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EXECUTIVE SUMMARY

This strategic plan serves as a guide for the Rhode Island School of Design (RISD) over the next five years. It presents our vision of how RISD can best educate and support artists and designers for a changing world in ways that respect our founding ideals and reflect who we are as an institution.

The planning process involved careful consideration of the dynamics of the changing landscape—among them a weak economy, intense competition for top students, and emerging technologies that encourage new ways of teaching and learning—and widely engaged the RISD community in setting direction for the course of the plan. The plan articulates our strategic priorities and outlines clear goals as well as how they will be assessed. Setting priorities, in turn, will help guide our choices and direct our efforts and financial resources over the life of the plan.

The highest priority proposed for the plan is to *enhance our educational model*, one that nurtures critical making, thinking and innovation through immersive, disciplinary learning and engagement in the practice of art and design. Along with an emphasis on *teaching and educational excellence*, the plan ranks *research, critical making and innovation, student engagement and diversity* among its priorities. To enable our mission, we will strengthen our support infrastructure, focused on clearly defined objectives. The plan proposes these strategic goals to advance RISD between 2012 and 2017:

1. Dynamic, innovative academic programs through faculty renewal, enriched and flexible curriculum, and a culture of teaching excellence and innovation
2. A distinctive culture of research that supports art and design studies and scholarship, connects to society in meaningful ways, and makes visible RISD's leading role in this realm
3. Exceptional critical making and innovation through the development and integrated use of traditional methods and new technologies
4. Responsive services that recruit, retain and prepare top students for success
5. An inclusive, diverse learning culture in support of educational and organizational excellence
6. Effective, efficient information technology and administrative systems
7. Effectively maintained and upgraded institutional facilities to support the work of RISD
8. Additional resources generated to support RISD's academic goals

Successful implementation of this plan will prepare our students to be thinkers, makers and innovators in a world of increasing volatility, uncertainty, complexity and ambiguity. It will expand RISD's leadership role of cultural influence in the greater Providence community, across the country and around the globe. And it will honor RISD's rich past while building its capacity to shape the future with confidence, creativity and a passion for excellence in art and design education.

HONORING THE PAST, SHAPING THE FUTURE

For well over a century RISD has been among the preeminent institutions of art and design education. Our mission—the education of artists, designers and scholars engaging contemporary culture through works of art and design—is essential. RISD prides itself on educating critical thinkers and makers whose skills and imagination engage and influence the world. The canvas of a competitive, complex and ever-changing world, however, calls for reimagining the future of art and design education and the role RISD plays within this realm. We embarked on a strategic planning process to enrich educational opportunities as one of the world’s premier art and design institutions.

This five-year strategic plan is both affirmational and aspirational: it reaffirms and builds on the time-honored disciplinary and pedagogical strengths of our institution. It reflects our exploration of the role of art and design education in the 21st century and our vision of how RISD can lead this inquiry in a manner that best represents who we are as an institution. Our priorities for this plan build directly from the central assertion of art + design as professional education. Embedded in our vision is recognition of our students, faculty, librarians and alumni in the production of works and bodies of knowledge that create cultural impact locally, nationally and globally.

This strategic plan makes a commitment to a model of art and design education that is immersive, discipline-based and grounded in studio practice. Our education excels by nurturing creativity and innovation through rigorous, deep disciplinary learning and engagement in the practice of art and design. It fosters critical thinkers and makers whose skills and imagination shape the world. This plan expands our capabilities for research, critical making and innovation, student engagement, diversity and lifelong learning. Finally, the plan commits to organizational excellence in a broad array of critical services – human resources, information technology, facilities, financial, legal, health and safety, security, communications and fundraising – that are provided by our staff, and through administrative and facilities systems. Together, these systems enable the success of RISD’s mission of exemplary art and design education, and enduring contributions through critical thinking, scholarship and innovation.

MISSION

The mission of the Rhode Island School of Design (RISD), through its College and museum, is to educate students and the public in the creation and appreciation of works of art and design, to discover and transmit knowledge, and to make lasting contributions to a global society through critical thinking, scholarship and innovation.

FOUNDING IDEALS

On March 22, 1877, Rhode Island’s General Assembly incorporated the Rhode Island School of Design. The corporation’s group of forward-thinking artists and business leaders, educators and politicians formed the school “for the purpose of aiding in the cultivation of the arts of design.” The original bylaws set forth the following goals for RISD:

First. The instruction of artisans in drawing, painting, modeling, and designing that they may successfully apply the principles of Art to the requirements of trade and manufacture.

Second. The systematic training of students in the practice of Art, in order that they may understand its principles, give instruction to others, or become artists.

Third. The general advancement of public Art Education, by the exhibition of works of Art and of Art school studies, and by lectures on Art.

VISION

The process of this plan engaged RISD's faculty, staff, students and Board of Trustees in careful consideration of the role the College plays in the world of art and design. A number of questions guided this process. *What is the role of art and design education in the 21st century? How does RISD lead this inquiry in a manner that reflects who we are as an institution? Drawing from our rich past, what core values define who we are, and what initiatives will further our academic excellence?* Out of this inquiry an essential question arose: *How can RISD best educate and support creative agents for a changing world?*

In answer, a vision emerged of a RISD characterized by:

- Exceptional education grounded in deep, disciplinary learning that cultivates critical thinking + making, creativity and innovation, and continually evolves the practice and knowledge of art and design
- Pedagogical innovation, and integrated use of traditional and emerging technologies
- Open, enriched curriculum whereby students may construct paths of study with greater flexibility
- A culture of research and discovery that celebrates and encourages myriad forms of art and design studies and scholarship, engages with society in responsible and consequential ways, and encourages new hybrid forms
- Exemplary service in support of students, from enrollment to entry into professional life
- A commitment to quality and excellence in all aspects of our operations

VALUES

- **Critical Thinking + Making:** Foster making as a critical kind of intelligence that advances thinking and understanding in multiple ways
- **Creativity:** Imbue our learning environment with imagination and innovation
- **Immersive Inquiry:** Cultivate disciplinary learning that is deep, sustained, varied and textured
- **Curiosity:** "Make" questions and explore new ways of thinking, knowing, doing
- **Engagement:** Engage the world and influence culture through consequential practice
- **Diversity & Inclusion:** Create a culture of respect that recognizes and celebrates our rich differences
- **Excellence:** Demonstrate the highest quality in all that we do, from the creation of exemplary works of art, design and scholarship to dynamic teaching and learning and optimal support operations

THE COLLEGE AND THE LANDSCAPE

The strategic planning process has prompted reflection on the role of art and design education in the 21st century, and RISD's distinctive position within that realm. In surveying the landscape around us, we encountered, considered and debated social, cultural and economic factors as we planned for the next five years and for the future of RISD. This section describes those critical factors — external and internal— which inform our plan.

A Changing Context

In addition to disciplinary expertise, a RISD education fosters an array of competencies—critical thinking, problem solving, creativity, collaboration and engagement with the local Providence, the Rhode Island, and national as well as global communities—that prepare students to follow multiple pathways to success. The contemporary landscape of art and design, however, increasingly demands fluency across disciplines as well. RISD's academic programs must respond with opportunities for interdisciplinary study and collaborative research. Coupled with expanded career services, these initiatives will ensure that students have the skills and knowledge for success in their own disciplines and to work and communicate across disciplines. Additionally they will create opportunities in other domains, including science, health care and business, as a means of contributing art and design knowledge throughout society.

Financial Challenges

RISD has embarked on a strategic planning process against the backdrop of a global economic crisis that has negatively affected its limited resources and imposes financial constraints on its growth. Nonetheless, we believe a RISD education—the hallmarks of which include academic rigor, disciplinary depth, the culture of learning through critique, and low faculty to student ratios—delivers unique value and will remain extremely desirable. In conversations about our nation's future, an education in art and design is increasingly viewed as key to innovation and economic recovery, and addressing other challenges facing the world.

The financial challenges facing RISD are shared by all institutions of higher education and underscore the financial vulnerability of tuition-dependent institutions like RISD. Across the country and the world, these institutions have had to examine the sustainability of their financial models as the rate of growth in college tuition and fees continues to outpace the median family income and the rise in costs of medical care, food and housing (*Chronicle of Higher Education, Almanac, 2010-11*).

At the same time, rising tuition costs have made student debt a national issue and fueled concerns that the student debt crisis may be greater than the mortgage crisis. For recent graduates, paying off college debt has become more and more difficult in the current job market (*The Project on Student Debt, Student Debt and the Class of 2010*). Among recent college graduates the unemployment rate has risen from 8.7 percent in 2009 to 9.1 percent in 2010, which represents the highest annual rate on record. The result is unprecedented scrutiny of student learning outcomes and the value of a college degree. Graduating students with the abilities and knowledge to succeed in professional practice, and early support for their career paths, is more important than ever. RISD will need to reduce the rate of tuition increases and increase the amount of financial aid available in order to ensure access to talented, meritorious students.

Intense Competition for Students

Admissions officers nationwide have begun to notice changes in the applicant pools due to considerable national demographic shifts. The Population Division of the US Census Bureau has predicted a decline in the number of college-age students between 2010 and 2020. In addition, the resident population of New England, where RISD has traditionally recruited most heavily, has only grown 3.8% between 2000 and 2010 in comparison to national growth of 9.7% (New England Board of Higher Education and US Census Bureau). A college's location and the geographic spread of its influence and recruiting area are the most significant factors in determining its flow of enrollees in the next decade (Chronicle Research Services, *The College of 2020: Students*). The influx of students from abroad is also changing the composition of many college campuses, including RISD where international students representing 50 countries make up 18.5% of our total enrollment.

Growth of for-profit institutions in the art and design sector is another factor that cannot be ignored. Enrollment at for-profit institutions in general is growing faster than at other types of institutions and increasingly, the education of artists and designers is taking place at for-profit institutions. Between 1999 and 2009, enrollment at for-profit colleges offering four-year degree programs grew by 539% while it increased by 21% at four-year private, nonprofit institutions (*Chronicle of Higher Education Almanac, 2011-12*). Among for-profit art schools, the Art Institutes, a Pittsburgh-based chain, counts 83,800 students nationwide, followed by San Francisco's Academy of Art University with 17,000 students (*Wall Street Journal, The Business of Teaching Art*, May 19, 2011).

These shifts are intensifying the competition for qualified students, making financial aid, scholarships, fellowships, and having world-class programs, both inside and outside of the classroom, more critical. For RISD, this also means we need to refine our recruitment and retention strategies to ensure we continue to attract top students and provide an exceptional, enriching living and learning environment.

Technology

New and emergent technologies continually change the way we communicate, create and work. In higher education, technological advances are causing a generation of college students to demand new ways of teaching and learning in their chosen fields of study. Today's high school students see their educational futures built entirely around technology and expect the use of mobile computing devices and web 2.0 tools to extend learning in their daily instruction. (Chronicle Research Services, *The College of 2010: Students*). Online or distance learning programs are also provoking new attitudes toward higher education, encouraging a cafeteria-style approach in which students can take classes at multiple institutions.

A RISD education in art and design is tactile and hands-on—qualities that remain largely irreplaceable in the online environment. While RISD is not as vulnerable to the call for online learning as other institutions, our students do challenge our attitudes towards technology in general. And they are leveraging the web to navigate the curriculum and registration, to communicate with each other, to make art and design and to seek funding for projects. As makers, we must also remain attentive to the new domains of making, designing, fabricating and creative media use that are becoming possible due to new technologies. Technological innovations are challenging educational methodologies worldwide. Through its initiatives RISD must respond to the multiple ways our students are using technology to take control of their educations and to use technologies in their creative fields.

GOALS AND STRATEGIC INITIATIVES

I. TEACHING AND LEARNING

GOAL: Dynamic, innovative academic programs

OBJECTIVE A: Strategically increase faculty in academic areas and ensure sufficient institutional resources in support of our academic priorities.

INITIATIVES:

1. Assure baseline teaching and operating resources, including additional full-time faculty, to support departmental and institutional strategic objectives.
2. Prioritize fundraising for new endowed and named professorships.

Action Steps:

- a. Increase the full-time faculty by a minimum of 10 new positions over the next five years through a strategic assessment of curriculum, enrollment, distribution by rank and areas of potential content development. Positions in addition to the 10 can be funded through endowed chairs or other funding mechanisms. [see VIII, Action Step a]
- b. Assess the instructional needs of each department and division and analyze operational and staffing budgets. Based on analysis of needs and priorities that benefit our students, make strategic allocations to support programmatic and enrollment needs over the next five years.
- c. Develop criteria for prioritizing and meeting resource needs through the Provost and Associate Provost, working directly with Deans in consultation with Department Heads.
- d. Evaluate academic resource areas (such as the Library, Writing Center and Nature Lab) to determine if the demand on resources is appropriately funded and staffed. The latter could include technical support staff and graduate assistantships. Make focused, cost-effective allocations based on this analysis.

RATIONALE: Commitment to our immersive, innovative educational model is the foundation of this Strategic Plan. To continue offering the highest quality academic programs for which RISD is renowned, there is a critical need to increase the number of faculty in areas of identified need, in areas where current faculty may be nearing retirement, or in areas of significant opportunity. An increase in the number of faculty would also provide critical support to RISD and the student body through work on committees and involvement in advising and mentoring. There are currently 160 committee seats for faculty to fill each year and yet only 108 of the 148 full-time faculty and librarians now working at RISD are available to serve in these positions, once department heads and faculty on sabbatical or other leaves have been deducted.

At the same time, RISD must provide the necessary operational and organizational resources in support of its faculty and teaching. Academic resources that enhance teaching and learning at RISD (such as the Writing Center, Library and Nature Lab) should also be supported to increase opportunities for greater collaboration and utilization.

OBJECTIVE B: Enrich curriculum offerings to address dynamic, contemporary opportunities and areas of interest to faculty and students.

INITIATIVES:

1. Develop new and support existing disciplinary and interdisciplinary courses.
2. Foster greater integration of diversity and public engagement in curriculum and course materials.
3. Collaborate with other institutions and local, national and international partners in educational initiatives and activities.
4. Strengthen connections between academic programs and the Museum to enhance educational and research opportunities for students and support new initiatives and research.

Action Steps:

- a. Increase funds and diversify funding sources for curricular development and enrichment (such as the Kyobo and Academic Enrichment Funds) that encourage full- and part-time faculty to develop cross-disciplinary, pilot courses and innovative course models in relation to both departmental and cross-departmental strategic objectives. Develop multi-year funding strategies for successful courses.
- b. Develop collaborative courses with other institutions and partners and seek additional funding for new collaborations. [See II, Objective A]
- c. Explore and expand opportunities over the summer and Wintersession to incubate new courses, platforms and partnered studios.
- d. Support faculty-initiated and faculty-led efforts to collaborate across department and divisional boundaries and beyond course structures, such as symposia, extracurricular seminars, design competitions, etc.
- e. Recognize and celebrate existing College and Museum collaborations and faculty and post-graduate fellowships, and propose special projects and ongoing programs that connect the missions of the two.

RATIONALE: Students face a world where new fields of creative and integrative practice are pervasive. A RISD education must remain responsive and dynamic to prepare our students for this world. Building from our base of disciplinary depth there are opportunities for advancing curricular development in crossover areas, in the hybrid evolution of new realms in art and design, and in new areas of faculty expertise. The curriculum should also reflect our core values, including diversity and public engagement.

OBJECTIVE C: Offer students options for more flexibility and access to a broader range of learning opportunities, including opportunities for interdisciplinary, collaborative and engaged work.

INITIATIVE: Inventory and increase existing options for flexibility within current department structures and across the curriculum, including credit requirements, electives and courses for non-majors.

Action Steps:

- a. Identify courses in each department available to non-majors and tag them in the course catalogue.
- b. Determine common content areas and develop shared courses based on knowledge that crosses curricula: writing/the written thesis/degree project; professional practices; contemporary art and design theory; materials research; etc.
- c. Develop clearer course descriptions and expansive syllabi so that students and their advisors have a better sense of content when selecting courses that enrich students' majors.
- d. Promote greater collaboration among departments and divisions through cross-listed courses, interdisciplinary study, Independent Study Projects or Collaborative Study Projects.
- e. Explore other forms of course development and instruction, including online and/or hybrid forms that integrate online with low-residency studio and seminar-based intensives.
- f. Use partnered studios to stimulate new opportunities and initiatives that support interdisciplinary formats, teaching and enrollments.
- g. Identify or create more common spaces for collaborative projects and work.
- h. Explore the feasibility of collateral programs—both interdisciplinary and individualized—to support and enrich students' immersive work in department-based curricula.
- i. Explore ways to create greater flexibility within credit requirements.

RATIONALE: As disciplines and creative practices have become more interdisciplinary, fluid and collaborative, our curricula must respond with flexibility and offer both independent and cooperative opportunities for students. Graduate student work is often highly interdisciplinary, sometimes creating new definitions for practice. Increasingly, undergraduate students also seek courses that are less specific to department majors, along with opportunities to create individualized learning paths and work with students from different programs. Building on RISD's immersive studio-based culture, new pathways can be identified for students who seek to complement and develop their major studies with related work.

OBJECTIVE D: Recognize, support and encourage teaching excellence in art and design education.

INITIATIVES:

1. Develop a College-wide program to enhance the pedagogical and leadership skills of faculty and graduate students grounded in different educational contexts and models.
2. Develop new pedagogical methods, and recognize and celebrate transformative and inspiring teaching.
3. Honor the pedagogical expertise of faculty members and archive their valuable knowledge for the future as a means of understanding historical development and consequential practices.
4. Improve the integration of appropriate learning technologies into teaching and curriculum delivery.

Action Steps:

- a. Expand offerings in higher education pedagogy and professional development for current faculty and graduate students.
- b. Support the development and dissemination of materials related to art, design and liberal arts pedagogies and studio-based teaching, especially for junior faculty and interested graduate students.
- c. Continue programs such as the John R. Frazier Award for Excellence in Teaching, and explore other avenues to honor the contributions of full- and part-time faculty.
- d. Develop programs and guidelines for imminent professors emeriti to reduce their course load through release time in order to share their invaluable knowledge and expertise through mentoring, the RISD Oral History Project and/or other activities.
- e. Provide training and development opportunities for faculty to expand their use of technologies in the classroom.

RATIONALE: RISD's model for teaching and learning inextricably links studio-based education with critical inquiry and offers opportunities for distinctive modes of curriculum development, teaching methods and pedagogical efficacy. Increased support for effective, innovative teaching methods and models will allow RISD to remain at the forefront of transforming art and design education, benefitting all departments.

Such efforts are timely since RISD faculty can now only partially participate in the programs at Brown University's Sheridan Center for Teaching and Learning. Graduate students now look to RISD to define a program that develops the pedagogical skills of both faculty and graduate students, some of whom will form the next generation of art and design educators.

RESPONSIBLE PARTIES: Provost and Academic Affairs [See Appendix A.I and A.II]

II. DISCOVERY AND KNOWLEDGE THROUGH RESEARCH

GOAL: A distinct culture of research at RISD that supports art and design studies and scholarship, and connects to society in meaningful ways

OBJECTIVE A:

- Define and develop a research culture that is distinct to RISD — one that supports faculty research and that connects in responsible and consequential ways with local, national and global communities and encourages new hybrid forms of study.
- Increase opportunities for faculty to conduct research within their fields, across disciplines and with partners from other institutions, organizations and agencies.
- Make the development of research processes, methodologies and innovative applications a fundamental characteristic of a RISD education at the graduate level, and an increased opportunity at the undergraduate level.

INITIATIVES:

1. Develop a multi-faceted, proactive and inclusive conception of research at RISD.
2. Support faculty research and increase research opportunities for students.
3. Enhance the curriculum by integrating faculty research that broadens the scope and content of existing courses and stimulates the development of new courses.

Action Steps:

- a. Convene a biennial RISD Research Colloquium where faculty, students and external partners share research through papers, presentations and other formats that feature RISD's discursive yet distinctive conception and understanding of research. Create ongoing opportunities for students and faculty to share their research work through support for forums and exhibitions.
- b. Provide support for faculty research initiatives that go beyond departmental structures through the RISD Research Initiative (RRI). [See Appendix A.III]
- c. Develop workshops on different forms and approaches to research (scholarly, materials/technology, sited research, etc.), grant-writing and fundraising strategies, and research-related curricular development. Collaborate with the Writing Center, Library, Museum and Nature Lab, as well as external partners.
- d. Develop annual faculty fellowships and post-graduate assistantships to deepen a culture of research at RISD.
- e. Utilize Wintersession and summer in part as incubators/zones of research and experimentation.

- f. Coordinate the Professional Development Fund, Museum Fellows program, Graduate Studies Grants and other RISD research opportunities to encourage, develop and promote diverse forms and sites of research at RISD.
- g. Ensure that Academic Affairs and the RRI has staff and coordinated systems with Institutional Engagement and other areas of the College to solicit research opportunities, advance research projects, meet compliance and reporting requirements for federal and foundation grants and support faculty with projects and related events.

RATIONALE: Faculty members and librarians introduce multiple and rich definitions of research, giving RISD an opportunity to develop its particular research mission. RISD commits to celebrating the range of research practiced and creating an environment that fosters new hybrid and transformative types of research. Research involves all departments and disciplines at RISD, and is both a component of and a companion to curricular planning. The research pursued by RISD faculty advances and introduces new ideas and concepts into liberal arts and studio-based pedagogy and frequently creates opportunities for inquiry-based, generative, faculty-guided and student-initiated learning.

In the contemporary world, art and design are key to education and culture, and increasingly, are critical to other fields and areas of study and production. The impact that artists and designers uniquely make—whether through the production of their own work or as collaborators in an external effort—is gaining broader understanding. The research skills and competencies that our faculty and students continue to develop will lead to new realms of innovative production, new areas of material knowledge and increasing influence on contemporary issues.

OBJECTIVE B: Enhance the visibility of RISD's role as a leader in the global discourse about art and design, and in research.

INITIATIVES:

1. Make RISD research more visible through focused communications and public engagement activities.
2. Develop support structures to increase the visibility and agency of faculty and student research.
3. Represent faculty research both internally and externally through appropriate forums.

Action Steps:

- a. Actively support and disseminate the work of RISD Research Initiatives (RRI—formerly the Partnered Research Working Group), which coordinates and assists in the efficacy of partnered/ sponsored studios, partnered research (i.e. EPSCoR, NEA), sited research, faculty research and student research. Publish a coordinated monthly prospectus list of research information and opportunities.
- b. Increase the visibility of research at RISD on the risd.edu website and in RISD publications.

- c. Support the development of best practices for the documentation and sharing of research. Document RISD research efforts and provide resources to archive such documentation.
- d. Feature faculty research undertaken during sabbatical and pre-critical review leaves through ongoing community presentations.
- e. Provide support for publishing and broad public dissemination of exemplary faculty and student research projects and theses. This may include a print or web-based publication of RISD's biannual research colloquium.
- f. Using SPIN or another research database, collect information on faculty research interests and promote the expertise of RISD faculty as 'external experts, advisers or partners' on art, design, relevant liberal arts fields, pedagogy, innovation and entrepreneurial initiatives.
- g. Increase funding for the Conference Fund to enable RISD faculty to be more participatory and visible in the world.
- h. Increase funding for graduate students to give presentations at key conferences.

RATIONALE: Research at RISD is discipline-based and interdisciplinary, independent and collaborative. RISD endorses many different types of research on campus through the unique perspectives and expertise of its full- and part-time faculty, as well as the important emerging work of students. RISD has always conducted research in many forms, but with new tools for dissemination and promotion of work and knowledge created at RISD by our faculty, students and alumni, we can advance our disciplines, increase our influence and solidify RISD's leading role in art and design education and research. This greater awareness will lead to new opportunities for grants, partnerships and projects.

RESPONSIBLE: Provost, Academic Affairs and Media Group [See Appendix A.I and A.III]

III. CRITICAL MAKING AND INNOVATION

GOAL: Distinction in critical making and innovation through the development and integrated use of traditional methods and new technologies

OBJECTIVE A: Increase the use of advanced technologies in classroom learning, studio fabrication and research, and develop systems for the sharing of traditional and new technologies.

INITIATIVES:

1. Assess current academic facilities to ensure they meet programmatic needs.
2. Coordinate a survey of existing technologies within departments that can be reasonably shared in order to foster access and collective use, and to enhance study and research within and across disciplines. A detailed study should help determine when appropriate flexibility and greater access can be achieved.

Action Steps:

- a. Conduct an academic- and faculty-driven assessment with the support of IT and administrative staff of current learning technologies used in the classroom and studio, and in research.
- b. Develop a technology plan—including goals, objectives and action steps—and integrate the plan into the College financial plan.
- c. Identify and fund appropriate staff support to provide leadership and coordination for academic and learning technology initiatives.
- d. Inventory and evaluate the facilities, technologies and shops on campus—both existing and planned—and identify equipment or technologies that can be shared cross/inter-departmentally. Create common criteria for responsible use.
- e. Organize potential shared technologies into possible shared shop/lab scenarios.
- f. Implement a web-based schedule and sign-up system for all shared equipment.
- g. Create incentives to support shared initiatives.

RATIONALE: Students attend RISD in part because of the breadth and caliber of our facilities. They are essential to the successful delivery of our rigorous curriculum, which is based on the notion that making fosters a critical kind of intelligence, one that advances thinking and understanding in multiple ways. RISD's immersive education encompasses a range of techniques, tools and technologies—from the ancient to the emerging. Our continued leadership in this type of critical inquiry depends on continued support for the extensive range of tools and technologies that help develop the unique proficiencies artists and designers need in order to play significant roles in the 21st century.

OBJECTIVE B: Enrich the learning environment for faculty and students with the creation of a center of critical making and innovation.

INITIATIVE: Create a new center to house advanced resources, tools and shops; promote multi-departmental access; facilitate cross-disciplinary teaching, learning and research; and focus technical support and training for new projects and research.

Action Steps:

- a. Convene a task force to develop a concept for a center that houses technologies and project spaces for critical making and innovation. The center might be a series of connected campus sites, but could also include a new resource for shared high-end fabrication technologies.
- b. Determine a plan for technical support and staffing to maintain the center.
- c. Provide training for technical support, faculty and student monitors.
- d. Develop fundraising for the center to include project funds, research fellowships for faculty and assistantships for graduate students. [See Section VIII, Action Step c]

RATIONALE: RISD's core strength is the expertise developed over its 134-year history around critical "making" — producing works of art and design. As an identified focus at RISD, it is key to our mission that we continue to build and develop expertise that utilizes whole technologies and bodies of knowledge around art and design production. A new center will be key to helping RISD advance innovation through the lens of critical making.

OBJECTIVE C: Provide high-quality learning environments that are secure, safe and healthy.

INITIATIVE: Ensure that quality, access, safety and green practices within shops/labs and classrooms adhere to the best design, access and management practices, and that facilities are staffed by appropriately trained personnel.

Action Steps:

- a. Inventory and evaluate quality, accessibility, safety and green practices in campus facilities.
- b. Based on the assessment, upgrade facilities to ensure compliance with environmental, health and safety standards.

RATIONALE: Processes and systems within an institution speak to core values. Under the auspices of the Environmental Health and Safety Department, RISD has been a leader in health and safety issues at art and design schools through its ARTS model (Active commitment and compliance, Reduction of pollution, Training and Stewardship). We need to continue to develop and model best practices around environmentally sound institutional policies in our facilities.

RESPONSIBLE: Provost, Academic Affairs, Facilities Group [See Appendix A.I and A.IV]

IV. STUDENT SUPPORT

GOAL: Responsive services that recruit, retain and prepare top students for success

OBJECTIVE A: Develop effective recruitment strategies to stabilize the number of applicants and achieve gains in applicant pool to match national trend increases within three recruitment years. Increase yield for top candidates.

INITIATIVE: Initiate and maintain comprehensive recruitment strategies. Set and meet enrollment goals to support academic program planning in each department and division.

Action Steps:

- a. Expand recruitment efforts and set targets for recruitment in new geographic areas.
- b. Develop a communications strategy that supports recruitment efforts.
- c. Showcase the excellent work of faculty, alumni and students in print publications and on the web.
- d. Support faculty to participate in recruitment events such as Portfolio Days (organized by the National Portfolio Day Association).
- e. Improve national and international outreach to P-12 to increase the admissions pipeline through national advocacy on behalf of art and design.
- f. Showcase outcomes for prospective students that illustrate the reach of an art/design education.

RATIONALE: Demographic shifts demand that we examine our recruitment practices and student services to maintain the quality of our student body. Students choose RISD first and foremost for the quality of its programs and faculty, and they consider a host of other factors in choosing a college, including cost, size, campus visit, services and career opportunities. The NEASC Joint Visitor's Report (2006) cited the available level of personnel and services in areas of health, counseling and residential life as not having increased commensurate with growth in our student body. Our ability to continue recruiting, admitting and retaining the best students is dependent on how we respond to these and other environmental factors affecting student choice.

OBJECTIVE B: Maintain and improve excellent retention rates.

INITIATIVES:

1. Create an integrated network of student support services.

2. Provide a network of support, from first contact with RISD through graduation, that assures that the pathways through RISD result in excellent retention and graduation rates.

Action Steps:

- a. Integrate enrollment and student services—admissions, financial aid, student accounts, registrar, residence life, health and counseling, student activities, multicultural affairs and careers—to provide a quality student life experience.
- b. Provide faculty with tools to support student advising. [See VI, Objective A, Action Step b]
- c. Work with the Registrar to identify and implement systems to support the advising effort.
- d. Improve Web Advisor functionality and student self-service aspects of Datatel – Enterprise Resource Planning system. [See VI, Objective A, Action Steps a, b]
- e. Provide onsite assistance for students with special needs, psychological or physical disabilities.

RATIONALE: The demographics of college-age students have changed and will continue to for some years. As we recruit students from new regions in the United States and abroad, we must be prepared with services for these students, who may have very different needs than the populations we have historically enrolled. Many of today's students are accustomed to higher levels of accommodation or come from backgrounds that have not provided the foundation or academic tools that assure a successful college experience. Issues such as academic preparedness, multicultural and gender issues, life transitions, disability considerations, special health and psychological supports will need to be successfully addressed to assure that students who enroll at RISD succeed while at RISD and graduate from RISD.

OBJECTIVE C: Ensure the highest quality students from all backgrounds have access to a RISD education. Move RISD out of the lowest category in its peer group for percentage of aid awarded as designated by the Association of Independent Colleges of Art and Design (AICAD).

INITIATIVES:

1. Define tuition and financial aid strategy linked to enrollment goals for undergraduate and graduate students for the next 5-10 years.
2. Increase scholarships and funding for financial aid.

Action Steps:

- a. Allocate financial aid resources to impact enrollment goals.
- b. Continue raising funds for financial aid as a top priority.

- c . Establish protocols for financing options for students and families, making the process easier and more efficient, and improving the experience for students and their families.
- d . Integrate technology to facilitate and expedite the financial aid application process and financial aid services. [See VI, Objective A, Action Step a]
- e . Track goals against AICAD data for financial aid to ensure progress; refine strategies as required.

RATIONALE: For many families cost is a determining factor in college choice. In order for RISD to continue to attract the highest quality students from all backgrounds, we need to set our tuition and offer financial aid packages to reduce barriers to enrolling at RISD.

OBJECTIVE D: Create more experiences and connections that allow our students to bridge their RISD experience to the world. Lead art and design schools in revealing how an art and design education can translate into the broadest professional realms from the practice of art and design to other fields.

INITIATIVE: Broaden and diversify the programs and services offered by the Career Center.

Action Steps:

- a . Develop a comprehensive plan for employer outreach.
- b . Build on existing faculty relationships to connect students with alumni and employers for internships, jobs and connections, nationally and internationally.
- c . Provide an engaging space for career advising and on-campus recruiting.
- d . Provide training for students in using tools and new technologies that support entrepreneurial endeavors.
- e . Expand opportunities for students to connect with alumni and trustees' networks for internships and jobs.

RATIONALE: Graduates face an increasingly unpredictable and connected world, one that calls for adaptability, the ability to assimilate and process complex information, and greater knowledge of the world. In addition to deep disciplinary knowledge, a RISD education fosters an array of competencies—critical thinking, problem solving, creativity, collaboration and engagement with the community—that prepare students to follow multiple pathways to success.

Career counseling at RISD will nurture the potential of students to enter their chosen fields as well as explore opportunities in other domains, including science, healthcare and business, as a means of contributing art and design knowledge to better our society.

RESPONSIBLE: Senior Vice President for Students and Enrollment

V. DIVERSITY AND LIFELONG LEARNING ACROSS THE CAMPUS

GOAL: An inclusive, diverse learning culture throughout RISD in support of educational and organizational excellence

OBJECTIVE A: Build a respectful and inclusive culture of faculty, staff and students who represent and celebrate a broad, multi-dimensional concept of diversity and inclusion.

INITIATIVE: Implement programs and initiatives that promote inclusivity and diversity awareness and dialogue.

Action Steps:

- a. Provide funding for diversity programming and training initiatives on campus.
- b. Provide and ensure that diversity training is accessible to all full-time and part-time faculty and staff, and highly recommended for all supervisors, administrators and academic leaders.
- c. Develop art/design studio-specific educational tools for this purpose. At a minimum, use online training software or incorporate training into New Faculty and Staff Orientation programming.
- d. Charge Student Affairs with developing a series of diversity training workshops for students.
- e. Collect data to assess the campus climate (beginning with dissemination of current campus climate survey results and continuation of focus groups) and track ongoing progress using indicators such as recruitment, hiring and retention data, student surveys, focus groups and vendor analysis.

RATIONALE: RISD is committed to making diversity an integral part of its culture and a shared responsibility of the entire campus community. Our students will enter increasingly diverse work places where their success will depend on their ability to navigate cultures other than their own. By building an inclusive, vibrant community that is truly representative of the world at large and where we can learn to work across our differences, RISD can embody the best possible learning environment for our students and the campus community.

OBJECTIVE B: Make progress toward a more diverse faculty and staff through new hires and enhanced retention efforts.

INITIATIVE: Enhance programs and policies to attract and retain underrepresented groups of faculty and staff.

Action Steps:

- a. Create an explicit commitment to seeking diversity in all faculty and staff hiring.
- b. Require all searches to file a diversity search plan to ensure a broader and more diverse applicant pool.
- c. Ensure that hiring managers are aware of the advantages of having a diverse campus community through training and development.

RATIONALE: Building a diverse community of faculty, students and staff supports our mission of educating artists and designers for their roles in the global society of the 21st century. We have long valued inclusion as an ethical imperative and have been working to demonstrate this in our institutional policies and practices. The Diversity Task Force was charged in 2010-11 with the development of recommendations to be implemented in conjunction with the strategic plan; those prioritized recommendations are presented here.

OBJECTIVE C: Promote lifelong learning through programs that support employee development and growth.

INITIATIVE: Expand professional development opportunities and recognition programs to enhance the knowledge, skills and abilities of staff.

Action Steps:

- a. Develop a set of leadership competencies and integrate those into managers' development plans.
- b. Provide programs that promote core management competencies for supervisors, administrators and academic leaders.
- c. Encourage staff to attend training programs developed by Human Resources as part of their professional development. Encourage staff members to develop individual professional development plans in consultation with their supervisors.
- d. Connect staff training and development to performance reviews.
- e. Reward and celebrate the accomplishments of staff through recognition programs and total compensation.

RATIONALE: Lifelong learning and professional development for our community plays an integral role in the College's mission of advancing excellence. As a learning organization of the 21st century, we need a culture that promotes the talents of our staff, and advances the careers of all members of the campus community. Enhancing the knowledge, skills and abilities of staff is critical to serving our students and to the success of the institution.

OBJECTIVE D: Promote a positive workplace and strive to be an employer of choice for all staff.

INITIATIVE: Offer a work environment conducive to supporting RISD's mission.

Action Steps:

- a. Promote flexibility in work schedules by cross-training and creating more collaborative work teams.
- b. Use technology to improve services offered to staff. [See VI, Objective A, Action Step d]
- c. Continuously assess job processes to reduce or streamline work.
- d. Solicit employees' opinions through employee engagement surveys.
- e. Recognize and celebrate the contributions of all staff through departmental feedback and College recognition programs.

RATIONALE: The contributions of our staff are critical to the success of the core mission of the College. A flexible work environment will enhance the performance and experience of staff on our campus.

RESPONSIBLE: Vice President of Human Resources

VI. TECHNOLOGY AND ADMINISTRATIVE SYSTEMS

GOAL: Effective, efficient information technology (IT) and administrative systems that enable RISD's mission

OBJECTIVE A: Develop an up-to-date information technology infrastructure that enables support operations to provide services that meet or exceed the expectations of prospective students, current students, faculty, staff and other key stakeholders.

INITIATIVES:

1. Employ information technology to improve the quality, efficiency and effectiveness of critical support services and processes.
2. Ensure students, faculty and staff can easily and quickly get the information, goods and services they need in a timely manner and at the lowest cost.
3. Develop a technology strategic plan for the Office of Information Technology that addresses all applications and functions including data storage, other software and hardware, network, desktop and user support, operations, user training and the College technology infrastructure.

Action Steps:

- a. Support recruitment strategies by providing prospective students with a robust, self-service online application process that enables the electronic transfer of data such as SAT scores and financial aid, and allows students to check on the status of their applications. Employ technological tools to improve communication with prospective students and their families. [See IV. Objective B, Action Step d]
- b. Provide the relevant technology to improve services that support RISD students including consolidating system access with a single student login and a student self-service system that will permit the ability to check schedules and prerequisites, progress to degree and student billing. Enable students to use mobile applications such as cell phones, iPads and other devices to access self-service functions. This technology will support faculty interaction with students and will allow faculty to have electronic access to student information such as academic progress and transfer credits. [See IV. Objective B, Action Step d]
- c. Use technology to enable faculty and staff to schedule and manage spaces, and assist departments in maximizing use of classrooms and other facilities. [See IV, Objective B, Action Step d]
- d. Provide employee self-service for benefits enrollment and employee status changes, which will reduce time and costs associated with the current manual processes. [See V, Objective D, Action Step b]
- e. Enhance student accounts, payroll, accounting, purchasing and budget systems through technology upgrades that will streamline business operations, improve service to faculty, staff and students, and reduce costs. Use technology to implement

best procurement practices in order to reduce the costs of goods and services by ten to thirty percent.

RATIONALE: IT and administrative operations directly affect how well we support teaching and learning on campus. Our current administrative information systems and business processes are significantly outdated, and our administrative processes are unnecessarily labor intensive. Upgrading our IT infrastructure will result in a better teaching, learning, living and working environment for students, faculty and staff.

In a time of increased scrutiny from the federal government with respect to controlling costs, modernized IT and administrative operations will improve productivity and effectiveness and help us better contain operational costs, making us better stewards of our resources.

OBJECTIVE B: Build and improve technological capacity for collecting, reporting and analyzing data to effectively support ongoing institutional planning and decision-making.

INITIATIVE: Provide enhanced technology and employee training to enable timely and improved data reporting and analysis.

Action Steps:

- a . Provide Financial Accounting Standards Board (FASB) and National Association of College and University Business Officers (NACUBO) best practice-based financial reporting.
- b . Develop operating reports that meet the needs of faculty and staff to effectively and efficiently conduct their business.
- c . Provide technology to enable data mining and research that will better inform strategic and management planning and decision-making.
- d . Provide appropriate training to faculty and staff to ensure their effective and efficient use of technology at RISD.

RATIONALE: We need accurate, consistent and current data related to key areas — financial, space usage, human resources, enrollment, student/donor/alumni information, to name a few — to better inform our planning and decision-making processes. Robust information will enable faculty, staff and administrators to effectively carry out our enrollment and financial planning, which will in turn allow us to improve our stewardship of RISD's resources. Accurate collection and reporting of data serves to meet both internal and external demands for accountability.

RESPONSIBLE: Executive Vice President of Finance and Administration, Facilities Group, Academic Affairs

VII. FACILITY PLANNING

GOAL: Institutional facilities effectively maintained and upgraded to support the RISD mission

OBJECTIVE: Develop a vision for campus facilities and implement strategically focused, cost-effective enhancements and effective space management in support of RISD's academic programs, student experience and support operations.

INITIATIVE: Develop a comprehensive campus/facility master plan driven by the strategic priorities of the College, including the principles for environmentally sustainable development and operations of the RISD campus. Engage the RISD campus community and our urban neighbors in developing an actionable vision for the next decade.

Action Steps:

- a. Develop design and planning principles to guide the campus/facility planning process and address issues of flexible use of spaces and interaction with the surrounding community, quality and character of specific spaces.
- b. Design and execute a facility master planning process. Produce a ten-year capital plan and projected space accommodation plan, to guide annual capital budgeting, and integrate into the multi-year College financial plan.
- c. Assess current space utilization as well as current and future space demands and opportunities in consultation with campus stakeholders. Improve space allocation and utilization for classroom, studio, exhibition, project and other spaces.
- d. Develop a plan and funding strategy to address the accumulated deferred maintenance and modernization needs on campus.
- e. Assess and develop a plan to ensure that the utility infrastructure, pedestrian and vehicular traffic, parking and public spaces provide a safe and supportive environment for the campus and the Providence community.

RATIONALE: We need to preserve and enhance the unique character of our urban campus, with its diverse buildings and spaces, to support the different ways we live, teach, learn, make and interact at RISD. Many factors play a role in facility and space planning and we need to value the historic while planning for flexibility as responsible stewards of our physical resources and the built environment.

RESPONSIBLE: Executive Vice President of Finance and Administration

VIII. FUNDING ACADEMIC GOALS

GOAL: Secure funding support for academic programs

OBJECTIVE: Develop and execute a strategy to raise significant philanthropic resources for RISD's academic programs.

INITIATIVES:

1. Fully incorporate fundraising for the "Teaching and Learning" and "Critical Making and Innovation" elements of the academic plan into development efforts, which are currently focused on Student Support, renovation of the ISB (Illustration Studies Building) academic facility, and the annual fund.
2. Ensure full participation by Institutional Engagement in the RRI process so that fundraising expertise is incorporated into the development of a new conception of research at RISD, allowing for rapid exploration of potential gift and grant support for research initiatives.
3. Create an effective culture of collaboration between Institutional Engagement and all members of the RISD academic community.

Action Steps:

- a. Working closely with Academic Affairs, clearly define giving levels and develop unique RISD fundraising cases for endowed faculty chair and department head giving opportunities. [See I, Objective A, Action Step a]
- b. Upon completing VIII. Action Step a., immediately initiate identification, cultivation and solicitation of prospects for these giving opportunities, with a goal of opening at least five such solicitations within twelve months.
- c. Develop a fundraising plan and materials for the proposed Center for Critical Making, targeted especially at corporate and foundation prospects, with a goal of initiating solicitations no later than February 2012. [See III, Objective B, Action Step d]
- d. Fully engage and directly involve the Provost, deans, and department heads in the execution of cultivation and solicitation activities targeted at prospects for leadership gifts to academic program areas.

RATIONALE: New philanthropic resources will be essential to accomplishing RISD's academic plan. With a strategic plan that provides a clear vision for RISD's academic future, Institutional Engagement will be able to partner closely with Academic Affairs in identifying and prioritizing key giving opportunities in academic areas for presentation to potential corporate, foundation and individual funders.

RESPONSIBLE: Vice President of Institutional Engagement

APPENDIX A: THE FACULTY ROLE

The RISD faculty, both full-time and part-time, participate extensively in the educational mission of the college through various roles, the primary role of which is teaching. Faculty at RISD consists of 148 full-time and approximately 360 part-time members whose terms of employment are designated by two Collective Bargaining Units.

The standing committees of the full-time faculty organization and the organization itself have an advisory role in developing and conducting the academic program and in maintaining the standards and conditions that pertain directly to instruction and research. The standing committees are: the Steering Committee of the Faculty Meeting, the Committee on Faculty Appointments, the Instruction Committee, and the Nominating Committee. Other institutional committees on which faculty and librarians serve include: the Academic Standing Committee, the Disciplinary Committee, the International Studies Committee, the European Honors Program Committee, the Library Committee, the Financial Aid Committee, the Admissions Committee, and the Graduate Studies Committee.

Faculty also serve in an advisory role on the various Presidential Councils, task forces, search committees, the RISD Research Initiative and ad hoc committees appointed by the Provost, and participate at the department and division level in discussing academic issues and providing their Department Heads and Deans with input.

I. Teaching and Learning

The Instruction Committee is divided into three subcommittees—the Academic Policies Committee, the Curriculum Committee, and the Wintersession Committee. The responsibilities of each of these committees are detailed in the Collective Bargaining Contract.

Faculty members at RISD develop their own course content and materials, working with the Curriculum Committee of the Instruction Committee to approve new classes. They also initiate proposals for new disciplinary and interdisciplinary courses, collaborative and partnered courses, and other collaborative structures and events such as symposia, extracurricular seminars and competitions.

Departmental curricula are overseen by the Department Head in consultation with the Divisional Dean. New academic programs and changes to existing academic programs are often initiated by faculty with oversight by the relevant Department Heads and Deans. Proposals are then reviewed by the Instruction Committee and one of its subcommittees, and then presented for vote at the faculty meeting.

Work to determine how to make structures more flexible can be initiated in departments, divisions and in the Instruction Committee and its sub-committees, with any program changes vetted by the faculty. Approved changes are coordinated with the Registrar. Summer Studies options would be coordinated with the Dean of Continuing Education and with Department Heads, Divisional Deans, the Associate Provost and the Provost.

Program review processes, as well as any degree changes, are overseen by the Associate Provost of Academic Affairs in consultation with the Provost, and approved by the Academic Affairs Committee of the Board of Trustees. Deans and Department Heads work closely with program faculty to prepare self-studies for external program reviews and accreditation.

Curricular resource allocation for facilities, teaching resources, and initiatives are overseen by the Provost, whose work is informed with input and consultation with Department Heads and Graduate Program Directors as well as with the Deans. The Provost and Associate Provost are also responsible for ensuring that accreditation requirements are fulfilled. Additionally, the combined academic leadership of the Deans, Associate Provost and Provost are expected to continually review potential advances and opportunities for our academic programs. The Directors of the Writing Center, Library and Nature Lab work closely with Deans and Department leadership, as do the Curators and the Education Director in the RISD Museum.

II. Discovery and Knowledge through Research

Professional activity is required of all full-time faculty and librarians, and is assessed through contractually mandated review by the faculty member's Department Head, Dean, or the Director of Library Services, and the Committee on Faculty Appointments, which is chaired by the Provost.

Building from the work of the Partnered Research Working Group, the newly constituted RISD Research Initiative is charged by the Provost and lead by the Associate Provost to review all proposals for partnered studios; receive periodic reports, information and offer recommendations to partnered research projects including corporate, foundation and granted research. Additionally, the RRI will proactively propose, pursue and advance opportunities for sited and international research, independent and collaborative faculty research that receives institutional support, and student research. A particular objective of the committee in 2011-12 is to identify mission-based forms and content of research, including scholarly and theoretical, materials and technology, and art and design pedagogy. Committee participation will include faculty representation from every division, deans, Institutional Engagement and the Office of Grants Administration as appointed by the Provost and Associate Provost of Academic Affairs.

Depending on the scale of research undertaken, research can be initiated by Deans or faculty, or coordinated through an institutional effort, in which case the existing channels of vetting courses or opportunities would utilize the processes in place through departments and divisions. The Provost, advised by the RRI and the Deans, oversees projects with broad institutional impact.

III. Critical Making and Innovation

The Provost's task force will include faculty membership to guide the development of a concept for a center for critical making. Department leadership will work with deans and the Associate Provost and Provost to assess current facilities and make recommendations for improvements. The Director of Budget and Facilities Planning in Academic Affairs will work closely with Department Heads, Deans and the Facilities group to facilitate oversight of academic facilities planning.

APPENDIX B: THE PLANNING PROCESS

The Rhode Island School of Design (RISD) embarked in 2009 on a strategic planning process, an inclusive journey carried out in several stages. Below we recap the process and the major milestones reached over the course of developing the strategic plan.

PHASE I: DESIGNING THE PROCESS

SUMMER 2009: The Board of Trustees charges President John Maeda with leading a process to envision, develop and prioritize institution-wide efforts to fulfill the RISD mission. The process, developed with the Cabinet and Provost, is designed to be flexible, broad, participatory, and includes a careful review of resources. In imagining the future, we also look to the past: We review previous plans, consider the past and present conditions of our city and state, and revisit our founding ideals to understand how Mrs. Helen Metcalf's vision became the Rhode Island School of Design.

PHASE II: REVISITING OUR PAST, EXPLORING QUESTIONS AND THEMES FOR THE FUTURE

FALL 2009: President Maeda initiates the first stage of a strategic planning process across RISD. The overarching theme of *Critical Thinking & Making* is acknowledged as the fundamental work of the College, and core to academic programs, structure and curriculum. Four additional themes, each inextricably linked to the central theme, emerged from interest expressed throughout RISD and in conversations with the larger community:

- Life At/After RISD: Learning the Skills of Living and Leading
- Sustainability and the Environment: Using Art and Design to Save Our Earth
- Health Care and Wellness: Responding to Our Fragility and Humanity
- Local and Global Engagement: Being in the World, Near and Far

The structure of the planning process engages: 1) a Core Group at the center of the strategic planning, and 2) four Area Working Groups, each charged with investigating one of the four focus themes in relationship to academic programs. Each group is co-chaired by a Dean and a faculty and/or staff member, and includes elected faculty, staff and student representatives.

The two groups begin by conducting a review of past plans and other important evaluative reports to situate their work in context. These plans include: President Lee Hall's plan (1980); President Tom Schutte's plan (1984); President Roger Mandle's plan (1997–2001); Museum Accreditation Report (1999); Provost Joe Deal's Academic Plan (2000); NEASC/NASAD Accreditation Report (2006); Museum strategic plan (2007); Maguire Report (2007); Provost Jay Coogan's Draft Academic Plan (2008); and Ad Hoc Budget Committee Final Report (2009).

PHASE III: DEFINING PRIORITIES, MAPPING OUT STRATEGIES

WINTER / SPRING 2010: From January to May more than 70 faculty, staff, and student members of the Core Group and Area Working Groups meet approximately 8 times each to review intensively the themes. The groups analyze RISD's strengths, opportunities and challenges and "make questions," defining areas of inquiry and identifying broad themes to

guide their research and discussions around academic priorities. The administrative areas begin the task of examining operational priorities to address longstanding inefficiencies and respond to the academic priorities that emerge from the work of the Core and Area Working Groups. The work of the combined groups—Core and Area Working Groups, and administration—is presented to the Board of Trustees for preliminary input in February.

In moving forward, the Core Group divides into four subgroups: 1) Academic Permeability; 2) Diversity; 3) Networks, Collaborations and Partnerships; and 4) Infrastructure. Throughout the spring the subgroups present progress reports to the faculty, staff council, and student alliances. A monthly strategic planning newsletter is distributed and two Community Conversations are held in March. In May, the four subgroups of the Core Group and the four Area Working Groups present their draft goals and objectives to the faculty and to Board of Trustees in separate meetings.

SUMMER 2010: Planning continues during the summer, through the efforts of the Summer Working Group, which is made up of 23 representatives of the faculty, staff and student body. The group works to identify areas of convergence between the Core and Area Working Groups' goals and objectives. Three mission-based areas for the plan are identified:

Teaching + Learning
Research + Discovery
Service + Engagement

The group presents its results to the combined membership of the Core Group and the Area Working Groups in September and at the October faculty meeting. This concludes the work of the Area Working Groups.

FALL 2010: The Core Group outlines strategic priorities and recommends actions related to: *Teaching + Learning; Research + Discovery; and Service + Engagement*. The academic focus areas are presented to the faculty, students and staff for feedback in December. Operational objectives are incorporated as we move toward a comprehensive strategic plan.

PHASE IV: INTEGRATING AND RESOURCING THE PLAN

WINTER 2011: The Cabinet maps out a multi-year financial plan to resource the strategic initiatives and identifies possible funding sources. In February, the RISD Board of Trustees approves the draft strategic plan in principle though a majority of faculty members choose not to endorse it due to concerns around proposed academic initiatives. Further work on the strategic plan is put on hold temporarily.

SUMMER 2011: In May, President Maeda charges the Deans with devising a plan for the Provost, Deans and faculty to develop a process for finalizing the academic initiatives for the strategic plan. The Deans present their plan and timeline to the faculty at a meeting in May, and work throughout the summer to revise the academic initiatives from the draft plan. The Cabinet, together with the Deans, revisits its analysis of institutional strengths, weaknesses, opportunities and threats to refine priorities in the support operations areas.

FALL 2011: The Deans host divisional and departmental meetings, and the Provost meets with faculty leadership groups to present the revised academic initiatives developed over the summer. A survey gathers input on academic priorities from a wide range of faculty and students. The President appoints the Strategic Planning Working Group (SPWG), led by the interim Provost to consider feedback from faculty at the divisional meetings, integrate input from the faculty survey and to guide the final phase of the institutional strategic plan. In October, a Faculty Congress (led by the Steering Committee of the Faculty Meeting) is held to establish principles and priorities of the final plan. The SPWG further refines the academic initiatives and works to integrate the support operations initiatives in consultation with the EVP of Finance and Administration and the SVP of Students and Enrollment.

Deans present the plan to faculty and to staff at open sessions held in November. The institutional plan is presented to the faculty for endorsement at a faculty-wide meeting in December. A multi-year financial plan is developed between December 2011 and January 2012.

WINTER 2012: In February 2012, the complete institutional strategic plan is presented to the Board of Trustees for final approval.

APPENDIX C: PARTICIPANTS IN THE PLANNING PROCESS

These members of the community served as part of the Core Group and four Area Working Groups and represent a broad cross-section of students, staff and elected faculty. Their work from January to December 2010 is the foundation for this strategic plan. Titles reflect roles at the time of participation.

Babette Allina
Director, Government Relations

Ginnie Dunleavy
Director, Dining + Catering

Anastasia Azure
Textiles, Jewelry + Metal MFA '11

Jean Eddy
Senior VP, Students + Enrollment

Candace Baer
Vice President, Human Resources

Jessica Fanning
Interior Architecture MFA '11

Nate Barchus
ID '10, President, Student Alliance (2009–2010)

Gabriel Feld
Professor, Architecture

Dawn Barrett
Dean, Architecture + Design

Boback Firoozbakht
Interior Architecture MFA '11

Raj Bellani
Associate Provost, Student Affairs

Leslie Fontana
Associate Professor + Department Head, Industrial Design

Alexandra Ben-Abba
Glass MFA '11

Claudia Ford
Director, International Programs

Markus Berger
Asst. Professor and Graduate Director, INTAR

David Frazer
Professor, Painting, and Chair, EHP Committee

Christina Bertoni
Professor, Foundation Studies, and Academic Advising
Coordinator

Sarah Ganz
Director, Museum Education, RISD Museum

David Bogen
Associate Provost, Academic Affairs

Brian Goldberg
Critic, Architecture

Deborah Bright
Dean, Fine Arts

James Hall
Assistant Director, Museum Administration, RISD Museum

Steve Brustein
Met Manager, Dining + Catering

Pamela Harrington
Director, Corporate + Foundation Relations, IE

Charlie Cannon
Associate Professor, Industrial Design

Christina Hartley
Director, Alumni Relations + Special Events, IE

Alan Cantara
Environmental Health + Safety Manager

Elizabeth Hermann
Professor, Landscape Architecture

Brian Clark
Assistant Vice President, Media

Mara Hermano
Special Assistant to the President

Liz Collins
Assistant Professor, Textiles

Dennis Congdon
Professor + Department Head, Painting

Cathy Davis
Director, Compensation + Benefits, HR

Peter Dean
Critic, Furniture Design

Bill Decatur
Executive VP, Finance + Administration

Nick DePace
Critic, Architecture

Susan Doyle
Assistant Professor, Illustration

Alicia Lew
Industrial Design '11

Naomi Mishkin
Glass '11, President, Student Alliance (2010-11)

Elizabeth Mooney
Illustration '12

Todd Moore
Professor, Foundation Studies,
Faculty Steering Committee (2009-2010)

Carrie Moyer
Associate Professor and Graduate Director,
Painting

Lane Myer
Critic, Sculpture

Ed Newhall
Director of Admissions

Andreas Nicholas
Film, Animation, Video '13

Margot Nishimura
Lecturer, History of Art + Visual Culture,
Director, Academic Planning + Assessment

Maureen O'Brien
Curator of Painting and Sculpture, RISD Museum

Lucy Hitchcock
Professor, Graphic Design

Peter Hocking
Director, Office of Public Engagement

Kenneth Horii
Professor and Coordinator, Foundation Studies

Jan Howard
Curator of Prints, Drawings, Photographs, RISD Museum

Jason Huff
Digital Media '11, President, Graduate Student Alliance
(2010-2011)

Anthony Johnson
Director, Multicultural Affairs

Mike Mergen
Photography MFA '11

Rebecca King
Associate Director for Programs, Continuing Education

Jack Silva
Associate VP, Facilities

Peter Simon
Industrial Design '11, Student Research Assistant

Brian Smith
Dean, Continuing Education

Rosanne Somerson
Professor and Department Head, Furniture Design

Paul Sproll
Professor and Department Head,
Teaching + Learning in Art + Design

Pierre St-Germain
Executive Chef, Associate Director, Dining + Catering

Joanne Stryker
Dean, Foundation Studies

Judith Tannenbaum
Richard Brown Baker Curator of Contemporary Art, RISD

Anne Tate
Professor, Architecture

Kalya O'Donoghue
Industrial Design '13

Carol Terry
Director of Library Services

Patrice Payne
TLAD MFA '10

Willem Van Lancker
Graphic Design '10, Student Research Assistant

Sarah Pease
Furniture Design '13

Barbara Von Eckardt
Dean, Liberal Arts

Jeffrey Pena
Architecture '12

Toussaint Wallace
Architecture '13

Patricia Phillips
Dean, Graduate Studies

Yi Doug Wang
Painting '12

Jennifer Prewitt-Freilino
Assistant Professor, History, Philosophy + Social Sciences

Kirchin Weston
Industrial Design '11

Tom Roberts
Senior Lecturer, History, Philosophy + Social Sciences

Damian White
Assistant Professor, History, Philosophy + Social Sciences

Wendy Seller
Assistant Professor, Foundation Studies

Isaac Wingfield
Photography MFA '10, President, Graduate Student Alliance
(2009-2010)

Jessie Shefrin
Provost

Ann Woolsey
Interim Director, RISD Museum

In Fall 2011, the President appointed the Strategic Planning Working Group to develop the final stages of RISD's institutional strategic plan. The members of the Working Group were:

- Interim Provost Rosanne Somerson, Chair
- President John Maeda
- Interim Associate Provost Patti Phillips
- Deans: Joanne Stryker (Foundation Studies) and Barbara Von Eckardt (Liberal Arts)
- Interim Deans: Brian Goldberg (Graduate Studies), Anais Missakian (Fine Arts), Bill Newkirk (Architecture + Design)
- Representatives from the Faculty Meeting Steering Committee: Mairead Byrne (English), Fritz Drury (Illustration), Ken Horii (Foundation Studies, Todd Moore (Foundation Studies, alternate)
- Consulting with: Bill Decatur, EVP of Finance + Administration, and Jean Eddy, SVP, Students + Enrollment

APPENDIX D: RISD TODAY: A SNAPSHOT

STUDENTS/FACULTY/STAFF (Fall 2011)

- Undergraduate students: 1,972
- Graduate students: 424
- Full-time faculty: 148
- Part-time faculty: 360 (estimate)
- Student to Faculty ratio: 8.9: 1
- Staff (FT and PT): 567

ACADEMIC PROGRAMS AND ACCOLADES

- 10 degrees in 19 majors (3 UG only majors and 3 GR only majors)
- According to the *Chronicle of Higher Education*, RISD has been named a top performer by the US State Department's Fulbright Program, the country's most competitive and prestigious merit-based awards for study abroad. Four recent graduates won Fulbrights for 2011-12, which placed us in a tie for first (with the School of the Art Institute of Chicago) amongst specialized institutions producing the most Fulbright scholars.
- Ranked #1 graduate school in **fine arts** category by *US News & World Report* in 2011
- Undergraduate Architecture program ranked #6; Graduate Architecture program #16; Graduate Landscape Architecture program ranked #12; Graduate Interior Architecture program ranked #2; Undergraduate Industrial Design program ranked #6; and Graduate Industrial Design program ranked #7 by *Design Intelligence* (America's Best Architecture and Design Schools, November/December 2011 issue).

MUSEUM (2010-11)

- 86,000 objects housed in 5 buildings
- Mounted 16 exhibitions and hosted more than 377 RISD classes
- Hosted 10,000 schoolchildren

LIBRARY (2010-11)

- 160,000 volumes plus 16,000 bound periodicals with 350 current print subscriptions and 1,200 e-journals
- Noted artist's book collection
- Institutional archives
- 750,000 images/sound collection including 5,000 videos/DVDs
- 15,000 digital images and 3.8 million digital images in image databases
- 6,500 samples in the Material Resource Center

NATURE LAB (2010-11)

- 80,000 natural history specimens for hands-on study
- Student and research grade microscopes and digital imaging systems
- Arthur Loeb design science teaching collection
- Natural history and ecological design library
- Loaned 8,000 objects to individuals or classes
- Supported 2,000 hours of scheduled classroom use

CONTINUING EDUCATION (2010-11)

- 6,700 course enrollments in over 900 courses taught by over 300 faculty

FACILITIES (2010-11)

- 54 buildings (85% on the National Register of Historic Places)
- Over 400,000 net square feet of academic/instructional space
- 15,000 net square feet of student services space
- 1,500 beds

FINANCIAL AID (2010-11)

- 40% of students received institutional aid
- Average amount of grant aid: \$14,100

IN THE NEWS (2010-11)

- 5,812 articles referenced RISD
- 113 of these articles in international publications in 15 countries

STUDENTS (Fall 2011)

- Percentage of undergraduate students from the Northeast: 43.2%; South: 8.0%; Midwest: 6.4%; Southwest: 15.5%; Northwest: 3.2%; International: 23.7%.
- Percentage of graduate students from the Northeast: 50.9%; South: 3.8%; Midwest: 7.5%; Southwest: 9.0%; Northwest: 3.3%; International: 25.5%
- 34.5% male; 65.5% female
- Multi-ethnic: 2.6%; Native American: 0.2%; Asian: 15.5%; Black: 2.2%; Hawaiian/Pacific Islander: 0.1%; Hispanic: 6.1%; White: 34.8%; International: 20.9%; Unknown: 17.5%

UNDERGRADUATE ENROLLMENT BY MAJOR (Fall 2011)

- Apparel Design: 83
- Architecture: 129
- Furniture Design: 56
- Graphic Design: 166
- Industrial Design: 240
- Interior Architecture: 24
- Interior Studies: 1
- Ceramics: 10
- Film/Animation/Video: 121
- Glass: 15
- Illustration: 292
- Jewelry + Metalsmithing: 35
- Painting: 130
- Photography: 41
- Printmaking: 47
- Sculpture: 32
- Textiles: 93
- Foundation Studies [Undeclared]: 457

GRADUATE ENROLLMENT BY MAJOR (Fall 2011)

- Architecture: 109
- Furniture Design: 18
- Graphic Design: 39
- Industrial Design: 20
- Interior Architecture: 34
- Interior Studies: 21
- Landscape Architecture: 37
- Ceramics: 10
- Glass: 6
- Jewelry + Metalsmithing: 11
- Painting: 19
- Photography: 14
- Printmaking: 17
- Sculpture: 13
- Textiles: 12
- Art & Design Education: 18
- Digital + Media: 26

EXEMPT FACULTY BY RANK (Fall 2011)

- Professor: 80
- Associate Professor: 36
- Assistant Professor: 32

FACULTY (Fall 2011)

- Full-time: 58.1% male; 41.9% female
- Part-time: 55.3% male; 44.7% female
- Full-time: Native American: 0.7%; Asian: 6.8%; Black: 2.0%; Hispanic: 2.0%; White: 87.8%; Unknown: 0.7%
- Part-time: Native American: 0.4%; Asian: 4.0%; Black: 0.8%; Hispanic: 4.0%; White: 86.3%; Unknown: 4.4%

STAFF (Fall 2011)

- Exempt: 39.5% male; 60.5% female
- Non-exempt: 46.7% male; 53.3% female
- Exempt: Native American: 0.0%; Asian: 5.0%; Black: 4.1%; Hispanic: 2.3%; White: 86.8%; Unknown: 1.8%
- Non-exempt: Native American: 0.3%; Asian: 2.0%; Black: 7.8%; Hispanic: 6.6%; White: 81.6%; Unknown: 1.7%

TRUSTEES (31 Trustees in Fall 2011)

- Gender: 61% male; 39% female
- Ethnicity: Asian: 3%; Black: 3%; White 94%

APPENDIX E: SUMMARY FROM THE RISD FACULTY CONGRESS [October 9, 2011]

RATIONALE: The Congress provides an opportunity for Faculty to establish principles and priorities for the Strategic Plan. Faculty Steering Committee representatives Mairéad Byrne, Fritz Drury, and Ken Horii will represent and promote these principles and priorities as members of the Strategic Plan Working Group.

Statement of Faculty Values

Our graduates are skilled in critical thinking + critical making as a result of their depth of experience in disciplinary practice which renders them expert in materials-led, process-led, ideas-led creation. Our priorities lead directly from this central assertion of value. The RISD Strategic Plan must

- o advance our educational model
- o restore and stabilize academic programs
- o support departments and immersive disciplines
- o commit to art + design as professional education
- o recognize the role of the School and alumni in the production of culture locally, nationally, internationally, and globally
- o support RISD's historic mission

The Plan should be an affirmation and validation of what we are doing and what we've already done at RISD. We should build on strengths and move forward with the faculty and librarians engaged and invested in change. The Strategic Plan should support the primary responsibility of the Faculty in designing and developing RISD curricula. We believe in our disciplinary programs. We have complete consensus that the plan must support our values and RISD's historic mission.

PRIORITIES ACCORDING TO THE EXISTING STRUCTURE OF THE PLAN

TEACHING + LEARNING (This category encompasses all others)

Academic program is our first priority: Restore, stabilize + develop the undergraduate and graduate academic program with additional resources for additional programs. Funding for new initiatives should not come at the expense of existing programs.

- o The Faculty has the primary responsibility to develop curriculum
- o Invest in Faculty. We need more full-time faculty and greater opportunities for part-time faculty; we also need to examine best educational practice in terms of full-time / part-time faculty balance
- o Create additional resources to help departments flourish and cross boundaries

CENTER FOR CRITICAL MAKING + INNOVATION

(Ideas / Practice / Imagination / Innovation / Experiment / Research / Pedagogy: We do not see these commitments as separate).

- The Center will be faculty-owned and faculty-led.
- The Center will be multi-dimensional and multi-purpose, and will be a resource and space for all departments and programs.
- It will be additional to existing programs, departments, centers, and shops, and will be funded separately and not at the expense of existing units.
- Every department is a center for pedagogy and research, critical making and innovation. The new Center will be an additional resource for broad-based immersive study informing all departments.

RESEARCH

- Celebrate the many different types of research taking place here and the perspectives that we have to communicate to the world.
- Explore the question “What does research mean at RISD?,” possibly in a school-wide symposium
- Create a climate that encourages thinking about research within and across disciplines with resources, partnerships and mechanisms for publication and presentation

ENGAGEMENT: LOCAL + GLOBAL

- Continue to support existing local and international programs and seek new sources of support for new initiatives
- Public Engagement should not be imposed on curriculum
- Articulate the ethics of engagement, local and global, through school-wide discussion
- Define the place of Continuing Education in relation to Public Engagement
- Define the term “Public Engagement” as used in the Plan: there is no clear and common understanding of this term

APPENDIX F: PRIORITIES FROM FACULTY SURVEY

Strategic Plan Academic Initiatives Survey-Faculty

PRIORITIZATION OF ACADEMIC INITIATIVES: Please help us to prioritize the academic initiatives described above by ranking the top three. Select "1" for the highest priority initiative, "2" for the second highest, and "3" for the third highest. Please do not rank more than three.

Answer Options	1=Highest	2=Second highest	3=Third highest	Response Count
1A. Center for pedagogy, teaching and learning	16	13	23	52
1B. Curriculum initiatives	35	24	15	74
1C. Flexibility and permeability	9	17	19	45
1D. Academic calendar and course schedule	7	14	16	37
1E. Facilities, advanced technology and academic	33	26	10	69
2A. Faculty research	28	24	18	70
2B. Student research	12	18	9	39
3A. Off campus experiences	11	19	15	45
3B. Service and engagement	13	15	15	43
3C. Public role of art and design	18	15	16	49
		<i>answered question</i>		124
		<i>skipped question</i>		4