array of equipment and resources including a computer lab. The program also utilizes the textile collections of the Library and RISD Museum as study collections. A unified body of work is presented at the end of the two-years in a thesis show.

**Master of Industrial Design – 2 years**

The graduate degree offered is the Master of Industrial Design (MID). It is a two-year, 66 credit degree program. The Graduate catalog lists 5 full-time faculty, the department head, and 6 part-time faculty who serve the MID degree program (*RISD Graduate Program: Information and Application*, p. 25). In its curricular format and time-to-degree, the MID parallels the MFA, considered the terminal studio-based degree in art and design (*2005-2006 NASAD Handbook*, XIV, A. p. 100, second paragraph). The graduate program benefits from the same exceptional facilities and qualified faculty serving the undergraduate program. Clarification that this degree is equivalent to the MFA would be helpful to students who wish to teach in higher education. *The Master of Industrial Design appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree* (*NASAD Handbook*, 2005-2006, XVIII. A., pp. 107-108).

**Master of Interior Architecture - 3 years**


The 111-credit Master of Interior Architecture (MIA) degree is also described as the “first professional degree” in published materials. It is awarded to students “who have already earned BA degrees in any discipline and have successfully completed three years of study in the department” (*Graduate Program: Information and Application*, page 29). Prospective students with a first degree in Interior Architecture or similar discipline may be admitted for advanced placement.

As mentioned above, the program is fully integrated with the undergraduate program. A review of curricular tables for the undergraduate and graduate programs in Interior Architecture reveals that nearly all of the courses required for the MIA are also required of students enrolled in the BFA and/or BIA at the undergraduate level. It is unclear whether there is sufficient differentiation between the graduate and undergraduate programs based on NASAD standards: “At least fifty percent of the course work must be in classes open to graduate students only” (*2005-2006 NASAD Handbook*, XV. G, 3, a -b, page 103).

**PROGRAMS FOR WHICH FINAL APPROVAL FOR LISTING IS SOUGHT**

**Master of Fine Arts - 3 years: Furniture Design**


A three-year Master of Fine Arts degree program is being submitted for final approval, according to the cover sheet on the Self-Study. However, the Curricular Table indicates that the three-year program is being submitted for renewal of final approval for listing. The three-year program offering is not advertised on the website nor included in the curriculum sheet online, although the site mentions that some applicants are occasionally accepted conditionally for a three-year course of study. This program is intended for students with advanced achievement in another media or discipline who need an additional year of study (33 credits) at the undergraduate level in furniture design. *The program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree* (*NASAD Handbook*, 2005-2006, XVIII. A., pp. 107-108).
In order to receive Final Approval for Listing, RISD should submit two transcripts from graduates of the program as part of any optional response.

This degree program corresponds to the three-year program in Graphic Design, which is advertised online and for which Plan Approval is being sought, and the existing three-year program in Industrial Design. All of these extended graduate degrees appear to meet the need for additional preparation in the major discipline and offer a viable option for students who wish to engage in advanced studies at RISD and focus on professional preparation for practice in the field.

PROGRAMS FOR WHICH RENEWAL OF PLAN APPROVAL IS SOUGHT

Post Baccalaureate – 1 year: Glass

This program consists of 33 credits hours, to be completed in one year with 18 – 30 hours in glass courses; 0 – 9 credits in art and design and related courses; and 3 – 6 credits of electives in non-major studio work. The program provides individualized training and education in glass for those students that are interested in developing skills and techniques to prepare them for more advanced work in the medium, entry into a graduate program in glass, or for independent studio practice in the field. The program accommodates students with a wide range of experience in technical, aesthetic, conceptual, or theoretical knowledge of glass; individualized programs are created for each student based on previous experience. To date, there has been one graduate of this program.

Master of Fine Arts – 3 years: Jewelry and Metalsmithing


This program is offered to accommodate students with various levels of skill and experience with the medium. In addition to the coursework specified above, an additional 27 hours of studio work is required bringing the total to 93 credit hours. This program builds upon the two year MFA in Jewelry and Metalsmithing and appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).

To date, there have not been sufficient numbers of graduates to request final approval for listing.

PROGRAMS FOR WHICH PLAN APPROVAL IS SOUGHT

Master of Fine Arts – 3 years: Graphic Design


A three-year, 96 credit Master of Fine Arts degree in Graphic Design is submitted for Plan Approval. Although submission of the proposal to NASAD reportedly took place prior to the site visit, a copy of the curriculum and rationale was also provided to visitors. The program is listed as an option for "conditional enrollment" on the website. According to the proposal the three-year program track targets students who have “other attributes and strengths” in related areas but not an academic foundation in design. Program enrollment is limited to 7 or 8
students per year and they take an extra year of graphic design courses prior to entering as a first-year student in the MFA in Graphic Design program. The majority of coursework is completed in courses restricted to graduate students only as per NASAD guidelines. Students have the opportunity to serve as teaching assistantships during the last two years of study. The program appears to be in compliance with NASAD standards for the practice-oriented master of fine arts degree (NASAD Handbook, 2005-2006, XVIII. A., pp. 107-108).

There appears to be sufficient need for this type of program, and the high quality of work produced by students as well as excellent facilities and faculty give support to the request for Plan Approval for a three-year graduate degree track.

EXHIBITIONS


RISD has a well-established and professionally managed exhibition program that fully supports the academic areas in the college. Although there are only two full time staff members—a director and an assistant—and some students supported through work-study funds, and a relatively flat budget, the program is professionally managed and appears to be consistent with NASAD expectations (NASAD Handbook 2005-2006, VII. A., p. 69; XVIII. A., p. 108). There are two centrally supported galleries—the Woods-Gerry Gallery and the Sol Koffler Student Gallery. Departmental exhibits of undergraduate work are shown in the former on a rotating basis; each show is five days long. Graduate students submit proposals and are selected to curate shows in the latter, with each show lasting for 10 days. The director of exhibitions also manages the graduate student exhibition held each spring in the RISD Museum of Art. This show opens in the third week of May and continues through Commencement. There are many visitors to the Museum while this work is on display. Every other fall, there is a faculty biennial in the Museum. This is not a juried show and it opens during parent/alumni weekend.

There are a number of additional galleries on campus that are overseen by individual departments. These include the Benson Hall Gallery (printmaking), Foundation Studies Gallery (foundation), ISB Gallery (Illustration), Graphic Design Gallery (graphic design), Case Gallery (graphic design), Red Eye Gallery (photography), ID Gallery (industrial Design), BEB Gallery (architecture), Carr Haus (all students) and Red Door Gallery (painting). Exhibitions in these spaces are entirely departmentally managed and are more informal regarding the schedule, length, and publication of the exhibits. Despite this range of exhibition opportunities, students expressed an interest in having more student-managed exhibition spaces, and both students and faculty expressed the need to identify a dedicated campus-wide space for more flexibly scheduled exhibitions and critiques. The identification of such a space might help with regard to breaking down barriers that exist among departments and might create the opportunity for greater integration of disciplines working together. The institution might want to engage in a comprehensive study of its exhibition practices and policies with the goal of developing a plan that addresses how exhibition spaces are used and how approaches to exhibition areas might be broadened in scope and capacity.

The academic programs at RISD have many and diverse relationships with the RISD Museum of Art whose mission, which can be traced to the original establishment of the institution, is to
serve RISD students. Because of the Museum’s rich and broad holdings there are many opportunities for engagement and interaction. In addition to the faculty and student shows cited above, faculty make extensive use of the permanent collection as well as special exhibitions, and in turn museum staff frequently teach classes or handle special sessions with students. There are internship opportunities for students during both the winter intercession and the summer, and students can compete for a site-specific installation at the museum. The MA program in Art + Design Education maintains a special relationship with the museum through its Museum Studies track. It would appear that with the expansion of the Museum into the planned Chace Center, there will be even greater opportunity to expand this healthy relationship and to develop more collaborations and partnerships.

BRANCH CAMPUSES, EXTERNAL PROGRAMS

The program appears to meet all applicable standards for a branch campus. (NASAD Handbook, 2005-2006, II. K., p. 57). RISD’s campus in Rome, the European Honors Program, has been in operation since 1960. It is an honors program that awards a year-long opportunity for study to qualified juniors and seniors on a competitive basis. The program is administered by a full-time permanent director and a member of the RISD faculty who acts as a critic-in-residence on a two-year rotating appointment. Currently, there are 31 students in the program. While the Visiting Team could not verify the physical adequacy of the facilities nor see student work in process, the definition of the credit hour and the curricular structure appear to be consistent in organization and practice with those on the main campus. At the time of the visit, the ability of the program to continue operating in its current facility had become somewhat uncertain and continuing concerns over the cost of the program are prompting senior administration to look at an assessment and possible restructuring.

In addition to the European Honors Program, RISD manages an International Exchange Program through an Office of International Programs within the Office of Academic Affairs. Under this program, RISD students are able to exchange for a semester with students from 47 approved institutions in 22 countries. In 2005, 35 RISD students and 33 international students benefited from this program. Other opportunities for educational and cultural experiences abroad occur through Wintersession offerings. RISD’s policy requires all undergraduates to pay tuition for all their semesters of study and therefore, the College does not have a program that provides for students to study abroad at institutions to which a payment of tuition is required.

COMMUNITY INVOLVEMENT AND ARTICULATION WITH OTHER SCHOOLS

It appears that RISD meets NASAD standards and guidelines for community involvement and articulation with other schools (NASAD Handbook, 2005-2006, II.O., p. 60). RISD’s commitment to contributing to the quality of cultural life within its surrounding communities is demonstrated through individual, programmatic, and curricular opportunities managed by the Office of Academic Affairs, the Office of Multicultural Affairs, the Office of Student Life, and the Division of Continuing Education. Curricular opportunities to engage the greater communities in ways specific to a particular discipline or context are offered on all levels by a variety of departments including Architecture, Art + Design Education, Photography, and Sculpture. Many of these activities are offered in partnership with, or in service to, a number of K-12 schools in the Greater Providence Community with culturally underserved students.
RISD has also established a history of both informal and formal collaborative relationships with its immediate neighbor, Brown University. Through the work of a committee made of faculty from both institutions, a structure was created that provides support for specific collaborative projects between departments and faculty from each institution. The collaborations explore ways in which the complementary expertise and resources of each institution can be joined to produce new forms of knowledge, expression, and form. Two of the three categories under which funding is awarded are clearly focused on art and design which serves the Greater Community.

Sponsored studio courses represent a special category of opportunities for RISD students to engage their knowledge and skills with the larger art/design, business, educational/research community. In this program, partners from the greater professional community partner with RISD and provide monetary, physical, and personnel resources to offer seven to ten courses each year that invite students to work on issues and problems particular to a particular external area of inquiry. Students gain experience working collaboratively with professionals and access new knowledge and experience. Reciprocally, sponsors use the courses as a means of reinvigorating employees, engaging bright, young minds, and using RISD resources. It was reported that over the last two years, the College developed $600,000 in sponsored programs, up $50,000 from the previous two-year period. Traditionally, sponsored courses have been offered through particular departments. However, the College finds itself increasingly attracting sponsored opportunities that are inherently interdisciplinary, i.e., invite the expertise of students from more than one disciplinary area.

CONTINUING EDUCATION


RISD has a large and well-organized Continuing Education department with a full-time director and additional staff that manage and implement its many programs. During the 2004-2005 academic year at least 7,719 individuals participated in its programs and more than 299 faculty were employed. The CE department offers extension programs, summer workshops, certificate programs, a pre-college program, children’s programs, and oversees RISD’s Summer School credit offerings. Approximately 22% of its revenue is returned to the central administration; thus, it is an important revenue stream for the institution. Despite this, the various programs are cramped for space and an uneasy tension between the academic programs and the CE unit currently hinders the exploration of partnerships and shared opportunities for developing new and creative programming. A number of individuals at the institution believe that it is time to further explore possibilities surrounding part-time and transfer students as well as distance education and the role that CE might play in these initiatives. Others suggest that CE should play a greater role in offering credit opportunities for students beyond the Summer Session. The visiting team suggests that the institution continue to explore and consider how the CE unit and the academic enterprise work to strengthen the coordination of programs that are of mutual benefit to the institution and the community in order to address the needs of the rapidly changing art and design professional world and the personal aspirations of a broad range of students. It appears that all NASAD standards regarding non-degree granting programs for the community are satisfied (NASAD Handbook, 2005-2006, II.P., pp. 61-62).
SECTION V. FACULTY

RISD appears to meet all standards and guidelines for faculty and staff (NASAD Handbook, 2005-2006, II. E., pp. 50-52). The RISD faculty comprises approximately 139 full-time and 355 part-time members. With nearly 55% of its full-time faculty at the rank of full professor, it is a faculty with an exceptionally high degree of experience, continuity and stability. Faculty appear through their demonstrated talent and ability, their academic and professional credentials and their effectiveness as educators, mentors and colleagues to meet the highest professional standards. The size and distribution of the faculty permits RISD to maintain an effective faculty to student ratio, while the comparatively large size of RISD within the field of art and design education allows it to select a faculty that through its high degree of professional differentiation, most effectively serves the College’s mission, goals, and objectives. Through its governance structures, the faculty actively assumes responsibility for the curriculum and associated programs. Faculty members regularly engage in creative, professional and/or scholarly pursuits with national or international recognition, thus maintaining the intellectual vitality that fuels their success in providing RISD students transformational educational opportunities. Full-time faculty and part-time faculty serve under contract; each body is represented by its own union.

The faculty is supported in its efforts to serve RISD’s mission by a support staff that is appropriate in qualifications, experience, size, and distribution.

RISD has high expectations for faculty performance, requiring “a high degree of excellence” in three performance categories: teaching, professional activity and service to the institution. Community service is also encouraged. During their probationary period, faculty members are reviewed annually by their Department Head and Dean. Reviews are based on student evaluations, dossiers and self-evaluations and culminate in direct feedback. In the sixth year of full-time employment, a faculty member undergoes Critical Review by a committee of faculty from all divisions chaired by the Provost. RISD does not have tenure: Critical Review serves a role equivalent to tenure review. Upon passing Critical Review, full-time faculty members serve five-year contracts that include an interim three-year review.

Part-time faculty members undergo no required formal review. They initially serve five one-year appointments, then two two-year appointments, then an unlimited number of three-year appointments. Given the strong dependence of the RISD educational experience upon the performance of part-time faculty, absence of formal review processes appears problematic.

Faculty expressed two principal concerns. The first regards a sense of ambiguity associated with the identity of the institution: it’s goals and priorities for undergraduate and graduate educational experiences, including the trade-offs between the two; the appropriate balance of their efforts between teaching and professional development (discussed in the next paragraph); and the useful tensions between the desire to deliver all that is best in traditional art and design education, and yet also innovate and explore non-traditional modes and new, interdisciplinary and cross-disciplinary opportunities. These concerns about the future directions of the institution strongly echoed earlier channels of
discussion by RISD administration regarding the creation of a new strategic plan focused on integrating change.

The profile of the “ideal” RISD faculty member appears to continue to evolve. Since the last accreditation visit, the size of the faculty has increased and the standard workload has decreased. Some long-term members of the part-time faculty have gained full-time status. Additional and enhanced modes and support for faculty development are now offered and coordinated through the establishment of a Faculty Research Office, which has established policies and guidelines to assist faculty in their research activities. These changes are in a positive direction that allows greater time for professional development of faculty and enhances faculty capabilities to provide appropriate advising and mentoring of students. While it is recognized that competing demands of dedication to student development (the giving of faculty talents) and the continued maintenance and development of skill, expertise, and reputation (the building of faculty talents) must balance over time to assure both educational excellence and a healthy faculty, RISD funding for faculty development does not appear to have increased. The Visiting Team suggests that more dedicated funds for faculty development could make a significant contribution to RISD’s continuing leadership in educational excellence.

Faculty also cited a need for greater funding support for interdisciplinary efforts, which are seen as particularly vulnerable in tight budgetary situations because they do not benefit from champions in the RISD structure in which resources are assigned to departments. Faculty members who have strived to create interdisciplinary programs in teaching and/or in research report frustrations associated with reward systems aligned with departmental metrics. These concerns extended to graduate studies where some faculty perceive a lack of support for their efforts to respond to students who are actively interested in an educational environment with diminished departmental boundaries. These faculty see their opportunities to access this ideal stymied by the primacy of disciplinarily “pure” graduate students and faculty in control of facilities and resources. Present support structures do not appear to favor growth or strength of interdisciplinary and cross-disciplinary efforts.
SECTION IV. STUDENTS

*RISD appears to meet NASAD standards and guidelines for recruitment, admission-retention, record-keeping, and advisement (NASAD Handbook, 2005-2006, II. H., pp. 54-55).*

ADMISSIONS

The Office of Admission oversees an admission process that ensures that enrollment targets are met. The recruitment process is comprehensive and the selection process is holistic in its approach. Faculty and professional admission staff are involved in the assessment of an undergraduate student's application, which includes academic credentials, standardized testing, optional recommendations, and a review of portfolio and drawing samples. Admission information is available both in publications and on the College's website. The graduate application review process is coordinated through academic departments. Application numbers, admit rates and yield have remained relatively stable in the past five years. The quality of the enrolling student body is high, and students are well prepared for their academic experience.

The number of enrolling transfers is an important part of the College's enrollment goals. However, the transfer target is difficult to reach due to the fact that transfers are only able to fill available spaces in academic programs once sophomores have selected their programs. Openings are often at odds with the desires of the transfer population. In addition, almost all transfers are admitted as sophomores, and most are required to attend the Transfer Summer Program at a cost of $6,000. Both of these serve as disincentives to transfer enrollment. The College would benefit from an assessment of the role of the transfer in its enrollment projections and ways to incentive enrollment.

Graduate students have been an increasing percentage of overall enrollment. However, those numbers have stabilized over the last three years.

By far the largest number of international students is from South Korea, which raises the issue of the Colleges reliance on that population.

The College has identified a number of goals that relate directly to admission. The College desires to increase 1) the size of the freshman class from 400 to 420 students beginning AY2007; 2) enrollment of U.S. minorities; and 3) enrollments of international citizens. Hindering the admission office's ability to realize these goals is a very limited financial aid budget. While overall yield is strong, yield by financial aid category varies dramatically from a high of 64% for admitted students receiving financial aid to a low of 23% for admitted students qualifying for aid who are denied financial aid (2005). The College is clearly aware of the challenge that the low discount rate presents and has raised $12,000,000 in its recent capital campaign to increase financial aid resources. In addition to the impact on enrolling the most desirable students in terms of quality, there is understandable concern about the effects of limited aid on the diversity of RISD’s student body.

In regard to diversity, RISD has created a Diversity Plan, which outlines goals and objectives and has been updated regularly through 2003. The College also reports sources of funding in addition to the $12M cited above that are specifically targeted toward strengthening diversity in
specific constituencies and programs. Despite these facts, there does not appear to be evidence of significant progress in broad diversification, nor does the plan seem to have been institutionalized in a way that makes diversity a primary value in recruitment or among its constituents. The Joint Visiting Team encourages the College to assess the success of current plans and efforts and fully engage its communities in the importance of this issue.

RETENTION AND GRADUATION

Although no office is tasked with oversight of student retention, retention rates are monitored by the Office of Institutional Research and Planning and are distributed in the annual Fact Book. Retention and graduation rates are impressively high and are evidence of students’ preparedness for the RISD educational experience and their desire to be a part of the RISD community. New students participate in an Orientation program designed to familiarize them with the campus and are provided with information regarding services designed to ensure their success. Academic standards and policies are clearly stated and applied appropriately.

STUDENT SERVICES

RISD offers a variety of student services designed to assist students throughout their educational experience. The creation of the position of Associate Provost for Student Affairs provided RISD with the opportunity to combine oversight of academic standing and academic advising along with the responsibilities of the Dean of Students Office. This has provided a more integrated approach to serving students. The Division of Student Affairs publishes annually a mission statement, which is distributed to students in the Student Handbook. New Student Orientation is designed to assist students in their adjustment to campus by encouraging familiarity with College resources. All new students meet with their faculty advisor during this time. Services for special-needs students are provided through the Office of Student Development and Counseling Services. Appropriate services and opportunities are offered through Alumni & Career Services, athletics, and Public Safety.

In the 2005-2006 academic year, RISD opened 15 Westminster and expanded its number of residential spaces by 500. The opportunity for a greater number of students to live on campus has been appreciated by students, and the building is at capacity with a waiting list for the fall semester. The growing residential population of approximately 1,250 has placed an increase demand for services on the existing student life staff. Many members of the RISD community have articulated a need for additional staff to support programmatic efforts, particularly in the area of residence life.

Health Services provides a wide variety of services to meet the needs of the study body. The facility has been recently renovated to provide students with a better degree of access and privacy. It now services students by appointment only unless there is an emergency situation that warrants immediate assistance. Freshmen articulated a need for expanded hours because their classes begin at 8:00 a.m. and the facility does not open until 8:30 a.m. If they are ill and desire a note to be excused from class, it is not possible to see a health services professional prior to the 8:00 a.m. class. Additionally, there has been an increase in the number of students requesting care, and additional staff is needed to meet the current demand.

The office of Student Development and Counseling Services assists students with confidential counseling. They have also seen a dramatic increase in the demand for services. From 2000 to
2004, counseling hours have increased by 99 percent. Members of the staff feel stretched by the high demand coupled with limited staffing.

In 2000 the coordinator position in the Office of Multicultural Affairs was upgraded to a director position. The office supports the needs of all students by coordinating campus opportunities for racial, ethnic, cultural and sexual orientation awareness as well as creating opportunities for dialogue. Majority students are coming to RISD with an increased level of multicultural understanding but less personal experience. Thus the need to provide students with that experience is a priority for this office. Because there is no office that addresses diversity on a campus-wide basis, this office is seen as a resource for many constituent groups. A campus climate survey would do much to raise awareness of the issues that students face in relation to their academic, residential and co-curricular experience.

The staff in all areas of student life are feeling increasingly stretched to serve students in an appropriate manner. This has had an impact on morale. Increasing attention needs to be devoted to this area. In addition, the appropriateness of funding of professional student life staff positions through a student activities fee should be assessed.

RISD students are focused on their academic studies. They take their work seriously and are passionate about their academic experience. They value relationships with faculty and are quite pleased with the strength of those relationships as well as the quality of their educational experience. In recent years, students have developed a greater interest in the co-curricular experience. In an open forum, a student said, “We came here to work but we don’t want to leave only having worked.” It is not surprising that the student government association, the Student Alliance, has become more active and serves as a vehicle for students to develop leadership skills and to advocate for student priorities. Students are passionate about the lack of space on campus, which precludes them from coming together in informal ways and to exhibit their work. Their overarching goal is to increase the sense of community on campus, and they feel a lack of support in this regard.

Financial aid is administered effectively although many members of the community stated that many students struggle with the ability to finance their education at RISD. This is due to a severely limited financial aid budget. As noted above, the College has raised additional external funding to provide more aid without increasing the discount on tuition revenues.

RISD has published information on student rights and responsibilities that include grievance procedures. The information is clearly stated and readily available. While information is provided in print (student handbook) and online, students expressed a lack of awareness of available services and the ways in which services could be accessed. Concerns were vocalized about the RISD intranet being out of date.

A review of a random sample of undergraduate and graduate transcripts indicates that students, records are complete and properly maintained. The College has policies regarding information that will be included in the permanent records of students as well as the retention, safety and security, and disposal of records. Their policies are in accordance with federal guidelines.
SECTION VII. LIBRARY

RISD appears to meet all applicable standards and guidelines for library and learning resources (NASAD Handbook, 2005-2006, II. G., pp. 53-54). With a clear articulated vision, firmly based upon the College’s mission, the RISD Library serves as the primary information service provider for students, faculty, staff and alumni.

The Library has adequate staffing (6 1/2 professionals, 1 archivist, 12 support staff, and 8 to 10 FTE student support) and has a history of sufficient financial support. Staff provide comprehensive instructional sessions for all first-year students, as well as research based instruction for upper semester, and graduate students.

With a collection of 121,000 volumes and 420 periodical subscriptions, the library also provides audio, video, special collections, and extensive picture and slide collections. The quality, scope and currency of the collection effectively support the academic program. It currently occupies facilities that it has long-since outgrown, but a thoughtful and thorough program of collection assessment has helped the Library to maintain a somewhat efficient balance between the open collection and the off-sight collection.

Through a formal arrangement, RISD faculty and students are provided access and borrowing privileges to nearly Brown University libraries. A core collection is also maintained in Rome for students participating in the European Honors Program.

The move to the new Fleet Library this spring will effectively address the facilities issues that the Library has faced for a number of years. Most of the off sight collection will be moved to open shelving, seating will double, and new appropriate space will be provided for archives and special collections.

The Library provides electronic resources including full-text periodical databases, encyclopedias, and image collections. These are available to the RISD community both on and off campus. Some criticism was expressed by faculty as to the depth of resources afforded to Liberal Arts faculty. The Library should evaluate these concerns, explore possible solutions (consortia agreements), and ensure that collection development plans appropriately support this division.
SECTION VIII. PHYSICAL AND TECHNOLOGICAL RESOURCES

RISD appears to meet all NASAD standards and guidelines for facilities, equipment, and safety (NASAD Handbook, 2005-2006, II. E., p.52). RISD is an urban campus encompassing 43 buildings and approximately 1.14 million gross square feet of space. The campus is located primarily on the east side of a newly developed river front park that separates the historic East Side/College Hill from downtown Providence. Within the past few years, RISD has extended its campus across the River into downtown through the acquisition of two properties. The development of the campus has been primarily the acquisition and renovation of properties that were originally erected for other purposes. The result is an eclectic though heavily historic collection of buildings, with construction or renovation dates ranging from 1773 to the present. Thirty-nine of the buildings appear on the National Historic Register.

So many buildings with disparate structural, mechanical, electrical and other building systems result in operating inefficiencies and create special challenges for the staff of 81.5 FTE (Fiscal Year 2005, per Sightlines report dated January 2006), and may contribute to the duplication of certain academic facilities, including various laboratories and workshops. Despite these inherent handicaps, the buildings are well maintained and managed in a manner that meets institutional needs.

Classrooms and studios/workshops are, for the most part, adequate in size and property equipped to support the teaching and learning objectives of the programs they house. Consistent with its reputation and the scope of its program offerings, RISD supports its educational program with an array of studios, shops, and labs that meet the highest professional standards and offer access to an array of forming and imaging technologies. As was observed in the section above on the academic program, the autonomy of departments also requires duplication of many kinds of facilities, equipment, and the staff to manage them.

In fall 2005, RISD opened a residence facility in a former bank building built in 1917. Floors 2 through 11 of the building house 500 students and has allowed RISD to realize a long-held aspiration to provide on-campus housing for one half its students. In early summer 2006 RISD will realize another long-acknowledged need when it opens a new library in the vaulted banking hall of the same building. This facility will triple the size of the present library.

Signs identifying individual buildings are clear. However, signs that direct pedestrian and vehicular traffic in and around the campus are less adequate. Indeed, as one senior executive at RISD noted, a first time visitor to RISD may well never know when he or she has entered or left the campus.

Like most colleges whose buildings were built long before ADA compliance was a consideration, RISD faces a significant challenge in making all of its buildings accessible. While it is not economically feasible to make all the buildings accessible at one time, RISD maintains its commitment to accessible and, new construction and significant renovations incorporate accessibility requirements.

RISD completed its first comprehensive Campus Master Plan in 1996 using the firm of Chan Krieger & Associates. The plan has been used to guide major facilities decisions, including the
expansion into downtown Providence and the acquisition of the property that houses the new dormitory facility and the soon to be completed library. The plan was updated in 2004.

For the past four years, RISD has worked with Sightlines Facilities Asset Advisers to benchmark and assess progress on various dimensions of collegiate facilities activities. This work, along with the results of a facilities condition audit undertaken in 2003, suggests the need for an annual deferred maintenance budget of about $6 million, substantially more than the $1.5 million in Fiscal Year 2006. The Fiscal Year 2007 capital budget calls for about $1.8 million for deferred maintenance, an amount that is supplemented as necessary by funds from the operating budget.

Health and safety of its students, faculty and staff is a high priority for RISD. A Department of Environmental Health + Safety was established in 1999 with the charge to maintain compliance with environmental and safety regulations. These concerns are particularly acute at RISD because of the potential for accidents or misuse of materials that are essential for the various art and design programs activities that are central to the instructional and practical work of the College. Compliance activities include policy interpretation, training and enforcement. Regular inspections are conducted. In 2002 RISD undertook an environmental audit under the auspices of the Environmental Protection Agency and has used the results to improve its environmental and safety program.

In 2002 RISD began a program to install an integrated card access and video monitoring system at external entrances to many of the buildings. Over the next several years, it is anticipated that this program will be extended to other buildings. A new emergency blue light phone system allows members of the RISD to summon quick emergency assistance from the 35 person security staff. Most RISD buildings have up-to-date fire suppression systems. As new state regulations are finalized around fire safety, RISD may find it necessary to make additional fire safety installations.

Internet and wireless systems are available throughout the campus. However, not all employees have access and many desk top units are out-of-date. Multiple layers of Internet and computer security are in place and user authentication is required for access.

It appears to the Visiting team that RISD has a clear sense of its physical and technological resource needs and has recently begun to move more systematically toward greater integration of these needs into short and long term planning efforts.
SECTION XI. INSTITUTIONAL INTEGRITY

RISD appears to meet all NASAD standards and guidelines for published materials (NASAD Handbook, 2005-2006, II. J., p. 56). RISD pursues a high standard of integrity in its dealings and relationships with students, faculty, staff and the general public supported by its mission, policies and practices. College officials operate in a truthful and fair way with the community and work diligently in response to student and faculty requests for inclusion. The College operates with all legal authority and has appropriate audit and oversight to meet the standards. The College’s policies for ethical behavior are widely publicized and included in faculty and student handbooks.

The Student Handbook contains a code of ethics for students, as well as computer privacy policies. The institution has also disseminated a Policy for Intellectual Property as well as Guidelines for sponsored studios.

All full and part-time faculty members are governed by Collective Bargaining Contracts that assure freedom in teaching, research, creative work and publication, as well as grievance procedures. A Faculty Code of Ethics was first approved in 1994 and is distributed to each new faculty. The Board of Trustees clearly recognizes its role in assuring the integrity of the institution.

The Office of Human Resources monitors the implementation and evaluation of policies relating to affirmative action and the prevention of discrimination on the basis of race, gender marital status, sexual orientation, age color, national origin, religion, or physical disability.

Though effort has been made to achieve the college’s goals in diversity, gains have been limited to date. Some small gains have been achieved within the staff, but minority levels in the faculty and students, especially of African-Americans, have changed little over the past decade. The Visiting Team suggests that the College needs to reexamine its planning and aspirations around diversity; and perhaps revise its strategies as to how new or continuing goals and objectives could achieve greater success in hiring and recruitment.
SECTION XII. STRENGTHS AND AREAS FOR IMPROVEMENT

STANDARDS SUMMARY

The Visiting Team is concerned that within the BFA Degree in Glass there does not appear to be a specific course dedicated to the history of glass and it is not clear how students acquire "knowledge... of the place of glassworking in the history of art" (NASAD Handbook, 2005-2006, VIII. H., p. 78). The institution is asked to clarify out this essential competency is being met.

Based on NASAD standards ("At least fifty percent of the course work must be in classes open to graduate students only"), it is unclear whether there is sufficient differentiation between the Master of Interior Architecture and the Bachelor of Fine Arts in Interior Architecture and the Bachelor of Interior Architecture (2005-2006 NASAD Handbook, XV. G, 3, a -b, page 103).

SUMMARY OF INSTITUTIONAL STRENGTHS

- RISD has a mission statement grounded in, and reflective of, its institutional history.

- Despite the current questioning of the precise reformulation of a mission statement, RISD has a coherent and shared sense of institutional purpose that informs its organization and actions.

- There appears to be solid board leadership with a strong sense of RISD's history and values and a clear understanding of its roles, responsibilities and limits in institutional management.

- The creation of a Board of Governors for the Museum of Art has strengthened governance.

- RISD benefits from visionary presidential leadership.

- RISD's president is complemented by capable and competent senior administrative leadership.

- RISD benefits from a stable, exceptionally qualified, highly-experienced, and dedicated faculty.

- There is a low student to faculty ratio.

- The educational program is served by an effective, dedicated academic support staff.

- RISD is able to consistently attract a highly selective, and well-prepared student body.

- RISD's substantial population of international students contributes to the richness and diversity of its culture.

- RISD maintains comparatively high retention and graduation rates.
• Students appear interested in participating cross-departmental communication and institutional governance. There appears to be better communication within the Student Alliance and greater RISD student body.

• Enhanced Academic Advising Resources at RISD appear to strengthen and streamline academic advisement and planning.

• The integration of academic advisement with student life appears to provide for a holistic approach to student educational planning.

• The addition of a 500 bed student residence contributes significantly to the creation of a residential culture and stronger sense of community.

• The administration's creation of structures and processes for timely and open discussion among constituents has enhanced institutional communication and participation.

• The revival of the Faculty Congress has served what appears to be a positive and active commitment by the faculty to participate in curricular oversight and institutional governance and decision making.

• Despite stretched human resources, there appears to be an outstanding commitment by staff to serving the mission of the College and the needs of the students.

• RISD offers a broad menu of rigorous, professional art and design programs.

• Undergraduate student work generally exemplifies a high level of professionalism and a wide range of styles and approaches to visual expression, communication, and issues of content.

• There appears to be a highly qualified graduate student body with sound skills, sophisticated conceptual development, and a variety of aesthetic perspectives.

• The College's mission, visibility, and outreach to the public and other institutions is strengthened by increased programmatic collaboration with the RISD's Museum of Art.

• The Visiting Team believes that RISD's mission will be well-served by its continued exploration of alternative, experimental educational programs and delivery models.

• The Visiting Team also encourages the College to continue in its exploration of more integrative approaches to the ongoing development of its current degree programming through intra-institutional, external, and international teamwork, collaborations, and partnerships.

• RISD possesses extensive educational resources, including the forthcoming new, greatly expanded library.

• The development and sound management of institutional archives and associated programming that provide the RISD Community with a shared institutional memory.
• The educational program appears to be strengthened by the introduction of Laptop Programs in a number of departments that focus on the use of digital technologies in the creation of art and design.

• RISD has a professionally organized and managed annual program of exhibitions.

• Considerable investment in the development and implementation of a high quality environmental health and safety program has led to ISO 14001 certification in 2005 and has resulted in a comprehensive approach to the provision of a safe and healthful working environment throughout the educational program, as well as programs for training staff, faculty, and students in safe studio practices.

• The College possesses excellent professional studio facilities and equipment.

• RISD supports its programs with access to an extraordinarily broad array of technologies offered in studios, shops, and labs that meet the highest professional standards. RISD’s support resources appear to be consistently well-organized and managed.

• RISD benefits from the use of a facilities master plan to guide its facilities acquisition, renovation, improvement, and construction activities since 1996, a period of significant capital expansion.

• RISD has taken significant steps toward installation of high quality electronic security measures.

• RISD has made a commitment to attaining and continuing a structurally balanced budget.

• RISD has taken steps to become Sarbanes-Oxley compliant even though the institution is under no legal obligation to do so.

• RISD is nearing completion of its first ever capital campaign and as it moves into the post campaign period, has recognized the need to increase its efforts to increase the portion of the annual budget that comes from annual giving

• The College engages in planning on an annual basis and does quarterly assessment of progress.

• The College has a strong institutional research component and engages regularly in surveys and other means of collecting important data

**AREAS FOR IMPROVEMENT AND RECOMMENDATIONS**

• The College needs to come to institution-wide resolution over the reappraisal and articulation of the RISD mission statement.

• RISD’s departments appear somewhat isolated from the greater educational program; the
College's discipline-bound approach to education does not appear to provide for an optimum access to RISD's rich range of course offerings or facilities nor does it take advantage of the benefits derived from a variety of disciplines working together.

- The College should work to better coordinate programs offered under Continuing Education with relevant areas of the degree programs.

- RISD appears to be understaffed; there seems to be a relatively high ratio of students to staff.

- The Visiting Team encourages the College to continue reviewing its opportunities and forms for faculty development consistent with its expectations of faculty vis a vis professional practice and scholarship.

- There appears to be limited racial and economic diversity within the student body.

- In spite of gains, RISD's sense of community would appear to benefit from better communication within the Student Alliance and greater student body.

- The College is encouraged to continue in its efforts to assess student learning through the development of additional and coordinated programs and models.

- The Visiting Team suggests that the College needs to reexamine its planning and aspirations around diversity; and perhaps revise its strategies as to how new or continuing goals and objectives could achieve greater success in hiring and recruitment.

- In spite of new sources of added funding, it would appear that the College would benefit by reexamining its philosophy of financial aid in relation to its aspirations and the aforementioned planning around greater diversification of the RISD Community.

- The available level of personnel and services in areas of health, counseling, and residential life do not appear to have increased commensurate with the growth in demand within the student body.

- RISD is advised to develop and implement a plan for providing appropriate technologies and associated training to faculty and staff in order to strengthen teaching, program content, and institutional competitiveness.

- RISD needs to work to ensure that available technologies and processes provide the broadest possible community access to communication.

- Based on the size of the College, as well as demand and perception, there appears to be a shortage of student managed exhibition spaces.

- There appears to be a need for a communal, non-curricular student gathering space.

- Life safety and ventilation needs must continue to be a high priority.
• The Visiting Team believes that a comprehensive and coordinated effort on the part of numerous campus constituencies is needed to facilitate the integration of short and long term capital budget planning with operating budget planning.

• The demand for accelerated implementation of new code requirements following the recent night club fire tragedy may make it necessary to defer other badly needed maintenance and improvement projects.

• Planning should continue to address the fragmented, discontinuous physical organization and location of some departments. There appears to be unevenness in the relative quality and quantity of space allocations to academic departments.

• The Visiting Team is concerned that an over-reliance on students from Korea creates a potential for volatility in enrollment and revenue.

• The Visiting Team is concerned about the considerable strain that will be placed on the operating budget by the projected increase in annual debt service.

• It appears that the process for developing the academic budget is likely to need further refinement (including attention to such quality indicators as faculty to student ratios) as competing priorities for limited resources become apparent.

• Although the College aspires to strengthen access to otherwise qualified students through an increased tuition discount rate, there does not appear to be a plan or a target for realizing this goal.

• RISD is advised to continue to examine the image it projects through its recruitment materials to ensure that they accurately reflect the composition of the student body, the rigors of the curriculum, and accurate, current information about faculty.

• Collected data does not appear to be used in a consistent manner institution-wide to improve program effectiveness or drive resource allocation.

• The Visiting Team believes that RISD’s planning needs to be more centralized and done in a way that more fully integrates academic, facilities, and operations needs.

• RISD needs to ensure the Academic and Museum Plans are updated as part of the Strategic Planning Process.

• The visiting team strongly recommends that the College pursue vigorously the goals stated in the Self-Study regarding increase in staff, improvement in morale, and involvement in governance.

• The budgeting process should continue to integrate funding for deferred maintenance.