Committee Members (AY2008-2009):

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I. Introduction

During the 2006-2007 academic year, faculty and administration at Brown University and the Rhode Island School of Design developed a proposal for a “dual degree program of five years in length which offers students the opportunity to be awarded both a Bachelor of Arts (AB) or Bachelor of Science (ScB) degree and a Bachelor of Fine Arts (BFA) degree.”1 The faculties of both institutions approved this proposal in spring 2007, and it formed the basis for a memorandum of agreement that was signed by the Presidents of both institutions in September of 2007, officially creating the Brown/RISD Dual Degree Program.2

Immediately following the signing of the memorandum of agreement, an interim Steering Committee representing key administrative offices at the two institutions was constituted to begin the work of program implementation. The interim Steering Committee was led by the Assistant Provost (Shelley Stephenson) and the Deputy Dean of the College (Stephen Lassonde) at Brown, and by the Associate Provost of Academic Affairs (David Bogen) at RISD. The charge of this Committee was to examine and make recommendations concerning policy, governance, operations, and other facets of the program, and to put in place processes for the recruitment and admission of the first class of students, which was scheduled to take place in the fall of 2008. This Committee was expanded to include representatives from Student Affairs and Finance from Brown and RISD, and worked with liaisons from all of the key sectors from both institutions (admissions, residential life, public safety, dining and catering, advising, public safety, international programs, health services, counseling, etc.) to resolve core operational and policy questions concerning program delivery. Simultaneously, the Steering Committee established a time-line for admission of the first class of dual degree students and produced appropriate documentation (a student handbook, brochures, a web site with “frequently asked questions”) and an appropriate admissions process for the recruitment of this class. During the spring of 2008, the Steering Committee also produced a recommendation for the constitution of a permanent governance structure for the administration of this program.3 This proposal was approved by the Provosts of both institutions in April 2008, and the first meeting of the Brown/RISD Dual Degree Oversight Committee was held on May 27, 2008. The first class of Brown/RISD Dual Degree students was admitted in September of 2008.

The current report is intended to provide an overview of our progress with the implementation and development of this program with a focus on the work of the Oversight Committee from July 1, 2008 to June 30, 2009. The memorandum of agreement specifies that the Committee “will undertake annual evaluations of the Program which will form part of an annual report,” and that “(a) the conclusion of the third and fifth academic years in which the Program operates, BROWN and RISD will jointly review the Program’s progress and prospects and determine whether the Program should continue to accept new students for subsequent academic years, or should cease to accept new students.”4 We have now completed the first academic year of the program, and have admitted the second class. Because this program is both new and organizationally complex, we believe it would be premature to attempt to evaluate its success with respect to its overarching educational or institutional goals. Instead, our intent is to document the development path we have followed, what we have learned in this process, and what sorts of adjustments we have made along the way in order for the program to function within a complex inter-institutional space while continuing to serve our students’ needs and our highest aspirations for their educational attainment.

II. Program Overview/Key Considerations

Throughout the process of program implementation, the interim Steering Committee and the Oversight Committee have adhered to the basic program, policy, and operational framework established by the original proposal and the memorandum of agreement. Where specific contradictions between these documents exist,

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1 See Appendix A: “A Proposal For A Brown University/Rhode Island School of Design Bachelor of Arts/Bachelor of Fine Arts and Bachelor of Science/Bachelor of Fine Arts Dual Degree Program,” p. 2.
2 See Appendix B: “Agreement by and between Brown University and The Rhode Island School of Design.”
3 See Appendix C: “Proposal for the Brown/RISD Dual Degree Oversight Committee”
4 See “Agreement,” Section 11.3
we have followed the terms of the memorandum of agreement, as this represents the final and legally binding statement of program framework.

After extensive review and discussion of these two documents, as well as additional studies of the logistics of scheduling, credit demands of different majors/concentrations, and other degree completion requirements, the following "Purpose of the Program" and "Description of the Program" statements were adopted for inclusion in the Student Handbook:

*The Brown/RISD Dual Degree Program is a five-year program of interdisciplinary education, utilizing both institutions as its campus. The program confers upon the successful graduate a bachelor of arts degree (or, more exceptionally, a bachelor of science degree) from Brown and a bachelor of fine arts degree from RISD. It is offered to a select number of students who apply to and are accepted by both institutions and who are, additionally, accepted to the program by the Brown/RISD Dual Degree admission committee.*

*RISD and Brown offer different but complementary strengths. RISD provides specialized education in extensive categories of fine arts, visual media, architecture, design, and the liberal arts. Brown offers comprehensive concentrations in the physical and biological sciences, social sciences, mathematics, and the humanities. The purpose of this rigorous course of study is to bring together these strengths and make them available to highly capable, talented, and self-motivated students who wish to integrate diverse spheres of academic work. In the process they will have access to a broader range of faculty and resources than would be available if they pursued an individual degree at one institution.*

*The Brown/RISD Dual Degree program is a five-year program in which students earn a degree at each institution. The specific degree programs are as follows:*

- The Brown degree earned by students in the program will ordinarily be a bachelor of arts (A.B.) degree. In some cases, earning a bachelor of science (Sc.B.) degree may be possible, though the feasibility of doing so will be determined on a case-by-case basis.
- The RISD degree earned by students in the program will in all cases be a bachelor of fine arts (BFA) degree. Other degrees offered at RISD ordinarily take five years – the bachelor of architecture (B.Arch.), bachelor of industrial design (BID), bachelor of graphic design (BGD), and bachelor of interior architecture (BIA) – and so are excluded from the program. The BFA in industrial design and the BFA in graphic design are four-year degrees and are included in the program.

*Students are expected to finish both degrees within the program's allotted five years, or 10 semesters. Students in the program must complete at least 156 credit hours. Of those, at least 60 credit hours (15 course credits) must be taken at Brown; transfer credits from RISD will not be accepted for this 60-credit hour minimum. Not all combinations of Brown concentration and RISD major may be possible to achieve within these parameters. Brown concentrations require varying numbers of credits. Due to the time and logistical constraints inherent in the program, students are strongly advised not to undertake more than one major or concentration at each institution, and to consider selecting Brown concentrations that require 12 or fewer course credits.*

A first thing to note about these statements is that they articulate a set of key constraints on the academic program students are able to pursue. For instance, certain RISD majors are excluded entirely, and qualification is given to the possibility of pursuing the Bachelor of Science degree at Brown in combination with the other program requirements necessary for graduation. This is based on a review of degree completion requirements that was conducted in the fall of 2007 which clarified that the number of requirements, the demands for sequencing within the separate programs, and the logistics of scheduling between the two institutions, would make it impossible to complete any of the five year RISD degrees, and extraordinarily difficult to complete Brown concentrations that required more than 12 courses. Also of note is that the 60 credit hour (15 course) minimum for course work completed at Brown, exclusive of RISD transfer credits, has been retained. Given the fact that students in the program will need to complete 18 credits in Foundation Studies at RISD, 54 credits in their RISD major, as well as an array of liberal arts requirements that total another 42 credits that will be spread between Brown and RISD, it seems likely that the share of course work
between the two institutions will be roughly 60% at RISD and 40% at Brown for any particular student. In sum, while the intent of the program is to open up opportunities for students to access the wealth of resources and disciplines represented at the two institutions, this will need to happen within the context of very careful academic planning and the constraints of degree completion requirements and scheduling conflicts that are pervasive across the two institutions.

A second and related issue that is raised by these statements is the degree to which they project the ideals of integrative study and student agency as core aspirations of the program. Over the course of our work to study the structure and feasibility of the program, establish policy, coordinate operations, and so forth, it has become increasingly clear that our starting point is that of two distinct institutional and educational cultures, and that our task is not just to figure out how these two distinct institutional realities can be coordinated, but further to understand how they can be integrated and hybridized in order to produce a unified and coherent, holistic path of study, scheduling, student and residential life, etc., that represents what it means to be a Brown/RISD student. For example, while the original program description in the memorandum of agreement states that "[I]n Year One of the Program, students will ordinarily take courses exclusively at RISD," it was immediately apparent from our conversations with incoming students that they considered themselves to be members of both the RISD and the Brown academic communities from day one, and would seek opportunities to take course work at Brown beginning in the first year. As a matter of practice, we have sought to establish open and direct communication with the students, and to be responsive to their questions and to what they are able to teach us about what is and what is not working in terms of the initial program structure. As we move forward with the development of this program, one of our greatest challenges will be to constitute the conditions for the kind of holistic educational experience that is projected in the core rationale for this program in the context of structural conditions and practical organizational considerations that continue to separate the two institutions.

III. Major Areas of Ongoing Work

Following is a general overview of the areas of ongoing work of the Brown/RISD Dual Degree Oversight Committee from July 1, 2008-June 30, 2009 and a summary of what has been accomplished in these areas.

I. Program Governance: One of the first tasks of the Oversight Committee, when it began to meet in May 2008, was to develop a statement of its charge in concert with the Offices of the Provosts of both institutions. A draft of the proposed charge was prepared over the summer of 2008 using the frameworks provided by the original proposal (pp. 8-9, section on “Advising and Administrative Structure”) and the memorandum of agreement (section 11, “Governance and Program Oversight”). This draft was reviewed at the September 19, 2008 meeting of the Oversight Committee, and a subsequent draft was reviewed and sent forward to both Provosts for approval at the October 3, 2008 meeting. The final charge for the Committee was approved by both Provosts on October 29, 2008, and includes both a statement of the Committee’s general responsibilities for program and administrative oversight and a statement of specific responsibilities, including program development, advising, communications, and program evaluation.6

Comments/Evaluation: Although no significant changes to this charge have been made since its approval, there have been some adjustments in membership of the Oversight Committee. These include: 1) excusing the administrative representatives from Finance and Administration from both institutions from regular

5 See “Agreement,” Section 5.2
6 For instance, the following excerpt is from the lead paragraph of the original program proposal: “Contemporary intellectual creativity is dominated by multidisciplinary initiatives and entrepreneurial activity which minimize, mask or dissolve disciplinary boundaries. Collaborative endeavors are commonplace across institutions, disciplines, and national boundaries. The proposed dual degree program acknowledges and enhances collaborative and multidisciplinary efforts by bringing closer together two world-class institutions as they offer students, within the proposed program, enhanced opportunities for creative work that integrates, relates and develops diverse spheres of academic and artistic work.”
7 See Appendix D, “Brown/RISD Dual Degree Oversight Committee Statement of Charge.”
meeting attendance, 2) including the Dean of Foundations Studies at RISD as a permanent member, and 3) including the new BRDD Advising Assistant as a permanent member.

II. Operations and Program Coordination: As has been mentioned, the implementation of the BRDD program has involved relatively complex coordination between the many offices, policies, procedures, and personnel at both institutions. For instance, each institution keeps a separate data-base that they use to track potential students from the time of application through to their matriculation. Along this path, various communications are sent to students based on their status in this data-base, which is segmented according to differentiators in these records (admitted/not admitted, accepted/did not accept, international student, etc.). The dual degree students not only represent a new category of students for both institutions, they also represent a group where these otherwise institutionally separate workflows for communication must be integrated. The same can be said for most of the other operations of the two institutions, including advising, billing and finance, residential life, dining, public safety, etc., all of which have needed extensive work around policy and coordination.

Much of this work was completed in academic year 2007-2008 in preparation for the first class of Dual Degree students. During this period, the interim Steering Committee, with leadership from the Assistant Provost at Brown (Shelley Stephenson) developed a working method for tracking all significant policy and operational questions and resolving them across the many offices and working groups at both institutions involved in the initial phase of program implementation (using the “Issues for Resolution” document). Further, with the leadership of the Controller at RISD (Kelly Morra), the interim Steering Committee also created an “Operational Manual” that was completed in August, 2008 and serves as a detailed guide to internal operations of the program.

Comments/Evaluation: The working methods developed by the interim Steering Committee for coordinating operations and resolving policy issues have proved effective, and these have been continued as part of the ongoing agenda of the Oversight Committee. The operational complexity of the program, and the fact that some operational and policy questions will only become apparent as the first class of students make their way through the program, makes the monitoring of operations and policy a critical and ongoing task. We have worked to identify any gaps in our practice in these areas, and are particularly concerned with issues relating to the coordination of communication—both with the students and internally at the two institutions—and the ongoing documentation of any changes as the program is developed. In the coming year we will need to conduct reviews and updates of both the “Issues for Resolution” document and the “Operational Manual.” We are hopeful that the addition of the Advising Assistant position, which includes this communication function as an area of responsibility, will help us close some of the other gaps around the coordination of communications and program documentation.

III. Admissions: The “Agreement” establishes a maximum capacity of 20 students/year for the first five years of the Program, as well as a clear process for admission. In order to be considered for admission to the Program, students must first be reviewed for independent admission to both Brown and RISD. Once a pool of students who are both interested in the Program and admissible to both institutions has been determined, a joint admissions committee made up of faculty and admissions staff from both institutions reviews students in this pool for admission to the Program. The enrollment target for the first class of Dual Degree students was set at 10 in recognition of the pilot nature of this cohort and the need to work out the various operations and policies associated with the program before increasing numbers to the projected maximum capacity. Of the 17 students who were offered admission in year one, 13 eventually matriculated into the Program, which exceeded the typical yields for both institutions. During academic year 2008-2009 the Oversight Committee again initiated a discussion regarding the appropriate enrollment target for the incoming class for 2009-2010. After reviewing the language from the original program documents, and discussing issues of cohort size, program management, and the opportunity costs associated with program growth, the Committee concluded that the enrollment target should be set at 13-15 for year two of the Program. This target figure was approved by the Provosts of both institutions, and 18 students were offered admission in year two, with
14 ultimately matriculating. All of the year one students have continued to year two of the program, yielding a total of 27 students currently enrolled in the Program.²

Comments/Evaluation: As we develop the Program, the question of cohort size will need to be reviewed on an annual basis. The main factors involved in this decision have to do with balancing the need to create a strong social basis for students and a presence for the Program on both campuses, with the challenges that scaling the Program presents for the coordination of student academic planning, ensuring seats in their major classes, and so on.

During the 2008-2009 academic year we also experienced logistical difficulties with the admissions process. Owing to the timing of the admissions processes at Brown and RISD, the size of the applicant pools, and the schedules of the BRDD admissions committee members, it proved impossible to convene a meeting where all of the committee members were present. Instead, reviews were conducted independently by members of the committee and these results were used by the admissions officers of both institutions to make final determinations of accepted students. Although it was determined that this was the best resolution to the immediate issues presented by calendar and schedules, the Oversight Committee was unanimous in its opinion that the general meeting of the admissions committee—and the discussion that takes place there—is an important part of the admissions process, and that we will need to work closely with the admissions offices of both institutions to ensure that the logistical issues that occurred this past year are addressed going forward.

IV. Program Structure and Delivery: The Oversight Committee worked on a range of issues relating to structure and delivery of the Program during the current reporting period. Major areas of focus during the 2008-2009 academic year included:

- Orientation
- The structure of the first and second years
- Communicating with students/building program identity
- Advising
- Overall program coordination

Orientation: By design, the Program is intended to provide all students with an immersion in the curriculum and residential experience of both institutions during their first two years. Year one is conceived as a “RISD year,” with students living and taking courses at RISD, and year two is conceived as a “Brown year,” with students living and taking the majority of their courses at Brown. However, one important thing we learned from the first class of Dual Degree students is that they consider themselves students at both institutions from the very beginning of the Program. Even as the first class of BRDD students were making their plans to arrive on campus they began pushing back on some of the structures we had put in place that tended to separate or restrict their access across the two institutions.

For example, we had planned to provide students with access to the RISD orientation in year one and the Brown orientation in year two, figuring that this would be less complicated from an arrival/scheduling perspective, and that the information they would receive about Brown would be most relevant in year two, when they were preparing to live on the Brown campus. Despite repeated communication with the first year students about this plan, most of them showed up early and took part in elements of the Brown orientation anyway. In response to this, the Oversight Committee decided that the second year’s class would be asked to arrive early enough to participate in both the Brown and the RISD orientation programs.

The structure of the first and second years: A more significant issue concerns access to curriculum across the two institutions during years one and two. Students are required to complete the Foundation Studies studio sequence and the required Liberal Arts first year courses at RISD during year one of the Program. Because it is possible for any RISD student with appropriate AP or transfer credits to obtain a waiver for one or more of

²A more detailed report of the demographic and other characteristics of RISD admitted BRDD students can be found in Appendix E: “BRDD Admissions Report, December, 2009.”
the first year Liberal Arts courses, we opened this up as an option for Dual Degree students so that they would be able to take a course at Brown during their first year. By October, several of them were talking with us about their desire to take a second course at Brown, and in particular, in areas of math and the sciences which are not offered at RISD and would be essential for their academic program at Brown. It was agreed that these were compelling cases, and we worked to accommodate them within the system of academic petitions at RISD. Further, we worked with the Dean and Department Heads of the Liberal Arts Division at RISD to adjust policy to better address this need for access to Brown courses during students' first year in the Program. The Liberal Arts Department Heads and Dean, and the RISD Curriculum and Instruction Committees approved this proposal in February, 2009. Based on this policy, all BRDD students are now guaranteed access to at least one Brown course in year one, and can petition for a second course should they choose.

As the first cohort of students moves into their second year, similar issues have arisen around the conception of year two as a "Brown year." Three of the 13 students are currently working with educational plans that have them doing significant studio work at RISD during year two. In the spring of 2009, the Oversight Committee reviewed the policies relating to this issue and reaffirmed that, in general, students should plan for their second year in the Program to be a "Brown year." The handbook and other program documents indicate that, in year two, "students are required to complete the majority of their course work at Brown." The Oversight Committee has interpreted this to mean that at a minimum 5 courses must be taken at Brown during year two.

Looking ahead, the Dual Degree students are likely to press for more options in crafting their first year schedules, choosing to shop courses at Brown in preference to the First Year Seminar they have chosen, and we have seen some of this this year with the second entering class. Because Brown tends to begin classes one week earlier than RISD, this should be possible, hypothetically, however, the student who decides to jettison his or her First Year Seminar will have a great deal of difficulty finding a course during Brown's shopping period that fits their first year schedule at RISD, which has already been established to align with their First Year Seminar schedule.

The primary challenge of this program is finding enough "room" in each student's schedule from semester to semester to afford the courses they need to satisfy their major at RISD and their concentration at Brown. Because of this, there is a built-in tension in our approach to formulating academic polices for the program: On the one hand, we want to establish governing principles that will apply to all students over the length and life of the program, so that all students have the benefit of the same range of opportunities and are held to the same standards; on the other hand, we need to create sufficient latitude to ensure that students can fulfill their aspirations as Dual Degree students. For example, we will undoubtedly find ourselves confronted at the beginning of each semester with requests by first year students to switch out of one class (typically a First Year Seminar) and into another. The virtue of Brown's shopping period is that it allows students to try out a course and compare the experience of sitting in on the course with its design "on paper." Abandoning the First Year Seminar however, creates two problems: it squanders the advantage the Dual Degree students enjoy in being placed into First Year Seminars at Brown without having to go through the lottery that all other first year Brown students must endure; second, it forces the coordinator of the Foundations courses at RISD to try to rearrange the student's schedule in response to the student's plea to take a different course. In the coming year, we need to decide whether to hold the line on our current practice of giving first years the benefit of "security" in placing them in a First Year Seminar, or treating them more like other Brown first years, who shop classes during the first week of school and compose a course schedule based on this experience. If we choose to do the latter, then it places enormous pressure on the Foundation Studies coordinator to create a schedule that will work at RISD, in a very short time frame. As the Oversight Committee meets this year we will have to resolve this issue with an eye toward finding a balance between latitude and consistency.

Communicating with the students/building program identity: As these examples make clear, it has been crucial during this development period to maintain frequent and open communication with the students

9 See Appendix F: “Proposal for Revising Year One of the Dual Degree Program.”
across a number of different channels that have been established through the social and academic organization of the Program. From the very beginning, we have encouraged students to inform us about issues that arise as they make their way through the Program, and we have sought, through a combination of scheduled meetings, social events, advisor meetings, and cohort building activities, to maintain ongoing awareness of students’ actual experience in the Program so that we are able to respond, where necessary, with adjustments in policy or practice.

During academic year 2008-2009 the RISD Dean of Foundation Studies (Joanne Stryker) and the RISD Faculty Coordinator of Advising (Christina Bertoni) met regularly with students, both individually and in groups, and— with the Brown Deputy Dean of College (Stephen Lassonde)—they also held two formal check-in meetings with the students, one in the spring and one in the fall. In the fall, the Provost of Brown (David Kertzer) hosted a formal reception for students, faculty, and administrators connected to the Program. In the spring, Brown Professor Richard Fishman hosted a student art exhibition that drew students from the BRDD Program and from the Visual Arts Program at Brown. In addition, peer advisors Andrew Bearnot, Sarah Faux, and Alice Costos hosted several pizza evenings and informal gatherings throughout the year, and we worked as a Committee to gather information from all of these formal and informal events, and from the various advisor meetings that took place at both institutions, in order to understand the social and academic issues faced by the students.

At this point, we feel confident that the students identify with the Program and with the larger project of being students and citizens of both campuses. We also recognize that we have a lot of work to do in terms of coordinating the range of communications that are essential in providing students with timely and accurate information, providing feedback to the Oversight Committee, and engaging a broader range of faculty from both institutions in overall program delivery.

Advising: This pattern of communication is interwoven with the advising structure for the Program, which also involves a range of formal and informal elements. During year one, students are assigned faculty advisors at both institutions: a Foundation Studies faculty member at RISD and a pre-concentration faculty advisor at Brown. At RISD, students are transitioned to a major advisor during the major selection process. Similarly, at Brown, students are assigned a concentration advisor once they choose a concentration. Students are also assigned peer advisors through the Meiklejohn program at Brown. Last year these peer advisors were three students who had constructed the Dual Degree independently (Andrew Bearnot, Alice Costos, and Sarah Faux), and we intend to continue this practice of assigning more advanced Dual Degree students as peer advisors for the first year class.

Given this wealth of resources, students do not lack for faculty or peers who they can consult regarding aspects of their academic plan. The challenge is to establish clarity about who they should consult when, what form their academic plans should take, and who approves the different elements of these plans. As students have begun to move into the second year of the Program a range of issues has emerged around maintaining consistent information among potential advisors; developing, approving, and revising academic plans; and working with the concentration and major advisors at the separate institutions around these processes. With the addition of the “Advising Assistant” (Andrew Bearnot), we have been able to assign responsibility for developing the appropriate communication infrastructure and administrative processes to a part-time staff person to address these vital needs of the Program.

Overall Program Coordination: Designing and implementing the Dual Degree Program has consumed an enormous amount of administrative time and effort. As we begin to move beyond these initial stages of design and implementation and the Oversight Committee focuses on steering the Program’s course and maintaining its operation, we will seek to reduce the frequency of our meetings. At the outset we met weekly and sometimes convened more than one meeting per week to accomplish the important planning phases of the Program. For most of 2008-09 we met bi-weekly, and by the end of the year scheduled meetings every third week to ensure good communication. This year we hope to taper to monthly meetings, but this will require sound communication practices within and between institutions. To that end, the Program Coordinators at Brown and RISD (Stephen Lassonde and David Bogen) have initiated meetings with the Advising Assistant during the hour before the Oversight Committee meets to review the agenda before each
Committee meeting and to listen to student problems as they bubble-up. As we enter the second and third years of the Program’s existence and better comprehend “blind spots” and redundancies, we expect to be in a better position to resolve issues outside the context of the Oversight Committee and between the respective offices at both institutions.

Because the Brown and RISD academic calendars, degree requirements, advising structures, class scheduling, and pedagogy all diverge, clear and consistent communication at all levels is extremely important. The commencement of classes, registration, the scheduling of advising, and participation in campus life (e.g., in the selection of housing, meal contracts, and other aspects of student comfort, leisure, and safety) are all governed by different calendars on the two campuses. Therefore, one of the primary goals of the Advising Assistant this year will be to create a calendar of routine communications to students about significant academic and student life events on both calendars. The need for effective, routine communication also pertains to the notification of Brown and RISD advisors about the approach of preregistration and other important academic events on each campus, so that advisors can be helpful to students in plotting out course schedules, and the identification of curricular areas of interest as they move through the program.

IV. Major Areas of Work/Goals for AY2009-2010

Following is an initial list of the major areas of work for the Brown/RISD Dual Degree Oversight Committee during the 2009-2010 academic year:

- Continue monitoring and resolving “Issues” and review “Operational Manual.”
- Resolve policy and operational issues associated with first year registration for Brown courses.
- Address arrival/orientation issues associated with Brown starting two weeks earlier than RISD in AY2010-2011.
- Establish coordinated scheduling well in advance of the admissions process in order to correct the logistical difficulties we had in AY2008-2009.
- Finalize templates for student academic/program planning, approval process, and calendar for completion and revision.
- Develop clear and routine methods for monitoring student progress in the Program.
- Develop and implement a communication calendar for coordinating routine communications.
- Develop a comprehensive financial/enrollment model for the program, including an annual budget.
- Develop the “Advising Assistant” role into a permanent “Coordinator” position and recruit this person.
- Begin to develop academic planning models for some of the emerging key major/concentration combinations.
- Work with Admissions Offices of both institutions to refine program identity and expand recruitment efforts.
Appendix A:

A PROPOSAL FOR A
Brown University/Rhode Island School of Design
Bachelor of Arts/Bachelor of Fine Arts and
Bachelor of Science/Bachelor of Fine Arts Dual Degree Program

Introduction

Contemporary intellectual creativity is dominated by multidisciplinary initiatives and entrepreneurial activity which minimize, mask or dissolve disciplinary boundaries. Collaborative endeavors are commonplace across institutions, disciplines and national boundaries. The proposed dual degree program acknowledges and enhances collaborative and multidisciplinary efforts by bringing closer together two world-class institutions as they offer students, within the proposed program, enhanced opportunities for creative work that integrates, relates and develops diverse spheres of academic and artistic work.

The physical contiguity and rich resources of two world-class institutions of higher education—Brown University and the Rhode Island School of Design (RISD)—have long tantalized their respective constituencies with visions of collaborative endeavors. Over the past quarter century numerous visitors to both RISD and Brown have wondered aloud about the relationship between the two institutions.10

The two schools already permit students to cross-register for courses and consider this to be of benefit to current and prospective students. However, the instituting of formalized cross-institutional programs and curricula has been stymied by a host of cultural, logistical and bureaucratic reasons. Cross-institutional interchange has occurred on an ad hoc basis through co-sponsored conferences, symposia and exhibitions, museum internships, occasional team-teaching, reserving seats in a few high-demand courses, or most commonly, through students designing a personalized curriculum for themselves that draws from the strength of the curricula at both schools.

In recent years several enterprising students who have vigorously undertaken extensive work at Brown and RISD have proven the viability and creative value of a program that draws extensively on the strengths of both institutions.11 Additionally there are the increasing professional demands for new models of creative problem-solving that strongly indicate that this is the time to launch a program that would allow students to enroll simultaneously in both institutions and be granted a degree from each after meeting a challenging set of requirements.

This proposal clearly has a place in the intellectual context described above. It enables students to explore the integration of a wide range of disciplines by using the rigorous degree requirements that reflect the educational ethos of both institutions. The proposed program ensures, through the completion of a major and a concentration, that

10 Victor Burgin commented long ago on the unique proximity to one another of these premier schools and the auspicious opportunity they represented for the education of the artist/designer on the future. In the fall of 2005 author Daniel Pink, the Freygang Lecturer at RISD, popularized the notion that a creative arts degree will be worth more than a degree in business as routine managerial jobs in IT, engineering and accounting continue to be outsourced to other locations or automated. In a recent article in RISD Views, Charles Cannon, RISD Innovation Studio director, notes: “In the professional world, sidestepping the problematic nature of interdisciplinary collaboration also means sidestepping innovation, and I don’t think we can afford to do that.” Both Pink and Cannon point us in the direction that the proposed Brown/RISD AB or ScB/BFA degree program is headed. In fact, it could very well prove to be a workable prototype for 21st-century higher education where the open-ended “studio” method of problem-solving will increasingly influence the public sector as well as business.

11 These students have worked or are currently working across fields at both institutions. Their entrepreneurial attitude enabled them to overcome the bureaucratic barriers and successfully pursue their interests. The students are: Gamaal Wilson who was a film student at RISD and has a concentration in Literatures and Cultures in English at Brown; Sarah Gilbert who graduated from RISD with a BFA in photography and from Brown with a concentration in Art Semiotics; Andrew Bearnot who is an engineering concentrator at Brown and works in glass at RISD. One other student did start in a similar way to these others but found the process just too stressful and so has decided to pursue her degree at Brown only. She will concentrate in Italian Studies while still pursuing her interest in photography.
each student has chosen areas in which to focus, increasing the possibility of a creative cross-fertilization. The
students will gain a close symbiotic relationship with the two institutions and their resources together with a range of
faculty undertaking innovative and exciting work. In the process they will gain a unique perspective on their fields
of study, maximizing their ability to work creatively.

To summarize, this proposal is for a dual degree program of five years in length which offers students the
opportunity to be awarded both a Bachelor of Arts (AB) or Bachelor of Science (ScB) degree and a Bachelor of Fine
Arts (BFA) degree. It requires that students complete the existing degree requirements for both institutions.

Some Relevant Questions

What kinds of students would be attracted to the Brown/RISD AB/BFA and ScB/BFA program?

Students interested in combining art and design with the sciences and engineering; film and video with screen or
playwriting; industrial design with CAV; photography with anthropology or urban studies; sculpture with music or
performance, theater with glass, the list goes on. RISD and Brown offer different but complementary strengths:
RISD offers intensive, specialized education in extensive categories of visual media, architecture, design and the
liberal arts; Brown offers comprehensive majors (concentrations) in the physical and biological sciences, social
sciences, mathematics, and the humanities. The potential for what can happen when bright, self-motivated students
work in such a rich environment is exciting to contemplate. A dual degree option from Brown and RISD will attract
those highly capable, talented and creative students who would welcome the opportunity to effectively work in
depth in more than one discipline while having access to the array of resources provided by the two institutions.

How many AB/BFA and ScB/BFA program students would be admitted?

The number of dual degree students admitted would be small and strictly limited so as not to stress existing
facilities, personnel, or budgets at either school. The size of the entering class is critical. The dual degree students
will acquire a dual identity and as such will see themselves as both RISD and Brown students. They will have no
reference group other than other dual degree students, this is the group they will identify with and with whom they
will predominantly discuss their experience. In order for this group to function well as a social entity it cannot be
too small and it should be of a size that can remain viable despite some degree of attrition. It is therefore
recommended that the size of the entering class for the initial five years of the program be capped at a total of
twenty students. This is helpful to RISD as it corresponds to the size of a section in the foundations program. RISD
would need to provide an additional section and the related teaching resources, even if the entering class was
smaller. A class size of twenty allows RISD to support the costs of a new section through the revenue provided by
this entering class. A smaller cohort would be financially less beneficial to RISD.

It is recommended that the cap of twenty be maintained for the first five years of the program and that any decision
about increasing the size of the program should only be discussed towards the end of this first cycle at which point
the issue of transfer students will be resolved. (See page 4 for the discussion of transfer students.)

Will a Brown/RISD AB/BFA and ScB/BFA program put pressure on economic resources and course offerings
currently available?

The proposed intake of no more than twenty students per year represents no net increase in the total number of
students at Brown. This will not be the case at RISD, where these students will represent an increase in enrollment.
The revenue from this program will be devoted to the support of the program and its students.

It is worth emphasizing that the liberal arts curricula at both institutions are distinctly different as are the visual arts
curricula. Students will be able to choose courses across the two institutions in these areas according to their own
individual interests. The expectation is that there will be no significant flow away from one institution’s particular
curricular offerings towards the other and that the distribution of courses taken by students, in terms of institutions,
should be relatively balanced, and that like courses will be accepted by either institution for credit.

In the initial five-year period of the dual degree program the effects on both institutions will be closely monitored
by a Brown/RISD Steering Committee. The committee will conduct an interim review in the program’s third year,
and a comprehensive review in its fifth year. The additional admissions requirements and required fifth year should attract only the most qualified and motivated applicants; those who could "hold their own" in each school's demanding environment. The dual degree will include a capstone experience but students will not take any special honors or thesis courses; they would enroll in already existing courses. The major difference is that their advising would be overseen by a faculty/administration committee which would ensure that students have consistent and easy access to academic advisors and that both institutions’ degree requirements are met. This committee would have equal representation from both schools. If a student decided before the penultimate year that the dual degree program was too demanding or that the fifth year was financially impossible, that student would be allowed to graduate from either RISD or Brown so long as they satisfied the degree requirements for an AB or ScB (for a Brown degree) or a BFA (for a RISD degree).

Admissions Process

In order to fulfill the degree requirements of both institutions, students would need to enroll for five years. For the initial five years of the program we propose that we only accept applicants coming directly from secondary schools. It is difficult if not impossible to gauge what the response to this program might be. A determinant of the numbers admitted will be the quality of the applicant pool.

The inclusion of transfer students (from within Brown and RISD and from elsewhere) will be under consideration during the initial five years of the program and the steering committee, which will oversee the administration of the program, will be charged to develop procedures that would allow for the participation of transfer students. The question of allowing transfer students into the program will be evaluated annually with the aim of assessing the need and feasibility of their admission. It seems clear that, until we have some experience of how the integration of two sets of degree requirements will work in detail, the inclusion of transfer students will create complications. Dealing efficiently with transfer students and equitably resolving credit equivalencies can be achieved only with some knowledge of how the dual degree program will work in practice. Thus it might be prudent to postpone the consideration of transfer admissions until we have the experience of running the dual degree through a five-year cycle.

Students would be required to apply to both institutions and be accepted at both. The admissions offices will provide students with a means of indicating their interest in the dual degree program on the current standard admissions forms. Once the student has been accepted at either Brown or RISD the admissions offices will then exchange the application forms so that eventually a population that has been accepted at both schools can be determined. A Brown/RISD admissions committee will then decide which applicants will be finally accepted to this program. The committee will comprise admissions and faculty representatives from each school (one of these should be a faculty representative from the Foundations Division at RISD because of the unique role that the foundations program has in the RISD curriculum). The joint admissions committee will determine final admission. An attempt should be made to ensure that these committee members represent broad constituencies at each school.

Once admitted, the process of notifying applicants needs to be timely so that we prevent the loss of high quality applicants to other programs. Decision letters should be sent to students on April 1st with notification of students’ acceptance due on May 1st.

Given the differences in the dates and conditions of the early decision process at Brown and RISD, it has been decided that there will be no early decision process for this program and that all students will apply by each institution’s regular application deadline.

Scheduling

In addition to some departmental anxieties, the single greatest obstacle in the past to developing a dual degree program has been each institution’s intractability with regard to their respective schedules. We therefore propose a unique solution. Within the proposed new program, students can circumvent the schedule problem by taking whole semesters12 at one school or the other, thereby avoiding the difficulties of the past. Students would thus be more

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12 This would not preclude students from taking some courses at the other school but they will be clearly identified for a number of key administrative purposes to be either a nominal Brown or RISD student for each semester they are in the program.
completely immersed in the respective cultures of each institution. It should be noted that students taking a whole year at RISD could more readily take full advantage of the Wintersession as well as summer school programs.

Upon acceptance from secondary school, students would undertake a first year of Foundation Studies at RISD. Careful attention will be paid to advising of students with respect to liberal arts courses within the foundation year. Where possible some liberal arts course should be taken at Brown so that students can become familiar with the academic programs at Brown. Specifically the first year seminars would seem suited to providing an excellent academic introduction to Brown with the added advantage of being small classes ensuring close interaction with the faculty teaching them.

To develop a close familiarity with Brown the students will be required to participate in Brown’s orientation program. Brown’s orientation will finish before the start of the RISD orientation and the RISD academic year. This will allow students to participate in a program specifically designed for them and which includes accessing various sites and resources in the Providence area. RISD has agreed to provide housing for students at no additional cost in the period before RISD classes start. Meals during this period will be provided by Brown as RISD’s food services will not be operating.

Throughout the first year a number of programs will be provided so that the dual degree students get to know the Brown campus, students and faculty. A calendar of Brown events will be provided and the advisors will highlight programs relevant to this student population as well as those events that are part of Brown’s traditions. Advisors will be encouraged to accompany students to these events. Brown students who are Meiklejohn advisors (Brown University academic peer advisors) will be assigned to assist in the programming for the dual degree students and will act as a source of information about Brown. In order for this to be possible, students will be provided with two email addresses, one for each institution. Particular attention will be paid to the location of housing for these students so as to optimize access to the facilities available on both the RISD and Brown campuses.

A minimum of two years residence must be taken at each school totaling four years. The fifth year can be taken at either school or one semester at each. The fifth year, or a semester of the fifth year, could also be taken abroad with the advisors’ approval. Possible patterns are elaborated below under ‘Proposed Requirements’ (see pages 7-8).

Clearly, some combinations of RISD majors and Brown concentrations will be more appropriate for the dual degree program than others, though students who have already done this on their own have been adept at configuring their curricular pathways, including taking summer courses when needed. The motivation for making this work will come from the students themselves who will be self-selected and already committed to the kind of enrichment and rigor this opportunity offers.

Financial Aid, Work-Study, and Tuition

Tuition would be charged at Brown’s tuition rate, with financial aid and work-study measured and allocated using the more generous Brown methodology. As students will initially be admitted through the procedures in place at both institutions, financial aid and work-study calculations will be made with respect to the formulae operating in both institutions. Should a student be rejected as a dual student and seek admission at one of the two institutions, they will know where they stand with respect to a financial aid package. At the second stage of admission, when students are considered for the dual degree, all financial aid will be calculated according to the Brown formula. Accommodation for fees that RISD requires for some courses will have to be arranged in the financial aid package. Similarly, there is a need to develop a compatible policy for work-study positions within the financial aid available for the dual degree students.

The resulting tuition revenue from this program would be split equally by both institutions. Housing and meal revenues would be collected by the institution where the student is residing, although some meal reciprocity may be feasible.

Current Institutional Degree Requirements

RISD Requirements:
1. **Courses: 126 Credits or 32 Courses**
   - **Foundation Studies** 18 credits
   - **Liberal Arts**
     - Art and Arch History 12
     - English Lit and Composition 9
     - HPSS 9
   - **Additional Liberal Arts** 12 = 42 credits
   - **Non-Major Studio Electives** 12 credits
   - **Major Field** 54 credits = 18+/− courses

2. **Tuition Requirements: 4 years***

3. **One Wintersession every year unless waived by permission.**

**Brown Requirements**

1. **Courses: 32 Course credits** (30 required to graduate), a minimum of 15 courses to be completed at Brown.

2. **Completion of Concentration requirements** (9-15 courses)

3. **Demonstration of Writing Competency**

4. **32 Tuition credits (i.e. eight semesters of higher education).**

**Proposed Requirements for the new Brown/RISD dual degree program**

Over the five years the total number of courses taken at the two institutions would total 40 or the RISD equivalent of 156 credits.

We propose a 20 course concentration/major to be completed at the two institutions. The student would declare a major/concentration in a home department at each institution.

Of the remaining 32 courses after the first year, the student over the next four years would undertake a 20 course concentration/major with approximately half being taken at each institution. The remaining 12 courses will function as electives, which can be split between the two institutions with the proviso that upon completion of the five years a minimum of two years will have been taken at each institution. The distribution of these courses would be determined by the student with their advisor(s). During the years that the student is enrolled at RISD for the entire year Wintersession would also be required.

The dual degree working group has developed several models of potential concentration and major combinations and in all of these models is has proved feasible to meet all the degree requirements within five years.

While most students will likely need to spend: 1 year at Brown, 1 year at RISD, 3 years mixed, other possible overall enrollment patterns might be:

- 2 years at Brown, 2 years at RISD, 1 year mixed
- 2.5 years at each
- 2+2+ one year abroad
- 2.5+2+.5 away.

In most majors at RISD, students would need to follow a defined sequence of studios and therefore would likely need to complete their major studio requirements as a 3 year cycle. It is expected and understood that both institutions will make every effort to accept relevant courses from the partner institution toward degree requirements.
Students would still be able to enroll in courses under the current system, which would mean negotiating the differing schedules not only with different beginnings and endings of semesters, but also the different course scheduling patterns within each school’s semesters.

Students wishing to pursue professional degrees such as architecture will be required to take an additional year, making their program a total of six years.

**Capstone Project**

During their 8th semester all students will submit a thesis or degree project proposal of not more than 1000 words. Two faculty members, one from Brown and one from RISD will serve as advisors to the project and must approve the proposal by mid-May of semester 8.

The proposal will describe the major theme and intellectual background of the thesis or degree project as well as a description of the medium and processes to be employed. The proposal will include a schedule outlining goals to be accomplished during the 9th semester. At the end of Semester 9 a new timeline for semester 10 will be presented to the faculty advisors.

Students will be expected to have a final exhibition/presentation/screening of work done in their final semesters accompanied by a thesis or degree project produced in their last semester. Two faculty members (Brown/RISD) other than the student's regular advisors will evaluate the work. Honors may be awarded by the review committee of the final capstone project. This will be done in special and exceptional cases only.

**Grading**

We propose that the existing grading methods of each institution apply as they do now to courses taken at each of the two institutions.

**Advising and Administrative Structure**

Effective advising in this program is crucial and it should begin with a specific emphasis on pre-major/concentration advising that is developed with a consistent and clear structure involving close cooperation and interaction between Brown and RISD.

In order to provide continuity we propose that the members of the dual admissions committee act as advisors and, together with those designated as the administrative leadership of the program, should form the administrative steering committee for the degree. The steering committee will monitor the progress of students, deal with any problems in the implementation of the program, and be responsible for the recruitment of advisors as the program grows in numbers. The steering committee will liaise with the admissions offices, the financial aid offices, the registrars and other administrative offices to ensure the smooth running of the degree and will undertake annual evaluations of the program which will form part of an annual report.

All students will be allocated an academic advisor. The coordination and training of these advisors will be undertaken by specific individuals (members of the steering committee) identified as having this function by each institution. These individuals will be tasked with designing and implementing the advising structure, recruiting advisors and evaluating the quality of the advising. It is envisaged that office hours will be held on a regular basis and that advisors from both institutions will be present. The Brown representative in the advising structure will be one of the academic deans from the Dean of the College office with assistance from other deans and faculty as required during the growth of the program. The RISD representative will be that institution’s Coordinator of Academic Advising.

At the point where the student declares a major and concentration, the student would acquire two home departments and consequently two advisors. The initial, pre-major/concentration advisor may continue to play a supportive role as an advisor. We recommend all advisors meeting together on a regular basis to exchange information about the progress of students and the program as a whole. Eventually a program of peer advising, modeled on Brown’s
Meiklejohn Advising Program, would be developed. This would draw on the experience of students in the program and supplement the system of faculty advising.

Students’ academic progress will be evaluated according to each institution’s procedures. Likewise, students are expected to follow the academic and non-academic codes for student behavior at Brown and RISD. Any infractions of policy or concerns about a student’s academic standing will be addressed by the institution at which the infraction occurred with notification to the appropriate office at the other institution. It is recommended that legal counsels at both institutions be consulted about the operation of the judicial systems for this group of students.

**Student Records**

Student records would be housed in each institution and kept current through the registrar’s offices in each institution. Advisors will have electronic access to the records of their advisees.
Appendix B:

Agreement
by and between
Brown University
and
The Rhode Island School of Design

Agreement made and entered into this ________ day of September, 2007 by and between Brown University (hereinafter referred to as “BROWN”), a not-for-profit corporation organized and existing under the laws of the State Rhode Island, located in the City of Providence, State of Rhode Island, and the Rhode Island School of Design (hereinafter referred to as “RISD”), a not-for-profit corporation organized and existing under the laws of the State Rhode Island, located in the City of Providence, State of Rhode Island (hereinafter collectively referred to as “the Parties”).

WITNESSETH

Whereas, BROWN and RISD desire to engage in a cooperative undertaking for offering a dual degree program of five years in length which offers students the opportunity to be awarded both a Bachelor of Arts (AB) or Bachelor of Science (ScB) degree from BROWN and a Bachelor of Fine Arts (BFA) degree from RISD (hereinafter referred to as the “Program”); and

Whereas, BROWN and RISD are willing to commit their unique expertise and resources for the accomplishment of the offering of the Program;

Now, Therefore, in consideration of the promises and mutual covenants hereinafter contained the Parties agree as follows:

1. Purpose and Scope of Agreement. This agreement is entered into for the purpose of setting forth the terms and conditions, and the respective obligations that are being undertaken by BROWN and RISD, under which BROWN and RISD shall undertake to engage in a cooperative relationship in the offering of the Program. Each Party shall make its own respective contributions in furtherance the Program, as is more specifically set forth below.

2. Program. In order to fulfill the degree requirements of both institutions, students will enroll in both institutions for five years. The first students will be admitted to the Program in the Fall semester of 2008. The number of dual degree students admitted in Fall 2008 and in subsequent Fall semesters will be strictly limited to no more than twenty students each year so as not to stress existing facilities, personnel, or budgets at either institution.

3. Application and Admission. In order to be considered for admission to the Program, applicants will be required to apply to both institutions and be accepted at both, with each institution solely responsible for its own admission decision arrived at pursuant to the institution’s usual standards and procedures. The admissions offices of both institutions will provide applicants with a means of indicating their interest in the Program on the institutions’ standard admissions forms.

3.1 Those applicants who are accepted at both BROWN and RISD and who have expressed interest in the Program will constitute the Program’s applicant pool.

3.2 A joint BROWN/RISD admissions committee will then decide which of these applicants will be accepted to the Program. The committee will have an equal number of RISD and BROWN representatives, comprised of admissions officers and administrative and/or faculty members from each institution, as selected by the respective provosts. To be accepted into the Program, applicants must receive the support of the joint committee.
3.3 Decision letters will be sent to applicants on April 1st with notification of acceptance due by May 1st. Applicants accepted into the Program will be offered three choices: (i) admission exclusively to RISD for a four or five year undergraduate course of study along with a determination of RISD financial aid, (ii) admission exclusively to BROWN for a four year course of study with a determination of BROWN financial aid, and (iii) admission to both institutions for five years as part of the Program with a determination of BROWN financial aid.

3.4 Applicants to the Program may apply to BROWN’s early decision plan and/or to RISD’s early notification plan, but such applications will not modify the decision and notification schedule for the Program. Applicants who are admitted to BROWN’s early decision plan will be required to matriculate to BROWN under the terms of that plan whether or not they are also accepted to RISD and/or the Program.

4. Tuition and Other Revenue. All billing and collection of tuition and fees and all determinations and awards of financial aid for students in the Program will be handled exclusively by Brown. In each year of their participation in the Program, students in the Program will be charged the same tuition as other BROWN undergraduate students, and BROWN will calculate their eligibility for financial aid on the same basis as other BROWN students. RISD acknowledges that this may result in a higher average financial aid award than for other aid recipients at RISD. Tuition and fees will be paid by the students to BROWN.

4.1 BROWN and RISD will share any Net Tuition Revenue from the Program equally.

4.2 For purposes of this arrangement, Net Tuition Revenue will be defined as all tuition and student activity fees billed for students in the Program minus

(a) institution-financed financial aid grants paid to students enrolled in the Program,

(b) actual, documented, out-of-pocket costs that are

(i) incurred for additional non-instruction personnel, services, and/or materials necessary for the operation of the Program,

(ii) incurred solely by one institution on behalf of both institutions, and

(iii) mutually agreed upon in advance (Examples of such costs would be a program coordinator hired specifically for the Program, additional financial aid personnel that may be required to handle increased volume of work, or joint admissions materials created by one institution for use by both institutions.), and

(c) an appropriate reserve for uncollectible amounts, in an amount to be jointly determined and adjusted from time to time by the two institutions’ respective controllers.

4.3 All other fees, including without limitation applicable housing, dining, technology, laptop, lab, and course-specific fees, will be charged by BROWN on behalf of and paid by BROWN solely to the relevant institution.

4.4 All other expenses, including without limitation the normal costs of instruction, advising, institution-specific admissions materials, administration, and overhead, will be borne solely by the institution incurring them.

4.5 BROWN and RISD will set up systems to track tuition payments, financial aid, fees, and other transactions associated with Program students separately from the general undergraduate population and will share such information with each other upon request. At the end of each semester, BROWN will provide, and representatives of BROWN and RISD will review, a report detailing Program revenues and expenses. If Net Tuition Revenue as defined above is positive, BROWN will transfer half of the surplus to RISD. In the event that Net Tuition Revenue is negative, RISD will reimburse BROWN for half the deficit.
incurred. The two institutions’ respective chief financial officers will work together in good faith to
attempt to resolve any questions or issues that may arise about the financial aspects of the Program.

5. **Academic and Programmatic Requirements.**

5.1 Program students will be considered enrolled at both BROWN and RISD throughout the
duration of their participation in the Program.

5.2 In Year One of the Program, students will ordinarily take courses exclusively at RISD, in its
Foundation Studies program. Students will take RISD courses in the Fall, Wintersession, and Spring terms.
In Years Two through Five of the Program, students may take courses at either BROWN or RISD or both,
though ordinarily students in Year Two of the Program will take most of their courses at Brown. In Years
Two through Five, student participation in Wintersession will be voluntary.

5.3 Students must declare a major at RISD in Year Two of the Program, in accordance with RISD’s
usual practices and procedures, and must complete all of the requirements for the declared major during the
five year period of the Program.

5.4 Students must declare a BROWN concentration in Year Three of the Program, in accordance with
BROWN’s usual practices and procedures, and must complete all of the requirements for the declared
concentration during the five year period of the Program.

5.5 Following declaration of a BROWN concentration, students will be required to meet with their
BROWN and RISD academic advisors and develop plans for their completion of the Program, which must
be reviewed and approved by the chairs/heads of their declared major and concentration departments.

5.5 Students must complete at least 40 courses during the five year period of the Program. It is
expected that students will divide their courses evenly between the two institutions, but in no event may
students take fewer than 15 courses at BROWN (exclusive of RISD courses awarded BROWN credit).

5.6 Students will be required to satisfy the BROWN writing requirement.

5.7 Each institution will assign an academic advisor to each student in the Program.

5.8 All students will be required to complete, by the end of Year Five, a final project or capstone, to
be determined in consultation with advisors in their respective concentrations and majors. Two faculty
members (one each from BROWN and RISD) will serve as advisors to the final project or capstone. Two
faculty members (one each from BROWN and RISD) other than the student's regular academic advisors
will evaluate the work. Honors may be awarded by the review committee of the final project or capstone.
This will be done in special and exceptional cases only.

5.9 Following completion of two years in the Program, students may, with the approval of their
BROWN and RISD academic advisors, elect to participate in a Study Abroad program.

5.10 Courses taken at one institution will be credited toward degree and concentration/major
requirements at the other institution as appropriate, in accordance with the other institution’s usual
standards and procedures, and, if so credited, will be reflected on the student’s transcript at the other
institution. In furtherance of the goals, and of the students’ successful completion, of the Program, each
institution will make good faith efforts, within its usual standards and procedures, to grant the fullest
possible recognition of the other institution’s courses and award of credit.

6. **Financial Aid and Tuition.**

6.1 Students enrolled in the Program must pay no less than ten semesters of BROWN tuition and will
be eligible for no more than ten semesters of financial aid consideration under BROWN’s financial aid
procedures. Any petitions for additional terms of financial aid consideration will require the approval of
both the Office of the Dean of the College at BROWN and the Provost at RISD, and any such additional financial aid will maximize federal aid, including loans, prior to awarding any institution-financed scholarships or grants.

6.2 BROWN’s tuition refund policy will apply.

6.3 BROWN tuition and financial aid policies will apply during any Study Abroad program participation.

6.4 Students will be eligible for participation in the Sidney Frank and National Scholarship programs.

6.5 Students will not be eligible for Merit Scholarships from RISD.

6.6 Students will be eligible for RISD graduation prizes.

6.7 Students otherwise eligible will apply for and receive work study positions through BROWN’s Student Employment Office and will complete and submit timesheets as required by BROWN.

6.8 Students will be monitored and reported for financial aid satisfactory academic progress requirements in the same manner as other BROWN financial aid recipients, using BROWN’s policies.

7. **Enrollment, Registration and Records**

7.1 In each of the ten semesters of the Program, students will enroll and register for courses at BROWN and/or RISD in accordance with the applicable institution’s usual practices and procedures. Each institution will maintain separate scholastic registration records showing those courses taken at either institution which are being credited toward the respective institution’s degree and major or concentration requirements. For example, in Year One, all courses will be taken at RISD, all will be reflected on the students’ RISD academic record, and those which are applied toward the BROWN requirements will also be reflected on the students’ BROWN academic record.

7.2 A separation from active enrolled status at either institution, such as leave of absence, dismissal, or suspension, will be treated as a separation from both institutions. This also obtains if the student is separated by university action from either institution for failure to pay bills or for academic and/or non-academic disciplinary reasons.

7.3 At any time before the beginning of their fourth academic year in the Program, students will be permitted to withdraw from the Program but continue to pursue a degree at one or the other institution, provided that they are otherwise eligible for continuing enrollment at the chosen institution.

7.4 Each institution will separately determine academic standing and whether or not to determine and/or report a cumulative grade point average.

7.5 Each institution’s official transcript will indicate all courses, wherever taken, which are credited toward the degree awarded by that institution. Such transcript will also indicate degrees and honors awarded by that institution. Students will need to obtain transcripts from both institutions in order to reflect the dual degrees awarded.

7.6 At the end of Year Five, each institution will separately determine whether Program students have met all of the requirements to be awarded the respective academic degrees.

7.7 Should a Program student fail to meet the requirements for one or both of the degrees sought by the end of Year Five of the Program and wish to continue to enroll at one or both institutions to complete the remaining degree requirements, the institutions, on a case-by-case basis, will separately decide whether or not to continue enrollment.
8. **Inter-Scholastic Athletics**

8.1 The Parties expect that students will be eligible to participate in inter-scholastic athletics at BROWN in those semesters in which the students are enrolled at BROWN and have at least three courses which will be credited toward the BROWN degree, subject to applicable NCAA and Ivy League limits on years of eligibility.

8.2 The Parties expect that participation by Program students in RISD Wintersession may preclude participation in certain inter-scholastic sports which require travel during that period of time.

9. **Student Activities, Housing, Campus Life**

9.1 Although students will be considered enrolled in both institutions throughout the ten semesters of the Program, in any given year they will be considered as resident at only one or the other. During the ten semesters of the Program, students must reside for a minimum of four semesters at each institution. In Year One, students will be resident at RISD. In Year Two, students will be resident at BROWN. In Years Three through Five, students may choose where to be in residence on an annual basis.

9.2 Students will be eligible for primary student dining services and (where applicable) parking at the institution where they are resident in a given year. Students will be eligible for on-campus housing (if available) for the full year at the institution at which they are resident Fall semester of that year. Decisions as to housing and dining are made on an annual basis except under unusual circumstances, such as a student returning after studying abroad for a semester. Both institutions will develop plans to enable students whose primary meal plan is at one institution to utilize the dining services of the other on a modest basis.

9.3 Students may utilize health services and counseling at either institution at those places and times that such services are available generally. However, students will pay Brown’s health services and health insurance fees.

9.4 Students may utilize career services at either institution at those places and times that such services are available generally.

9.5 Students will have access to all student activities at both institutions at all times during the Program.

9.6 Students will have e-mail accounts at both institutions at all times during the Program.

9.7 Students will have active student identification cards from both institutions at all times during the Program. Students will have the same access to buildings and grounds at both institutions as is generally available to students at all times during the Program.

10. **Discipline**

10.1 Students in the Program will be subject to and responsible for following the academic and non-academic codes for student conduct at both BROWN and RISD at all times during the Program.

10.2 Any infractions of policy will ordinarily be addressed by the institution at which the offense is alleged to have occurred, whether or not it is the institution at which the student is resident. For example, if a RISD faculty member suspects a Program student resident at BROWN of plagiarism in a RISD course, the case will be handled through RISD's academic standing system. If a Program student resident at RISD is suspected of vandalizing a BROWN building, the case will be handled through BROWN's non-academic disciplinary system.

10.3 For off-campus offenses, the disciplinary case will be handled by the institution where the Program student was resident at the time of the alleged infraction, with consultation in advance between the Student Life offices of Brown and RISD.
10.4 Each institution will keep the case materials for incidents handled at that institution. The disposition of cases, outcomes, and any sanctions, will be shared with appropriate officials at the other institution, with full case materials available to appropriate officials upon request.

10.5 Disciplinary actions taken by either institution will be accepted by the other institution. For example, a student's suspension by BROWN will preclude the student from enrolling at RISD during the time of suspension. A prior offense at the other institution will be considered during the adjudication of a case if otherwise permitted under applicable rules.

10.6 Transcript notations initiated by one institution will appear on that institution's transcript only. The other institution may have a notation on its transcript to refer to the accompanying institution's record.

11. **Governance and Program Oversight**

11.2 The Parties recognize and acknowledge that the Program is experimental in nature, that it is likely to grow and evolve over time, and that they likely have not anticipated all issues and eventualities that may arise in its implementation. Accordingly, the Parties agree to work together in good faith to implement the Program and attempt to resolve any such issues and eventualities that may arise so as to further the goals of the Program and its successful completion by Program students, further guided by the principle that both the benefits and the burdens of the Program are to be shared equally by the Parties. To that end, there will be a joint BROWN/RISD oversight committee which will be responsible for identifying, dealing with, and resolving any problems that may arise in the implementation of the Program; monitoring and promoting the progress of students in the Program; and otherwise overseeing the operation of the Program. The oversight committee will liaise with the admissions offices, the financial aid offices, the registrars, and other administrative offices to ensure the smooth running of the Program and will undertake annual evaluations of the Program which will form part of an annual report. The committee will have an equal number of RISD and BROWN members, as selected by the respective provosts.

11.3 At the conclusion of the third and fifth academic years in which the Program operates, BROWN and RISD will jointly review the Program’s progress and prospects and determine whether the Program should continue to accept new students for subsequent academic years, or should cease to accept new students. The decision to discontinue the Program can be made by either or both institutions. In the event of discontinuance, each Party shall bear its own costs and expenses associated with the launch of the Program, and neither party shall be entitled to any compensation from the other party other than its share of any remaining Net Tuition Revenue.

11.5 At the end of any academic year thereafter, either institution may elect to terminate the Program by discontinuing the acceptance of new students into the Program.

11.6 If either or both institutions elect to discontinue the Program, BROWN and RISD will nevertheless continue to operate the Program so that all then-enrolled Program students may complete their five year course of study.

12. **Insurance, Liability, Legal Agreements**

12.1 The Parties agree that as a condition precedent to enrollment in the Program, any student (and/or a parent and/or guardian) shall execute a waiver and/or release or any other necessary document to give BROWN and RISD and their respective employees the right to share with and disclose to the other institution and its employees any of the student’s enrollment, education, disciplinary, counseling, and health information. The document(s) to be signed by a student and/or a parent and/or a guardian will be drafted to comply with all state and federal laws regulating the disclosure of educational, health, and other personal information.
12.2 BROWN will be responsible for tracking and reporting international students in the Program through SEVIS.

12.3 The application of the two institutions’ intellectual property policies will be determined on a course-by-course and project-by-project basis. Students will be subject to the intellectual property policy of the institution that conducts or sponsors the relevant course or project. In the case of courses or projects that are conducted or sponsored jointly by the two institutions, the two institutions will jointly determine and communicate to the relevant students, in advance, how intellectual property will be handled.

13. Other Terms and Conditions

13.1 Nondiscrimination. The Parties hereto mutually agree that at no time shall race, creed, color, sex, sexual orientation, gender identity or expression, status as a Veteran, age, physical or mental handicap, or other similar criteria be employed by either of the Parties for the purpose of discrimination as to students.

13.2 Period of Performance. The term of this agreement shall commence upon the execution of this agreement by both Parties and shall continue until such time as the Program is discontinued in accord with Section 11 of this Agreement.

13.3 Inability to Contract. The Parties shall not have the right to make any contracts or legally binding commitments for or on behalf of the other.

13.4 Waiver. The failure of a Party at any time to require performance by the other Party of any provision expressed herein shall in no way affect that Party’s right thereafter to enforce such; nor shall the waiver by a Party of any breach of any provision expressed herein be taken or held to be a waiver of any succeeding breach of any such provision or as a waiver of a provision itself.

13.5 Relationship of the Parties. In the performance of this agreement, the Parties agree that RISD and BROWN are separately incorporated entities, and that nothing herein shall be construed as creating a joint venture or partnership relationship between the Parties. It is also understood and agreed that BROWN and RISD assume responsibility for their staff/employees; that BROWN staff/employees shall not be entitled to any remuneration from RISD nor any benefits available to employees of RISD, including but not limited to health insurance, workers' compensation, pension plans, and unemployment insurance; and that similarly RISD staff/employees shall not be entitled to any remuneration from BROWN nor any benefits available to employees of BROWN, including but not limited to health insurance, workers' compensation, pension plans, and unemployment insurance.

Neither BROWN nor RISD shall use each other's name, logos, or trademarks in any catalogue, brochure, or description without the prior written approval of the other. Nothing in the foregoing shall preclude BROWN and RISD from providing descriptive materials relating to the Program to potential applicants/students through their written or electronic publications commonly used to provide similar information on other course and/or degree programs and requirements.

13.6 Liability and Indemnification. Each Party to this agreement agrees that it shall assume responsibility for the acts, errors, and omissions of its agents and employees and that each Party to this agreement agrees to hold the other (including its agents, employees, and trustees) harmless from and against all suits, claims, demands, liabilities, judgments, sanctions and/or losses incurred by or imposed upon the other Party other
(including its agents, employees, and trustees) resulting from the indemnifying Party’s performance under this agreement.

13.7 Assignment. This agreement may not be assigned, or otherwise transferred by either Party without the express prior written consent of the other Party.

13.8 Notices. All notices, requests and consents required to be made or given hereunder shall be given in writing, registered mail (return receipt requested), addressed: If to BROWN: to Assistant Provost, Box 1862, Brown University, Providence, RI 02912, with a copy to General Counsel, Brown University, Box 1913, Providence, RI 02912. If to RISD: to Associate Provost for Academic Affairs, Rhode Island School of Design, 2 College Street, Providence, RI 02903, with a copy to General Counsel, Rhode Island School of Design, 2 College Street, Providence, RI 02903.

13.9 Effective Date of Agreement. This agreement shall not be valid unless and until signed by an authorized representative of both BROWN and RISD, in which event the agreement shall be deemed effective as of the latest date of signature.

13.10 Captions. The captions or headings of the sections hereof are for convenience only and shall not control or affect the meaning or construction of any of the terms or provisions of this agreement.

13.11 Counterparts. This agreement may be executed in one or more counterparts any or all of which shall constitute one and the same instrument.

13.12 Applicable Law. The Parties agree that this agreement shall be construed in accordance with and governed by the laws of the State of Rhode Island and Providence Plantations and the Parties consent to the jurisdiction and venue of the state and federal courts of the State of Rhode Island and Providence Plantations.

13.13 Integration. This agreement embodies and constitutes the entire understanding between the Parties with respect to the transactions contemplated herein, and all prior agreements, understandings, and representations and statements, whether oral or written, are merged into this agreement. Neither this agreement nor any provisions hereof may be modified or amended unless in an instrument signed by authorized representatives of both RISD and BROWN.

IN WITNESS WHEREOF, BROWN AND RISD (through their duly authorized representatives) have hereunto executed this agreement in duplicate as provided below.

BROWN UNIVERSITY

_____________________________________
Name: _______________________________
Title: _______________________________
Date: _______________________________

RHODE ISLAND SCHOOL OF DESIGN

_____________________________________
Name: _______________________________
Title: _______________________________
Date: _______________________________
Appendix C:

Proposal for the Brown/RISD Dual Degree Oversight Committee
David Bogen, Associate Provost of Academic Affairs, RISD (2/28/08)

Purpose
In the spring of 2007, the faculties of Brown and RISD ratified a proposal for the formation of dual degree program between the two institutions. This proposal was subsequently formalized in an Agreement between the two institutions that was signed by both Presidents in the fall of 2007. These two documents provide a road map for the implementation of the dual degree program, including stipulations regarding program oversight and governance. The purpose of this document is to reiterate the various elements of these documents bearing on the structure of oversight and governance of the program in order to provide a basis for the formation of the Brown/RISD Dual Degree Oversight Committee. Once formed and charged, this committee will have responsibility for the academic and administrative oversight of the program, including matters of academic policy, advising, and the establishment of regularized methods for program evaluation and reporting to the faculties and administration of both institutions.

Relevant Language
Following are the key passages from the two documents bearing on the issue of the constitution of the Brown/RISD Dual Degree Oversight Committee.

From “A Proposal for a Brown/RISD Dual Degree…”:
(p. 3) In the initial five-year period of the dual degree program the effects on both institutions will be closely monitored by a Brown/RISD Steering Committee. The committee will conduct an interim review in the program’s third year, and a comprehensive review in its fifth year… This committee would have equal representation from both schools.”
(p. 4) A Brown/RISD admissions committee will then decide which applicants will be finally accepted to this program. The committee will comprise admissions and faculty representatives from each school (one of these should be a faculty representative from the Foundations Division at RISD because of the unique role that the foundations program has in the RISD curriculum). The joint admissions committee will determine final admission. An attempt should be made to ensure that these committee members represent broad constituencies at each school.
(p. 7) In order to provide continuity we propose that the members of the dual admissions committee act as advisors and, together with those designated as the administrative leadership of the program, should form the administrative steering committee for the degree. The steering committee will monitor the progress of students, deal with any problems in the implementation of the program, and be responsible for the recruitment of advisors as the program grows in numbers. The steering committee will liaise with the admissions offices, the financial aid offices, the registrars and other administrative offices to ensure the smooth running of the degree and will undertake annual evaluations of the program which will form part of an annual report.

From “An Agreement by and between…”:
(p. 8, section 11.2): The Parties recognize and acknowledge that the Program is experimental in nature, that it is likely to grow and evolve over time, and that they likely have not anticipated all issues and eventualities that may arise in its implementation. Accordingly, the Parties agree to work together in good faith to implement the Program and attempt to resolve any such issues and eventualities that may arise so as to further the goals of the Program and its successful completion by Program students, further guided by the principle that both the benefits and the burdens of the Program are to be shared equally by the Parties. To that end, there will be a joint BROWN/RISD oversight committee which will be responsible for identifying, dealing with, and resolving any problems that may arise in the implementation of the Program; monitoring and promoting the progress of students in the Program; and otherwise overseeing the operation of the Program. The oversight committee will liaise with the admissions offices, the financial aid offices, the registrars, and other administrative offices to ensure the smooth running of the Program and will undertake annual evaluations of the Program which will form part of an annual report. The committee will have an equal number of RISD and BROWN members, as selected by the respective provosts.

13 “A Proposal for a Brown University/Rhode Island School of Design Bachelor of Arts/Bachelor of Fine Arts and Bachelor of Science/Bachelor of Fine Arts Dual Degree Program.”
14 “Agreement by and between Brown University and The Rhode Island School of Design.”
Recommendation
Based on the outline of duties and methods of representation contained above, it is recommended that, beginning in the spring term 2007, an Oversight Committee for the Brown/RISD Dual Degree program be constituted whose membership would consist of the following:

(1) Faculty member of the Brown/RISD Dual Degree selection committee from RISD
(1) Faculty member of the Brown/RISD Dual Degree selection committee from Brown
(1) Additional Faculty member from RISD
(1) Additional Faculty member from Brown
The Faculty Coordinator of Advising from RISD
The Deputy Dean of the College at Brown
Other current members of the interim steering committee (the Associate Provost of Academic Affairs at RISD; the Assistant Provost at Brown; the Associate Provost of Student Affairs at RISD; the Associate Vice President of Campus Life & Dean for Student Life at Brown; the Controller at RISD; the Director of Business and Financial Services at Brown)
Appendix D:

Brown/RISD Dual Degree Oversight Committee
Statement of Charge
October 24, 2008

Background and Purpose

In the spring of 2007, the faculties of Brown and RISD ratified a proposal for the formation of Dual Degree Program between the two institutions. This Proposal was subsequently formalized in an Agreement between the two institutions that was signed by both Presidents in the fall of 2007. These two documents provide a road map for the implementation of the Dual Degree program, including stipulations regarding Program oversight and governance. In the fall of 2008, an Interim Steering Committee was appointed by the Provosts of Brown and RISD to oversee the initial phases of implementation of the Dual Degree Program. As part of their work, this Committee developed a proposal for the establishment of a permanent Oversight Committee for Program. In April 2008, this proposal was approved by the Provosts of both institutions and the initial members of this Committee were appointed.

The purpose of this document is to establish the charge of this Committee. This charge has been developed with reference to the language and general expectations established by the “Proposal” and the “Agreement” referenced above, and seeks to further specify the responsibilities of this Committee in light of our developing understanding of how this Program will work in practice.

Charge

The Brown/RISD Dual Degree Oversight Committee is charged with general oversight of the Program, including the identification and resolution of any problems that may arise during Program implementation; monitoring and promoting the progress of students in the Program; and otherwise overseeing the operation of the Program. The Oversight Committee will liaise with the admissions offices, the financial aid offices, the registrars, and other administrative offices of both institutions to ensure the smooth running of the Program and will undertake periodic evaluations of the Program which will form part of an annual report.

More specifically, the Brown/RISD Dual Degree Oversight Committee is charged to:
1. Address questions of academic policy relating to the structure and operations of the Program.
2. Consult with the Brown and RISD Admissions Offices in the admissions process.
3. Develop and revise the advising process, and liaise with advising functions at both institutions, including training of advisers.
4. Identify and work with relevant offices to solve immediate concerns or problems with the program.
5. Identify longer-term institutional or academic issues, recommend changes and modifications to program structure.
6. Maintain appropriate and ongoing communications with various constituencies at both institutions (faculty, students, staff).
7. Engage in periodic (annual, 3 year, 5 year) evaluations of the program.

[Approved by Brown and RISD Provosts, 10/29/08]

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15 “A Proposal for a Brown University/Rhode Island School of Design Bachelor of Arts/Bachelor of Fine Arts and Bachelor of Science/Bachelor of Fine Arts Dual Degree Program.”
16 “Agreement by and between Brown University and The Rhode Island School of Design.”
Appendix E:

BRRD Admissions Report (RISD Admissions Office)
December, 2009

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| Initial Yield                         |        |        |            |            |
| total                                 | 421    | 446    | 49.2%      | 48.0%      |
| RISD "regular"                        | 351    | 357    | 52.3%      | 50.0%      |
| Dual Degree Interested                 | 57     | 74     | 34.1%      | 37.5%      |
| Dual Degree YES                       | 13     | 15     | 72.2%      | 78.9%      |

| Students Expected to Enroll           |        |        |            |            |
| Academic Measures                     | Secondary GPA | SAT Critical Reading | SAT Math | Secondary GPA | SAT Critical Reading | SAT Math |
| RISD "regular"                        | 89.3   | 600    | 613        | 88.9       | 607    | 627        |
| RISD "regular" female                 | 89.4   | 603    | 612        | 89.3       | 602    | 623        |
| RISD "regular" male                   | 88.1   | 592    | 617        | 87.9       | 619    | 639        |
| Dual Degree interested                 | 92.5   | 688    | 676        | 92.3       | 713    | 694        |
| Dual Degree interested female         | 92.2   | 687    | 679        | 92.3       | 717    | 694        |
| Dual Degree interested male           | 93.7   | 673    | 661        | 92.2       | 695    | 692        |
Appendix F:

Proposal for Revising Year One of the Dual Degree Program

Rationale:

There are substantial practical and pedagogical advantages to the original concept of Year One of the Dual Degree Program, in which it would be spent entirely at RISD and include the full array of RISD's first-year Liberal Arts courses. But this policy does not reflect the paradoxical loyalties of Dual-Degree students, who think of themselves as attached to both institutions. It is also incompatible with the educational goals of some, especially those interested in Brown concentrations in disciplines that are not offered at RISD, for many of which foundational work in the first year or continuity of study between high school and college is expected. For certain Dual Degree students the standard first-year program at RISD would be a good introduction to their subsequent studies at both institutions, but it is difficult to formulate unambiguous criteria by which to distinguish those who should take courses outside the RISD first-year program and those who should stay within it. Furthermore, it is reasonable that some aspect of all Dual Degree students’ first-year experience should reflect the fact they are enrolled at two institutions, and that half of their education will be at Brown. If Year One is modified for some Dual Degree students, it should be modified for all, within an administratively manageable policy that will provide every student the possibility of an appropriate introduction to the curricula and cultures of both institutions.

A hybrid Year One should consist of a clearly defined RISD component and a Brown component substantial enough to provide a minimal foothold at Brown for all Dual Degree students and an opportunity to take foundational coursework at Brown for those who need it. The RISD component should consist of those courses that are unique to RISD and most directly (and obviously) relevant to all RISD studio majors: these are the six Foundation Studies courses and H101/H102 (the fall and spring courses respectively in the History of Art and Visual Culture). If appropriate, it would also be essential for students to have an opportunity to take at least one Wintersession course in the RISD studio department in which they intend to major, since this might be their last opportunity to experience working in that field before confirming their RISD studio major in Year Two.

That leaves a maximum of two opportunities for all Dual Degree students to take a Brown class in Year One: one in Fall and one in Spring. Because the Fall schedules for Brown and RISD are more congruent than the Wintersession/Spring schedules, the Fall semester would be the best opportunity to give all Dual Degree students the option of taking a foothold course (instead of English E101, for which they would substitute an alternative course in English literature at RISD in the Spring); those with compelling curricular reasons could petition through the RISD Deans of Foundation Studies and Liberal Arts to take a second Brown course in Spring (instead of HPSS S101 or instead of HAVC H102, if they have a waiver from the latter).

All Dual Degree students would still be expected to fulfill the same distribution requirements in Liberal Arts as RISD students, though they could be waived from specific RISD course requirements on the basis of transfer credits, AP/IB/A-Level scores, or in exchange for taking Brown or RISD courses roughly equivalent to English E101 and History Philosophy and the Social Sciences S101.

DRAFT REVISION OF POLICY:

So that they may establish a foothold at Brown in the first year, Dual Degree students have the option of taking a Brown course rather than RISD's first-year English course, E101, in the fall semester of Year One; those who do so are expected to complete an alternative English course at RISD the end of Year One. Dual Degree students who can show a curricular need for a course at Brown in the spring of Year One may, during the preceding semester, petition to do so to the Deans of Foundation Studies and Liberal Arts at RISD. First-year Dual Degree students who take a course in the Spring at Brown may, for scheduling reasons, opt to take only one Wintersession course in Year One.

All Dual Degree students are expected to secure credits and/or waivers equivalent to the first-year RISD Liberal Arts courses in HPSS and English by the end of Year Two.