

Academic Advising

Over the next five years RISD's overarching goals for academic advising will be to deepen our institutional knowledge and practice in advising and strengthen and increase faculty-student engagement in the academic advising process. In addition, students will be encouraged to have agency in shaping and enacting their educational goals and assume responsibility for meeting academic program requirements. Through more regular and effective faculty mentoring in partnership with other institutional resources (such as the Career Center, Center for Arts & Language, Registrar's office, etc.) students will cultivate the intellectual habits that lead to a lifetime of learning.

Specific areas of emphasis:

- Develop an advising mission to guide the advising strategic plan
- Further define academic advising and mentorship and update advising network map to reflect roles and responsibilities of different members of that network, including professional advisors
 - Distinguish advising and mentorship at the graduate level from the undergraduate level
- Develop policies and implement systems to ensure at least two advisor-student meetings per academic year, each incorporating discussion of topics listed in the item below
- Formalize an advising curriculum across a differentiated and coordinated advising network that includes:
 - Understanding of degree program requirements
 - Understanding of academic policies, rules, and important deadlines
 - Informative course selection
 - Studio work/portfolio concepts, skills, progression
 - Career interests and post-graduation plans
 - Information about special opportunities (e.g., study abroad, internships, research projects, etc.)
 - Guidance in relation to academic difficulties
 - Information about academic support resources
- Provide faculty, staff, and student development opportunities aligned with this advising curriculum
- Research and implement technology that supports, enhances, and complements advising practices
 - system for scheduling advising appointments
 - system for documenting advising meetings that is viewable by multiple stakeholders
 - System for advisor approval of semester academic plan
- Improved dissemination and student use of information related to academic program requirements, progress toward degree, and accessing academic advising and support resources

Assessment:

Track improvement on NSSE advising module and CIRP survey results

Track the reduction in number of seniors missing credits required to graduate

Track usage analytics for advising tools

Develop qualitative assessment, including focus groups and possibly replicating student-developed survey

Community Engagement Workgroup - January 22, 2018

Strong roots tie Community Engagement to Rhode Island School of Design's ongoing mission "to educate its students and the public in the creation and appreciation of works of art and design, to discover and transmit knowledge, and to make lasting contributions to a global society through critical thinking, scholarship, and innovation."

Today's local and global challenges compel that community engagement at RISD not only continue to complement the institutional mission, but (be focused) **focus** on creating and sustaining strategic, collaborative, and mutually beneficial partnerships which respect and harness the knowledge that exists both at the Institution and in the community. It is methodology that challenges us as an Institution and as individuals to address social and societal needs through the lens and practice of art and design.

Through RISD's work, Community Engagement is the active participation of RISD students, faculty, staff, and alumni locally, nationally, and globally. It is strategic collaboration that values the exchange of knowledge and experience between groups of people who share any number of common practices, geographical location, identity, experience, and other linkages. It is a process grounded in rich discussion and clear communication that aligns with multiple and mutual institutional and community goals.

*Four themes arose regarding ways in which RISD should develop community engagement; **infrastructure + centralization, community development, structured approach and data + measurement.***

1. INFRASTRUCTURE + CENTRALIZATION

- Create a central place where the aggregate of knowledge and relationships are known and shared, where the overall structure lies, and where faculty/students can find consistency in faculty/students interested in this work. Considerable thought should be paid to the organizational placement of such a hub (the degree to which it resides within academics, co-curricular, or a hybrid approach) and the staffing and expertise needed to facilitate its success.
- Develop common goals and areas of interest across campus, as well as with external community partners. Goals and areas of interest should seize opportunities for cross-disciplinary engagement and approaches.
- Clarify RISD's approach(es) and organize structures around how RISD partners in community engagement work. A stewardship philosophy should be integrated into how RISD supports and shares work in community partner relationships.
- Design an interactive space where the foci involve research, knowledge/skill building, and the involvement of faculty, staff, students, and alumni.
- Develop mechanisms that inventory, communicate, promote, and celebrate the individual and collective work of RISD faculty, staff, students, and alumni - inside and outside the campus community. Such mechanisms should capture project timelines, assessment, and resources available. Ideally, these elements should be key components in removing

siloed and non-transparent ways in which Community Engagement is currently done at RISD.

- Secure time in RISD structures to pursue Community Engagement in ways that are relevant to student, faculty, and staff systems e.g., credit earning, Teaching Units or TUs, release time.
- Develop infrastructures that engage and intersect different academic departments across design and fine art disciplines with the goal of deepening the visualization of the problems/solutions and leveraging the strengths of multiple art/design approaches.

2. COMMUNITY DEVELOPMENT + INPUT

- Develop common goals and areas of interest among students, staff, faculty and external partners. Goals and areas of interest should seize opportunities beyond philanthropy for cross-disciplinary engagement and approaches.
- Build trust and a consistent platform of engagement with partners. Identify and remove inconsistencies in processes.
- Clarify how we engage external partners around aspects of RISD's interest, institutional capacity (e.g. human, financial, the perception that RISD is very wealthy), and partnership longevity (e.g. semester/Wintersession time allotments, academic year vs. summers off for faculty/students.)
- Create an ongoing dialogue with community partners for feedback on RISD's current engagement and growth opportunities.

3. SPECIALIZED APPROACH

- Secure RISD's niche in the field as creatives (artists/designers/thinkers) who engage problems through multifaceted approaches. Focus on our competitive advantage as critical thinkers and the ways in which it presents in the work, partnerships, and outcomes.
- Synthesize the 'art and science' of Community Engagement into our approach. Identify and engage the artists, technicians, researchers, and scholars advancing national/global engagement.

4. DATA + MEASUREMENT

- Identify specific measurable outcomes with the potential to develop clusters of interest.
 - Utilize the range of existing tools and develop new mechanisms that inventory, communicate, promote, and celebrate the individual and collective Community Engagement work of faculty, staff, students, and alumni - inside and outside the campus community. Such a mechanism should include project timelines, assessment, and resources available. Over time, these elements should be successful in removing the siloed and non-transparent ways in which Community Engagement is currently practiced at RISD.
-

*Three key areas in which the Institution can work to reinforce its commitment to, and value of, Community Engagement are **funding, time and space, and communication.***

1. **FUNDING:** The creation and implementation of budgetary principles and practices that support an equitable system for campus-wide Community Engagement.
 - Make a funding commitment - financial and human - to a layered program that spans across campus and “our communities.”
 - Use evidence and data from campus community engagement practices, policies, and programs to make internal financial decisions and to establish priorities.
 - Create and sustain a database of potential external funding opportunities to support this work.

2. **TIME + SPACE:** The development of a successful model that allows for, and encourages, collaborative innovation across campus.
 - A virtual or physical hub that will serve to foster active participation among faculty, staff, and students.
 - Development and implementation of clear expectations and criteria for community engagement.
 - Map short and long-term timelines that prioritize and incentivize the work across campus.
 - Support of this work as an academic endeavor with faculty (TU credit, promotion and review connection; training)
 - Creation of opportunities to engage students in a range of experiences throughout their academic career. (clear scheduling time, provide credit)
 - Encourage staff participation (provide time and training)
 - Creation of criteria to ensure appropriate recognition and valuation of Community Engagement practices being embraced by students, faculty, and staff. (e.g., credit, time public recognition.)

3. **COMMUNICATION:** The development of a consistent, successful, and transparent model for dialogue among students, faculty, and staff that goes beyond the borders of departments and divisions.
 - Adoption of a common definition for Community Engagement that is clear, accessible, and translatable into various disciplines.
 - Creation of an inventory of current Community Engagement efforts taking place on campus, as well as identification of specific, measurable objectives for Community Engagement success that align with larger institutional goals.
 - Implementation of a campus-wide tracking and/or documentation system to understand, support, and encourage partnerships and collaborations.
 - Creation of a website where the work can be championed and promoted. This could also serve as a platform to understand shared opportunities.

General Principles

Background

RISD was incorporated in 1877 by a group of women as both a school and museum in part to support the state's thriving textiles and jewelry industries. But it wasn't until the 1930s that the school started offering undergraduate degrees in the fine arts and design. That means that for more than 50 years of its history, RISD was exclusively dedicated to serving what is now referred to as "non-traditional" students.¹ Initially, all RISD students were non-traditional students.

Somehow and at some time during the past 80 years, the position of the non-traditional student at RISD was radically changed from founding and central to marginalized and overlooked. The RISD.edu website is a telltale example. The "Academics" section includes descriptions of only the (regular) department degree granting programs and the undergraduate concentrations. Executive and Continuing Education is given a distinct section (as if it weren't itself "academic"), linking one to a separate website entirely. In the "About" section, there is data about the student body, faculty, alumni, financial information, undergraduate and graduate degrees offered (including the non-degree undergraduate concentrations), with little recognition that CE and EE also have students, faculty, finances, and programs.

This attitude towards RISD's programming for children, teens, and non-traditional adults has had widespread consequences, including with respect to access to RISD resources, space, finances, governance and operations. We strongly believe that the current systematic marginalization of RISD CE needs to change. Non-traditional students were at the heart of RISD's beginnings and should continue to be treated on a par with RISD's traditional students. Such a change in attitude would not only be in keeping with RISD's history but show that RISD is truly committed to making "social equity and inclusion integral to [its] structures and processes," as was recently proclaimed in its Social Equity Inclusion Plan.

For the long-term health of the institution, the committee recommends RISD reimagine how we define "students" and consider the how we want the local, national and global community to view the institution. Entry points to RISD exist in a variety of ways, Executive Education, Continuing Education and the Museum touch the lives of thousands of people every year and, with proper support and resources, can expand this reach even more.

¹ According to Wikipedia, "The [National Center for Education Statistics](#) (NCES) notes that there are varying definitions of nontraditional student. The term is defined in a general way to refer to postsecondary students who are 25 years old and older. Nontraditional students are contrasted with [traditional students](#), who enroll immediately after high school, are typically aged 18–22, attend full-time, live on campus, and do not have major work or family responsibilities."

We will here use the term in an even broader way to include *all* students served by RISD, including those under 25 years.

Recommendations:

Institutional Philosophy: The committee recommends a review of the institutional philosophy on learning and engagement in the non-traditional context [education of the public, etc.] - with further consideration for specific vision, mission, purpose work to be done in discrete areas: Continuing Education, Executive Education (as well as corporate education and engagement) and Museum Education.

Institutional Resources: Experiences facilitated by CE/EE/Museum are key entry points to RISD as an institution and may directly affect people's perceptions, expectations, and aspirations; such experiences can also serve to steer potential applicants toward undergraduate and/or graduate degree programs. In light of this significant "first touch" role, the committee recommends CE, EE and Museum Education be given the necessary resources and support in order to help positively impact enrollment at the institution.

Social Equity/Access: In accordance with SEI (Social Equity and Inclusion) initiatives at RISD, the committee recommends a broad reassessment of access to learning and engagement in the non-traditional context, especially Continuing Education programs. Historically underserved or underrepresented populations - as defined by age, economic limitations, mobility or geographic restrictions - should be identified. Strategies for outreach to and inclusion of under-enrolled groups would be developed, resulting in a more comprehensive marketing plan. As part of this plan, new funding resources for students with financial need would have to be considered. Non-residence degree programs could also be incorporated as a component of expanded access to CE. As part of the revenue review, a portion could be reinvested back into CE for scholarships and improvements made to the student experience.

Faculty Participation: For the public, one of RISD's main draws is the breadth of knowledge and experience within its faculty. With so much expertise in its fold, it would seem only appropriate to provide more opportunity for that expertise to have impact and help to fulfill RISD's historic mission of public outreach. How can we support RISD's "day" faculty to participate in teaching outside of traditional academic programs during the contract year? One idea is to allow for a teaching unit to be used in the contract expressly for teaching in CE/EE. Alternatively, the contract could allow for an appropriate stipend to be added to one's overall salary for teaching with CE or EE. Obviously, this would take negotiation and careful planning, but enabling faculty to engage with CE and EE as part of their work (and not extra to it) would enrich learning for all.

In addition, all of the current faculty of CE and EE programs are part-time, hired by contract, and since RISD CE and EE courses are not included in RISD's system of counting courses in terms of TUs, these faculty are also not members of RISD's Part-Time Faculty Association and, hence, not covered by collective bargaining contract between the PTFA and RISD regarding remuneration. As a consequence, CE and EE faculty are paid less per course than part-time

faculty in the degree programs. And, as a result of the low salaries, RISD CE and EE may not be able to attract faculty of the same experience or professional engagement as teach in RISD's "regular" programs. Contractual remedies may help to resolve this issue; at the least, the Committee recommends a re-assessment of CE and EE faculty salaries with the goal of attracting and retaining highly engaged and capable faculty.

Space (+ Student Experience): Suitable spaces and equipment are pedagogically necessary for all art and design education and critical to students' overall academic experience. With respect to space, CE and EE are almost totally reliant on the RISD's degree program academic departments to satisfy their classroom and equipment needs. (RISD CE has control over a few computer labs in the basement of Wash-Prov and the use of two small classrooms, with some equipment, at Tillinghast). Executive Education has no dedicated space and also must compete

with CE for available spaces. Other than a few spaces on campus, CE routinely cannot offer, or must cancel, classes due to the need of other departments to provide space for their own students, and departments granting space to CE and EE cannot always locate sufficient classrooms for current programming, never mind expanding programs. While the degree program undoubtedly needs a majority of the space on campus, the committee recommends a review of spaces and space decision-making practices on campus.

The committee recommends that CE and EE either 1) be afforded greater and more consistent opportunity to use existing space, as part of the review of space use at the College, or, 2) if that is not possible due to continued department demand, having its own building/floors for its programming, as other departments enjoy. Having its own permanent space would allow CE to capitalize on emerging needs that currently cannot be met on a continuous basis, as well as to improve the overall student experience for a "non-traditional" community with slightly different needs than a "traditional" one. Regardless, more reliable and consistent CE/EE space would benefit the entire institution by facilitating potential larger revenue, positive experiences among students and staff, and encouraging exposure of RISD to students who may later apply to our degree programs.

The committee also recommends expanding and enhancing the current space at Tillinghast Place, which may be enhanced and improved to offer more classes, as well as an improved experience for students (consider parking, mobility concerns from the parking lot to the house, lighting, etc).

The committee explored the option of the Museum expanding its hours to serve the community of learners from CE and EE.

The last point of discussion about space was about expanding the virtual space, by offering more classes online. The school now offers some online classes on a limited basis, but a clearer definition of the impact of online education would expand the chances of receiving a wider audience on both CE, EE and even for the Museum classes, and possibly earning a healthier revenue stream. The discussion included comments about visiting the school's mission

as a learning institution, and that would imply obtaining a higher commitment on different fronts, from management to the right IT support and platform.

Revenue: The committee recommends a review of the current revenue expectations for CE and EE. In the current structure, all of the revenue is funneled back into the institution. How can these programs grow, enhance and ultimately contribute more to the institution if there is no re-investment? In addition, CE in particular is required to pay "rent" for any new proposed spaces while also being vulnerable to academic departments who regularly deny space usage. To redress this inequity, we recommend the revenue philosophy be examined immediately, with an eye toward providing CE with regular and adequate reinvestment to support and meet changing needs in faculty hiring, pedagogical and work space, and equipment.

General Education/Credit Distribution

Purpose

In alignment with RISD's Institutional Learning Outcomes (to be established), as well as general education outcomes articulated by NEASC, RISD will rearticulate its general education requirements. RISD's approach to general education will be holistic, encompassing curricular, co-curricular, and in some cases extra-curricular learning.

Plan and Timeline

An assessment of RISD's published course announcements over three years for the general education competencies required by NEASC indicated a gap in the provision for all students to engage in quantitative and scientific reasoning, the need to make evident curricular or co-curricular opportunities to develop ethical reasoning, and the skills of information literacy. Therefore a working group will be charged by the Provost to develop a proposal for rearticulating distribution requirements for the undergraduate degree that will address these gaps in combination with a recognition of co-curricular and extra-curricular learning that may contribute to developing competence in these areas.

Years One-Two

- Charge working group
 - Review and continue mapping project to include AY 17-18 courses
 - Determine relevant co-curricular opportunities and how many students typically participate
 - Develop proposal for credit redistribution to include science in art and design education
 - Review and build upon student learning outcome and initial assessment work done in E101, S101, and H101-102 in AY 2016-17 and AY 2017-18
 - Within overall proposal develop mechanism for levels of Liberal Arts electives (e.g., introductory, intermediate, upper level courses) and determine how distribution requirements will include upper level Liberal Arts courses
 - Develop tagged list of courses that meet distribution requirements and system for implementation in Student Planning

Years Two-Three

- Develop assignment-based strategies for articulating quantitative reasoning in Foundation Studies
- Develop assignment-based and or co-curricular strategies for articulating ethical reasoning and information literacy (across College curriculum)
- Proposal for rearticulated general education requirements goes through governance structures of Deans Council, Instruction Committee, Faculty Meeting
- Develop strategy for assessing first year competencies in general education learning outcomes, including competence in written and oral communication in English, and strategy for a capstone reflective assessment that addresses a holistic, integrative approach to general education as part of a RISD art and design education

- Pilot assessment strategies

Years Three-Four

- Assessment proposal goes through governance structures of Deans Council, Instruction committee, Faculty Meeting
- Implementation of rearticulated general education credit distribution

Years Four-Five

- Implementation of assessment program for general education

Faculty Types Statement

Preamble

In order to facilitate the key initiatives (such as research) and priority areas (such as academic advising) of the next academic strategic plan, the Faculty Types workgroup proposes the following faculty models for consideration and deliberation. Any changes to existing faculty models, or new models, would need to go through our shared governance and, in certain cases, contract negotiation processes.

Deputy Dean/Head

Description:

Deputy positions would be split teaching and leadership roles. They would be optional for programmatic areas and larger departments.

Rationale:

Deputy positions would be intended to improve strategic thought and oversight in the following ways. They would share some of the administrative burden in larger departments and programmatic areas thus making space for more strategic thinking. They would improve continuity during times of transition. They would be a further conduit of information between students, other faculty and leadership, through their engagement in both day-to-day teaching and strategic oversight.

Professor of Practice

Description:

The Professor of Practice is envisioned as a person with a highly active and influential creative practice who is committed to an ongoing engagement with pedagogy and curriculum within both their discipline and the college as a whole. This faculty member would have a lesser teaching load but would be expected to participate in committee assignments and faculty meetings. Compensation would be proportional to duties.

Rationale:

To allow the college to attract and retain faculty who have achieved a high level of prestige through their practice, and to allow these practitioners to actively participate in and to shape teaching and governance. The position would recognize the unique importance of practice relative to art and design education and the need to maintain active engagement between the academy and exemplary, intellectually-engaged practitioners.

Professor of Research

Description:

The Professor of Research is similar to the Professor of Practice, except that the Professor of Research operates a high level, active academic research practice within the context of the College. The workload of a Professor of Practice would be equivalent to a FT faculty member, but allocated differently. This faculty member would have a reduced teaching load but would

participate in committees, faculty meetings, and advising similar to a regular FT faculty. They would run a research laboratory or graduate research group at RISD, and would actively pursue publication, exhibition, and grant opportunities on behalf of that research group. This role may be coordinated with the institution of research laboratories and potential changes to curriculum and degree programs currently on offer.

Rationale:

To allow faculty to pursue research scholarship more fully and deeply than current teaching load requirements allow; to more formally recognize activities that currently operate on an ad hoc basis via TU releases (hence fostering better planning by faculty and College alike); to allow the College to adapt to changes in the landscape of art/design practice and research; and to allow our students to participate in an expanded field of art/design practice and learning.

[Distinguished Lecturer] (Position title to be further developed)

Description:

This is a full-time position for a current PT faculty member who has shown significant service to the College, and whose skills and teaching ability will be valued as a member of the FT faculty, bringing not only institutional knowledge but varied experience. This position would be teaching and advising focused. Criteria to be discussed, but possible considerations would include: a long commitment to the College, continued growth as an educator, evaluations of teaching, and professional accomplishments.

Rationale:

To better serve specific teaching and advising needs of a Division and or the College with an experienced, effective educator and to acknowledge the prior service to the College of that faculty member.

[Administrative Faculty] (Position title to be further developed)

Description:

Similar to Deputy Dean/Head roles, this would be a hybrid faculty/staff role that focuses both on strategic leadership and teaching. The Senior Social Equity Fellow is an example of this type of role, with responsibility for teaching, mentoring faculty and staff, developing curriculum, and collaborating with various departments on social equity initiatives. Another example could be a Managing or Teaching Technician who holds a dual role as faculty of record for a number of courses while maintaining management responsibilities over shops/studios and staff.

Rationale:

With a hybrid role that touches on both academic and administrative responsibilities, these roles could utilize an individual's subject matter expertise and blend of academic and management skills both in the classroom and outside of it.

INSTITUTIONAL LEARNING OUTCOMES WORKING GROUP REPORT

The Institutional Learning Outcomes Working Group agreed at its first meeting that the 2008 document: *Definition of an Educated Student at RISD* was too problematic to adopt. The group proposes that a new set of learning outcomes be developed. We also offer the following key ideas/questions for consideration, and recommend a rough outline for a process to articulate institutional outcomes.

KEY IDEAS/QUESTIONS

- Should we distinguish undergraduate vs. graduate institutional learning outcomes?
- What form should the set of outcomes take? - bulleted list? map? matrix?
- How are outcomes related to the mission statement?
- There are many models/samples for learning outcomes from other institutions/organizations. While we agree with most of them, how do we develop learning outcomes that are distinctive to RISD?
- Given the process outlined below, how do we bring together the groups recommended to work on this?

RECOMMENDATIONS FOR PROCESS:

1. Start with generic lists of outcomes- ex. AACU
2. Gather additional resources, pick 5-6 other institutions as reference points
3. Review departmental learning outcomes written for accreditation; overlaps, broad themes, etc.
4. Integrate between generic list and general themes from across RISD departments
5. Refine list and qualify
6. Ratify and communicate

The working group recommends that in order for this work to be embedded in the ongoing workflow cycles and processes, that the Instruction Committee work with the Department Heads and Graduate Program Directors (or a subset of the above groups be formed?) to generate a list and qualify/contextualize for RISD. In order for the outcomes to represent learning across the institution and encompass both curricular and co-curricular learning, the Dean of Students or representatives from Student Affairs, as well as student representatives should also be included in the process. The outcomes should be presented to the Faculty Meeting, then made broadly available.

CTLAD

Vision/mission

RISD's Center for Teaching and Learning in Art and Design provides an institutional locus that supports the advancement of curricular and pedagogical practices in art & design education across the diverse learning environments and experiences of the College and the Museum. The Center, through collaborative partnerships, engages faculty, graduate students, and staff in professional development and research opportunities. Principles of respectful, inclusive and culturally sensitive pedagogy undergird the work of the Center.

Framework of major areas of activity

The Center's commitment to the scholarship of teaching and learning is evident in its support of research agendas across several broad areas, including signature pedagogies of studio-based and object-based teaching and learning. These broad research areas are explored (1) as topics in their own right, (2) as frames of reference to advance excellence in teaching and learning at RISD, and (3) as interpretive platforms to advance the scholarly understanding of emerging practices/conditions in the field.

As befits its place in a creative institution, activities at the Center are not limited to traditional scholarly research but include practice-based research and experiments in teaching.

Draft research agendas

(1) as topics in their own right

- Features and outcomes of inquiry-based teaching and learning
- Features and outcomes of studio-based teaching and learning
- Features and outcomes of object-based teaching and learning
- Research to practice / Practice to research

(2) as frames of reference to advance excellence in teaching and learning at RISD - initiatives and projects could include

- Ongoing faculty development
- Graduate student development in collegiate teaching
- Assessment of faculty development and student learning
- Practices in Critique
- Program evaluation
- Curriculum Development
- Studio/Liberal Arts Collaborations
- K-12 and College Access
- Inclusive Teaching
- Community Engagement
- Contemplative practices in art and design

(3) as interpretive platforms to advance the scholarly understanding of emerging practices/conditions in the field

- Internationalization of learning and teaching
- Cultures of critique
- TLAD/POD Lab (experiments in teaching)

Potential Sources for Funding

Teagle Foundation (invitation only)

POD Network

National Endowment for the Arts Foundation Learning and Leadership Grants

Mellon Foundation

Supports programs that “broaden the intellectual and professional horizons of graduate students and faculty alike; develop and consolidate promising new fields of study; encourage the flow of knowledge from universities and institutes into their communities and from their communities into their institutions.”

Arthur Vining Davis Foundation

Supports “Student and faculty intellectual inquiry, including faculty development and support for student – faculty undergraduate research”

Hearst Foundations

Education is a strong focus. Hearst funded Barnard’s Center for Teaching and Learning in 2017.

Scales of Research Activity at RISD

RISD's mission makes a commitment to key aspects of research, including the discovery and transmission of knowledge and a clear intention to make "lasting contributions" to global society through "critical thinking, scholarship and innovation." RISD's unique capacities for advanced inquiry, which build on its art and design focus, the excellence of its faculty and student body, its compact size, and its relatively "flat" structure that facilitates unique forms of collaboration and exchange, produce the ideal conditions for multidisciplinary research at a tangible and accessible scale.

The framework below serves as a guideline for strategically building a culture of inquiry and experimentation at RISD; making key decisions regarding priorities, work, goals, and funding; establishing consistent practices of accountability and compliance for all levels of funding; and helping faculty, staff, and students to align their work in a clear, shared, and understandable system. Each scale should come with certain expectations, including appropriate research methods education and ethics training for faculty and students; articulation of how individual disciplines frame and inform research and/or how they contribute to multi-, inter-, or transdisciplinary work; and regular forums for exchange about research techniques, practices, and outcomes.

1. Faculty Research

- Individual development in, and contribution to, one's field
- Ongoing
- Can involve students in various supportive capacities (research assistant, etc.)
- Primarily refers to development of expertise, including scholarly, design, and/or practice-based research and professional consultation outside of RISD
- Should be formally included as part of CFA expectations
- Collectively, promotes faculty inquiry and experimentation as the root of a RISD education

2. Research Group

- 2-3 faculty + students on topic, departmental or multi-departmental, akin to a "tutorial"
- Focused on exploration of a topic, with varying length
- Materializes institutional priorities or potential partnerships, possibly for small amount of credit
- Faculty-guided; could be initiated by students through RISD Research; or RISD Research would propose through a call, if appropriate

3. Research Studio or Seminar

- Collaborative, project-based, departmental or multi-departmental, mix of faculty and undergraduate/graduate students
- May involve innovative pedagogical models
- Lasts 1 semester to 2 years
- Proposed through course table process; can be informed by Research Groups, or lead to a Research Lab
- Should have an articulated outcome: discursive, visual argumentation, collective findings

4. Research Lab

- Institutional, cross-departmental, umbrella for multiple research studios; could also include think tanks, make tanks, and other innovative forms of collaboration
- Lasts 2+ years; requires a strategic vision for longevity
- Involves faculty and grad students as fellows or assistants, could generate co-curricular programming; provides opportunity for Research Groups to find a home or base focuses on advanced inquiry, large and complex problems
- Likely supported by outside funding but could be funded by RISD only
- Lab names *cannot* be synonymous with department names; there is always a presumption of multi-departmental scope
- Proposed on modified program proposal process, with the new faculty-driven Research Advisory Council (RAC) as first feedback/approval body
- There is the potential for all Labs to involve space, but there is no guarantee of said space; it should be part of any proposal/planning
- Eventually, RISD Research needs to have a dedicated staff member who stewards lab proposals and administration

5. Research Center

- Aspirational goal; most effort in near future should be in developing labs
- Broadly conceived unit that achieves particular strategic goals for institution (e.g. Watson Center at Brown)
- Lasts 5+ years
- Can contain multiple studios and even labs, cross institutional
- Must have outside funding

RISD RESIDENTIAL STRATEGY

EXECUTIVE SUMMARY

RISD Residence Life strives to promote co-curricular learning and growth, diversity and inclusion, and student wellness for all student populations through the development of enhanced residential experiences and intentional facility planning. These include strengthening the First Year Experience program with stronger academic connections, creating an Artist in Residence program for visiting artists and/or alumni, and redefining the Sophomore Experience program with thematic engagement communities.

Campus planning efforts target the construction of a new first year residence hall on Nickerson Green housing around 150 students, allowing for subsequent renovations to Homer and Nickerson Halls and continued deferred maintenance renovations throughout the remaining Quad halls and Refectory building.

Colonial Apartments is targeted for an extensive accessibility project which generates community space through creating internal connections between the three existing buildings, necessary for providing elevator access throughout. An action plan for the renovation or repurposing of the Hill Houses is being created to guide future investments in these properties, and there is strong continued commitment to deferred maintenance throughout housing inventory.

INTRODUCTION

RISD Residence Life creates communities that are committed to learning and growth beyond the studio walls. We recognize the direct correlation between a student's connection to their institution and their academic success, and our goal is to create an atmosphere that not only fulfills the basic physiological needs of food, water, and sleep, but more importantly establishes a sense of community stability and safety; an environment in which all students feel included, supported, and challenged.

Our strategic goals are developed and implemented through the lenses of diversity and inclusion, academic excellence, and student wellness. The following goals will ensure that the RISD Residential Experience is complimentary of the top-tier RISD academic experience.

Residential Education Goals include:

- Strengthened First Year Experience program with stronger academic connections and creation of an Artist in Residence program for visiting artists and/or alumni.

- Redefined Sophomore Experience program with thematic engagement communities.

Campus Master Planning Goals include:

- First Year Quad
 - Construction of a new residence hall on Nickerson Green housing 158 students.
 - Complete major renovations to Homer and Nickerson Halls with accessible travel throughout. Address deferred maintenance renovations throughout the rest of the Quad halls and Refectory building.
 - Identify temporary and long term space for functions currently located in Fones Cottage.
- Colonial Apartments
 - Renovation which generates community space through accessibility necessary connections of the three existing Colonial buildings.
- Hill Houses
 - Development of a Hill House action plan for renovation or repurposing.
- Continued commitment to deferred maintenance throughout housing inventory.

wScheduling Workgroup Issues to Submit
1/17/18

Members:

Alison Sherman (Chair), Joe Bernier, Ned Draper, Kasey Kniffin, Carol Lasch, Nicole Merola, Annie Newman, Trish Sweeney, Liliane Wong

Charge:

Identify three major issues that need to be remedied, and offer potential solutions for each.

Summary

The Scheduling Workgroup was tasked with identifying scheduling issues that RISD encounters in the creation and set up of our academic schedule of courses and to offer potential solutions. The workgroup met three times on 11/30/17, 12/8/17, and 1/12/18. Drawing on these workgroup discussions, as well as from the work that has already been gathered and collected from prior task force groups (the recommendations from the Schedule SubCommittee of the Space Use Task Force, the 2016 schedule presentation to the faculty, the recommended classroom policy from the Classroom Committee, and the project overview for the Room and Resource Scheduling System selection), priority issues have been identified.

The workgroup believes that the primary goal is to keep the interests and access of students as the overarching focus. Below are three major problems that the workgroup found that most issues fall into: the need for a scheduling philosophy, the need for a scheduling policy, and the need for a common scheduling grid. These three problems are highly interconnected and not independent of each other. Our discussion within each category is listed, along with our recommendations for potential solution opportunities. We are hoping to achieve efficiency while maintaining flexibility. The workgroup recommends that the next phase of action be to further research and implement solutions.

Issues

Problem 1: Need for a Scheduling Philosophy

Discussion:

- Currently there is not a culture that supports sharing or advanced planning
- Articulate a philosophy of scheduling that values liberal arts and studio courses as equally important for student learning
- A shared philosophy would help with collaboration (and potentially introduce new forms of collaboration)
- Student access vs. faculty preference: shift culture from faculty preference (for teaching times) to student access to courses as the first priority

Potential Solution: Create a policy to address this issue

Problem 2: Need for a Scheduling Policy

Discussion:

- Currently there is decentralized course scheduling (schedules created by individual departments)
- Currently there is decentralized room scheduling (address different methods of booking rooms, visibility, ownership, standardize how to make requests, etc).
- A scheduling policy will force departments to work within a set of expectations/rules (and perhaps elicit more creativity in planning schedules)
- Enforcement of scheduling expectations and adherence to scheduling grid
- Expectations around timeliness of setting up new courses (and/or around schedule changes), particularly after registration occurs
- Address discrepancies between what is scheduled and what actually happens (ie: courses not meeting at designated times leading to unforeseen time conflicts, end of semester compression in which some studio finals/projects in the last few weeks of the semester creep into other established timeblocks, and/or field trip schedules that conflict with other classes)
- Address crit space and crit scheduling (ie: some depts have very little crit space, how to schedule for depts that share crit space, crit rooms reserved all day, impromptu crit meetings throughout semester, culture of crit not being held in studio space)

Potential Solution: Create a global scheduling policy and centralized enforcement of the policy in the Registrar's office. Possibilities include "primetime" rules, TU allocation, percentages that need to be taught in each timeblock, etc. Create a schedule policy that adheres to the scheduling philosophy and scheduling grid determined, while allowing for flexibility within shared departmental spaces as well.

Problem 3: Need for a Common Scheduling Grid

Discussion:

- Lack of adherence to current schedule blocks (creates scheduling conflicts, prevents access to classes, ties up 'schedulable' room space)
- Sometimes departments schedule off-grid due to overpopulation in some majors or because of not enough home space/studio space
- GR vs. UG block scheduling is not always using the same scheduling grid. Perhaps GR should have a separate scheduling grid.

-Departments are changing schedules without the understanding of how that will in turn impact other departments, course availability, room availability, and student schedules

-Lack of coordination of scheduling between departments

-Poor distribution of courses (ie: how can students have more choice in course selection instead of courses just 'fitting in' their schedule)

-there is very little option for scheduling large classes with breakout sessions in current grid

-Classes are scheduled during the common hour, and the common hour creates an overlap of seminars/studios during the day

-Pedagogy can potentially change based on a schedule grid (ie: idea of split studios, or fixed studio days and studio hours, etc).

-Create a schedule that allows space and time for new kinds of interdisciplinary teaching and learning and research

-Consider Brown|RISD scheduling

Potential Solution: Purchase Scheduling Software to map/model new scheduling grids that can identify conflicts and model impacts on the schedule (example: Resource 25). Through this software, look at space utilization and how to best optimize space. Reporting opportunities in this software can help RISD answer questions about whether or not we have the right kinds of spaces on campus. Modeling software can potentially point to new opportunities for collaboration. There is the potential for 'the common hour' to change (would need to model and check for ramifications). Moving the common hour to a new time could open up new timeblocks. In developing a new grid take into consideration the impact with Continuing Education scheduling. The overall goal is to create a student-centered scheduling grid that allows students the opportunity to select classes more effectively both within and across departments while also creating new opportunities (and the time) for community development/engagement.

Student Health & Wellness

Objective(s):

Develop a strategy that addresses the broad issues of student health and wellness, including prevention and support. The strategy should provide an indication of the issues that students are facing both inside and outside of the classroom. A specific issue to address beyond prevention is an active approach to the issue of sleep.

Deliverable(s):

- A summary of issues concerning students around health and wellness.
- A strategy for prevention, support, resilience, and independence.
- A strategy for sleep studios to help students develop their own strategies for sleep.

Governance & Structures:

- Dean's Council, Students of Concern Committee (?), Instruction Committee - there are no real academic governance requirements, more information requirements. It will, however, need student governance.

Group Composition:

- Maggie Balch (lead)
- Marc Calhoun
- Mary Jo MacKinnon
- Khipra Nichols
- Tiara Silva-Gardner
- Shauna Summer

Studies show that students are arriving on college campuses more medicated, more anxious, and in need of more personalized attention than in years past. Based on their needs, they are challenging our culture and as a result we need to develop a strategy to engage with them and keep them as safe as possible, while not wavering from our developmental philosophy. This requires a collaborative, all campus approach, for their time with us, and requires us to help them develop life-long, healthy habits after graduation. What follows is a brief overview of suggestions for the next 3-5 years based on trends that have been reported.

I. Co-locate the Health, Counseling, and Fitness Centers

Students are arriving on campuses with layered health issues that are intertwined in their physical and mental health as well as their studio work and co-curricular activities. We need to approach them as such. Having the health and counseling centers co-located would permit a case manager to do an assessment of all students' mental health, not just the ones who enter the counseling center. For example, a conversation with a case manager would help the student understand how stress affects their eating and sleeping habits. The end result would be to help destigmatize mental health services, which would be beneficial to all students, particularly our international population. It would also permit each medical provider more quality time with the student addressing the issues for which they sought services.

Adding the fitness center to this mix emphasizes the benefits of exercising for stress management as well as weight and blood pressure management, as examples. This also opens up excellent programming opportunities for a health educator and prevention coordinator.

This area would also have a versatile/flexible multipurpose room for holistic education. This space could function as a meeting room for classes (time management, substance education, nutrition), holistic and western medicine (acupuncture, massage) a sleep lab and group therapy sessions.

II. Health and Wellness is a College-wide issue and needs to be treated as such

True campus culture is changed by the people who live it daily - faculty, students and staff. This means everyone needs to be part of the solution. No longer can we rely on a few orientation days at the beginning of fall semester first year to teach crucial topics such as: communication, resilience, stress and anxiety reduction/management. We need to involve and have participation from faculty and staff in orientation events (graduate and undergraduate). This collaborative approach to reciprocal learning will help to identify the issues students bring to campus and expose everyone to techniques and resources available when an issue arises.

This also means we need to look at two undergraduate orientations; one that supports first-year students and another for second year students, and a more in-depth orientation for graduate students. At RISD, living in "the quad" and the EFS program is structured so that there is a great deal of support for first-year students. Constantly students have touch points throughout the semester with faculty and staff who provide a safety net during their first year, which is often the most difficult. Their second year, when they start their major, is often quite challenging for students. It is here that students are faced with feelings of loneliness and inadequacies in their living spaces and in their majors. A second year community housing strategy and an "orientation type" program such as outward bound or a ropes course would support resiliency skills and self-confidence. These types of programs would also help to jump start a community feel on campus, which would decrease the feelings of "loneliness" and "no one understands," which are keys contributors to the feelings of anxiety and depression in today's youth.

RISD should also consider a wellness require for graduation. This seminar or wintersession class could support life-long learning of how to support healthy eating, exercise, and stress management.

III. Curriculum

RISD's rigorous, studio-based curriculum is designed to graduate makers with deep disciplinary knowledge and strong critical thinking skills. However, our curriculum simply has little to no flexibility. The rigidity of the curriculum affects students arriving on campus in need of accommodations for a disability (cognitive, psychological or physical), those needing to take an academic underload for medical reasons, or students needing unscheduled time for medical appointments. In addition, the sequencing of the curriculum often results in students having to delay their education by a full semester or more in instances when an illness or a new diagnosis requires students to

step away from their studies. This leads students to feel that they must decide between delaying treatment and being “penalized” for taking care of themselves. In some instances, students returning from medical leave are required to change majors due to a lack of space in their chosen major.

Increasing curricular flexibility would positively affect students needing extra support and send the message that RISD is structured to support the success of all students.

IV. Accessibility

It is not enough that the campus only addresses issues of accessibility when renovations occur. Money needs to be allocated to make our campus accessible.

We have students who have permanent and temporary mobility accommodations who need assistance managing the hills, stairs, and uneven walkways, as well as spaces within the buildings. The college needs to secure an accessibility van during the academic months. Currently, Public Safety assists in this area, however, it is not enough. Common spaces such as the dining facilities, campus stores, Tap Room, Carr House, and campus offices need to be given top priority to accessibility needs.

When revamping campus websites, sending publications, and having campus events, the needs of those who have visual and auditory impairments need to be taken into consideration. For example, whether or not there is someone in the audience who needs a sign language interpreter, by contracting one, we show that we are inclusive of all members of the community.

The needs of today’s college student are quickly changing and in the coming years, it will be imperative that we have the resources and the collaboration of all aspects of the college to create a holistic healthy approach for students.

Workflow and Process

All RISD populations (student, faculty, staff) and offices on campus share a need for easier-to-use forms, clearer processes, and better communication tools. Although some processes and operations (and/or stages of processes) benefit from deliberate action and human to human interaction (e.g. those that require students to confer with advisors, department heads and/or Student Affairs staff, etc.), most processes would benefit from digital forms, some degree of automation, and automated communications afforded by work flow products, and/or digital archiving. While many processes require the approval of and concerted implementation by multiple stake-holders (and it is not in this group's interest to compromise oversight or integrity of these policies or processes), it is in our community interest to lower frustration and facilitate efficiency.

The Workflow and Process group identified forms and processes that are a consistent source of frustration, identified their inefficiencies/miscommunications to improve, and prioritized these in the attached list. The group tagged those that require the solution development by ad hoc taskforce and others which might be addressed by products that the school is already reviewing and some yet to be identified such as, Workday, imaging/electronic forms software, Resource 25, and electronic transcript software.

Although there is no single "magical tool" that will solve all of RISD's workflow and process problems, dedicating attention and resources to support these processes with the appropriate tools or products to create new efficiencies is a first step.

The submitted spreadsheet is an inventory of Workflow and Process that we identified as needing improvement. The list includes prioritization, complexity, and community impact to facilitate next actions to be taken.

Recommendations:

- The spreadsheet should be further developed to include the owner of the workflow/process, initiator, and parties involved
- The development of a broadly represented taskforce similar to the Academic Affairs/Registrar Forms and Process Taskforce to assess and improve administrative forms and processes
- The immediate establishment of a standing team to review and update workflows and processes on an on-going basis



Workflow/Process	Explanation	possible solution	priority	complexity	impact
course tables	Google doc used to plan curriculum and staffing for academic year	curriculum management software application	high	high	academic
add/drop	Paper process, lag between faculty signature - student delivering to Registrar - and Registrar processing, leads to confusion on WebAdvisor	Electronic Form Solution (SoftDocs)	high	low	academic
Alcohol permission	confirming both AA support and Risk assessment; last minute approvals	Electronic Form Solution (SoftDocs)	high	low	academic
change of major	paper form that requires 4 signatures in appropriate order, impact on graduation, timing, rolling, effective date, communications, complex process	Electronic Form Solution (SoftDocs)	high	medium	all
chosen name change	Process under revision now. Different workflows depending on the 'reason' for the request. Confusion over what is in fact updated	Electronic Form Solution (SoftDocs)	high	high	all
course fee worksheets	ability to approve both academic and budget impact	Electronic Form Solution (SoftDocs)	high	medium	academic
course proposal	Confusion when proposals are submitted with incomplete information. When sending back and forth, keeping track of whose court it's in can be frustrating	Electronic Form Solution (SoftDocs)	high	high	academic
course revision	Confusion when revisions are submitted with incomplete information. When sending back and forth, keeping track of whose court it's in can be frustrating	Electronic Form Solution (SoftDocs)	high	high	academic

Workflow/Process	Explanation	possible solution	priority	complexity	impact
course staffing form	Does not allow for two department head/Dean signatures	Electronic Form Solution (SoftDocs)	high	high	academic
Curriculum change process	Syllabus requirements - 14 week meetings are one of the biggest problems and often has to be sent back.	Electronic Form Solution (SoftDocs)	high	high	academic
Exception to Academic policy	Paper form. complex form used for multiple situations, resulting in multiple advising approval and notification paths. Student must walk the form through the process	Electronic Form Solution (SoftDocs)	high	high	academic
faculty conference fund application	Does it require proof of paper presentation? Most arrive without it and Janine accepts without it	Electronic Form Solution (SoftDocs)	high	medium	academic
Leave of Absence/withdrawal	process vary based on student demographics, major. Lack of notification (due to timing) causes lost revenue and confusion. Medical procedure is different. Review of policy needed.	Electronic Form Solution (SoftDocs)	high	high	all
Re-Admit process	Timeline, abiding by hard deadline dates, notice to affected departments and individuals, returns from academic dismissal require ASC approval	Electronic Form Solution (SoftDocs)	high	high	all
deposits	no consistency, studio, equipment, 97% refunds, negative student experience, reconciliation	eliminate	high	low	academic
Room Assignments/Reservations: Academic classrooms, crits, meetings, etc.	There needs to be one transparent and visible process particularly for academic needs; a single user friendly feasible system for meeting spaces would be efficient	Resource 25 - note: Scheduling work group	high	high	all

Workflow/Process	Explanation	possible solution	priority	complexity	impact
Course Announcement	manual process, timing of classes added, printed, archival record, contains policy	software application	high	high	academic
graduation eligibility	review student academic requirements completed, advising, communications etc	task force	high	high	academic
summer EFS/summer grads workflow/CE Summer and Pre-College	billing, housing, meal plan, notification, transfer credits, lack of ownership, communications, registration, financial aid	task force	high	high	all
Annual Benefits Selection/Confirmation	online selection would allow for efficiency, and e-reminders and confirmations would enhance the process immensely; also for one offs during the year such as tuition support	Workday	high	high	all
honorarium form	IRS compliance and budget application	Workday	high	low	academic
independent contractor	hiring, payment, IRS requirements	Workday	high	high	all
payment request form	approvals, correct account number, what approval is required	Workday	high	low	all
procurement cards	issuance, accounts, approvals, amounts, reconciliation, statements, reassignment of expenses	Workday	high	medium	all
Recruitment / Hiring	required approvals, required forms, resources, job posting, advertising, people admin, VISA	Workday	high	high	all
staff job review	determine job responsibilities and appropriate compensation	Workday	high	medium	all
address change	student, business, staff, faculty (SEVIS implications), residency waiver implications	workday/Electronic Form Solution (SoftDocs)	high	low	all

Workflow/Process	Explanation	possible solution	priority	complexity	impact
Grants	application, contract terms, record keeping, recurring costs, internal, external,	Workday/Info Ready	high	high	all
academic building hours	both posting and submission for changes, policy revisions, ownership	task force	low	medium	all
special events	ticketing, collection of entrance fees, accounting	Ebrite	low	low	all
Departmental Senior Show Gallery Openings	These are consistently held with consistent expectations for liquor, food, duration, etc. , why not create a single electronic process that requests use of liquor, a consistent set of catering options, etc. to assist the coordinators	Electronic Form Solution (SoftDocs)	low	low	academic
faculty request of class withdrawal	Paper form. Timing results in a drop, W grade, or F grade. Students are not aware of drop and this has SEVIS implications for Intl students	Electronic Form Solution (SoftDocs)	low	medium	academic
independent study (ISP/CSP)	form submission, policy verification, budget tally	Electronic Form Solution (SoftDocs)	low	high	academic
off campus space rental	request, policy verification, and billing, notification of depts: AA, Fac's, D&C, PS	Electronic Form Solution (SoftDocs)	low	medium	all
secondary major request	not official policy at RISD to do a secondary major	Electronic Form Solution (SoftDocs)	low	high	academic
external rental requests for RISD classrooms and property	notifications to public safety, media, dining, facilities, res. Life, costs, billing, ownership, communication	Electronic Form Solution (SoftDocs), Resource 25	low	medium	all

Workflow/Process	Explanation	possible solution	priority	complexity	impact
transcript processing/delivery	go through NSC now, manual process to print, want to move to electronic process	Parchment/National Student Clearinghouse	low	low	academic
campus events	which calendar do items belong on, possibly need a master calendar	Resource 25	low	low	all
FERPA release form	Paper form, visibility to campus, training to staff/faculty around FERPA	self service	low	low	all
Exchange/mobility program non-EHP	enrollment, location of student, risk	Slate/Colleague Integration	low	low	academic
syllabus archive		software application	low	low	academic
academic calendar	no formal committee reviews, need 5 years ahead, policy & guidelines to follow, review process, calendar is listed in multiple places in multiple ways, what should be on the 'academic' calendar, communication of updates and competition	task force	low	medium	all
instructor permissions	Permission to register for a class. Class restriction, Paper process (or via email from RISD email). Confusion b/c not available on web registration	task force	low	low	academic
interdisciplinary study option		task force	low	low	academic
transfer credits	Liberal Arts, internal, external, transfer articulations, notifications to admits ahead of time, online vs not online	task force	low	medium	academic

Workflow/Process	Explanation	possible solution	priority	complexity	impact
Accounts Receivable - (non-student)	accounts receivable, EventBright, check deposits, donation, sponsorship, grants, account setup, etc. - decentralized	Workday	low	low	all
faculty contract request form		Workday	low	low	academic
Performance Evaluation	process exists, however it could be online	Workday	low	low	all
purchase requisitions	paper vs. digital, appropriate approvals, see also Check Request	Workday	low	low	all
student academic/disciplinary dismissal	timely communication and processing	Workday	low	low	all
travel and expense	receipts, allowance, submission workflow, communication	Workday	low	low	all
Work Study hiring/termination process	student is still in prior position, causes them to fill out incorrect time card, VISA, employment paperwork, students are terminated in the summer but do not disappear from supervisors' list, WebAdvisor Work Authorisation Form, recruiting assistance, student worker orientation	Workday	low	low	all
RFP and acquisition	bid, contract terms, record keeping, recurring costs, waiver, approvals	consult with procurement	medium	low	all
field trips	Form handled by risk management	Electronic Form Solution (SoftDocs)	medium	medium	academic
grade change	paper form that needs to be walked around for approvals/signature	Electronic Form Solution (SoftDocs)	medium	low	academic
Installation site permit	signature authorization, student responsibilities, communication	Electronic Form Solution (SoftDocs)	medium	low	all

Workflow/Process	Explanation	possible solution	priority	complexity	impact
					Student
					Faculty
					Staff

Co-Works “Lab”

Committee consists of David Katz (co-chair), David Kim (co-chair), Christopher Specce, Ned Draper, Arthur Hash, Jean Blackburn, Tucker Houlihan and Agnieszka Wozincka

Meetings:

12/1/2017

12/6/2017

1/22/2018

Co-Works is a non-departmental lab space that supports advanced inquiry through collaborative, interdisciplinary art and design work that has a conceptual engagement with the technological capabilities of the facility. Co-Works currently serves four primary functions; as a space for cross-departmental making, curricular development for experimental pedagogies, serving as an incubator for materials-oriented research, and a peer tutoring center. Along with the assistance of student employees the two staff lead the culture of Co-Works through structured peer training, informal assistance on student-initiated projects, and support for affiliated courses. Faculty engage with Co-Works in formal ways through 3-5 affiliated courses per semester, structured curricular engagement, informally as instructors of students who use the space for unaffiliated courses, and occasionally as users of the facility. Co-Works engages with all disciplines at the college, serving students and faculty from every division and department, and views this engagement as crucial to its mission. As a making-oriented facility with an emphasis on digital fabrication, similar resources exist at other institutions, academic and otherwise. Noteworthy peer facilities can be found at [Brown University's Brown Design Workshop](#), [Parsons School of Design's Making Center](#), [MIT's Center for Bits and Atoms](#), and [Autodesk's Pier 9 Workshop](#).

Success at Co-Works is currently measured by the quality of its service to students. Although the staff faces substantial challenges associated with the logistics of serving its broad and diverse users safely, equitably, effectively, and the model of Co-Works as a non-departmental facility requires administrative and financial support that lies outside the norms at RISD, Co-Works has proven to be a great success since its launch in 2014. Looking to the future, there is potential for Co-Works to expand its programming to further its missions. Student demand is extremely high, demonstrating the importance of this resource to the student body, but Co-Works is currently operating at the limits of its capacity. Further development will require a clarification of the role of Co-Works, additional resources in the form of expanded physical space, including an onsite designated classroom, an increase in staff, and support for initiatives. The committee discussed the possibility of restructuring the administration of Co-Works to more effectively align with the operational models of other programs in the RISD Commons. For Co-Works to operate

effectively and continue progressing, the college needs to provide sufficient administrative support and resources, including Teaching Units and funding for new programs.

As a curricular incubator Co-Works has supported the development of numerous courses unique to the institution. Many of these have become recurring courses offered annually. To expand, this model will require a source of TU support for experimental courses and additional faculty involvement. Ideas for faculty involvement include the development of faculty ambassadors to be a cohort that can bridge the gap between Co-Works and departments, and a possible required faculty orientation.

Research is a part of Co-Works, but is not formalized or widely shared within RISD or externally. Formalizing the parameters of supported research, the process of proposing/pursuing formal research opportunities, and specific funding source would allow this initiative of Co-Works to grow. There is potential to enrich the research culture of Co-Works through a more deliberate sharing of the research activity that is connected to the facility. Some ideas that could contribute to this development include a web-based gallery of outstanding projects, Co-Works hosted symposia, residencies for external artists and designers, an incubator program for post-grads, and collaborations with external organizations and individuals, all of which may increase the likelihood of finding external support in the form of sponsorships, grants, and gifts.

Co-Works is a model programmatic entity at RISD for a vision of cross-disciplinary engagement and research and is accomplishing its current roles of curricula incubator, research incubator, making facility, and peer-tutoring center. The challenges that Co-Works has experienced would be similar for other cross-departmental, interdisciplinary, and shared programs at RISD. Moving forward, it would be worthwhile to refine the mission of Co-Works and consider how the missions of similar non-departmental programs can be better integrated with each other and RISD as an institution.

Color Lab Working Group

Fritz Drury, David Frazer, & Leads:

Anais Missakian

Members: James Goggin Tom Thwaites
Dennis Hlynsky Timothy Veske-McMahon
Michael Kolendowicz Ursula Wagner
Bill Miller Deborah Zlotzky
Tracy Steepy

Description: Investigation into the physical, optical, historical, psychological, and cultural meanings and uses of color.

Introduction

We propose the creation of a RISD Color Lab as a center for research and creative experimentation at the college. The Color Lab will provide a visible and accessible resource center and pedagogical nexus demonstrating RISD's commitment to the study of color as a core component of art and design, encouraging departments to build new coursework into their programs, nurturing the development of a community of inquiry on campus and perhaps serving as the focal point for a Color Concentration within RISD's curriculum. The Lab will house research collections and provide resources, physical and electronic, that allow individual classes to experience first-hand demonstrations and experiments clarifying the importance of color in human experience and world culture. It will be a site of inspiration and experimentation regarding material, surface, and finish as they relate to color and light. The study of structural color is a new and exciting research area with relevance to multiple departments that could be combined with the Nature Lab's research into Biomimetics. Faculty and advanced students will be encouraged to use the facility to conduct self-directed projects in color study and application or partnered research with corporate sponsors or other academic institutions. Acknowledging that color reproduction and delivery systems, both electronic and chemically based, are essential components of the contemporary world of art and design, the lab's on-campus mission would include color calibration and standardization, so that students and faculty can work in an environment of precision, clarity, and subtlety in keeping with the most rigorous and sophisticated professional standards.

The Color Lab will be an important component of RISD's community outreach, functioning in a manner similar to the Museum and the Nature Lab. The audience for this outreach might include the regional community, museum goers, contemporary artists and designers, and prospective students, but also members of the design leadership in the business community in

Rhode Island School of Design Report Color Lab Working Group January
2018

the Northeast and, through a linked website, worldwide. Such high-profile centers already exist at the Rochester Institute of Technology and Leeds University in Great Britain, and RISD can benefit enormously from taking a place on this stage of advanced design study. RISD's

commitment needs to begin with a designated, high profile space and with a financial commitment for designing and building the new facility and for acquiring equipment and collections. In addition, a position for a coordinator/director will need funding to facilitate and manage the lab and its resources, possibly aided by a faculty/administrative advisory group and students on work study. Beyond these initial steps, we expect the RISD Color Lab to grow organically in response to projects and sponsored research conducted there, the development of particular interests in color within the RISD community, and new developments in the professional, scientific, and creative fields associated with advanced color study. The Color Lab will provide an important fundraising opportunity for the college and within the first five years should be self-sustaining. There are already several departments that have relationships with companies that have expressed a willingness to support this initiative. Executive education on campus and workshops offered at corporate locations will be a significant part of the funding for the lab and RISD.

Timeline and Goals Proposed site: current mailroom space, North Main Street Fully operational: September 2019 (timing based upon the 20 Washington Place project timeline and completion that will in turn allow the mail room to relocate.)

Site Design: Fall 2018

- Select a group of interested faculty/staff to provide operational oversight
- Identify programmatic functions and resource/color collection exhibition including lighting and digital requirements (potential for an INTAR design charrette)
- Furniture, fixture & equipment needs
- Construction specifications and estimates - timeline for construction & fit-out of the space
- Develop a Website that will indicate available resources, digital library of external resources, use requests for RISD courses, etc.

Begin Fundraising: Fall 2018 and ongoing

- Start-up gifts
- Corporate/Industry partnerships
- Executive Education: on and off site
- Sponsored studios
- Sponsored research

Staff Selection

- Director

- Administrative Coordinator
- Work Study Monitors (Nature Lab and Co-works model)

Rhode Island School of Design Report Color Lab Working Group January 2018

First-year

Goals

- Operational
- Academic and programmatic
- Fundraising goals
- Develop a Three-year plan
- Develop a Five-year plan

Five-year

Plan

- Academic/Programmatic: A resource for all RISD students and faculty, providing a comprehensive site and resource center for the study of color in pursuit of RISD's academic mission
- Financial: Aggressive fundraising to cover annual operating expenses with unanimous agreement by the study committee based on previous conversations with IE, the Color Lab will be self-supporting and generate a positive revenue stream to RISD

Funding the RISD Color Lab Based upon the Nature Lab and Co-works as operational models for staffing and an annual operating budget.

- Start-up costs: Construction/FF&E and Website Development
- Annual operating costs: 2 Full-Time Staff (Director & Coordinator,) Work Study budget, Operational Expenses (materials, facilities, etc.)

The Color Lab working group is comprised of Leads Fritz Drury (Illustration), David Frazer (Painting), and Anais Missakian (Textiles); and James Goggin (Graphic Design), Dennis Hlynsky (Film/Animation/Video), Michael Kolendowicz (Illustration), Bill Miller (Painting), Tracy Steepy (Jewelry + Metalsmithing), Tom Thwaites (Industrial Design), Ursula Wagner (Textiles), Timothy Veske-McMahon (Jewelry + Metalsmithing), Deborah Zlotzky (Experimental and Foundation Studies)

COMPLEXITY LAB WORKING GROUP

Working Group Response:

The RISD Complexity Lab should support the expansion of disciplinary boundaries at RISD while fostering emerging practices among faculty, students and community. The Lab should act as a platform for inter/anti/multi-disciplinary collaboration and discovery. Where RISD's departments provide deep disciplinary learning and scholarship, the Lab should work to purposefully and productively complicate student and faculty work by introducing languages and methodologies from other domains, both inside and outside of RISD. The Lab should challenge RISD's own disciplinary academic structure, as well as prevailing taxonomies, ontologies, traditions, biases and beliefs as these are human inventions and therefore readily interrogated by students and faculty in fine arts, liberal arts and design.

The Lab should be a space where students, faculty and partners work together on different layers of shared problems. The work of the Lab would be inherently focused on understanding, operating on and influencing systems. Complex emergent systems, such as those found either in nature or society, technology or the nexus of all three transcend the ways in which humans have catalogued the world; categories that appear to be faltering as we exit the adolescence of the 21st Century. By supporting anti-disciplinary collaboration, the Lab would build upon RISD's creative practices to further explore how they provide capacity to navigate complexity and uncertainty.

Draft Complexity Lab Principles:

- The Complexity Lab is a platform for collaboration with academics, professionals and other communities outside of RISD around challenges that do not fall into specific disciplinary boundaries.
- The Complexity Lab is a space to constructively complicate work, ideas and methodologies.
- The Complexity Lab works to understand things by always viewing them in their next largest context: chairs in rooms, rooms in buildings, buildings in neighborhoods, neighborhoods in cities, cities in regions. *Saarinen
- The Complexity Lab works to generate evidence of how humans interact with each other and their environments in a way that is transferable to other disciplines.
- The Complexity Lab bridges languages and methodologies.
- The Complexity Lab helps RISD see the world more deeply.

While the Working Group did not directly address staffing or funding issues, it is clear that the Lab would need to have strong relationships with external partners (visiting scholars, fellows, partner organizations, etc). These partnerships will need to be carefully built and managed by staff that bring networks of practitioners and academics working at the edge of design and fine

arts in public and private sectors. It is also clear that in order to develop faculty interest and engagement with the Lab, basic contractual issues such as teaching releases or stipends need to be addressed urgently.

Background Questions for Working Group:

- 1) In what ways do your departments and disciplines engage systems level issues? (i.e. Are systems dynamics front and center or are they rarely directly addressed? Does your discipline deal in systems of the present, past or future? What kinds of discipline-specific language do you use to describe systems?)
- 2) If complex systems were a component of your department/disciplinary curriculum or pedagogy, how might that change how you engage worlds outside of RISD? (i.e. would you look to partner more frequently? What kinds of organizations/institutions would you want to collaborate with (universities, governments, business, NGO, etc.?)
- 3) Do you see the future of your disciplines and departments becoming more or less engaged with systems-level issues or complexity? Will your traditional disciplinary boundaries remain the same or change in the future?

Faculty "A":

- 1) My discipline is environmental studies and ecological humanities (and to a lesser degree gender and race studies) and systems dynamics in terms of environmental change are front and center. In fact, it might be argued that some current global and cross disciplinary ideas about systems thinking originate out of the ecological field. Past, present, and future systems are all rigorously considered and contested. The languages of resilience, traditional and indigenous ecological knowledge, systems change, feedbacks, and some of the language of economics are widely used.
- 2) I definitely would like to be able to incorporate more academic community service learning into my curricula, working with community based organizations in Providence and RI.
- 3) Climate change, earth change, environmental catastrophe - these are all issues that are going to engage systems level thinking at more and at higher levels of complexity. As we shift our collective lifestyles and systems more boundaries will need to be transgressed.

Faculty "B":

- 1) In general, my experience is that RISD's focus on making as a source of immersive learning and insight anchors most research in the realm of materials and objects as the primary solution sets. There is a consistent tension between the elegance and autonomy of studio-based practice and the asymmetrical specificity an uncertainty of the contexts in which they are envisioned as having relevance. As such, much more could be done to understand design responses through transdisciplinary lenses of systems and human behaviors if we are sincerely interested in the agency of our faculty and students.

- 2) Yes. It would ideal to expand our ability to partner with organizations whose work and responding methodologies are already constrained/guided by the richness of complex systems and behaviors.
- 3) Given the siloed nature of inherently fluid systems of nature and all the conditions (human-caused and otherwise) which arise within it, a serious commitment to training young artists and designers to make an impact will necessitate a continued reevaluation of the tendency on the part of humans to simplify and categorize complexity to suit the limits of their comparatively simple modes of sensing, cognition, and intervention.

Faculty "C":

1. S101- how can we say that there is any uniformity of our disciplines that is somehow coherent, but distinct from what the other departments in Liberal Arts do?
 - a. My discipline uses language and methodologies that most people at RISD (or even in my own department) wouldn't understand or would likely find off putting (e.g., variables, measurement error, generalizability), so I have modified how I talk about it to accommodate a larger audience and to be more inclusive of other people from other disciplines. Coming from a discipline routed in scientific thinking is quite different from my own departmental colleagues, but allows for more systems level thinking across our disciplines.
2. I have less to say about this particular question. I think it depends on the person and their specific research interests.
3. I think there has been a movement away from disciplines generally with a greater emphasis on topical areas of expertise and the recognition that one might need to know several methodologies and be able to read broadly across disciplines to understand fully the complexity of an issue. The problem then is whether anyone has sufficient depth of knowledge about disciplinary methodologies and techniques to meaningfully dig deeply into one area of the issue at hand. That is one reason why collaboration between different disciplinarians becomes important.

Faculty "D":

- 1) I have been thinking about how a "complexity lab" at RISD could work - there is no shortage of complex problems or talented people who want to work together to explore new solutions, but I think the lab would need a leader/facilitator whose sole focus is to support collaboration, communication, and cooperation among those visiting the lab and faculty.
- 2) Some of the complex issues the lab could address include those that have to do with the interconnectedness of health - climate change (drought, floods, crop failures), emerging infectious diseases, extinction, food insecurity, pollution and other forms of habitat destruction.
- 3) These problems are complex because they result from a multitude of people in multiple places doing whatever they do; i.e., no single human action causes them and no single

profession can understand or solve them. The lab could be a place where people from all types of background participate in understanding and solving these problems because that is the only way to solve them.

- 4) The lab could foster cross and multi disciplinary work by giving "experts in their field" as well as students exposure to how other disciplines work - different modes of communication, methodologies and etc.

Submitted: January 22, 2018

RISD Global Lab: Working Group Members

- Gwen Farrelly (RISD Global) and Peter Tagiuri (ARCH), Co-Chairs
- Sean Nesselrode Moncada (HAVC)
- Catherine Sacco (OISS)
- Anne Tate (ARCH)

RISD's Global Lab: Overview

The Global Lab offers a much-needed platform to frame and streamline a growing number of our international initiatives, to lend them institutional weight and bolster their visibility, both amongst the RISD community and at large. Simultaneously, it would serve as a center of administrative locus from which to pursue additional, long-term, and reciprocal partnerships over the coming years.

The Global Lab is an inquiry-driven, multi-sited, multi-disciplinary space (virtual or real) for research and learning on a diverse set of internationally partnered initiatives. The Lab creates a platform for RISD (faculty, students, staff, and alumni) and partners to critically engage with key questions related to the role of arts in internationalization, citizenship, national heritage, identity, and canons of learning through varied lenses and methods. The Lab prioritizes research collaborations with partners coming from around the world whose selection has been validated by our institution; it will bring international opportunities to the School that interdisciplinary involvement will enhance. The creation of this multi-year, multi-disciplinary Global Lab is paramount to the inclusive community that the SEI Action Plan seeks to build.

We will measure the success of the Lab by the number of students engaged, the awareness of programs and issues across our campus, the presence of RISD in related discourse in the world, and the public presentation through publications, symposia, and exhibitions at RISD and in the world. Success will also take the form of broader campus engagement with questions of internationalization and identity and within local and global contexts.

Importantly, the RISD Global Lab would build on the ongoing work of the Global office and other areas. RISD is already developing leadership through an emerging set of sustained, multi-disciplinary, externally and internally funded, and internationally partnered initiatives. For instance, this academic year, RISD has

- launched a multi-year partnership with organizations in Morocco to explore through craft practice study sustain inquiry around the relationship of place to heritage; through an exploration of craft practices;
- received support to initiate a multi-year set of inquiries, across multiple departments, into the role of soft-woods in the context of the built environment in Portugal and globally;
- has begun accepting student applications to its new Liberal Arts MA program in Global Arts and Cultures, and we
- will “publish” the findings of a two-year initiative that questions the Western-centricity of futures with a symposium at MAXXI and RISD in Rome with our partners from Cuba, Ethiopia, India, Iran, and Peru.

In addition, faculty, staff, students, alumni, and partners are actively seeking such institutional support for proposals related to: inquiry into cultures of making across disciplines in Asia, the relationship among language and studio practices at RISD, and sustainable urban development in Sweden, among others. among others.

The Global Lab will create a structure for hosting, convening, experimenting, collaborating, creating events and publishing. Whether sited or virtual, the Global Lab requires a structure that endures between experiments, adds value and continuity, and amplifies the impact across the school and the communities on a sustained basis. To be successful, the long-term partnered initiatives will require funding commitments from external and internal sources for its related programs, travel and publishing, a minimal support staff, and faculty or staff leaders for each long-term project to sustain the partnership relations, and support in the promotion of the work of the Lab.

Appendix

Excerpts from each member submission:

At a moment in time when historically open borders are closing, the far right and nationalism are rising in countries across the globe, and the threat of war looms ever closer, the arts hold the potential to bear witness, disrupt, and create diplomacy in ways that can alter perspectives.
Gwen Farrelly, Director RISD Global

The Global Lab should exist separately from any one office and hold its own unique culture and learning objectives that focus on “advanced inquiry” in a global context. Focusing on the end result being an institutional cultural shift.

Catherine Sacco, Director, Office of International Student Services

Global Labs are research collaborations with partners from around the world validated by our institution. The Labs bring international opportunities to the School that interdisciplinary involvement will enhance. They bring to RISD collaborations (or bring RISD abroad to collaborate) with international experts, students, staff and faculty in projects that encourage “advanced inquiry” around relevant international topics. The Labs can be hosted by any department or more generally by the school and should be of multi-year duration. Both RISD and the international collaborators together would be responsible for finding funds to support the Labs’ research.

Peter Tagiuri, Professor

RISD has an already very global and globally aware student body, and yet this world is in a state of constant flux and the students rightly feel a great deal of anxiety about their opportunities and responsibilities in this complex territory. The Global Lab can support inquiry into these areas and guide students.

Anne Tate, Professor, ARCH

The creation of a multi-year, multi-disciplinary Global Lab is paramount to the inclusive community that the SEI Action Plan seeks to build.

Sean Nesselrode Moncada, Assistant Professor, HAVC

Humanities Lab Statement

The Humanities Lab (HUMLab) will serve as a platform for RISD faculty, students, and community partners to wrestle with urgent and complicated questions facing humanity. Explicitly fostering experiment at the institution's edges, it will bring together critical bodies of people from RISD's diverse arts around particular themes (e.g. race and environment; precarious bodies; freedom of expression), catalyze new insight from the interplay of diverse methodological approaches, and explore the potential role and impact of new knowledge through innovative modes of public engagement. What emerges when a breadth of diverse faculty, students, alumni, and other partners open-endedly contribute to thinking about key issues facing humanity, and we accumulate/maintain/materialize those contributions?

In particular, the HUMLab will:

- Support cross-disciplinary collaboration around a theme, question, or point of inquiry, which changes every few years;
- Guide open-ended and contingent exploration that leads to deepened and understanding and meaningful direction (not about finding/fixing solutions);
- Develop new frameworks of collaboration and build new relationships between RISD and external organizations and actors, researchers and non-researchers, or faculty, staff, and students, all at different stages of research;
- Generate outcomes that experiment with "making-public": podcasts, displays, digital work, etc., in addition to traditional forms, as a way to think about how to situate meaning *in* and *among* real human contexts rather than simply issuing insight *from* the institution.
- Encourage participation through application for affiliation with the lab; staggered lab fellows (core v. shorter-term); possible postdoctoral fellows; grad assistants as conveners, facilitators, and working researchers;
- Intentionally engage diverse audiences by inviting local/community participation and perspectives for each theme;
- Generate reflection on processes of collaboration/interlocution/interanimation that occurs within the work for each theme, as a kind of "rehearsal of ideas" and meta-investigation about collaborative ideation;
- Work on a year-round calendar, with summer as primary time for experiment.

RISD's Commitment will involve:

- Governance through appointed staff and a dedicated small committee of faculty, who will generate calls for topics and steward selection. To get the lab underway, the first topic (3 years) will be set by Associate Provost for Research, with future topics done by call; this core process could be mixed with shorter-term topics and explorations (< 1 year).
- Sustainability and support should include post-doc/fellowship funding; a limited fund for external speakers, public outreach, and publication/experimentation; and a set number of TU releases for research work. The Lab itself should play an important role in materializing its own support through grant-seeking.

- The Lab could exist in the current RISD Research space, or associated with the Center for Arts and Language; some kind of space should be a consideration.
- Ideally 1-2 people will run the lab with others (2-3 people) coming on board in specific ways, such as fellows or assistants; rotation could be overseen by RISD Research.

Nature Lab Strategic Planning Work Group
22 January 2017

Participants:

Jennifer Bissonnette, Thomas Doran, Benedict Gagliardi, Matthew Kenyon, Suzanne Mathew, Lucia Monge, Neal Overstrom (Chair), Thomas Weis

The Edna Lawrence Nature Lab (NL) is a unique educational resource that opens students' eyes to the limitless patterns, structures, and processes in the natural world by providing access to natural history specimens and the tools needed to investigate them at multiple scales. Whereas this purpose is as relevant now to art and design education as ever, the Work Group identified today's pressing issues of population growth, climate change, and associated environmental and social impacts as driving an expanded mission for such a prominent and historically important space on campus that connects students to nature. Moving beyond its collections, the NL is positioned to frame and investigate original research questions at the intersection of biology, art, design and nature and, through these efforts, advance equitable, sustainable making informed by living systems and in response to the urgent needs of people and the environment.

Recommendations

- 1) *Sustain and enhance the context and natural history resources of the Nature Lab as a source of bioinspiration for students from all academic departments and areas of study.*

Art, design and nature should not be lost in the NL's quest to advance new initiatives. It should aim to build its collection of natural history specimens to a higher level of excellence, preparing and curating objects to better illustrate the relationships between structure and function in individual species and the evolutionary processes that yield biodiversity in the natural world. Moreover, the importance of its print and library material was also acknowledged, particularly in relation to academic areas involving humanities and the environment.

- 2) *Develop new experimental spaces that can accommodate learning around biology, ecology, and living systems.*

Biotechnology innovation, as well as our changing ecological environment, will influence every aspect of society and inevitably affect art and design education in the future. The NL, and the study of nature, is inherently transdisciplinary, supporting the study of emerging "biodesign" fields such as:

Biomechanics | Biomimicry; Aquaponics | Hydroponics; Biomaterials | Green Chemistry; Synthetic Biology; Bioimaging | Representation | Communication; Biophilic Design | Ecological design;
Ecological Literacy; Humanities and the Environment

Studio-based learning settings where students can investigate living systems and life sciences will require material infrastructure that currently does not exist on campus. Although traditional biological laboratories often have equipment of relevance to art and design education, the opportunity exists to reimagine the concept of what a biology|ecology lab in an art and design school should be. Such efforts are already underway with the NSF funded project to pilot a biodesign makerspace in the NL, advancing

an approach to research and learning that has the potential to challenge established classroom|lab design and curriculum paradigms.

3) *Create a structure for building and supporting a community of RISD students, faculty and staff, together with external partners, pursuing advanced inquiry around biology, art, design and nature in association with NL resources.*

The Work Group considered “advanced” inquiry to be “sustained” inquiry and recognized the potential of the NL to engage with faculty in high-level, multi-year areas of investigation. Working in concert with the Research office, RISD Global, and other offices, its role could expand in advancing access to relevant, multi-year funding for faculty and students, especially graduate students, in specific areas identified above in “biodesign.” The NL could then further serve as a transdisciplinary space, sustained by technological resources and expertise, where faculty, students and staff convene in co-creation, exploration and experimentation around emerging ideas and innovative practice. In this way a body of ongoing work could be built on cohesive concepts and avenues of inquiry, resulting in robust support for individual projects, as well as providing the opportunity to collate and document outcomes. Moreover, with the broader network the NL could better facilitate connections for students interested in these themes with those in professional practice outside of RISD.

In many academic institutions, “institutes” exist as an organizational structure to bring together researchers and educators around specific themes and could be considered as both a programmatic and contextual opportunity for facilitating collaborative, advanced inquiry at the NL, as well. At present staff overseeing funded projects are also responsible for day-to-day operations, a situation that constrains capacity to implement new program initiatives. Broader support is needed to facilitate more funded research and studio projects, as well as other opportunities such as residencies for students and professionals from both the arts and sciences. The NL has demonstrated success in acquiring Federal and State funding from entities such as NSF Rhode Island EPSCoR, NSF EAGER, and the RI Science and Technology Advisory Council, and has built capacity in the acquisition and administration of grants supporting and implementing projects in partnership with faculty as well as graduate and undergraduate students.

The working group also discussed the situating of associated courses in the NL, though no final recommendations were made. Noting the transdisciplinary nature of this subject matter, allowing access to classes not offered within individual departments, or classes foundational to student education of all departments, was considered a positive, together with hosting classes in proximity to related materials, resources and specialized expertise. Defining the relationship between the NL and academic departments in developing transdisciplinary content should be part of this structure.

Staffing and Space Requirements

1) A new operational business proforma should be developed based on (2) and (3)

2) New spaces:

- Dedicated aquatics lab

- Dedicated living materials lab

- Flexible, multipurpose exhibition, classroom and exploration space

- Expanded bio-imaging and visualization resources

- Greenhouse/botanical space

Office/lab space for faculty, staff, visiting scholars, and fellows/designers/artists-scientists in residence

And, funding to improve the quality and management of the natural science collections.

3) Future staffing requirements will depend on the scale of areas outlined in (2), the additional technical support needed to provide access and expertise to users of those spaces, and the administrative structure needed to implement a multi-year, externally-funded program. Additional personnel for faculty engagement | liaison, program management, and documentation would be required.

Publishing Lab Working Group

Summary

Publishing at RISD may be defined as the transdisciplinary practice of **circulating ideas in public**. Engaging with audiences invites **inquiry at every level**, from form-making to technology to critical theory. We envision a Publishing Lab at RISD that is **open to all forms of making** public, both inside and outside the institution, with a focus on RISD voices. The Lab will be a space for experimenting with publishing forms, developing techniques for dissemination and circulation, and crafting strategies for the **amplification of new ideas**. The Lab's activities will **manifest at multiple scales**, and will include institutional, departmental, individual, and community projects.

Publishing can be a transformative force, especially in a creative context. The success of RISD's Publishing Lab will be measured culturally — by its ability to empower RISD's many communities through accessible publishing resources, and in its support for new projects and initiatives that communicate across formal and informal boundaries. We imagine a critical space for the production and dissemination of ideas — a laboratory that encourages the acceleration of information, work, and dialogue across physical and digital networks. New ideas in experimental publishing, publishing as artistic practice, thesis, digital publishing, forms and substrates will be encouraged in the lab, beginning with many already-existing departmental and individual initiatives at RISD. Eventually, we see the Lab enabling RISD to engage with innovative forces in the publishing landscape, in the form of visiting artists, fellowships, sponsored studios, publishing partnerships, and access to new technologies.

In order to provide our community with centralized support for a full range of publishing activities, the RISD Publishing Lab needs a few key resources: dedicated and flexible space, funding (institutional as well as an external fundraising/partnership strategy), and staff. But above all, it requires commitment — a strong belief that the generous exchange and flow of ideas across networks is integral to our community's well-being, and that this exchange must be actively encouraged and supported at the institutional level.

Immediate steps

- Begin regular meetings now - with anyone interested in or engaging in publishing, broadly defined.
- Map the publishing landscape internally and locally. Create an accessible database to see who is generating work.
- Let the development of the idea turn into a publication exercise (or a series of them).
- Engage in detailed case study analysis.

Assessment

- Detailed course analysis before and after 5 years to see how “publications” have been engaged within the curriculum.
- Comparative analysis of thesis publications in relationship to output of the lab over 5 years.
- Analytics from digital (and social) platforms and engagement.
- Convene diverse groups (peer institutions, locals, artists, designers, writers, editors, activists, organisers) for ambitious events, symposia, gatherings to engage in dialogue and feedback within and, crucially, beyond RISD.

Definitions of Success

- An active platform that supports traditional and digital forms of publishing and distribution.
- A space that reflects the various disciplines and mission of the Lab.
- Production and publication of materials that challenge form, concept/content, and technology. Open, generous, and distributed experiments at multiple scales, formats, media, processes.
- A lab that provides multiple methods of access for the public.
- A balance of supporting academic initiatives and generating academic initiatives.
- The entire community (not one department or division) feels ownership of the lab.
- Successful fundraising and budget to support the initiative long term.

Case studies

Jan van Eyck Academie (<http://www.janvaneyck.nl/en/news/>) - Nyples publishing lab (partnership with RISO europe - a testing ground). <http://www.janvaneyck.nl/en/labs/charles-nypels-lab/> Our space as a testing ground. RISO headquarters in MA.

Minnesota Center for Book Arts - <https://www.mnbookarts.org/>

ArtSciLab - <https://artscilab.atec.io/>

Warm Tone Records -

<https://www.wired.com/2017/02/warm-tone-record-press-hand-drawn-records/>

Podcasts to Audiobooks -

<https://www.npr.org/2017/05/17/528730680/a-publisher-tries-podcasts-as-a-gateway-to-audiobooks>

Experimental Publishing Studio - <http://risd.printedweb.org/eps16/>

London Centre for Book Arts <https://londonbookarts.org>

Publishing Class (Partnership between Dutch Art Institute and Werkplaats Typografie masters programs, invited artist leaders, in collaboration with Casco – Office for Art, Design and Theory): <http://casco.art/publishing-class-v-inland>

Research Projects

- “Multimodal Publishing”, ÉCAL (École cantonale d’art de Lausanne), Switzerland, 2013: <http://www.ecal.ch/en/1242/projects-r-d/presentation/multimodal-publishing/research-projects-r-d->
- Digital Strategies in Genre-Defining Magazines, ÉCAL (École cantonale d’art de Lausanne), Switzerland, 2013–15: <https://digital-strategies.ma-ad.ch>

Symposia

- SuperScript: Superscript: Arts Journalism and Criticism in a Digital Age, Walker Art Center, Minneapolis, 2015 <https://walkerart.org/magazine/series/superscript>
- Designing Writing (“an editosensorial event at the crossroads of graphic design & literature and publishing & poetry”, ÉCAL (École cantonale d’art de Lausanne), Switzerland, 2017 <http://www.designingwriting.com>

Textile Lab

A Textile Lab at RISD would have a profound impact upon the school and future work in the field. In the context of recent advances in textile materials, techniques, technologies and applications, the working group was charged with exploring the idea of a Textile Lab to house, centralize and pursue textile research initiatives at RISD. A number of factors drive the question of “Why Textiles?” including emerging technologies and equipment, the importance of, and opportunities for, external funding, recruitment and support of graduate students, ongoing important dialogue with scientists and engineers, various opportunities for internal and external partnerships, and the locus of Textiles at the intersection of numerous fields and applications.

Textiles represents one of RISD’s strongest platforms for externally funded research and partnership. Over the last several years, the school has been directly or indirectly involved in funded projects tied to the National Science Foundation (NSF), the consortium for Advanced Functional Fabrics of America (AFFOA) and numerous industry connections with companies such as Patagonia, Nike and Apple. The realized and potential revenue of these projects is in the millions of dollars.

Textiles are an obvious format for technical advances in areas related to engineering, material development and computation. Textiles increasingly can be seen as a medium that is not only dynamic, flexible, durable, wearable and adaptable, but also capable of conveying data and graphics, changing shape, adapting to temperature and light and transforming into solid forms. Many new processes for understanding these applications are emerging, from radical machine design to computational modeling, to molecular and fiber-based innovation. The applications for these new textiles cut across a range of fields from apparel to architecture to defense and medicine. A recent example can be found in the TextileHaus project, which integrates technically advanced knits as the membrane of a building structure.

Textile research labs across the US are nimble and versatile in their embrace of new technologies. A Textile Lab at RISD would be relatively low impact and adaptable to ongoing project needs. We imagine that a lab space would be leased and supported through a combination of external funding from the State of Rhode Island, Federal grants, and Textile Department endowment. Similarly we would seek to lease all major advanced equipment, such as a Stoll ADF machine and a Staubli Unival. The benefits of leasing include lower capital expenditure, limited term commitments to specific platforms, ongoing maintenance and support plans, and access to the latest technology. The main expense for the lab would be in staffing which could be partly offset through new post-graduate research fellowships.

We imagine the lab being supported by three legs of activity: projects, visitors and play. The projects represent multi-year collaborative undertakings that bring in significant funded research support and post-graduate level involvement. The visitors are fellows and partners from arts, industry and academia who contribute to the culture of inquiry at the lab. The play component represents a critical flexibility within lab programming to adapt to open, non-terminating investigation. Our ability to embrace this component and the experimentation that it represents is one of the key factors that will define the lab and its embodiment of a RISD spirit. It will also give rise to directions of inquiry that may in turn create new collaborations and ideas for project-level work.

Findings

1. Examples of textile innovation, labs and partnerships

Artisanal: TextielLab NL; Magnolia Press; Oriole Mill NC; Bristol Weaving Mill UK

Academic: Drexel University Haute Tech Lab; NC State College of Textiles; Jefferson U Center for Excellence in Surface Imaging; Pratt Brooklyn Fashion and Design Accelerator; Concordia University Hexagram Center; Textile Prototyping Lab Berlin, (Partners: Weissensee Academy of Art Berlin; Textile research institutes STFI, Chemnitz and TITV, Greiz; Fab Lab Berlin; Fraunhofer Institute for Reliability and Microintegration IZM)

Science/Tech: AFFOA; Flex; Apple TIL; Google G+ Project Jacquard.

Industry: Nike Kitchen; Black Diamond; UnderArmour; Adidas Farm Brooklyn

Parallel models: Philadelphia Fabric Workshop; MIT Mediated Matter; Penland School of Crafts

The following examples of “Innovation Labs” were explored:

Babson Social Innovation Lab; Dartmouth College DALI; Santa Clara University Frugal Innovation Hub; Johns Hopkins Social Innovation Lab; Harvard University i-Lab; Brown University Innovation Center

2. Topics for advanced inquiry

The following areas were discussed as starting points for research projects which could drive early activity at the Textile Lab. Each project calls for various resources and partnerships within and outside of RISD.

- New textile capabilities working with emerging sustainable technologies to address needs of displaced populations in critical areas of shelter, hydration, food production, and portability
- Craft as embodied intelligence
- Tissue engineering and cell design using textile structure
- Lightness and portability
- Textile agriculture, fiber and plant properties
- Machine language, learning, robotics
- CAD tools and physical and appearance based simulation

3. Affiliations

Inter-departmental collaborators, among the more obvious, include the following departments: Furniture, Architecture, Apparel, Digital Media, Sculpture, Industrial Design, Interior Architecture, Ceramics, HPSS, HAVC. Inter-institutional Collaborators are numerous and range from private companies to various university partners. Ideas that were discussed about how to position the lab so that it is accessible as a resource center by various stakeholders include: creating a virtualized project hub or nexus; internal notifications of relevant calls and projects; affiliation with a school-wide resource center such as the RISD Library; a submission process that recruits and unifies like-minded parties.

4. Implementation

Year 1: industry survey; mission statement; budgets; identification of founding/early projects; development days; website/archives; identification of space, staff and equipment.

Year 2: founding projects; active visitor cycle and play programming; symposia/conferences; space, staff and equipment finalization; post-graduate recruitment.

Year 3: publication; project findings; space and equipment inventory.

5. Flexible resources

While existing labs tend to be singularly focussed, the RISD Textile Lab is designed to partner with numerous modes of inquiry that range from the artistic to the scientific and beyond. By not committing to a specific space, project or equipment platform for longer than four years (the normal duration of a grant cycle or equipment lease) we create an opportunity for experimentation with new and varied technology as well as active partnership with industry and machine development.

We aim to start small with a lease of approximately 2K sqft. in a shared innovation center such as those facilitated by Brown or URI. Office/warehouse space in Pawtucket or Fall River might also be a possibility. Staff would consist primarily of a part-time technician, research assistants, and post-graduate researchers (representing a new model for education and involvement at RISD). Teams comprised of internal and external partners would assemble around projects while activity in the space would be augmented by visiting scholars/artists/scientists, open experimentation and equipment rental to designers and manufacturers.

6. Mission

The lab would support three main types of activity: project-based collaboration organized around external funding opportunities; active programming around visiting scholars, artists, scientists and others; and open inquiry in the form of “play” or short DoE’s (Design of Experiments) initiated by RISD students, faculty and partners. The lab would seek to advance technological innovation in textiles through design and creative thinking. The dissemination of findings through websites, publication, invention and production is an important goal. The support of graduate student research through funding opportunities is of equal significance.

Ultimately the lab seeks to support and enable depth of inquiry while maintaining flexibility in types of partnership and modes of inquiry. It represents an early and equally weighted contribution from art and design to ongoing technology developments in the field and shifts the conversation from the exclusive realm of engineering and science to broader ideas of context, society, application, practice, UI/UX and product development.

The planning group is comprised of Meg Callahan (FURN), Michelle Charest (HAVC), Mark Pompeia (LIB), Jonathan Knowles (ARCH), Elizabeth Scull (TX), Ursula Wagner (TX), Anna Gitelson-Kahn (TX), Mary Anne Friel (TX), Anais Missakian (TX) and Brooks Hagan (TX).