



# Campus Master Plan

*State of the College Report: Phase I*

*March 2014*







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

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*Rhode Island School of Design - a riverfront campus on the banks of the Providence River*

Campus map represents RISD buildings on the river in Fall 2013.

# 1.0

# Executive Summary

*1.1 State of the College*



The campus master plan (CMP) will provide the Rhode Island School of Design (RISD) with a powerful planning framework for the physical development of the campus, accommodating current and future programs and enhancing the College's identity as the globally leading art and design school.

This report summarizes CMP Phase 1, State of the College (SoC), which included broad community engagement and facilities assessments, providing a foundation for subsequent phases of the plan. Phase 1 culminated in a series of presentations and discussions regarding the current State of the College in the fall of 2013, with general consensus regarding the findings.

### **Why Plan?**

RISD finds itself at an important cross road; the strategic plan "Critical Making | Making Critical" calls for enriched and flexible curricula, a culture of research and scholarship, integration of traditional methods and new technologies, responsive services, and effectively maintained and upgraded facilities. The 1996 campus master plan and 2005 update are largely implemented. Program needs for academic space, campus life space, and support space are acute. Deferred maintenance priorities are omnipresent. Opportunities for new offerings are challenged by existing space types. Teaching and research are global. Competition for the best and brightest students and faculty is high.

### **What is the Campus Master Plan?**

RISD's CMP will provide a 20 year vision for the physical development of the campus to meet the College's commitment to its academic and social mission, as well as its sense of stewardship and commitment to the environment.

The CMP will be nested within a vision for land use, representing a long range (75 year) vision for zones of ownership and influence to sustain RISD for generations to come.

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## History of RISD and RISD Today

Since its founding in 1877, RISD has focused its mission on training its students and advancing public art education. Today, RISD enrolls approximately 2,400 full time undergraduate and graduate students, and employs 147 full-time and 381 part-time faculty. Annually, RISD draws over 5,000 continuing education students and over 100,000 museum visitors.

Over the past 137 years, RISD has grown continuously, from one building in downtown Providence, to 52 core campus facilities totaling more than 1.8 million square feet. The eclectic mix of buildings helps to create a positive quirkiness, but few buildings have been purpose built for their program uses. As a result, RISD lacks flexibility in teaching environments as disciplines evolve, enrollments in particular departments ebb and flow, and new academic programs emerge.

RISD has suffered from a lack of planning data and parameters related to space policy and space management. During Phase 1, RISD has invested in the development of electronic building information models for all facilities, a comprehensive facilities assessment database, and space utilization analysis of all teaching environments. Prior to the master plan effort, RISD established an office of campus planning with in-house expertise in sustaining smart planning parameters.

## Engagement and Emerging Themes

Phase 1 of the CMP was led by a Steering Committee, comprised of a cross-section of the RISD community. Faculty, students, and administrators established guiding principles for the plan and assisted in formulating approaches for broad community engagement. The planning team held over 60 outreach meetings, open forums, and interviews during the spring and summer of 2013. A major common theme was that no one at RISD has the space they need. There is a strong culture of doing more with less; there is a sense that now

a tipping point has been reached. The community's sense of a lack of space is partially attributable to a mismatch between evolving needs and facilities that don't evolve easily or inexpensively.

The Steering Committee participated in a series of themed visioning workshops, including "creating new ways of sharing and making..." and "defining students and the future of campus life." Through the Phase 1 process, the Steering Committee clearly stated that RISD cannot continue to operate as it has in the past, and is committed to new paradigms of sharing and interanimations between departments.

## Facilities Assessment and Space Utilization

RISD has a twofold challenge, 1 - to create diverse, flexible, long-life, high quality spaces, and 2 – to strategically make capital renewal investments in facilities with mounting deferred maintenance. Given finite financial resources, RISD must carefully select a complement of each investment type, balancing near term and long term goals. The success of this program depends upon each stakeholder contributing to the success of others. Data informed decision making will also be a key, evaluating the highest and best return on each investment.

Currently, learning spaces have a scheduled utilization rate of approximately 40%. A comparison of this rate with other liberal arts colleges would find RISD's space use very low. However, this calculation does not include student space use during non-schedule class times, which increases the overall utilization. Also, Continuing Education students use studio spaces at crucial evening times when these spaces are in demand by traditional students. Foundation Studies class schedules put additional strain on the block schedule and space use.

Even though the overall space usage picture is complex, the utilization of space is too low. A combination of factors will increase utilization: better quality space; a more efficient block schedule with fewer exceptions; more sharing of space and



resources; fewer instances of one building housing a single department(s); new space policies; and addressing the needs of the Continuing Education program.

The lack of “hang out” spaces, blurring academic and social functions, is a commonly cited problem. The lack of a campus center means that student services are distributed, reinforcing the sense that “the whole campus is the campus center,” but a distributed model doesn’t have the benefits of shared use, cross training, and general operational serendipity. Residence halls are oversubscribed, leading to a loss of work and lounge spaces. The central gathering spaces found in facilities such as the MET are not high quality environments, unable to support the kind of informal gatherings that are desired.

Administrative space requires reconceptualization. Client-facing operations for students, faculty, staff, and visitors need integration and visibility. Back of house operations should be located on the perimeter of the campus.

### **Land Use Patterns**

RISD’s center of gravity has “slid down” College Hill toward the Providence River and Downcity. RISD has also grown south along the River to South Main Street. The campus remains relatively compact, with most facilities within a five to seven minute walk from 2 College Street.

While the availability of properties directly proximate to the core campus is limited, there are opportunities that require proactive policies. There are also existing properties that require strategic evaluation as to their long term contribution.

### **Next Steps**

Phase 2 of the CMP will focus on planning options leading to a preferred direction. The transition from Phase 1 to Phase 2 will be in the form of a series of campus planning charrettes. Charrettes will be open to the campus community and will ask stakeholders to envision the campus of the future. Phase 2 will examine land use strategies, urban planning principles, highest and best use of existing facilities, deferred maintenance, potential for new facilities, circulation systems, implementation strategies, and cost forecasts.

### **Conclusion**

RISD is poised to leverage its diverse collection of assets “to educate its students and the public... through critical thinking, scholarship, and innovation.” Looking forward, RISD’s legacy of excellence will be further enabled by facilities that respond to the College’s dynamic needs. Importantly, the RISD community is enthusiastically aligned around the priority of moving forward with a vision for facilities, policies, and systems.

# 2.0

## A Brief History of RISD

2.1 *History of RISD*

2.2 *Planning at RISD*



### RISD in Providence and Rhode Island

As a center of manufacturing in the 19th century, Providence and Rhode Island factories produced textiles, jewelry, and silverware, among other goods. One of RISD's original missions was to prepare workers in these areas as to be competitive with European manufactured goods. The relationship between the city, state, and RISD has continued to be a symbiotic one. RISD students, along with those from Brown, Johnson and Wales, and other institutions of higher education in the State have brought much needed disposable income, particularly during the late 70's and early 80's when downtown residents were few and far between and the City struggled to attract suburbanites to nighttime activities. The renaissance of Providence began in the 80's with the relocation of the train tracks and railroad station and the uncovering of the Providence River, which had been largely covered by the Crawford St. Bridge since the early 1900's. The vibrancy found in the City today, particularly on Waterfire nights or Gallery Thursdays, has succeeded in changing perceptions of Providence.

RISD was a major beneficiary of the uncovering of the river and subsequent riverfront revival. This has led to a different perception of the campus, placing more emphasis on the River and Downtown. Historically, Benefit St. was the core of the campus, particularly with Memorial Hall acting as an ad hoc campus center, containing the mail room, the Tap Room and the Pit. The center of the campus "slid down" the hill to South Main Street after the acquisition of 15 Westminster, the Weybosset St. properties and the relocation of social spaces and activities out of Memorial Hall.

Like the other higher education and medical institutions in the city, RISD was brought under a new institutional zoning overlay in 1986. This allowed certain uses and development to occur on campus that would have previously required variances. As the campus has grown, however, not all of its acquisitions were brought into the I-zone. Currently, the South Main rental properties, Prov

Wash, and 15 Westminster are outside of the I-zone. Coincidental to this master plan, the City is rewriting its zoning code, which may result in changes to the institutional zones.

RISD is an important part of the Providence and Rhode Island economy, making payments in lieu of taxes and employing many faculty and staff who reside in RI. 29% of students rent housing off campus. The RISD Museum has been a popular tourist destination since its founding, as well as a major educational resource to persons of all ages. The RISD Museum is Southeastern New England's premier cultural destination and regional educational resource for learners of all ages. In the past year, over 5,000 K-12 schoolchildren engaged with the collection in curriculum-based programs, and 21,000 teenagers, college students, families, and adult learners participated in Museum classes and educational programs. The Museum draws an average of 100,000 national and international visitors to Providence annually. In addition 2,000 Rhode Island children and adults take classes through Continuing Education annually. The RISD Continuing Education department serves another important civic role for the institution directly related to its mission, "...the general advancement of public Art Education..." Continuing Education offers nearly 900 courses annually serving approximately 6,000 individuals young and old.

### RISD and Brown University

With their adjacent campuses on College Hill, RISD and Brown University have a long-standing and strong collaborative relationship. Students at either school can take classes at the other at no extra fee, library and recreational facilities at Brown are available for use by RISD students, faculty and staff, and the Brown-RISD dual degree program has enrolled 72 students in five years. Brown and RISD faculty have co-taught cross-registered courses, and discussions are underway concerning possible joint graduate programs.

## 2.2 Planning at RISD

In 1877, the members of the Rhode Island Women's Centennial Commission (established for the 1876 Philadelphia Centennial Exposition) voted to invest their group's surplus funding of \$1,675 in founding the Rhode Island School of Design. This use for the money was suggested by Helen Rowe Metcalf, whose family has led the institution for several generations as presidents, trustees, and treasurers up to the present day; the Metcalf family was also the significant contributor to the funding of the School for many years.



Figure 2.1 Helen Rowe Metcalf

*RISD Co-Founder, Helen Metcalf served as the first director of RISD until her death in 1895. In 1913, her daughter Eliza Greene Metcalf Radeke assumed the role of president of the school.*

In the ensuing 137 years, RISD has grown in terms of programs, stature, and facilities. Ranked the top design school in the world by Business Insider, and the number two art school in the country by US News and World Report, RISD continues to serve its original mission:

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.

RISD began offering classes in a handful of subjects – Fine/Applied Arts, Art History, and Architecture/ Machine Drawing – to 189 students in the Hoppin Homestead Building (now demolished) in downtown Providence. It is interesting to note that the School had facilities issues almost from the start – needing to acquire additional space, using offices for teaching space, and renovating to replace gas lights with electric. In 1893, it moved to its first purpose built facility, Waterman Hall, which housed the entire School – administration, museum, and studios - until 1903 when the College acquired Memorial Hall (the Old Congregational Church).



Figure 2.2 Critique

Over time RISD built and acquired additional facilities, now totaling 49 owned and occupied by the institution, which make up the main campus. The most recent building in the inventory is the Chace Center, built in 2008. Beyond Providence, RISD was deeded the Tillinghast Estate in Barrington, RI in 1948.



The RISD Library Archive contains the following planning documents:

- Design for a Decade, internal RISD publication, 1958
- Approach to Planning for Rhode Island School of Design, Malcolm D. Rivkin, 1964
- Land Use Analysis for the Rhode Island School of Design, Parts 1-3, Thomas L. Bosworth and John M. Thornley
- Study of Floor Potentials of Two Sites for RISD, Warren Luther, 1967
- RISD Campus Plan, A Control Study for Policy Decisions, Bradford and Everett Associates, 1971
- RISD: Campus Expansion Study, Michael Everett, 1972
- Schematic Proposal for Centennial Center: A Fine Arts Complex for RISD, Benjamin Thompson Associates, 1974
- Memorial Hall Student Center, RISD Students, 1978
- RISD: 187 Benefit St Addition, Lerner Associates, 1981
- Student Housing Study, Lerner Associates, 1981
- RISD Space Deployment Strategy, Dober and Associates, 1983
- What Cheer Garage, Lerner Associates, 1983
- RISD: Main Street/Canal Street Properties, Draft Feasibility Study, Ellenzweig, Moore and Associates, 1984
- RISD: Campus Master Plan, Chan Krieger & Associates 1996
- RISD Master Plan Update, Chan Krieger and Associates, 2005
- Rhode Island School of Design Materials Management Study – Part One, SEA Consultants, 2006

In addition, the 1928 history of the School compiled by Elsie S. Bronson ([RISD - A Half Century Record: 1878-1928](#)) notes that “a comprehensive plan of future buildings for the School was drawn and tentatively accepted during the year 1913-1914.” Unfortunately, a copy of that plan is not in the archives.



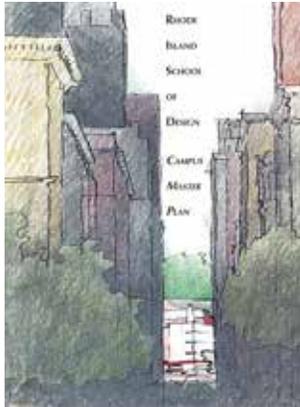


Figure 2.4 1996 Master Plan

Issues noted in the plan without specific proposals to address them:

- Inadequate size of Health Services
- Inadequate and poor quality faculty offices
- Need for a space policy
- Inadequate and poor quality FAV and Apparel Design space (though FAV did get office space in Market House)
- Health and safety breakout spaces outside of studios

### 2005 Master Plan Update

The update identified these critical needs:

- Demolition of Farnum Hall (achieved 2011)
- Critical renovation needs in ISB (begun in 2013), Auditorium (not achieved), College Building (not achieved), Bank Building (completed 2009), and Carr House (completed 2011)
- Social space for students, faculty, and special events (not achieved)
- Consolidate and expand Furniture Design (not achieved)
- Further Museum expansion (achieved in Chace Center; additional space needs met partially through relocation of some offices to S. Main St. properties)
- Mitigate issues between degree program and Continuing Education use of facilities (not achieved)
- Identify swing space (not achieved)

Changes have occurred outside of the master plan, including:

- Acquisition of the South Main St. rental properties
- Acquisition of Mason and Fletcher buildings downtown; adaptive reuse for graduate programs and studios



Figure 2.5 Market House Today



Figure 2.6 Illustration Studies Building

## Strategic Planning

The 2012 strategic plan, “Critical Making | Making Critical”, calls for facility planning with this 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.” Further, the plan calls for development of “a comprehensive campus/facility master plan driven by the strategic priorities of the College, including the principle for environmental 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.”



Figure 2.7 Critical Making | Making Critical

## Space planning, allocation, and management

A 1971 study, “RISD Campus Plan, A Control Study for Policy Decisions”, by Bradford/Everett & Associates, began with the following statement: “For too long academic space assignments and changes at RISD have been capricious and arbitrary.” The study sought to rationalize space allocation and assignments for the following five years. It is unknown at this point if the study recommendations for allocation were followed. But it is known that the recommendation for the “setting up of a clear, three-part system that has policy decisions effecting space assignments set by the College Council (as expanded) with actual monitoring, testing and planning of space moves done by a technical staff (one administrative and one architect planner) with actual changes and moves accomplished by Buildings and Grounds where practical,” was not followed. Not until 2012 was a planning office established at RISD, and a space request system is only now under development. Until this current master plan RISD did not even have a space-by-space inventory of the campus. Without a knowledge of what is available, it is impossible to manage space.



The 1971 report then laid out a planning structure and procedure by which space requests were to be made. It noted that

*“To move towards such a combined philosophical and practical plan, it is necessary to inventory, by interviews, each entity of the academic and related community to ascertain exactly what kinds, relationships and quantities of space are needed. Balanced against these figures should be a monitoring by the technical staff of how space has been used over time with projections of which programs can assimilate growth in numbers without spatial strictures, which programs need to expand to maintain academic viability, and which programs are predictably shrinking or stable.”*

With the creation of the Office of Campus Planning (OCP) on-going assessment, inventory, and evaluation of space use, space planning, and management will be possible.

# RISD Campus Evolution

1878-1921



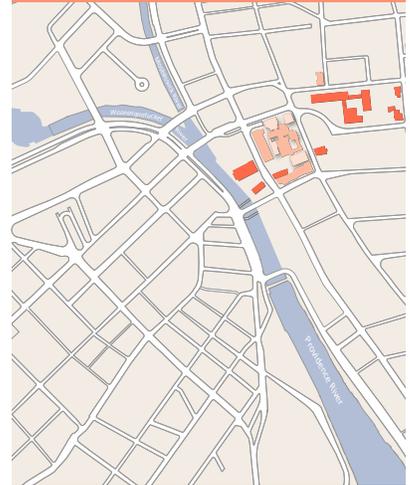
1878: Hoppin Building is home to newly founded Rhode Island School of Design.

1921-1940



1936: College Building opens, adding a new library, classrooms, and office space to accommodate a growing campus population with 446 day students and 1,073 evening students.

1941-1960



1959: Metcalf Refectory, Homer Hall, and Nickerson Hall open creating capacity for a residential student population.

1893: Waterman Building opens to support expanding campus population and offerings.

1938: Following the construction of the Auditorium, Bank Building and Market House are acquired by RISD.

1948: Day student enrollments begin to catch evening enrollments, but have yet to recover from WWII with 484 and 570 day and evening students respectively.

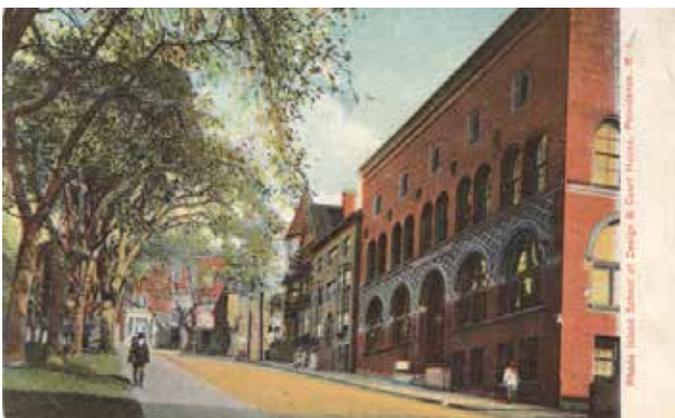


Figure 2.8 Waterman



Figure 2.9 Metcalf



1975: Bayard-Ewing Building is purchased pushing RISD's presence further south along South Main Street.

1988: 20 Washington Place is acquired by RISD to support office and administrative functions on campus.

2006: 15 Westminster opens creating a living learning community of students and scholars integrating residential offerings with the RISD Library and Archives.

1993: 161 South Main is renovated for the Industrial Design program bringing more academic presence to South Main Street.

2003: Mason / CIT Building opens bringing academic programming downtown to reinforce graduate studios located in Fletcher Building.

2008: Chace Center opens as a new entrance to the RISD Museum as well as being home to student galleries and Foundation studios.



Figure 2.10 15 Westminster Building Under Renovation



Figure 2.11 Chace Center

# 3.0

## Methodology and Process

3.1 *Outreach*

3.2 *Inventory & Assessment*



## Community Engagement

Phase I of the RISD Campus Master Plan focused on data gathering and reinforced the institutional desire for the master plan process to be open and inclusive of the entire campus community. The planning team combined quantitative and qualitative facility assessment with community engagement in order to broaden perspectives on the data which was collected. Individual and group meetings were held with a variety of campus leaders and constituencies. These sessions yielded a deeper and more contextual understanding of current shortcomings, aspirations, and opportunities.

The planning team held 61 meetings over the course of two months with administrators, faculty, students, and staff. These groups helped to lend perspective on the future aspirations and needs for individual areas, departments, and divisions as well as providing some perspective on the shortcomings of existing configurations, facilities, and operational models. Some common themes include:

- Shortcomings of existing facilities to support existing program requirements and future program needs
- Improvements needed for current facilities, including basic maintenance and annual renewal
- Critical space requirements for Apparel Design, Digital + Media, Furniture (currently located in three facilities across campus), FAV, and Interior Architecture
- Lack of capacity within existing campus fabric for new programs and offerings
- Need for consistent access to space for co-curricular activities, continuing education, and campus-wide events
- Administrative locations and adjacencies
- Dormitory renovations and improvements
- A strong desire for more opportunities to share resources
- Space for community outside of the studio – “3rd space”
- Ensuring that facilities mirror RISD’s mission
- Establishing places to gather and convene broadly at various scales
- Exploring opportunities to support and enable shifting disciplinary boundaries
- Reflecting academic values: thoughtful, playful, serious, and beautiful
- Enabling new types of fluidity

### 61 outreach sessions

Dean’s Council	Open Staff Forum	Public Safety
Provost	Archives	Global Programs & Partners
SVP for Students + Enrollment	OIT Senior Staff	Ceramics
Academic Affairs	Liberal Arts Department Heads	Printmaking
Continuing Education	Foundation Studies	Industrial Design
Student Life	Dean of Fine Arts	Teaching + Learning in Art + Design
Retail + Dining	Dean of Architecture + Design	Painting
Career Services	Institutional Research	Jewelry & Metalsmithing
Liberal Arts	Apparel Design	Fine Arts Division Meeting
Student Alliance	Illustration	Media Services
Landscape Architecture	Nature Lab	Technicians
Interior Architecture	Sculpture	Digital + Media
Architecture + Design	Textiles	Furniture Design
Museum Senior Staff	Foundation Studies Department	Graduate Program Directors
Exhibitions / Galleries	Graphic Design	Architecture
Admissions	Glass	Grad Student Alliance
Finance	Film, Animation + Video	Photography
Department Heads Meeting	Accessibility Coordinator	Financial Aid
President	Research	Writing Center
Academic Administrators	Open Administrator Forum	
Dean of Graduate Studies	Human Resources	

- Creating a campus that is safe, accessible, and sustainable
- Projecting a future not constrained by space – enabling new pedagogical and programmatic models
- Reinforcing deep disciplinary while creating truly collaborative opportunities through new intellectual space

The most consistent theme through all the outreach sessions is that virtually no one has what they need at RISD.

In addition to face-to-face community engagement, a series of surveys were facilitated through the Institutional Research Office. Three surveys targeting faculty and staff have helped the planning team to understand the awareness and engagement of the campus community and have also provided an alternative framework to understand themes and issues supplementing the 61 listening sessions. Response rates were between 22 and 39% of the faculty and staff.

Survey one, released March 2013, asked for feedback regarding community awareness of the master planning process as well as ideas regarding campus needs. Initial comments range from creating “special space for a new class,” to “feel[ing] as though facilities and buildings don’t meet the school’s...standards.”



Figure 3.1 Steering Committee Workshop

In May 2013, as the community engagement meetings and walkthroughs were in full-swing, survey two was released to the community asking them for their, “one bold idea (think outside the box!) for improving the RISD campus through the Master Plan.” Some of these bold ideas and responses included:

“Do away with the idea that anyone or any department “owns” a particular space. It’s all RISD space.”

“Student spaces come first.”

“Be sure to link time and space. So many of our space problems are scheduling problems. This requires more sophistication with scheduling and an infrastructure for sharing. More sharing, more just in time and when you need it, a lot less ownership (including faculty offices).”

In addition to bold ideas, respondents were asked to rank the top 10 themes from the initial outreach sessions. In order of importance assigned by respondents, the themes were:

1. Improve the quantity and quality of studios and homes spaces (desk/bench/studio space dedicated to a student in their department)
2. The plan should be sustainable - socially, economically, and environmentally

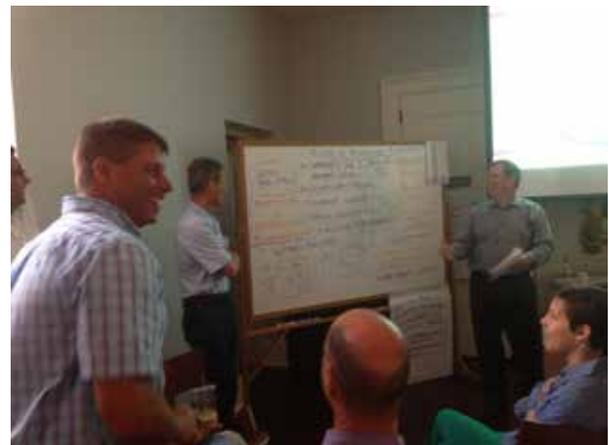


Figure 3.2 Steering Committee Worksession



3. Find the right balance between common, shared shops vs. practice-specific shops
4. Design spaces to be easily adapted for changing uses
5. Develop space dedicated to interdisciplinary coursework and research
6. Create social space which facilitate exchange and collaboration
7. Derive more equitable space allocations between departments
8. Provide space for new programs
9. Improve the residential experience for students
10. Address space constraints on the scale of student work

In October 2013, survey three focused on feedback from the State of the College campus presentation. 44% of the respondents had attended the open forum, or the faculty meeting for the State of the College presentation. Feedback from the community based on the presentation was generally positive.

“I love that there is now an inventory of all the space owned by RISD.”

“A massive amount of data has been collected and analyzed.”

“...RISD buildings need a lot of urgent repairs.”

In addition, respondents were asked, “When you bring a visitor to campus, where do you take them that exemplifies ‘RISDness?’” While responses varied greatly there were some commonalities among the responses.

- Nature Lab / Waterman Building
- Fleet Library
- Museum
- Beach
- Woods Gerry / Galleries
- Jacquard Loom



Figure 3.3 Nature Lab

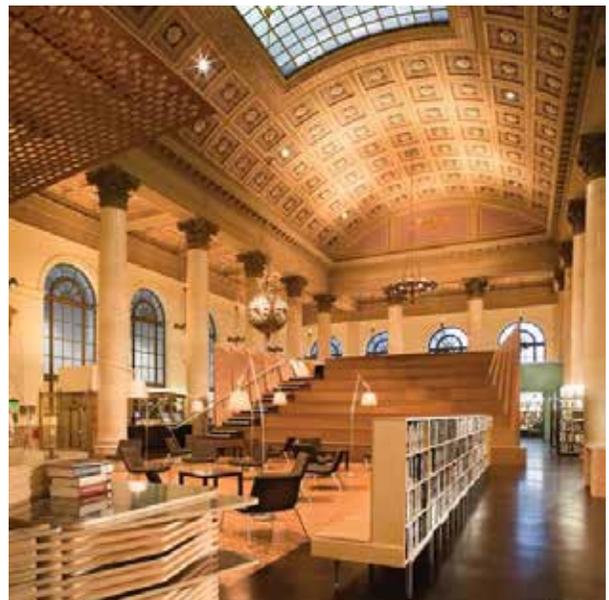


Figure 3.4 Fleet Library at 15 Westminster

Virtual engagement tools will continue to be an important source of community input as the Campus Master Plan moves into Phase II and Phase III. Community meetings will continue through the course of the entire master planning process with a variety of campus constituents focused on emerging and evolving campus master plan frameworks. Opportunities for the RISD community to contribute to the campus planning process will continue through the Fall of 2013 and Spring of 2014.

## 3.2 Inventory & Assessment

Over the course of 15 days from April to June 2013, Keelin Reekie (RISD Assistant Campus Planner) and Jim Newton (DSK Planner) walked through each space on campus in order to verify the accuracy of existing plans and room numbering, as well as evaluating quality, suitability, utilization, and room and department use.

The planning team was escorted through each facility by a member of the resident department or departments in order to understand the context of each space use in order to designate a FICM classification of the space. The Postsecondary Education Facilities Inventory and Classification Manual (FICM) is a publication by the National Center for Education Statistics (NCES) which establishes a standard set of definitions and parameters for classifying space use at Colleges and Universities. Each space at RISD was assigned a three digit FICM code corresponding to its assigned usage at the time of the walkthrough. Space quality, suitability, and utilization were recorded on qualitative scales from 1-5, in each case 1 representing the poorest and 5 representing the best in each category.

Academic spaces were evaluated during the course of the academic semester in order to gain a better

understanding of the use during the academic year. Residences were toured following the close of the spring semester and administrative and support facilities were evaluated during normal business hours. The data collected during the three month walkthrough period represents a moment in time for RISD – the long-term outcome of the walkthrough process is an integrated database maintained by the Office of Campus Planning.

Following the inventory walkthroughs, LLB Architects, working alongside DSK, began a facility assessment and deferred maintenance assessment of all RISD properties. This assessment process continued through the winter of 2013 and established an in-depth deferred maintenance and facility needs assessment linked to the database.

An integral component of the inventory is the creation of BIM (Building Information Models) for each facility on campus. BIM allows a deeper integration of information and drawings by creating a platform to capture specific information about how spaces are assigned and used, as well as information regarding systems and infrastructure within each facility. This powerful tool puts RISD a step ahead of many peer institutions who rely on CAD plans with limited information modeling

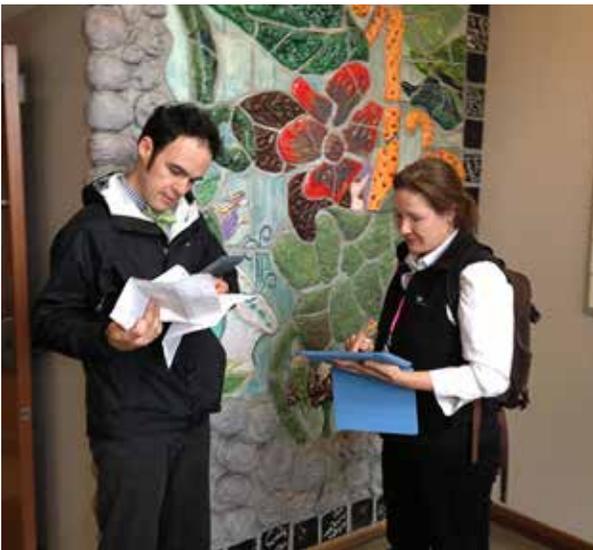


Figure 3.5 Walkthrough Capture



Figure 3.6 Walkthrough Capture



capacity. The models themselves provide many tools that allows RISD to accurately explore, track, and manage each building's information using powerful parametric capabilities. The Office of Campus Planning is already using the BIM models to allocate and manage spaces as well as proposed changes, and effectively plan for future needs.

With continuous updating, the models will serve as living documents containing accurate data for all RISD spaces. They will include information on relevant facility information and the operation and maintenance history of all the components within the building. The models will be linked to the facilities assessment database with additional information to provide RISD with instant access to important facilities information and analysis.

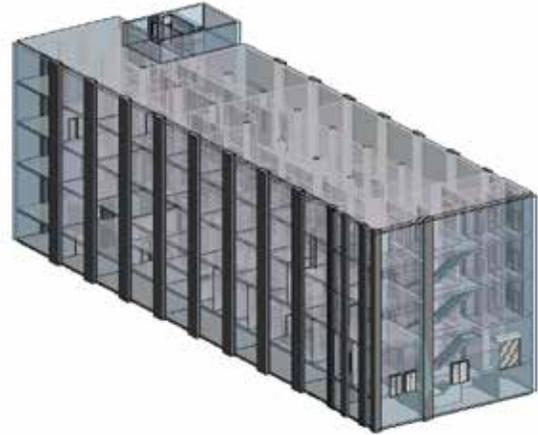


Figure 3.7 Metcalf Building Information Model (BIM)

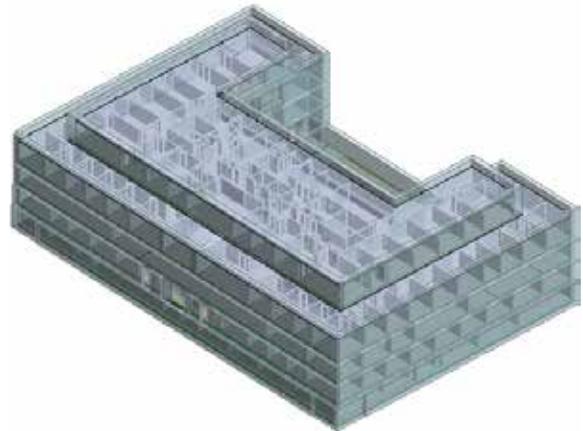


Figure 3.8 15 Westminster Building Information Model (BIM)



Figure 3.9 161 South Main Street Building Information Model (BIM)

## Quality Assessment

Qualitative assessment of facilities at RISD was completed during initial walkthroughs by DSK. Over the course of the fall and into the winter a comprehensive facility assessment has been in process by LLB Architects. The LLB assessment, as well as benchmarking and evaluations by Sightlines, LLC, will be incorporated into the framework development phase of the master planning process to ensure that the planning team is addressing both future-state campus needs as well as near-term issues and facility maintenance opportunities.

All campus facilities were assessed during the walkthrough with a few exceptions. The South Main Street (SOMA) properties which are not currently occupied by RISD were not assessed, nor were leased dormitory spaces at Charles Landing. The current condition of campus space was ranked on a

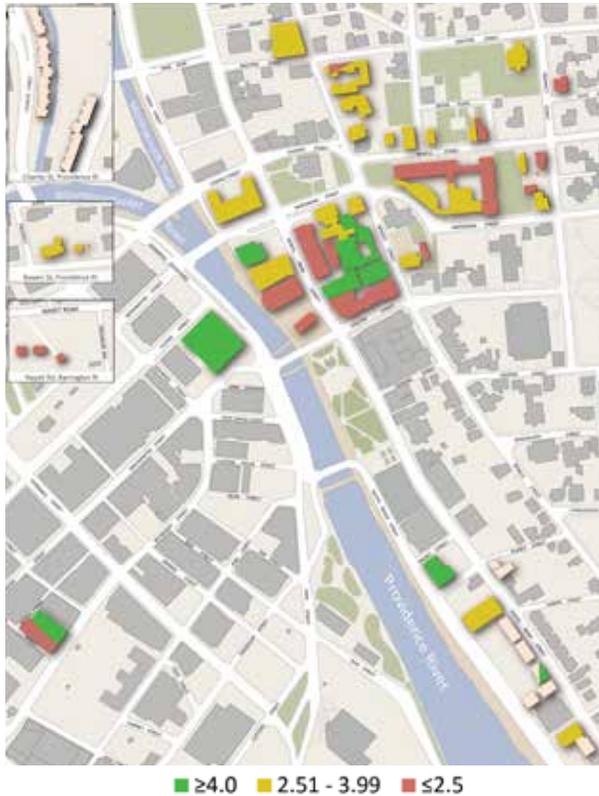


Figure 3.10 Average Quality Map, Rating 1-5

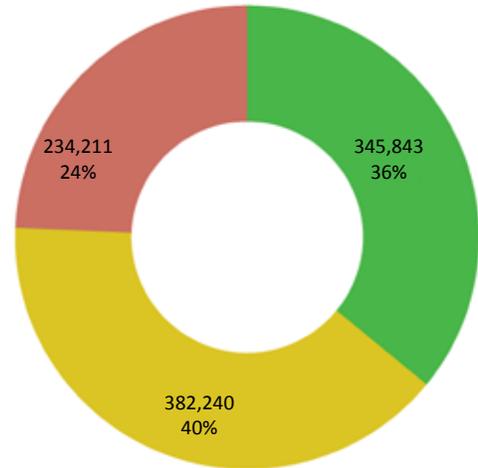


Figure 3.11 Average Quality of Buildings, N=[52] Rating 1-5

one to five scale. Rankings were established based on a series of quality definitions established by the planning team and RISD Office of Campus Planning.

### Quality assessment definitions:

1. Poor; not renovated, peeling paint, poor lighting, worn finished and fixtures, generally in need of major renovations and overhaul of internal systems.
2. Fair; old paint, floors, lighting, blinds, requires significant updating or restoration. The physical conditions may have an effect on space use.
3. Moderate; clean, semi-recently renovated, adequate lighting may require minimal maintenance on an on-going basis to improve space to acceptable conditions.
4. Good; clean, recently renovated, finishes updated, suitable for continued use with normal maintenance.
5. Best; clean, just renovated or new construction, finishes updated / new, best space to support intended programming.

Figure 3.11 represents the average quality of all spaces by building as a pie chart, while Figure 3.10 represents the Facilities that are coded red need major infrastructure renewal and facility improvements. Facilities that are coded yellow have deferred maintenance issues which need to be addressed in order to ensure continued support of RISD programs and initiatives. Facilities coded green



are in the best overall condition and need continued investment and renewal to stay in good repair. Facilities which are currently being renovated or reconfigured were assessed based on their future-state condition (ISB). Figure 3.12 shows the overall average of space quality at RISD based on the 1-5 ratings of each space.

Outcomes:

- Primary academic facilities with an average quality of less than or equal to 2.5 need to be addressed in early phases of the Campus Master Plan, including: Metcalf, College Building, Auditorium
- Un-renovated Hill Houses should either be upgraded or repurposed: Nightingale, Barstow, Larned, Dunnell
- Much of the Quad requires significant attention, specifically Homer and Nickerson Halls
- Facilities in the Yellow category require on-going funding to support a “catch-up” deferred maintenance schedule



Figure 3.13 High Quality - Fleet Library



Figure 3.14 Average Quality - 161 S. Main St

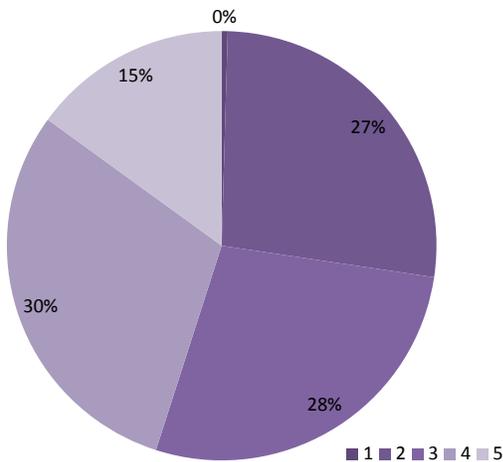


Figure 3.12 Space Quality Rating by Square Footage



Figure 3.15 Low Quality - Hill House Workroom

## Suitability Assessment

The goal of suitability assessment is to understand how well existing spaces are being used for their designed purpose. Looking at the current programmatic function of a space based on its intended design leads to a qualitative ranking of suitability. A closet which is being used as an office, figure 3.17, would be an example of poor suitability. Each space was assigned a qualitative metric based on how well it met the standards of the space suitability definition.

Suitability assessment definitions:

1. Inappropriate; complete mismatch between design of the space and current use - the space may be appropriate for other uses.
2. Conditional; a portion of the room may be used for designed usage, however, the space inhibits the current space function.
3. Satisfactory; a room is primarily being programmed for its designed use, there may be some cross-uses which limit the effectiveness of the space.
4. Good; the room is designed for the program currently assigned to the space - minor modifications may be desirable to continue efficient and effective use of the space.
5. Excellent; the room is being wholly used as designed and fully supports the program of the space.

Figure 3.16 shows that a fairly high percentage of space at RISD being used for its designed intent. Generally, most academic spaces are designed to meet specific department needs leading to a fairly high overall suitability; however the specificity of each space hinders opportunities for flexible use of space.

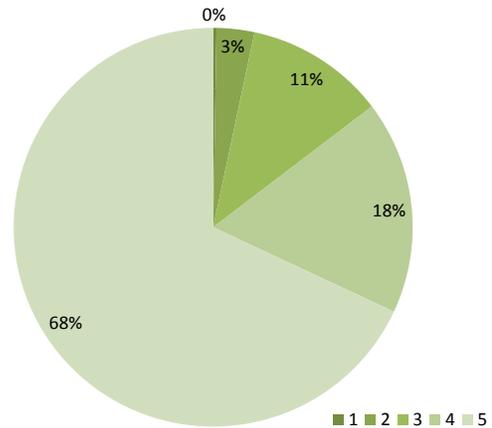


Figure 3.16 Suitability Graph by Square Footage

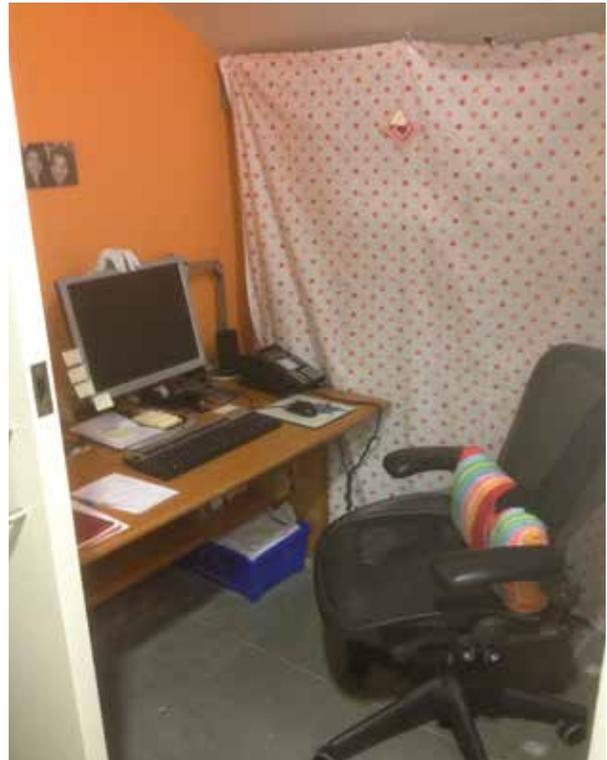


Figure 3.17 Low Suitability - Storage Closet used as an Office



### Utilization Assessment

Utilization characterizes how well a particular space is being used. Figure 3.18 illustrates the high percentage of space at RISD which is well utilized. As an example, Figure 3.19 shows a vacant room in Ewing House; this space would be an example of a 1 – a space which is not being used or is inactive. In comparison, the fully utilized Nature Lab in Figure 3.20 is an example of a high-utilization space.

Utilization assessment definitions:

1. Vacant; unused, or inactive space.
2. Poorly used; evidence of less than 20% of the overall space being utilized.
3. Partially active; evidence of at least 50% of the overall space being actively utilized.
4. Well utilized; evidence that nearly all of the space is utilized.
5. Fully utilized; a room is fully occupied.

Nearly all of the spaces at RISD are fully utilized – however, these findings also suggest that there is not a lot of “extra” space on campus. In addition to having a large amount of non-flexible specific spaces, they are also being fully-utilized for their intended purposes.

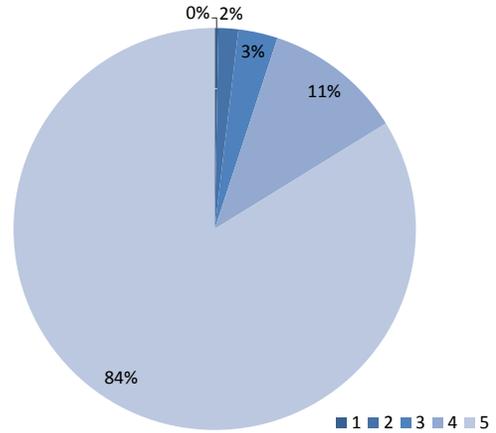


Figure 3.18 Utilization Graph by Square Footage



Figure 3.19 Low Utilization - Vacant Room in Ewing House



Figure 3.20 High Utilization - Nature Lab

# 4.0

## RISD Today

- 
- 4.1 *People & Programs*
  - 4.2 *Space Use Summary*
  - 4.3 *Buildings*
  - 4.4 *Uses*
  - 4.5 *Land Use & Open Space*
  - 4.6 *Emerging Themes*



### Campus Demographics

As the campus community continues to evolve and change, it is important that RISD facilities and assets are able to adapt and keep up with those changes. In 2013 the student population consisted of 2,386 students, 1,971 undergraduate and 415 graduate. RISD’s academic offerings include 10 degrees, four liberal arts concentrations, and two post baccalaureate programs in 16 undergraduate and 16 graduate departments supported by 147 full-time and 381 part-time faculty. Continuing Education offered classes to 5,000 students, while the Museum drew 101,557 visitors from all 50 states, Puerto Rico,

the US Virgin Islands, and 34 countries. A five-year dual degree program with Brown University enrolls 15-16 students per year, and graduated its first cohort in 2013.

Another interesting observation from Phase I of the master plan has been the average square footage per student. If we look back at the findings from the 1996 and 2005 Master Plan Update, and compare those findings to the outcomes from Phase I of the Campus Master Plan, we can see that average square footage per student has begun to fall-off with respect to enrollment increases.

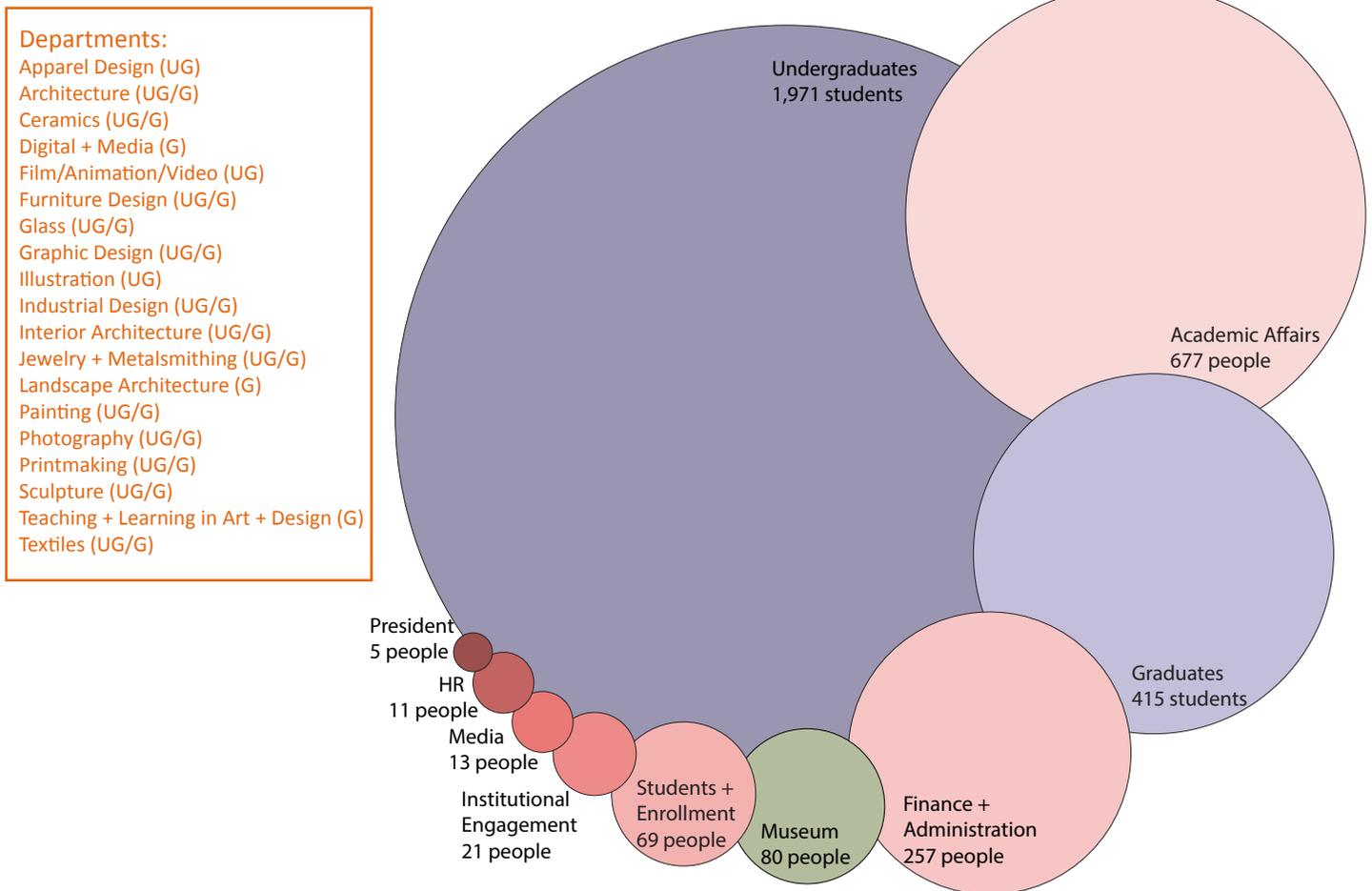


Figure 4.1 Campus Community - Fall 2013

Figure 4.2 shows the distribution of square feet per student at the roughly 10 year increments of the 1996 and 2005 Master Plans and Phase I of the Campus Master Plan. The last decade has not mirrored the growth following the 1995 master plan, however, since 1995 there has been an overall increase in the amount of academic square footage.

### Programs at RISD

Similar to demographic shifts on campus, programs are constantly evolving and changing. From the institution's inception, the curriculum at RISD has continued to grow, evolve, and change. New courses have been introduced, most recently Digital + Media, and a joint degree program with Brown. As RISD considers adding new programs it will be critical to ensure that there is sufficient space on campus to support both existing programs as well as new offerings.

A constraint identified through Phase I of the Master Plan has been buildings that house a single department. There are several departments which have outgrown their existing available square footage, requiring satellite facilities elsewhere on campus, or concessions within existing space to support department growth. Benson Hall, renovated in 1990 for the Printmaking department,

can no longer house the entire department, resulting in fragmented space in Memorial Hall and Fletcher Building. Similarly, growth in the first-year population has resulted in several ad-hoc arrangements with Foundations studios, most recently in Metcalf Refectory, limiting the program and student experience. Figure 4.3 identifies the distribution of Foundation Studies across multiple facilities. Digital + Media, conceptualized as a screen based program, has changed dramatically in its first eight years as a degree program and requires completely different space than it currently occupies.

Based on the assessment of RISD space, there is currently a lack of high quality, flexible, non-specific environments. These swing spaces are critical to develop in order to support the RISD Strategic Plan as well as allowing the institution to advance its mission and adapt to future programs and offerings.



Figure 4.3 Distribution of Foundation Studies

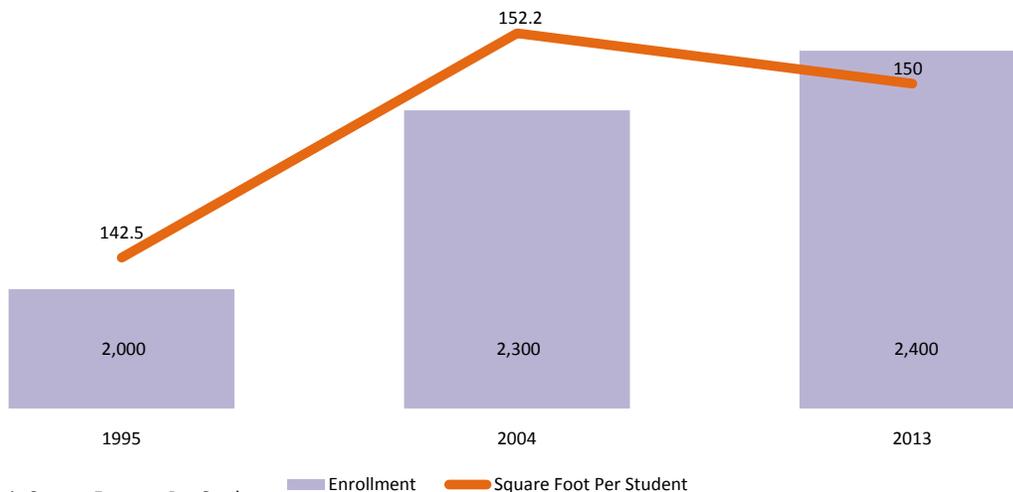


Figure 4.2 Academic Square Footage Per Student

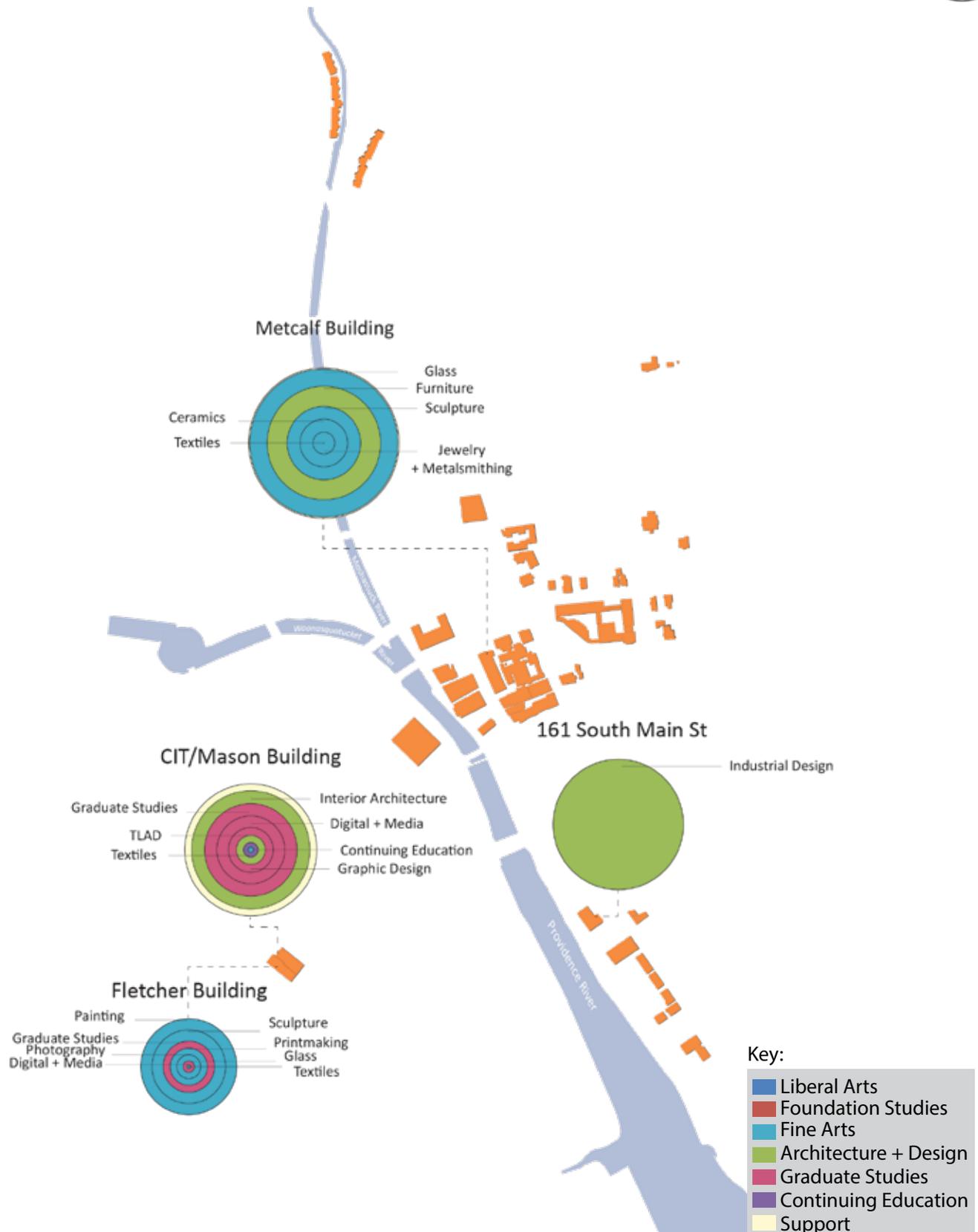


Figure 4.4 Distribution of Programs in Select Buildings

## 4.2 Space Use Summary

### Current Space Use at RISD

In addition to evaluating the quality, suitability, and utilization of each space, the planning team also assigned FICM codes to each space. FICM coding is a system of identifying spaces by their use based on guidelines established by the National Center for Education Statistics. The FICM system breaks net square footage (space within buildings excluding walls and partitions) into various categories based on how each space is used.

Assignable square footage, space which serves a programmatic function within a facility, is coded in one of nine categories based on its programmatic function:

- 100: classroom facilities
- 200 laboratory facilities
- 300 offices facilities
- 400 study facilities
- 500 special use facilities including: athletics, media, demonstration areas, etc.
- 600 general use facilities including: auditoria, gathering space, dining facilities, merchandising and general purpose meeting spaces
- 700 support facilities including: shops, facilities, telecommunications, etc.
- 800 health care facilities which include on-campus clinical space
- 900 are residential facilities

In addition to categorizing assignable square footage at an institution, FICM codes also apply to non-assignable spaces on campus and consist of four primary subsets

- WWW denotes circulation areas which including: elevators, stairwells, hallways and other connective spaces within buildings which do not serve a singular programmatic purpose.
- XXX denotes building service areas including: restrooms, janitor closets, custodial supply rooms, and trash rooms.
- YYY spaces are mechanical areas within buildings such as: boiler rooms, shafts, utility rooms, etc.

- 000 denotes unclassified facilities spaces which are not currently being used and could potentially contribute to the total assignable footprint of the campus examples include: unfinished attics, basements, etc.

Figure 4.5 denotes how much of the total campus net square footage is assigned to each FICM category. In addition to the standard FICM coding, the RISD Office of Campus Planning developed a 2 digit suffix for each FICM category to track unique markers to RISD's specific space uses. For example, within the FICM code of 200, a sub-category 220.06 was established to track Homespace at RISD. The Office of Campus Planning has also begun to coordinate their inventory and assessment efforts with other AICAD institutions to develop a common platform for space coding and benchmarking.

<b>Acres:</b>	<b>Buildings:</b>
18.2 (Providence)	49 owned + occupied
35.5 (Barrington)	7 owned + leased
<b>GSF:</b>	1 leased
1,810,819 (owned)	

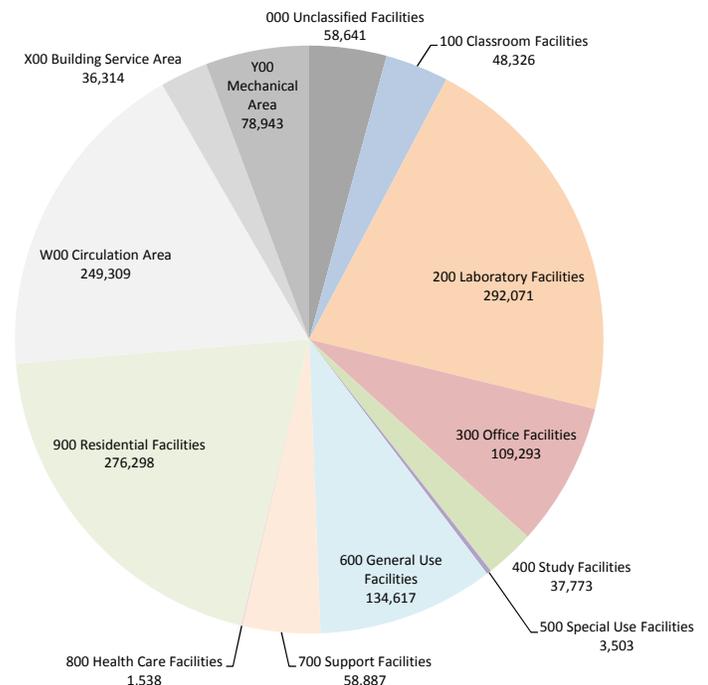


Figure 4.5 Square Footage by FICM Level 1



Compared to traditional liberal arts or research institutions, RISD has a significant amount of square footage dedicated to specialized learning (200s) with relatively little square footage assigned to offices (300s) where this would typically represent up to 2/3 of non-residential space.

Figure 4.6 outlines the GSF dedicated to particular departmental functions into four broad categories; academic, residential, support services, and museum, not including SOMA properties. Over 40% of the 1,730,000 GSF at RISD is dedicated to academics, with 30% of campus square footage allocated to residential space use. The museum occupies 8% of the total campus holdings, and the remaining 20% of campus space is allocated to support and service functions for the campus. As compared to early benchmarking indicators from AICAD peer institutions RISD's distribution of residential and academic spaces to total campus space is close to peer averages of 28% and 42% respectively.

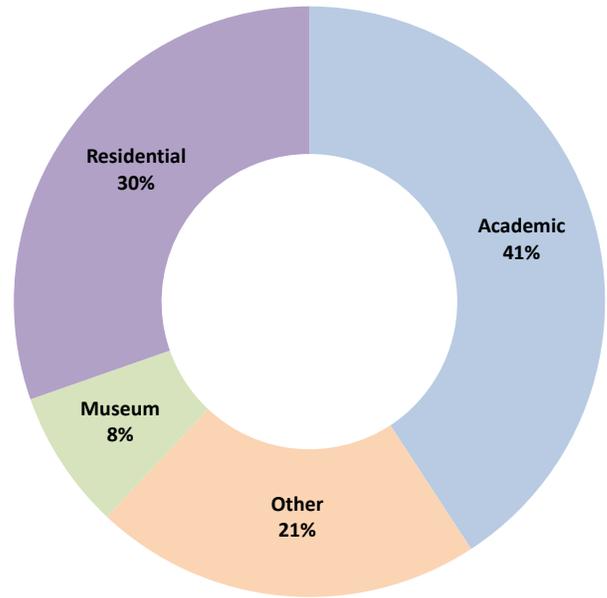


Figure 4.6 General Campus Use Distribution Graph

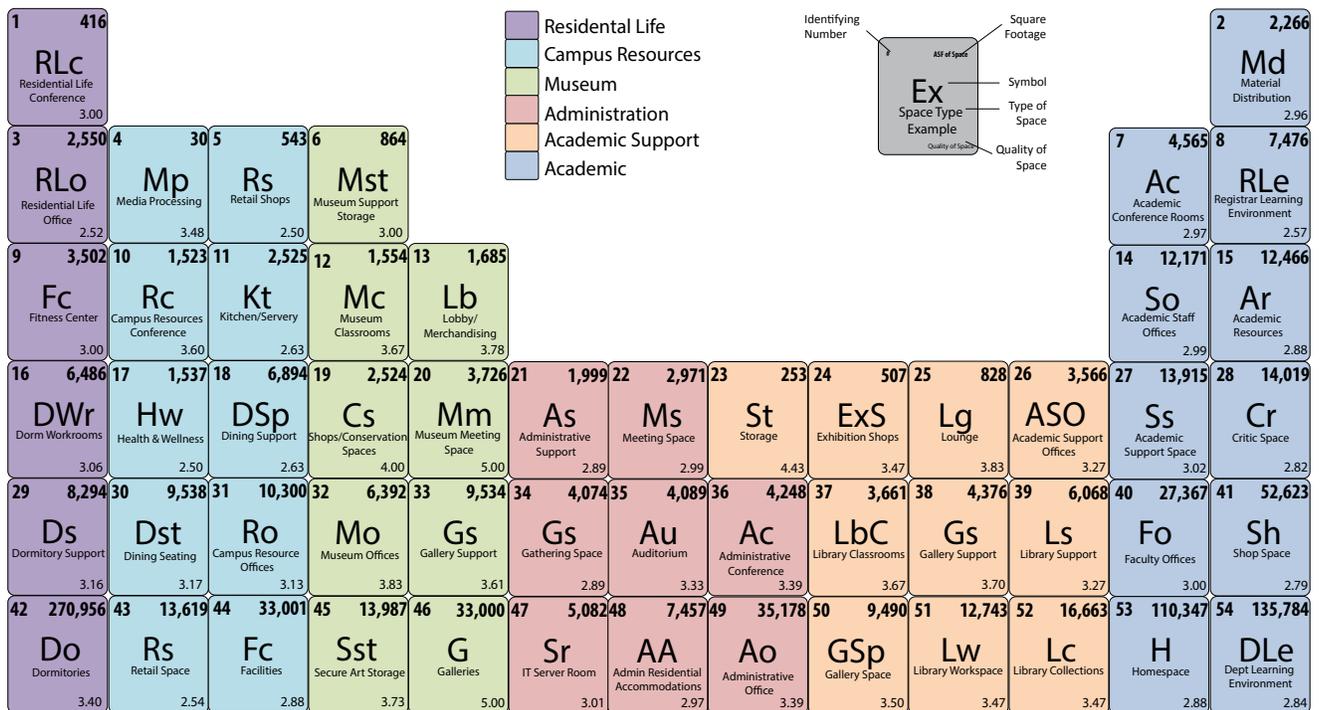


Figure 4.7 Periodic Table of RISD Spaces

The Periodic Table, figure 4.7, maps the diverse range of space types which currently exist at RISD cross-referencing space types with departments. As the planning effort continues, the Periodic Table will evolve as space types are re-distributed to better support long-term flexibility of space use and departmental growth.

### Teaching & Learning Space Utilization

In conjunction with the evaluation of physical spaces on campus, the planning team also evaluated the efficiency of use for learning environments as scheduled by the Registrar and individual departments. There are several components which work together to ensure efficient use of teaching and learning space including: schedule and hour utilization.

#### Utilization Parameters:

- Schedule: The standard block schedule defining course start and end times across each day of the week

- Average Enrollments: Average distribution of student enrollments based on total number of courses offered
- Hour Utilization: Number of hours a room is in use based on the total schedule availability – generally targets range from between 40 – 65% depending on the specialization of each room

Figure 4.8 shows the current RISD block schedule. Studio and course blocks run concurrently over the course of each day. This overlap puts pressure on students who want to take non-studio courses scheduled during studio blocks and vice-versa. Additionally this schedule overlap inflates demand on facilities by constraining schedulable hours and limiting windows of “open” blocks between studio and non-studio courses.

Average course enrollments per class for Fall 2012 (Figure 4.9) and Spring 2013 (Figure 4.10) semesters was 15 students, with the majority of courses having enrollments below 20 students. Of the 889 courses

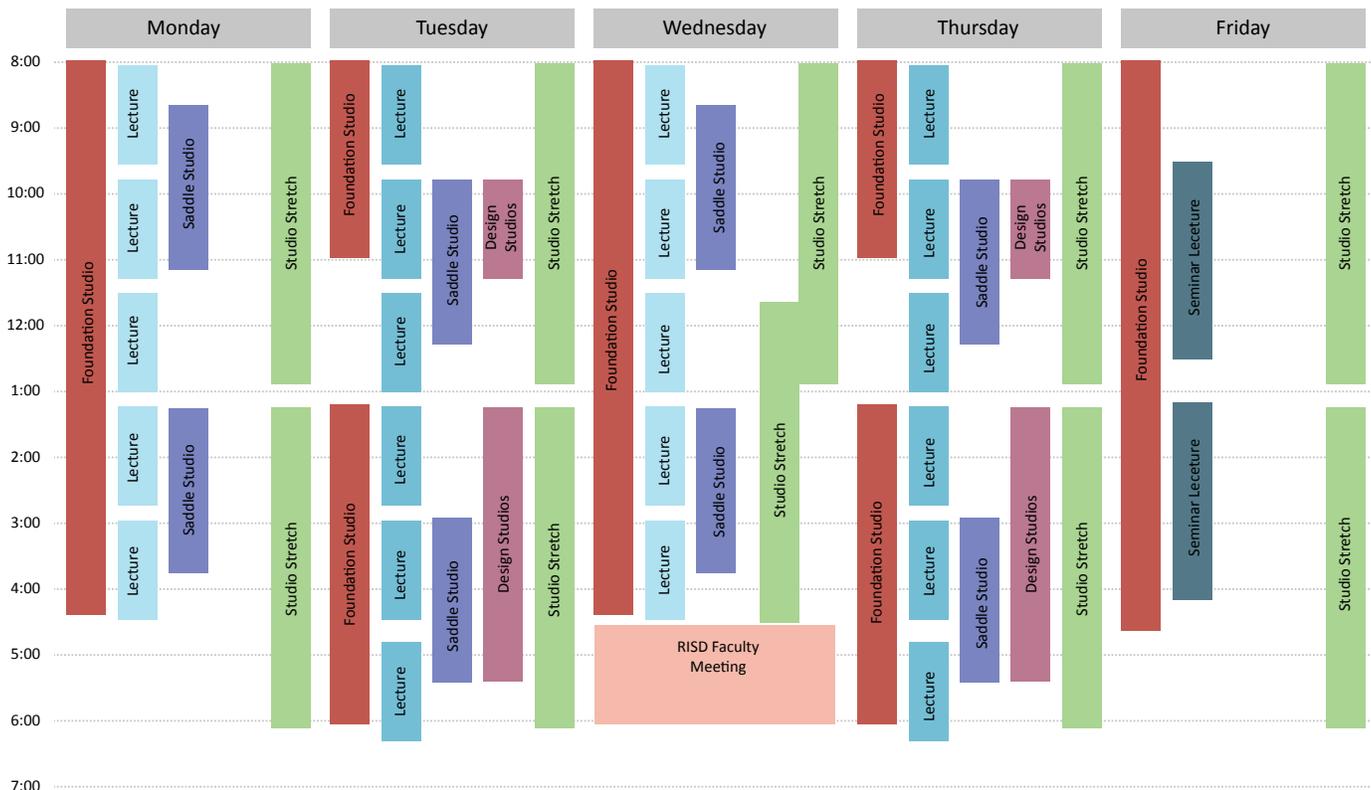


Figure 4.8 Current RISD Block Schedule

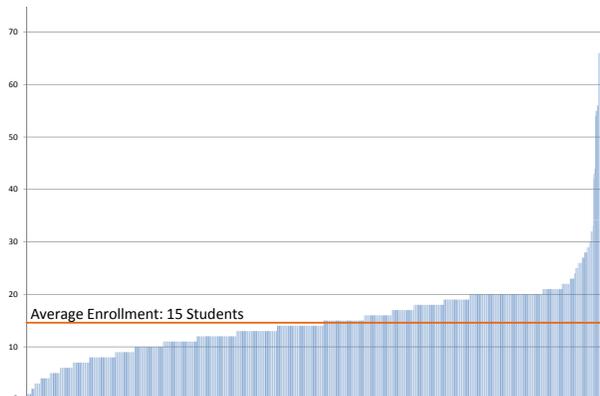


Figure 4.9 Fall 2012 Course Enrollment

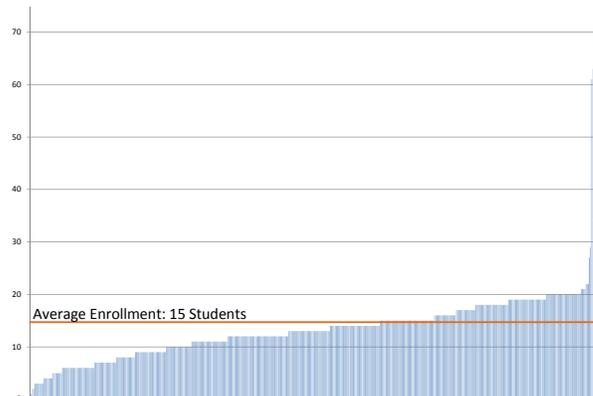


Figure 4.10 Spring 2013 Course Enrollment

offered in Fall 2012 and Spring 2013 respectively, 18 – 25 courses had enrollments over 30 students, or 2-3%. Courses with fewer than 10 students accounted for approximately 20% of all courses

scheduled for both semesters.

Average hour utilization of all learning spaces at RISD ranges from 37% in the spring to 41% in

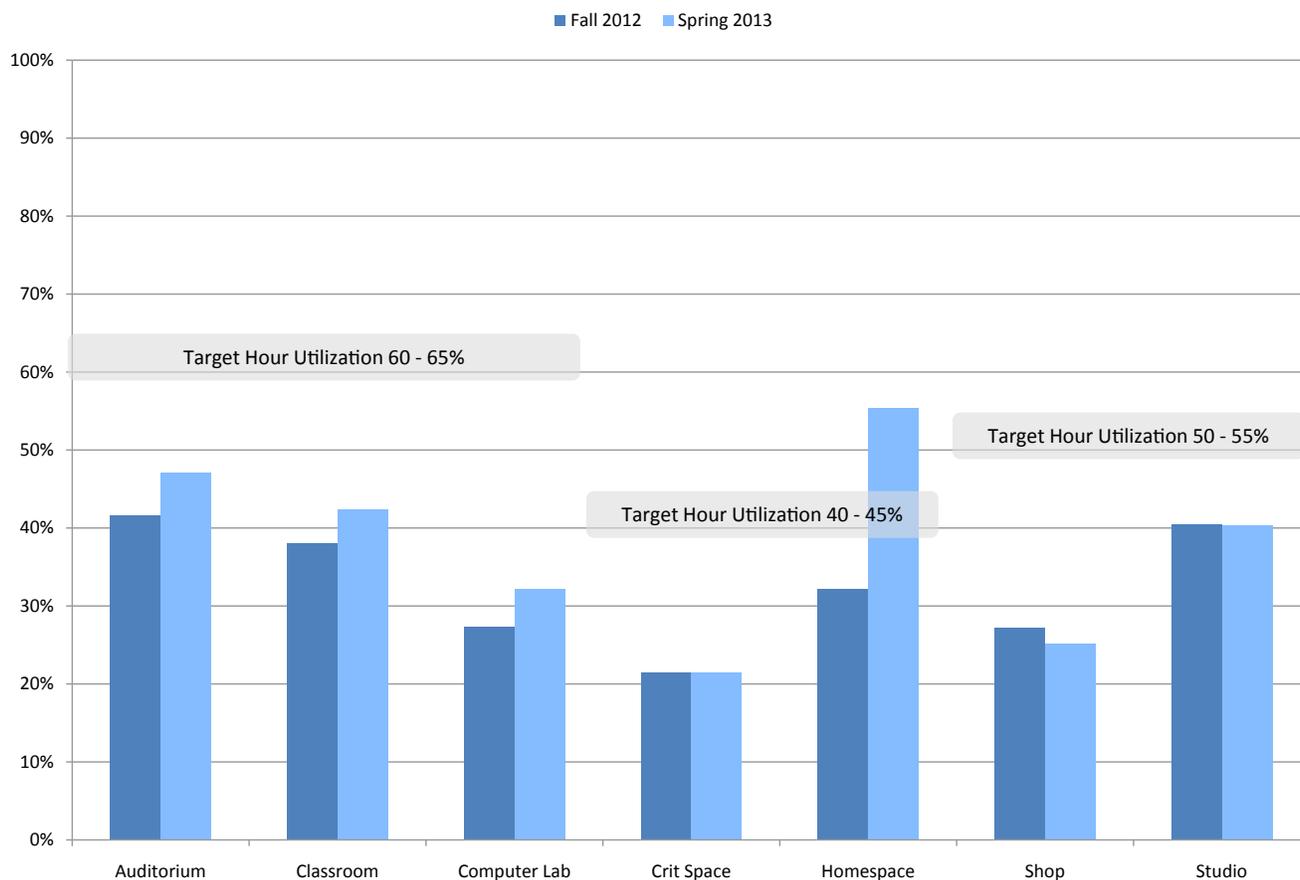


Figure 4.10 Hour Utilization by Space Type

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the fall of the available 49.25 schedulable hours. Target utilization rates for general-purpose learning environments, classrooms and seminar rooms should be between 60 – 65%. Utilization rates for labs, studios, and specialty spaces – environments which have specific tools or equipment – should be between 40 – 50%. In addition to the inefficiencies of the academic block schedule, departments are not uniformly sharing course scheduling data with the Registrar’s office. This limits the accuracy with which any space is understood since there is no comprehensive scheduling repository for all spaces on campus. Additionally, studio schedules are often changed by departments to meet their specific needs without consideration of the impact on other departments or their students. Empty classrooms are difficult to locate as needed.

The planning team is working with the Registrar’s office as well as the Provost’s office to establish a series of next steps to understand what potentials for efficiency of scheduling can be realized and fold the outcomes into the campus master plan framework. Initial recommendations include:

- Require all departments to provide classroom and studio schedules for credit bearing courses to the Registrar in order to improve data and coordination.
- Empower the Registrar, via a policy addressing scheduling and classroom use, to disallow any courses scheduled outside of the existing or any future block schedule without approval of the Provost.
- Develop a policy that addresses schedule and room use as well as a management process. The scheduling of rooms for an entire semester or other indefinite block of time to allow use on occasion without having to worry about scheduling should not be allowed.
- Review the current block schedule in order to develop some alternative schedules, expand capacity, facilitate the student experience, and align curricular objectives.
- Develop a pool of shared general purpose teaching spaces to be managed by Academic Affairs and scheduled by the Registrar. This would include all classrooms currently used by Liberal Arts as well as classrooms and seminar rooms in other departments. CE scheduling of these rooms would occur after the seating of degree program courses. Any open times in

these rooms can then be scheduled on an individual basis for critiques, meetings, and other space requirements.

- Project the number and sizes of the general purpose classroom pool based on the evolving course schedule.
- Establish a classroom committee to review the utilization of all learning environments to consider allocation and updates to the layouts and furnishings of each room. The committee should be comprised of a broad range of campus community participants to consider wide ranging classroom needs and issues.
- Create a set of minimum technology standards for general purpose rooms, as well as standard furnishings, lighting controls, window coverings, etc. in conjunction with Media Resources, OIT, Facilities and Academic Affairs.



## 4.3 Campus Zones

The RISD campus is comprised of 49 college owned and occupied properties with an additional six properties which are college owned and leased to others, and one leased residential property – Charles Landing. In total the entire GSF for all college holdings including all leased properties is 1,880,000 GSF, excluding RISD Rome facilities and off-site RISD Museum storage. Of the total, 435,000 GSF is in the core campus (12 buildings), 204,000 GSF in the South Main properties (including BEB and 161 South Main St.) and 450,000 GSF downtown (15 West, CIT, Fletcher).

There are four primary zones in the RISD campus:

- Zone A – Core Campus
- Zone B – The Hill
- Zone C – South Main Street (SOMA)
- Zone D – Downtown

Zone A, Core Campus, bounded by Benefit, College, Waterman and Main Streets, is the heart of the institution and houses 17 of the academic disciplines at RISD in addition to the Museum and the RISD Store. With the addition of the Chace Center and 15 Westminster much of the campus energy has slid down the hill to North Main Street with Market Square acting as a gathering and pedestrian crossroad.

Zone B, The Hill, has a decidedly more residential character. RISD has acquired some homes in the College Hill neighborhood to house their student population, as well as several student services including Counseling, the Career Center, and Admissions. There are some academic programs which also share space on the Hill including Painting, Foundation Studies, and Graphic Design. With the growth in campus population, the Quad, once defined by Homer, Nickerson and the Metcalf Refectory, has become more internally focused with the addition of East and South Halls creating a core residential block for most of the Freshmen experience. While several of the Hill Houses have

been recently renovated, there are still four houses, Barstow, Dunnell, Larned, and Nightingale, totaling approximately 31,000 GSF, which have been only lightly renovated. Thompson and Alumni House also require significant renovation.

Zone C, SOMA, houses some of RISD’s newest property acquisitions. The Plantation buildings, Cable Car, Page Building, Tanner Building, Fire House, and Plantations Barn Building represent 92,000 GSF of leased space. These facilities, in addition to 161 South Main and BEB, two academic facilities, have allowed the RISD campus to expand along Main Street and offer the potential to connect RISD to the emerging Knowledge District with the proposed 195 pedestrian bridge at the foot of James Street.

Zone D, Downtown, represents a presence for RISD within the Providence urban fabric. As the institution has grown Downcity, new models of integration have begun to emerge. Leased space for 2nd Life, a student run used art supply store, at 204 Westminster Street, represents one way that RISD and students are using available space in the Downcity neighborhood.

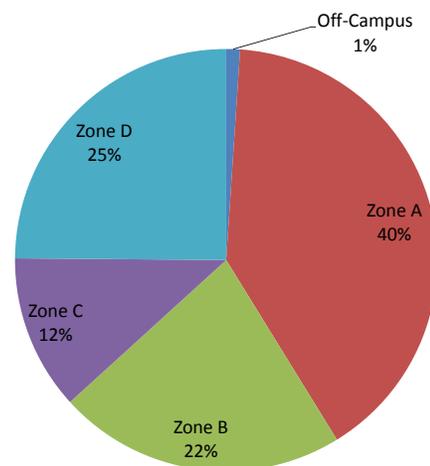


Figure 4.11 illustrates the percentage of total campus square footage associated with each campus zone.

Figure 4.12 (facing page) illustrates the extents of each campus zone, as well as the RISD properties within each district.

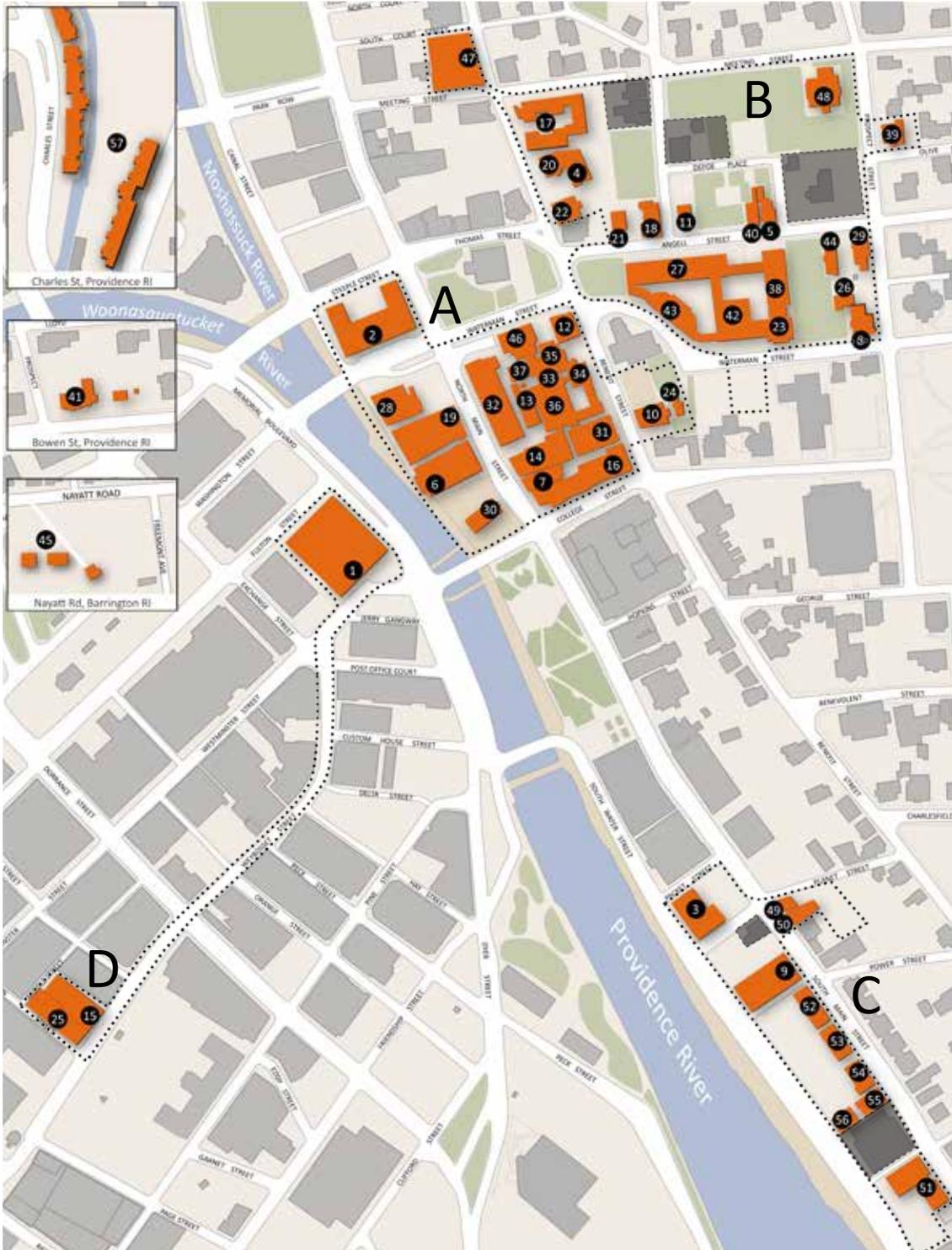


Figure 4.12 RISD Campus Map

- |                             |                         |                                      |                                 |                               |
|-----------------------------|-------------------------|--------------------------------------|---------------------------------|-------------------------------|
| 1. 15 West                  | 13. Central Power Plant | 25. Fletcher                         | 37. Waterman Galleries          | 49. Cable Car                 |
| 2. Prov Wash                | 14. Chace Center        | 26. Fone Cottage                     | 38. Nickerson Hall              | 50. Page Building             |
| 3. 161 South Main           | 15. CIT/Mason Building  | 27. Homer Hall                       | 39. Nightingale House           | 51. Plantations Barn Building |
| 4. 187 Garge                | 16. College Building    | 28. ISB (Illustration Studies Bldg.) | 40. Pardon Miller House         | 52. Plantations One           |
| 5. Alumni House             | 17. Colonial Apartments | 29. Larned House                     | 41. President's House           | 53. Plantations Two           |
| 6. Auditorium               | 18. Congdon House       | 30. Market House                     | 42. Refectory                   | 54. Plantations Three         |
| 7. Bank Building            | 19. Design Center       | 31. Memorial Hall                    | 43. South Hall                  | 55. Fire House                |
| 8. Barstow House            | 20. Dexter House        | 32. Metcalf Building                 | 44. Thompson House              | 56. Tanner Building           |
| 9. BEB (Bayard Ewing Bldg.) | 21. Dunnell House       | 33. Museum Complex                   | 45. Tillinghast Estate          | 57. Charles Landing           |
| 10. Benson Hall             | 22. Dwight House        | 34. Pendleton House                  | 46. Waterman Building           |                               |
| 11. Carpenter House         | 23. East Hall           | 35. Farago Wing                      | 47. What Cheer Garage + Studios |                               |
| 12. Carr House              | 24. Ewing Center        | 36. Radeke Building                  | 48. Woods Gerry                 |                               |

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Figure 4.13 Campus Walking Radius Map

CIT/Mason and Fletcher Buildings are the two key downtown properties that RISD owns. An ongoing initiative of the institution involves creating RISD Co-Works, a pilot for Critical Making Centers to support shared work across campus. 15 Westminster is another significant downtown property for the institution housing nearly 40% of the student residential population as well as providing a new home for the Fleet Library and RISD archives.

Figure 4.13 shows the RISD campus map with walking radii superimposed. Standard walking rings assume that pedestrians take 20 minutes to walk a mile. The walking radii for the RISD map are not circles – they are ellipses, representing the impact of the Hill and the River on campus circulation. A majority of the RISD campus GSF is within a relatively tight 5 minute walking radius. All of the campus zones fall within the 10 minute walking radius.



## 4.4 Uses

### Primary Programs by Building

Figure 4.14 maps the core use of each facility. As the planning team works to develop future-state frameworks, each program zone on campus will be evaluated based on its highest-and-best-use potential to support a future set of program needs. These evaluations will be based on the program accommodation potential of each facility. Key elements informing this potential include structural systems, deferred maintenance, and adjacency opportunities.

The existing program distribution map reinforces the organic nature of the campus' evolution. There are a variety of program functions that exist within each zone. An objective of Phase II will be to create planning parameters which reinforce a coherent and intentional campus zoning strategy which activates campus nodes, such as Market House, and ensures that existing program elements are in their strongest location.

Conceptually, Phase I of the Campus Master Plan has suggested to “move everyone out on to the riverfront” in an effort to untangle some of the organic growth which has led to the existing campus organization and develop a “strategically reactive” and flexible framework for the institution to grow within.



■ Academic ■ Administration ■ Leased ■ Retail and Support  
 ■ Museum ■ Residential ■ Student

Figure 4.14 RISD Building Usage

## 4.5 Land Use & Open Space

RISD has an open and organic relationship with the city and urban fabric. There are few internalized spaces, as well as few monolithic facilities which span entire blocks. This density and close connectivity with the urban fabric sets the RISD student experience apart from many other institutions, reinforcing the important connections and relationships between the institution and the City.

As Providence begins to create a long-range vision for itself, so too can RISD begin to shape and benefit from the City's plans for the future. In the City's Master Plan, Providence 2020, two charges for shaping the future of Providence include:

- Providence will be a waterfront city, where the water, continuous parks, and transit link the Valley to the Bay.  
-and-
- Looking to the future, the character of each district should be celebrated by acknowledging the different strengths so that they continue to complement one another.

As RISD has developed distinct campus zones each with their own unique identity, Providence also has primary urban identities which help to influence the character of each RISD zone:

- Zone A: The River
- Zone B: Hill
- Zone C: The Bay
- Zone D: Downtown

RISD has already benefited from the 1994 initiative to reclaim the waterfront by removing sections of the Crawford Street Bridge. Market House, The Auditorium, Design Center, Illustration Studies Building, and 20 Washington Place have all become riverfront facilities. A stronger connection to the Riverwalk along the eastern bank of the river would help to connect the Core Campus to SOMA with a riverfront "quad" unlike any other.

Roger Williams Memorial Park, Market House Square, Memorial Park, and the proposed park system at the new 195 pedestrian bridge create a series of open spaces which connect the Northern and Southern extents of RISD's properties with a riverfront pedestrian circulation system. The developing Knowledge District will create additional momentum activating both sides of the Providence River, accommodating mixed use, institutional, and corporate development connecting to Narragansett Bay.



Figure 4.15 Waterfront of Providence RI

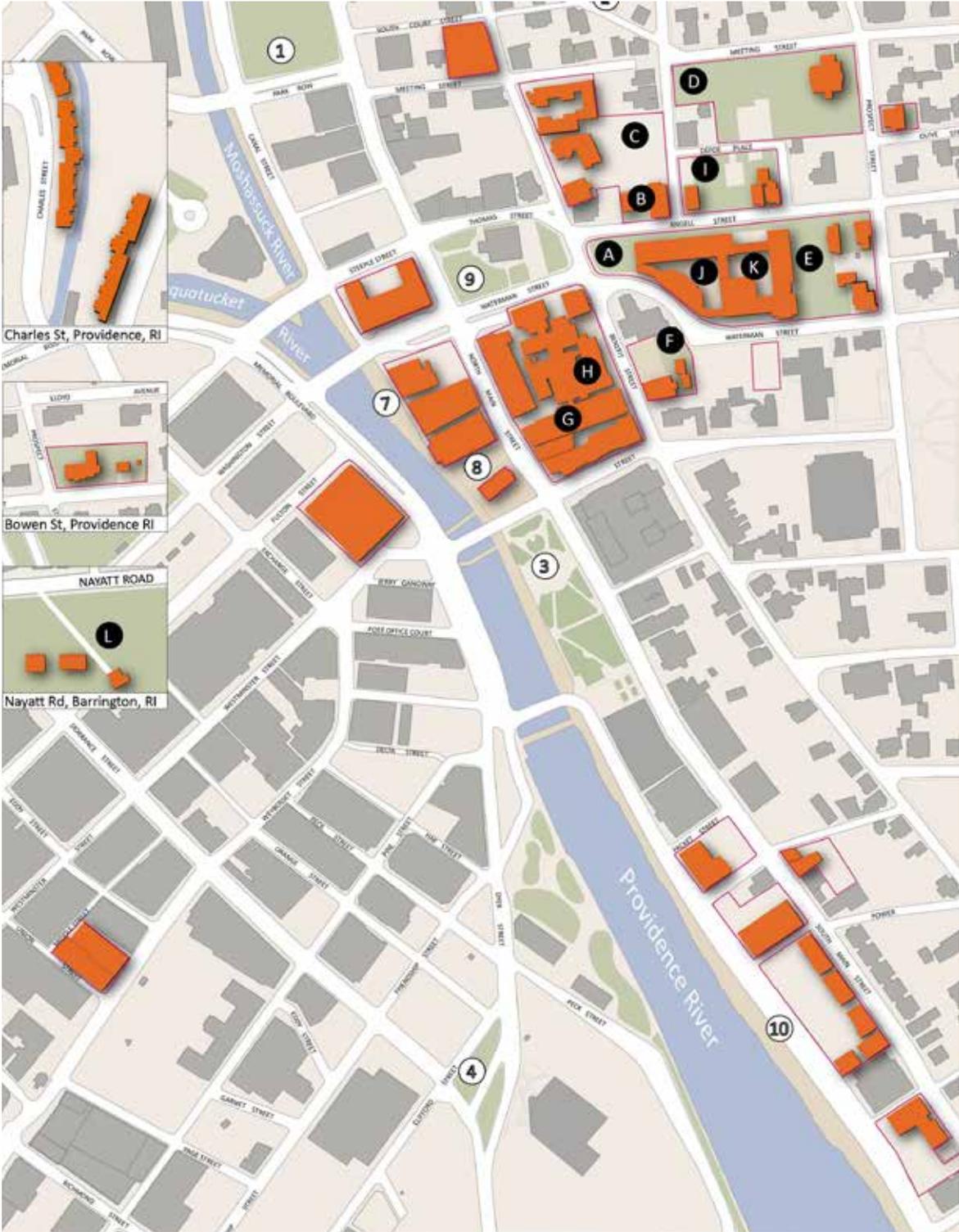


Figure 4.16 Green and Open Space

- |                        |                       |                                  |                                  |
|------------------------|-----------------------|----------------------------------|----------------------------------|
| A. The Beach           | G. Moore Terrace      | 01. Roger Williams Memorial Park | 06. Burnside Park                |
| B. Congdon Garden      | H. Museum Courtyard   | 02. Prospect Terrace             | 07. Riverwalk                    |
| C. Farnum Park         | I. Angell Lawn        | 03. Memorial Park                | 08. Market Square                |
| D. Woods-Gerry Grounds | J. Lower Met Quad     | 04. Comley Square                | 09. First Baptist Church Grounds |
| E. Nickerson Green     | K. Upper Met Quad     | 05. Kennedy Plaza                | 10. Harbor View                  |
| F. Frazier Terrace     | L. Tillinghast Estate |                                  |                                  |

Just as the City is leveraging the juxtaposition of the unique and differentiated neighborhood characteristics, so too can RISD leverage the unique character and open space opportunities of each zone of campus.

#### Zone A: Core Campus – Density and Urbanism

- Link open paved spaces with pedestrian focused alleys: Moore Terrace, Market Square, Riverwalk
- Leverage open-space connections: Roger Williams National Park, Frazier Terrace
- Capitalize on view corridors through alleys to the river and up the hill
- Promote transparency and visibility at ground level for all buildings

#### Zone B: The Hill – Neighborhoods and Yards

- Link residences with green yards: Nickerson Green, The Beach, Angell Lawn, Woods Gerry Grounds
- Reinforce residential neighborhood identities: Benefit Street Apartments, Hill Houses, Quad
- Visual connections down the hill to the City and Campus

#### Zone C: SOMA – The River

- Promote the river as a pedestrian spine linking SOMA to the Core Campus
- Connect to student work and making along South Water Street
- Reinforce South Main Street as a retail corridor
- Connect to newly established “Knowledge District” across 195 pedestrian bridge

#### Zone D: Downtown – Downcity Connections

- Explore potential of Dorrance Street corridor connecting SOMA to Mason/Fletcher Buildings
- Opportunities to enhance streetscape with galleries and student work
- Connections to Kennedy Plaza and Burnside Park



Figure 4.17 Market House in Dense Urban Fabric (Zone A)



Figure 4.18 Woods-Gerry Grounds (Zone B)



Figure 4.19 RISD Beach



## 4.6 Emerging Themes

### Academic Space Needs

Organic evolution + systems = RISD re-balance

Phase I has identified opportunities to merge the vision of program needs with new policies. Proposed interventions will re-balance the academic experience at RISD, allowing for more flexibility and adaptability of programs and offerings to suit new and emerging student learning outcomes.

The master plan is focused on reinforcing key directives from the RISD strategic plan, including:

- Enrich curriculum offerings to address dynamic, contemporary opportunities and areas of interest to faculty and students.
- Strengthen connections between academic programs and the Museum to enhance educational and research opportunities for students and support new initiatives and research.
- Offer students more flexibility and access to a broader range of learning opportunities, including opportunities for interdisciplinary, collaborative and engaged work.
- Develop new pedagogical methods, and recognize and celebrate transformative and inspiring teaching.
- Improve the integration of appropriate learning technologies into teaching and curriculum delivery.

In order to realize these directives from the Strategic Plan, the following four critical areas for teaching and learning will be expanded upon in the Campus Master Plan Phase 2 in order to explore alternatives for organization and location.

Shop space will likely evolve into several future states including shared shops, dedicated shops, and opportunities for outsourcing. Shared shop facilities will support more access to making tools and provide opportunities for increased collaboration between students, techs, and faculty. Dedicated shops will continue to provide specialized support for discipline specific needs. Shop outsourcing will promote more collaboration with the community and industry to create opportunities for access to a spectrum of making facilities.

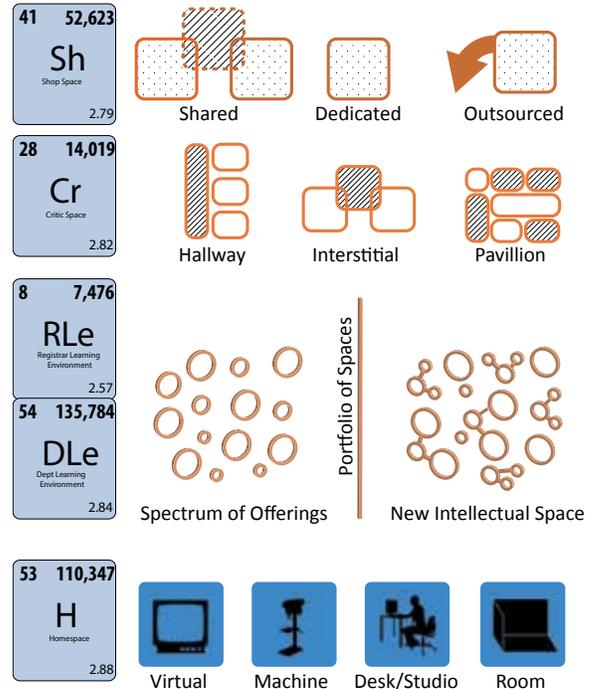


Figure 4.20 Elements of Academic Experience

Critique space is currently neither sufficient nor does it serve the curriculum or collaborative potential of student work and critical exchange. Three possible models of Crit space have been suggested: 1) hallway crit spaces which connect learning environments, 2) interstitial crit spaces which might connect one or more buildings and could potentially be a blend of internal or external spaces, 3) crit pavillion, a building which is dedicated to critique, shared by the institution promoting cross-disciplinary exchange.

General use learning environments should be shared amenities which are scheduled by the Registrar with a focus on increasing utilization, equity, and availability. Studio spaces will remain departmentally scheduled.

Homespace is currently unique to each department and comes in various sizes and forms to support the disciplinary modalities, from desks, to virtual, to machines. The planning team is continuing to work



with the Steering Committee and Core Group to understand how departments envision the future state of homespace.

### Student Life Needs

Undergraduate + Graduate + Others = RISD experience

A common theme for student life needs is the notion of an intentional residential experience, as well as integrated student services and support systems which support the campus. Following the expansion of housing capacity with the introduction of 15 Westminster and the subsequent increase of on-campus residents, there has been an increased demand on student services and support systems to integrate the student experience.

Priorities from the RISD Strategic Plan which focus on Student Services and System include:

- Create an integrated network of student support services.
- Provide a network of support – from first contact with

RISD through graduation – that assures pathways through RISD result in excellent retention and graduation rates.

- Ensure the highest quality students from all backgrounds have access to a RISD education.
- Create more experiences and connections that allow our students to translate their RISD experience to the world.

Dormitories need to reflect the needs of students as they progress through their experiences at RISD. Figure 4.21 outlines the different phases of a RISD student’s experiences, as well as the increasing cone of exposure, growth, and independence students experience moving from first-year through Graduate studies. At each stage, the student life experience diversifies and changes as students increasingly seek out more independent living opportunities and continue to blend their work-life balance. The desired percentage of on-campus residents as well as the diversity of their housing needs will be a focus of the Housing Task Force (HTF) which will work alongside the CMP in order to understand the objectives, mission, and goals of the Residence Life

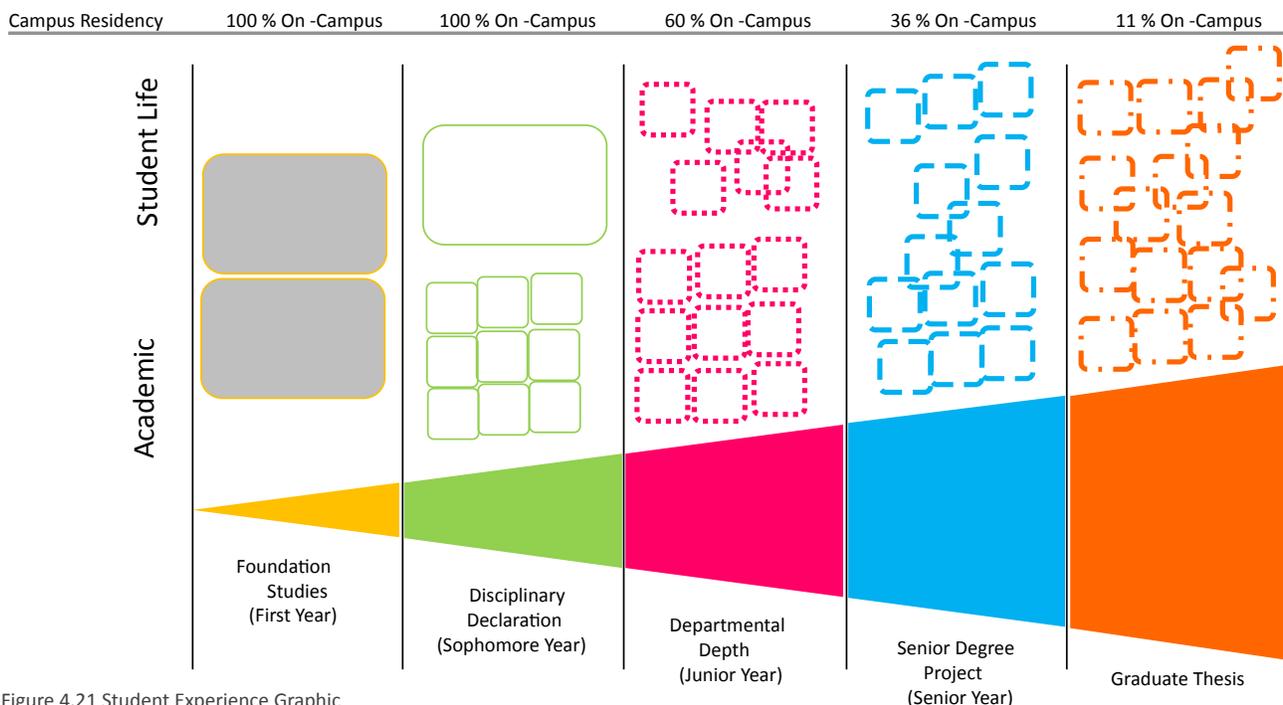


Figure 4.21 Student Experience Graphic

program at RISD and ensure that facilities mirror the objectives and experiences for students.

Student support services should be integrated into a one-stop service center model creating better efficiencies for both students looking for services, as well as for co-location and collaboration opportunities for providers. Health and Counseling services may also be considered in a unified student support center which may help to mitigate the stigma of students seeking counseling services and allow providers to treat students more holistically.

Dining + Catering have had a great deal of success with a distributed services model, serving each zone of campus with unique offerings and differentiated services. The findings from Phase I suggest that continuing to have RISD run dining services across campus with sufficient support facilities will benefit students, faculty, staff, and the broader community. Food is, and will remain, a critical element for each zone of the RISD campus. Alternative strategies

bringing non-RISD vendors onto the One-Card program can also help to create more engagement and connections to the greater Providence community.

Recreation needs have the potential to grow in different ways to support community demand. There are three scales for exploration: small student focused facilities, major community focused facilities, and minor community focused facilities with major support facilities outsourced. Currently the campus offers two facilities at the Quad and 15 West, and outsources athletic facilities in collaboration with Brown University. While this current state works well, it has some limitations. The plan will explore alternative future states and their impacts on total campus square footage.

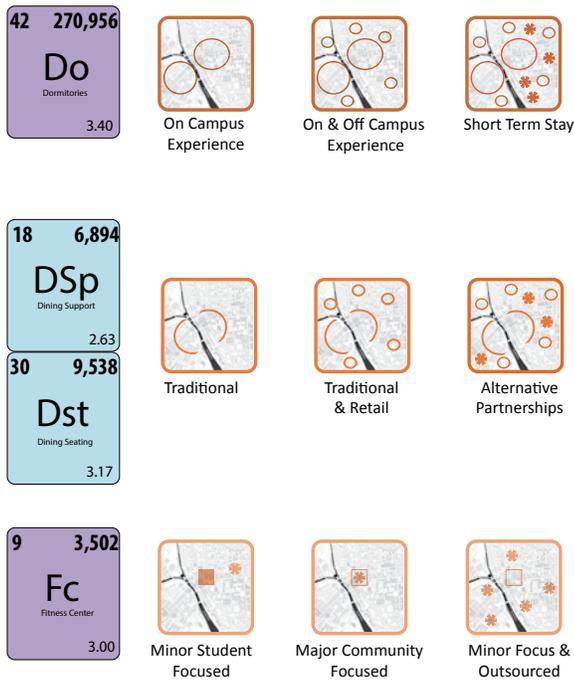


Figure 4.22 Elements of Student Life Experience



## Preliminary Emerging Priorities

As Phase I of the campus master plan has completed there are a number of emerging and potential priorities which will roll into the options and framework development phases. These priorities include but are not limited to:

- Creating new academic space for existing departments which do not have sufficient space in their current location or whose current location does not allow these departments to realize the academic mission or curricular goals. These include but are not limited to Apparel Design, FAV, Digital + Media, Furniture Design, Interior Architecture.
- The RISD strategic plan identifies research as a key future state priority which will need unique and differentiated spaces to support academic research and projects.
- There is a desire to create space for new academic and graduate programs.
- Creating an Academic Commons; an integrated portfolio of academic resources which may include the Nature Lab, Library, Materials Library, Archives, Writing Center, and Media.
- Renovation of dormitory facilities to bring all facilities to a standard of quality and support residential life objectives.
- Shared community gathering spaces which can support scales of gathering and different community needs.
- Creating swing space which can facilitate renovations and also establish flexible spaces which can support a variety of different programmatic needs and functions.
- Spaces which can support global programs, creating global hubs which support distance learning modalities and bring global curricular exchange back to RISD | Providence.
- Administrative spaces which create intentional adjacencies and also facilitate one-stop student support services.



9.0

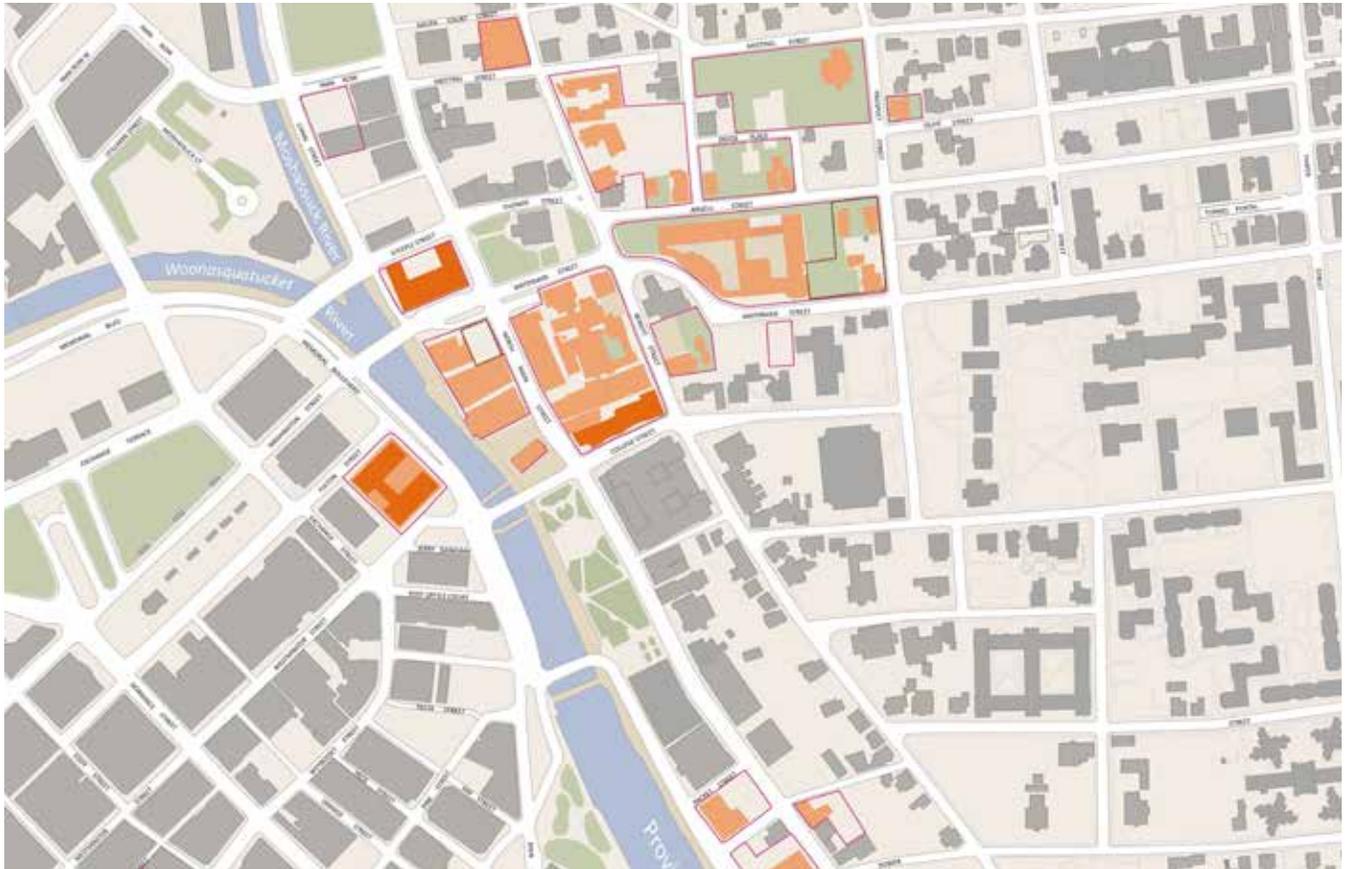
Appendices

# Appendix A

*Departmental Needs*



## Academic Affairs



Distribution of Academic Affairs Resources

### Fall 2013 Departmental Metrics

Square Footage: 2,673

### Summary

- Centralized system to quantify space needs with facilities budgets
- Database to assess space allocation/use
- Room for students to expose themselves to cross-disciplinary experiences
- More equitable distribution of space, materials, and resources between departments
- More space for Continuing Education

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## Academic Affairs Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 3/28/2013  
Re: Academic Affairs Meeting

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Comments: Meeting Notes from 3/20 Meeting with Academic Affairs  
RISD: Annie Newman, Keelin Reekie, Ned Draper, Mara Hermano  
DSK: Tom Kearns, Jim Newton

#### **Executive Director of Strategic Planning in Academic Affairs:**

Establish measurable goals and objectives from the Strategic Plan, evaluate their efficacy and implementation.

- 1) Measure and evaluate consistently to build a solid data-set
- 2) Accreditation
- 3) Assessment of learning outcomes

Many departments don't have articulated learning outcomes, challenges with developing a pilot and launching assessment with departments.

#### **Director of Academic Budgets, and Facility Planning:**

- 1) Budget Management
- 2) Budget and Facilities Resources with Strategic Plan
- 3) Working with Coordinators and Technicians
- 4) Bridge between academic needs and facilities planning

There is no centralized system for Ned's group to quantify space needs with facilities budgets.

Equipment needs of departments is straight-forward, however the space needs and space allocations of departmental spaces is not as straight-forward.

How will the database integrate with the DataTel system which is currently in place?

RISD would benefit from a database which will allow assessment of space allocation / use.

#### **Master Planning Process:**

The Master Planning process will use periodic engagement surveys to evaluate its success and engagement of the campus community.

Headcounts at open meetings / sign-in sheets at scheduled meetings

#### **Interdisciplinary Learning:**

There are three layers within the traditional RISD divisions:

- a) Departments: (30-40 years of departmental focus rooted in faculty experiences)
- b) Disciplines
- c) Programs: (there are no centers or institutes established)

Limited vision from faculty, many have never been exposed beyond RISD.

8-10 new FTEF will be added each year to replace retiring faculty

New faculty are bringing different perspectives, and may offer opportunities for more innovative programs or experiences for students.



There is a lack of porosity and permeability for students; no room for students to expose themselves to cross-disciplinary opportunities.

Most students who want to expose themselves to cross-disciplinary experiences are hampered by one or all of the following:

- a) Curriculum
- b) Culture
- c) Physical Space Constraints

Inequity of size, materials, and resources between departments

In benchmarking studies against peers, RISD is more departmentally defined with more departmental depth.

Winter Session is an opportunity for cross-disciplinary collaboration among students.

EHP: 20-30 courses are offered abroad during winter session (very few actually occur).

**Continuing Education:**

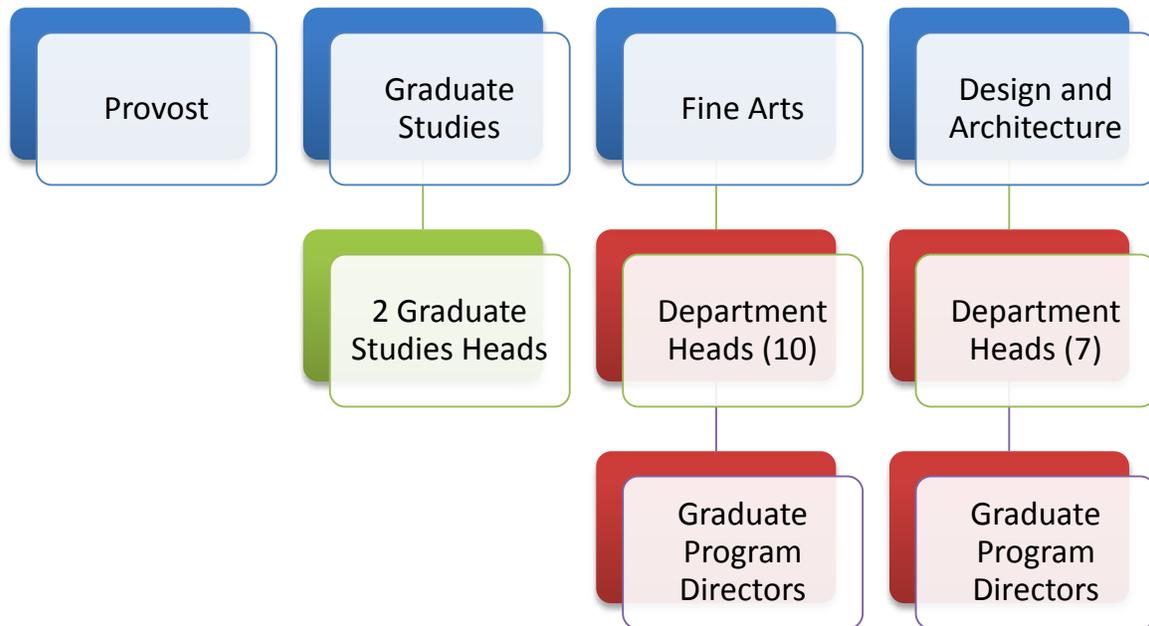
The CE experience is rooted in the founding of RISD making art education available to the community.

Continuing Education is pigeonholed in space, operate with a different faculty, curriculum, and schedule.

There are often conflicts with available space, and not a great deal of sharing between departments and CE.

**Graduate Experience:**

The graduate experience is convoluted and lives in a mixed organization chart which is departmentally focused.



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## Admissions Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/8/2013  
Re: Meeting with Admissions

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Comments: Meeting Notes from 3/22 Meeting with Admissions  
RISD: Annie Newman, Keelin Reekie, Ed Newhall  
DSK: Jim Newton

#### **Integrated Administration:**

Woods Gerry was previously an administrative core of the RISD campus

- Admissions
- Career Services
- President
- Institutional Engagement
- Alumni
- Finance
- Publications

The administrative functions left the facility over time, and recently it has been renovated to house admissions and the Woods Gerry administrative space

#### **Limitations:**

No visitor parking is available outside of Woods Gerry – some is available nearby  
There are not many nice meeting spaces on campus – a limitation prior to the Woods Gerry renovations for admissions still a problem for other departments  
The building still needs investment in the exterior and grounds

#### **Opportunities:**

Proximate to Brown Admissions which was more of a benefit in the past, much of Brown's admission process happens on central campus now

The gallery space on the first floor is a positive experience for perspective students and their parents

There are three rooms which can accommodate 25 people in smaller group sessions during tours, which allows admissions to handle a greater variety of traffic demands

Admissions would not be averse to being located more centrally on campus, market house could be such a location to be in the center of the campus and allow for engagement with a broad component of the community, with more parking available nearby

Students use the grounds at Woods Gerry less and less, they are not well kept, this could be an opportunity

Need to have more consistent service of the exterior spaces on campus

Pro-rate exterior spaces and pay attention to some of the major exterior campus moments

Wayfinding and signage are issues across campus, could be improved

The admissions group has experimented with QR scanners, don't have a mobile app strategy (not a focus until there is demand)



## Admissions



Distribution of Admissions Resources

### Fall 2013 Departmental Metrics

Square Footage: 7,683

### Summary

- Need visitor parking
- High quality meeting spaces needed
- Exterior and grounds improvements
- Way-finding and signage improvements

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**Tours:**

The tour experience is varied, typically a large tour is more scripted and a smaller group tour has more improvisation involved

Facilities are different from department to department, it is challenging to get into all facilities since the campus is so widely distributed, especially BEB and Architecture facilities which are further away

The tour guides use their best judgment about what to show the group

Typically on admitted student days parents are interested in the admissions experience, as well as having conversations with financial aid

Connections to career services to emphasize education to employment opportunities

Admission staff readily talk about the careers available for students, that the RISD experience is focused on a 4 year exposure and what the school does and is all about

**Why they don't come:**

Generally information available for admitted students who don't come to RISD fall into the following categories

- Academics...want to have a more rigorous exposure to academics

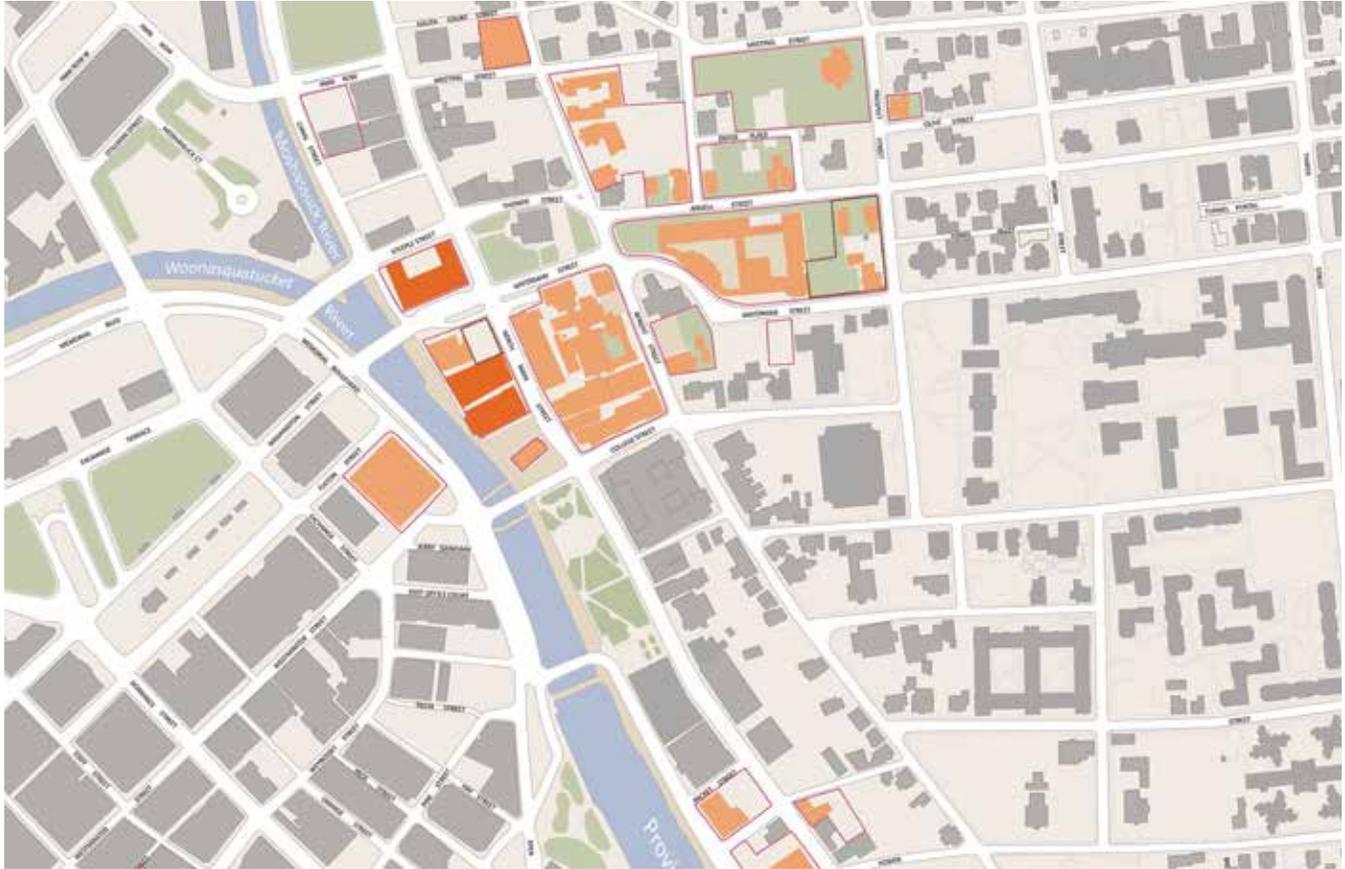
- Not so sure they like Visual Arts and want more opportunities at a College or University

- Academic quality

Typically students who visit are less impressed with the institution than those who do not visit the campus



## Apparel Design



Distribution of Apparel Design Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 76

Square Footage: 10,534

### Immediate Needs

- Home space - insufficient amount of home space; seniors are the only students who have true home space
- Machinery set-ups - the current machinery set-ups are non-standard and too tightly packed
- Need space on campus for the RISD Fashion Show
- Overhauled HVAC system - there is no air conditioning in the building, which is an issue in the summer and early in the semester
- Inadequate restroom space, especially critical as the department needs space for changing and fitting of apparel in addition to restroom space
- More crit space
- Better vertical access in the Auditorium facility
- Lounge space
- Storage space - the department needs more storage space and a better facility for the fabric library
- Faculty and administrative space

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## Apparel Design Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/16/2013  
Re: Meeting with Apparel Design

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Comments: Meeting Notes from 4/10 Meeting with Apparel Design  
RISD: Annie Newman, Catherine Andreozzi, Tom Szilagyi, Elaine Hetu  
DSK: Jim Newton

#### Apparel Design Space:

Students are packed into the space available to Apparel Design  
Seniors are the only students who have “true” home space, sophomores and junior share home space in the department

#### Machinery:

The set-ups for the machinery for Apparel students is non-standard and is too tightly packed into spaces  
There are waiting lists for students to access the more specialized machinery Apparel runs 24 hour studios  
Computer lab is not ideal – it is becoming more important as an educational component, however it is not a dedicated computer lab it also has machinery in the space

#### Wish-list:

There are many new technologies that Apparel would like to incorporate into their curriculum

- 3D pattern maker
- Plotter
- Digitizer

There are also several learning environments which could benefit students through access

- Heat press
- Dye Room
- Cutter / Plotter
- Laser Cutter / Etcher

Anticipate demand on the computer lab to increase with time

#### Issues:

There is good camaraderie between students who are working in the space, at the end of the semester it gets tight in the space and access is 24/7

Restroom space for Apparel is inadequate, there is one three stall bathroom which is a restroom, changing room, and fitting room

Crit space is not adequate as well – the department needs more space

There is limited vertical access in the Auditorium facility (the elevator is quite small), the garment racks have been custom built for the elevator in the building

Students don't have a lounge space in the building, share the FAV hang-out space on the fourth floor

There is not an adequate amount of storage space in the building for Apparel

Missing faculty space on campus, as well as administrative spaces



**Fashion Show:**

The fashion show at Rhode Island Convention Center costs the school \$35,000 year

    Would like to have stadium seating around the runway

    There are typically 1,000 seats arranged in the space

    Space is also used for Jury review of the pieces on display as well as a welcome center

Are there opportunities for the Fashion Show to also support graduation needs? Can there be a large flexible multi-purpose space for these events?

Off-site storage for the backdrops for the Fashion Show, could these also be shared with graduation?

The department keeps digital records of all students' work

**Fabric Library:**

There is a store room of expensive fabrics and leathers in the basement of the Auditorium – not an ideal space

Difficult to access the room and difficult to bring the materials up into the work rooms

Would like to create a design resource library with materials, fashion books, etc.

    Share trends

    Resources for students to share materials

**Collaborations:**

During winter session there are some collaborative courses between ID and D+M

An adjacency between ID and Apparel could be an interesting opportunity for collaboration

There are opportunities to add-on to the ID 3D printer to use for apparel

There could be collaborations with Photography to capture students' work

There may also be opportunities for additional collaborations with Textiles around advanced knitting machines

Museum has a large collection of apparel which can be used by students for their research – typically this is focused around the sophomore experience

There are some collaborations on Fashion Jewelry; students often collaborate with one another, don't generally do work "for hire"

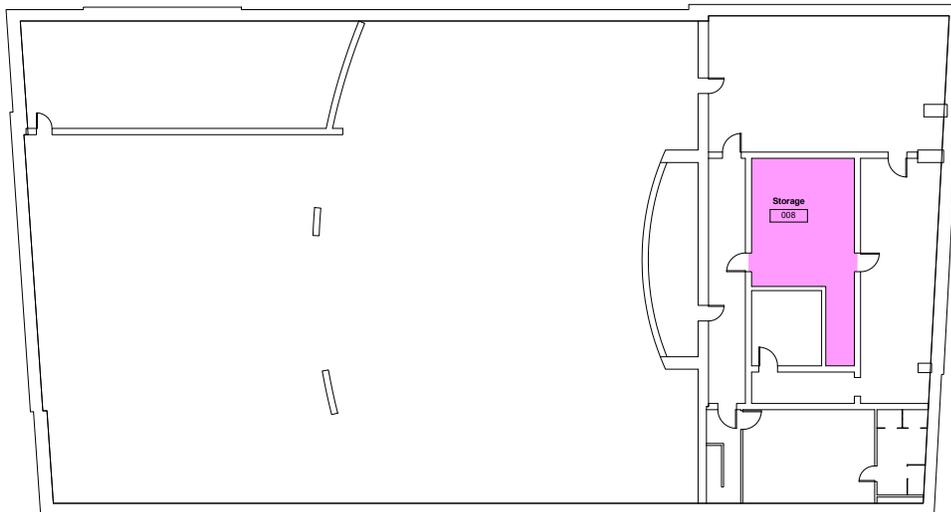
There have been additional collaborations with architects [Zaha Hadid and Bodyscapes] on 3D printed fashion

There are also collaborative cross-over with students in FAV and Animation through the Maya software

Digital + Media also working on wearables through the Samsung collaboration

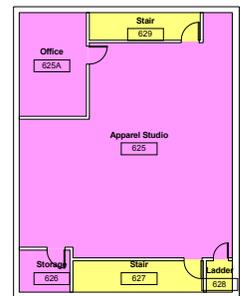
Interior Architecture is also a collaborator

Apparel Design Fall 2013 Occupied Space By Building



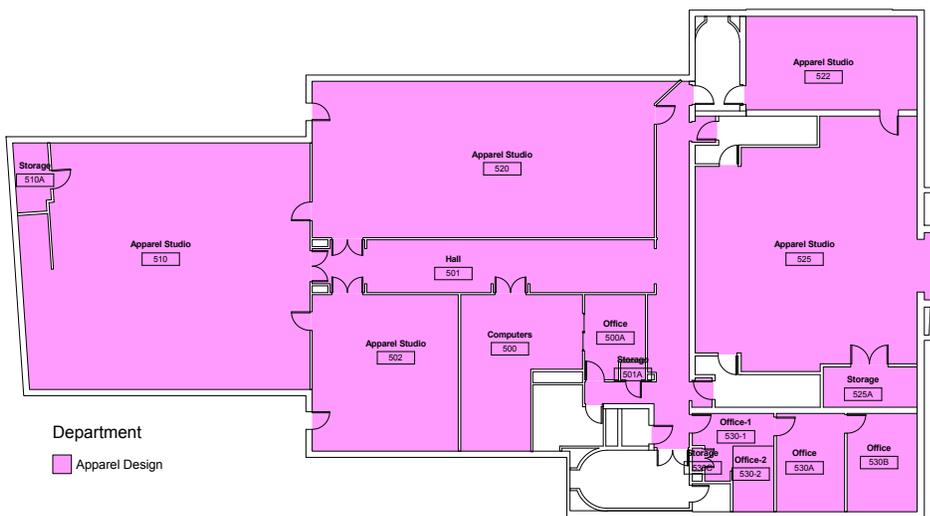
Department  
 ■ Apparel Design

Auditorium - Basement



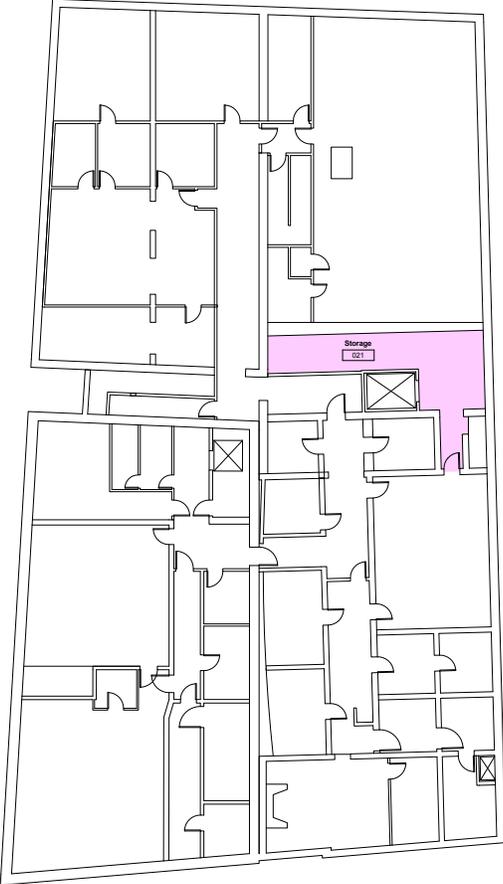
Department  
 ■ Apparel Design  
 ■ None

Auditorium - 6th Floor



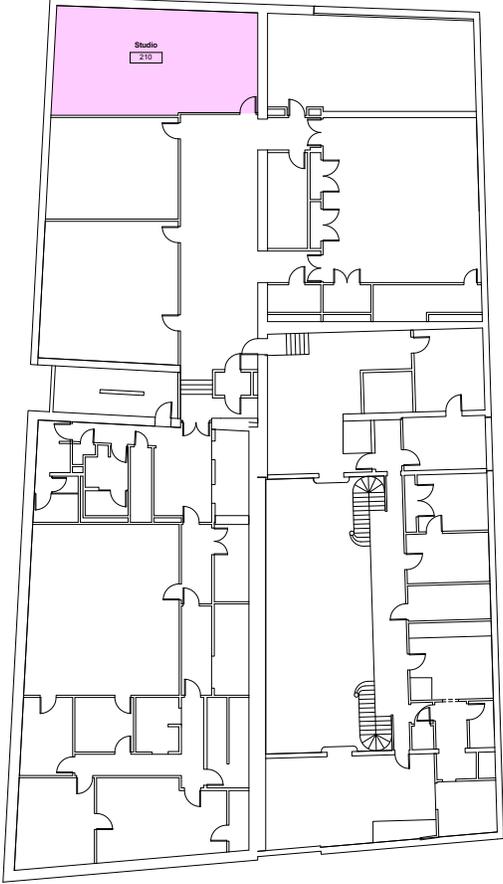
Department  
 ■ Apparel Design

Auditorium - 5th Floor



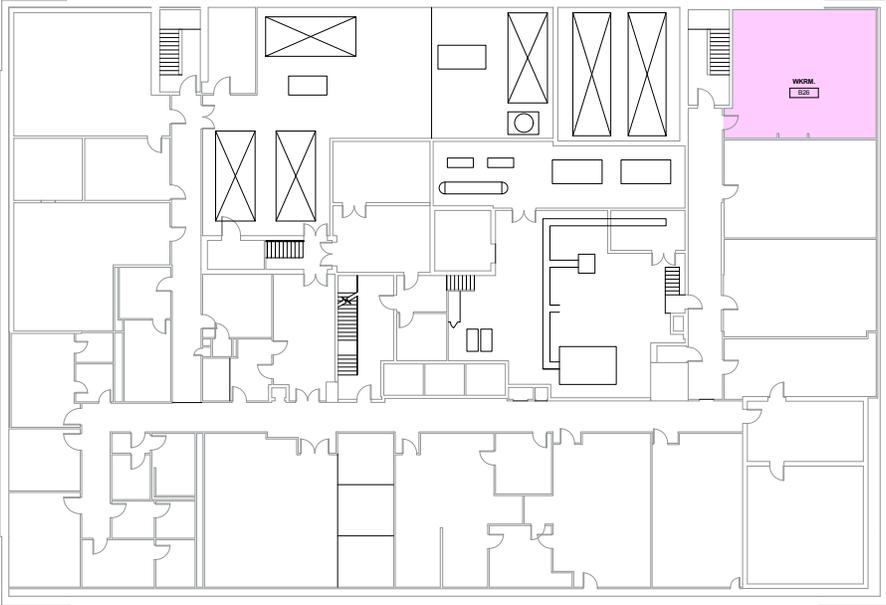
Department  
Apparel Design

Design Center - Basement



Department  
Apparel Design

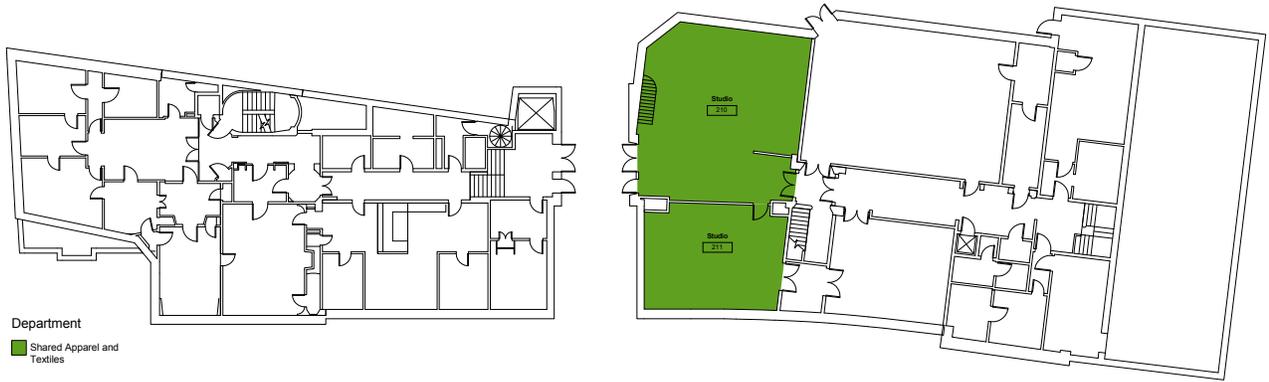
Design Center - 2nd Floor



Department  
Apparel Design

20 WASHINGTON PLACE - BASEMENT

## Apparel Design Current Shared Spaces



College Building - 2nd Floor



## Architecture



Distribution of Architecture Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 225

Square Footage: 23,366

Undergraduate Enrollment: 126

Graduate Enrollment: 99

### Immediate Needs

- More venues for student exhibitions and projects
- More and more open critique spaces
- Space, support, offices, and infrastructure for adjunct faculty population
- Space to support work at larger scales and support making
- Systems (ventilation, noise, and temperature control) evaluation and improvement

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## Architecture Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 5/1/2013  
Re: Meeting with the Architecture Department

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Comments: Meeting Notes from 4/25 Meeting with the Architecture Department  
RISD: Annie Newman, Jon Knowles, Wil Yoder, Pari Riahi, James Dean, Carl Lostritto, Anne Tate, Chris Bardt, Hansy Better, Kyna Leski, Ian Baldwin, Peter Tagiuri, James Barnes  
DSK: Jim Newton

#### Issues:

Students want to work at larger scales, and want access to more facilities to support making  
There has been another growing focus around production and how things are made and ways of making – the department has begun to shift its pedagogy to focus on thinking and making together  
There needs to be a comprehensive evaluation of the systems in the facility – ventilation, noise, and temperature control are all lacking in the BEB building – especially on the first floor with respect to floor adjacencies to the shop  
It is challenging to have students work on degree projects in spaces which are 7'x7' small cubicles – they are limited by their space and in many cases frustrated by the lack of appropriate and adaptable space to support their work  
There is an issue of having one lecture room available as well as having to fight for crit space – this has lead to a consistent desire for dedicated workspace sheltering collaboration and display of work

#### Opportunities:

There has been some discussion about making BEB one of the shared making hubs on campus – Jon Knowles has developed a plan to re-invent the basement and first floor spaces to enable a more streamlined tech / production interface, as well as focusing on creating a more open shop space on the basement floor to help with the issue of student work scales – this proposal is still limited by the BEB building existing conditions and is not an ideal solution but could be an opportunity to pilot alternative production techniques  
BEB building is close to the ideal size for the department and the desired size of the program [if only architecture occupied the building] – don't want to grow beyond the size of the current facility  
An ideal space to support the shared technologies and making at the scale students would like to work would be a large warehouse building  
There are opportunities to build on the Power and Water Street parking lot site  
    There is a company [Posco Steel] which offers temporary structures which can be erected on parking sites  
    This could be a temporary solution for departmental space needs in the near term (5 years) and allow departments to evaluate and consider the impacts of the space on the outcome of shared making  
Beyond the need for shared making, there have been several initiatives as sponsored projects which both may require additional and unique spaces  
    Short-lived exposure to full scale construction – these are typically sponsored projects  
    Messy spaces to experiment – typical of an artist-studio and necessary to support a future MFA program  
Some studios are joint programs built through relationships with industry – there was recently a program offered focusing on pre-cast concrete and its role in the construction world  
Other instances where students have worked with local fabricators to do their work come at the students expense either because the expertise or the resources are not available at RISD  
Consider opportunities to collaborate or partner with local resources to allow students to work with local industry and to strengthen the relationship between RISD and the community



There is a desire and some momentum within the department to re-think the graduate program experience at RISD – the current program was cobbled together on-top of the existing undergraduate program, it does not have a self-sufficient identity to the same degree as other graduate programs

There is a need for a “looser fit” in the facility which might allow other programs and individuals to mix in the workspace

There is a tremendous opportunity to leverage local resources [and faculty intellect] to help with issues on campus - the institution needs to establish a clear position on the issue and clarify the role of faculty beyond teaching

There is also tremendous potential to have faculty as innovators on campus who can use their experiences and expertise to innovate in new and exciting ways which contribute to the learning outcomes of students

Important to consider development and the role of the institution within the larger context of Providence

- Connect to local community resources

- Integrate with the community and provide services which help to strengthen the community

#### **Movement on Campus:**

It is important to separate living and working space for students

Students leave their dormitories to go somewhere else to physically move themselves and their work to a different place

Moving students through the community also distributes their engagement and exposure to the larger community landscape

There has been a loss for the RISD | Rome program once a campus was established – students didn’t leave the campus and it caused them to limit their cultural exposure

Having students and the campus spread throughout the city engages students as scholars but also as citizens

#### **Cost of a RISD Education:**

Some are concerned that the cost of tuition at RISD does not align with the quality of the facilities available

Cooper Union has recently announced that it would charge what it has deemed “half-tuition” based on several peer institutions including RISD – the concept is that the institution would focus solely on providing learning space for students and not focus on residential or campus-life needs

There is recognition that some of the services offered, residential for example, are important revenue generators on campus and allow other initiatives to be funded

#### **Shared Technologies / Making:**

There is the potential for some shared technologies between Architecture, Landscape Architecture, Industrial Design, Furniture, and Interior Architecture – the CNC machine and the laser cutter in the BEB building are already shared technologies between these departments currently

There are issues around scheduling as well as maintenance and material costs for running the machines

Re-inventing the first and basement floors of the BEB building will not get the space far enough to change the way the space works – the department would like to consider spaces which will enable the growth of an MFA program in Architecture

#### **Potential Collaborations:**

The current state of campus is siloed – there is a sense that each department does the thing that it does well and does not need to interact or collaborate with other departments

There is the potential to expand collaborations with furniture that often comes into the facility to share equipment

Other potential collaborators may include:

- Industrial Design

- Interior Architecture

- Sculpture

- Ceramics

The department has seen an increasing trend of cross-disciplinary students who have come into the department and become more involved in the activities of the department

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It is beneficial to have Landscape Architecture in the same building – there are a lot of synergies and collaborations which happen in the open studio spaces

**Final Thoughts:**

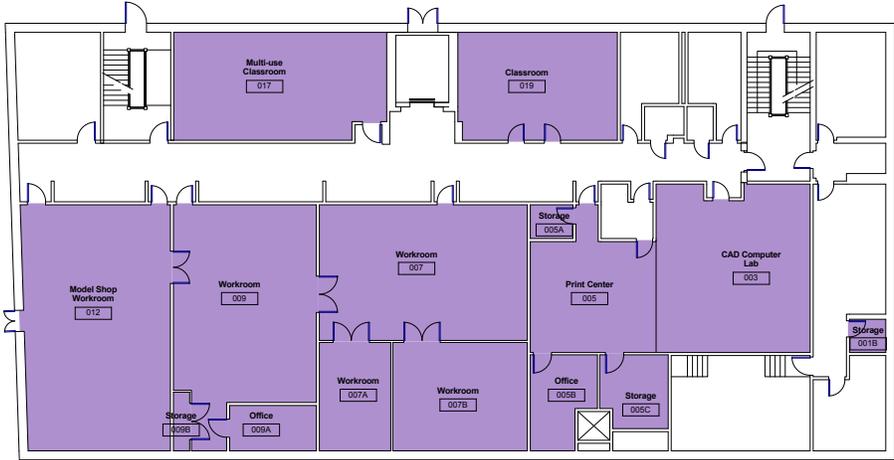
Look at the minimum required for the institution

Strip away all of the “other stuff” and evaluate its importance compared to its space use

Consider opportunities to engage the Architecture faculty for their professional input as well as their role as consultants to the process – the department’s interest level is high

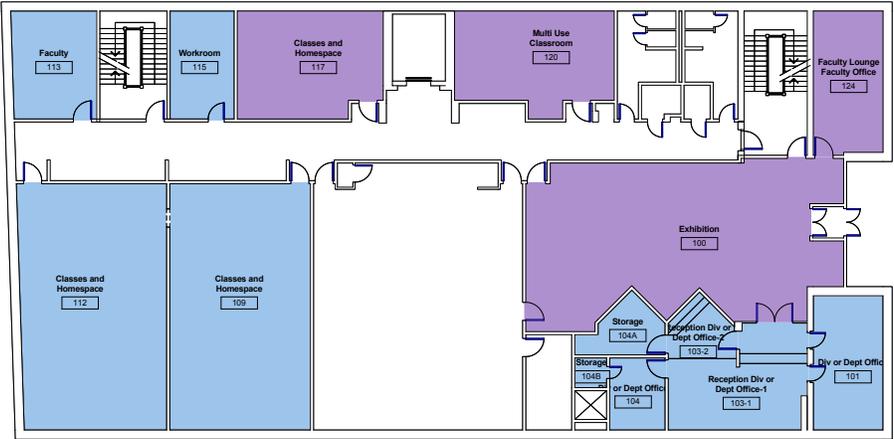


### Architecture Fall 2013 Occupied Space By Building



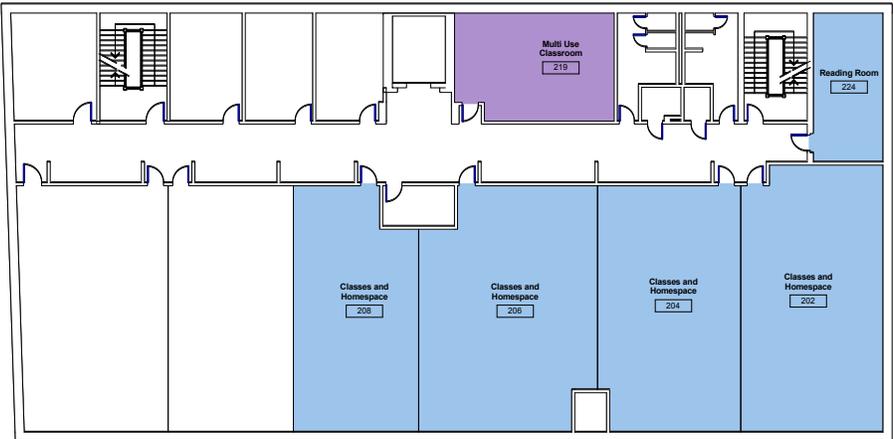
Department  
■ Shared Architecture and Landscape Architecture

BEB - Basement



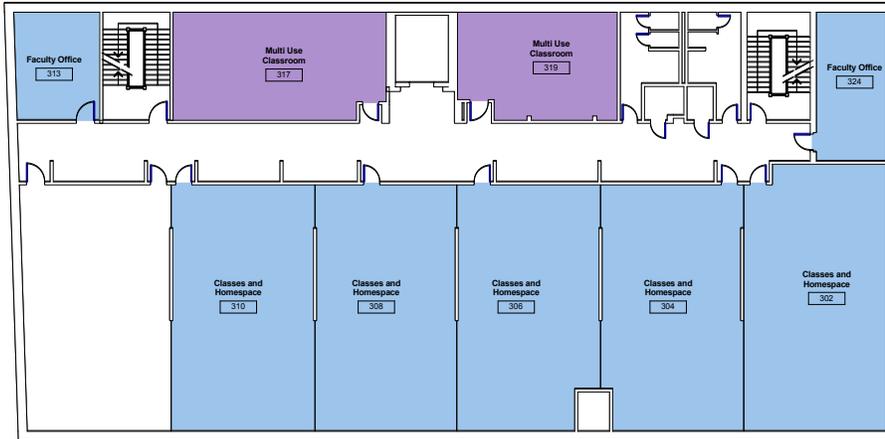
Department  
■ Shared Architecture and Landscape Architecture  
■ Architecture

BEB - 1st Floor



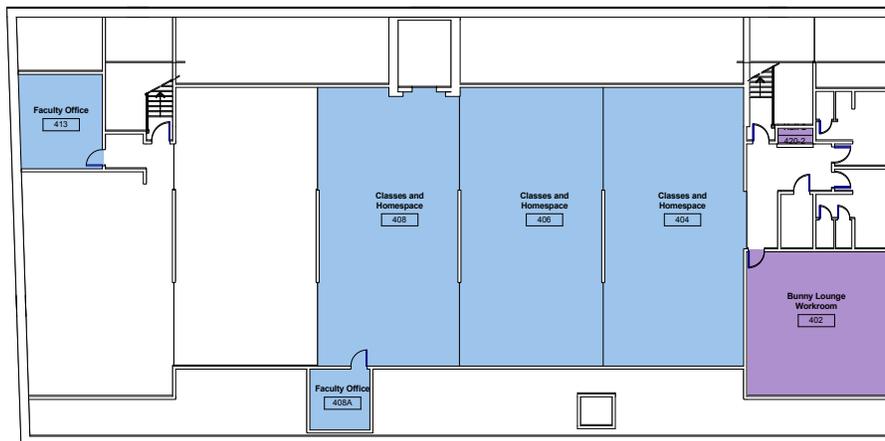
Department  
■ Shared Architecture and Landscape Architecture  
■ Architecture

BEB - 2nd Floor



- Department
- Shared Architecture and Landscape Architecture
  - Architecture

BEB - 3rd Floor

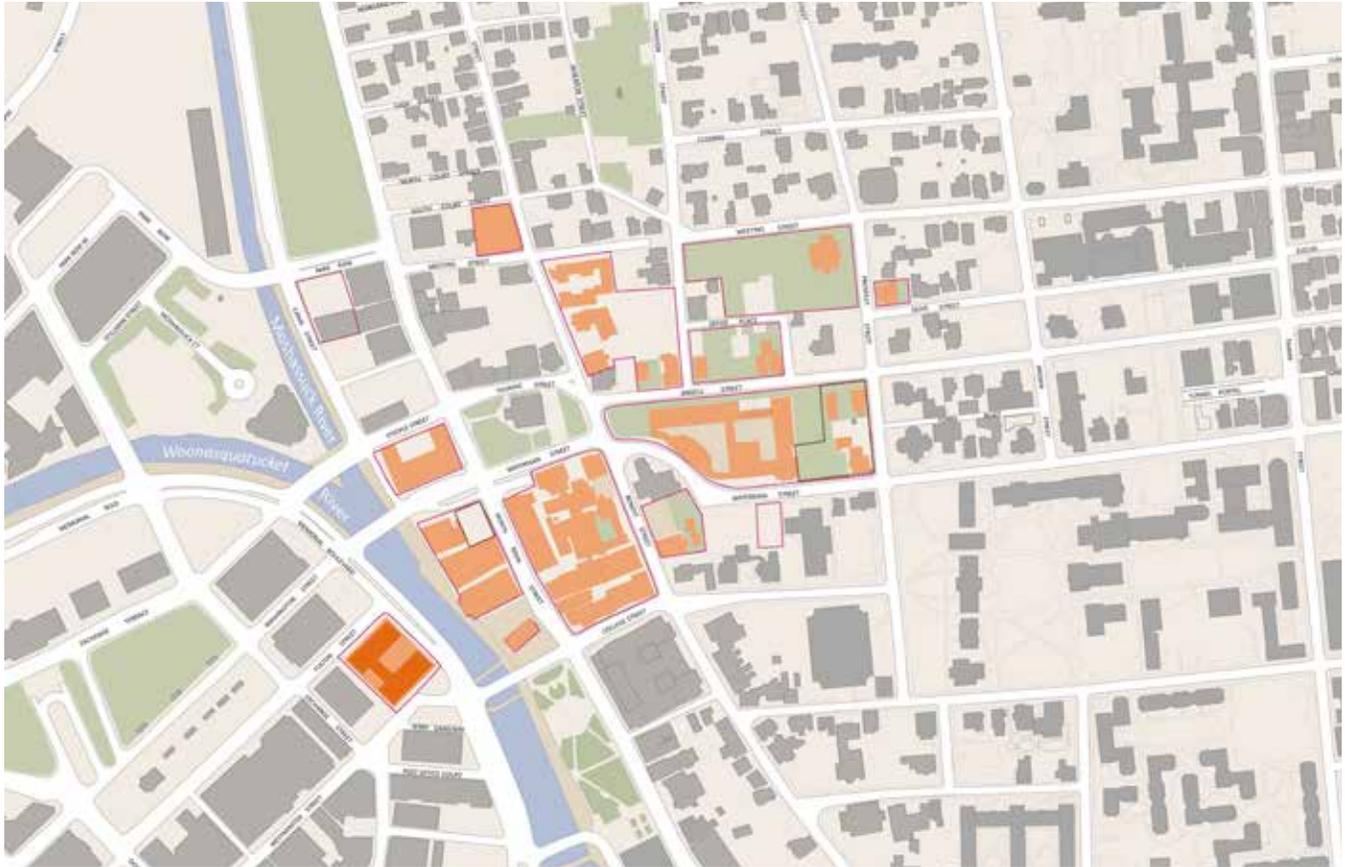


- Department
- Shared Architecture and Landscape Architecture
  - Architecture

BEB - 4th Floor



## Archives/ Library



Distribution of Archives/Library Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 38,015

### Summary

- Address capacity of Archives
- Develop and support historical documentation of the college
- Secure off site storage more appropriate for archives
- Develop plan for growth, ~50 sf/year

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## Archive/ Library Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/16/2013  
Re: Meeting with Archives

---

Comments: Meeting Notes from 4/3 Meeting with Archives  
RISD: Annie Newman, Andy Martinez, Doug Doe  
DSK: Jim Newton

#### Archives:

The archives are at capacity currently

Current growth of approximately 90 – 160 CF a year of material

Support and document historical, legal documentation of the college

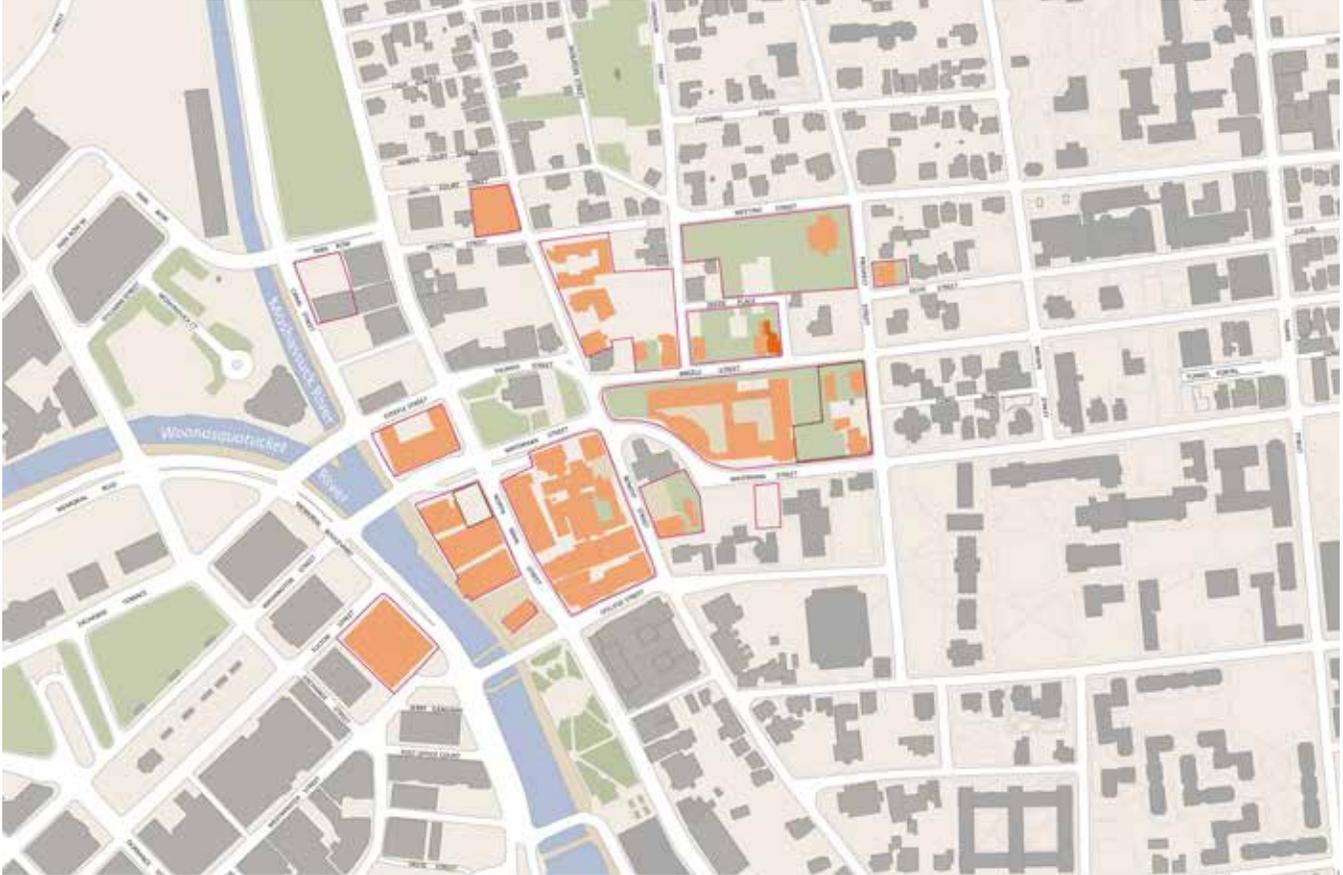
The storage of archive material doesn't need to be located on campus, needs to be secure and temperature controlled

Currently share space with library special collections

Ideally would have space to support growth of ~50 SF/year



## Career Services



Distribution of Career Services Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 2,312

### Immediate Needs

- Large space for gatherings
- Appropriate space for creative outcomes with student gatherings
- Place in a more centralized location to link students and community
- Think about long term opportunities with CIT space
- Activate and create more outside spaces

---

## Career Services Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/4/2013  
Re: Meeting with Greg Victory of Career Services

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Comments: Meeting Notes from 3/20 Meeting with Career Services  
RISD: Annie Newman, Keelin Reekie, Greg Victory  
DSK: Tom Kearns, Jim Newton

#### Outside Portfolio Reviews:

Previously portfolio reviews were discipline specific, generally attracting 38 companies.

The new program focuses on a 3 day experience for students and companies; the first-year program was held in the convention center downtown and included 155 companies, 600+ students, 355 individual reviews, and 3,495 timeslots.

In conjunction with the change in format and change in venue, there is likely a 500 – 600% cost increase associated with the project.

#### Mission of Career Services:

Greg was charged upon his arrival to create the best career center in art and design

- The current facilities are not accessible

- Difficult to offer opportunities for outside companies in the existing facility

- There are limitations on the individual staff members

#### Future Opportunities for Career Services:

Space downtown would be beneficial to allow for:

- Workshops

- Seminars

- Office Space

- Centrally Located for Graduate and Undergraduate Students

Ideally a more central location would be beneficial for community, employers, and students to engage – 204

Westminster may be an opportunity to explore opportunities collaborations between Career Services and Entrepreneurship opportunities.

Co-locating Career Services and Admissions is not a bad idea, but to suggest that this would be housed in Woods Gerry feels like the wrong location.

Providence Washington building could be a location to house Career Services

Can the Career Services space be utilized by students in the evenings?

The 12<sup>th</sup> floor of 15 West could be a location for a conference or meetings space with a good view of the campus and Providence.

110 Eddy Street has 3 floors available and is proximate to the “Jewelry District” this could be a location for Career Services to collaborate with the community.

Also may be an opportunity for collaborations with Alumni, as well as developing an Executive Education program.

Whatever space Career Services operates in it is important that the space feel professional and emphasize to potential employers that RISD is not a “Mom and Pop Shop.”



### **Critical Making | Making Critical:**

Elements which make a RISD grad an effective and valuable employee:

- Ability to deal with Ambiguity
- Flexible and Adaptable
- Trained in the Design Process
- Ability to ask Deep and Valuable Questions

Critical making center:

Meeting of the Rhode Island Foundation, a group of action oriented business leaders in the area includes Universities, Private Businesses, and Key Decision makers.

A recent RIFoundation meeting with Bruce Katz from the Brooking Institute focused on the value of RISD in the economic re-development.

The 195 district has the potential to flex into the areas of: low carbon, innovation, and export  
This zone has a lot of potential to focus on innovation, materials science, and adaptive re-use

### **Corporate Partnerships:**

Currently there is several sponsored studios \$75,000 investment to sponsor a studio focused on a design problem for a corporation or company.

Currently there are several rogue partnerships which occur and are not “approved” including work with Urban Outfitters.

Levi’s is in conversation about doing more collaborative work with RISD, they don’t recruit but are interested in having a “Designer in Residence” position at RISD.

RISD needs to lead explorations of corporate partnership opportunities – there is no formalized process for this currently.

Current and past collaborations include:

- Steinway Pianos – designing alternative models of piano design and building
- Study of Fandom with ESPN
- JC Penny apparel design – this has been popular since project runway
- NASA – opportunities to design space suit material

### **Telling the RISD Story:**

Look for new ways to tell the RISD story and make it more accessible

SCAD does a good job of telling the story of what they do, and what the quality of the education is about

There is no organized approach to crafting a compelling RISD story this, and no alignment of what the story can be.

### **Facility Limitations:**

There are not very many spaces which are available for Career Services to have large gatherings:

- 2 studio spaces in the Chase Center
- Room B in the Met – not an ideal space for gatherings
- Little access to programmable space, this is “owned” by departments

The lack of appropriate space limits opportunities for creative and different outcomes for the students and RISD

### **Collaborations with Brown:**

Opportunities for an entrepreneur in residence

Collaborations with Brown students collaborate and cross-over between departments including Medical and Law Schools

Joint non-profit career fair with Brown

Without competing for students there is a greater degree of collaboration and symbiosis

### **Opportunities:**

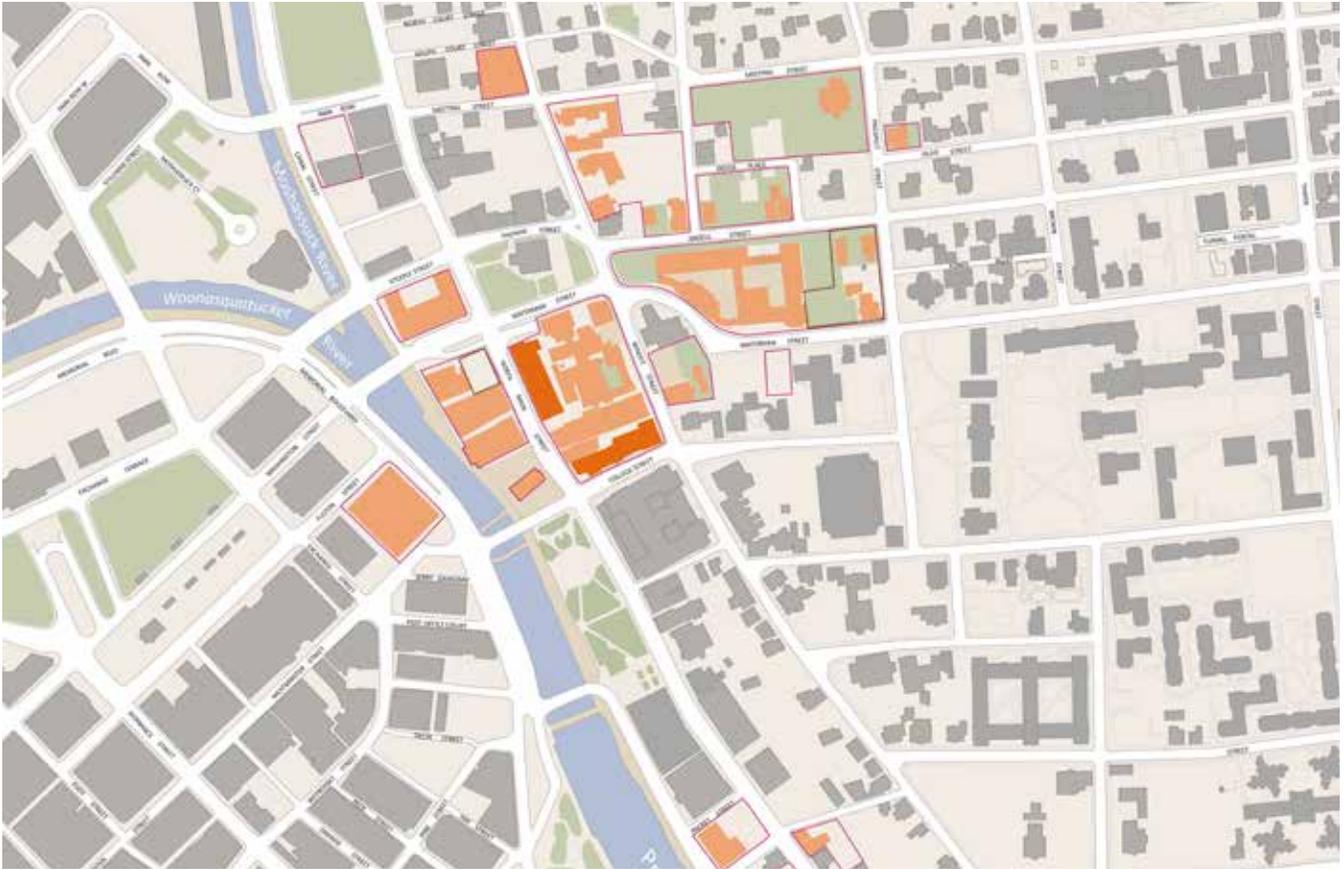
Create more outdoor space and activate the space with outdoor furniture (create a cross-roads)

Need to think of ways to activate the alley space behind CIT

Pocket Bars are active hang-outs downtown and are a draw for graduate students

Need to think about opportunities for long-term programming of the CIT space and adjacency to the J&W campus

## Ceramics



Distribution of Ceramics Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 18

Square Footage: 9,360

Undergraduate Enrollment: 10

Graduate Enrollment: 8

### Immediate Needs

- More space for class
- Either or both better shared space (with glass and sculpture) and more independent space
- Centralize the undergraduate and graduate programs
- Graduate student space for their own creative practice
- More technicians and space for technicians
- Shared critique space



## Ceramics Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/23/2013  
Re: Meeting with Ceramics

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Comments: Meeting Notes from 4/17 Meeting with Ceramics  
RISD: Annie Newman, Katy Schimert, Larry Bush  
DSK: Jim Newton

#### Issues:

Ceramics is a fairly horizontal department – forced into a disaggregated vertical arrangement in Metcalf  
The department is being asked to innovate without room to innovate

The shared plaster room is a bad example of collaboration – need more space for the class

Glass, ceramics, and sculpture share the space not an ideal space to be shared between the three departments

Issues between students

Limitations to collaboration include:

- Space
- Time
- Schedule
- Culture
- Curriculum
- Teaching Units
- Money

There is a lack of elective courses available to students; most departments don't have time for the curriculum or the coursework

Need all departments to take students from other disciplines for departmental sharing of student courses to work

Many students want to be part of a small-club leads to a resistance to collaboration between departments

#### Undergraduates:

Freshmen foundation is an interdisciplinary opportunity for students to explore other disciplines

Sophomores can take courses in other areas or departments – issue of getting into other courses

Potential to explore courses in freshmen foundation which allows students to take elective courses in other disciplines

Consider other opportunities to bridge departmental exposure

#### Graduates:

Many of the senior undergraduates are beyond the abilities of a 1<sup>st</sup> year graduate students – having them in proximity to one another is a benefit

Growth of graduate programs in Glass and Sculpture in different buildings on campus has diffused the relationship between the disciplines

For ceramics being centralized is an issue of dealing with the logistics of transporting fragile materials

Exposure to tools for graduate students is a part of the learning experience – helps them know what tools they may need in a professional practice and what it takes to create your own practice

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Graduate students need their own space for their creative practice – many schools have invested heavily in new graduate studio spaces:

- Alfred University
- Cranbrook
- Nova Scotia
- U.Mass Dartmouth
- Virginia Commonwealth University
- RIC
- Tulane
- LSU
- MICA
- Kansas City

These institutions have also invested heavily in facilities and are focused on smaller individually focused programs

**Opportunities:**

RISD is in a good position having not compromised on the departmental specific facilities – many other schools which have co-located their departments are now being forced to work to give their departments individual spaces  
Big question about how ceramics can integrate with other departments (painters, printmakers, and others)  
Collaborations with Interior Architecture have been opportunities that have opened up both departments  
Ownership of space is important, communal spaces work well when everyone understands what needs to be shared and how it's shared

There are some issues of not having enough technicians to support the space; technicians prefer to own their spaces to ensure that they are safe and well maintained

More use of computer assistance in design would help RISD's standing they are behind other schools in this respect  
New technology leads to new language linked to the platform or the programming of the technology – student's shouldn't have to focus on learning new languages to interface with the technology; the technology could be located elsewhere on campus in a centralized service venue

Artists and Designers are learning to work together in new ways to innovate – how can RISD foster more of these types of collaboration?

Interior Architecture and Industrial Design are two areas which could have strong collaborative opportunities with ceramics in the future

The location of the school is important – RISD is centrally located between Boston and New York, this is a benefit to the education and to the school generally

Need to create better opportunities for Brown students and “shadow majors” to have more exposure in a department and more ability to cross-over between departments

Consider two 8 week courses during the semester to give more exposure to students – issue that learning requires thought and reflection – some feel that there is not enough time to learn anything in such a brief period of time

Consider departments as resources – not just as a focus of departmental space use

European work-center is a model of shared collaboration which may be applicable to RISD

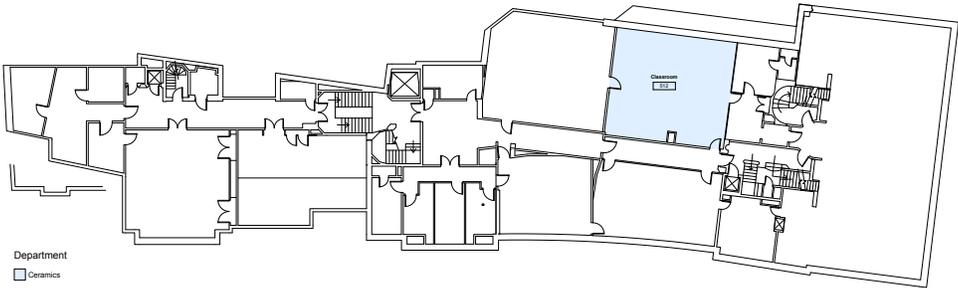
More critique spaces on campus which can be shared between departments

- Use of spaces on campus based on an idea rather than a medium

- Positive environment for collaboration and conversation

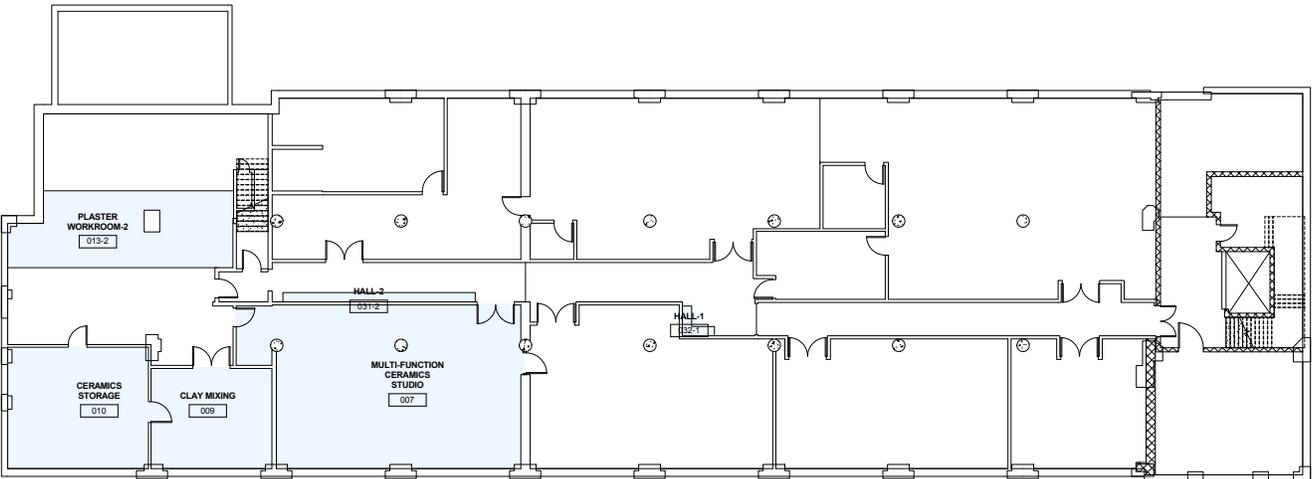


Ceramics Current Spaces



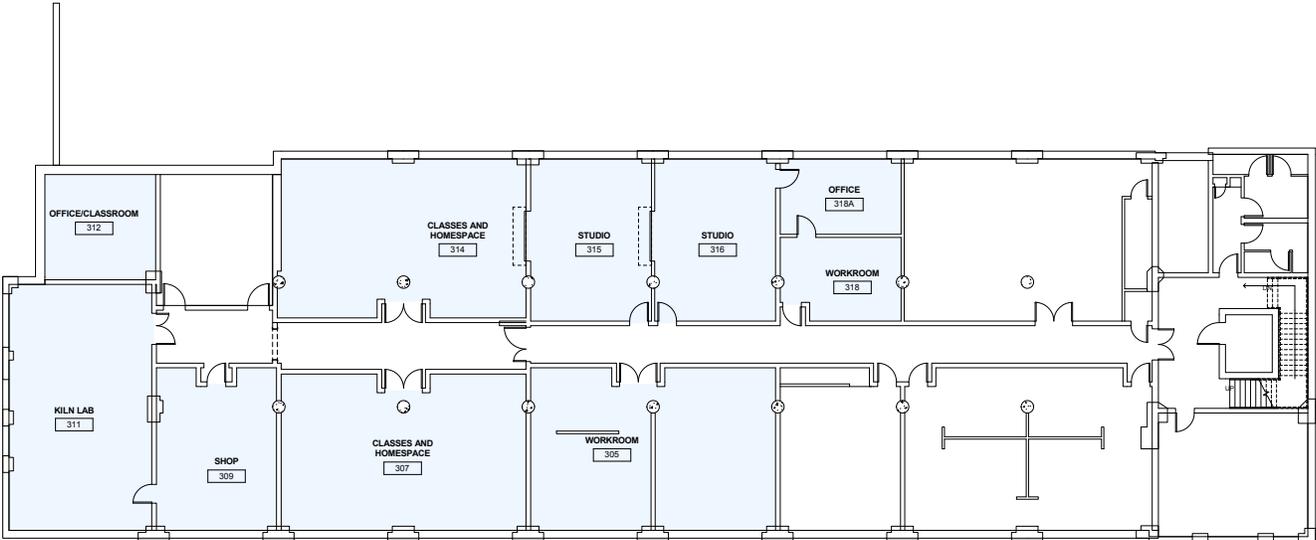
Department  
Ceramics

College Building - 5th Floor



Department  
Ceramics

Metcalf Building - Basement



Department  
Ceramics

Metcalf Building - 3rd Floor

## Continuing Education



Distribution of Continuing Education Department Resources

### 2012 - 2013 Departmental Metrics

Enrollment: 6,290

Square Footage: 13,033

Extension + Young Artist Enrollment: 3940

Summer Studies Enrollment: 215

Pre-College Enrollment: 396

Other Summer Programs: 1739

### Immediate Needs

- Consistent and reliable access to space on campus
- Space for continuing educations to do work outside of class hours
- Consistent classroom furnishing
- More staff office space
- Improved HVAC systems (especially for summer students)



## Continuing Education Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/4/2013  
 Re: Meeting with Continuing Education

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Comments: Meeting Notes from 3/20 Meeting with Continuing Education  
 RISD: Annie Newman, Brian Smith, Susan Bellaire, Rebecca King, Beth Mitchell, Dean Abinalla  
 DSK: Tom Kearns, Jim Newton

### History of Continuing Ed:

Continuing education goes to the core mission of the school; Mrs. Metcalf founded the school with the intent of making design accessible to all, and incorporating design into new technologies and production techniques. There may be an opportunity to re-examine and re-focus on the mission of Continuing Education and the role it plays for the institution.

### Organization:

Continuing education is founded on three main programs: young artists program, pre-college programs, and continuing education.

The continuing education program is a revenue generating element of the institutions mission. Generally the program brings \$4.9 – 5M in annually.

The Continuing Education program brings an important element to the RISD experience:

- One of the most public parts of the institution

- RISD museum courses are taught through Continuing Education

- Accessible / Accessibility; Fine Arts courses are some of the most subscribed offerings

- Establishes the experience and perception of the greater Providence community

CE also organizes several events which are outreach components to the greater Providence community.

- There are opportunities for corporate scholarships and grants to serve community needs.

- Many students take CE courses to be on the RISD campus.

### Access / Scheduling Issues:

There are issues accessing teaching environments for Continuing Education courses, there are constantly conversations around what Continuing Education can do for the Departments; Departments primarily view use of space by CE as a burden on their curriculum.

The CE program has a history of giving margin contributions to departments to use their spaces; this requires larger course fees which limits accessibility to students.

There are frequent issues with faculty wanting to have all learning environments open outside of scheduled courses for students to do their work.

There are also some issues of “schedule drift” where courses which are scheduled in a given slot run over, and don’t allow CE courses to access the spaces they have reserved.

Oftentimes CE has reactive use of spaces on campus when they are not being scheduled by departments; this is not consistent and varies year to year.

3<sup>rd</sup> floor of CIT (Mason) are dedicated computer laboratory spaces for Continuing Education

As departments grow, they expand to use all of the space allocated to their department.

The Schedule needs to be reconsidered in a global context.

---

Furniture in the space on campus is not consistent which is an issue for CE scheduling courses in various rooms on campus based on faculty requirements.

The Registrar and Beth coordinate frequently to schedule spaces on campus.\

The CE department feels separated and isolated from the rest of the campus, they have much less walk-in traffic from their faculty as well as not being as visible as they were previously in a more central location.

Staff office space available on South Main Street is inadequate and suffers from co-location with other building rental tenants.

Challenge to support work-study students who were previously integrated into the CE experience.

**Facility Limitations:**

There are a limited number of air-conditioned spaces available for scheduling on campus.

There are some spaces which are used during Summer Session with 8-15 year olds with open windows which can be a risk; generally CE tries to not schedule these spaces for younger students.

Accommodations for Summer Session students aren't seen as a priority by the institution, this can be close to 3,000 enrollments during a Summer Session.

HVAC systems are also not adequate in many of the facilities which are scheduled.

Tillinghast Farm is occasionally used for CE events and is scheduled ad hoc.

Storage space for CE courses which take place across the campus are problematic, there is no dedicated CE storage space readily available.

**Blue-Sky:**

CE would own their own space which would be accessible to everyone and is flexible to accommodate a wide range of functions.

CE wants to ensure that enrollments which are scheduled in CE rooms have access to those rooms.

Would also give CE flexibility to schedule course more reliably; this would be 5 – 6 individual studio spaces.

**Best-of-RISD:**

People that you work with; a good experience

Take courses at RISD

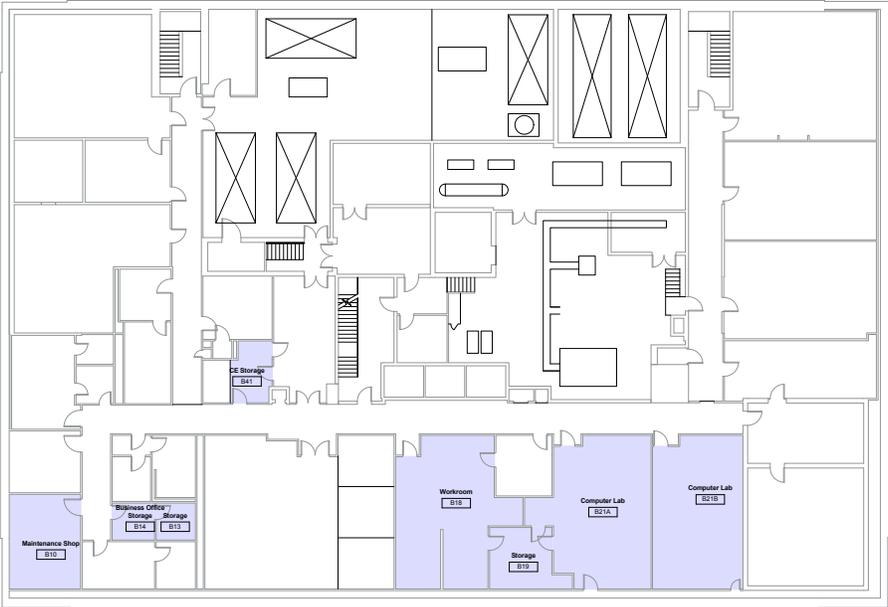
Resource for Rhode Island; would like to expand to have more access

Be a part of RISD and connect to the RISD community

Despite the facilities students and faculty are happy at RISD

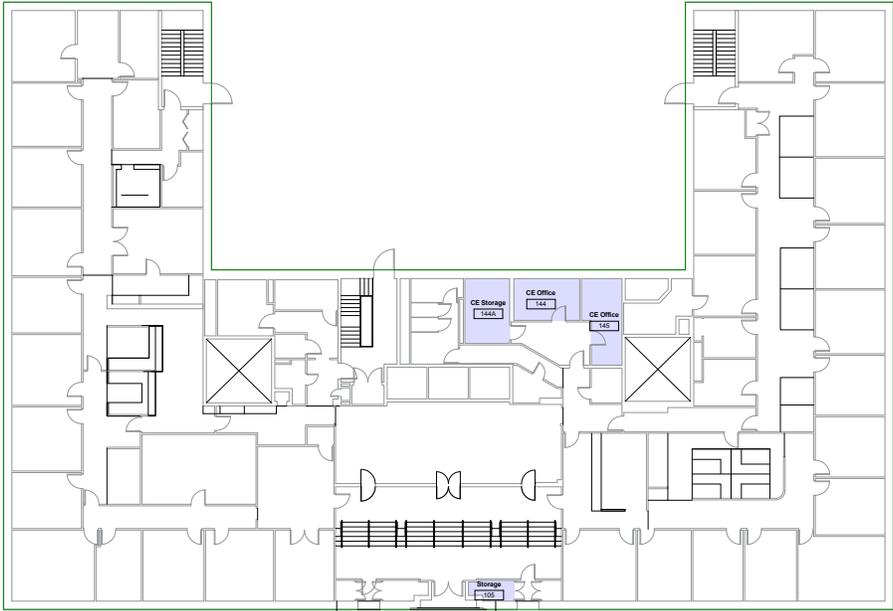


Continuing Education Fall 2013 Occupied Space By Building



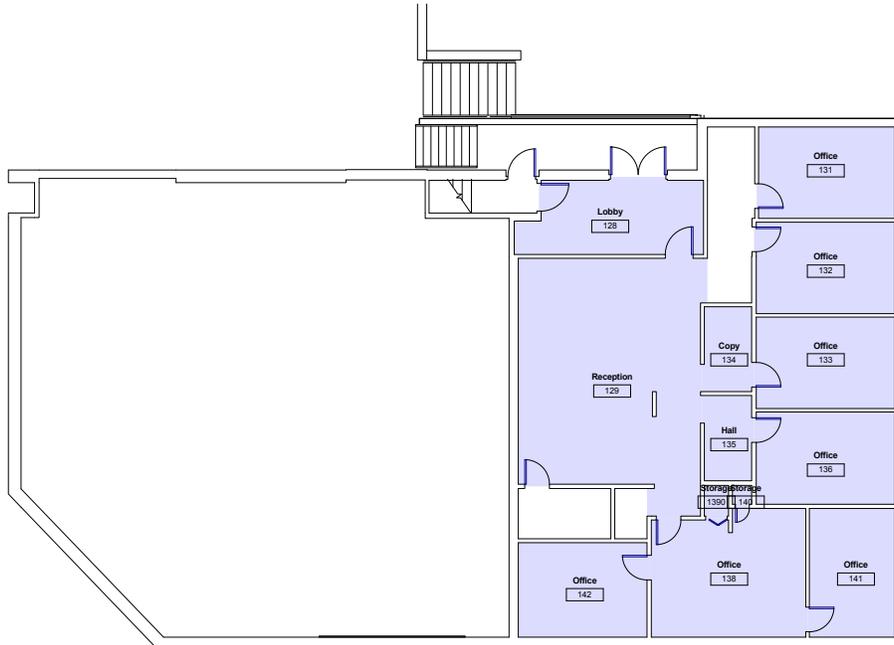
Department  
 ■ Continuing Education

20 WASHINGTON PLACE - BASEMENT



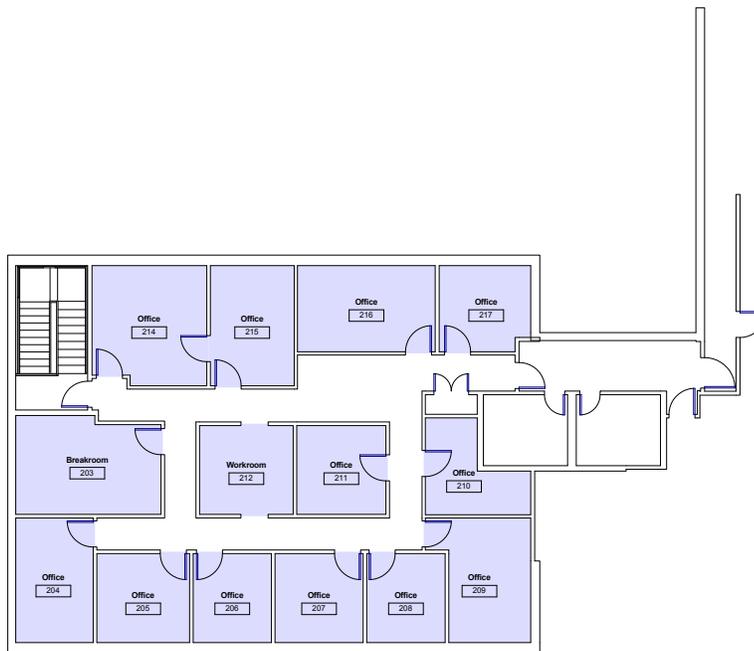
Department  
 ■ Continuing Education

20 WASHINGTON PLACE - 1ST FLOOR



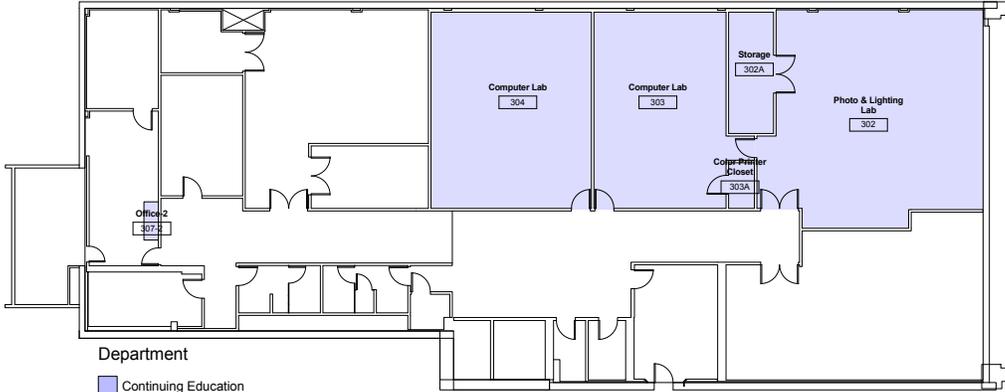
Department  
■ Continuing Education

Plantations Barn Building - 1st Floor

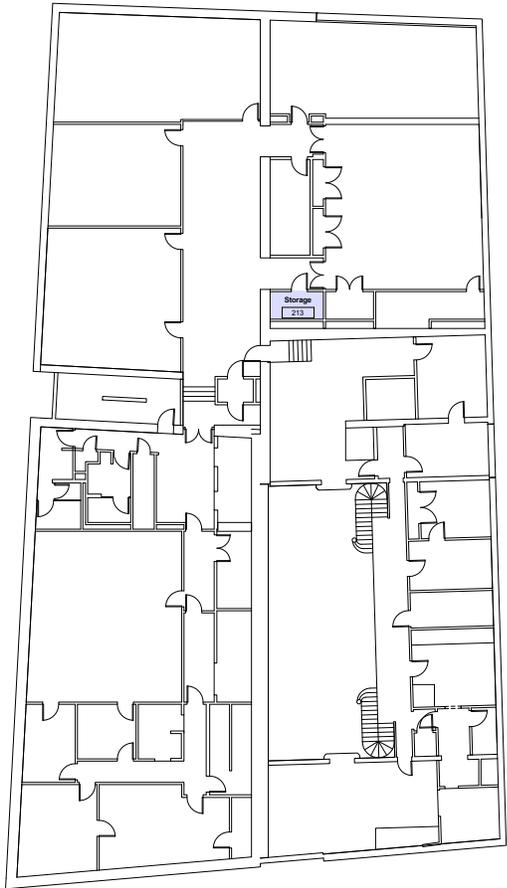


Department  
■ Continuing Education

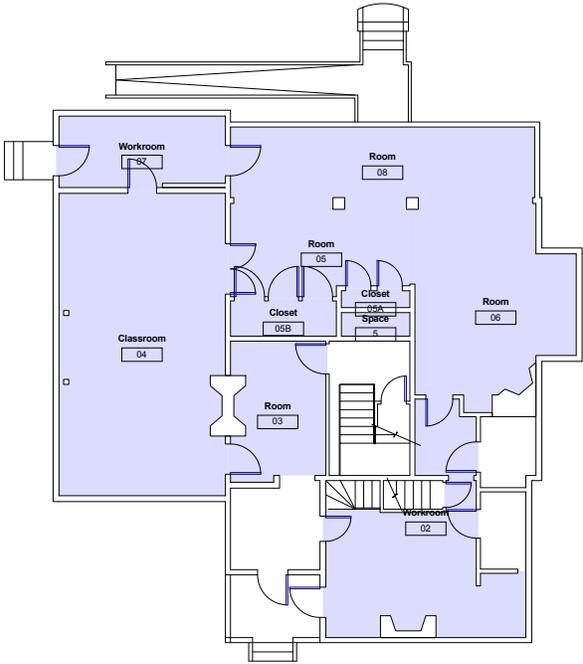
Plantations Barn Building - 2nd Floor



CIT/Mason - 3rd Floor



Design Center - 2nd Floor



Tillinghast Estate - 1st Floor

Department  
 ■ Continuing Education

Department  
 ■ Continuing Education

## Digital + Media



Distribution of Digital + Media Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 28 (Graduate)

Square Footage: 7,498

### Immediate Needs

- Two different kinds of student space: space to work in and space to think in
- More/larger spaces for students to work spatially and in systems at all scales
- Video/sound studio spaces (with soundproofing)
- Greenroom
- Shared installation space
- A flexible computer layout
- Higher quality space



## Digital + Media Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/30/2013  
 Re: Meeting with Digital + Media

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Comments: Meeting Notes from 4/24 Meeting with Digital + Media  
 RISD: Annie Newman, Kelly Dobson  
 DSK: Jim Newton

#### Overview:

The program was originally conceived of as a screen-based program, it has evolved to a program which has some of the most installation and performance based work than any other department  
 Digital + Media is an asset to the campus community – more and more individuals are coming to appreciate the opportunities that the program offers for creative innovation  
 Departmental issues are constantly changing and evolving – the department needs spaces which can change and adapt

#### Issues:

Students in the department need two kinds of space to do their work:

- Space to work in
- Space to think in

Students are interested in working spatially and in systems at all scales – are currently constrained by their space  
 Old model space does not support the vision of the department

There is a lack of spaces to support the vision for the future of D+M, some existing spaces are lacking:

- Video / Sound studio spaces – not ideal for the work students are doing, many aren't soundproof
- Greenroom – important space for what students are doing – could coordinate with FAV
- Shared Installation Space – there is a lack of installation space for all departments
- Shared Classroom with CE – The current use of the computer classroom requires a more “formal” arrangement of machines and count of computer terminals, D+M is interested in exploring more flexible computer layout modules
- Check-out space – this space is for D+M students; some students use D+M courses to access the materials available through the check-out system [this has not been an issue to date]

Students in D+M are in lower quality space than other students in MFA programs at RISD

#### Opportunities:

D+M have begun to offer research groups which are open to anyone and focus on special topics – these research groups go deeper than typical courses or studios and are opportunities to bridge beyond the graduate / undergraduate experience

- The courses require reconfigurable collaborative space [currently offered in houses]
- Having the research groups meet off campus is beneficial, it allows participants to change their “mind state”
- Drawback of off-campus meetings is a lack of access to tools

Create spaces which support collaborative modes of meeting and gathering

- Digital + Media is a natural conduit for collaboration between departments and disciplines

There are student research groups – students apply to be a part of a research group in the department (typically 4-5 groups by thematic interests)

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The department is interested in exploring a model which would be founded on course class offerings, with smaller research lab opportunities as focus areas for students to engage in a theme or interest  
Research groups are tied to critical making spaces – want to allow innovation through materials and processes  
Digital + Media is a program which has the potential to bridge between traditional departmental barriers  
Undergraduate studies would be a benefit to the program – give students more autonomy around their area of interest and allow students to innovate on the structure of a given curriculum  
The department has considered a pilot which would open up the floorplan with shared seminar rooms between the departmental space

**Collaborations:**

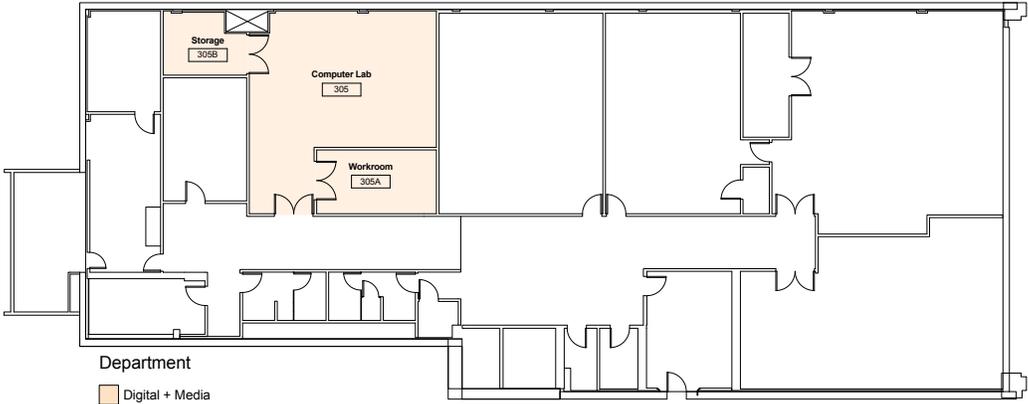
Collaborations with other departments are a large part of the D+M curriculum – the thinking is that all involved will learn from one another  
Courses offered in conjunction with Brown students marry theory and practice in interesting ways which are beneficial for students  
Juniors and Seniors in all departments can be admitted to the upper lab offered through D+M  
Some students in D+M teach in foundation studios [these can be part-semester workshops, or month-long projects]

**Other Opportunities:**

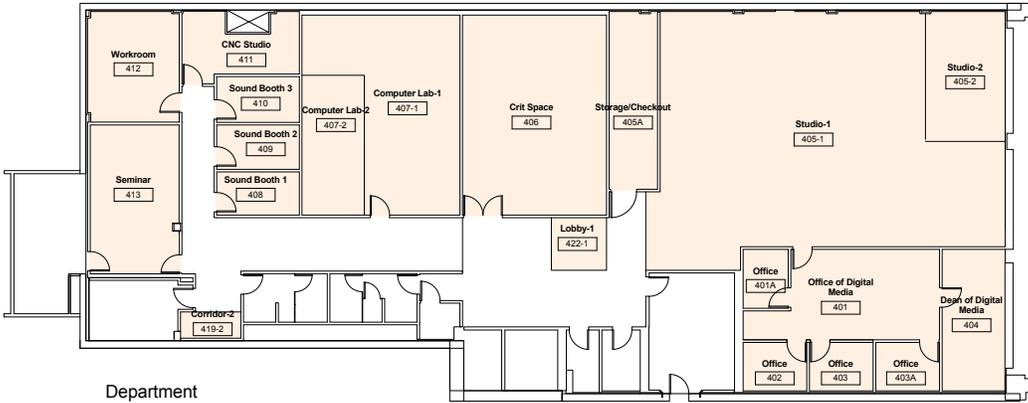
The MIT Media Lab is an interesting layout which could promote more shared space and flexibility for students to work and collaborate  
Need to consider ways to open up buildings to be more open but respect the balance between public and private – people don't want to work in a fishbowl  
Locating important curricula and elements of the RISD experience in the Museum could make the space a public and community hub  
The department anticipates exploring an undergraduate course offering in the next 10 years  
There is also considerations for adding a third-year to the graduate experience



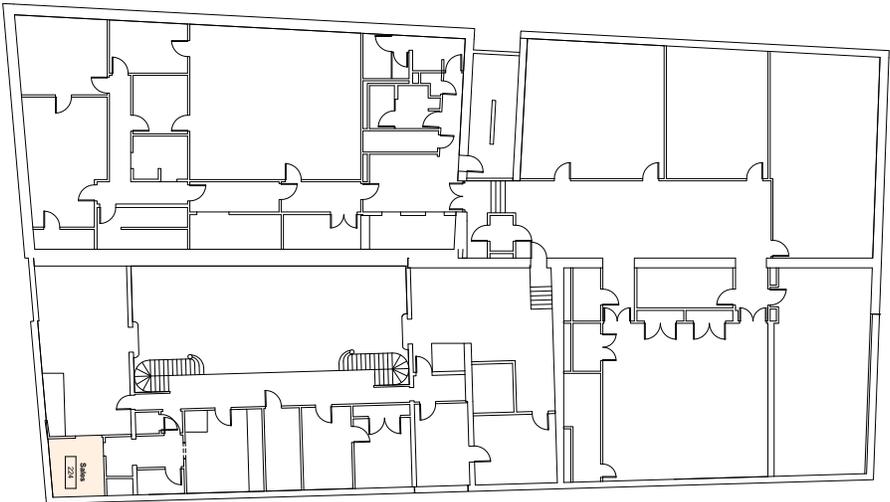
Digital + Media Fall 2013 Occupied Space By Building



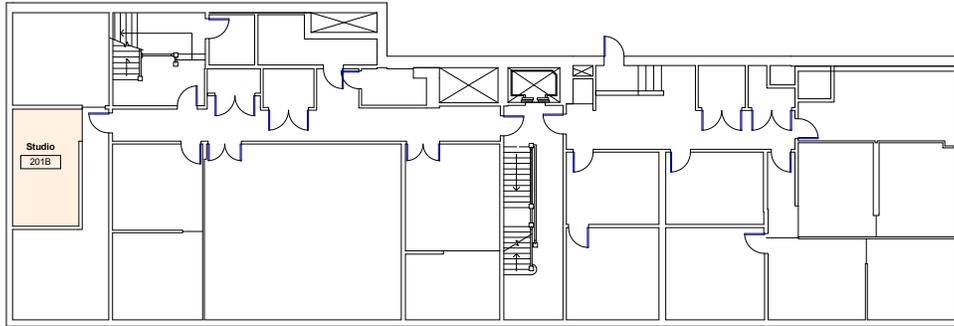
CIT/Mason - 3rd Floor



CIT/Mason - 4th Floor



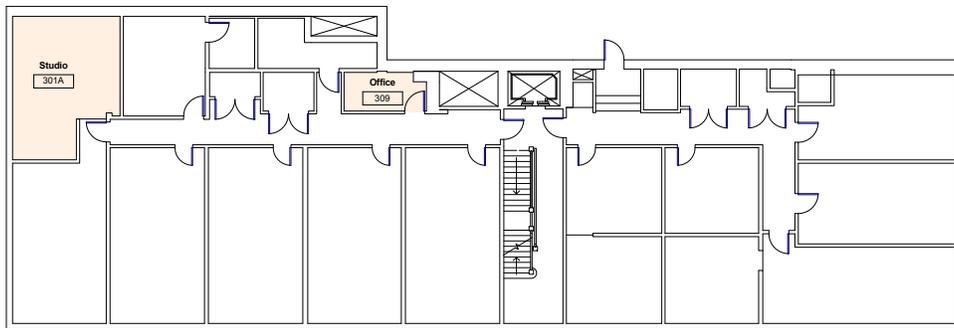
Design Center - 2nd Floor



Department

Digital + Media

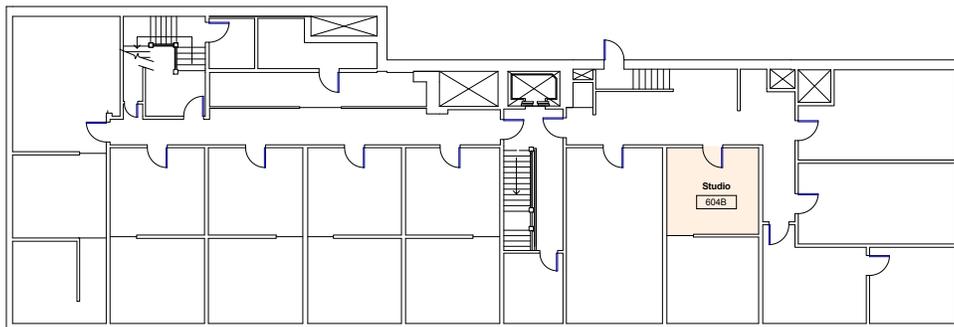
Fletcher - 2nd Floor



Department

Digital + Media

Fletcher - 3rd Floor



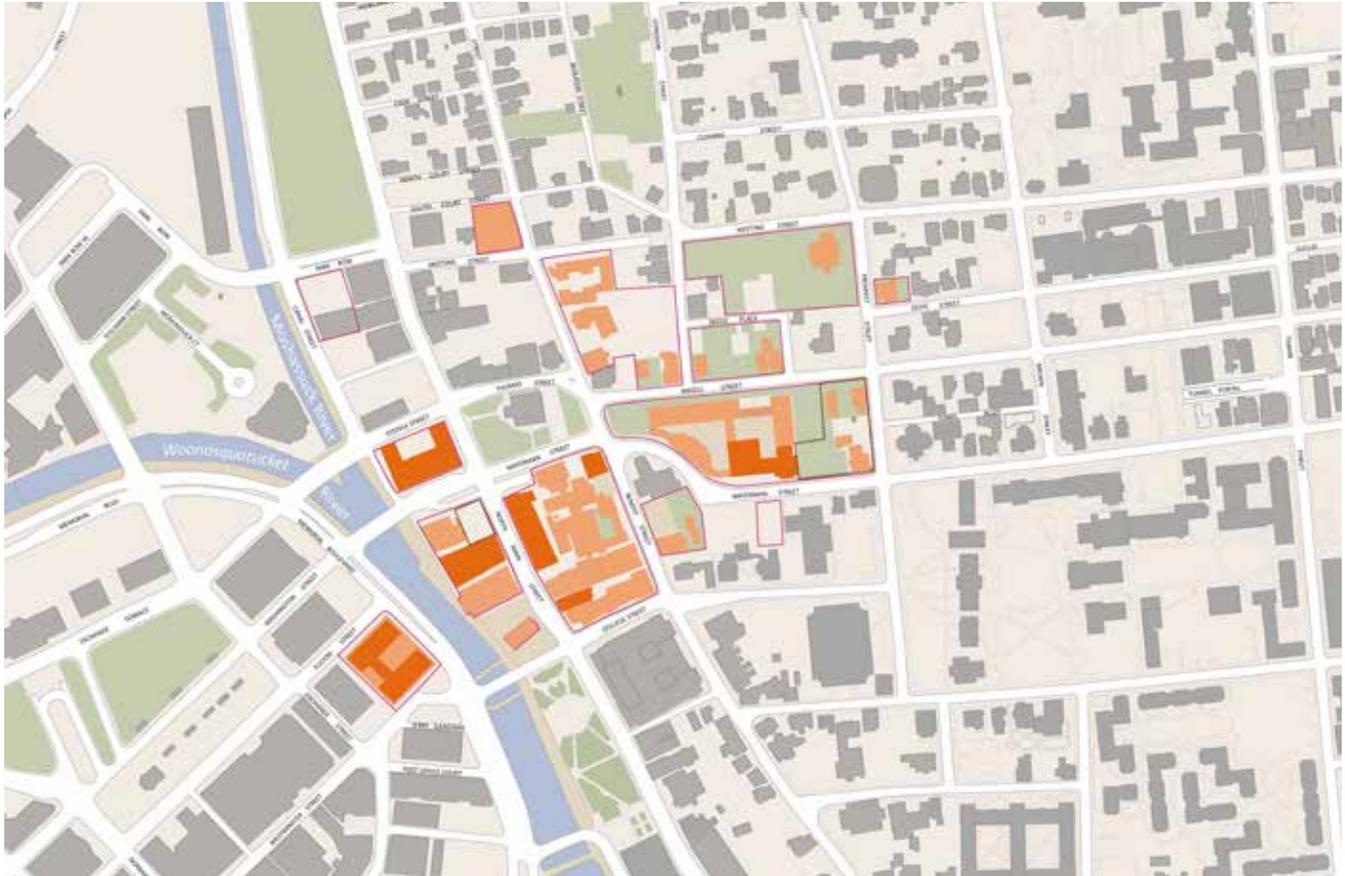
Department

Digital + Media

Fletcher - 6th Floor



## Dining + Retail



Distribution of Dining + Retail Resources

### Fall 2013 Departmental Metrics

Square Footage: 39,061

### Summary

- Better quality of meeting spaces in MET
- More diverse types of seating in MET
- Address the use of the MET Mezzanine

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## Dining + Retail Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/4/2013  
Re: Meeting with Dining and Retail Services

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Comments: Meeting Notes from 3/20 Meeting with Dining and Retail Services  
RISD: Annie Newman, Keelin Reekie, Virginia Dunleavy  
DSK: Tom Kearns, Jim Newton

#### Food and Stuff:

Met is primarily used by 1<sup>st</sup> and 2<sup>nd</sup> year students

1<sup>st</sup> year students have unlimited access to the dining hall = more value for students

2<sup>nd</sup> year students have two meals per day or they can run a declining points plan

Met was a homey space at one point, it was renovated to support an increased server size, as well as increasing the seating capacity of the space

Portfolio in 15W

Café – on a line arrangement of spaces and amenities

The first two months that the space was open no one was going to the facility – branded as pan-asian cuisine but in reality there was no menu diversity

The café is now 2/3 of the business that Dining does in a given year

Seats are a problem, many students go upstairs with their food, and freshmen are limited to one meal a day in a venue outside of the Met

Watermark

Space in the Bookstore is a good space; however the space is limited with the seating capacity

Jolly Roger

Café space which is rented from RISD huds, very popular for BEB and SOMA properties

Rosie the food truck

The truck is mid-life and was purchased used from CA

Problematic and temperamental, however, the truck is beloved on campus

All menus are available on RISD.edu to see what is available where on a daily basis.

1,400 students are on the campus meal plan, some juniors and seniors, there is a 200\$ declining balance meal plan for graduate students which many take advantage of.

Sustainable dining practices: not a part of the educational process – would be beneficial to include in the education of students.

Four primary tenants of the dining hall service:

- 1) Relationships
- 2) Ingredients / Integrity – how the dining services tells the story of the ingredients
- 3) Sustainability – composing and student interest on how to showcase their systems
- 4) Design – self explained and interesting

The dining hall closes at 11pm

Grab-and-Go food options are becoming increasingly popular on campus

Teaching Kitchen space would be a benefit in the Met allowing students to experience the dining experience

There are ~26 students with special dietary restrictions which are accommodated in the dining hall



The number of seats in Met seems to be adequate, would like to provide a more diverse range of seating options; the freshmen schedule is flexible enough that there aren't severe crunch periods for dining hall service during the day.

**RISD Store:**

2D Store

Supports campus community and is the mothership in lieu of a traditional campus bookstore  
Apple Store, Merchandise, Textbooks are done by Brown through their facilities.

3D Store

Plaster, Wood, Spray-paint – similar to a hardware store  
The format has had to change to compete with Home Depot  
50,000 of pass-through for departments and access for their accounts.

**Mailroom:**

Mailroom is located in the street-corner space; packages are received and delivered downstairs in the building.  
Mail delivery has dropped in the last few years; the number of packages being delivered has increased 4x in the past 7 years.

**Copy Center:**

The copy center handles more than 3M copies annually  
The copy center employees are beloved; however the program is not a strong element of the services.

**Opportunities:**

Meeting spaces in Met are poor quality and aren't used very much  
Upper level of Met mezzanine is not used; Dining Services would not mind trying to include more hours of access for students to use the Met space by closing off the servery.  
The Metcalf Mezzanine is also an opportune space for student gallery space  
Looking into more vending opportunities within the studio space where students may be 24 hours – vending is run through Dining / Retail.  
Noodle shop near the Jolly Roger location could also offer some potential for the Dining offerings.

**Best of RISD:**

How cool it is at RISD: seems to be a matter of perception  
Thursday night is a celebration night for many students

## Exhibitions



Distribution of Exhibition Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 14,373

### Immediate Needs

- Gather more space on the 1st fl of Woods Gerry
- Address lack of storage
- Add more space designed for digital + media
- More space for exhibitions so that students do not have to be limited



## Exhibitions Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/8/2013  
Re: Meeting with Mark Mascone - Exhibitions

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Comments: Meeting Notes from 3/22 Meeting with Mark Mascone – Exhibitions  
RISD: Annie Newman, Keelin Reekie, Mark Mascone  
DSK: Jim Newton

#### Exhibition Spaces:

Exhibitions for students occur on the first floor of CIT building, first floor of Woods Gerry, and the Gelman and Dryfoos Galleries in the Chance Center

These exhibition spaces are professionally curated by exhibitions staff

WG is used by departments on a 3 year rotation

CIT is scheduled by the graduate department on a 2 year rotation

All scheduling is done through academic affairs

#### Chace Center

- Student curated exhibits

- Exhibit proposals are made and reviewed by a jury

- Students are able to work with a professional staff

- Students work on lighting, labeling, hanging, etc.

#### CIT Building

- Graduate work

- Small workroom space is inadequate in the space, with small storage at the back of the building

- Classes are often disturbed by noisy graduate media work

- Access is complicated 12 – 6 daily, building is open until 8 to the public

#### Woods Gerry

- Would be ideal to gather more space on the first floor for gallery and setup space

- Issues of access, not a direct route from basement storage

- Fantastic first perspective of the school with Admissions

#### Limitations:

Challenging to curate all the spaces; lack of adequate storage in each facility

Exhibitions consists of 2.5 staff members and uses +40 students to support all the installations throughout the year

Also works with the museum for the faculty biennial, as well as sharing some resources for other installations or large shows

Because of the scale of student work exhibitions are required to limit the amount of work that students can show in the gallery

There is only one space actually designed for digital + media, there are some limitations with respect to the adjacency to the 103 classroom in CIT

#### Opportunities:

Students are looking for gallery experiences which have a shorter turnover looking for 6 week shows vs. 3 month shows

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The exhibitions staff are professional staff, and the experience of working with professionals is beneficial for students  
Typically 350 – 550 people attend openings in each of the gallery spaces  
Opportunities to broaden the RISD experience to the public by sharing the gallery experiences



## Facilities



Distribution of Facilities Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 32,108

### Summary

- Limited storage across campus
- Address deferred maintenance issues
- What Cheer is not an ideal location for Facilities
- Address limited budget
- Housing is a current challenge for the college
- Need more people to support the grounds
- Standardized recycling bins

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## Facilities Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 5/2/2013  
Re: Meeting with Facilities Department

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Comments: Meeting Notes from 4/26 Meeting with Facilities Department  
RISD: Annie Newman, Mike Lauro , Fred Flori, Joe Mello, Anthony Petrocchi, Paul Mullen, Donna Papineau, Keelin Reekie, Jack Silva  
DSK: Jim Newton, Tom Kearns

#### Issues of buildings on campus:

Most problematic buildings on campus:

- College Building
- 20 Washington Place
- Design Center
- Auditorium
- BEB
- Waterman

Deferred maintenance issues for buildings on campus are addressed as the following priorities:

1. Safety
2. Closures
3. Mechanical
4. Program Accommodation (subjective evaluation)

There is no campus standards – it would be good to have campus and landscape standards which would allow a consistent system of landscape furniture, etc. on campus

#### Common Complaints / Problems:

There is no storage for the college across campus – common issue for all departments and facilities

What Cheer is not an ideal location for the facilities department – there are life safety and code violations in the existing structure

The college has started to take action to ensure that What Cheer meets code requirements

Ventilation is the #1 most common and expensive issue to remedy on campus

#### Ticketing Process:

The TMA work order process is one aspect of the Facilities department which is working well

Most administrators and faculty understand how to place work orders – primarily administrative coordinators are primary points of contact with the facilities work order system

The students know how to use the work order system and are diligent about its use

There is some weakness in the department regarding feedback from clients – there is a process to reach out to departments currently in progress

#### Budget / Financials:

There is a limited budget available for the facilities department each year – mid-way through the year the department is required to re-visit its allocations and prioritize for summer spending



If you work out the maintenance budget for the RISD campus for each building it comes to approximately \$50/week/bldg. which limits the amount of preventative maintenance which can be performed on each facility  
There are also issues of departments ordering equipment without consideration of its relationship or location on campus [when the Jacquard loom was gifted to the school there was no space to support it – the location in Metcalf had to be created (\$250,000) to support the loom]

There is a process in the works which will require departmental purchases to be reviewed by Ned Draper to ensure that there is some coordination between the department, techs and facilities

There are always surprises around gifts and some require strange accommodations

- Giraffe cadavers

- Film Collections

**Housing:**

The current state of housing is a challenge for the institution

There has historically been mis-management of the student housing process and maintenance stemming from a variety of issues

- Culture

- Personalities

- Personal Preference

There was not ever a process to clarify wants and to implement needs

There has been a change in support with Anthony's position on campus to manage summer projects and painting

Previously the painting needs were handled by students through student affairs and residential life – this was not an effective process or approach

The new system is working well – there are still large deferred maintenance needs on campus

**Grounds:**

There are not enough people to support the campus facilities – the number of grounds staff has not increased in the last 10 years – this has been incongruous with the growth of the campus footprint

The grounds crew are tasked with supporting

- Moving

- Trash collection

- Grounds maintenance

Because of the limited availability of staffing the grounds department has had to depend on outside support and staffing for meeting the demands of special events

Special events place a huge burden on the grounds staff – especially towards the end of the Spring semester with accepted student days, commencement, gallery openings, and other special event needs

There is no standardized recycling bins on campus – this is an issue – recycling can be co-mingled, however, RISD gets reimbursed for cardboard recycling

## Film/Animation/Video



Distribution of FAV Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 146 (Undergraduate)

Square Footage: 14,706

### Immediate Needs

- Additional open studio workspace for Open Media
- Space to support stop-motion and puppet based work for Animation
- Installation space for Open Media
- More Fine Arts computer laboratory spaces



## Film/Animation/Video Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 5/2/2013  
 Re: Meeting with Film, Animation, Video

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Comments: Meeting Notes from 4/26 Meeting with FAV  
 RISD: Annie Newman, John Terry  
 DSK: Jim Newton, Tom Kearns

#### Issues:

Graduate student work is limited by the amount of space available to the students in the department  
 The Open Media curriculum is focused on installation based work, there is not enough space to support this curriculum – this is a program which has been growing in popularity and is currently drawing 1/3 of majors  
 The department has an enrollment of 150 students which is an all time high

There are three primary areas of focus for students:

Open Media – needs additional open studio workspace

Live Action – shifting media from film based to digital based work

Animation – there is a need for space to support stop-motion and puppet based work

FAV is the biggest user of the Fine Arts computer laboratory spaces – they are scheduled 2 to 3 days a week by the department

Much of the RISD faculty is stepped in a mantra of “we can’t do this” need to look for alternate strategies to enable innovative projects

This is not an attitude at any other world class institution – “do more with less” there is a sense among faculty that when a facility is renovated that the department “did something to deserve the renovation”

#### Opportunities:

If the FAV department could have all of the Auditorium building it would not need the space in Market House and could accommodate all of its departmental needs

The elevator in Auditorium building is limiting – College Building may be a better space for FAV long-term

A “hobby shop” space would be beneficial for the institution and could alleviate the need for redundant facilities in many of the Fine Arts departments

There are opportunities to open up the campus – important to balance transparency and sense of “animals in cages”

Is there potential to add another floor to Metcalf? Brown is currently working on adding another floor to one of their legacy buildings

Are there opportunities to build a new structure on the Farnham building site? It is a shame to waste real estate on parking in an urban context

The renovations to 161 South Main were really beneficial for the Industrial Design department and also was a benefit to the entire institution – good example of adaptive re-use of facilities

Build a bridge and connect the first and second floors of Design Center, Auditorium, and ISB

In order to support the Open Media curriculum need to have studios around a classroom environment – having great space for installation is the name of the game for the Open Media curriculum, as well as others on campus

Art Direction is an opportunity to create a new curriculum which would be a perfect fit for almost any RISD student coming out of Foundation Studies – may also be a good fit for Graphic Design students

There are opportunities to increase the amount of Science exposure for RISD students – the concept of using the Nature Lab as a Science component to the RISD student experience is archaic

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The Old Library in College Building could be a tiered performance space of a smaller scale  
Move the Watermark Café down to the first floor of the Design Center building

**Collaborations:**

There are existing synergies with many of the Fine Arts faculty as well as collaborating heavily with Illustration faculty and students

Primary points of student overlap are with

Illustration – collaborate on Animation

Photography – could be a collaborator for Live Action curriculum [good for students to have background in photography]

Painting

Sculpture

Glass

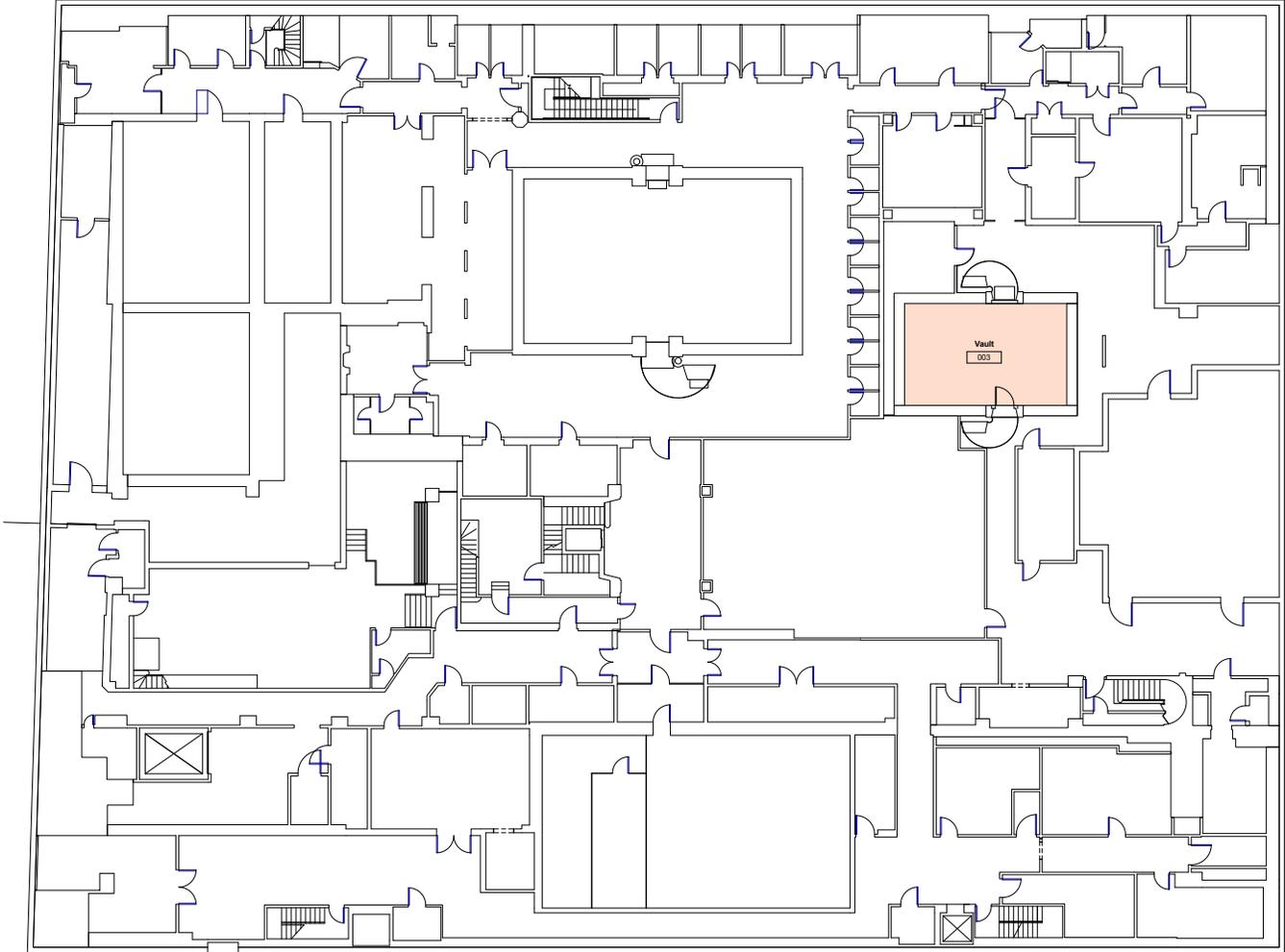
Open Media courses are the primary courses taken by non-majors in the department [primarily students in other departments who want to incorporate video in their work, installations, etc.]

It is challenging to support collaboration between departments – there are such rigid curricula in departments outside of Illustration and FAV

Mixing students between departments, and mixing departmental offices leads to interesting exchange and dialogue between students and faculty

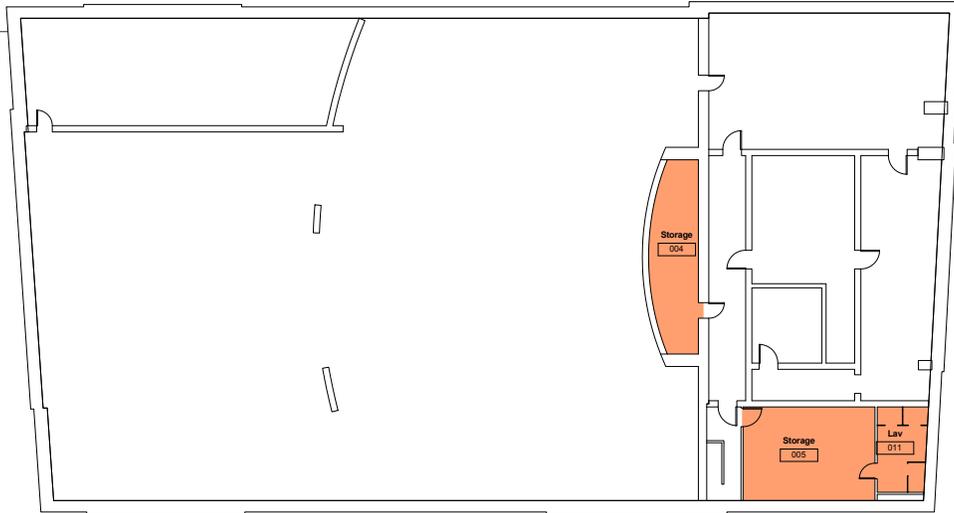


Film/Animation/Video Fall 2013 Occupied Space By Building



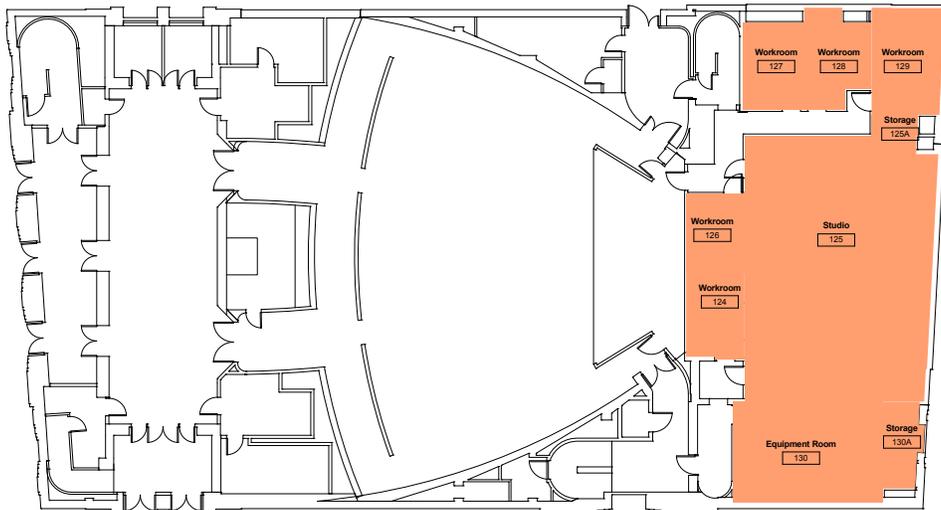
Department  
FAV

15 Westminister Street - Basement



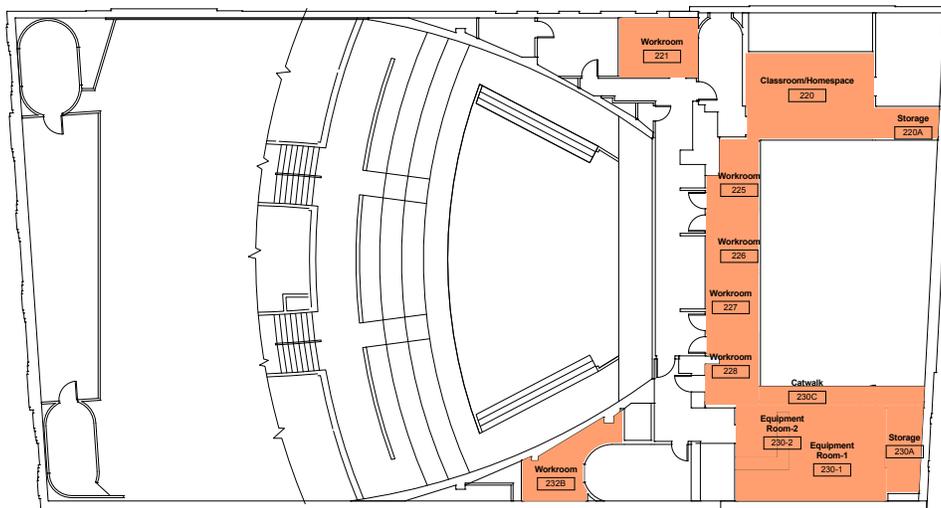
Department  
 FAV

Auditorium - Basement



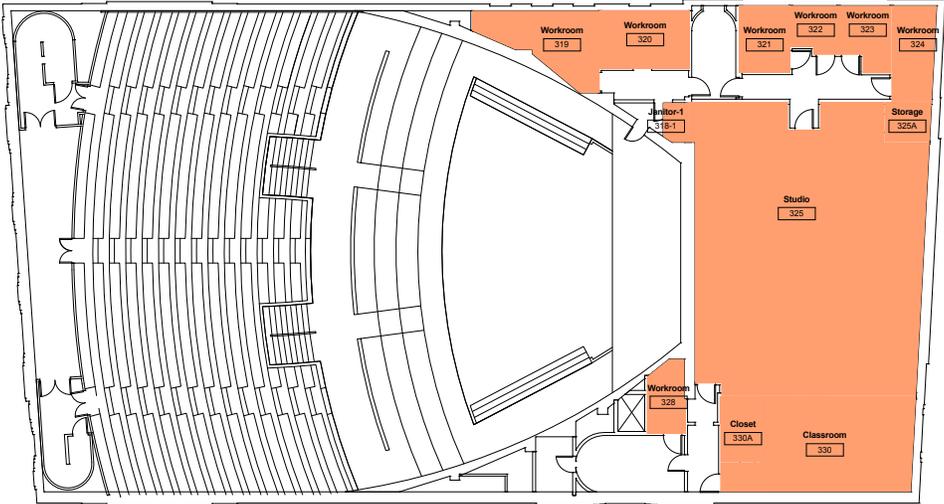
Department  
 FAV

Auditorium - 1st Floor



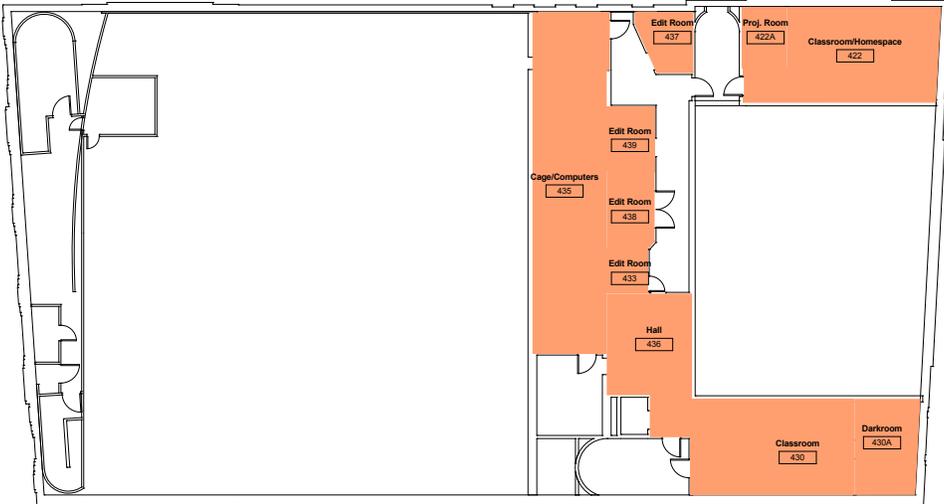
Department  
 FAV

Auditorium - 2nd Floor



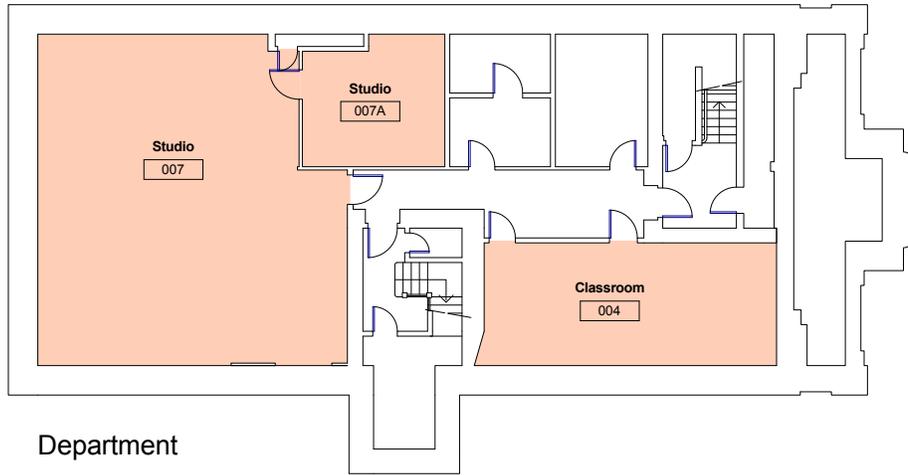
Department  
FAV

Auditorium - 3rd Floor



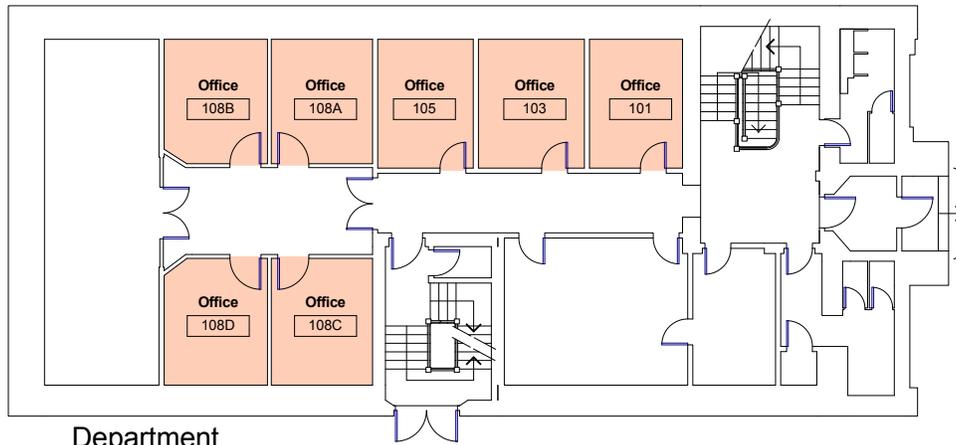
Department  
FAV

Auditorium - 4th Floor



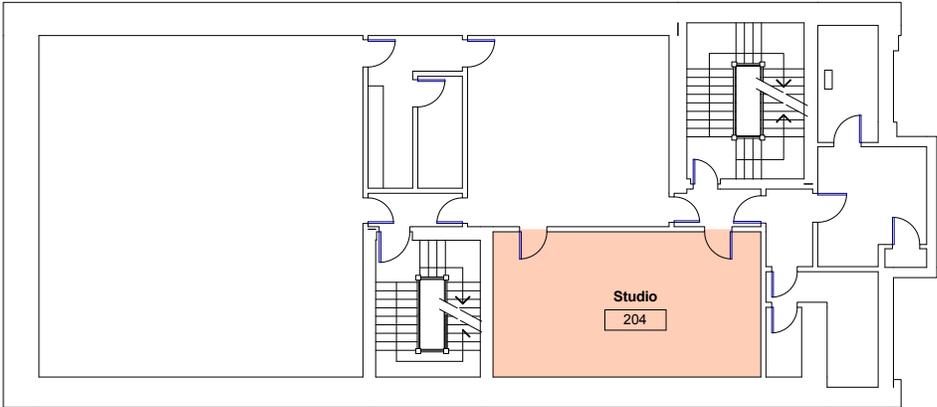
Department  
■ FAV

Market House - Basement



Department  
■ FAV

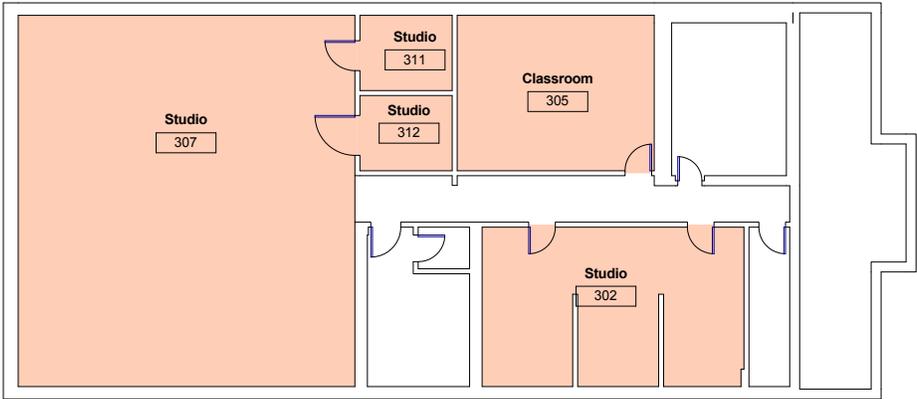
Market House - 1st Floor



Department

FAV

Market House - 2nd Floor

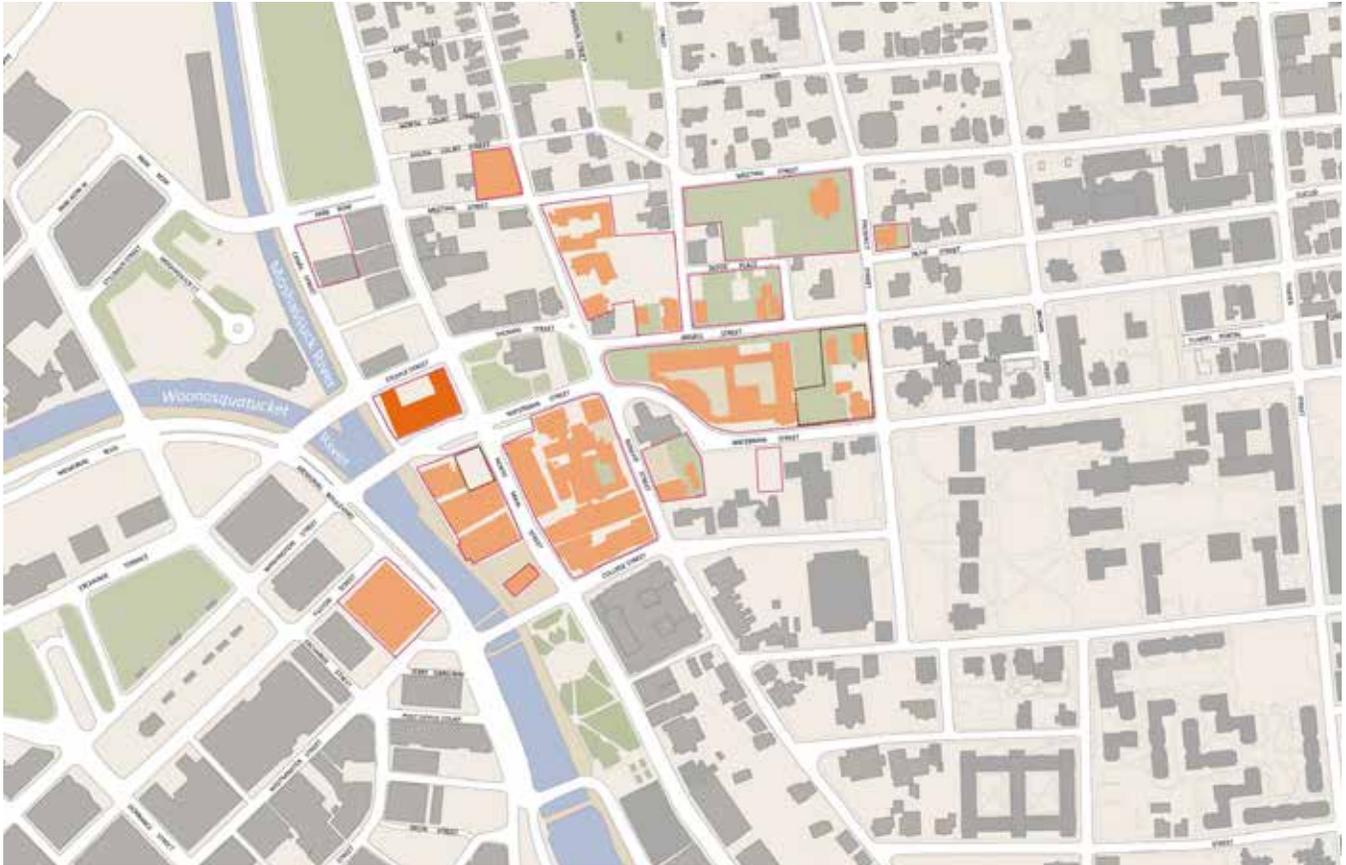


Department

FAV

Market House - 3rd Floor

## Finance + Business Services



Distribution of Finance + Business Services Resources

### Fall 2013 Departmental Metrics

Square Footage: 1648

### Immediate Needs

- Office meeting space and conference space
- Address shared Comptroller space- should be separate
- Space for scanning documents
- One-stop- shop for students needs



## Finance + Business Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/9/2013  
Re: Meeting with Admissions

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Comments: Meeting Notes from 4/1 Meeting with Finance and Business Services  
RISD: Annie Newman, Keelin Reekie, Rick Rummel, Thomas Mattos, Jim Newman, Ed Renzi  
DSK: Tom Kearns, Jim Newton

### Finance and Business Services Structure:

#### Budget Director:

Office shared with a half-time support staff (shared other .5 with IR)  
Located in ProvWash building, this is a benefit as much of the Finance and Business Service offices are also located in the building

#### Director of Procurement Services:

There are 6 staff members working under procurement services – many are in cubicles  
Would be beneficial to have office meeting space, as well as a suite to access the entire procurement group  
The number of staff members will not change over time, should remain the same

#### Comptroller

Much of the Comptroller staff space is inadequate, combined with student services in a joint model  
Not sure how effective the co-location is in its current space – shared service window with registrar and financial aid is not an ideal situation  
Currently includes: payroll, accounting, student accounts

### Limitations:

As the departments move toward a paperless model – there should be space for people who will be scanning the documents

There are constraints with the amount of conference space available on campus

Continuing education has unique affiliations with departments, and often is required to pay separate fees to departments to use their space

### Opportunities:

Much of the storage is legacy storage, not active and much of it is not necessary

Shared file space for the accounts departments would be a good opportunity to reduce redundancy

Financial aid could be in a different work environment, however, they would still require private space for consultations, need to ensure access to those spaces

The consideration of a Financial Aid, Student Accounts, and Registrar being a one-stop-shop has been considered, however, an integrated point of service would need to be proximate to both financial aid as well as student accounts – including much of the support staff

This concept was explored previously to see if there could be opportunities to create a one-stop reception area which could handle 80% of the student traffic in the building, with 20% being directed to trained specialists to support their independent needs

The concept concluded that over half of the space on the first floor of the ProvWash building would be required to support the necessary infrastructure

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Purchasing group could be de-centralized and located in a separate space from the rest of the Finance and Business Service offices – the contacts with buyers would also benefit from being more readily accessible  
Some of the “back of house” components of finance and IT could potentially move off-site and do not need to be as centrally located on the campus  
Other opportunities to explore more shared resources between groups and divisions may be a welcome idea, especially common resources

**Capital Process:**

The capital process repeats on a yearly basis

There is an effort in place to re-assess the capital (non-operational) budget as well as deferred maintenance into subsets of the capital budget, currently everything is lumped into a single request for capital

- Equipment

- Projects

- Funding

- Maintenance / First Cost

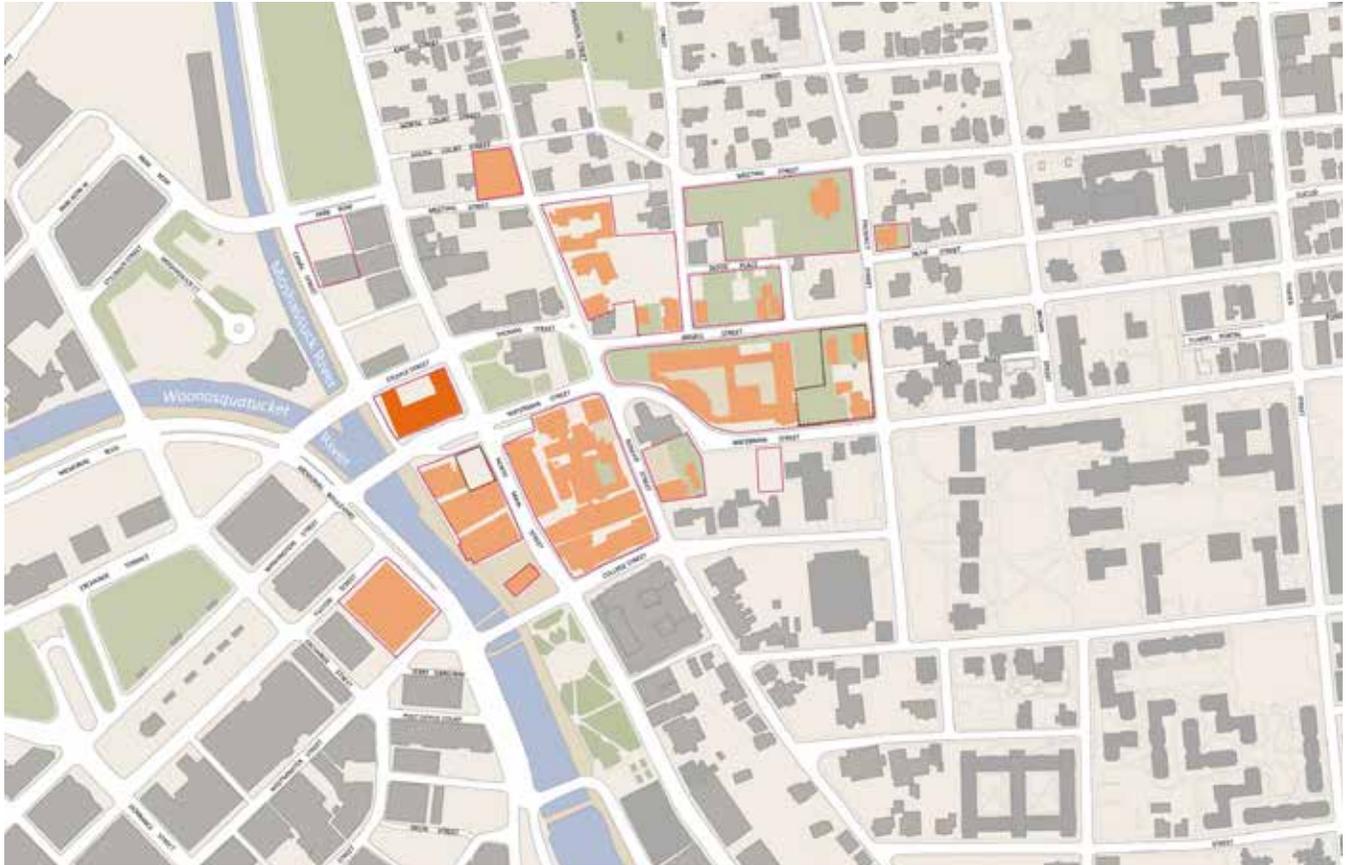
- Programs and initiatives

Want to ensure that the capital process allows departments to have what they really need to support their program and maintain excellence

Residence Halls have known deferred maintenance needs and are directly related to the student experience, need to ensure that they are of a high caliber



## Financial Aid



Distribution of Financial Aid Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 1,343

### Immediate Needs

- Better connection to student accounts and registrar
- Needs to be one-stop, visible to students

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## Financial Aid Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSK  
CC: Tom Kearns, DSK  
Date: 5/28/2013  
Re: Financial Aid Meeting

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Comments: Meeting Notes from 5/17 Financial Aid Meeting  
RISD: Annie Newman, Anthony Gallonio

**Location:**

Prov Wash is a convenient location for the office, but could be elsewhere on campus  
Financial Aid doesn't get a lot of foot traffic, most interaction on line or on the phone  
Needs to be better connected to Student Accounts and Registrar (not just physically but operationally - one stop shop)

**Critical Milestones:**

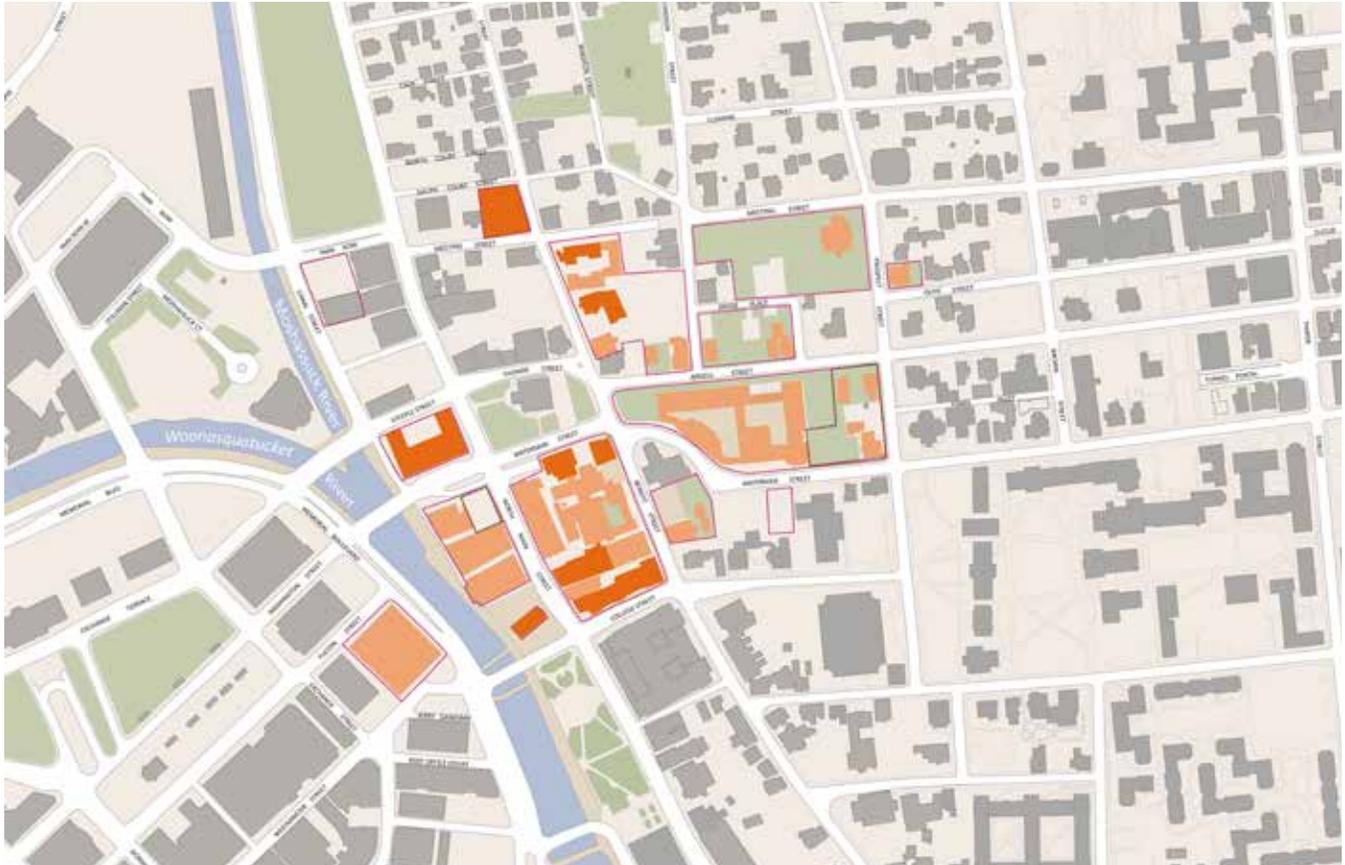
From Feb - June most of their work is with Admission and new admits, but don't want to go to Woods Gerry  
Maybe have a staff person there for that time period

**Adjacencies and Collaborations:**

Also work a lot with Student Affairs staff  
Doesn't need to be near 4th floor senior administration  
Doesn't anticipate staff growth  
Thinks if they stay in PW then a space off the lobby (like where IT help desk or Controller is makes more sense - need one stop shop to be very visible to students)



## Foundation Studies



Distribution of Foundation Studies Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 460 (Undergraduate)

Square Footage: 31,988

### Immediate Needs

- Workspace for students outside of class time
- Closer proximity for foundation studios
- Space that accommodates work at a variety of scales: from human, to tabletop, to architectural
- Updated HVAC systems
- Office space and storage space for faculty
- Space for academic administrators
- Better and more computer laboratories

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## Foundation Studies Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/16/2013  
Re: Meeting with Foundation Studies

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Comments: Meeting Notes from 4/3 Meeting with Foundation Studies  
RISD: Annie Newman, Joanne Stryker, Ken Horii  
DSK: Jim Newton

#### **Schedule and Curriculum:**

Courses in Foundation Studies are held three days a week and run from 8am to 5pm M – F  
During the Fall semester, the day-long courses are separated by History of Art courses from 12pm – 1:30pm  
The ideal schedule would hold foundation studies courses on M, W, F to allow students a day between each course  
Courses are offered in three areas of focus; Drawing, Design, and Spatial Dynamics  
Students require access to the spaces outside of course hours, especially on the weekends and evenings – this is a challenge when multiple courses share the same space  
Spaces can't be shared between disciplines, due to the specialized nature of the environments – a drawing classroom supports five sections of drawing a week  
Spatial dynamics is not portable – need to have workspace when students aren't in studios; this would alleviate some of the access issues for students  
Each section typically enrolls 20 students in their section – this means that outside of class there can be up to 100 students trying to access a foundation studio to use the space  
Some of the spaces which are outposts – 41 Meeting Street, 510 College Building are not strongly connected with the rest of the foundation experience  
It is beneficial to have foundation studios within close proximity of one another  
The spaces associated with Foundation Studies is getting better, it is not perfect space – there are still opportunities to grow and expand  
Good space trumps location in many cases on campus  
The duration of a full-day curriculum allows instructors to focus on the experience and not to focus as much on the set-up and tear-down of the space  
Students are able to work through the entire period and allows for impromptu crits, and teachable moments

#### **Curriculum and Pedagogy:**

Scale of students work is growing...this leads to limitations of projects based on the available space  
Need to have the ability to support work at a variety of scales – human, tabletop, architectural  
Additional limitations are associated with having to share the foundation studio spaces and impacts on access to collaboration  
Looking to a model of mixed course work in each facility would provide opportunities for increased collaboration and interdisciplinary exchange  
    There are some concerns regarding health and safety in the spaces  
    Additional concerns around the HVAC systems in the foundation studios and what they need to handle  
Students are mixed in each semester to gain exposure to a variety of viewpoints from faculty of different backgrounds  
The students shift between semesters to get a broader exposure, their first semester advisor remains their advisor throughout the year



Students don't have a standard experience – mixed experiences with formal issues, and technical process  
Leads to flexible / analytical thinking and ability to tackle challenging coursework  
The Nature Lab has an invisible wall between itself and foundation studies – need to acknowledge this  
Faculty are committed to the curriculum – it is a critical component of a RISD student's experience

**Space Requirements:**

Need to create storage space for faculty as well as office spaces  
No space for academic administrators – would like to add an additional position, however, there is no space  
Computer laboratory spaces – currently have 1.5 increasingly need to incorporate computation into foundation studies curriculum, this necessitates access to computer labs  
    The foundation studies division doesn't want to begin a mandatory laptop program  
    Students may have different computing needs in their department, don't want to have to re-purchase machines following freshman foundations experience  
Students want to have an opportunity to flex between media and machines – have both in the studio  
There is some audio equipment which is available but currently locked up and not accessible  
Spatial dynamics rooms share a small shop  
Need a range of teaching spaces to support the breadth of teaching styles

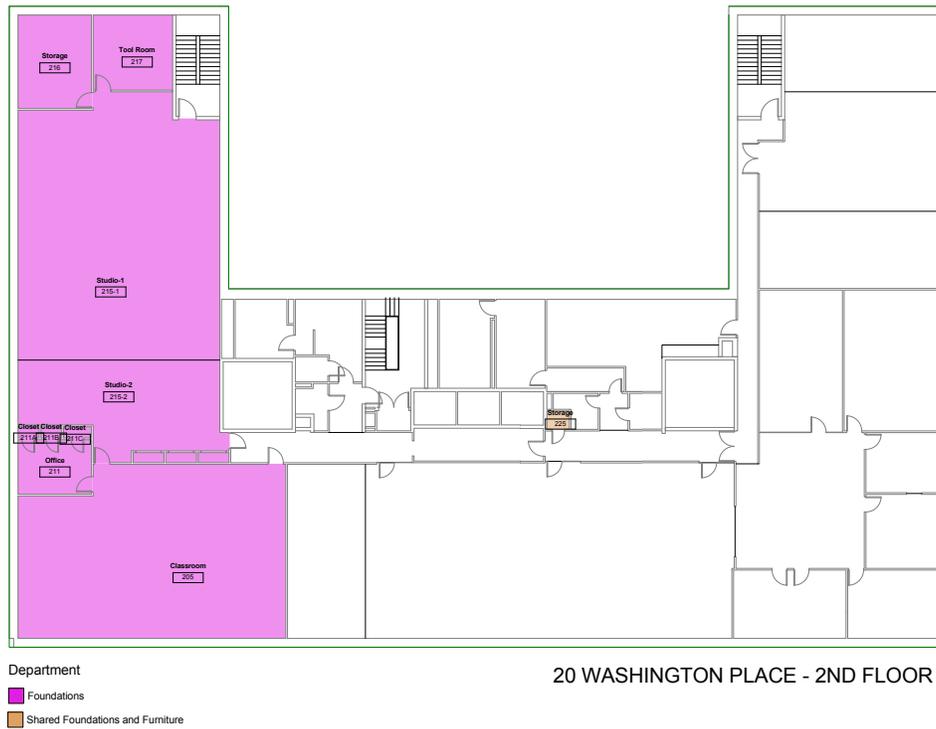
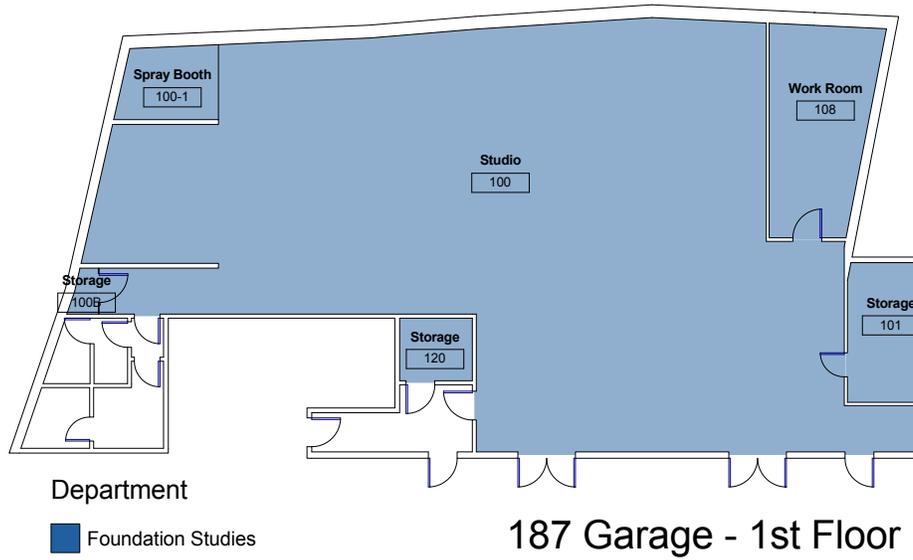
**Student Experience:**

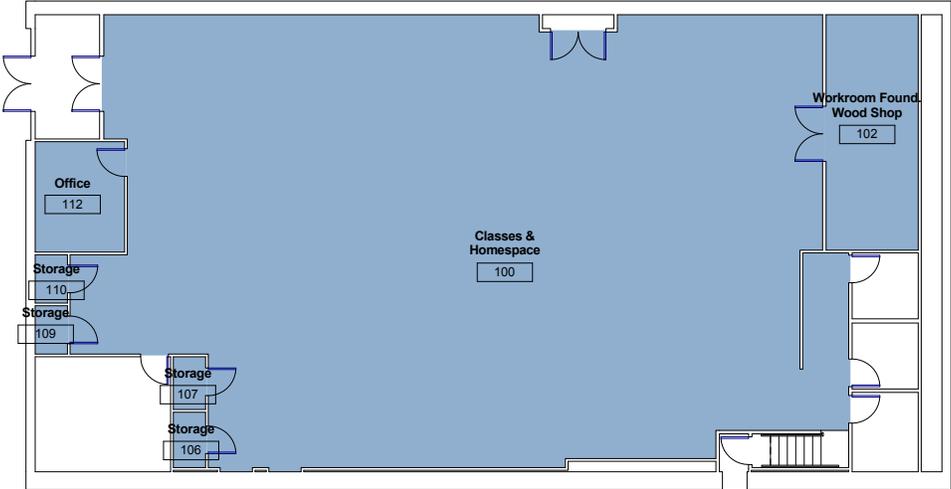
The RISD experience is parenthetical to graduate work – goal is to broaden their perspectives and vision  
Sophomore year focuses on skills and experiences

**Campus Issues:**

Offices for department heads  
Better signage and way finding on the campus  
"The Pit" was a great space for a quick snack; Watermark serves great food in a terrible location  
Café in ProvWash would be beneficial, there is a lack of social space in the building, and Carr Haus has a long wait  
Faculty Lounge and an Academic Commons would be beneficial for the RISD community  
Faculty offices are distributed and shared with part-time faculty  
Lack of private space for conversations, as well as space for files and storage

Foundation Studies Fall 2013 Occupied Space By Building





Department

■ Foundation Studies

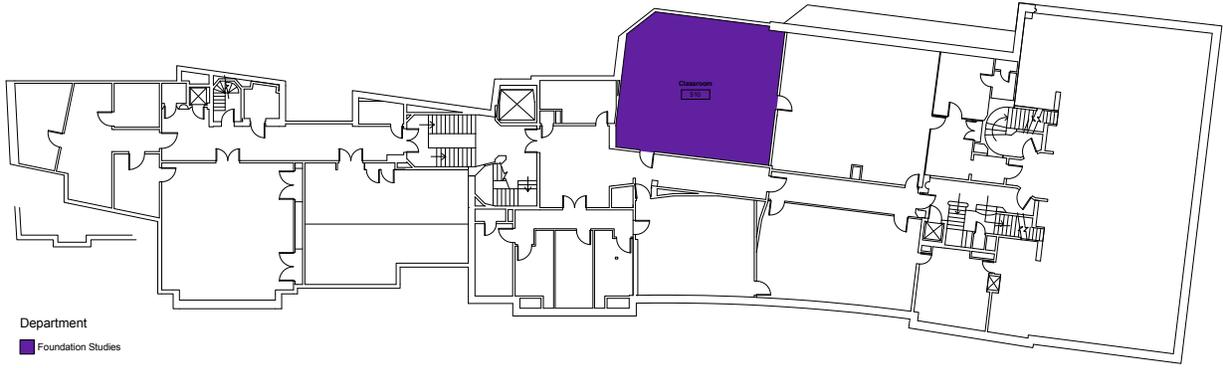
### 41 Meeting Street Studios - 1st Floor



Department

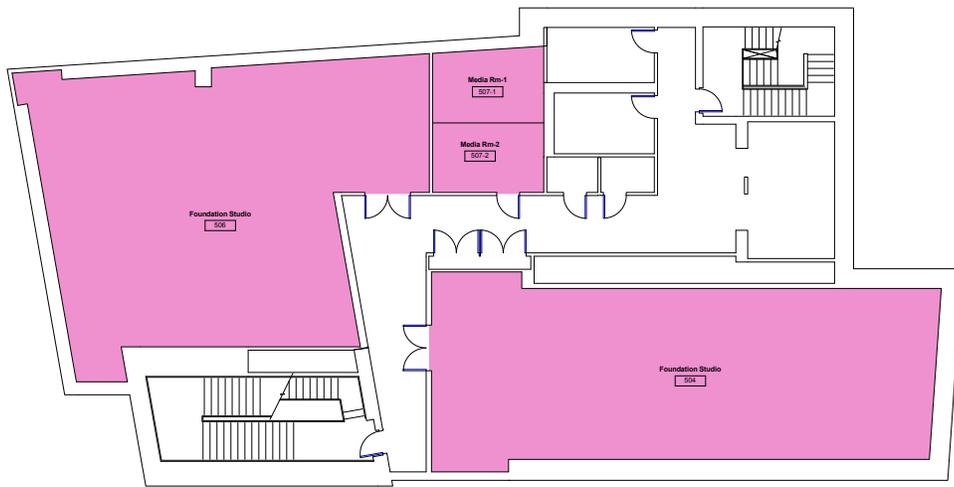
■ Foundation Studies

### Carr House - Basement



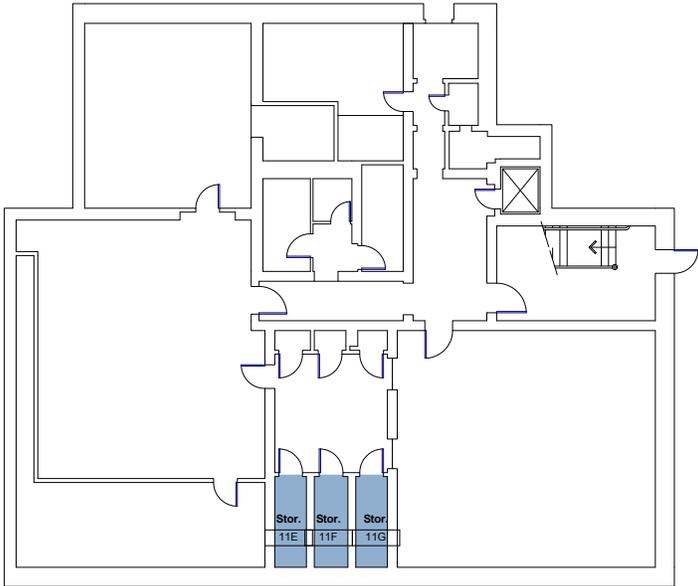
Department  
■ Foundation Studies

College Building - 5th Floor



Department  
■ Foundation Studies

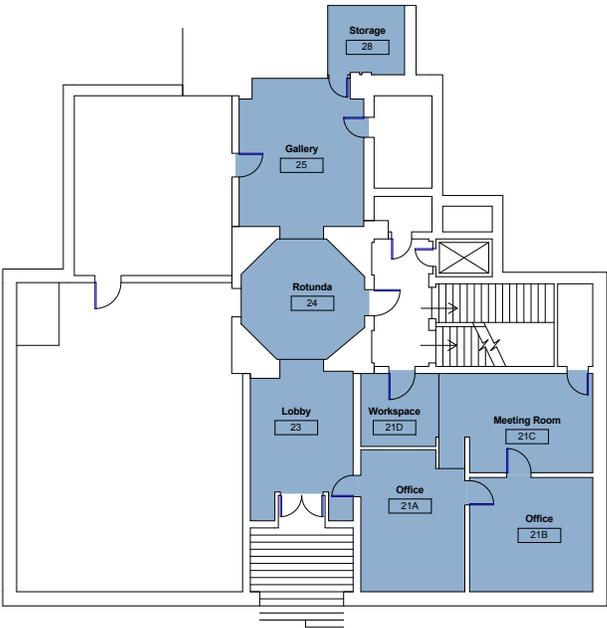
Chace Center - 5th Floor



Department

■ Foundation Studies

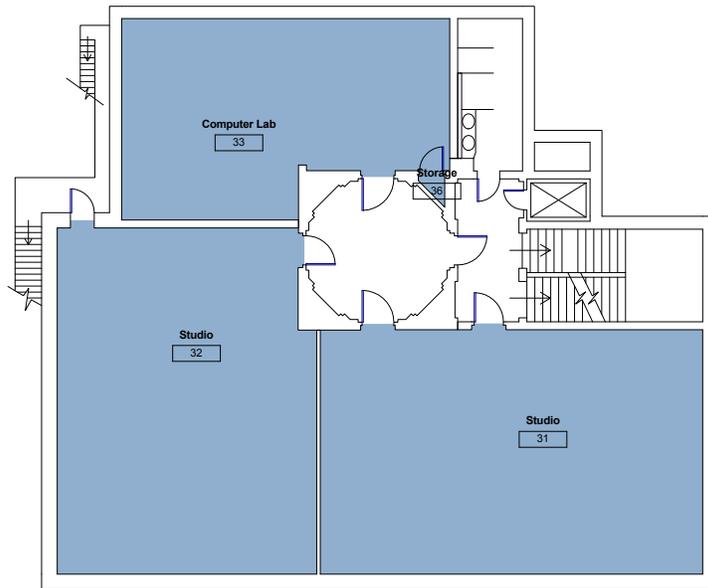
### Waterman Building - Basement



Department

■ Foundation Studies

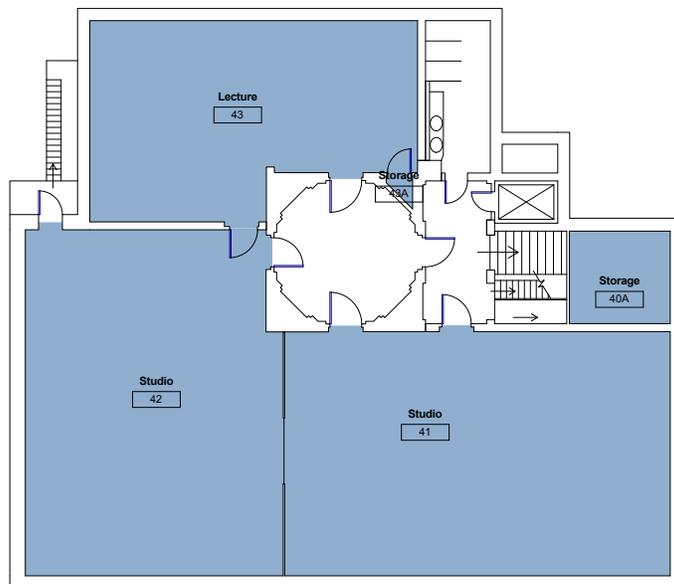
### Waterman Building - 1st Floor



Department

■ Foundation Studies

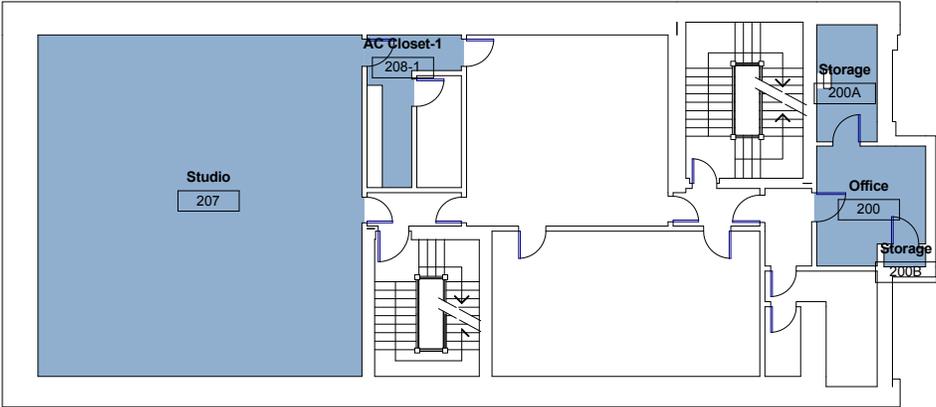
### Waterman Building - 2nd Floor



Department

■ Foundation Studies

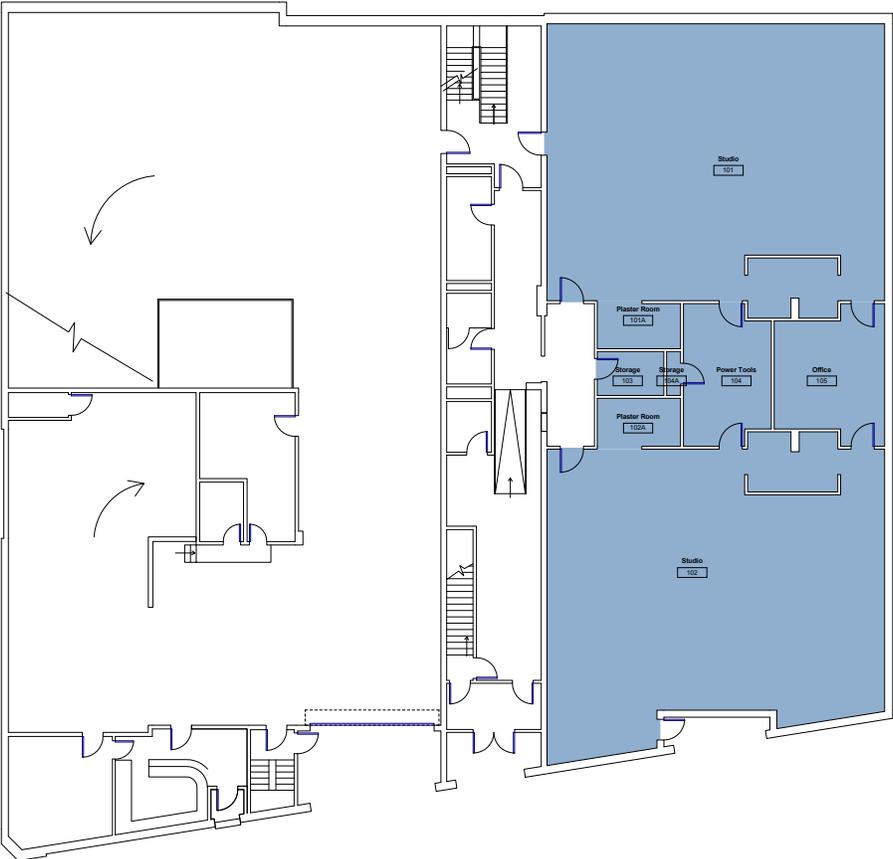
### Waterman Building - 3rd Floor



Department

■ FA/FS

### Market House - 2nd Floor

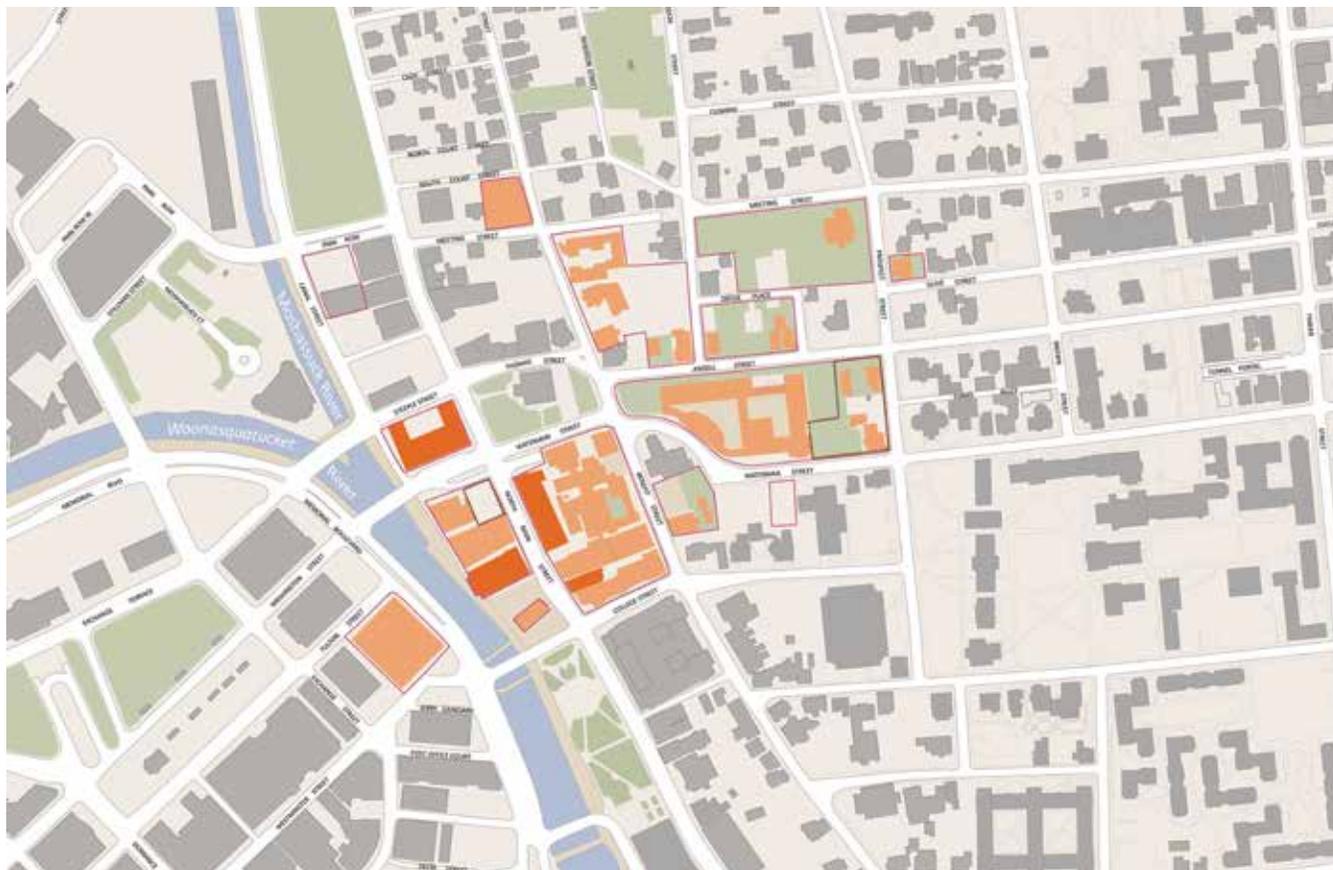


Department

■ Foundation Studies

### What Cheer Garage + Studios - 1st Floor

## Furniture Design



Distribution of Furniture Design Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 93

Square Footage: 24,610

Undergraduate: 78

Graduate: 15

### Immediate Needs

- Either more space or co-location of department
- Better management and space for the Rare Woods Collection
- Full benches for sophomores
- More critique space
- More home-space for juniors
- Social space for the department



## Furniture Design Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/30/2013  
 Re: Meeting with the Furniture Department

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Comments: Meeting Notes from 4/24 Meeting with the Furniture Department  
 RISD: Annie Newman, John Dunnigan, Lothar Windels, Chris Speece  
 DSK: Jim Newton

#### Overview:

The Furniture department was "at the top of the needs list" prior to the Chace Center project and were displaced during the process from their previous location

The decentralized nature of the department limits their ability to be as efficient as they could be with co-located space

The department typically has between 81 – 90 total students

A balanced size of the department would be 100 students with a blend of approximately 80 undergraduate and 20 graduate

#### Issues:

There is a sense that Furniture needs to gain space for the department

The facilities currently impede the pedagogy and the practice of the department and limit what students and faculty are able to accomplish

The total departmental square footage is 40,000 SF; this could be less in the future if the department was co-located  
 Needs could likely be met with 3 floors of the Metcalf building

The rare woods collection is not formally supported by any department on campus – it is supposed to be a "living collection" where proposals are offered to utilize specimens for student or faculty work at a reduced rate, and that the funds of the sale will go into continuing the collection

The collection has not been well managed, and is waning – it is also not in an ideal location in College Building  
 Linking enrollment to TU's is problematic and causes a lot of stress between departments – resources, jobs, and teaching units are all linked to student enrollment and causes strife between departments as they work to plan for departmental needs

- Causes departments to make decisions based on resources allocated to the department

- Transparency and exhibit areas for departments play a large role in recruitment

- There are many departments where one cannot see what is happening in that department

Sophomores sharing benches is an issue and causes them to have half of the space they would need ideally

- Students are making big things in class and they are constrained by the space available to them

- The department is forced to limit the size of the work that students can make 36" maximum width and a maximum of 15 pieces of wood

Critique space availability is a challenge for the department

- The venue currently available is inadequate

- Students are required to move large pieces to bring them into the crit space

There is an inadequate amount of homespace for Junior students - an issue of where to put students

- Students work through a shifting curriculum between wood and plastic to metals

- Having to shift between homespace is a challenge for students who want to work through the semester

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Currently the woodshop is the social hub for the furniture department – this is not an ideal space to be the focus of social gathering and exchange in the department  
Major declaration is a major challenge for the RISD community and the student process  
Enrollment spikes can lead to overcrowding of shops and resources – there is some concern that the carrying capacity of the departments resources will lead to a drop off in interested applicants  
This year’s declaration of majors was one of the departments largest..students asked “where will you put us?”  
There is a need for adequate studio space to support the desired learning outcomes

**Opportunities:**

More transparency of work and the process would be advantageous for the department and the entire RISD community  
The Furniture department is focused on the important link between the “thinking and the making” it is therefore advantageous for the department thinking spaces to be in close proximity to the making spaces  
There may be opportunities to re-think how the links between shops and workspaces are located – want to ensure that this does not undermine the rigor of the curriculum  
Graduate students have good square footage – space between Metcalf and ProvWash is a barrier to collaboration  
Adjacencies to lecture, meeting, drawing, and making spaces are critical to the department  
Furniture is looking for ways to demonstrate the philosophy of the department  
Need to establish common social space which is appropriate for the furniture department  
Consider opportunities to combine wood and metal shop spaces for an integrated curriculum  
The spaces in Bank Building are great spaces – it would be ideal to create a space where all shops in Furniture were on an equal footing in terms of resources, location, and access

**Shared Technologies:**

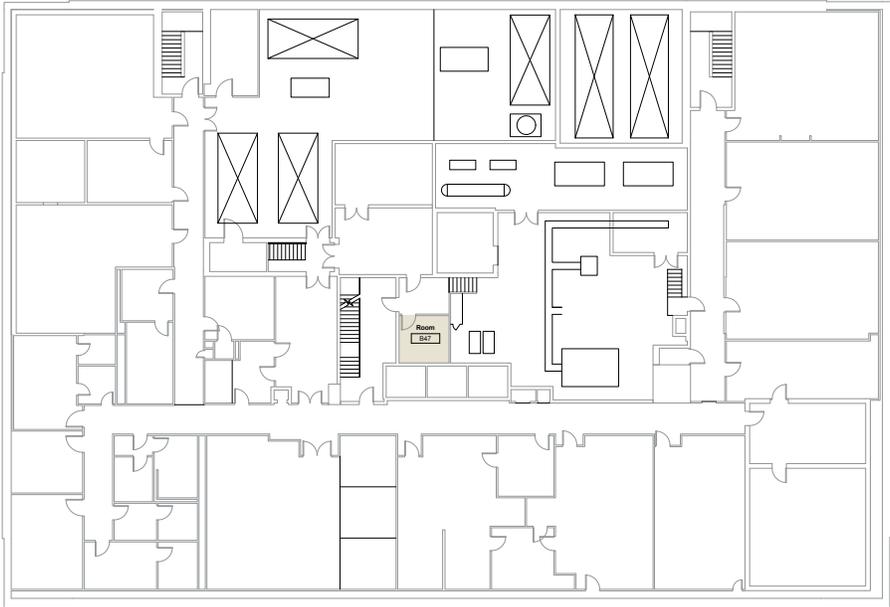
New technologies are the most likely to be shared between departments  
There is an important element of technical translation which is not treated equally by all departments and is a challenge to broader collaborative opportunities around technologies  
There is a sense that in Furniture design students will do it better because they know how to use machinery and technology  
There is an important relationship between the profession and what expectations are placed on a shared technology resource – service bureau vs. fabrication facility

**Potential Collaborations:**

Furniture design is closest to apparel design – there could be new synergies between the departments  
Other departments with the potential for collaboration include:  
    Textiles  
    Industrial Design  
    Interior Architecture  
    ...Architecture?  
There are concerns about the need for “enough daylight between the silos” to ensure that departmental identity is supported and collaboration can be fostered  
Furniture design sponsors collaborative projects, but does not offer joint courses across departments  
There is one course being offered called *Witness Tree* which is a course offered between Furniture Design and HIPS in Liberal Arts

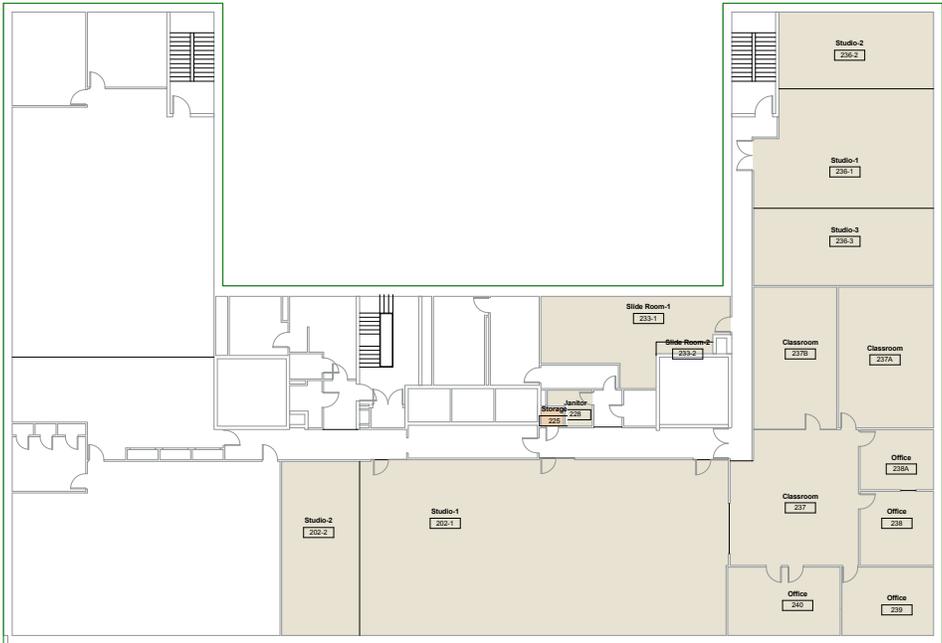


Furniture Design Fall 2013 Occupied Space By Building



Department  
 Furniture

20 WASHINGTON PLACE - BASEMENT



Department  
 Furniture  
 Shared Foundations and Furniture

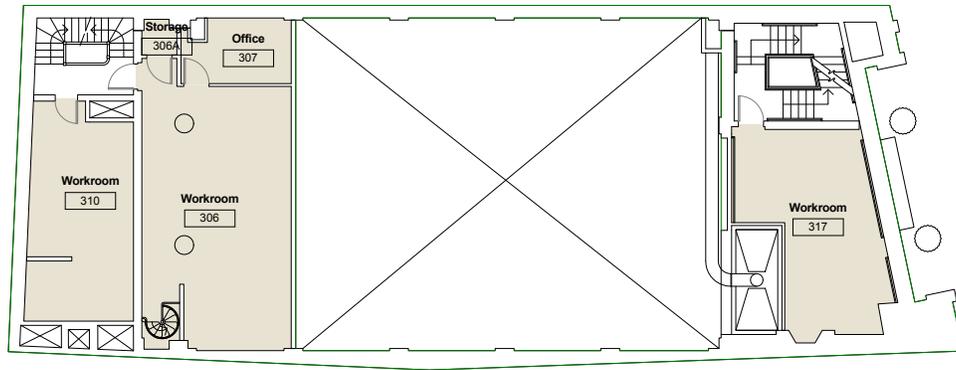
20 WASHINGTON PLACE - 2ND FLOOR



Department

■ Furniture

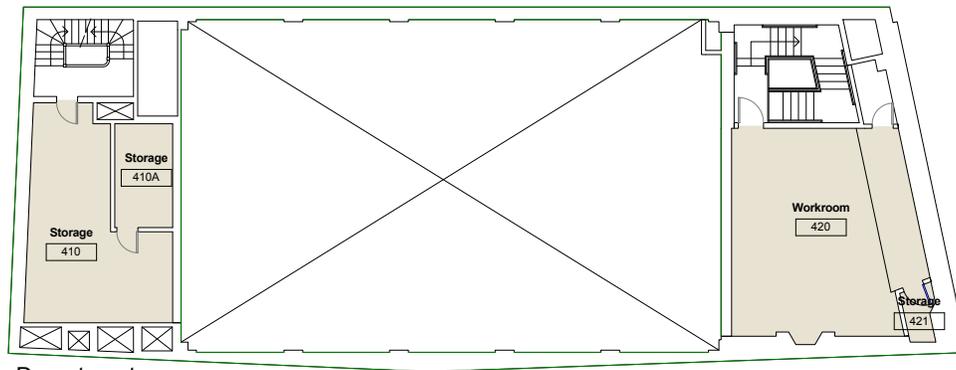
Bank Building - 2nd Floor



Department

■ Furniture

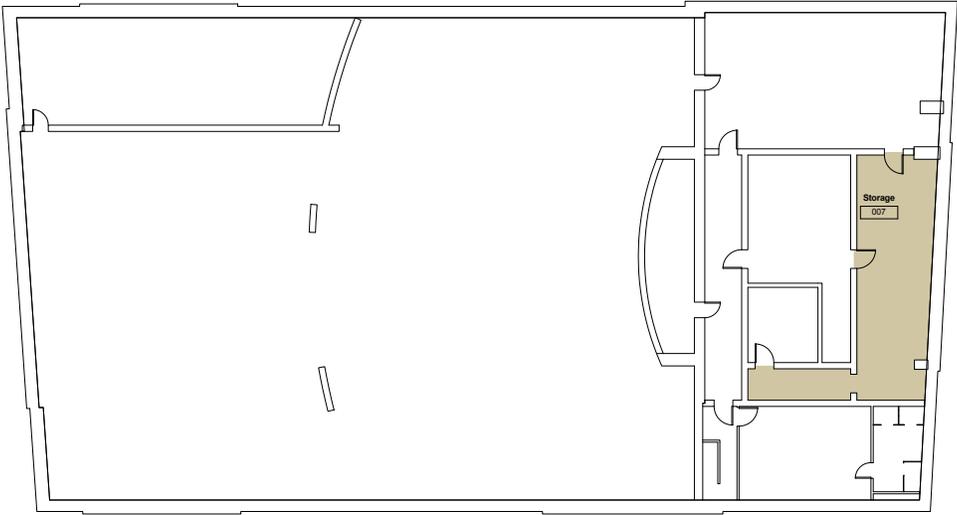
Bank Building - 3rd Floor



Department

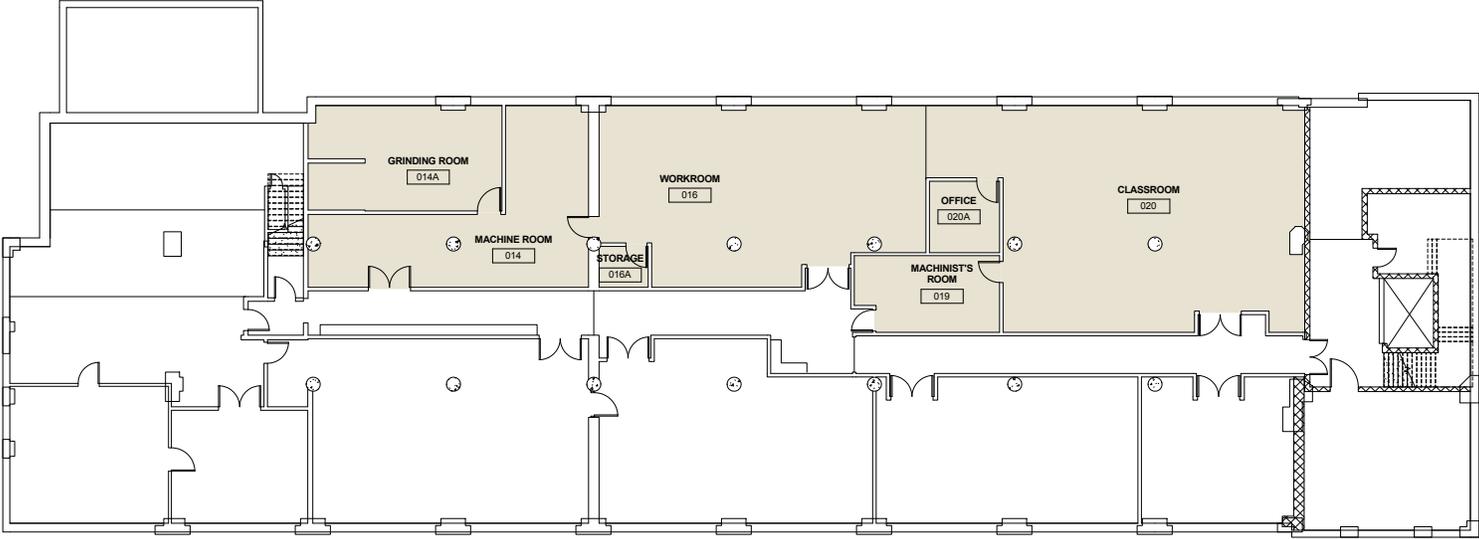
■ Furniture

Bank Building - 4th Floor



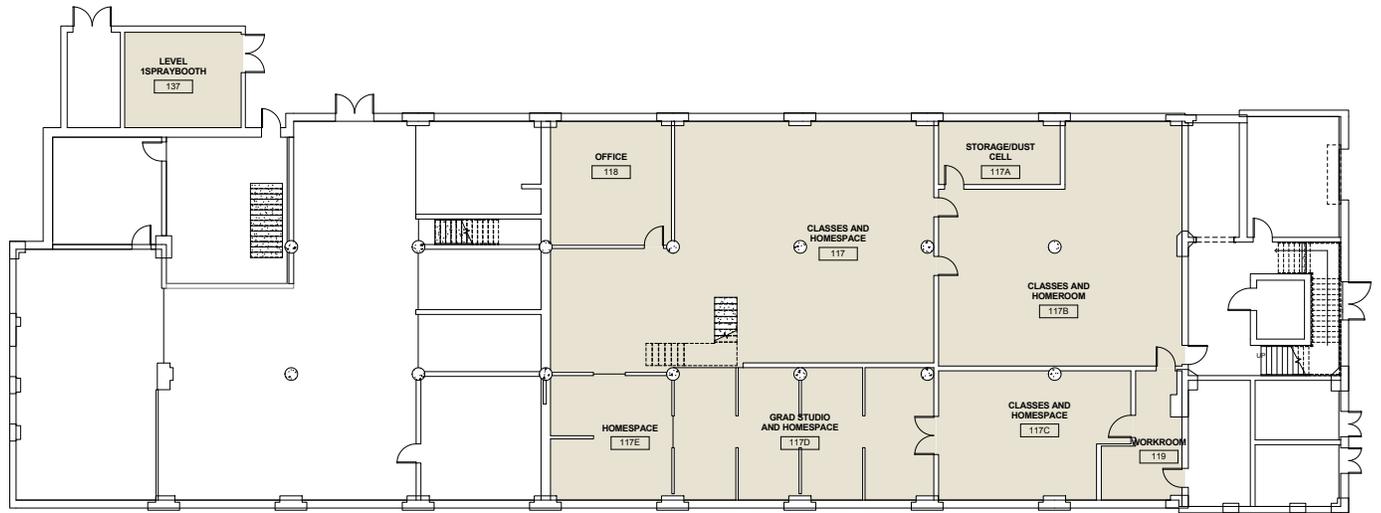
Department  
Furniture

Auditorium - Basement



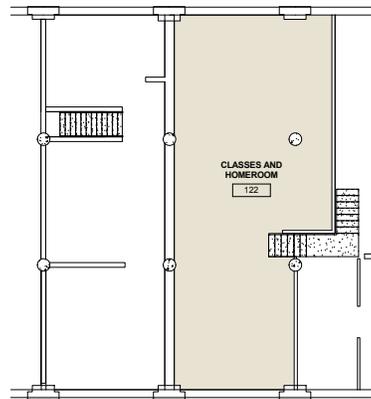
Department  
Furniture

Metcalf Building - Basement



Department  
 Furniture

Metcalf Building - 1st Floor



Department  
 Furniture

Metcalf Building - 1st Floor Balcony



## Glass



Distribution of Glass Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 27  
Square Footage: 13,018

Undergraduate: 23  
Graduate: 4

### Immediate Needs

- Studio home space
- Better sophomore studio (currently basement environment)
- Exhibition and installation spaces
- Better maintained functionality for glass space on campus
- Large open spaces for display and exhibition of student and faculty work
- Distinct lounge spaces
- Better physical linkage for graduate spaces

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## Glass Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 5/1/2013  
Re: Meeting with Glass Department

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Comments: Meeting Notes from 4/26 Meeting with Glass Department  
RISD: Annie Newman, Bruce Chao, Jocelyne Prince  
DSK: Jim Newton, Tom Kearns

#### Issues:

The glass department does not have enough space, two space in particular stand out:

Studio home space (shared home space room is not ideal)

Sophomore studio – dismal basement environment not a good space for sophomores

The department can't maintain the functionality of space on campus

Disaggregation of the department is a challenge currently and leads to challenges for students, support, and faculty  
16 tons of raw glass comes up from the basement of Metcalf on an annual basis – 15 tons of glass goes to the basement as waste on an annual basis

There are territorial lines within Metcalf which have been established over time and are not necessarily established based on best-practices and best efficiency within the department

There is a real lack of exhibition and installation spaces – almost all of the crit and installation spaces on campus don't have sufficient lighting or blinds to control the experience

The organic structure of RISD reflects the evolution of the institution

There is limited exposure to glass from the perspective of foundation studies – the department has focused winter-session programming specifically on freshmen to get them interested in being involved in the glass program

The glass department needs to find ways to tell stories of successful students in glass – some are dissuaded from pursuing glass blowing by their families, or their peers based on a perceived lack of applicability

#### Opportunities:

There is a desire for contiguous space on the floor

The department tends to be hidden – opportunity for large open spaces for display and exhibition of student and faculty work

Crit is an active activity don't want it to be a hang-out space want it to be a learning environment

Lounge spaces blended into presentation and instruction space

Shared lounge spaces between departments – don't need to take over all space on campus to create lounges

"Site specific" is an important component of the learning – want spaces to be actively scheduled for performance and exhibition – where students can actively "work things out"

Dismantling the departments would be a huge mistake for RISD, the strength of individual departmental identities is a core element of the RISD experience and leads to rich outcomes and experience for students

Continue to consistently commit to the programs and the faculty while allowing opportunities for specialists and shared collaborations to infuse the RISD experience

Any future state needs to respect and engage the departmental structures for perspective and insight around what future opportunities are at RISD

Students are interested in maintaining small course sizes at RISD – this is a differentiator

Many peer institutions have recently completed dedicated facilities which are focused around specific components of the fine arts – at almost all other institutions Glass has dedicated facilities which are purpose built for the department



RISD needs to commit to what glass can be and establish a dedicated facility  
Location in the building is not ideal – it is critical that there is sufficient ventilation to support the work that students are doing in the space  
All of the walls could come down – glass blowing could be done outside almost year-round at RISD  
There are opportunities to create collaborations with visiting artists to come and work on the campus and share facilities and guest-teach courses; this is done currently but could be better exposed to the community

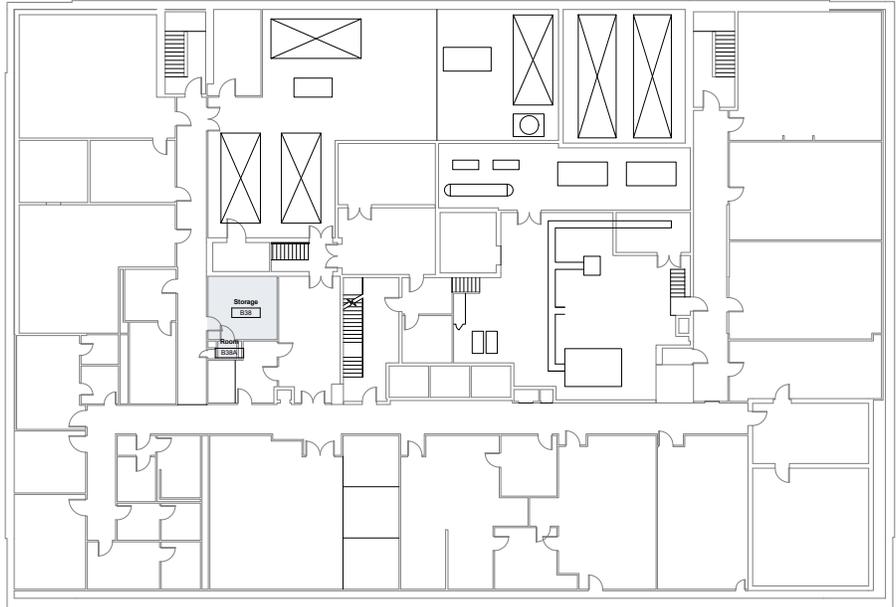
**Graduate Experience:**

Graduate students are located in Fletcher this is not an ideal location for students  
Students are required to shuttle and move their work between spaces  
There is an important learning that happens between graduate and undergraduate students  
It is beneficial to have graduate mixing with other graduates in other departments – leads to more sharing between graduate students and more depth to their work and learning  
There is greater sharing of interests and opportunities, as well as a focus on elevating the graduate experience and the work that graduates do

**Collaborations:**

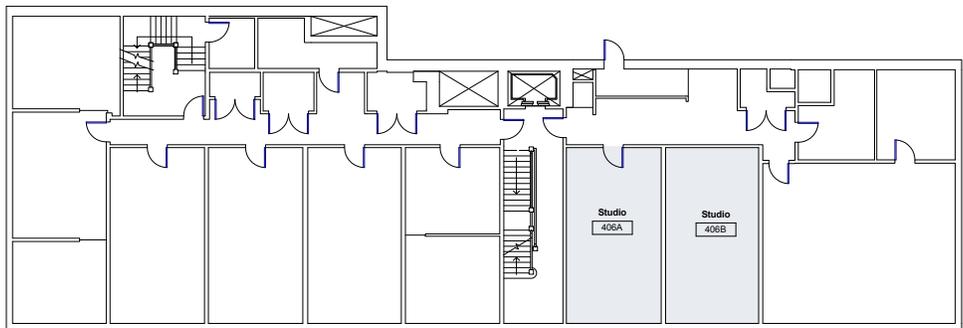
There are a variety of practice overlaps between departments  
Sculpture is a natural collaborator – there are some tensions [tables, pedagogy, etc.]  
There are emerging collaborations with different departments  
Graphic Design  
Digital + Media  
There have been courses previously offered with Industrial Design – there were some issues for scheduling the space  
The glass curriculum works to be broad-based and allow students opportunities to engage with other departmental curricula  
Junior year is a focal point for the departmental depth where students become glass majors through immersion in the process and techniques  
The department offers specific courses for non-majors  
Optics is a graduate course and often has a mix of students taking the course  
When there is space in the glass-blowing course it is open for other students to participate  
Glass is a medium which can perform in all other disciplines  
Connections with sculpture and the use of glass  
Stained glass as a part of an Architectural experience – site specific  
Industrial Design considering glass as a component of product design  
Student work can be expressed in a variety of other mediums – not limited to working only in glass  
The curriculum can expand to support whatever medium is required for the students to actualize their concepts

Glass Fall 2013 Occupied Space By Building



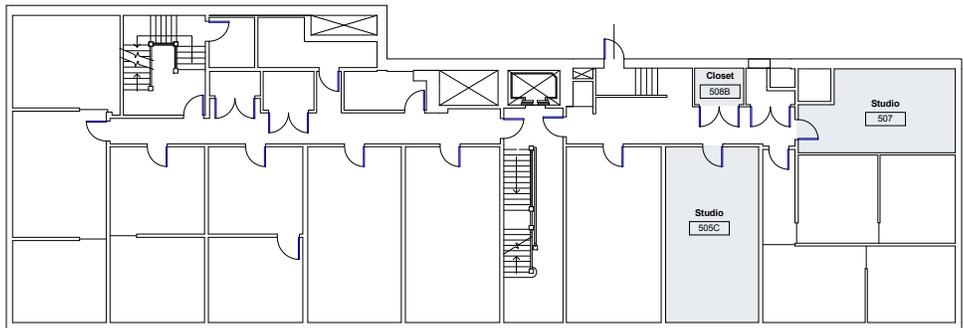
Department  
Glass

20 WASHINGTON PLACE - BASEMENT



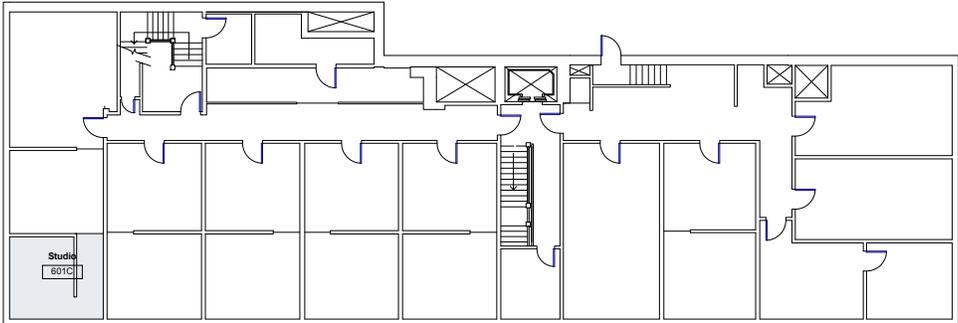
Department  
Glass

Fletcher - 4th Floor



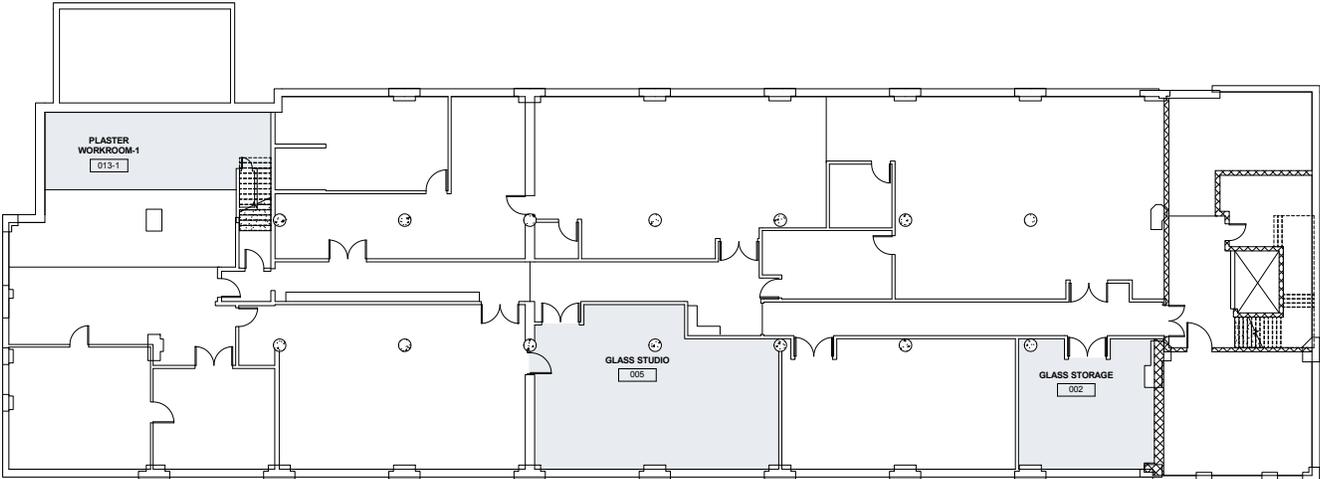
Department  
Glass

Fletcher - 5th Floor



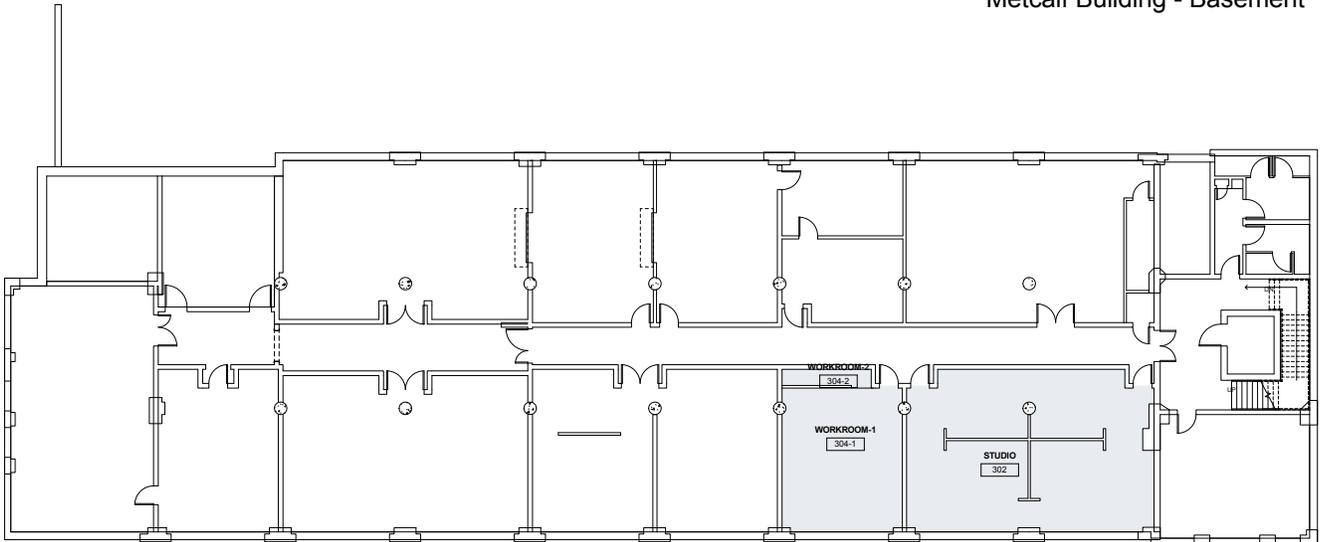
Department  
■ Glass

Fletcher - 6th Floor



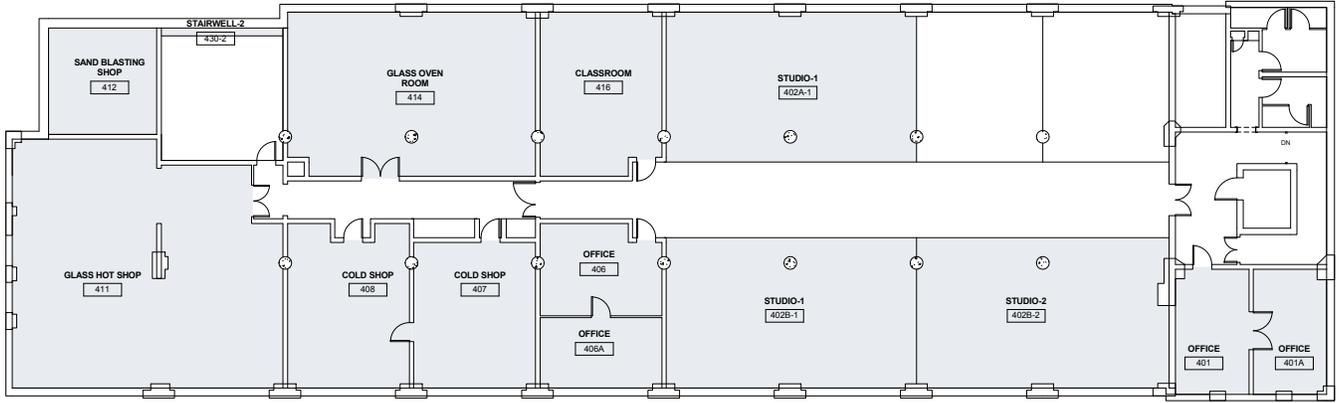
Department  
■ Glass

Metcalf Building - Basement



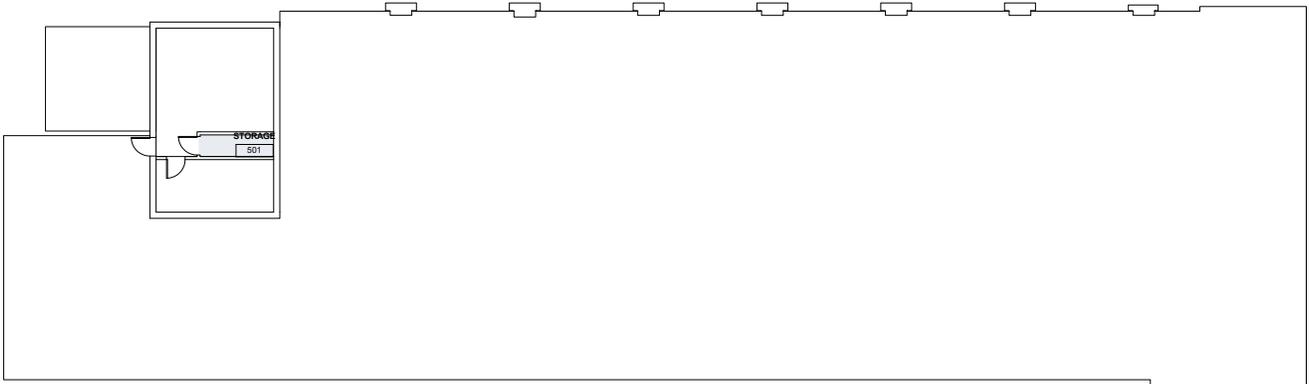
Department  
■ Glass

Metcalf Building - 3rd Floor



Department  
 Glass

Metcalf Building - 4th Floor

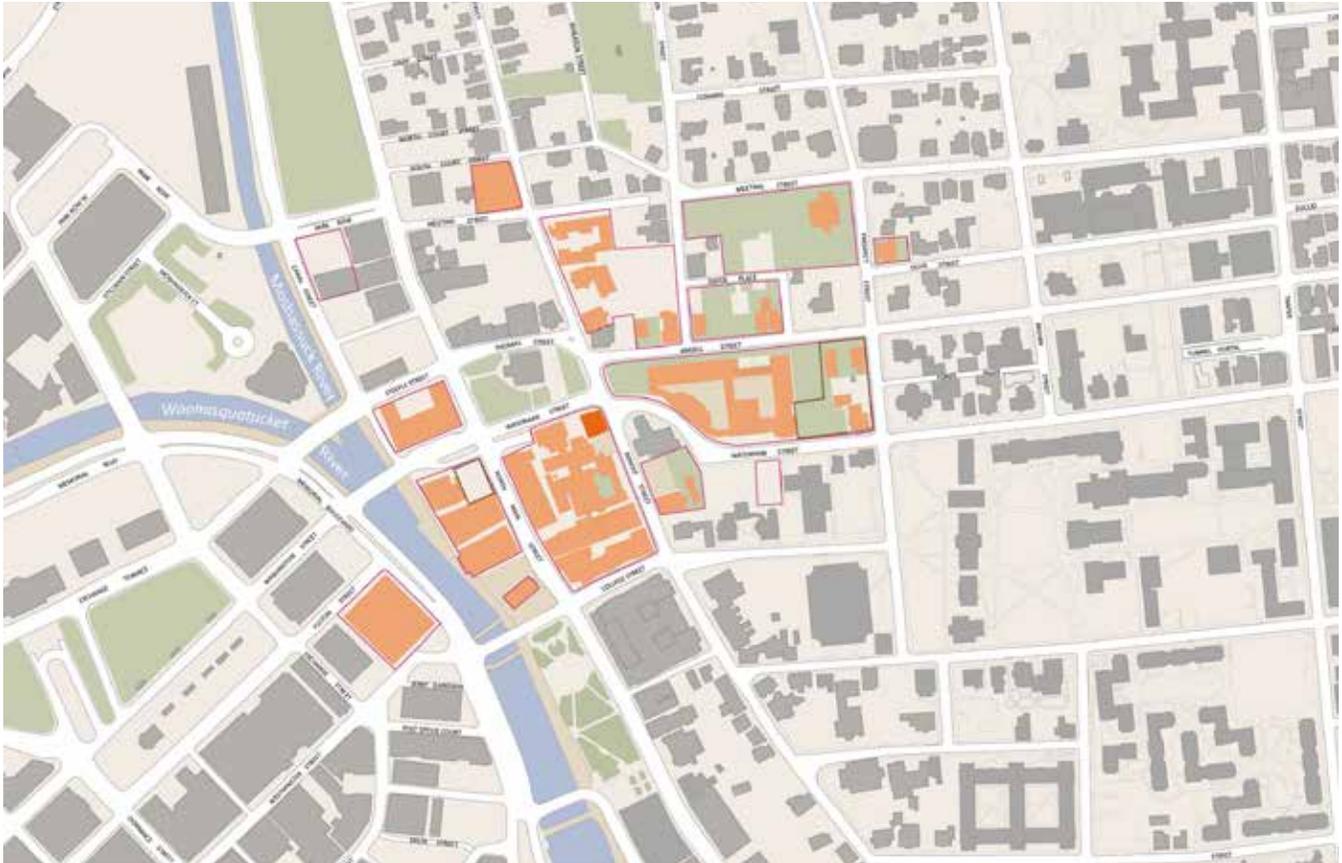


Department  
 Glass

Metcalf Building - Penthouse



## Global Partners + Programs



Distribution of Global Partners + Programs Resources

### Fall 2013 Departmental Metrics

Square Footage: 502

### Immediate Needs

- Re- branding of programs and courses
- Space for visiting scholars and guests
- Space for peer- to - peer learning
- Flexible multi-purpose spaces
- Framework for distant learning

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## Global Partners + Programs Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/22/2013  
Re: Meeting with Global Partners and Programs

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Comments: Meeting Notes from 4/12 Meeting with Global Partners and Programs  
RISD: Annie Newman, Gwen Farrelly, Greg Dillon  
DSK: Jim Newton, Tom Kearns

#### Overview:

Office of International Programs is similar to a traditional study abroad program supports U.S. students studying in foreign countries

RISD's off-campus activities include: exchange programs, travel courses, and the European honors program (EHP)  
The office has shifted dramatically in recent months; there was a period of one and a half years where the program did not have a director

The office was re-aligned under the director of global partners and programs with the following charges:

- Understand the opportunities that exist
- Prioritize work for the next 3 – 5 years
- Foster opportunities to transform RISD | Providence

#### RISD | Rome:

The campus consists of a 16<sup>th</sup> century rental space in Rome includes office, library, dormitories, directors apartment

In 1964 the program began to expand and grew to the current-state

Don't want to build campuses elsewhere; global strategy for RISD wants to be more nimble

Primary departments taking advantage of EHP include painting, illustration, and architecture

#### Challenges:

Traditional exchange programs lead to transformed students – the programs don't transform the institution

The goal of International Programs and Partners is to explore new avenues for student exchange programs to have an impact on the RISD campus community

#### Opportunities:

With respect to global partners across departments there is a surprising amount of shared connections:

- China
- Korea
- Istanbul
- India
- Latin America
- Caribbean

There is an initiative to work on ways to look at collaborative opportunities to create a course focused on ethical literacy for RISD students – thematic focus on *"Ethical Making in a Global Context"*

Focus on ways to build a conversation around global issues facing art and design students

Faculty links to global communities, and some have begun to address ethical making through winter sessions for studios



Liberal Arts is offering 15 courses focused around ethics currently, need to re-brand the courses to emphasize the importance of ethics on art and design

There are a group of students who are concerned about courses on campus which deal with global issues – they are working with the course catalog to ensure that these courses are called out differently to inform student choices

Visiting scholars and guests need to have space on campus as a resource for the global experience for RISD students

Space for peer to peer learning

Most students go to Brown to learn language need to have resources at RISD to support students who are ESL or otherwise

Space for people to come together to expose themselves while broadening their perspectives

Flexible multi-purpose spaces which can support a variety of forums and visiting guest needs – this can be a shared resource among the campus community

Technology is enabling new opportunities to connect to global resources – need to create a clear framework to enable distance learning / sharing

**Global Partners and Programs Committee:**

Departmental re-branding for the International Programs office; partners are schools around the world that look like RISD

Also looking to partner with innovators and corporations which are global and may be able to enrich RISD's perspective

There is interest in creating a program with South African partners – the schedule and distance has been problematic; there will be a pilot program which will explore the use of technology to facilitate collaboration

**Winter Session:**

Goal for winter session programs is to acknowledge global connections and foster good global citizens at RISD

Winter session exposures are focused more on cross-disciplinary collaborations and most exchange opportunities are studio based, some departments don't support a global curriculum – need to emphasize the global opportunity for each department

## Graduate Studies



Distribution of Graduate Studies Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 415

Square Footage: 10,064

### Immediate Needs

- Space for deans' offices to be grouped together
- Space to give the graduate programs distinct and strong identities
- More space to support increased scale of student work



## Graduate Studies Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/16/2013  
 Re: Meeting with Dean of Graduate Studies

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Comments: Meeting Notes from 4/3 Meeting with Dean of Graduate Studies  
 RISD: Annie Newman, Brian Goldberg  
 DSK: Jim Newton

#### Graduate Studies:

The Dean of Graduate Studies office should not be located in the CIT building, Main Street is the center of campus – would be beneficial to have the Deans together  
 Market House has been considered as a possible location for the Deans to be centrally located and accessible  
 Deans have changed from a focus on stewardship to a real focus on developing academic curricula  
 Much of the time on campus is focused on remote “offices” very little time in CIT building  
 CIT is not a central hub for graduate students, less than ½ of the graduate population is in the CIT building

#### CIT / Fletcher Buildings:

Graduate education has a weak identity at RISD – need to create distinction of graduate offerings  
 Some curricula have blending between graduate and undergraduate offerings – in some cases this is necessary because there aren’t opportunities to support a single section of a smaller course size  
 Most departments have elected to handle issues in different ways; many have ad hoc situations with respect to the student experience  
 Fletcher is a building that supports an individual studio workspace concept, it is not an ideal space  
 Works well for painters – focused on a way of craft and approach

#### Workspace for Students:

The scale and ways in which students work have changed over time – in most cases the existing space on campus doesn’t support new approaches and curricula  
 Painting, Furniture, Digital + Media; all departments where making is taking on new definitions  
 Need to ensure that there is an equity of space which is all equally accessible  
 The studio experience is tautological – need more flexible spaces in a dynamic range of types and configurations  
 Need to prepare students for professional practice and different ways of working

#### Graduate Program Growth:

Who will decide what is the right-size for graduate programs, there is no consensus on campus  
 Some reference economics, pedagogy, or spatial restrictions on graduate course limits  
 Want to understand where there are opportunities to expand burgeoning graduate programs – and where there are real issues of concern with respect to growth  
 Some sense of “this is the way we’ve always done it”  
 Important to develop a robust support platform to encourage growth and expansion of graduate programs  
 RISD won’t have multiple pathways to the same degree

#### Post-Bac Programs:

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Consider opportunities for a 1 year post-bac program which incorporates a studio experience coupled with an ESL exposure

There is a high demand for the RISD experience with non-English speakers, need to give them opportunities to succeed and position RISD as a global innovator

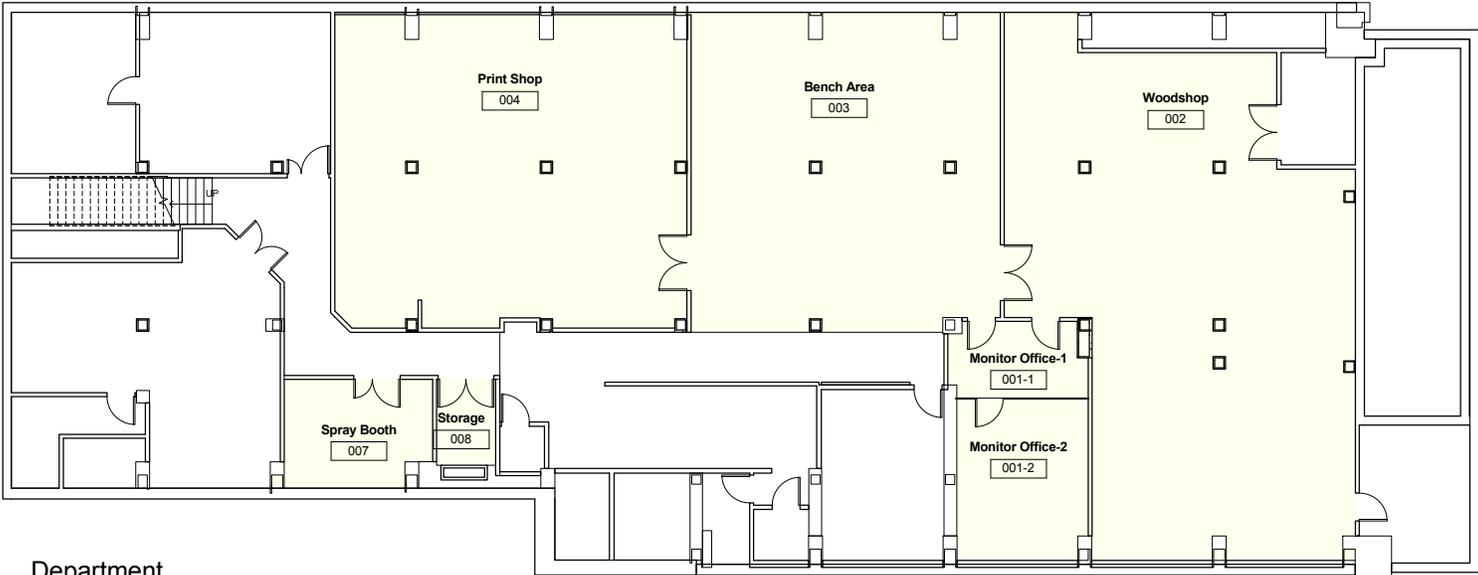
Many of the applicants are qualified but lack English language proficiency

This could be an important link for additional revenue, as well as improving the pool of applicants from admissions

Would be ideal as a program from January through December to set students up for graduate school application deadlines



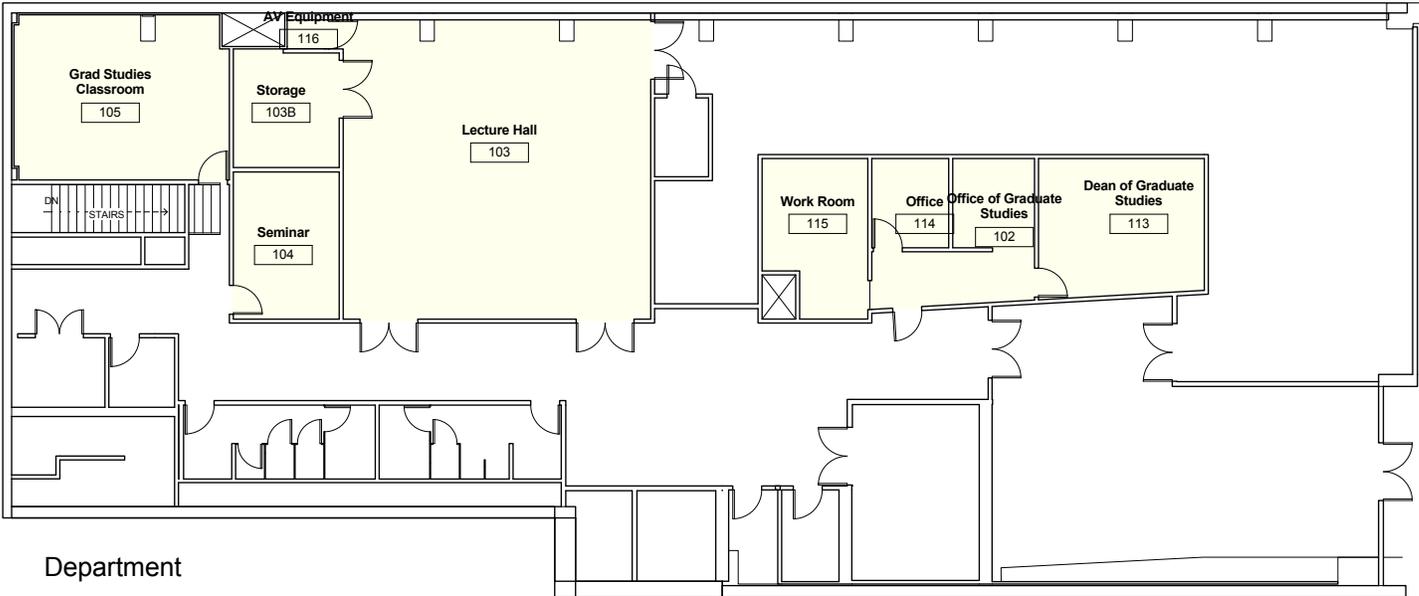
Graduate Studies Fall 2013 Occupied Space By Building



Department

Graduate Studies

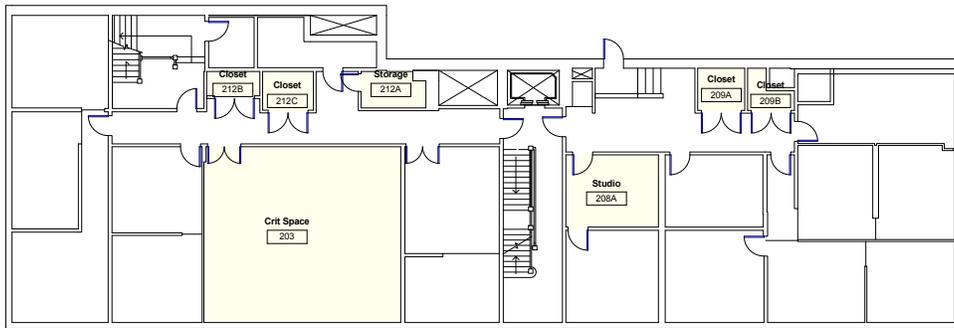
CIT/Mason - Basement



Department

Graduate Studies

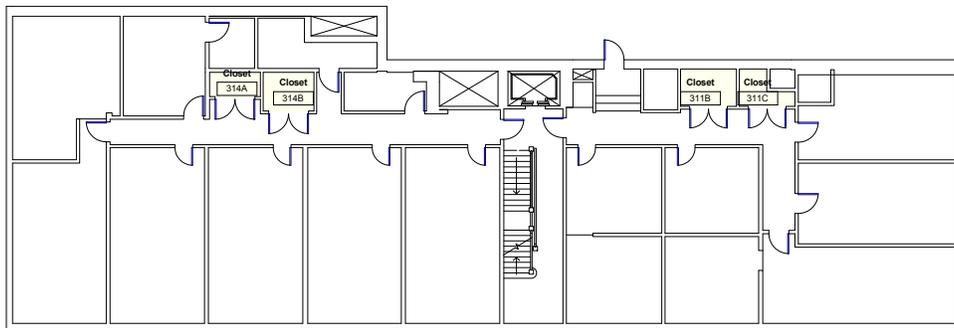
CIT/Mason - 1st Floor



Department

Graduate Studies

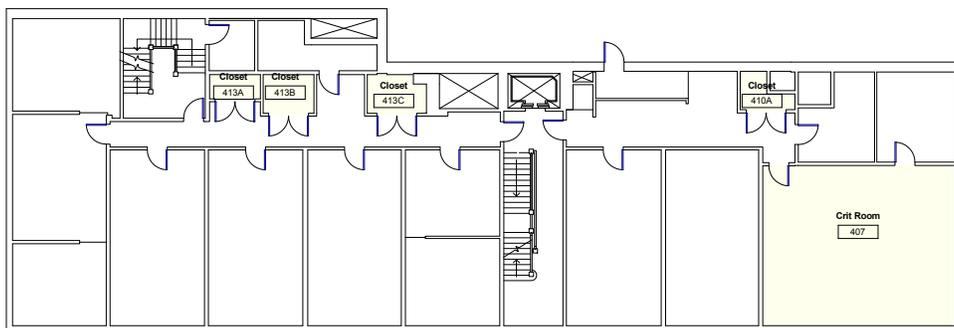
Fletcher - 2nd Floor



Department

Graduate Studies

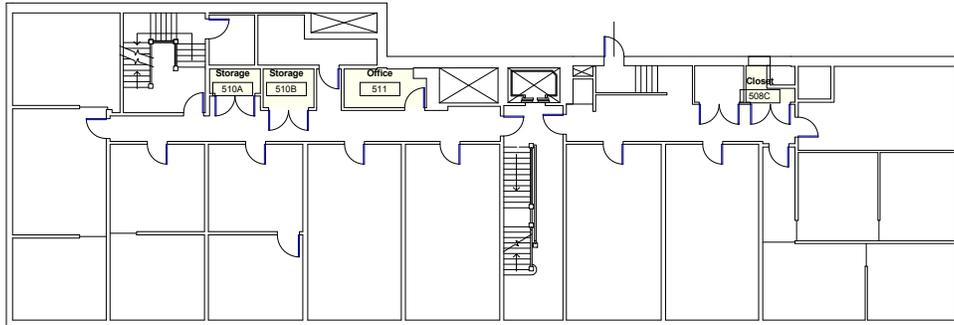
Fletcher - 3rd Floor



Department

Graduate Studies

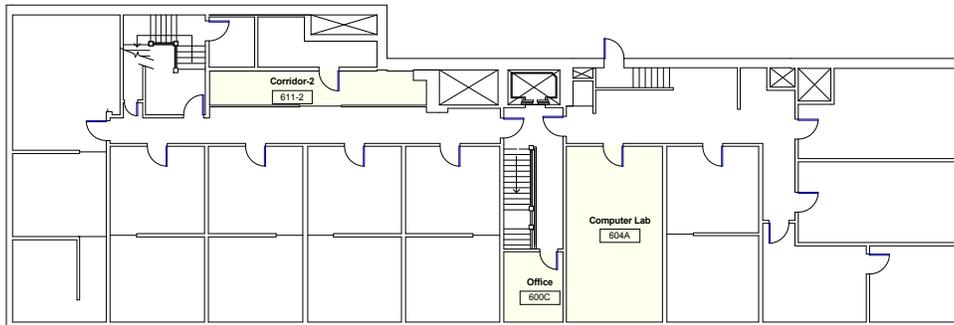
Fletcher - 4th Floor



Department

■ Graduate Studies

Fletcher - 5th Floor



Department

■ Graduate Studies

Fletcher - 6th Floor

## Graphic Design



Distribution of Graphic Design Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 200

Square Footage: 24,800

Undergraduate: 164

Graduate: 36

### Immediate Needs

- Adequate home space to support the entire graphic design community
- Space should support experiential graphic design platforms
- Space for 3D and 4D fabrication
- Lounge/relaxation space
- Contiguous space for undergraduate and graduate graphic design
- Transparency in spaces



## Graphic Design Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/22/2013  
Re: Meeting with Graphic Design

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Comments: Meeting Notes from 4/12 Meeting with Graphic Design  
RISD: Nancy Skolos, Bethany Johns, John Caserta  
DSK: Jim Newton, Tom Kearns

#### Aspirations:

Focus on the student experience – make sure that it is an experience which is challenging and satisfying  
Would like to engage to better create and support programs on campus  
Ideal to have adequate home space to support the entire GD community  
Nice to have collaborative and temporary space to support exchange- and give more flexibility with respect to how a course can run  
Building should be able to support a less object based curriculum and be more experiential supporting the multitude of graphic design platforms: font, interface, book, print, installation, and new media  
Create more spaces for transparency and exploration for students as well as the broader community  
Spaces for 3D and 4D fabrication  
Relaxation spaces for students  
Create a nimble Graphic Design experience which allows students to explore different avenues of faculty engagement

#### Graduates:

Graphic Design graduate students share half of the 5<sup>th</sup> floor with Textiles department  
Would be ideal if GD could have the entire floor to support more collaborative environments  
It would be great if the undergraduate / graduate spaces could be contiguous, there are many synergies between graduate and undergraduate students which have a great deal of potential  
Need to respect differences between graduate and undergraduates, while encouraging collaboration

#### Opportunities:

There is a great deal of redundancies in technology – are there opportunities to share some support services?  
A centralized space might have more focused resources and greater quality resources to support making  
Need to clarify the relationship between OIT, Techs, and Departments to ensure that resources are understood and used effectively:

- How are the spaces run, how are they shared
- Older technologies (letterpress, bookbinding, etc.) are more for understanding (library) and don't need to be located in each department

Clarify interface with OIT and their responsibilities which may include:

- Print
- Facilities
- Wireless
- Spatial
- Material

Can this sharing of support services engender a greater sense of collaboration?

---

Is there institutional potential of the “superman” building?

Classroom re-imagined – could this be conceptualized as a series of studio spaces (galleries, lectures, workshops) which are broadly focused and create connections between the disciplines

Need to balance a depth of focus within each department to accessibility for students to share ideas and gain a broad exposure

Think about ways to make work more transparent where content brings you into spaces

Consider transforming the Market Square area – bring Watermark to the 1<sup>st</sup> floor, create transparent and visible gallery and content rich spaces along the first floors of all buildings

More collaboration along Westminster Street with the City of Providence

Is there a potential to create a Kiosk culture to curate the poster and visual expression of the RISD community – also to create a sense of hierarchy amongst the constant flurry of posters across campus

**Crystal Ball:**

Coding studio for students – focusing on areas of expertise for students

Interconnected departments to facilitate quick learning on special topics for interested students

Opportunities for collaborations between corporate partnerships

- G speak collaboration was a great experience for the department

- Working with the Brown Medical School to explore risk management

- Explore limitations / opportunities of the Granoff Center as an entrepreneurial hub

John is currently exploring collaborative loft space downtown with other entrepreneurial individuals – could this be a model for RISD to explore in some way?

Could re-imagine the faculty office model for some departments – can we create more collaboration amongst faculty by locating them in a suite of spaces to enhance a sense of identity and engagement with one another

**Collaborations:**

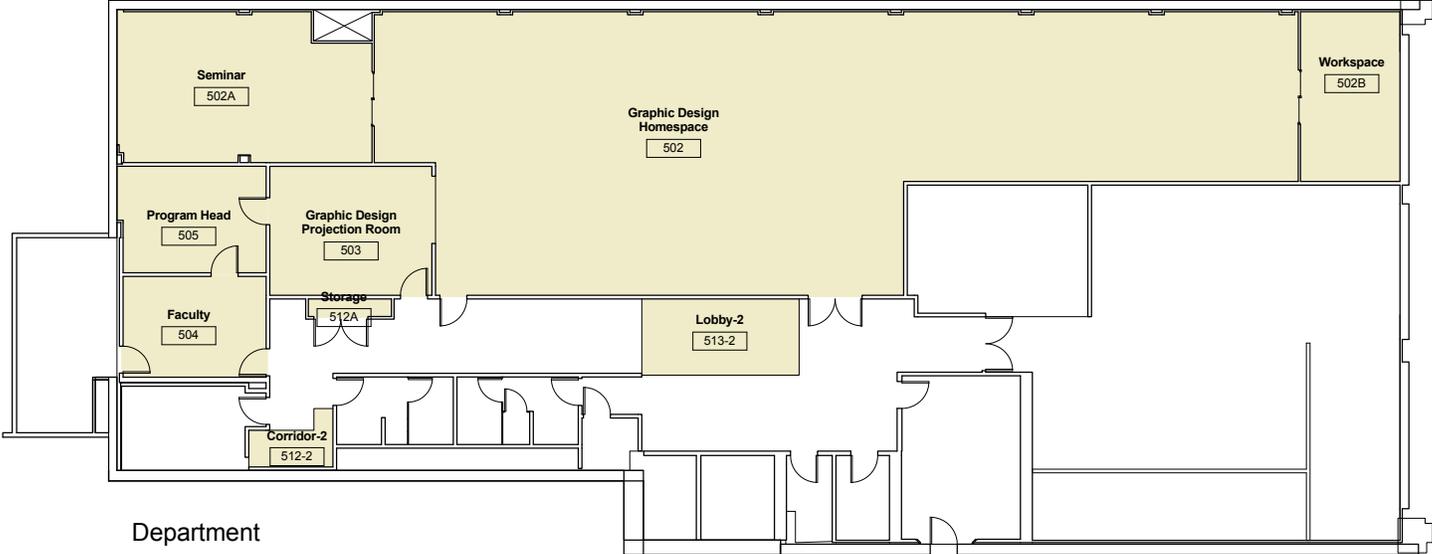
Graduate students connect with Industrial Design, Digital + Media students in their work

Bring like-minded individuals together to collaborate

Create communities around ways of doing work

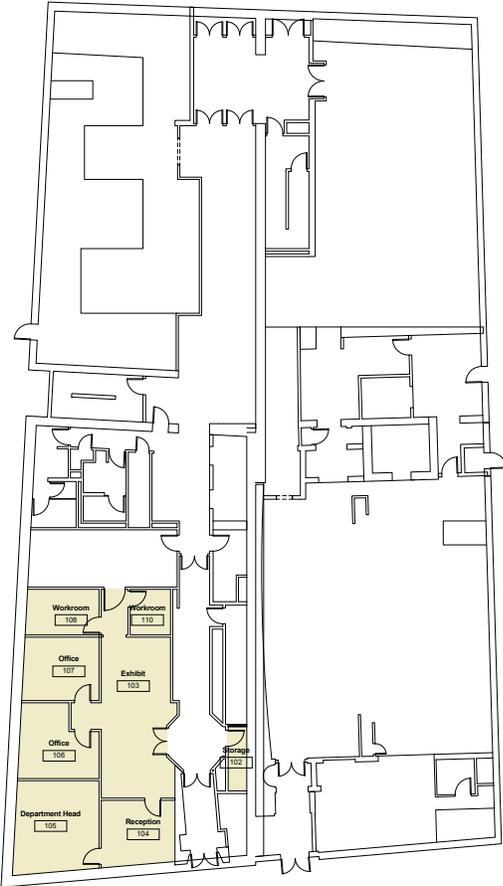


Graphic Design Fall 2013 Occupied Space By Building



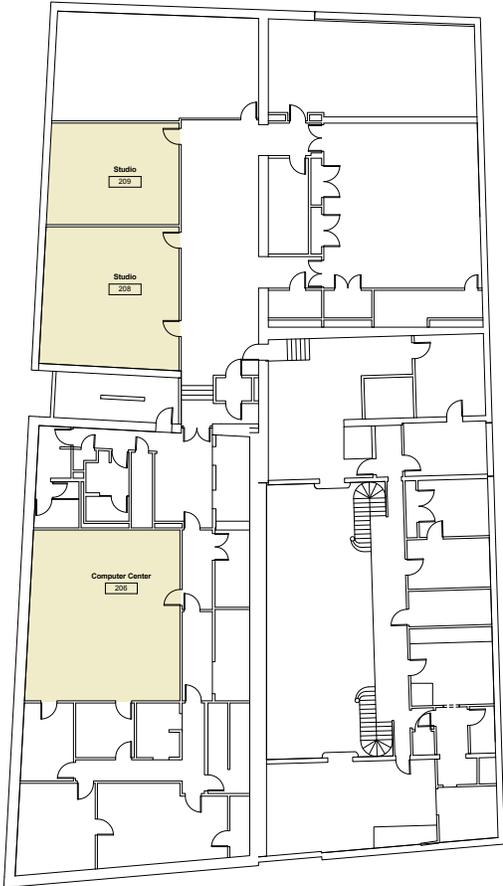
Department  
 Graphic Design

CIT/Mason - 5th Floor



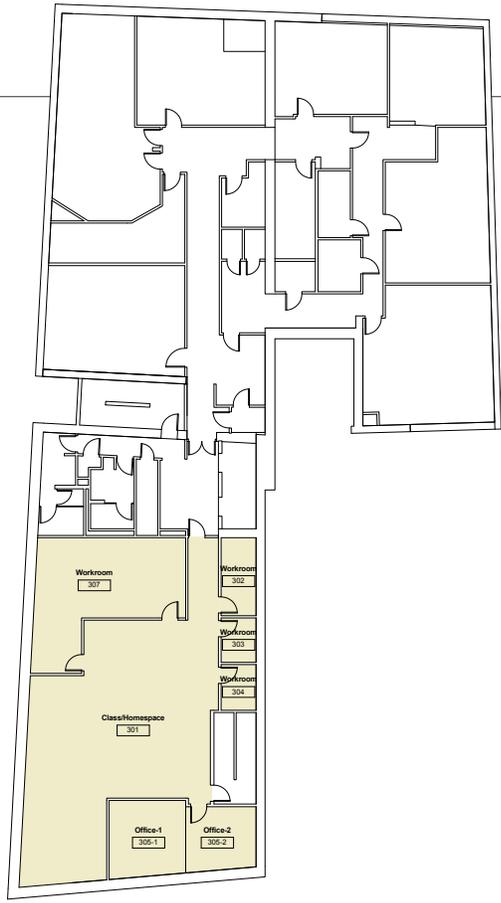
Department  
 Graphic Design

Design Center - 1st Floor



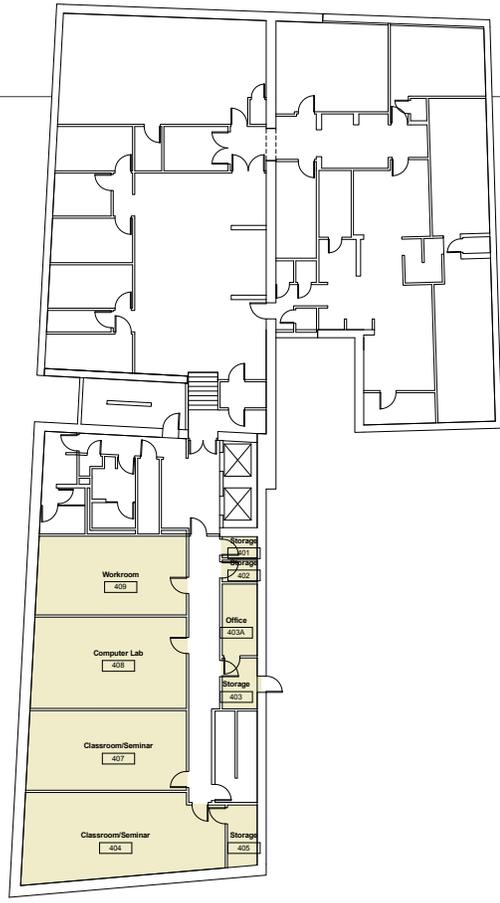
Department  
 Graphic Design

Design Center - 2nd Floor



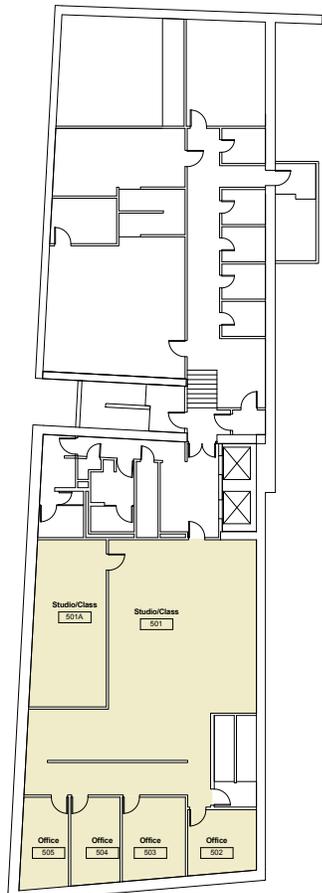
Department  
 ■ Graphic Design

Design Center - 3rd Floor



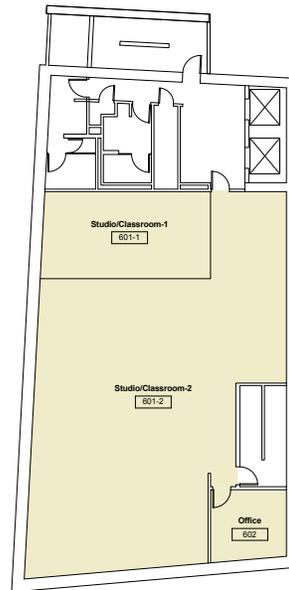
Department  
 ■ Graphic Design

Design Center - 4th Floor



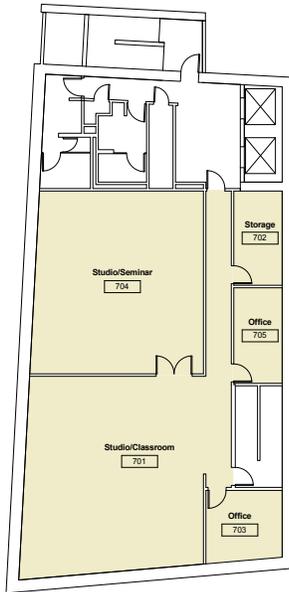
App.9 Department  
 ■ Graphic Design

Design Center - 5th Floor



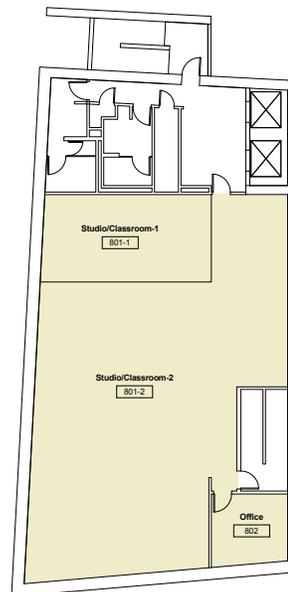
Department  
 ■ Graphic Design

Design Center - 6th Floor



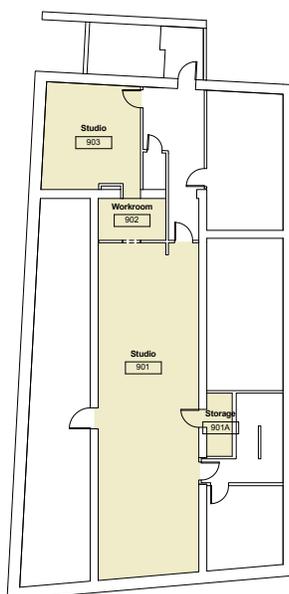
Department  
■ Graphic Design

Design Center - 7th Floor



Department  
■ Graphic Design

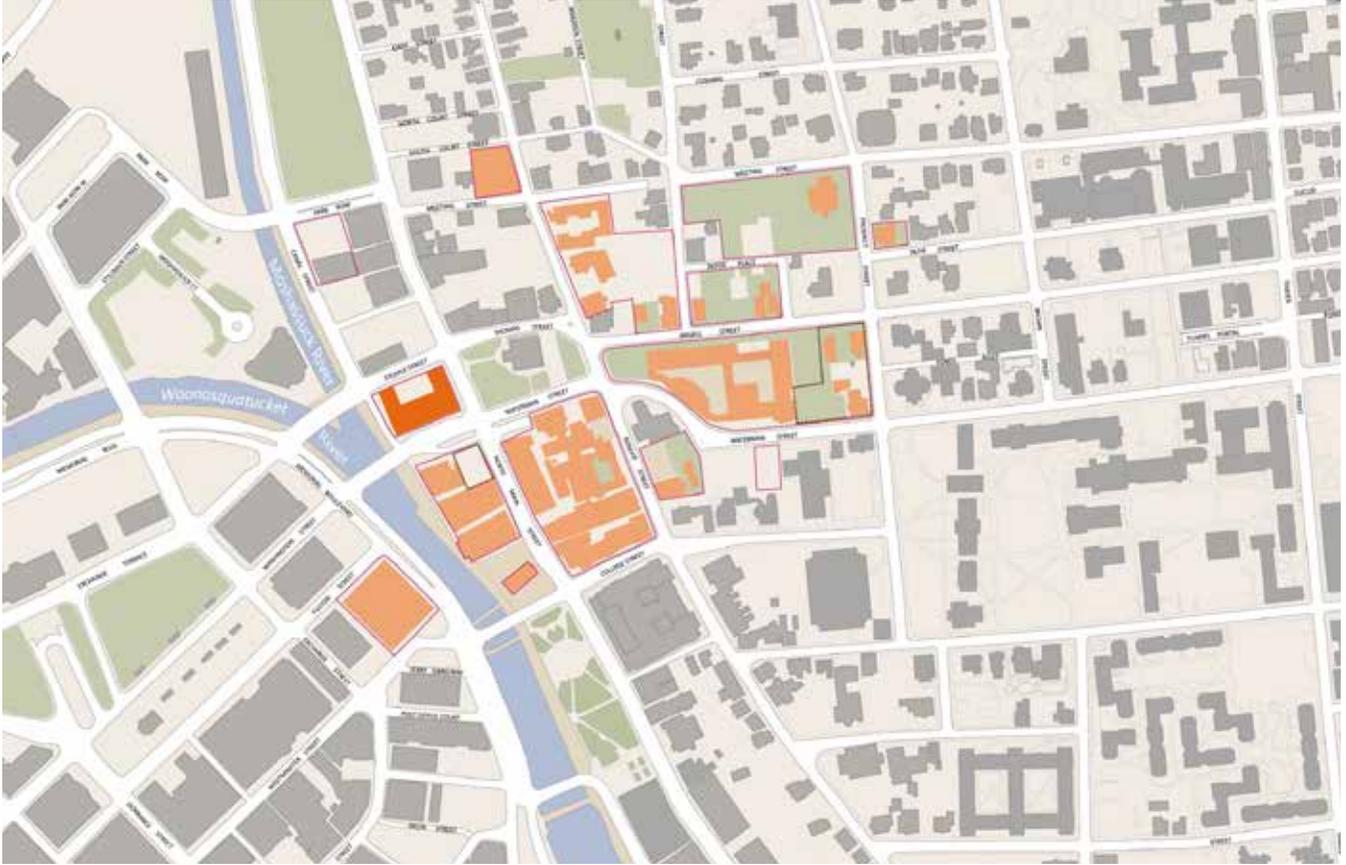
Design Center - 8th Floor



Department  
■ Graphic Design

Design Center - 9th Floor

## Human Resources



Distribution of Human Resources Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 2,407

### Summary

- Need more faculty space
- Better space for faculty admins
- More multi-functional space
- Address some parking needs
- Address accessibility
- Consider the residential experience of the students more



## Human Resources Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/22/2013  
Re: Meeting with Human Resources

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Comments: Meeting Notes from 4/12 Meeting with Human Resources  
RISD: Annie Newman, Candace Baer  
DSK: Jim Newton, Tom Kearns

#### Current State:

The campus is all about space – those who have space are in good shape

For administrative services, the workforce is changing:

- There is an increase in the ability to telecommute which suggests a need for flexible spaces

- Also a focus on skills and focused one-on-one engagement requiring private consultation spaces

Overall there is an effort to support managers to change their perspectives; focusing on cross-training of expertise leading to more efficient space use

Beneficial to have the senior administrative team co-located, leads to better communication and more effective problem solving

Employee engagement survey led to the following good aspects of working at RISD:

- Facilities

- Diversity

- Benefits

Faculty space is lacking – this is an issue which comes up frequently in faculty meetings

Techs enjoy having their own space: some want to be seen as faculty members – issue of contracts

- Some departments are exploring alternate arrangements (Elliot in Foundation Studies)

There is a lack of multi-purpose spaces which are flexible enough to accommodate a variety of engagements

#### Issues:

Administrative assistants are less effective for the faculty; they are in inadequate spaces and need to focus on how they schedule their time

Some faculty and staff don't have a complete perspective on how students use their spaces, need to ensure that there are some spaces for student use which are appropriate

Consider the residential experience for students – how they live in the dorm and what that experience is like

Student Services and Support would benefit from being centralized

Academics need to consider ways to utilize more shared space

There are some administrative departments which are in inadequate space

- Public Safety

- Facilities

- Museum Offices

RISD is a conflict adverse environment; it is a critique culture – less critical of interpersonal relationships

Accessibility could be improved across campus – important to the campus community

---

**Opportunities:**

Shared multi-purpose spaces

Parking is better than Brown, still needs to be completely resolved but has improved

Wish Auditorium looked nicer and was a better space for Apparel and FAV

Would be nice if the Chace center was utilized more than it is currently

**Personnel:**

There is a 3 year hiring increase in understaffed areas underway currently

Growth in payroll should be steady state – don't imagine much of an increase over the current-state

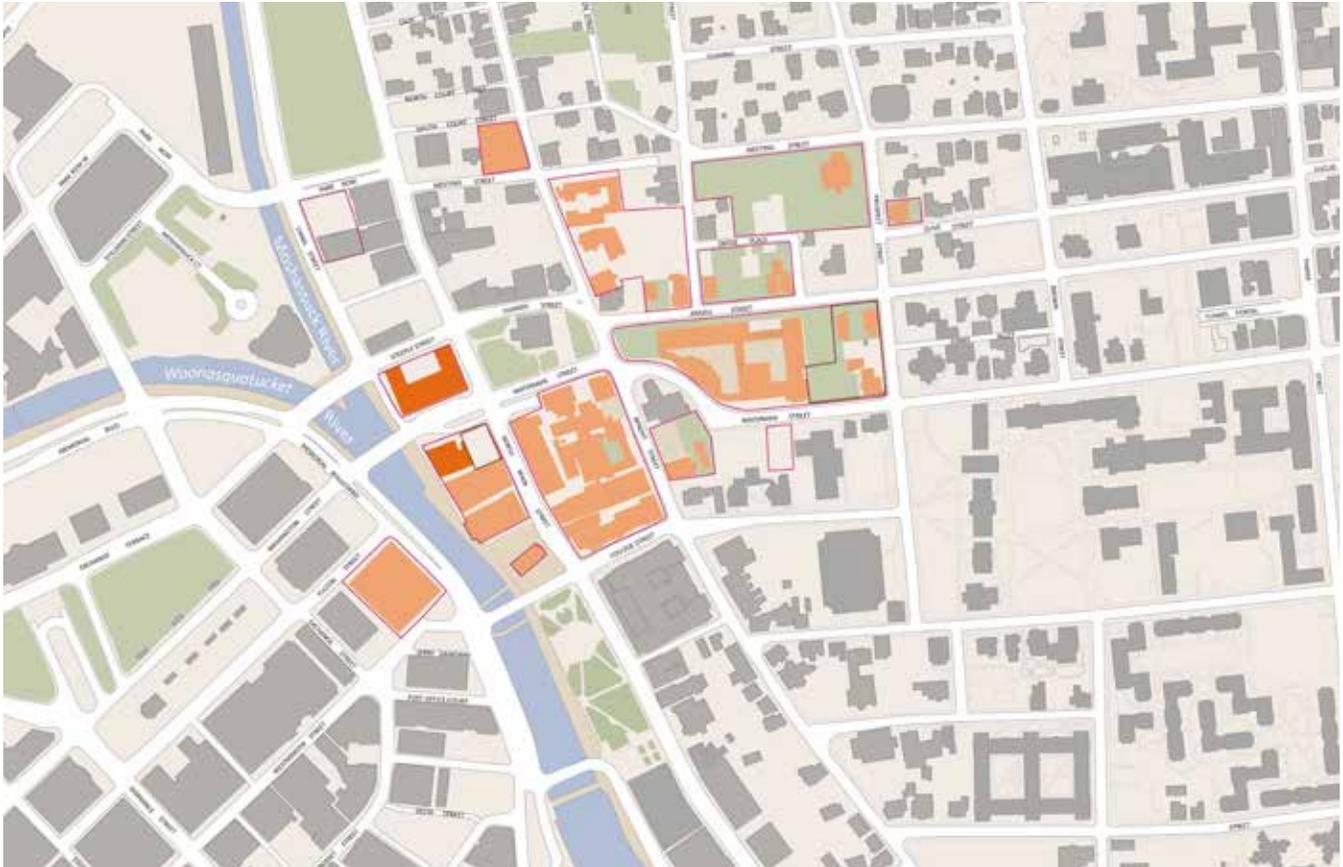
The current number of employees is close to 1,100 all-in including temporary help

RISD works to establish a balance of 55-65% part-time faculty teaching courses in order to maintain balance; don't see a move toward 70% - this may be an issue as more TU releases are offered for faculty doing research

There are 68 vacant seats in committees because there isn't enough FT faculty to take all seats



## Illustration



Distribution of Illustration Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 277 (Undergraduate)

Square Footage: 26,749

### Immediate Needs

- More space: Illustration is the largest department and the space allocation is not equitable
- Facility maintenance (facilities receive more wear and tear because of Continuing Education use)
- Need space to accommodate possible graduate program
- Maintenance of the character of ISB building

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## Illustration Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/16/2013  
Re: Meeting with Illustration

---

Comments: Meeting Notes from 4/10 Meeting with Illustration  
RISD: Annie Newman, Robert Brinkerhoff  
DSK: Jim Newton

#### Issues:

Continuing Education comes into Illustration studios on a daily basis  
Sharing with CE leads to 2x the wear on facilities since they are utilized constantly  
Worried about use of the ISB during the summer session, want to re-organize home spaces into learning environments, this is of concern for the IS faculty  
Issues when CE courses are limiting the full-time student access to the spaces  
RISD needs to be more mindful of students needs  
All students are here and pay the same amount, Illustration is the biggest department and space allocation is not equitable  
The Illustration department is working on exploring a graduate program, a low-residency option is not how RISD faculty work  
Currently a graduate program would be a drain on the existing resources

#### Renovation of the ISB:

Renovation is slated to begin this summer and happen in three phases  
P1: Construction of new circulation corridor  
P2: Renovation of HVAC systems and infrastructure  
P3: Renovation of existing ISB  
There is some concern among the department that the speed of the renovation may undervalue the character of the building, as well as respect for the users of the building  
There is a lot of history in the ISB, need to ensure that the outcome is true to the needs of the department and a quality outcome  
Also some concern around the roll-out of the project; the department was not consulted when the project was announced, announced publicly before it was reviewed by the BOT – want to pilot a better communication process moving forward  
Goals of the renovation are to elevate the efficiency of floor plan utilization; want to improve the net to gross ratio  
There will also be a slight increase in the number of home spaces available in the building

#### Curriculum / Pedagogy:

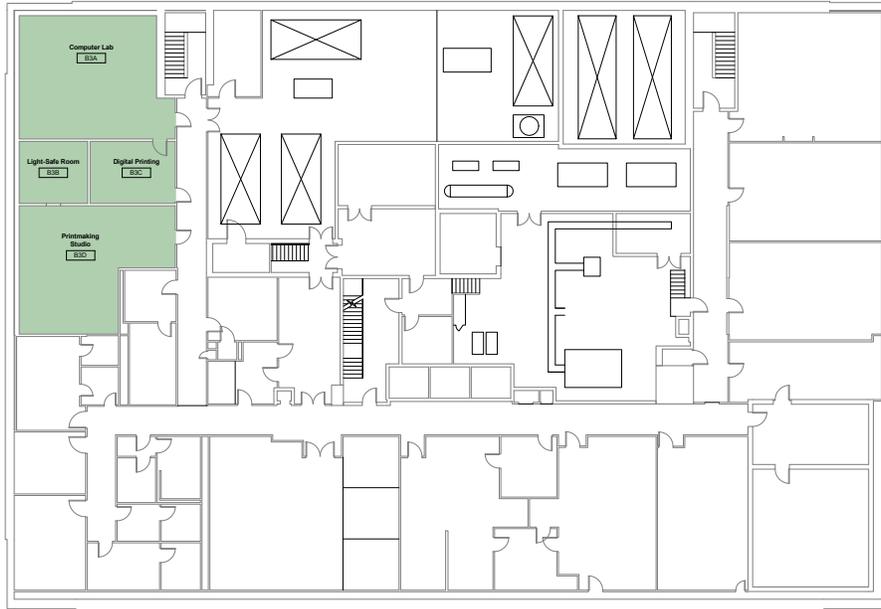
The curriculum does not mandate laptop use on campus  
Students are coming into the program with a wide spectrum of understanding and experience  
Feel that there may need to be opportunities to re-imagine the current faculty office policy – most faculty use office spaces for storage and not for much else in IS, can a new layout or process be piloted?  
Also at Chicago all of the shop spaces are shared – can this be a model for RISD?



**Student Collaboration:**

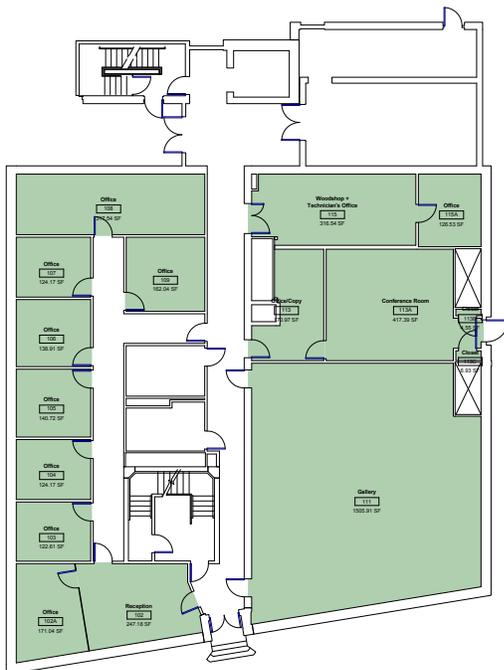
FAV is the most common collaborator in terms of the number of students  
Printmaking, Photo, Graphic Design, Animation (FAV), Painting all have shared faculty  
GD / ID / Furniture have more shared curriculum  
288 non-illustration students take an Illustration course in a given year

Illustration Fall 2013 Occupied Space By Building



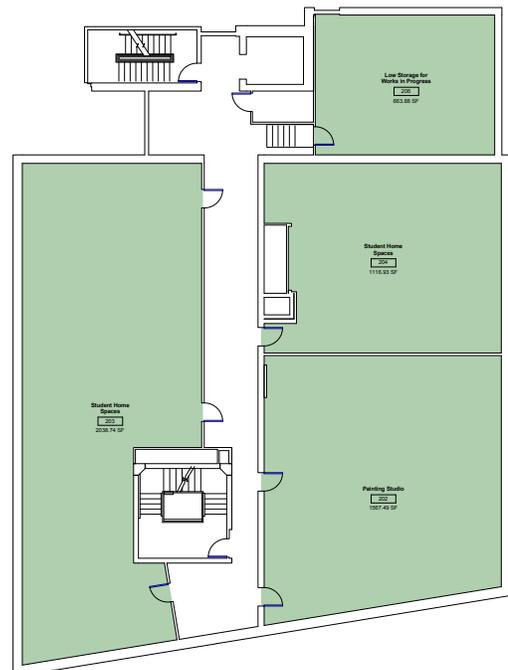
Department  
■ Illustration

20 WASHINGTON PLACE - BASEMENT



Department  
■ Illustration

ISB - 1st Floor



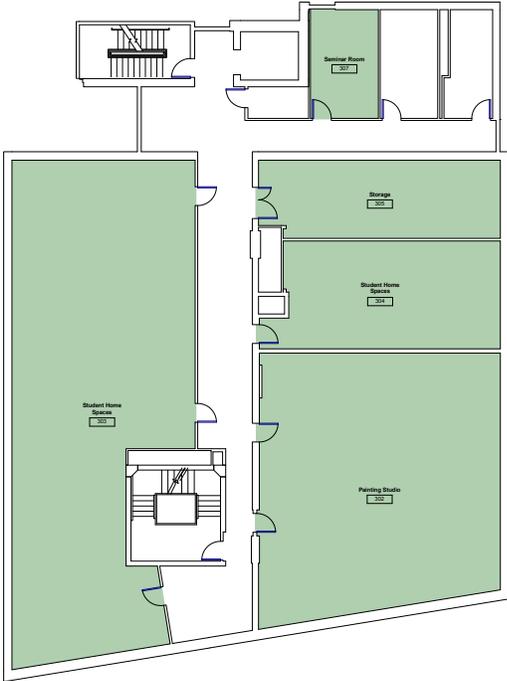
Department  
■ Illustration

ISB - 2nd Floor

\*Plans reflect Illustration Studies Building following renovation in 2015

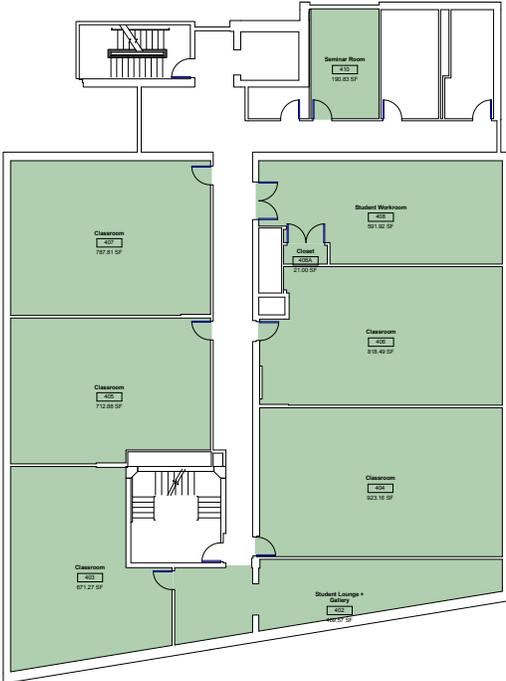


\*Plans reflect Illustration Studies Building following renovation in 2015



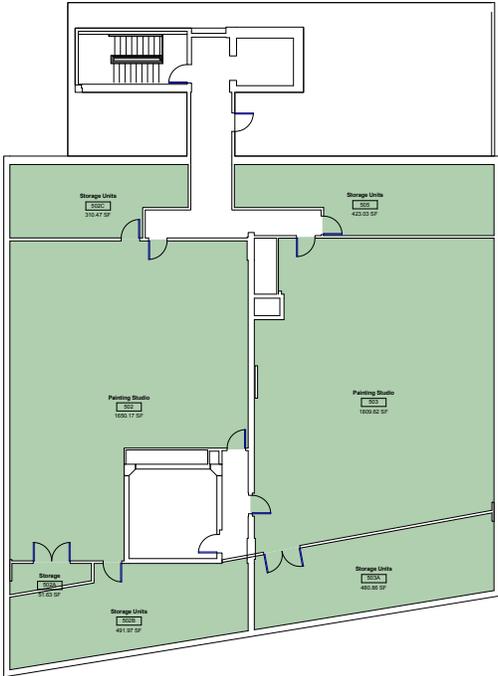
Department  
■ Illustration

ISB - 3rd Floor



Department  
■ Illustration

ISB - 4th Floor



Department  
■ Illustration

ISB - 5th Floor

## Industrial Design



Distribution of Industrial Design Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 265

Square Footage: 37,118

Undergraduate: 246

Graduate: 19

### Immediate Needs

- More space to support (desired) enrollment growth
- Shop safety needs to improve
- Gallery space and faculty space to replace what was transformed into shop space and lecture space
- HVAC improvements to facilitate summer use/ summer programs



## Industrial Design Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/23/2013  
Re: Meeting with Industrial Design

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Comments: Meeting Notes from 4/17 Meeting with Industrial Design  
RISD: Annie Newman, Adam Smith  
DSK: Jim Newton

#### Overview:

RISD still functions as though it were a small school – many departments including Industrial Design course (70 – 100) are much larger and cannot be sustained under the small school paradigm

Growth is a big issue for the department to deal with while maintaining its departmental experience

There have been a series of “big-department” meetings of the four departments which serve more than half of the school’s population

- Architecture
- Industrial Design
- Illustration
- Graphic Design

Within the building, shops are located in the lower levels of the facility, classrooms and offices are located on the upper floors

#### Growth:

The department is happy to grow; the limitation is the amount of space available, as well as the safety within the shops in the building

Industrial Design has stretched to support growth of the enrollment, given up gallery space to support more shop space, and faculty space on the top floor was given over to a large lecture / presentation space

#### RISD Experience:

The history and success of RISD is tied to student opportunities for learning beyond the classroom

Joint studios are great learning opportunities for students and sharing of a broader curriculum

Foundation year is an important element of the RISD experience and is what makes RISD RISD

The ID department is looking to create more “flow” in the sophomore program

Need to work to communicate the objectives and goals of courses to educate around the experience

#### Connections to the Community:

The critical making center can be an excellent opportunity to connect with Alumni and keep them connected to the school and the resources of RISD

Consider creating a RISD service bureau which is focused on supporting departments

There may also be opportunities to teach more about resources available for rapid prototyping

- Much of the early rapid prototyping work done by ID was in conjunction with Brown
- Having their own machine has allowed more collaboration other RISD departments

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**Shops:**

Shops are critical to the learning at RISD; need to ensure that RISD is managing the process of use and allocation

There is an important process between design and translation to the machines

Shops are only available to students who have learned how to use the machinery and understand what approaches must be used with available machines

There has been some discussion around a crash course for non-majors to learn how to use machines

Another approach which has been suggested includes small on-line video clips of best practices and how to use machines – these can also be refresher courses for individuals who have not used the machinery frequently

There are also language barriers for non-English speaking students

Additionally there are issues of sightlines and visibility for students classes

**Opportunities:**

Summer programs are limited, primarily because many of the shop spaces are unusable during the summer because of temperature in the spaces

Need to consider implications of research releases for faculty members, and the space needs for faculty to do research on campus

There is a resistance to sharing at RISD – need to create an opportunity for dialogue which is non-threatening

A Service Bureau model would be beneficial for students to learn how to engage with professionals and what expertise they need to understand for future endeavors

**Collaborations with Corporations:**

Collaborations with corporations have been an important component of RISD's success in the past and a key component of future successes for the programs and the students

There is now a costly fee associated with running sponsored workshops

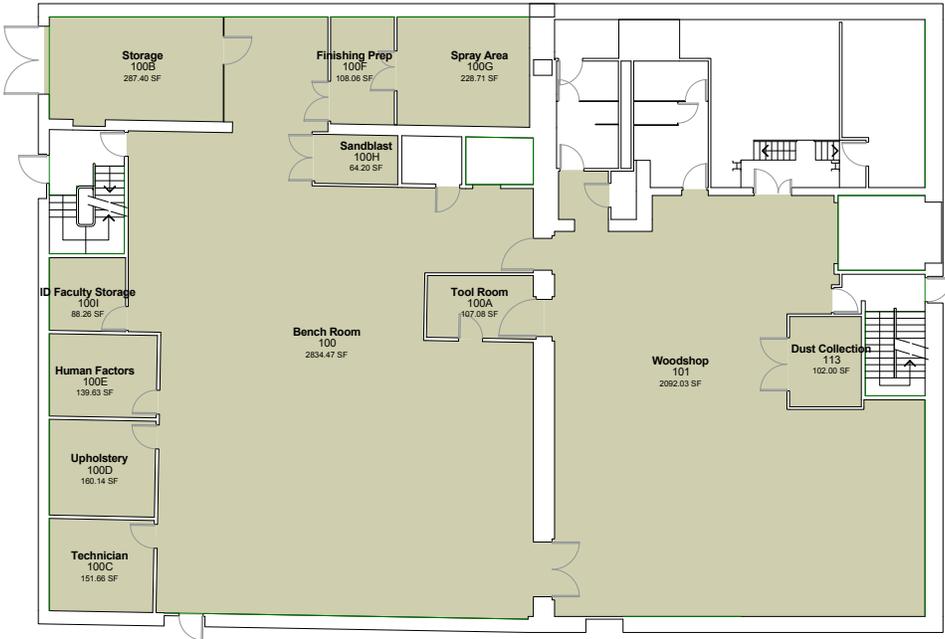
There have been many high-profile opportunities for students to collaborate with corporate partners – has not been well managed by the internal process

Need to allow faculty or administrators who have connections with corporations to maintain those relationships not to hand them over to a single administrator

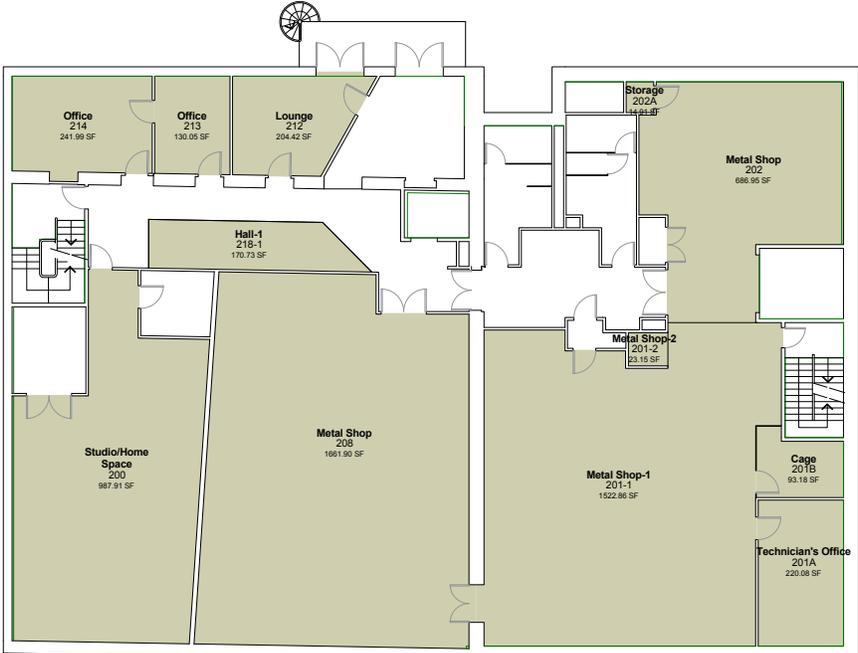
Also need to make sure that the fees associated with corporate partnerships are shared with the departments



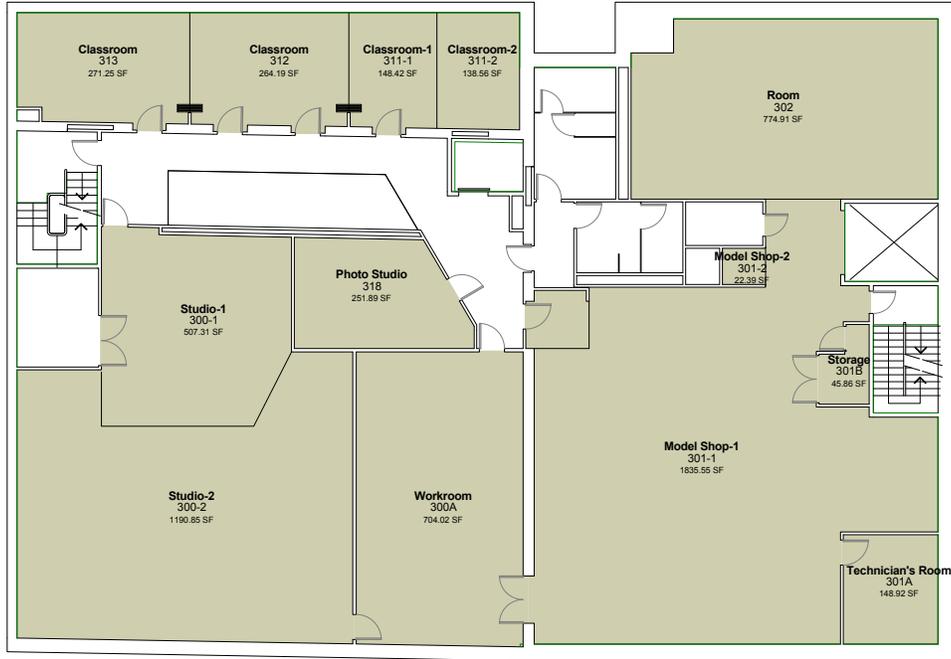
Interior Design Fall 2013 Occupied Space By Building



Department 161 South Main - 1ST Floor  
Industrial Design



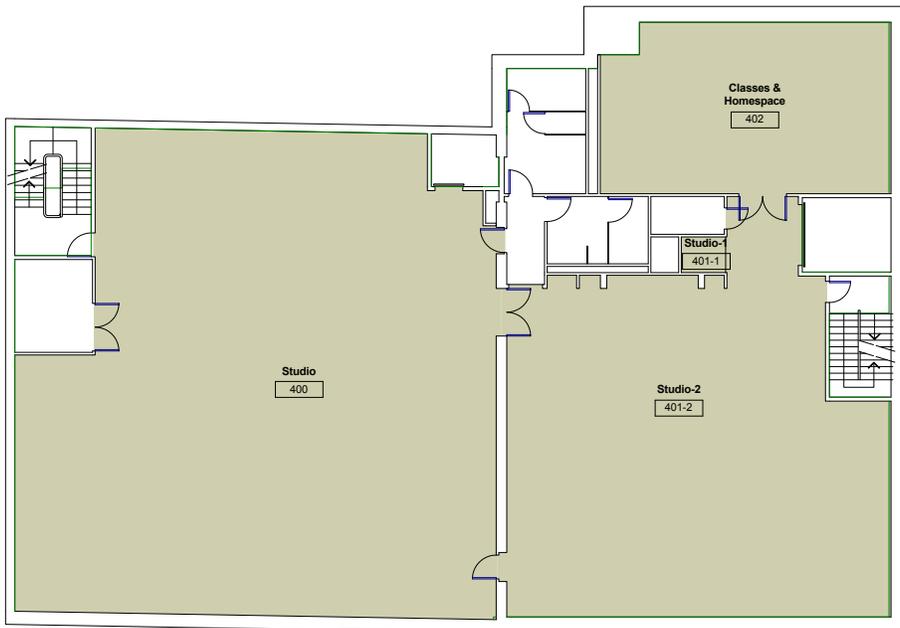
Department 161 South Main - 2nd Floor  
Industrial Design



Department

Industrial Design

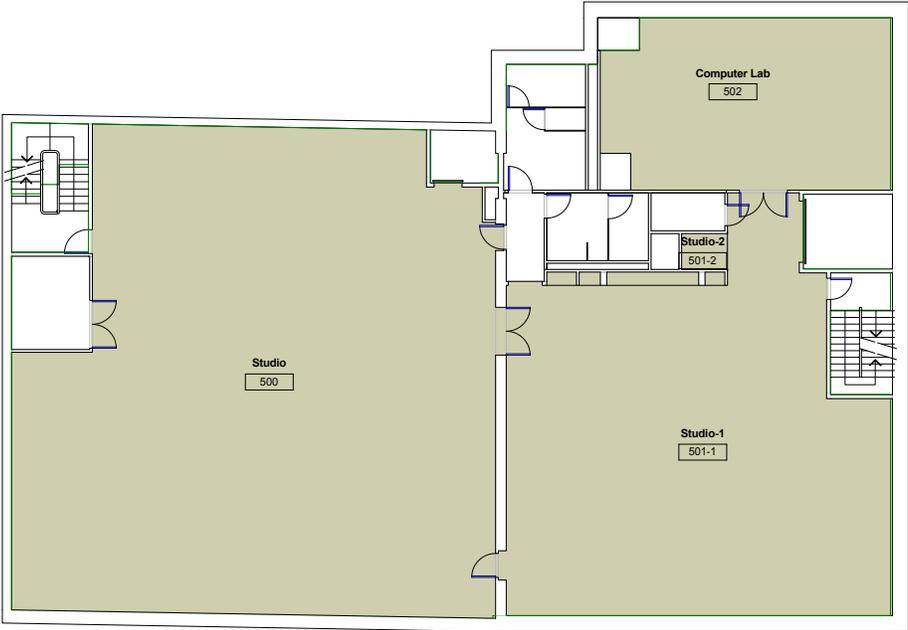
161 South Main - 3rd Floor



Department

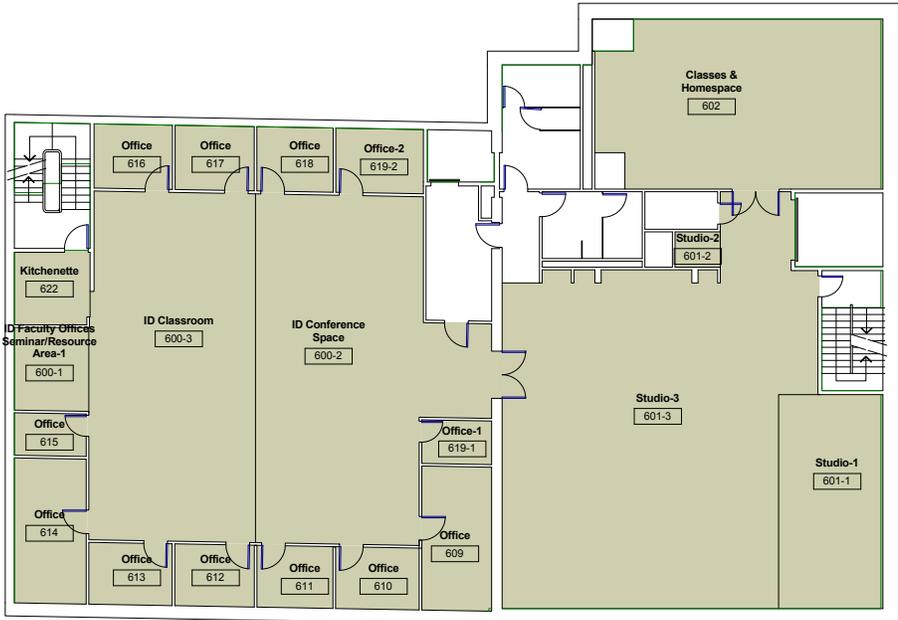
Industrial Design

161 South Main - 4th Floor



Department  
 Industrial Design

161 South Main - 5th Floor



Department  
 Industrial Design

161 South Main - 6th Floor

## Information Technology



Distribution of IT Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 11,508

### Immediate Needs

- Complete inventory of the campus
- OIT located in ProvWash may serve the students better
- Policy for faculty machines
- More campus-wide resource sharing
- More space for employees
- Power back-ups for the server



## Information Technology Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/9/2013  
Re: Meeting with Office of Information Technology

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Comments: Meeting Notes from 4/1 Meeting with Office of Information Technology  
RISD: Annie Newman, Joe Bernier, Eric Quimby, Steve Boudreau, Paul Foley  
DSK: Tom Kearns, Jim Newton

#### Overview:

OIT is committed to customer service, and has worked to make their service desk more accessible and user friendly. OIT is fragmented in ProvWash, some are isolated in the basement of the building in a space with no windows – this is not an ideal situation.

Manages several components of the academic curriculum

- Manage 3 computer laboratory spaces; Advanced Media Center in the Design Center, Quad Computer Laboratory in Homer, Mac Center for Continuing Education (this is separate from the rest of the CE owned computer laboratory spaces in the building)

Also manages the centralized print system on campus

OIT is an on-call service they are always monitoring and improving the campus network

#### Service Desk:

The service desk was previously staffed by student helpers; this was a challenge to ensure quality support. The service model has transitioned to a professional staff support, which seems to work well to meet student needs. The service desk performs best when co-located with the rest of OIT services and not as a stand-alone service.

#### Opportunities:

OIT would like to get ahead of the requests for material or equipment to make sure that it understands and can interface in the process to make sure that the equipment will function with the network and integrate into the existing RISD systems.

DataTel system will benefit from a complete and comprehensive inventory of campus spaces.

ProvWash is close to a campus center, may not be the right space for OIT if it would better serve the campus or student's needs.

VPN services are not widely utilized by faculty, however it is available not a clear policy on support of faculty's machines if they have a virus or some other issue.

Opportunities to discuss collaboration with Brown for redundancies in the network to ensure that RISD is covered in the event of needing to connect and can do – also exploring opportunities to take phone services out of dorms or to offer dorm phone services through Brown's service provider.

Want to get all of OIT together to focus on service.

Incorporating an academic technologist could also be beneficial to the entire RISD community to incorporate technology into the curriculum.

Also think about opportunities to have more comprehensive resource sharing within the campus community.

#### Issues:

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The technology group should be together on a daily basis to engage and communicate around initiatives and opportunities

The group has more positions than it has space which is a bit of an issue currently

Academic Technology does not exist in a centralized or formalized function, support is fragmented across the campus without a strong focus or access to proper resources to enable more robust academic support

The Academic Technology group is more of a homegrown support model

Resources and functions within the group are not shared as well as they could be

Servers are housed in ProvWash basement next to a river that floods (not ideal) redundant systems are located in Carr House

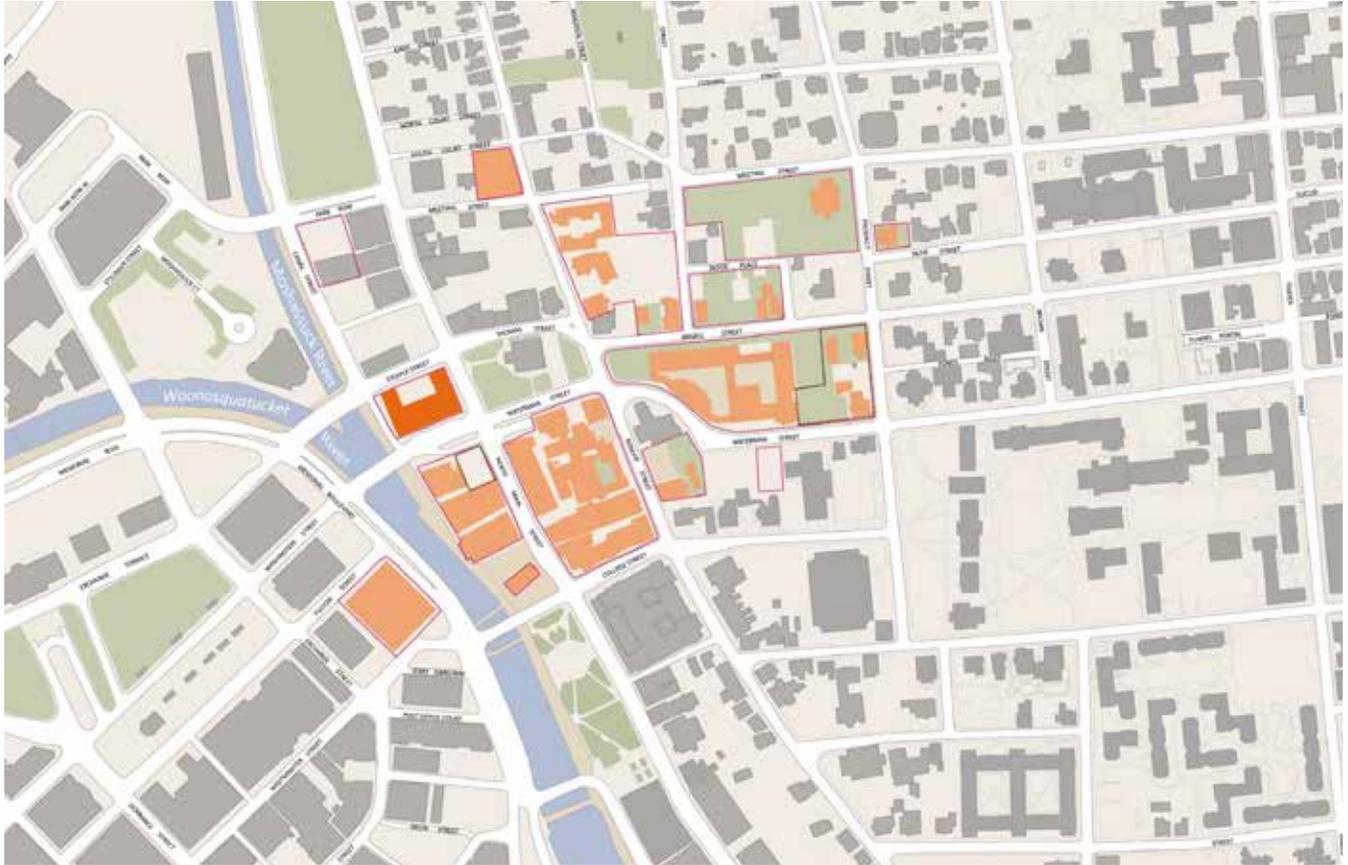
Power backups to the servers is an issue, there aren't UPS backups at each station

5 phase wireless networking process – they are implementing Phase 4 currently, will need to revisit earlier Phase systems since they have been superseded in many cases

Media Services provides equipment to students this is separate from OIT – they have their own service desk and are more similar to an AV resources provider



## Institutional Research



Distribution of Institutional Research Department Resources

### Fall 2013 Departmental Metrics

Square Footage: 184

### Summary

- Categorize space by size and use

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## Institutional Research Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/16/2013  
Re: Meeting with Institutional Research

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Comments: Meeting Notes from 4/3 Meeting with Institutional Research  
RISD: Annie Newman, Jen Dunseath  
DSK: Jim Newton

#### **What Information Resources Would Like:**

Most frequently requests for space by square footage and how the spaces are used

ACAID – there is no real consensus around how to categorize spaces by type

[Suggest that FICM coding developed by AKN could support a more robust benchmarking process]

IPEDS frequently requests data from RISD

US News & World Report are another frequent query

RISD uses the common data set to represent much of the IR quick-facts



## Interior Architecture



Distribution of Interior Architecture Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 94

Square Footage: 7,470

Undergraduate: 27

Graduate: 67

### Immediate Needs

- Additional studio space
- Additional classroom space and crit space
- Space for full-scale prototypes
- More space for graduate students
- More storage space
- More safe and welcoming space
- Graduate student lounge/gathering space
- Space for collaboration between departments

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## Interior Architecture Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/8/2013  
Re: Interior Architecture Meeting

---

Comments: Meeting Notes from 3/22 Meeting with Interior Architecture  
RISD: Annie Newman, Keelin Reekie, Liliane Wong, Wendy Abelson  
DSK: Tom Kearns, Jim Newton

#### Departmental Concerns and Spatial Needs:

The department has continued to thrive since its move to CIT; has outgrown the available space for studios  
There is a need for additional studio space in the building, as well as the need for additional classroom space for Crits and seminars

Crits, Studiowork, and Individual work all happens in the open space on the 6<sup>th</sup> floor.

Room 103 on the first floor was billed as a 100 person classroom space, there are two large columns which limit its utility as a classroom

The Interior Architecture students have begun to move toward more full-scale prototypes which are challenging in the current space available

IA has expanded into a small studio on the 3<sup>rd</sup> floor which is used for courses and overflow studio space

Graduate students don't have the space allocated to graduates in other programs

Storage is a major issue in all buildings on campus

Students aren't excited about accessing the CIT building, it is a challenge to have undergraduates in the facility, not ideal late in the evening or on the weekends

Students work in the space 24/7 and need a secure space to work in which will allow them to do their work and collaborate safely

#### Graduate Experience:

Graduate students need space for coffee, lounge, and gathering space to forge their own identity which is separate and unique from undergraduates

Many of the programs in IA mix undergraduate and graduate students – good for each group to expose one another to different perspectives; not ideal to have them share all aspects of the curriculum and experience

IA is currently in their second year of new degree programs, would like to include more of the following:

- Film and set design (broaden students exposure of applications of IA)

- Expand international studies opportunities

- Exhibit and Museum design

#### Barriers to Collaboration:

There are currently many collaborations in Interior Architecture between IA, sculpture, ceramics, and textiles.

There are connections between many faculty members, there is also a desire to have more collaboration

Schedule, Space, Culture are barriers for the collaboration between divisions and departments

Without the flexible context to collaborate, many faculty need to be entrepreneurial to accomplish cross-disciplinary work

Time is a critical issue: always inside their "own" spaces and not collaborating

- Faculty Meetings



Department Head Meetings

Are both opportunities for collaboration between faculty and different disciplines, not coordinated to facilitate interaction and intellectual exchange

Gourmet Heaven is a place where a lot of faculty collaboration occurs

**Shared Making:**

Making center should be focused on more products – students want to be able to make their products, they aren't focused on outsourcing construction

**Best-of-RISD:**

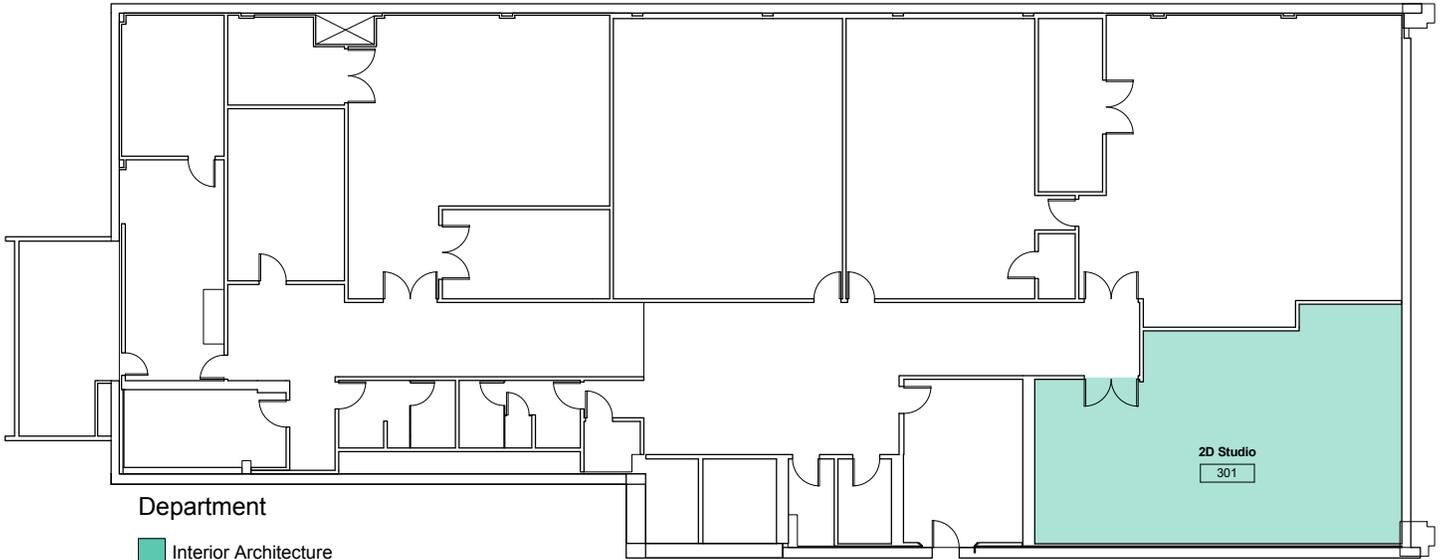
Students are never afraid to ask a stupid question

Expand their approach

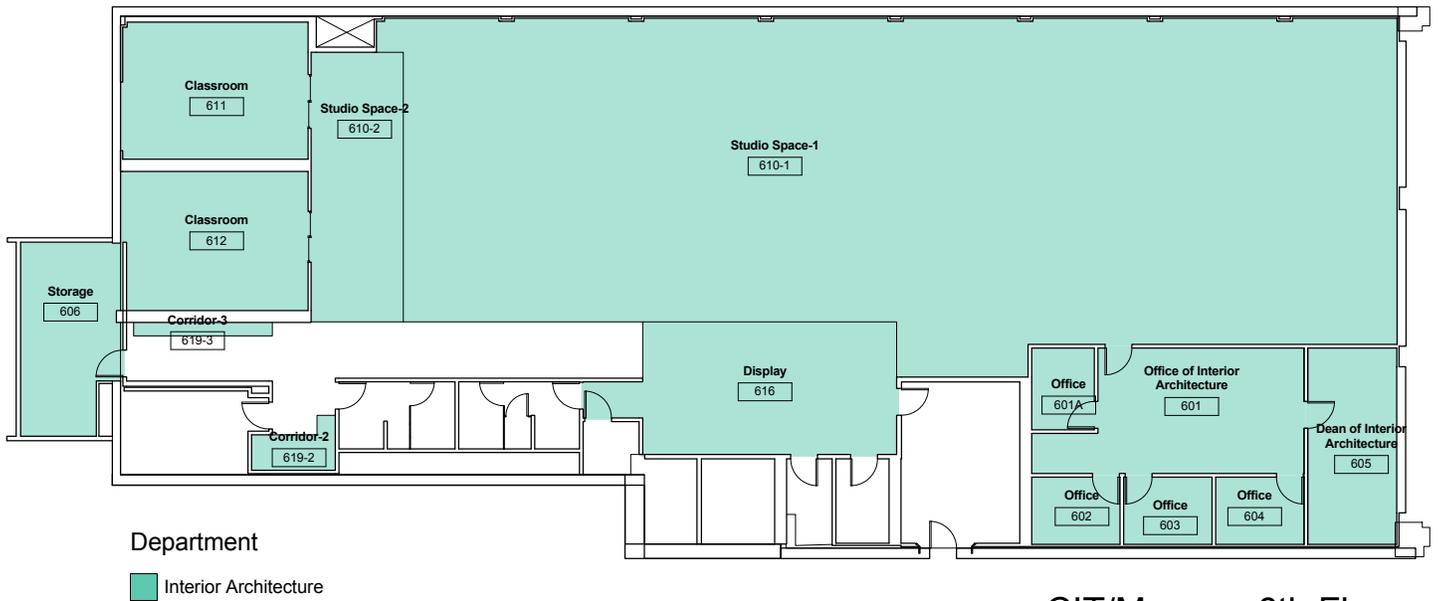
Come to be a part of all departments and all offerings – realize that doesn't frequently happen

People and diversity of students and faculty

Interior Architecture Fall 2013 Occupied Space By Building



CIT/Mason - 3rd Floor



CIT/Mason - 6th Floor



## Jewelry + Metal-smithing



Distribution of Jewelry + Metal-smithing Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 41

Square Footage: 7,097

Undergraduate: 33

Graduate: 8

### Immediate Needs

- Stronger infrastructure to enable digital student work
- More room for student work
- Spaces need to be flexible to accommodate shifts in enrollment

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## Jewelry + Metal-smithing Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/23/2013  
Re: Meeting with Jewelry and Metalsmithing

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Comments: Meeting Notes from 4/17 Meeting with Jewelry and Metalsmithing  
RISD: Annie Newman, Robin Quigley, Brian Bergeron  
DSK: Jim Newton

#### Overview:

Jewelry and Metalsmithing department is a department founded on some of the oldest techniques  
It is also a department which is facing a rapid series of changes and developments to support new methods and techniques for the future  
Compared to European counterparts, there is a disparity between their resources and spaces and the spaces available to RISD students – need to improve the space to match the quality and excellence of the curriculum

#### Shifts in Approach:

Students are increasingly interested in using the CAD labs to do their work  
CNC machines are used by the department  
3D printing is another approach which is being used to some extent by students  
Need to have a strong infrastructure to support digital student work – not just the work they do but also how the work is translated to the machines  
There is an increasing interest in using computation, the department is considering implementing a laptop program, currently this has not happened, however the department is struggling with limited space and a laptop program may free up some real-estate for other opportunities  
The department would have an easier time establishing internal approaches to the laptop program if there was a school-wide endorsement of such an approach  
The department is careful to make a distinction between “making” and “output driven technologies”  
The department is at a cross-road with new materials and new students looking to new methodologies to innovate – want to ensure that the innovation is true to the departmental goals

#### Undergraduate / Graduate:

The graduate program is un-balanced in terms of the amount of space available for students  
Student work is quickly growing, and outgrowing the spaces provided for its creating  
The ideal distribution of graduate to undergraduate programs is ¼ graduate ¾ undergraduate  
The maximum sustainable number of enrollments in J+M is 55 students  
Home space is provided for all students – juniors and seniors have dedicated home space throughout the year, sophomores are required to move during winter session  
Need to make spaces more flexible for shifts in enrollment  
    Maintain core elements of the RISD experience  
    Need to support the flexibility of student spaces

#### Collaborations:

The non-majors laboratory space is in high demand, and is too small for the amount of students accommodated



Typically during a semester there can be 70 – 100 students taking courses in the space, as well as being utilized for several courses through Continuing Education

The non-majors lab is the single highest traffic location in all of J+M

As CAD has become an increasingly important component of the J+M curriculum the department has forged relationships with furniture to use some of its resources in the Bank Building

The department doesn't want to "own" the 3D printer they just want to have access to the resources, similar to laser cutter usage

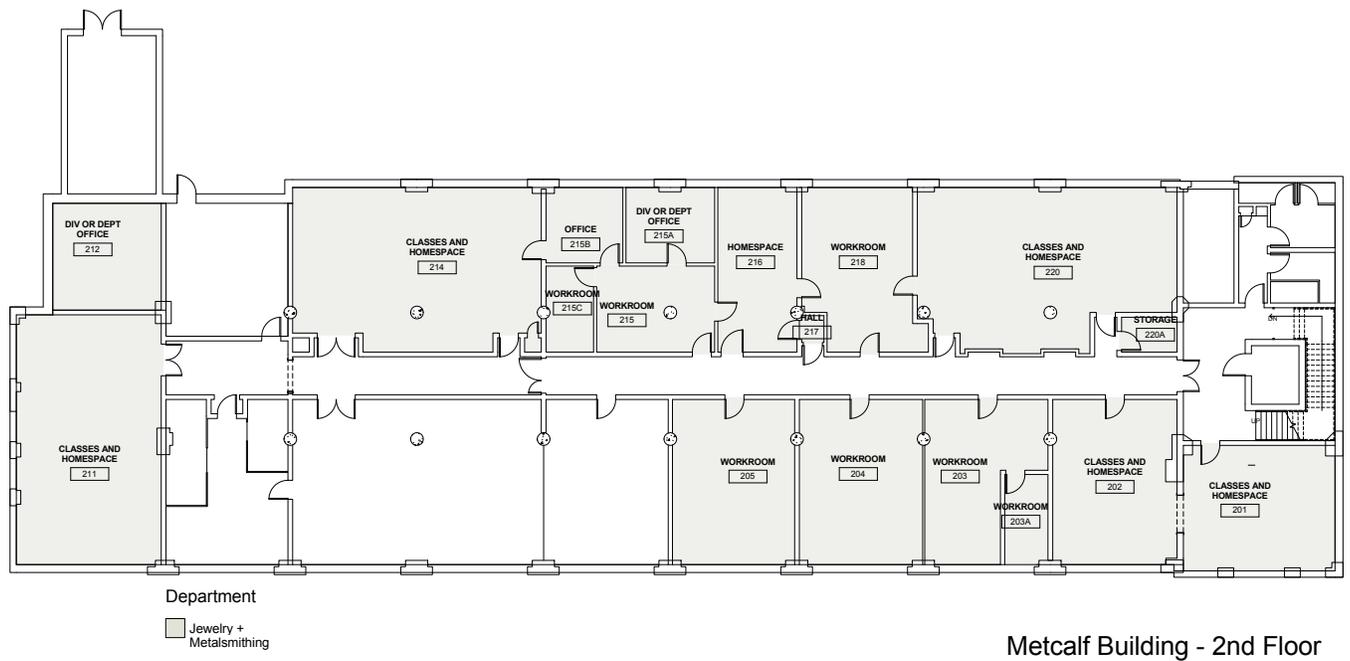
Student partnerships between J+M and Apparel happen but are typically linked to students knowing one another and wanting to collaborate

There seems to be some tension between "making students" and "design students" for collaborations – want to ensure that it isn't a "for-hire" situation

Aside from minimal collaborations, there is not much space sharing with other departments

There is the potential to be able to share the media-blasting machines, however, there is no existing protocol which outlines guidelines for sharing between departments, who manages the machines, who services the machines, who oversees the laboratory space?

**Jewelry + Metal-smithing Fall 2013 Occupied Space By Building**





## Landscape Architecture



Distribution of Landscape Architecture Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 38 (Graduate)

Square Footage: 9,005

### Immediate Needs

- Need offices, library, collaboration spaces
- Students need more space
- Outdoor collaborative spaces
- Outdoor exhibit and gallery space
- Research office for landscape architecture students
- More making space (currently shared with architecture students)

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## Landscape Architecture Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/5/2013  
Re: Landscape Architecture Meeting

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Comments: Meeting Notes from 3/22 Meeting with Landscape Architecture  
RISD: Annie Newman, Keelin Reekie, Scheri Fultineer, Lili Hermann, Colgate Searle, Denise Campbell  
DSK: Tom Kearns, Jim Newton

### Departmental Concerns and Spatial Needs:

All faculty have a history of campus planning some from professional experiences

The master planning process is an extension of the strategic planning process – the equivalent of “making the strategic plan.”

There is a strong desire to make RISD a global experience, what kind of space lets that experience occur?

Space had long driven the schedule of Design and Architecture, size of the department is limited by space

Limitations for interdepartmental collaborations include:

- Curriculum
- Cultural Limitations
- Schedule
- Time (availability)

There are limited policies in place however there is not a clear policy governing the institution at large

### Architecture / Landscape Architecture / Interior Architecture:

The common element between all of the architecture programs is a focus on ideas forming and coming out of studio spaces

The design division has evolved and shifted over time; it has been an evolutionary process not a pre-planned outcome  
“Reactionary responses vs. visionary responses”

### Perspectives of RISD Structure:

New perspective from an outsider:

- Powerless deans do not often have the depth of experience in each discipline
- Department Heads are a rotating position and are accountable to the faculty they return to
- If all elements line up, department heads can be effective, if things do not line up they can be less effective
- No vertical structure for institutional decisions
- Long historical knowledge of RISD is powerful and still very much alive
- The lack of clear structure can potentially put the institution in jeopardy

Mid-career perspective:

- There have been efforts to try and put a new-structure in place – these efforts often “smell like bureaucracy” to the faculty
- Some structures within the institution work well, others have backfired
- Department leadership structure 3 year rotating headship: lack of alignment about the best and most effectual method for organization
- There aren't structures in place for the faculty to be their best at all times
- Need to develop a commitment for a shared vision for the school



#### Long-term perspective:

- There is a goal to have each program be a distinct experience, enhances the sense of siloization
- Mid-60's there was a visionary group who suggested that all design courses should be taught the same
- There was a first year core, a vertical studio in junior year, and any studio you wanted your senior year.
- This methodology persisted until the mid-80's where ID got too big and had to do something different and became autonomous
- Interior Architecture has always been a part of architecture, the Interior Architecture group has been marginalized by the Architecture "mothership."
- 2000's there was a new head of Interior Arch. and the program moved downtown.
- There was a general lack of collaboration which led the departments to become fractured and disaggregated
- Landscape Architecture frequently had joint appointments in the 70's – was originally a small faculty with 2-3 joint appointments with Architecture
- Interdisciplinary in landscape architecture – landscape had to "follow the rules"
- Many of the landscape architecture faculty collaborate and teach in other areas (expand their experience)

#### Landscape Architecture Identity:

- Landscape is one of the few graduate-only programs
- The pedagogical method is vertical in nature – something that the department is currently questioned with respect to the "graduateness" of the program
- Need to define what it means to be a graduate student at RISD – as well as the differences between professional and other graduate degrees
- Lack of a fundamental support structure: offices, library, spaces to collaborate with students
- Students don't have room to innovate with their own work
- There are no opportunities for long-term projects for students to collaborate on due to a lack of space
- Need to create outdoor collaborative space for LA students
- Testing and engagement with outdoor spaces and at-scale installations
- Outdoor space is a method of exhibit and gallery for LA
- Create spaces which enable:
  - Sharing of material and display
  - Space to establish a graduate identity
  - Research office for LA students – space to work on scholarship
- Elevate the graduate experience at RISD

#### Barriers to Collaboration:

- Important to recognize disciplinary needs (shops, studios, offices, etc.) in order to identify opportunities for collaborative platforms (shared making, grants, studios, etc.)
- Some landscape programs offer opportunities for cross-collaboration including adaptive re-use: leverage RISD's urban habitat and locations
- LA offices are currently multi-use spaces – non-ideal conditions and are a limiting factor for the graduate experience
- Opportunities for collaborations and build adjacencies into collaborative potential between departments
- Implicit assumption of architecture being the "mothership": don't confine the departments to their current hierarchy, maintain the identity and redefine the barriers.

#### Shared Making:

- Making for LA students is challenging currently, much of the making happens in a shared space between Landscape and Architecture – know that the students know how to use the tools and make the space work
- Technical limitations on sharing with respect to the set-up of laser cutters, 3D printers, etc.
- Disciplinary differences in use of shared platforms needs to be considered
- Issue of students having increased access to shop spaces:
  - 3D students don't have a shared core experience
  - Need to have core and shop approval to use the space

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Currently the culture does not support a shared shop model  
Access to shops is typically 5-6 hours of the day  
Need to have limited access to shop space, can we create limited access based on credentials  
1 or .5 credit courses to ensure that students and faculty are all given the same experience on the machines

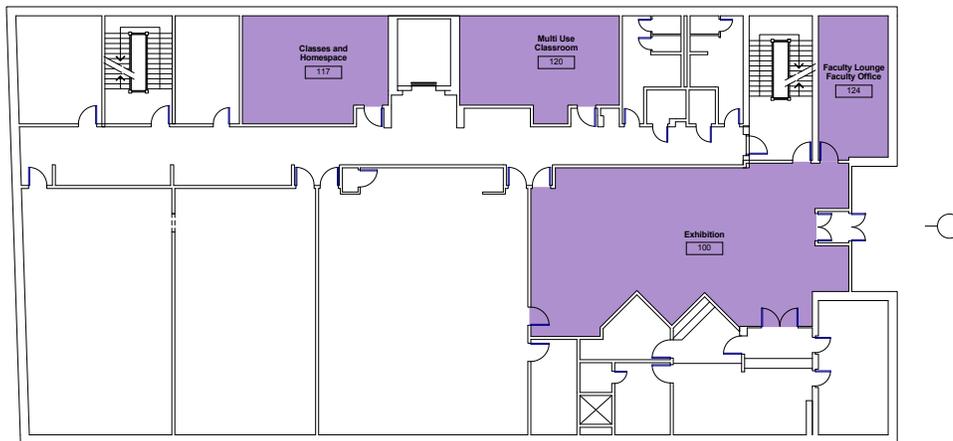


### Landscape Architecture Fall 2013 Occupied Space By Building



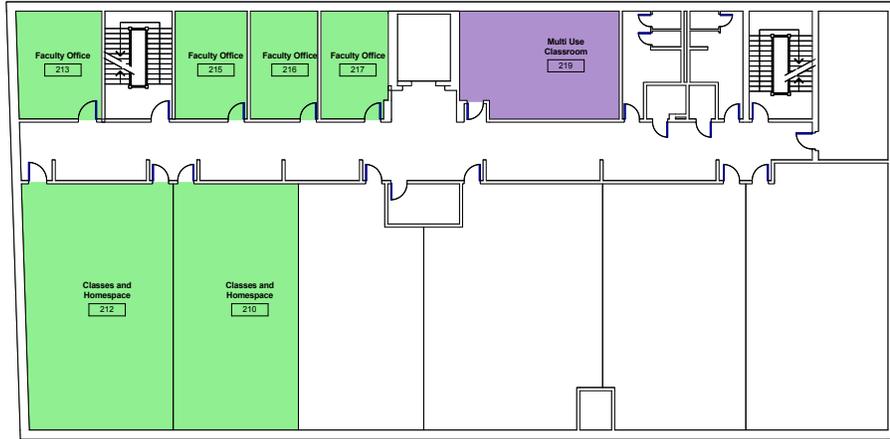
Department  
■ Shared Architecture and Landscape Architecture

BEB - Basement



Department  
■ Shared Architecture and Landscape Architecture

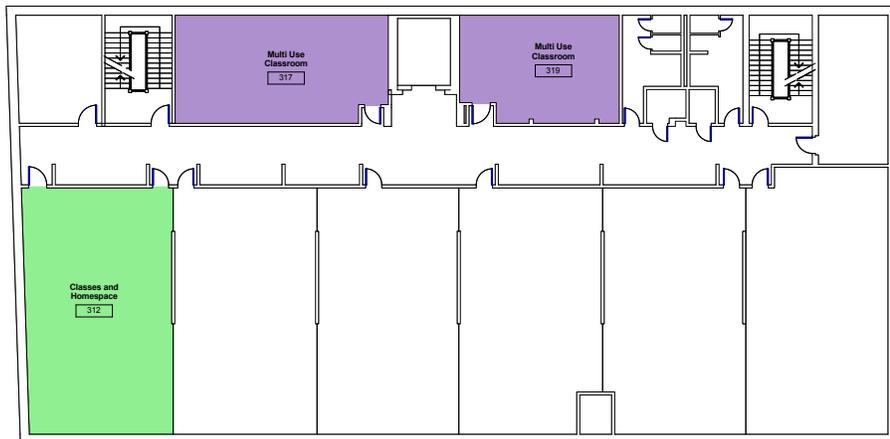
BEB - 1st Floor



Department

- Landscape Architecture
- Shared Architecture and Landscape Architecture

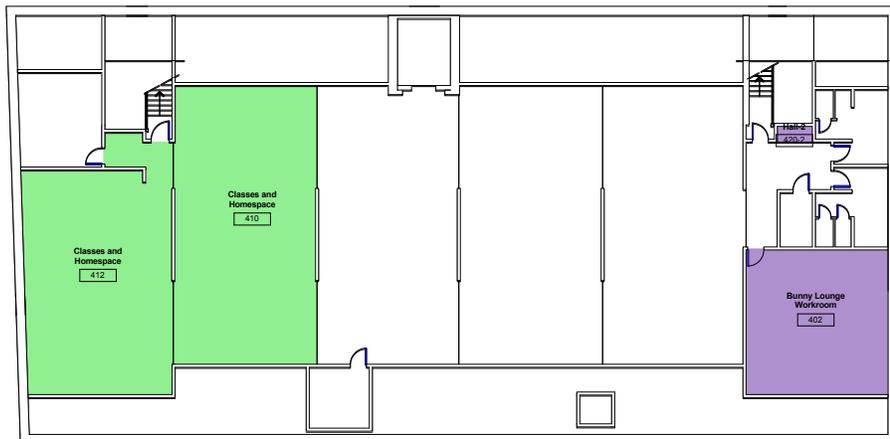
BEB - 2nd Floor



Department

- Landscape Architecture
- Shared Architecture and Landscape Architecture

BEB - 3rd Floor



Department

- Landscape Architecture
- Shared Architecture and Landscape Architecture

BEB - 4th Floor



## Liberal Arts



Distribution of Liberal Arts Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 2,005\*

Square Footage: 19,015

\*All undergraduates take liberal arts courses

### Immediate Needs

- College Building needs updating
- New furniture
- Classrooms are substandard and in poor repair, need to be brought to contemporary standards
- Consistent technology in classrooms
- Faculty office space and part-time faculty office space
- Better lighting (natural and artificial)
- Consistent and high quality projection rooms

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## Liberal Arts Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/4/2013  
Re: Liberal Arts Division Meeting

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Comments: Meeting Notes from 3/20 Liberal Arts Division Meeting  
RISD: Annie Newman, Dan Cavicchi, Ned Dwyer, Mark Sherman, Damian White, Eric Anderson, Bolaji Campbell, Mairead Bryne, Mary Bergstien, Greg Tentler, Sarah Osment, Susan Ward, Mike Fink, Jennifer Prewitt, Jane Szurek, Barbara Von Eckhart, Lindsay French  
DSK: Tom Kearns, Jim Newton

#### Limitations of Existing Facilities:

College Building is a representation of 20<sup>th</sup> century...what should the building be right now?  
Many are not happy with College Building as a reflection of Liberal Arts, seems to be poorly maintained, and leads LA to feel isolated from the rest of the campus – feels like a “bad high-school”  
Liberal Arts is interested in being a more integrated part of the school into the work and the studios  
Previously College Building has housed the President’s office as well as the Provost and Deans offices.  
The building is a tapestry of the history of the college  
College building may require an intervention which is innovative and leads to new and different outcomes  
Furniture in the facilities is a problem; the classrooms are not standard and are often in poor repair.  
Technology is not uniform in the facility which can present problems for visually focused courses  
Most of the Liberal Arts classrooms are small with the exception of one large lecture hall space.  
The largest LA courses are 30 students, discussion is the focus of the pedagogy  
Currently space is shared with Textiles – there is a common theme of territorialism which causes conflict and issues of resentment  
There is a need for equal distribution of office space and part-time faculty space.  
Scheduling issues in College Building, and integration with the broader college calendar  
Need to give dignity to the space within College Building  
LA in their current space there is no room for movement, need to consider right-sizing of existing learning environments  
The former library space in College Building has a lot of potential to be used as a beta-learning classrooms and allow faculty to test new pedagogical approaches with flexible furnishings.  
It would be ideal to have the potential to re-configure learning environments for flexibility  
Classrooms in studio areas would not be a problem for many of the LA faculty, might afford opportunities to bridge between theory and practice and make the work more meaningful  
The isolation of Liberal Arts has become worse over the years, 2-3 years ago a classroom in Woods Gerry was recaptured for use by Admissions.  
College building is not a facility which is frozen in time, there are neglected spaces, but not frozen.  
Lighting and windows in existing classrooms are inadequate  
Most faculty are required to interact with students in other facilities on campus due to the fact that they don’t have a consistent office space for meetings or engagements with students  
Opportunities for the 12<sup>th</sup> floor of 15West, or the Mezzanine on the second floor?

#### Pedagogical Needs:



Faculty who teach visual material need to have good space with a screen and a projector, ideally they would like to have the very best conditions to teach their students.  
 Also would like to have space outfitted for visual presentation, and not to worry about set-up and tear-down of visual projection equipment in an ongoing basis.  
 Would be ideal to establish a minimum standard for projection room layouts  
 Lighting could improve the building, students want to be able to see the images and also take notes in their notebooks  
 Visual arts is heavily connected to the museum, close proximity of College Building is a positive, allows courses to be opportunistic with respect to learning opportunities in the museum.  
 Library is not as heavily utilized by the Liberal Arts – the rare book room is used occasionally for teaching and collaboration  
 The nature lab does have strong connections to the liberal arts experience  
 Liberal Arts faculty require an office, this is their studio space and the location that they do their research – use their offices for 1/3 of their professional work  
 Lack of equity for office allocation has lead to a sense of resentment from part-time faculty and is a challenge to retention

**Community:**

LA was previously mixed in with other departments across campus allowing for more “mixing”  
 When there are opportunities to enable more conversation around the office  
 Some faculty were located in Carr House with Museum faculty which was a positive experience.  
 Clusters which currently exist in College Hall have created connections for a micro-community  
 There needs to be a balance to create a home and an identity for a group of people without diluting the sense of community within a department  
 Visibility of departments  
 Hang out with people that you are near  
 Chronic siloization with dysfunction creates a stifled vision for the future  
 Spatial openness versus disaggregation and create a balance of space types  
 Working to create a de-siloed model to enhance cohesion and strengthen identity

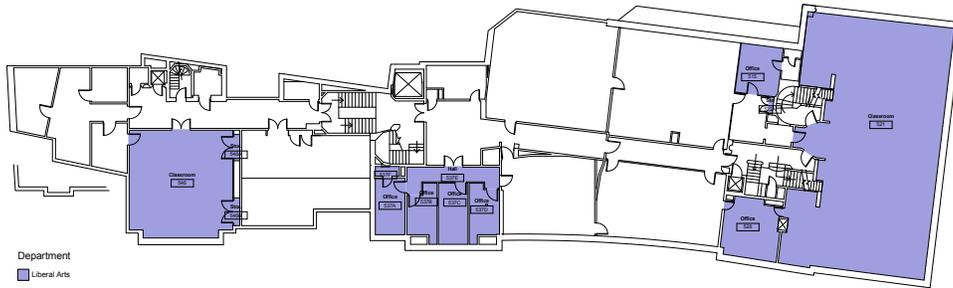
**Role of Liberal Arts:**

Silos of each department are mixed within the liberal arts context.  
 Have close connections with many of the departments, share classrooms, offices, events, meetings, and the museum as a resource.  
 Liberal Arts could be more intermixed with other departments on campus

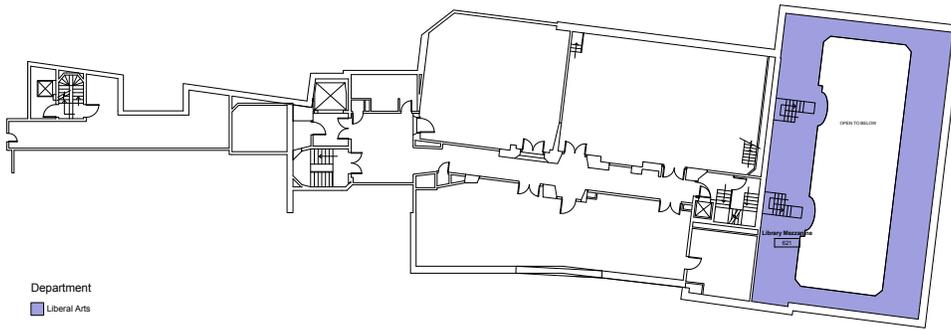
**Best-of-RISD:**

Students – they are smart, curious, and lively  
 A possibility for curricular expansion – the curriculum is flexible and not rigid, LA job to cover a large and comprehensive body of knowledge.  
 LA is not limited by degree requirements and is allowed to teach to expertise  
 Understaffed departments to get to the level of curricular breadth that they would like to  
 RISD uses teaching to make art, work to transform information into expertise  
 Proximity to downtown

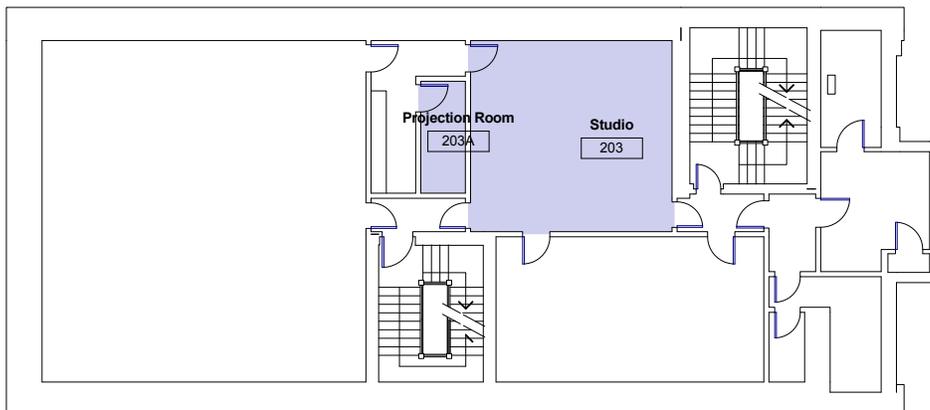
Liberal Arts Architecture Fall 2013 Occupied Space By Building



College Building - 5th Floor



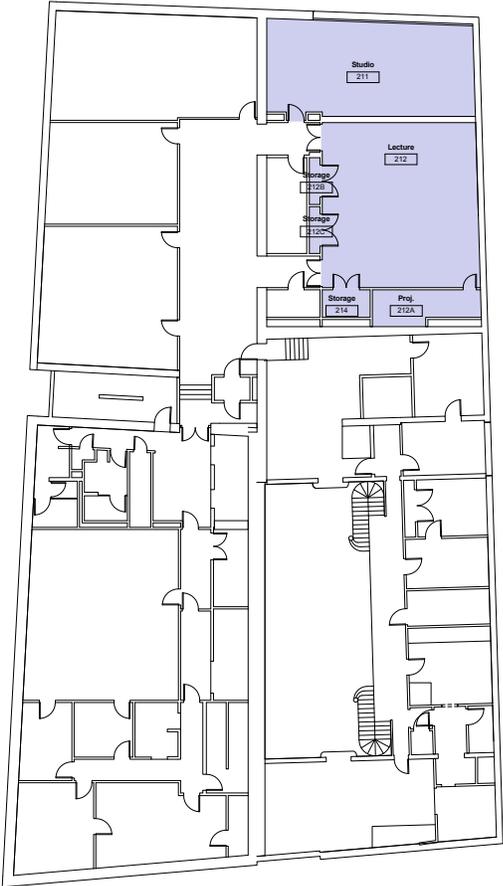
College Building - 6th Floor



Department

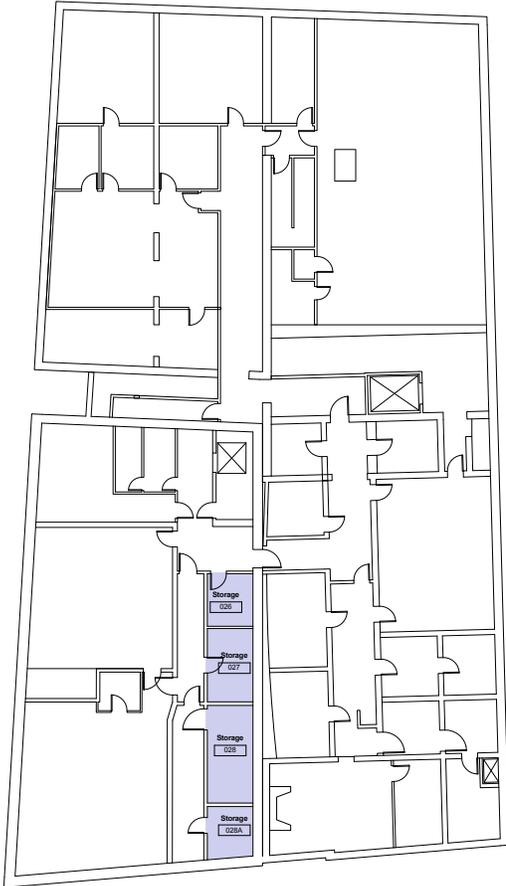
Liberal Arts

Market House - 2nd Floor



Department  
■ Liberal Arts

Design Center - 2nd Floor



Department  
■ Liberal Arts

Design Center - Basement





## Media Services Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/29/2013  
Re: Meeting with Media Services

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Comments: Meeting Notes from 4/24 Meeting with Media Services  
RISD: Annie Newman, Dylan Costa  
DSK: Jim Newton

#### Overview:

Media Services is an academic service which deals with all departments at RISD  
Primarily support classroom and curricular A/V needs – but also connect with administrative needs  
The department has been more involved in new web technologies which have become more comprehensively included in pedagogical and classroom engagements  
Makes sense to have Media Services located in the Auditorium building, centrally located on campus to support most of the technology and classroom service calls

#### Issues:

There are no spaces on campus which are dedicated to videoconferencing or distance learning  
Two spaces have been retrofitted to support videoconferencing and distance learning  
    The president's conference room  
    Room 366 in ProvWash  
There are not many classrooms which are dedicated to technology – much of the technology has to be portable to support learning across campus which results in engagements this requires staff to be centrally located and connected to supporting the academic systems and departments  
There are fundamental issues on campus of the end-users not understanding how to use the technology  
Media Services needs more space on campus:  
    +20% more storage needed on campus  
    +Additional space for an office for the director, and meeting room  
    +separate office and circulation desk functions  
Check-out desk currently dominates the environment in the office spaces  
There are very few scheduled events which actually take advantage of the resources in the Auditorium  
    Auditorium space comes with technical support staff when a course is held in the space  
    Other classrooms do not have such support – is this a fair distribution of resources?

#### Opportunities:

It would be a large improvement to coordinate technology in classrooms  
    Standardized interfaces for computer and A/V systems  
    Integrate Media Services at the outset of all new building projects and renovations  
    A/V needs have only increased over time on campus  
Media Services is currently working with OIT to integrate Airplay for presentation of videos in classrooms through apple TV's  
Allocate sufficient funds in the budget to support media and technology demands

## Museum



Distribution of Museum Resources

### Fall 2013 Departmental Metrics

Square Footage:73,271

### Immediate Needs

- Deferred Maintenance which main lead to damage of the collections
- ADA accessibility
- Sprinklers at 100% (currently 63%)
- Improve way-finding



## Museum Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/8/2013  
Re: Museum Senior Staff Meeting

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Comments: Meeting Notes from 3/22 Museum Senior Staff Meeting  
RISD: Annie Newman, Glen Stinson, Deb Diamante, John Smith, Ann Woolsey, Suzanne Fortier  
DSK: Jim Newton

#### **Museum Mission:**

The RISD museum's mission is to serve for the education of the community and as a part of the learning process  
End of the 20th century the collection grew significantly, became a museum of importance for the school as well as the region with its collection

The museum has the 3<sup>rd</sup> largest collection of any College or University with roughly 86,000 objects

The museum supports approximately 100,000 visitors annually – and approximately 10,000 school children

The museum feels that it is a component of the strategic plan; consultation of the collection is an important part of the learning experience

There is some off-site storage of museum materials; much of the collection is housed in the Museum space

#### **Limitations:**

There is a significant amount of deferred maintenance within the Museum facilities; these are issues which may risk some of the collection stored in the facility.

The roof has recently been replaced, and the museum is in the final stages of roof replacement

There are issues of ADA access to the museum facility, as well as needing to sprinkler 100% of all public spaces (currently at 63% compliance)

All changes to the museum are to be phased so that the museum can remain open to visitors during changes

Some of the museum staff has been re-located this separates the staff and leads to a sense of disaggregated morale

#### **Opportunities:**

There is a desire to open the main level of the new museum addition to support café and visitor experiences

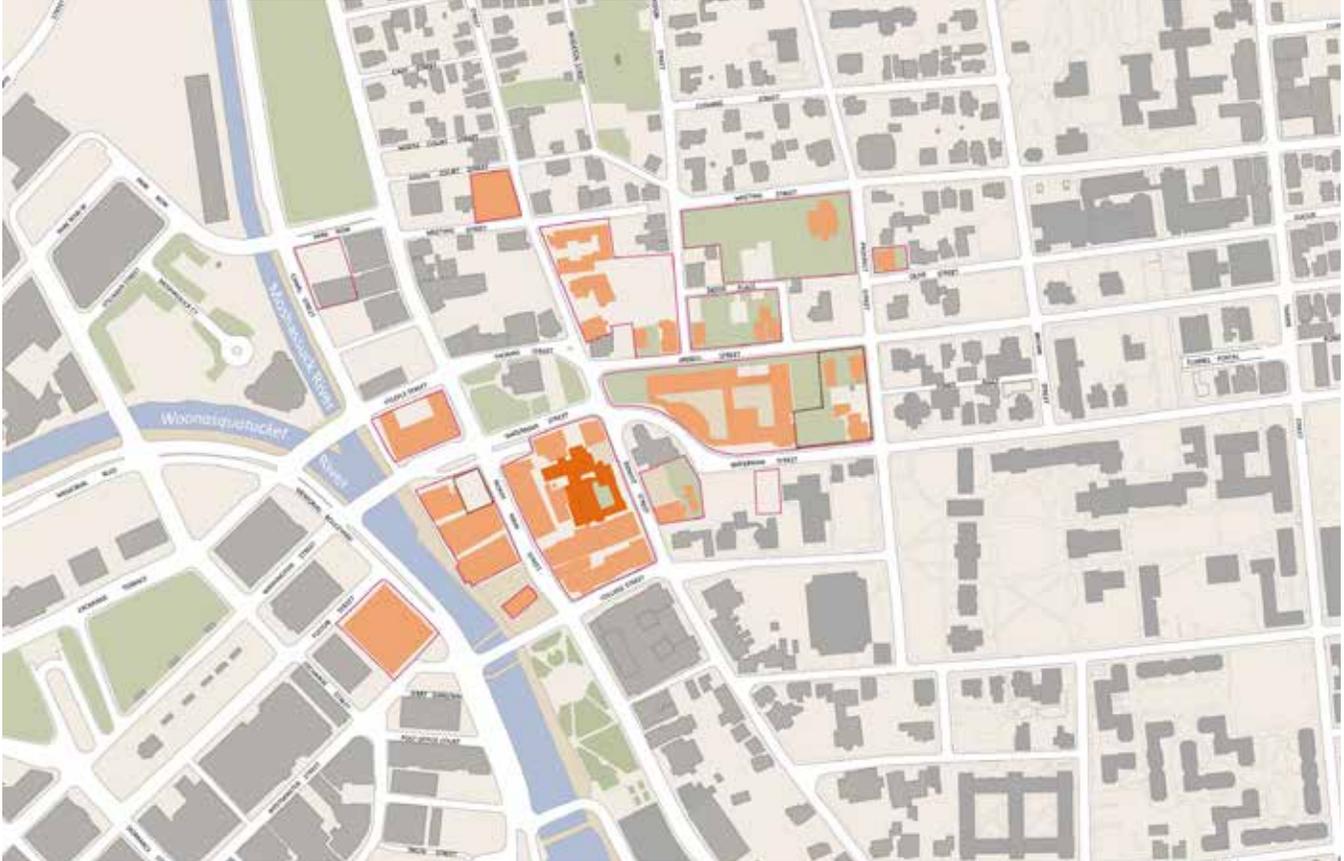
Ideally this would be a benefit for parents and visitors to the institution

The location of the loading dock is problematic, and doesn't make for an inviting visitor experience

Improved way finding would be beneficial, as well as emphasizing programmatic spaces in the museum

The museum is a high-security facility, and with that designation comes limitations for faculty and students

## Nature Lab



Distribution of Nature Lab Resources

### Fall 2013 Departmental Metrics

Square Footage: 5,183

### Immediate Needs

- Think about how the Nature Lab can be a resource for other departments
- Spaces to support research



## Nature Lab Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/16/2013  
 Re: Meeting with Nature Lab

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Comments: Meeting Notes from 4/10 Meeting with Nature Lab  
 RISD: Annie Newman, Neal Overstrom  
 DSK: Jim Newton

#### Overview:

Founded by Edna Lawrence in 1937 as a foundation studies research lab  
 80,000 specimens in the collection, not an exhibition space, this is a learning library meaning that all materials can be taken out and circulated  
 Contact with the specimens is a critical part of the Nature Lab's mission  
 Nature Lab is also a central component for the STEM to STEAM initiative as a case study for the nature of inquiry  
 Careful and deep observation leads to multiple departmental collaborations through Biomimicry and Biophilic design  
 The Nature Lab also serves as a cultural hub of the institution, more of an institutional resource, grounded in foundation studies, but also accommodates a lot of walk-through traffic

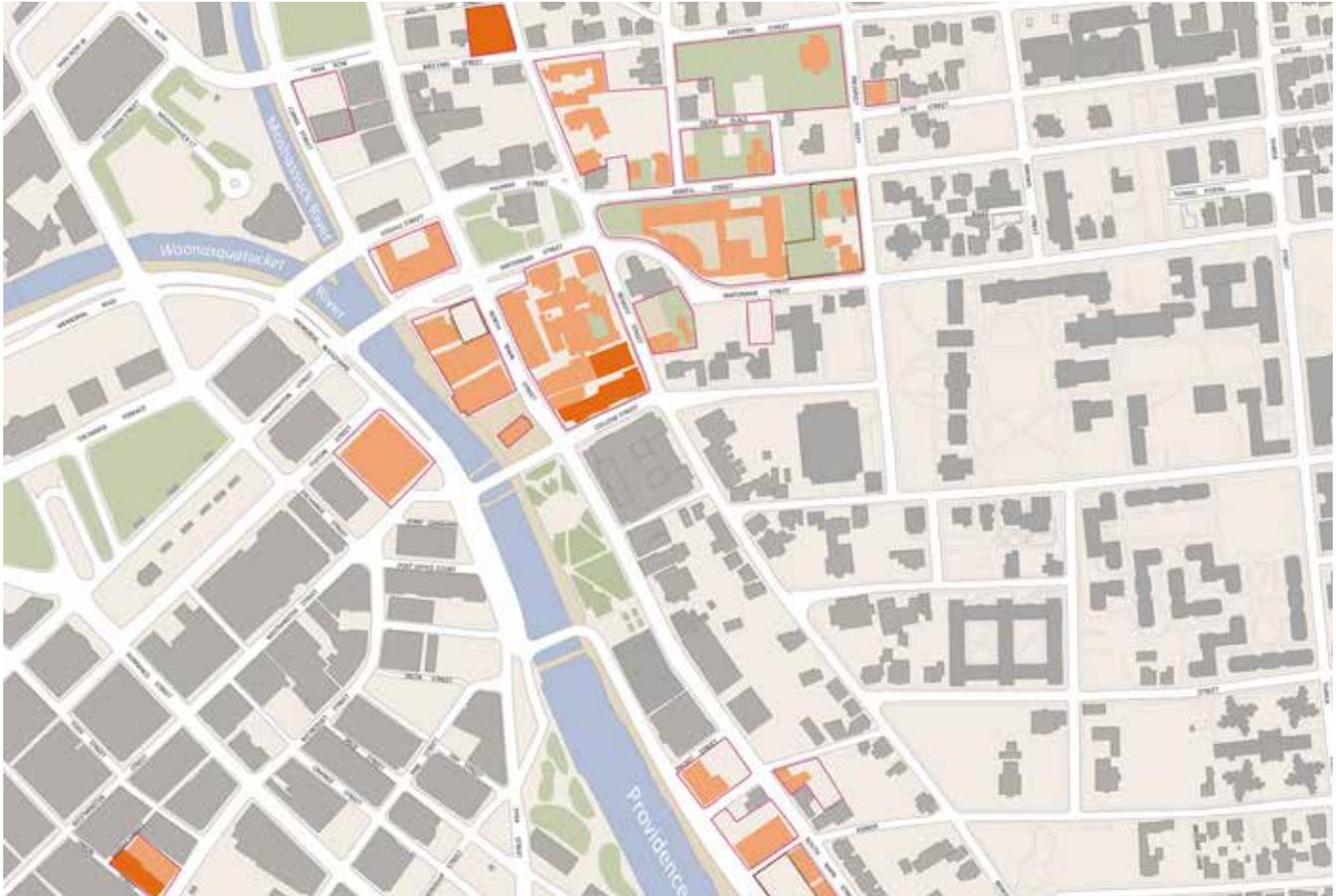
#### Audience:

The core visits come from three main programs on campus  
 Foundation Studies  
 Liberal Arts  
 Pre-College Program  
 There are links to Graduate Studies and other connections to continuing education  
 There are some individual student projects which leverage more technology in a microscope lab  
 Mostly optical microscopes  
 Working on an NSF grant to bring in a desktop SEM (scanning electron microscope)  
 Want to maintain a street presence, natural light, and accessible space  
 Also want to think about how the Nature Lab can be a resource to other departments  
 There are occasional requests from outside groups to access the Nature Lab space  
 Typically hold the same hours as the RISD library

#### Vision:

Considering a living studio with botanical specimens which can support the Landscape Architecture Program  
 Potential to have workshops or other events as alternative revenue streams  
 Consulting spaces which can be used to support research in the Nature Lab  
 Learning linked to the core principles of the nature lab – pattern, form, structure, texture  
 Create new opportunities to explore resources through technology or other methods  
 Nature lab as a resource provider rather than being considered a content provider  
 There may be opportunities for a public component – there is an appeal from the community to access the resources  
 Opportunities to explore variety of scales of materials  
 Macro to Micro  
 Community to Cellular

## Painting



Distribution of Painting Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 162

Square Footage: 28,226

Undergraduate: 142

Graduate: 20

### Immediate Needs

- Home space
- Critique space
- Installation space
- Storage
- Spray booths
- Support spaces need to be closer to the workspace and set-ups



## Painting Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/23/2013  
 Re: Meeting with Painting

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Comments: Meeting Notes from 4/17 Meeting with Painting  
 RISD: Annie Newman, Holly Hughes, Bill Miller, Gabby Jacobsen  
 DSK: Jim Newton

#### Overview:

The department's success is a "frugal miracle" they are able to do a lot with a little  
 The primary spaces which the painting department is lacking:

- Home space
- Crit space
- Installation space
- Storage
- Spray booths

#### Issues:

There are two major limitations to support services and student success:

- Space
- Visiting Artists

Studio home space for Junior and seniors – there is a lottery system for allocation of painting studios

Junior home space averages 70sf/student – ideal size would be closer to 100 sf/student

Senior home space averages 95 sf/student – ideal size would be closer to 150 sf/student

Enrollment is increasing and real-estate is declining in the department; need more space to support student enrollment growth

Crowding of studios can lead to egress issues throughout the building

Sophomore students share classroom spaces – there are three classrooms dedicated to painting two larger classrooms and one smaller space

The two larger rooms are close to 1350 square feet, while the smaller space is closer to 950 square feet

Critique space is also lacking for the department

Installation space is another type which is lacking for the department; there are many students who want to be able to see what their installation will look like in context

Department needs spray booths around the campus and dispersed throughout the buildings – the current situation with students spray painting everywhere is not safe and potentially hazardous

Larger course sizes limit the engagement of faculty and students – an ideal situation existed when 2/3 of students would see all of the faculty in the painting department for classes – the department is now moving toward a situation where 1/3 of students will see all of the faculty in the painting department, this is antithetical to the curriculum

Installations in the foyer of Memorial Hall had to be cancelled to support senior crits during the semester

#### Opportunities:

The department would like to begin to provide more digital resources to students, as well as be able to provide digital home space for students who need digital access for their work

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The studio layout in What Cheer is beneficial, having a crit space between two studios allows for spontaneous crits and a more fluid studio experience for students and faculty

Technology is beginning to play a larger role in the painting department – how can the department better regulate access and integration into the curriculum?

There is a desire to leverage academic technology to pull the outcomes into the process of making

There is also a desire to create a color institute – powerful resource for the community – there is a lack of space to realize this vision

Other opportunities to lease studio space during the summer for incoming students – there is an opportunity to generate revenue from space which is not utilized during the summer months

Offer fellowship positions for students to oversee the studio spaces during the summer

**Collaborations:**

How do you allocate access to institutional resources, and how can you share them?

Some support spaces need to be in closer proximity to the workspace and set-ups

Access to the printmaking studio is a benefit to the painting department

Having students distributed across campus [What Cheer, Memorial, Fletcher, and College Building] makes consistent access to the same caliber of materials a challenge

Can there be a decentralized series of resource studios for the Fine Arts division

Conceptually this could mean a series of de-centralized shop resources for each division to ensure student access

There are some studios which have been run in conjunction with Windsor-Newton as a corporate partner

The painting department shares TU's with other departments – primarily illustration

**RISD | New York:**

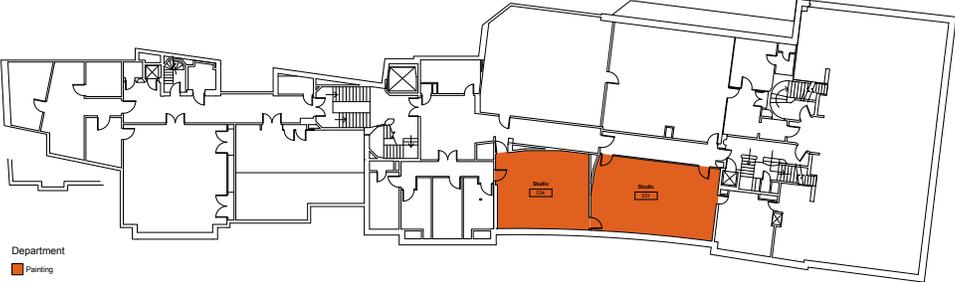
Consider opportunities for a post-bac program in New York tied into the strong RISD alumni network in the area

Purchase a building with studios – sublet to alumni or artists if the course is not full; guarantee that the building will always be full

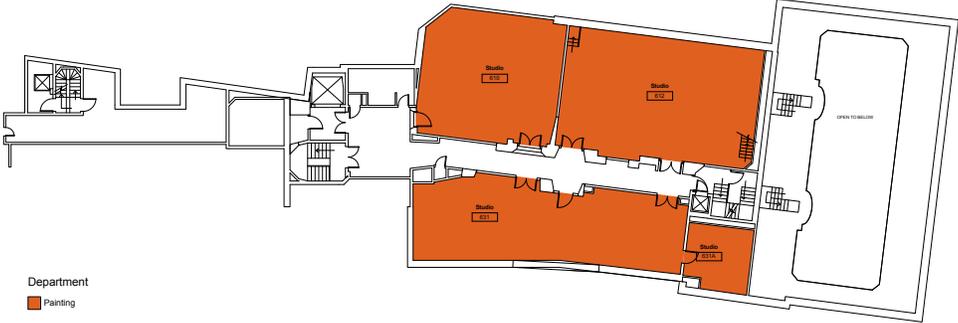
Also an opportunity to expand the RISD brand without starting another campus



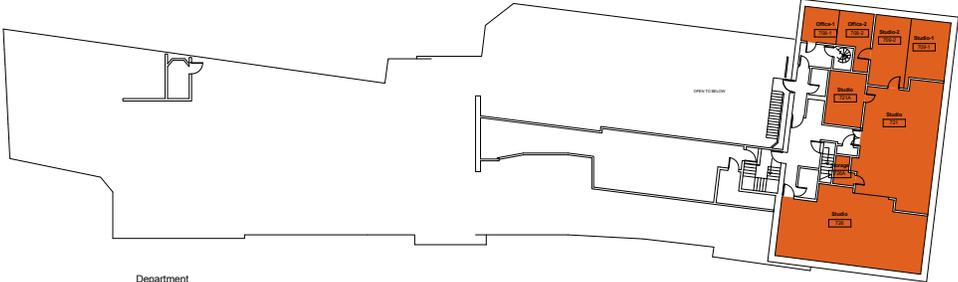
Painting Fall 2013 Occupied Space By Building



College Building - 5th Floor



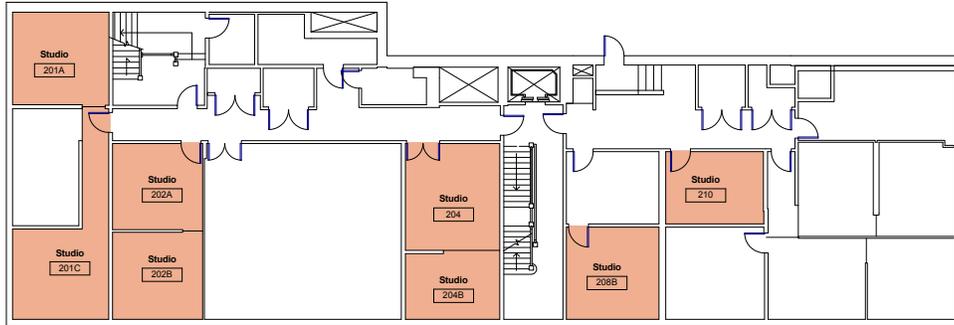
College Building - 6th Floor



College Building - 7th Floor

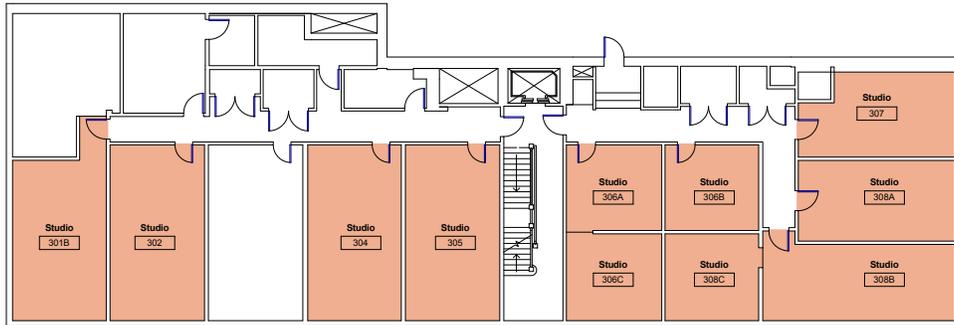


College Building - 8th Floor



Department  
■ Painting

Fletcher - 2nd Floor



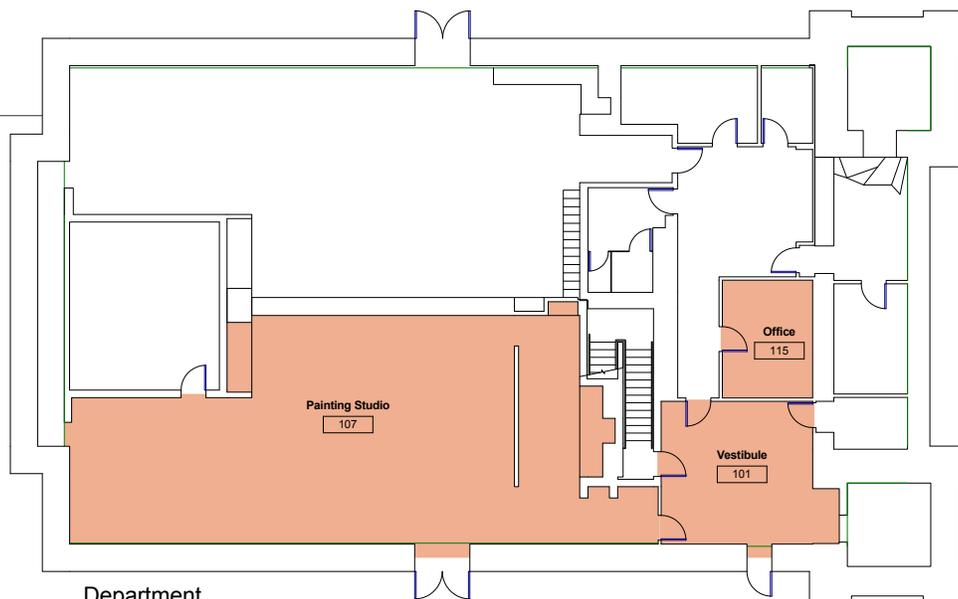
Department  
■ Painting

Fletcher - 3rd Floor



Department  
■ Painting

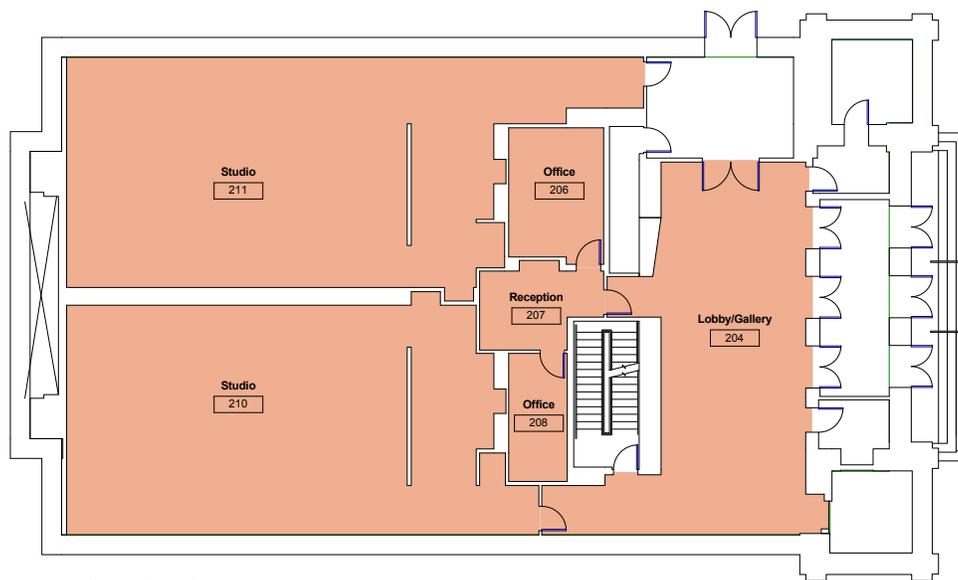
What Cheer Garage + Studios - 1st Floor



Department

■ Painting

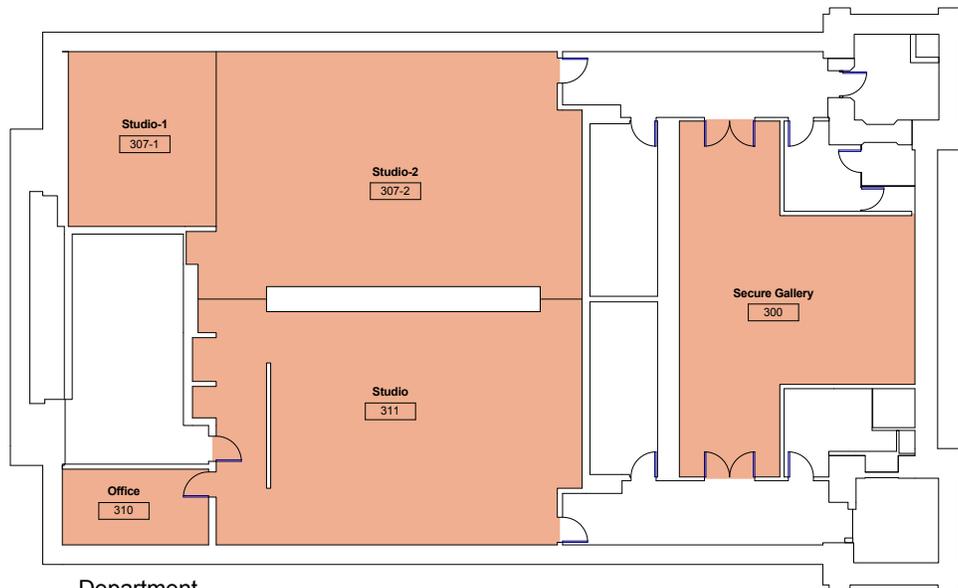
### Memorial Hall - 1st Floor



Department

■ Painting

### Memorial Hall - 2nd Floor



Department

■ Painting

### Memorial Hall - 3rd Floor

## Photography



Distribution of Photography Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 48

Square Footage: 15,909

Undergraduate: 34

Graduate: 14

### Immediate Needs

- Space for graduate students to make and show their work
- Shared (between departments) crit space
- Shared printing press
- Lighting studio
- Flat file storage space
- Projectors in every classroom



## Photography Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 5/2/2013  
 Re: Meeting with Photography

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Comments: Meeting Notes from 4/30 Meeting with Photography  
 RISD: Annie Newman, Steve Smith  
 DSK: Jim Newton

#### Multi-disciplinary Learning:

In order to have a conversation regarding multi-disciplinary learning there is a fundamental need to have a place to make work as well as classrooms dedicated to the department

A large challenge for multi-disciplinary courses is an issue of TU flow and who manages the TU allocation for shared courses

Team-teaching requires coordination between departments and the sharing of TU's

There are many opportunities to get partial TU's which would benefit the departments – currently there is a lead editor of Interior Architecture magazine who is a guest lecturer for the Interior Architecture department, having the opportunity to bring in guest lecturers would be beneficial for all departments

There also could be incentives for the individual departments to collaborate with other departments in multi-disciplinary coursework

There is a lack of space on campus to support many good initiatives and centers that faculty have the expertise to facilitate on campus

#### Graduate:

The graduate curriculum is focused on exploring the conceptual and contemporary art component of photography  
 Important for Photography students to share space with other graduate students (collaborate)

There is a lot of learning that happens through collaborations with other students – from their process and their disciplinary expertise

There is a serious space issue for graduate students – there is not sufficient space for them to make and show their works

The Photography department has to centrally manage their print facilities due to color balance and other system specific issues – this brings graduate students back into Design Center

The shared graduate printing space which exists currently has worked well for the department and the students

There are other departments which have to deal with bigger inconveniences such as glass and sculpture whose making is located 5 blocks away

There is a critical need for crit spaces in Fletcher building that can be shared between departments – the existing crit spaces in the building are not sufficient and don't allow adequate lighting and installation environments

#### Opportunities:

RISD should have a press to create and publish on campus

An Indigo 5000 system could be a solution which would allow faculty and students to publish their own monographs and also allow the institution to innovate with how students and faculty show their work

This could be a shared resource for the institution and serve a similar capacity to 3D printers for the design departments

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The digital experience has led students to suffer from “screen burnout” which has led to a shift where many more students are moving back toward a film approach  
There is a lot of potential for collaboration between analog and digital approaches – many antique approaches can be more readily enlarged and enhanced without the need for specialty and expensive analog equipment

**Space Needs:**

The current learning environment layout of laptops, workspace, and crit space in one environment works well  
There would need to be 1 or 2 additional tower based learning environments  
A lighting studio would be beneficial for the Photography department and potentially other departments as well  
There are some safety concerns with some of the spaces in the Design Center – focused on the chemicals and materials stored in some of the studio environments  
It would be ideal to have projectors in every learning environment to allow for projection and display of work  
Having at least 1 more classroom would also be beneficial for the department  
There is also a need for additional flat file storage space for all departmental work

**Collaborations:**

Proximity to FAV could lead to interesting collaborative opportunities  
There are many potential collaborations between departments  
Sculpture  
Painting  
FAV  
Much of the Fine Arts

Graduate students are constantly interested in becoming more involved with the D+M curriculum  
Photo 1 is a popular elective on campus – many students take the course which is both digital and analog – there is a sufficient amount of darkroom space in the Design Center [it is however tired space and could use a refresh]; the amount of digital printing and computer workspace is also limited, there is competition for digital resource availability  
Access to digital studios for Photo 1 courses comes at the expense of Photography majors  
New digital facilities [listed above] could alleviate this competition for scarce resources

**Research:**

Research could be a divisive issue on campus if there isn't a clear opportunity to share spaces  
There has been a lot of interesting information coming from the EPSCOR grant around how the Fine Arts could play an important role in research at RISD  
One big question is how the institution can tie faculty research into the campus experience for faculty and students  
There are big opportunities to find new ways to connect to research that is happening on campus – currently much of that research is happening behind closed doors or off-campus

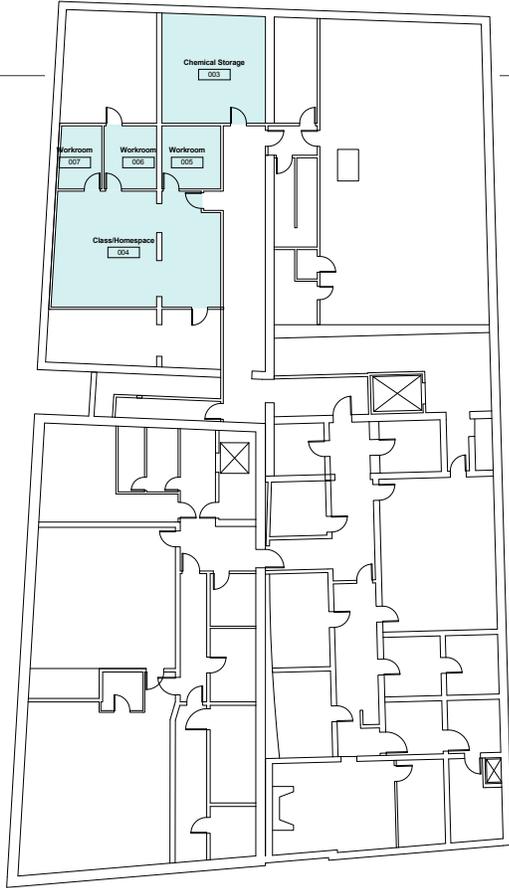
**Faculty Balance:**

Faculty can only give 100% to the institution – as more and more demands are put on teaching faculty it impacts all aspects of their work  
As a department head typically 80% of time is focused on administrative requirements and 20% on teaching  
It is important to ensure that those faculty who take on administrative duties are able to keep pace with the changing pedagogical landscape and maintain currency by either doing research or continuing to teach undergraduate and graduate courses  
Most faculty teach 6 courses and is a part of at least one committee – this is a heavy burden for a faculty member

**Installations:**

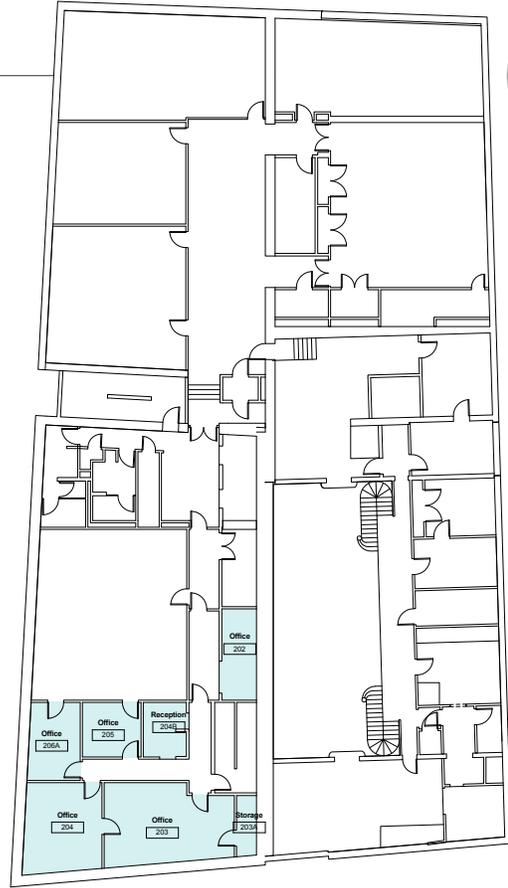
The Red-eye gallery is tied to the curriculum and focuses on installation where students curate the shows – all senior thesis work is shown in the space through the spring  
The beginning of the fall semester is dedicated to showing the work of 1<sup>st</sup> year graduate students  
The department is also a part of 2 shared shows with Jewelry, Sculpture, and Glass – Photography takes advantage of the available wall space in Woods Gerry

Photography Fall 2013 Occupied Space By Building



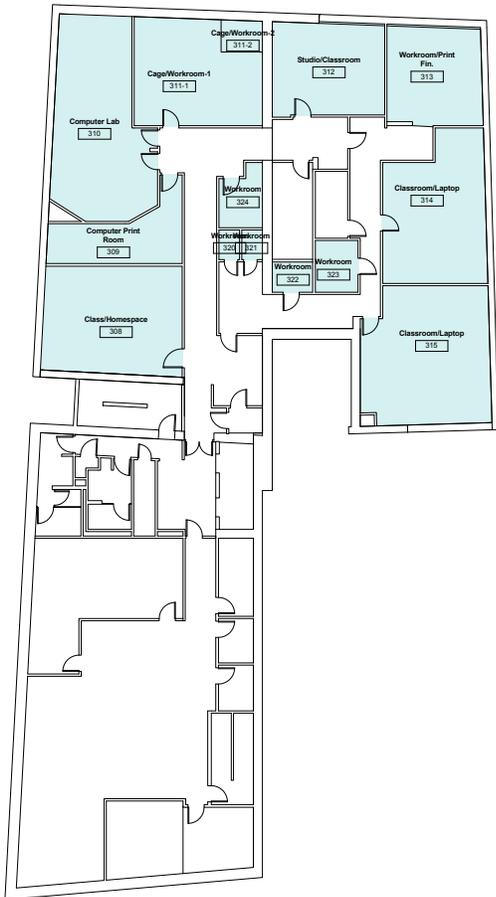
Department  
 Photography

Design Center - Basement



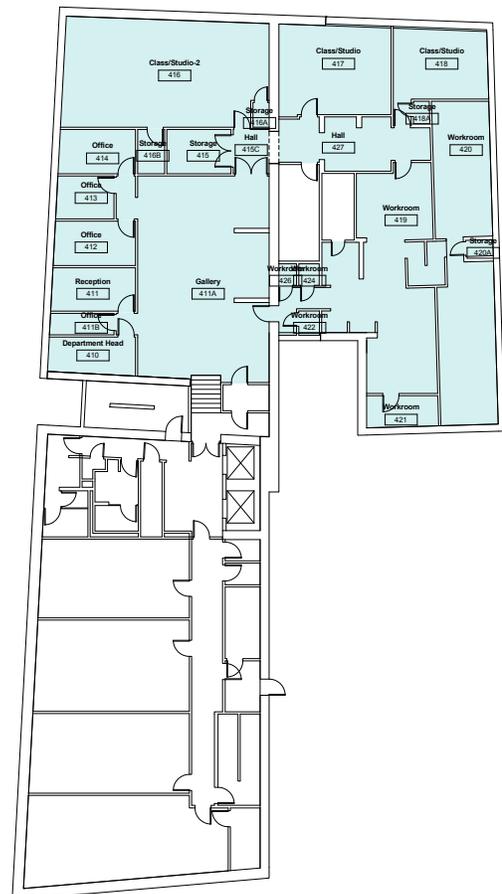
Department  
 Photography

Design Center - 2nd Floor



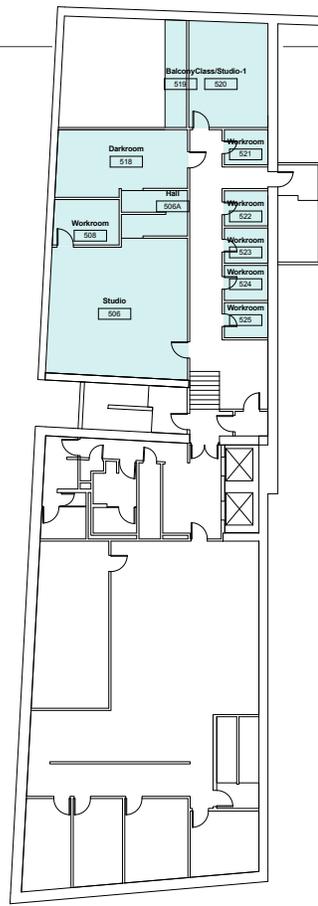
Department  
 Photography

Design Center - 3rd Floor



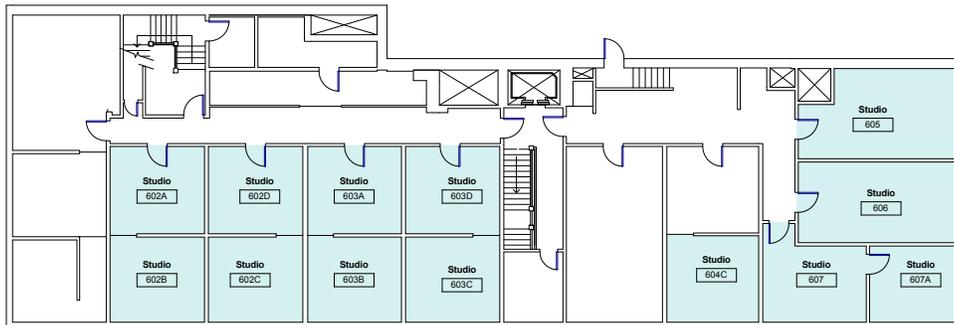
Department  
 Photography

Design Center - 4th Floor



Department  
 Photography

Design Center - 5th Floor

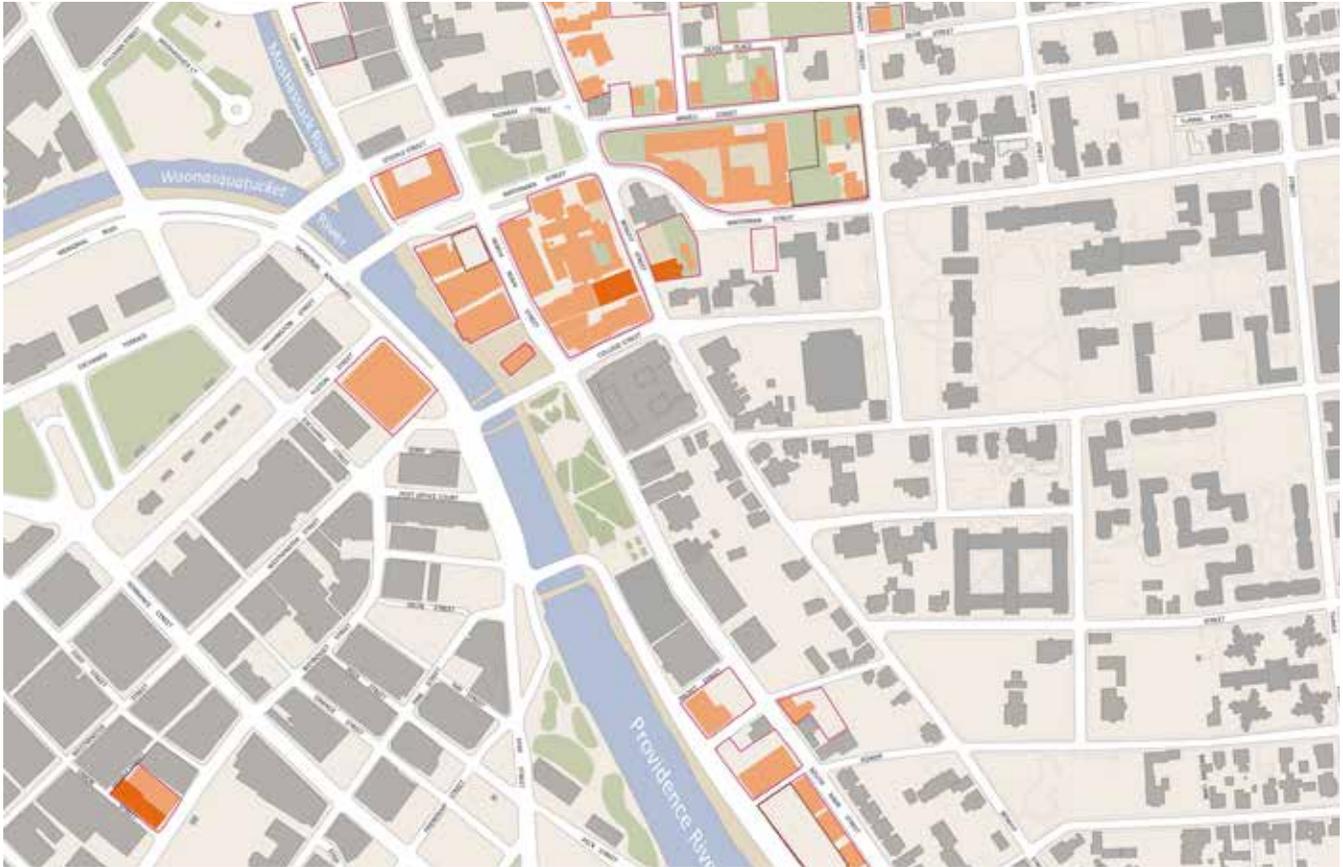


Department  
 Photography

Fletcher - 6th Floor



## Printmaking



Distribution of Printmaking Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 50

Square Footage: 12,859

Undergraduate: 36

Graduate: 14

### Immediate Needs

- Larger studio spaces in Fletcher
- Access to classrooms
- Artist in residence space

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## Printmaking Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/23/2013  
Re: Meeting with Printmaking

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Comments: Meeting Notes from 4/17 Meeting with Printmaking  
RISD: Annie Newman, Henry Ferreira, Stephanie Darling  
DSK: Jim Newton

#### Overview:

Printmaking is a part of the Fine-Arts division; it was a program within painting previously  
Small / medium size department typically has between 40 – 50 students including graduates  
The Benson building was renovated to support the printmaking curriculum and re-organized to better meet the department's needs  
The department was smaller at that time, as they have grown they require more space

Building section organization:

Lithography / Letter Press / Technician / Gallery

Intaglio / Etching Facilities

Screen Printing / Photo Printing / Computer Lab / Darkroom

#### Undergraduates:

How to support undergraduates in the department:

- Need to respect the integrity of the department
- Important to respect the function of the department (how to make a print)
- Want to help to make an artist through the program
- Execute their artistic vision in a variety of platforms

Much of this exposure is built into the curriculum:

- Sophomore year: How-to year – focus on the making
- Junior year: Workshop / Crit seminar – give students artistic context
- Senior year: Integration of the experiences for the student

#### Graduates:

Graduate students don't have as much trouble getting between CIT and the Benson building, their materials are more portable, however, they do need to come to Benson to access the etching and printing facilities, can't do work in their own studios without the centralized facilities

Graduate students could benefit from larger studio spaces in Fletcher

The size of the available spaces are limiting the opportunities for students to express their vision and execute at their desired scale



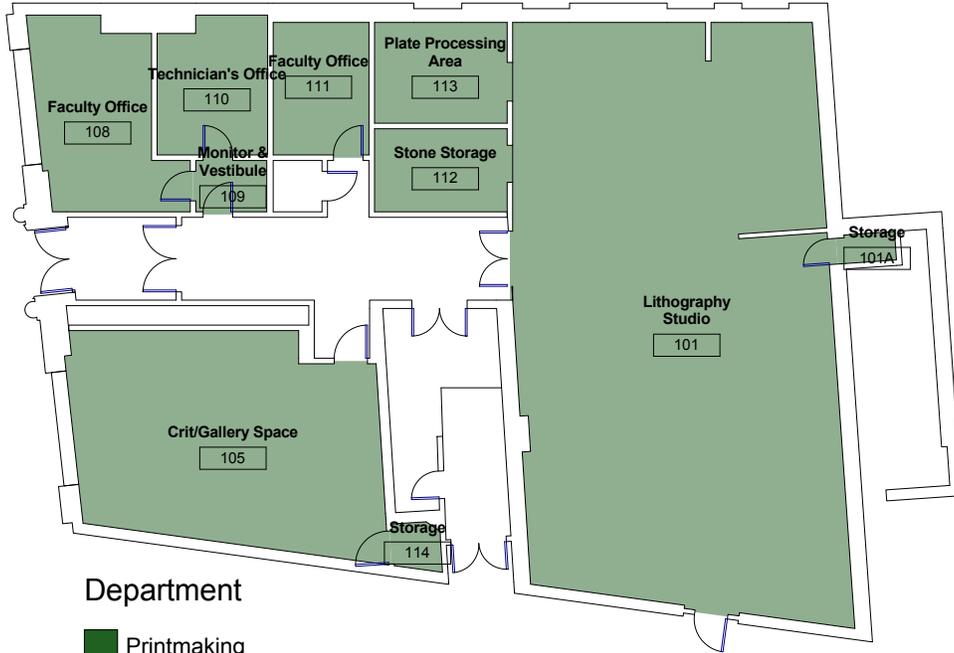
**Issues / Opportunities:**

There is an increasing availability of press machines as more and more industries move to digital processes  
Some of the course work is focused on teaching students how to do smaller scale boutique printmaking and book binding  
Many departments are focused on the number of majors, can departments re-frame the number of students they serve rather than just focusing on their departmental numbers  
Good to have home space for juniors and senior students  
There is no credit for departments who teach non-major students  
Increase the number of 8am studio courses to utilize the spaces on campus better  
There is an issue of faculty being on campus in the mornings and the students using the campus in the evenings  
There is an issue of space since the letter press machine has been moved into the lithography space  
The printmaking department doesn't have access to a classroom  
Ewing house could be a valuable resource for artists in residence, give space for faculty who travel to spend time on campus

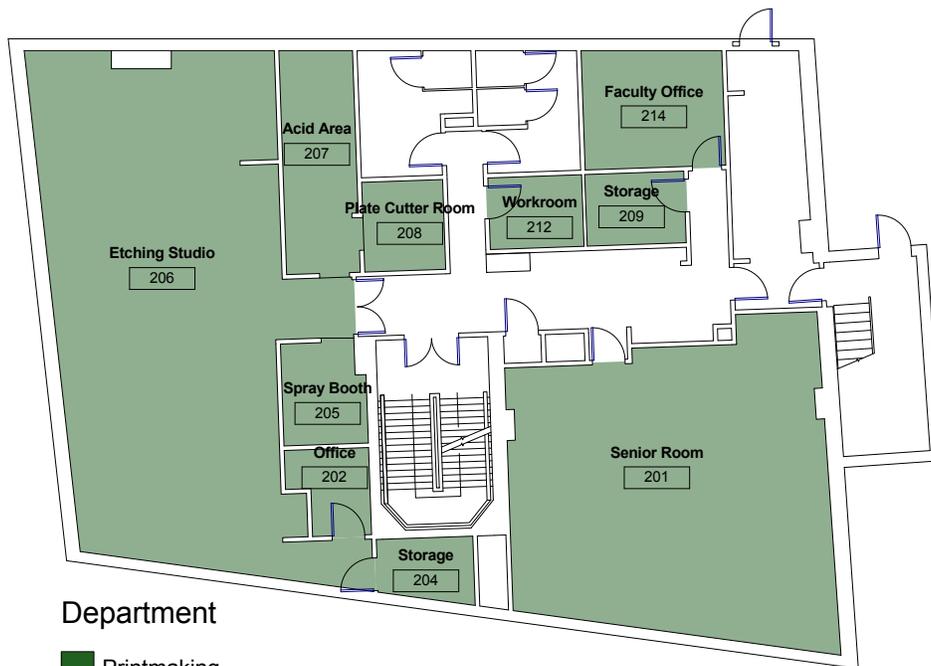
**Collaborations:**

Printmaking lets anyone in their courses, run 2 printing classes on "painterly prints" which is tied to the painting department  
There are a few other courses which are required by painting and run through the printmaking department  
Sophomore courses are open to students in other disciplines  
Collaborations and open courses make the courses better; students bring in a diverse range of perspectives and skills  
Large scale print tables are shared by textiles occasionally  
Bookbinding course is a challenge to share the bookbinding studio with graphic design  
There are some papermaking courses which are also very popular with non-majors

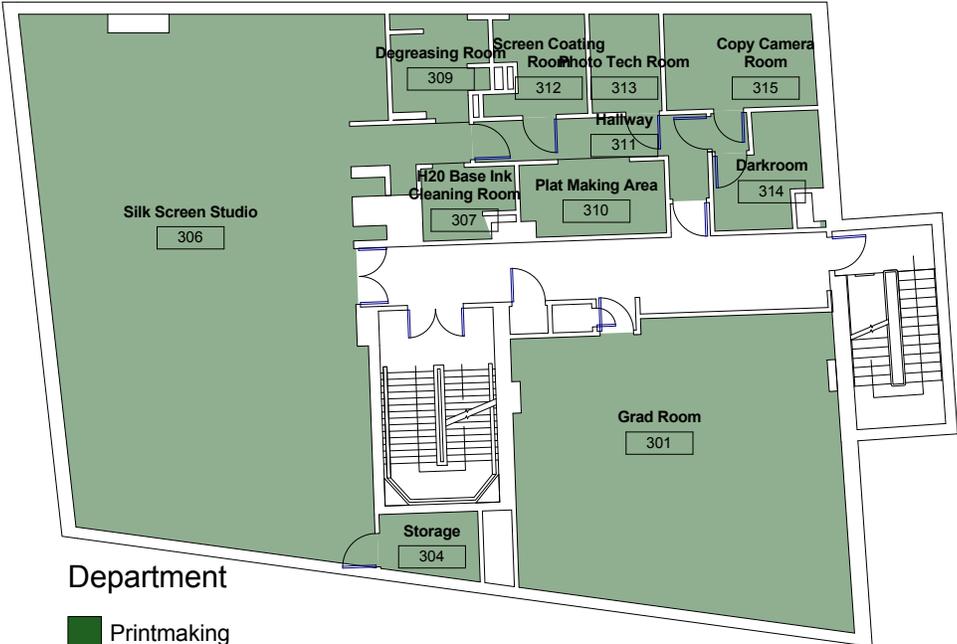
Printmaking Fall 2013 Occupied Space By Building



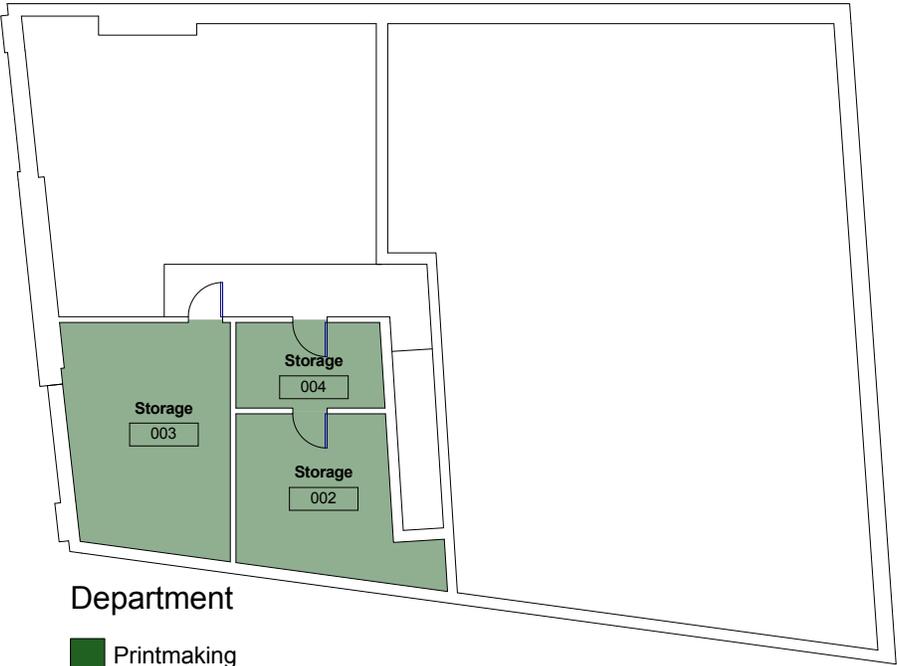
Benson - 1st Floor



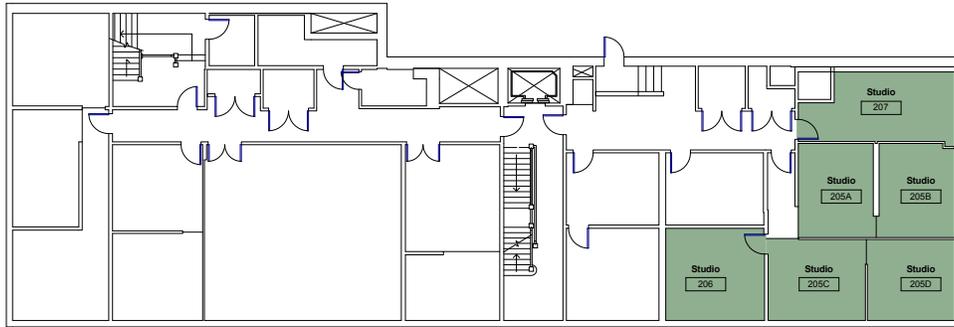
Benson - 2nd Floor



Benson - 3rd Floor

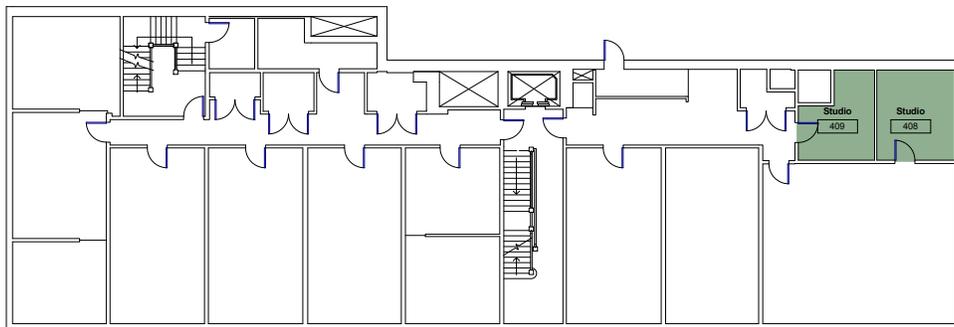


Benson - Basement



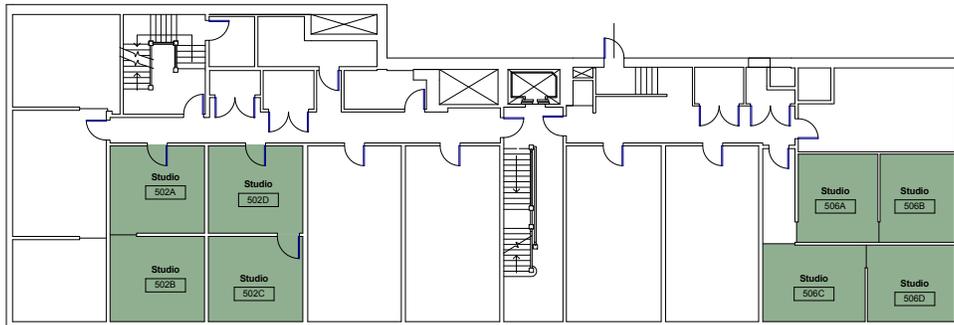
Department  
■ Printmaking

Fletcher - 2nd Floor



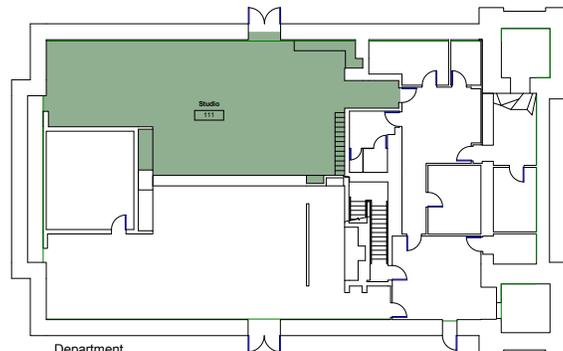
Department  
■ Printmaking

Fletcher - 4th Floor



Department  
■ Printmaking

Fletcher - 5th Floor

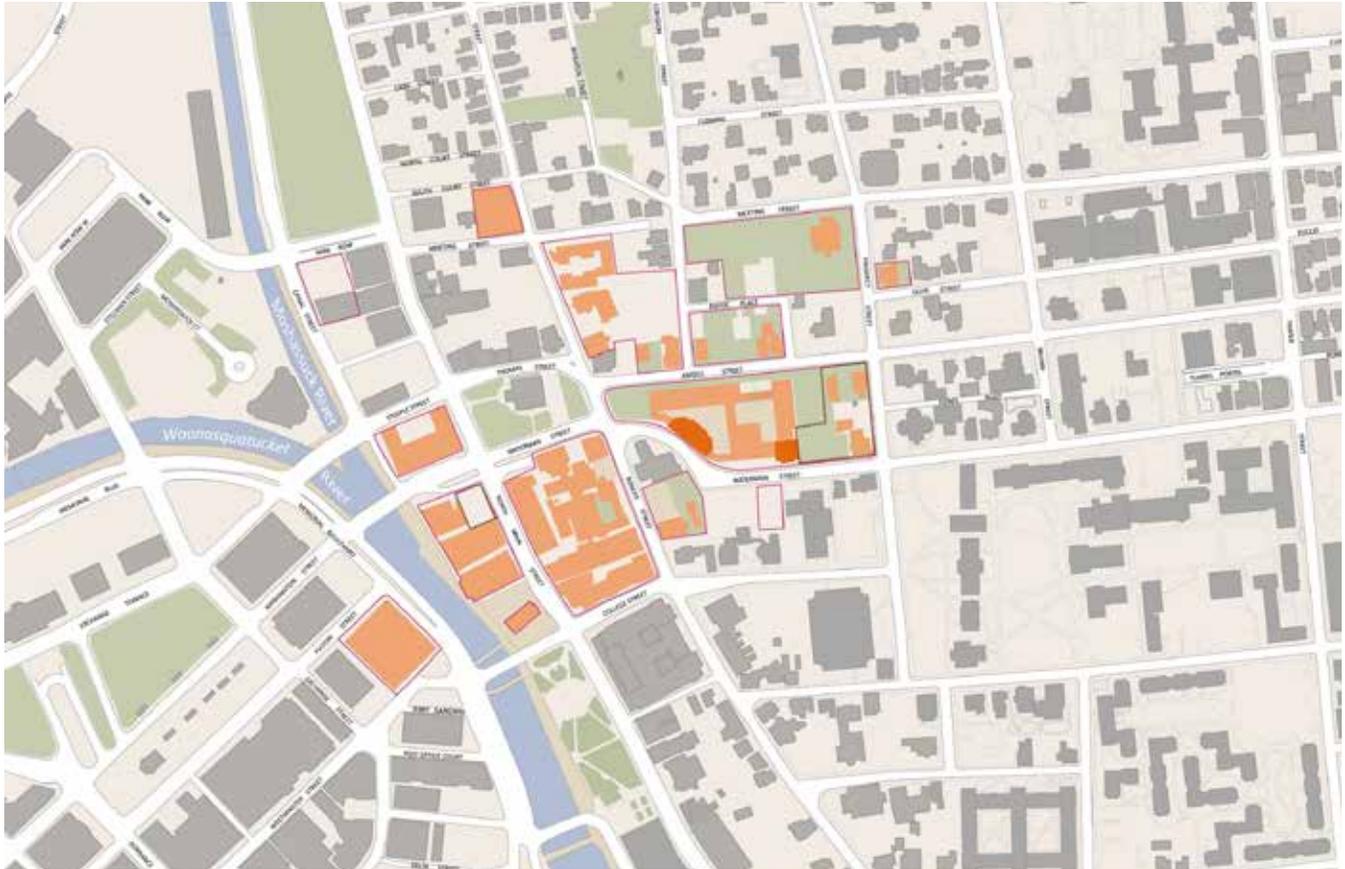


Department  
■ Printmaking

Memorial Hall - 1st Floor



## Public Safety



Distribution of Public Safety Department Resources

### Fall 2013 Departmental Metrics

Square Footage:1,910

### Immediate Needs

- Better location for the office
- Address the traffic across Market Square and the intersection at Angell
- Develop emergency management plan for RISD

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## Public Safety Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/22/2013  
Re: Meeting with Public Safety

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Comments: Meeting Notes from 4/12 Meeting with Public Safety  
RISD: Annie Newman, Ken Bilodeau  
DSK: Jim Newton, Tom Kearns

#### Issues:

The location of the Public Safety office is not ideal in its current location – separated by stairs between dispatch and the rest of the offices

Traffic across Market Square and Chace Plaza is an issue

The signal and cross-walk located across from the Chace center will be formalized this summer

Intersection at Angell is not ideal either

#### Opportunities:

Foundation Studio in Colonial Apartments was an option for a re-located office

More than enough space

Maintain student proximity

The department can be mobile and located anywhere on campus

An office in the Quad would likely remain in any event because it responds to a great deal of foot traffic in its current location from lock-outs, etc.

The ID services location can phase to a more managerial than public security focused venue, primarily deals with one-card service

This service would be perfect in a one-stop student services location – focus on access cards and issuing cards to students

The force is being certified as trained officers, this is a new program for the RISD department, and two officers will go through the training academy this summer

Training programs are good for RISD as well as the individuals, giving them more experience and making the school a safer place

The RISD Rides is a good program which is frequently used by students and is necessary with the CIT location, and disparate housing locations for many students

#### Emergency Management:

There is an emergency management plan in place for RISD

Do not currently have facilities for a long-term scenario

There are mutual aid conversations occurring between RISD and Brown

#### Joint Outpost on SOMA:

There are ongoing conversations with the Chief of the Brown Police department about an opportunity on South Main to create a joint outpost for both institutions and a shared program with the Providence Police Department

These ventures have been successful downtown with J&W and also have the potential to bring in external grants and alternative funding strategies

This would also give enhanced presence in this location for RISD as well as creating an outpost close to the proposed pedestrian bridge across the old 195 corridor



## Registrar



Distribution of Registrar Department Resources

### Fall 2013 Departmental Metrics

Square Footage:1,863

### Immediate Needs

- Address scheduling conflicts and needs
- Organize and develop room calendar to better reflect what is current
- Fix redundancies with scheduling
- Develop centralized scheduling
- More space with pin-up space
- More computer labs
- More projection display space

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## Registrar Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/16/2013  
Re: Meeting with Registrar

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Comments: Meeting Notes from 4/3 Meeting with Registrar  
RISD: Annie Newman, Steve Berenback, Mike Pesta, Steve Bailey, Alison Sherman  
DSK: Jim Newton

#### Registrar Department:

The Registrar office schedules all events excluding those held in Auditorium  
In addition to scheduling courses, the Registrar's office also schedules Crits and Final Exams  
Scheduling Crits is extremely difficult, especially having only one week available for Crits at the end of the semester  
There is also a tendency for departments to use spaces for impromptu Crits which can affect other scheduled activities in spaces across campus

#### Scheduling at RISD:

Difficult to know what is happening in spaces or what spaces are available  
Registrar is only able to schedule spaces after the departments are finished finalizing their schedules  
College Building classrooms are available for Registrar scheduling after they have been scheduled by Liberal Arts  
Scheduling of all other buildings are not recorded; there are many departments which have no classroom space, and have to work with other departments to accommodate their scheduling needs

#### Room Availability:

Room availability at RISD is complex  
Calendar's from the previous semesters are imported – however, all space assignments are not necessarily continuous, some shared departmental spaces will need to return to a department's control  
Registrar's office is called to find a space for a purpose; oftentimes the Registrar's office doesn't know if a space is appropriate, or adaptable for the space needs  
There are additional restrictions on how spaces can be used (dirty / clean rooms)  
There are also restrictions on standard meeting times – oftentimes a course will overrun its allotted time slot  
There are also several studio courses which occur in more than one location which is a scheduling challenge  
Architecture will schedule an entire floor of the BEB building for a course  
Graduate student spaces will also be scheduled for coursework  
Some rooms in the schedule database are booked as 3<sup>rd</sup> or 4<sup>th</sup> floor  
Foundation Studies owns their space which helps with scheduling, they book the space each semester

#### Territory:

Departments need to protect their space on campus  
Ideally there would be centralized scheduling which would allow a comprehensive view of room scheduling  
Challenges when sharing rooms includes not just who "owns" the space but also choreographing card access or keys where necessary  
There are typically weekly meetings to coordinate card access into spaces



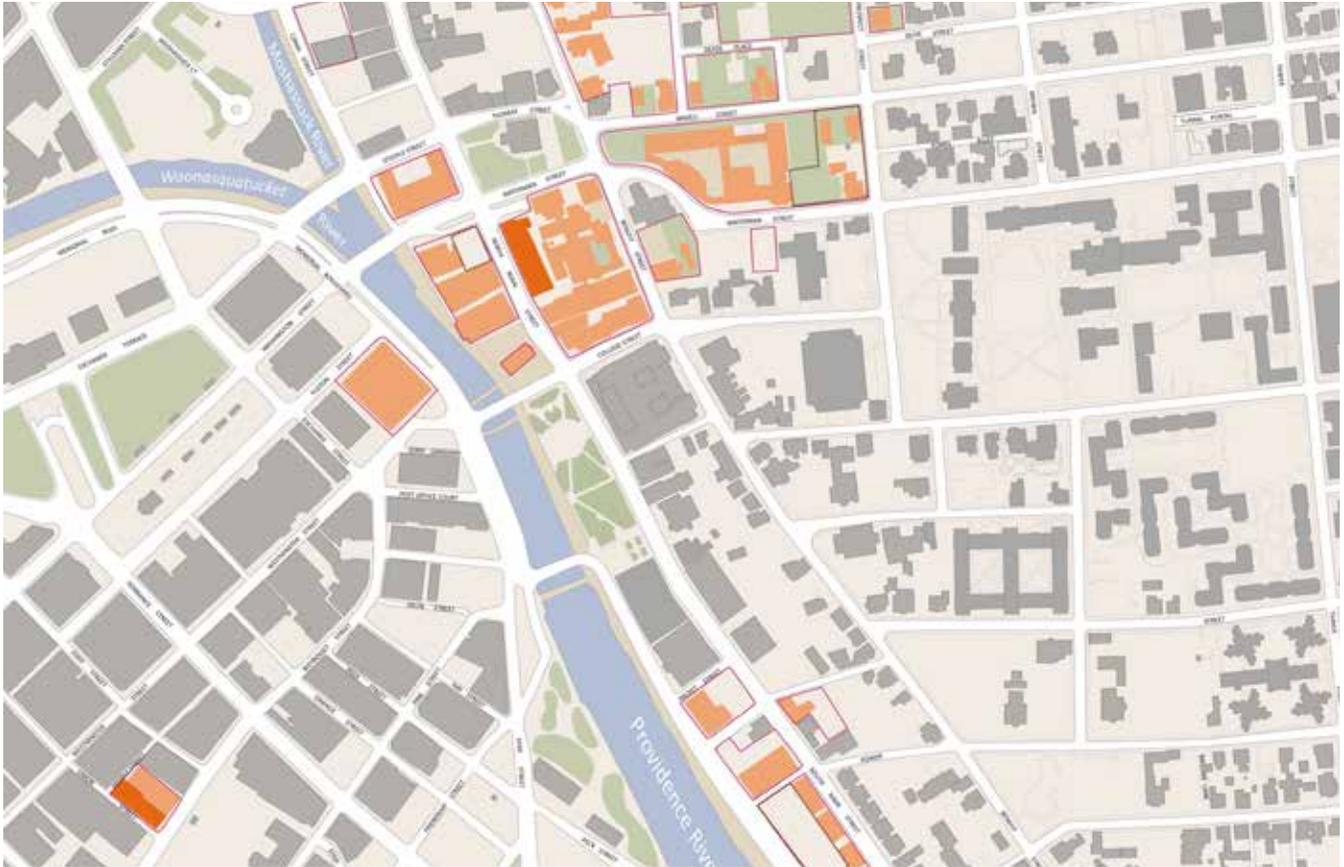
**High-Demand Spaces:**

There are continual requests for spaces with pin-up space available

Computer Labs are also in high demand, there is more computing being taught through the curriculum

Display is another driver for space requests, many departments want space which has projection and display space within the classroom – these demands are moving beyond the Liberal Arts courses

## *Sculpture*



Distribution of Sculpture Department Resources

### **Fall 2013 Departmental Metrics**

Enrollment: 53

Square Footage: 15,056

Undergraduate: 38

Graduate: 15

### **Immediate Needs**

- Centralized facilities
- Adjacent studio spaces
- Ground floor access



## Sculpture Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/16/2013  
 Re: Meeting with Sculpture

Comments: Meeting Notes from 4/10 Meeting with Sculpture  
 RISD: Annie Newman, Dean Snyder  
 DSK: Jim Newton

#### Overview:

Sculpture is not typically in purpose built buildings  
 Need centralized facilities  
 Adjacent studio spaces  
 Ground floor access

Kansas State used a 15,000 SF Butler building to support the sculpture department  
 VCU just created a purpose built sculpture studio

#### Metcalf:

Collaboration is currently difficult in the Metcalf building – much of the department is scattered throughout the building

There is an opportunity to consider shared values in the Metcalf building among the Fine Arts departments

The building is a jewel in the center of RISD

Currently the building contains shoehorned programs and is overcrowded, leading to a stifled scale of making for students based on the amount of space available to them

Current spaces on campus have forced extreme forms of territoriality – also leads to a lot of redundancy of facilities (shops)

Ideal layout of Metcalf:



#### Fletcher:

Spaces in Fletcher are isolated; there are missed opportunities for people to come together in different ways

Challenging to access or use Crit spaces in the building

The distance of the Fletcher space from the rest of the campus also seems isolating for students who are doing large work at that facility, also have limited access to boutique shops currently located in Metcalf

It would be ideal to re-integrate the graduate sculpture students into the Metcalf building

---

There is a positive experience of the individual studio in Fletcher, not ideal for all departments  
Semi-private spaces in Metcalf with cages are enough to give graduate students a “private” experience  
More important to have a sense of community

**Collaborations:**

There are opportunities to collaborate between Digital + Media and Sculpture

Robotics  
Electronics

A fabrication lab would be an ideal space to share with Digital + Media and allow students to do high-end robotics and sculptures – an example of a shared boutique laboratory space

**Opportunities:**

Beyond collaborations with Digital + Media there are also opportunities to create a plastics lab

Students are already doing some work with plastics in less than optimal environments

There is fragmented access to equipment which makes availability a challenge on occasion

A visiting committee report asked a profound question, “where is the student work” – need to consider more opportunities to enable the display of student work at RISD

Fine Arts is highly disciplinary focused on practice areas not linked to the approach more broadly

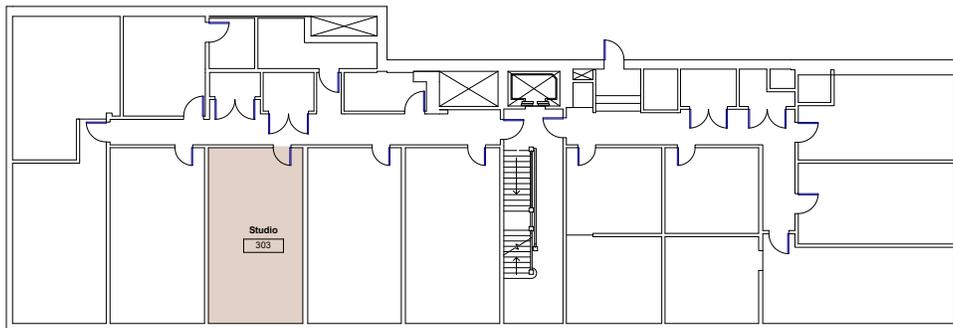
It would be beneficial for Sculpture to have access to the ID resources, not necessarily a lot of opportunity for collaboration between the departments

Important to establish a set of core-competencies for all students to ensure that a collaborative shop system could work

Spray-booths in Metcalf are not well regulated, they were installed without direct oversight, and Sculpture has taken control of the booths

Shared office space in Metcalf has been a positive addition to the department and serves as a central hub for full-time and part-time faculty in the Sculpture department

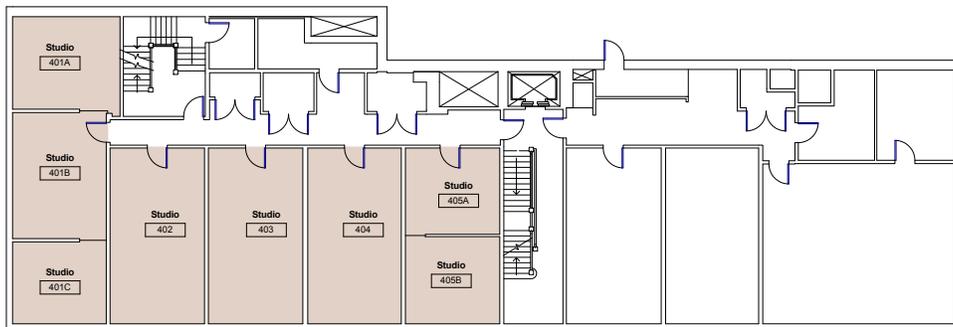
There is a need to add at least 1 additional FT or potentially 2 FT



Department

■ Sculpture

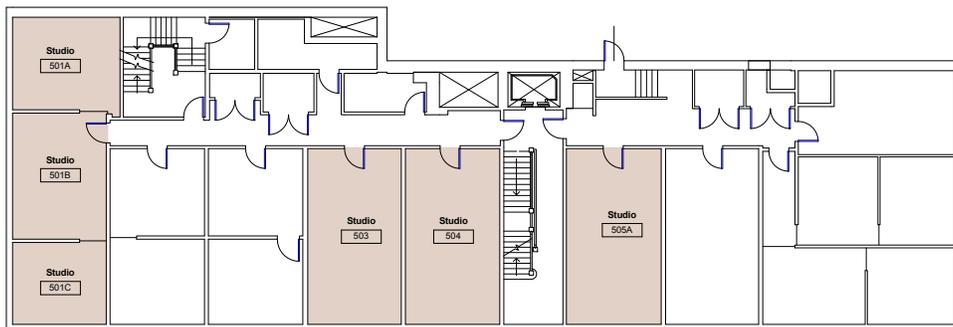
Fletcher - 3rd Floor



Department

■ Sculpture

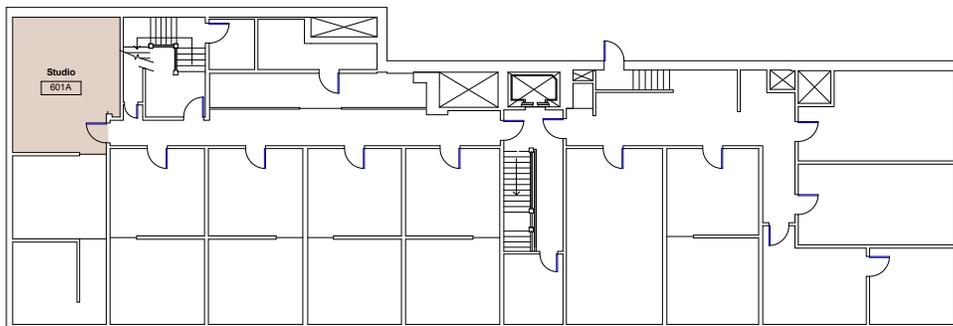
Fletcher - 4th Floor



Department

■ Sculpture

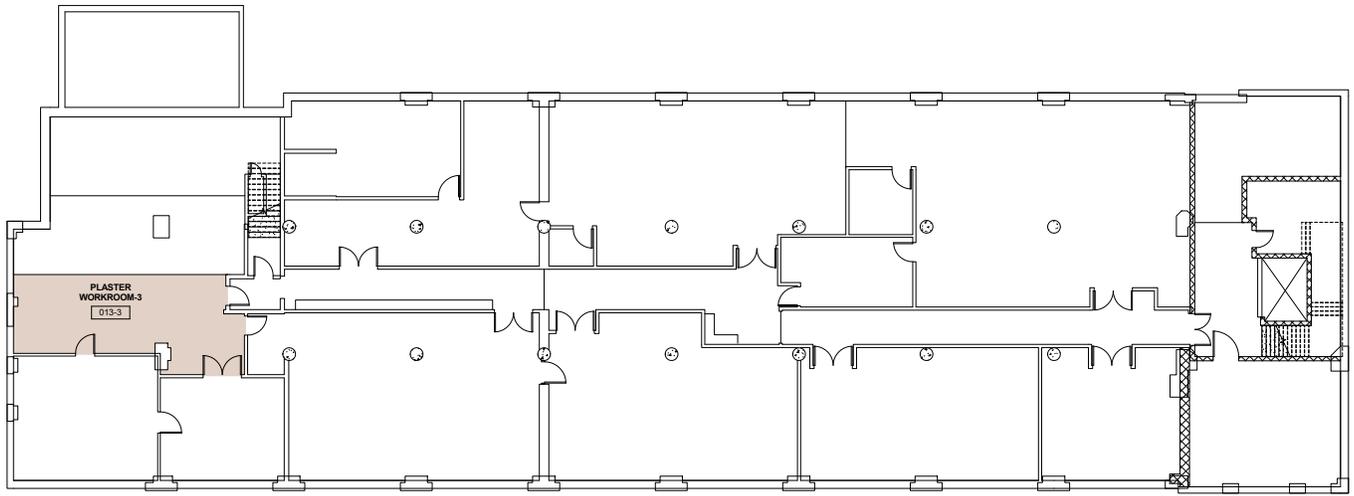
Fletcher - 5th Floor



Department

■ Sculpture

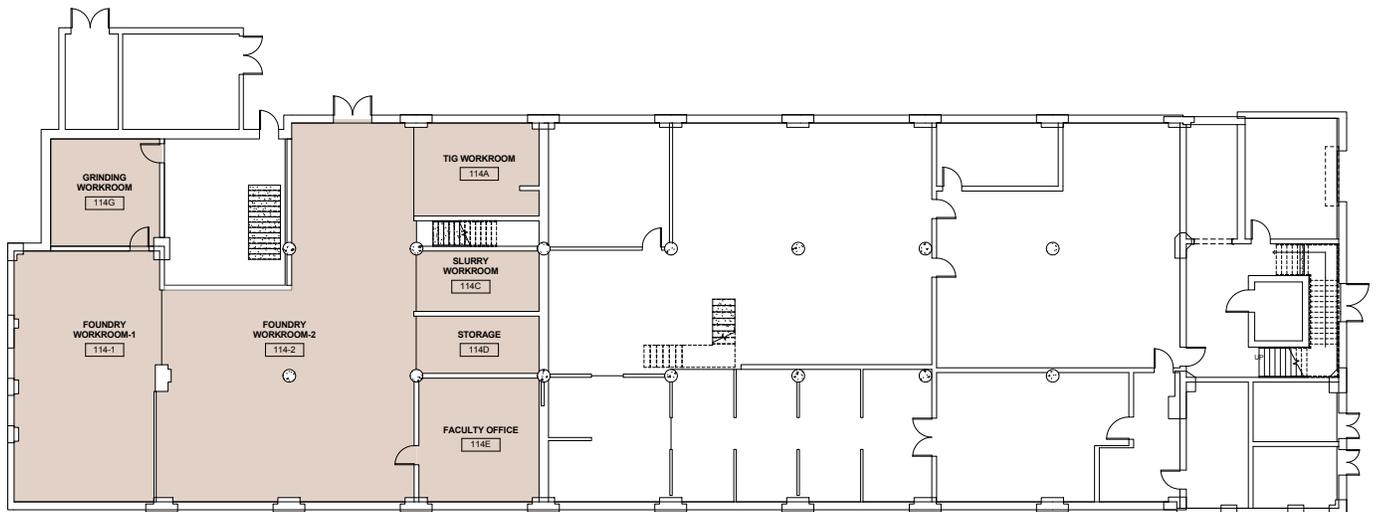
Fletcher - 6th Floor



Department

■ Sculpture

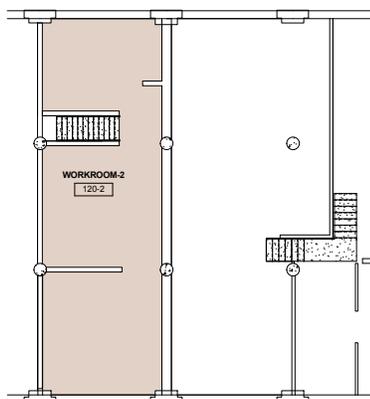
Metcalf Building - Basement



Department

■ Sculpture

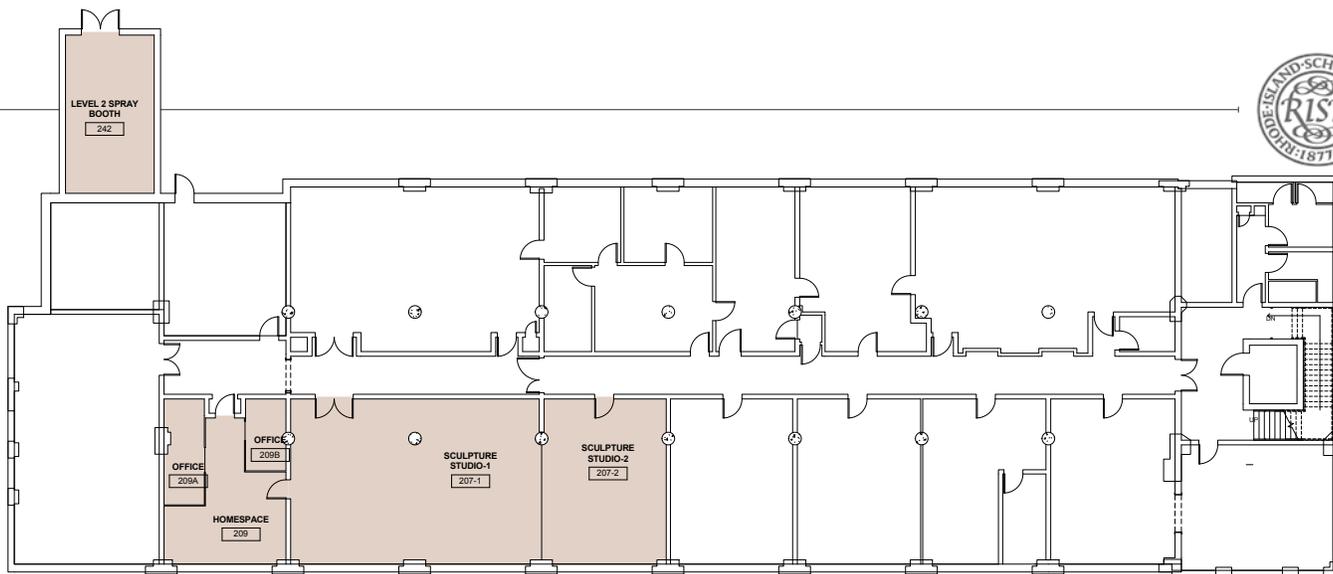
Metcalf Building - 1st Floor



Department

■ Sculpture

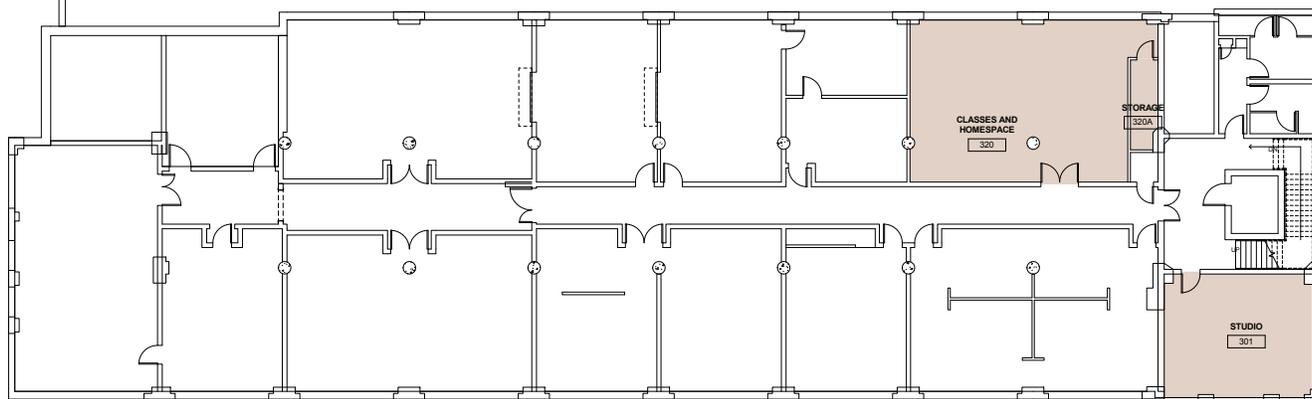
Metcalf Building - 1st Floor Balcony



Department

■ Sculpture

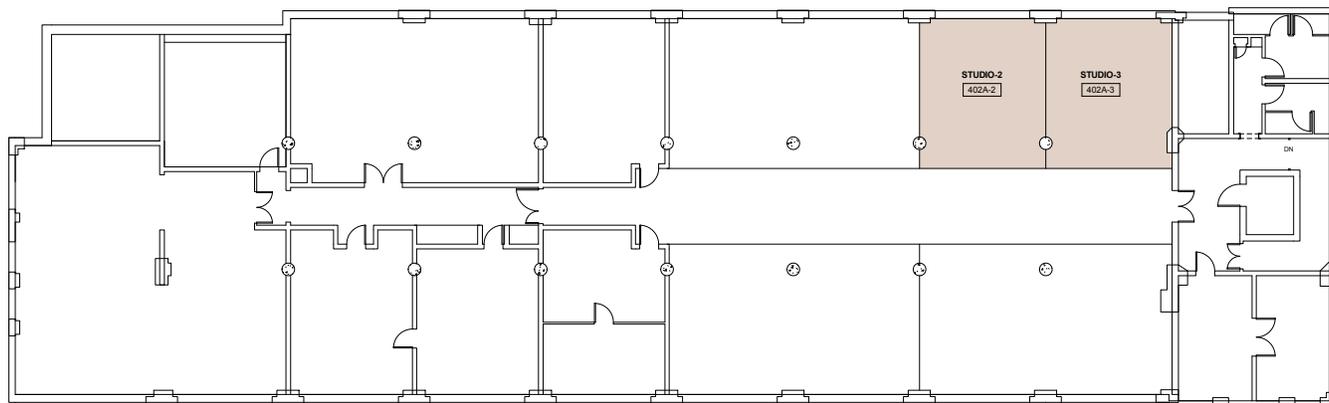
Metcalf Building - 2nd Floor



Department

■ Sculpture

Metcalf Building - 3rd Floor

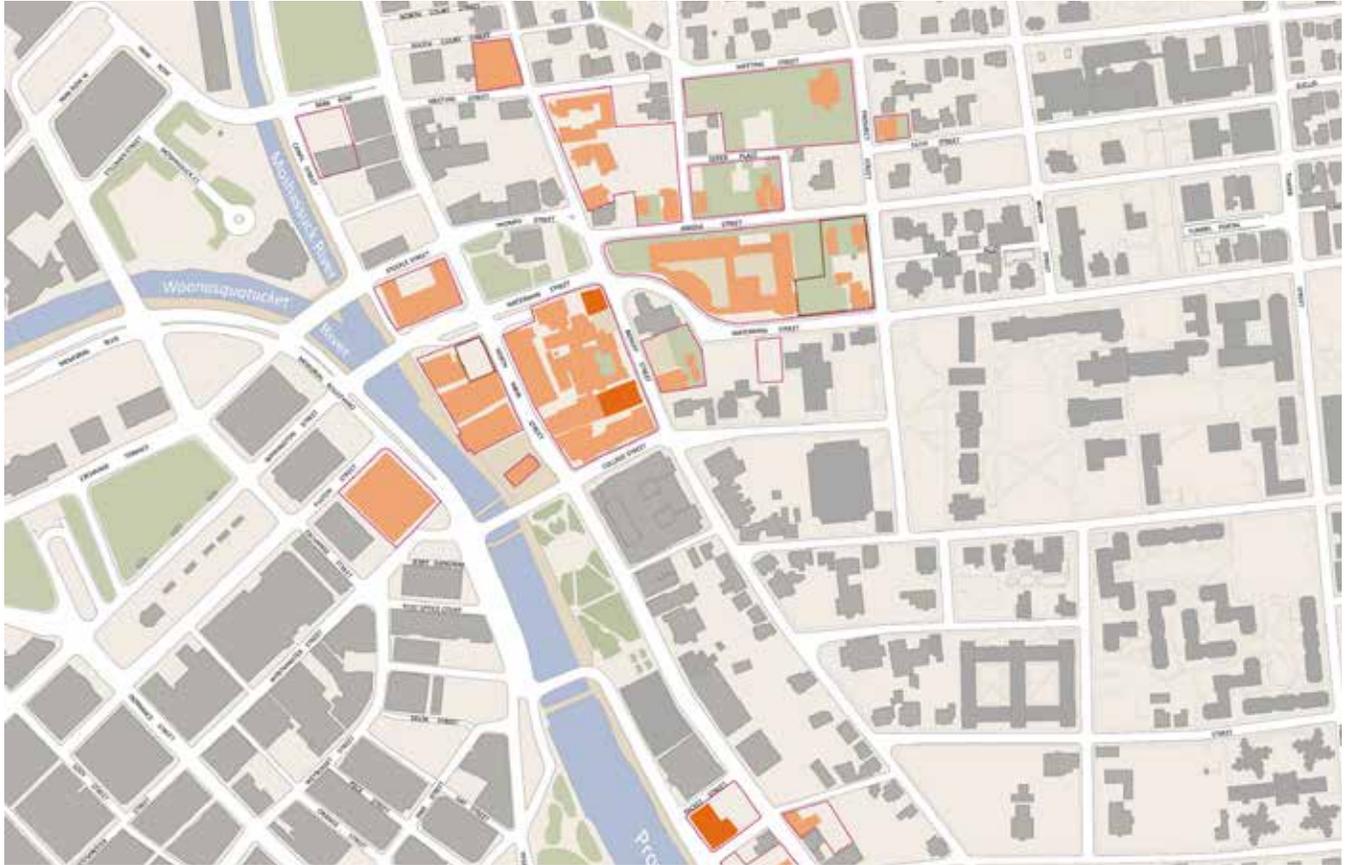


Department

■ Sculpture

Metcalf Building - 4th Floor

## Student Affairs



Distribution of Student Affairs Resources

### Fall 2013 Departmental Metrics

Square Footage:8,780

### Immediate Needs

- Dining and retail in close proximity
- More gathering spaces for students
- Wellness center
- Student services present for undergrad and grad
- Student affairs more visible to the community
- Address CIT/Charles landing, which are too far from campus center
- More spaces to convene as a campus community
- Address housing needs, particularly grad
- Address disconnected urban campus



## Student Affairs Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSA  
 CC: Tom Kearns, DSA  
 Date: 4/4/2013  
 Re: Meeting with Student Affairs Staff

---

Comments: Meeting Notes from 3/20 Meeting with Student Affairs Staff  
 RISD: Annie Newman, Keelin Reekie, Jerri Drumond, Donald Morton, Tony Johnson, Catherine Sacco, Brian Janes, Wayne Assing  
 DSK: Tom Kearns, Jim Newton

### Center of the Student Experience:

Carr House and Ewing House are the core components of the RISD student experience outside of the dormitories.

Intercultural Students = Multicultural (diverse ethnicity) + International (global)

37% of the student population would identify as Intercultural

Student Affairs represents anything which occurs "outside of the classroom"

Carr House:

1<sup>st</sup> floor is student focused with the Carr Haus Café, as well as meeting rooms for students.

2<sup>nd</sup> floor student involvement and student activities

3<sup>rd</sup> floor Student Affairs Administration

Fitness Center – this is an important element for the campus and shared with Brown University for \$15 access fee.

There are a lot of collaborations between RISD students and Brown students:

Athletic Center

Student Events Conference

Design for America

Play with Brown Clubs

### Up Campus / Down Campus:

Observations of the campus division:

Dining and Retail should be closely associated with one another

More gathering space for students

Counseling and Physical Health could be combined to create a wellness center

Joint presence of Student Services between graduate and undergraduates

Student affairs are not as visible as they could be to the campus community

With the acquisition of 15W the center of gravity of the campus began to move down the hill

Up Campus has become less integrated, not the center of campus anymore, heavily used by the freshmen

Students move to the center of the city 70 students/day is not unusual for the student operations located near the CIT facility.

### Student Perception of Identity:

Layers of identity for students

1<sup>st</sup> year students form a close bond with one another through the foundation experience and quad life

2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> years students are closely aligned around their department experiences and community

Carr House, Tap Room are spaces which have changed to meet evolving student demands

RISD should consider other opportunities downtown to foster a greater sense of community.

---

RISD attracts driven students with academic rigor, need to continue to provide support services which ensure their well-being and support their diverse range of learning needs.

There is no down-time for students to experience other things – many are interested in becoming involved in opportunities to focus on their health and minds, more than 60% of those surveyed suggested that they don't have the time to commit to these types of activities.

RISD has a high retention rate, there are a large number of students who "take a break" following their first year experience, nearly all of these students come back to RISD.

**Facility Limitations:**

CIT / Charles Landing are distant from the campus center, and weren't well planned or integrated into the campus experience.

What are options for students in the CIT to work / eat in the evenings?

Lack spaces to convene large cross-sections of the campus community

Auditorium 560 +/-

Chase Center 210 +/-

Tap Room 100 +/-

Met 300 +/-

Tap room is really the only multi-purpose space available to students on campus

The Met is another space which is available, however, this space is difficult to schedule for events

Alumni miss space along the block of Benefit Street, including the mailroom, tap room, the Pit, Frazier Terrace and the steps as spaces to hang out; the block was the intersection of campus, this has shifted toward the "down campus."

The Urban campus and context of RISD leads to a sense of fragmentation, both of the campus community as well as with green space opportunities, open space moments.

**Residential Students:**

Including the 150 beds in Charles Landing the campus is at capacity with respect to residential demand.

First and Second Year students are required to live on campus

40 – 70 graduate student live on campus – the majority of graduate students live off-campus

The quality of undergraduate residential spaces is not ideal

Some have suggested 3<sup>rd</sup> party development opportunities for residential development

**Off-campus Students:**

Off campus students 30 – 40% live off campus

Student Affairs is looking for better ways to manage off-campus students

Graduate students at RISD can be a part of Brown's Graduate Bar space

The Salon has been adopted by students as a hang-out space to see and be seen

How can RISD create "third space" to support graduate student exchange

Graduate students are looking for space within the Library to work outside of their studio space

15W is popular with students because there is sufficient space to do what they want to do outside of the studio

The space is multi-disciplinary and collaborative

**Blue-Sky:**

Graduate housing would be beneficial, potentially offering family style housing for graduate students.

Exhibitionists: space for students to express themselves differently potentially through music or visual performance.

Desire for more entrepreneurial options for the students

**Best-of-RISD:**

Other students (students at RISD collaborate well together [competitiveness vs. collaboration])

Faculty

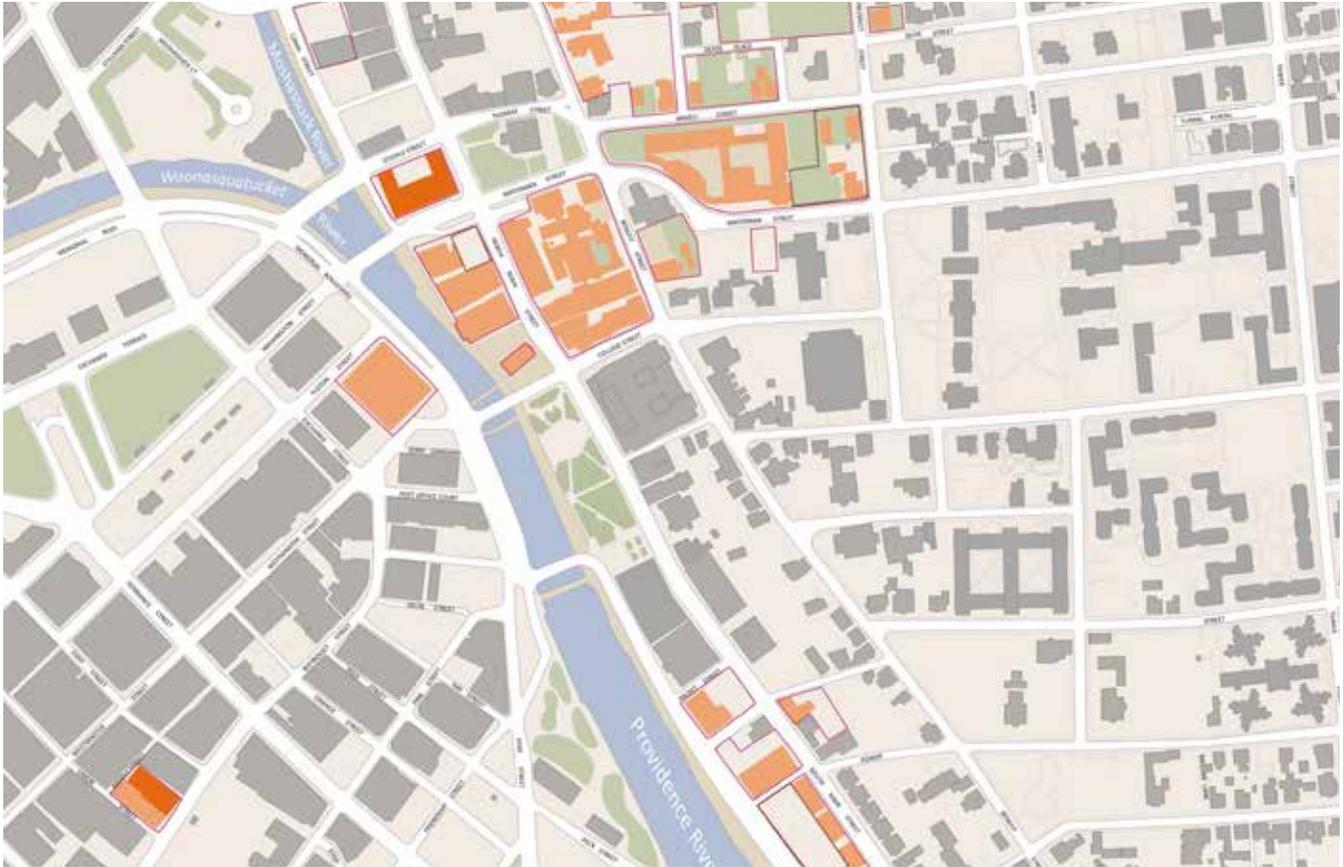
Tribe – students feel that they are understood at RISD that they have found a community with a shared experience and a way of living and doing which is unique

Extraordinary depth of experience for the students

RISD the musical (a production by RISD students, satire of RISD culture)



## Teaching + Learning in Art + Design



Distribution of TLAD Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 18 (Graduate)

Square Footage: 5,872

### Immediate Needs

- Storefront space on Westminster for Project Open Door
- Windows/natural light for current space in Prov Wash
- Office for Associate Director
- Library and workspace for MA students

---

## Teaching + Learning in Art + Design Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/23/2013  
Re: Meeting with Teaching Learning Art + Design

---

Comments: Meeting Notes from 4/17 Meeting with Teaching Learning Art + Design  
RISD: Annie Newman, John Chamberlin, Barbara Andrade  
DSK: Jim Newton

#### Overview:

Goals for the department are to maintain / expand enrollments and to maximize growth in the summer programs  
Currently the summer program is run as the Summer Academy for Rhode Island art teachers  
Summer academies will be growing this may require 2 sections per session  
The department currently limits enrollment to 30 students  
3 studio faculty members support the curriculum Allows teachers to experience a studio practice for K-12  
teachers Groups work in teams of 10 + 1 art faculty member for their learning and studio space  
Ways to increase enrollment in the broader program  
Summer program development into an  
Additional underserved learning opportunities and grant funded programs  
Low-residency options for students to complete coursework

#### Project Open Door:

Project Open Door is a connection to the community and is a degree requirement for the MA program  
The program is coordinated through space located in ProvWash building  
The department is unsure of the status of long-term grant funding  
High-school students must commit to 4 years of program  
Focus on preparing students for college applications and expand opportunities for exposure  
Program would benefit from having storefront space on Westminster - connect to new urban arts movement  
15 students in the current space in ProvWash, no windows in the current space Associate Director have an office, as well as a library and workspace for MA students  
Could be a positive experience to have the program located closer to the office in the CIT building

#### MAT Program:

Program designed around teacher-artists  
Partnerships with the RI department of education, leads to licensure as a public school teacher  
5 year review of the professional practice  
Three components to licensure:  
Graduate from program  
Teacher preparation test (Praxis I in Rhode Island)  
RIDE - fill out the application as a bundle for students working toward licensure  
The curriculum has been refined since 1990 to arrive at the current state  
Previous iterations of the program were year-long efforts which were grueling with a combination of coursework and student teaching – the revised curriculum splits curriculum with coursework through the summer and fall, and a focus on student teaching in the spring



**MA Program:**

MA program focuses on artist-teachers

There are two approaches to the MA program:

- Professional Development
- Community Arts

Professional development is a one-year program which uses an open curriculum to support approach and outcomes

Practice based program not a traditional thesis Students complete their final thesis in a variety of formats:

- Graphic novels
- Video
- Books with illustrations
- Text with photographs

Community Arts is a program which is connected with Project Open Door Practicum in the fall and spring to serve underserved High-school students

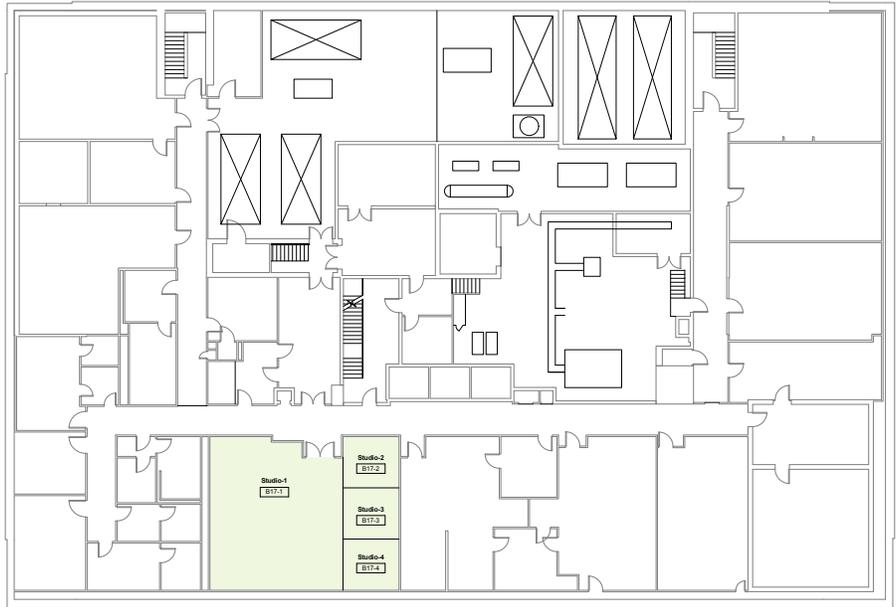
The program is connected to Project Open Door and through grant funding

**Future Opportunities:**

The program is also considering a 3 year program through summer residency to allow that teachers who are working during the semester can also take courses through the summer over the course of three years to gain a masters

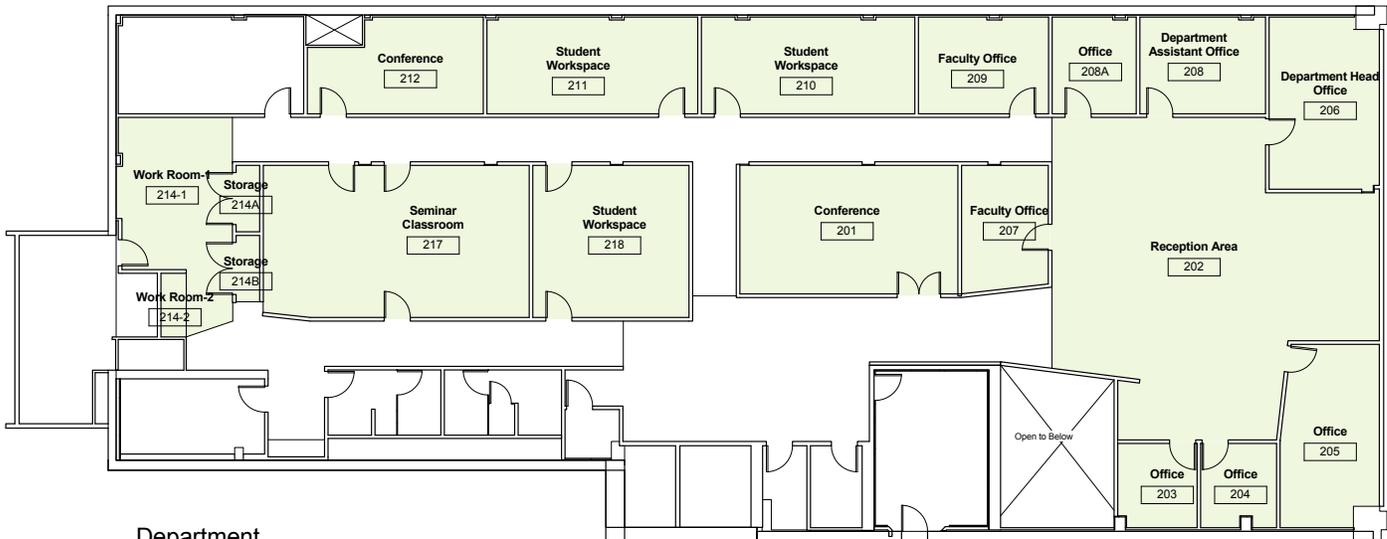
Enrollments in the program seems to be increasing there are 18-21 students next-year versus 8 this year.

TLAD Fall 2013 Occupied Space By Building



Department  
 Teaching + Learning in Art + Design

20 WASHINGTON PLACE - BASEMENT

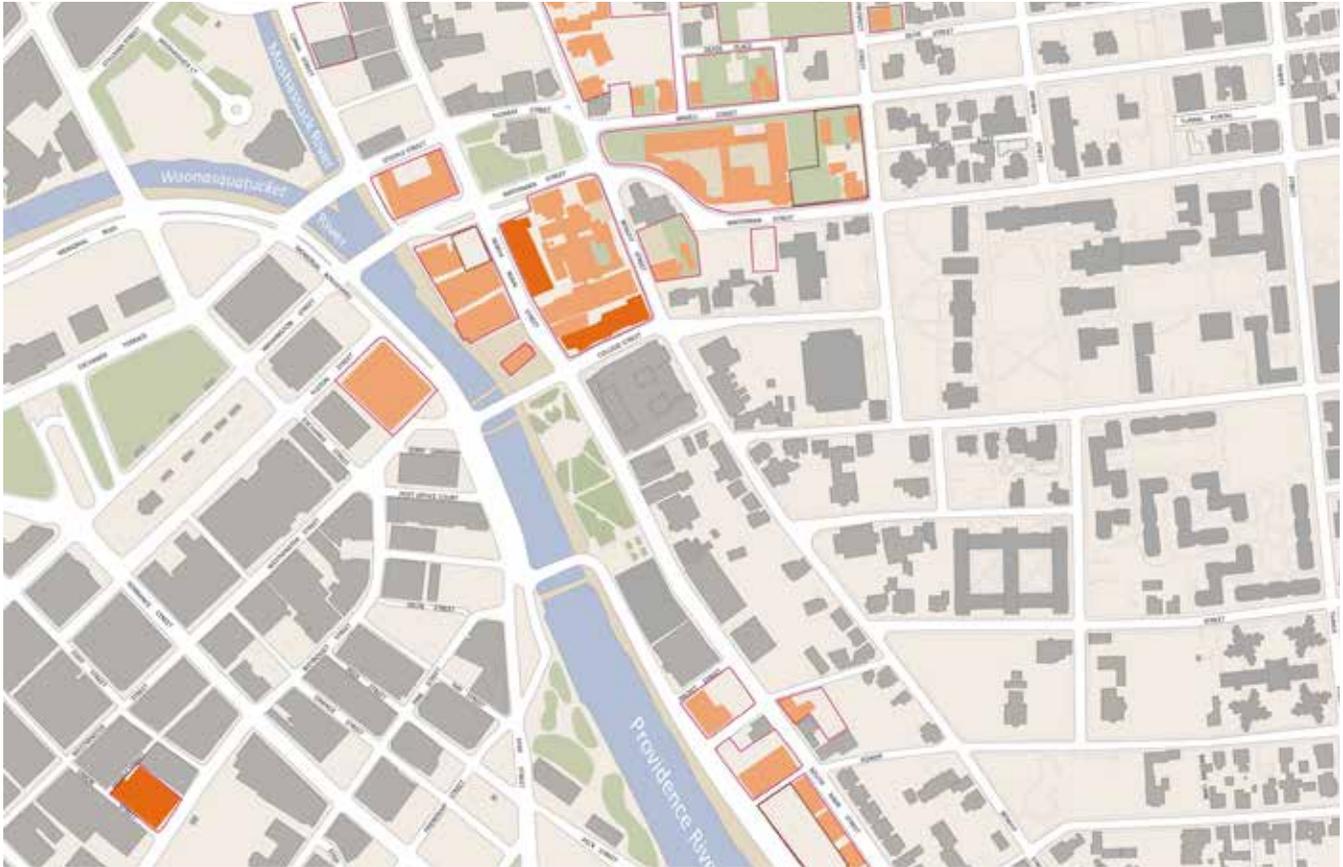


Department  
 Teaching + Learning in Art + Design

CIT/Mason - 2nd Floor



## Textiles



Distribution of Textiles Department Resources

### Fall 2013 Departmental Metrics

Enrollment: 101  
Square Footage: 17,000

Undergraduate: 89  
Graduate: 12

### Immediate Needs

- Crit space
- Faculty office spaces
- Machinery upgrades in the graduate studios

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## Textiles Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
From: Jim Newton, DSA  
CC: Tom Kearns, DSA  
Date: 4/23/2013  
Re: Meeting with Teaching Learning Art + Design

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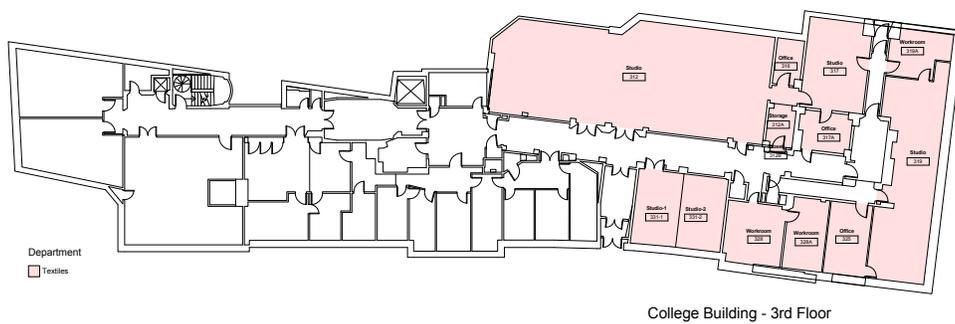
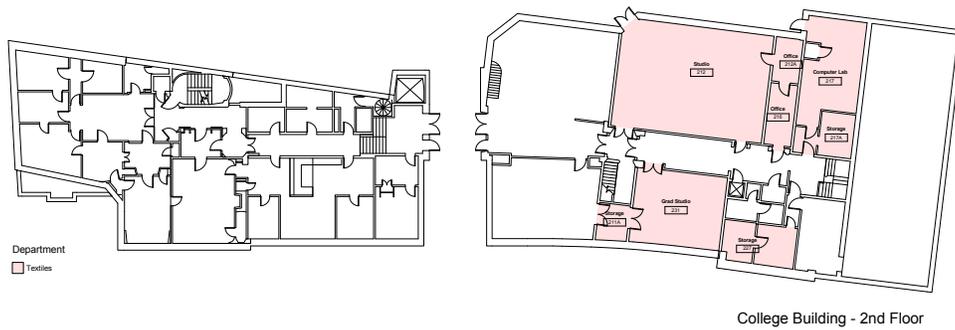
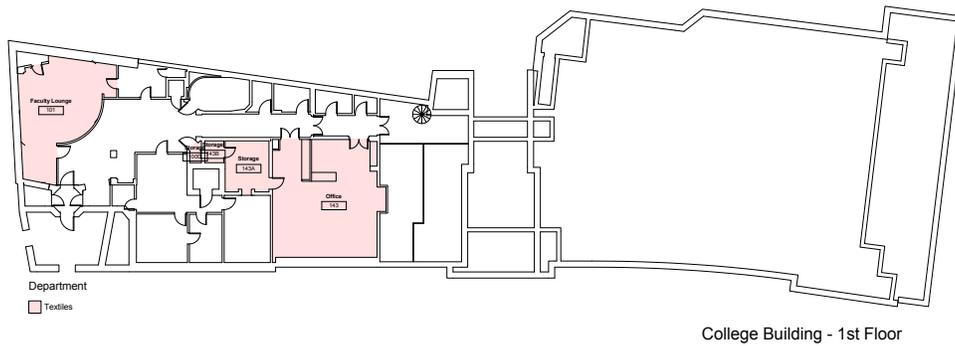
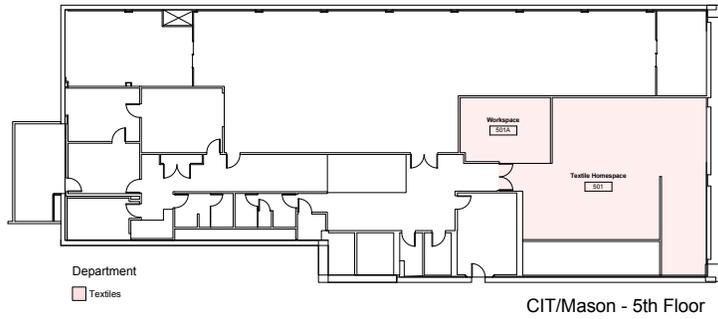
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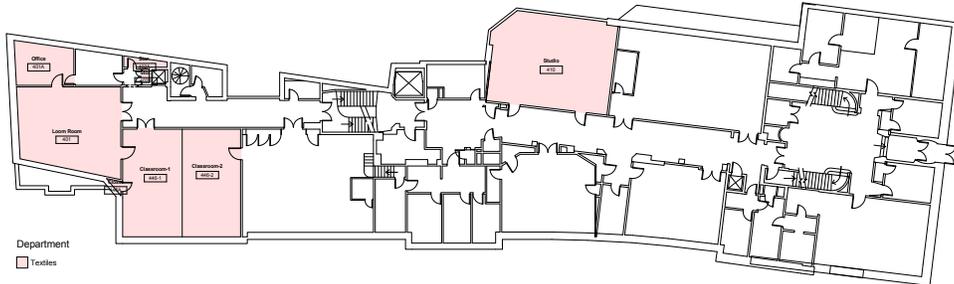
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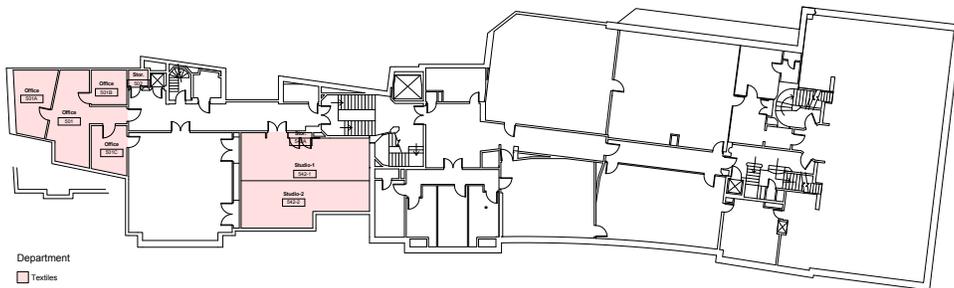
Enrollments in the program seems to be increasing there are 18-21 students next-year versus 8 this year.

# Textiles Fall 2013 Occupied Space By Building

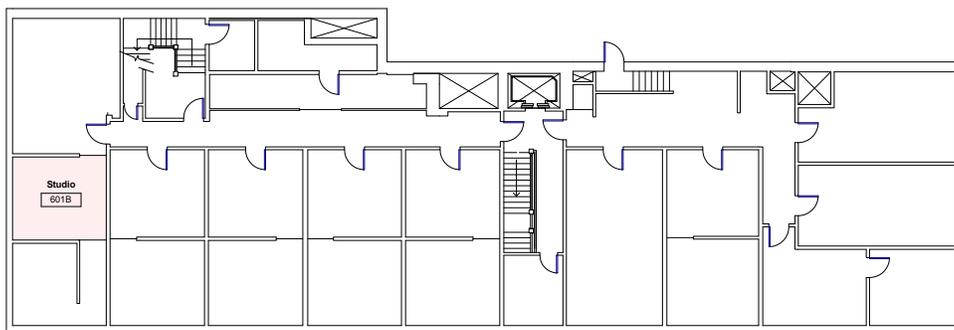




College Building - 4th Floor



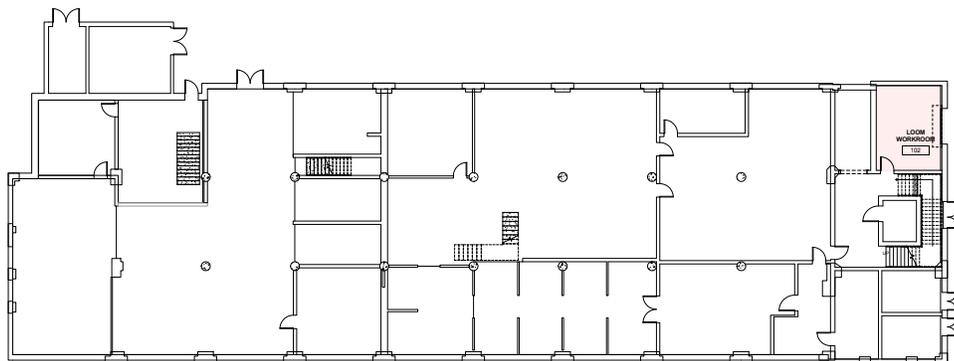
College Building - 5th Floor



Department

Textiles

Fletcher - 6th Floor



Department

Textiles

Metcalf Building - 1st Floor





## Writing Center Meeting Minutes

### Rhode Island School of Design

To: Annie Newman, RISD; Keelin Reekie, RISD  
 From: Jim Newton, DSK  
 CC: Tom Kearns, DSK  
 Date: 5/23/2013  
 Re: Writing Center Meeting

Comments: Meeting Notes from 5/16 Writing Center Meeting  
 RISD: Annie Newman, Jennifer Liese  
 DSK: Jim Newton, Tom Kearns

#### Current State:

The writing center currently employs 20 peer tutors (graduate and undergraduate) to support students in writing  
 The Writing Center moved into the new space 4 years ago – they are maxed out in the space available currently  
 There were 1,550 appointments last year – there has been a 10% annual growth in the number of appointments students are making  
 The number of staff working at a given time has been lowered to increase efficiency – typically the target efficiency for a tutor is a 60% appointment rate  
 Tutors typically work 4-6 hours max; there is a small amount of promotion done by the Writing Center  
 Typically the students are coming to the writing center to develop writers skills – based on the portfolio that students bring to RISD in art; typically the writing experience is not as robust  
 There are some faculty development programs run through the Writing Center  
 The focus of the faculty workshops are to ensure that faculty understand how to assign effective writing assignments and give effective feedback on writing assignments to make students better writers  
 In the other 40% of tutors time when they are not actively with students they help to develop programs which are run in many Liberal Arts courses  
 The Writing Center has developed a three course workshop which works with the library to get students familiar with resources, books, and citation  
 The goal is to develop a menu of workshop options which faculty can request for their course  
 There are some programs which are run out of the Writing Center which are open to the broader community and focus on a variety of themes and topics – recently there was a guest speaker on poetry and manuscripts  
 The Writing Center is the de-facto international support space – there is no ESL program – there are many needs for international populations and the Writing Center has been looking for opportunities to improve the international student experience

#### Collaborations:

There is a natural connection between Disability Services and the Writing Center  
 It would be great for the Writing Center to be in closer proximity to Brittany and her offices  
 There are other connections between the Writing Center and Career Services – typically if a student needs help writing a cover letter or a resume they would go to the writing center to get advice  
 It would be great to centralize and give holistic advice to students about writing  
 There is not a lot of collaboration between the support services at Brown University and RISD – there is communication and dual-degree students can get support from either institution

#### Opportunities:

The Writing Center would like to take the Environmental Safety and Wellness offices next door and expand their operation to have much of the second floor of College Building

---

There is a concept to develop a “Multi-literary Center” which is focused on supporting all contexts and aspects of learning for students this might include:

Visual Center

Speaking Center – focused on critiques and effective communication

Writing Center

There are some tutors in the program from Graphic Design who can do double duty and support writing and visual communication

There are also potential opportunities through Digital + Media focusing on a Coding Center which teaches students basic programming languages

The old Library space in College Building could be an ideal space for a collaborative support center on campus

This could be a spot to house the Multi-literary Center

**Academic Commons Program:**

There is a pilot program funded by a two-year grant which is happening in conjunction with the Writing Center called the integrated Academic Initiative which is open to students, post-grads, and faculty

The program is funding short-term projects on campus to explore interdisciplinary opportunities between the disciplinary depth and rigor of each department

There are five programs currently happening four of the grants have been awarded to individuals and one to a pair of collaborative faculty members

More information about the program and opportunities can be found at the program website [acp.risd.edu](http://acp.risd.edu)

The program is also potentially expansive and Roseanne and Patti have discussed the potential to create collaborations with a broader cross-section of academic resources on campus

Nature Lab

Library

Materials Library

Archives

Global Programs and Partnerships

Writing Center

Career Center

These could create a center of synergy between campus resources for students to help them explore alternative avenues for research and academic exploration



# Appendix B

*RISD Housing Task Force  
Summary + Findings*



### Housing Task Force Membership:

Bill Decatur (to Jul '13)  
 Jean Eddy  
 Anais Missakian  
 Joanne Stryker  
 Jerri Drummond  
 Brian Janes  
 Virginia Dunleavy  
 Jack Silva  
 Annie Newman  
 Greg Victory (from Nov '13)

### Process

The Housing Task Force (HTF) was established with a charge of identifying housing needs tied to the impending end of the Charles Landing Lease in June of 2017. RISD recognized that any attempt to replace the 148 beds in Charles Landing would require a time-horizon slightly ahead of the core Master Plan recommendations.

In addition, building off of the work of Brailsford & Dunlavey's Housing Master Plan of 2012, the group also recognized the need to renovate two key freshmen residential facilities in the Quad, Homer and Nickerson, as well as attending to the remaining unrenovated Hill Houses.

From May 2013 - January of 2014 the HTF participated in seven workshops. The workshops were facilitated by Tom Kearns and Jim Newton of DSK Architects and Planners. These workshops served as a platform for the HTF to explore the current state of housing at RISD and develop a near-term and long-range set of objectives for the student residential experience at RISD.

### Housing Current-State Findings

- 1,434 Beds in use during the 2013 - 2014 academic year
- 61% of students lived on campus during the 2013 - 2014 academic year
- 71% of undergraduate students lived on campus
- 11% of graduate students lived on campus

While the residential life program at RISD represents an important net-revenue source for the institution, Charles Landing beds are not cash-positive. The costs associated with the lease are greater than the revenue generated by student boarding fees; however, students at Charles Landing do contribute approximately \$300,000 annually in dining plan revenue. In addition to financial constraints, the distance of the facility from the core RISD campus has a significant impact on the student experience.

### Housing Capacities + Student Distribution

In addition to exploring the student residential capacity needs, the HTF also began to define a more intentional and differentiated series of student experiences for all campus residents. Figure 9.B1 illustrates the 13-14 academic year distribution of residential students on campus.

Figure 9.B2 shows the current on-campus residency percentage for each class. A stated objective of the residential life department is to house 100% of freshmen and sophomores on campus each year. In addition all freshmen would be housed together in the Quad, ideally.

In order to support this objective the capacity of the Quad became an area of focus for the committee at the outset. The Quad does not currently have sufficient capacity for the entire freshmen class. As a result, nearly 10% of the freshmen cohort live outside of the Quad in Carpenter and Pardon Miller houses.

Figure 9.B3 breaks out the percentage of students that live in different zones of the campus by year. It becomes clear that the sophomore experience is one of the most fragmented. With 11% of sophomores residing in Charles Landing, nearly 3/4 of a mile from the core campus.



### Key Objectives

- Maintain long-term capacity of 1,400 residential beds
- Create sufficient capacity within the Quad to house the entire freshmen cohort, as well as enabling renovations to Homer and Nickerson to address necessary capital renewal and modernization
- Discontinue and re-purpose Nightingale, Larned, Barstow, and Dunnell Houses (the remaining un-renovated Hill Houses)
- Decompress existing residence halls where lounges and common areas have been re-purposed as dormitory spaces

Residence	Budget Beds	Over-Capacity Beds	RA Beds	Budget Capacity Total	Total Students
<b>Quad</b>	<b>398</b>	<b>17</b>	<b>16</b>	<b>414</b>	<b>426</b>
East Hall	74	7	3	77	84
South Hall	67		3	70	70
Homer Hall	148	9	6	154	158
Nickerson Hall	109	1	4	113	114
<b>Hill Houses</b>	<b>168</b>	<b>12</b>	<b>8</b>	<b>176</b>	<b>181</b>
Congdon	32	1	1	33	34
Carpenter	21	4	1	22	24
Dexter	21		1	22	22
Pardon Miller	19	2	1	20	20
Barstow**	18	2	1	19	21
Nightingale**	22	2	1	23	24
Larned**	18		1	19	17
Dunell**	17	1	1	18	19
<b>Benefit Apartments</b>	<b>139</b>	<b>0</b>	<b>4</b>	<b>143</b>	<b>143</b>
Colonial Apartments	115		3	118	118
Dwight	24		1	25	25
<b>Charles Landing*</b>	<b>148</b>		<b>2</b>	<b>150</b>	<b>147</b>
<b>15 West</b>	<b>509</b>	<b>22</b>	<b>12</b>	<b>521</b>	<b>537</b>
<b>Totals</b>	<b>1362</b>	<b>51</b>	<b>42</b>	<b>1404</b>	<b>1434</b>

\*Charles Landing Lease ends June 2017

\*\*Un-renovated Hill Houses

Figure 9.B1- Academic Year 13-14 Residential Distribution Matrix

RISD On Campus Residency 2013 - 2014



Figure 9.B2 - Academic Year 13-14 Percentage of On-Campus Residents

Distribution of Students by Residence

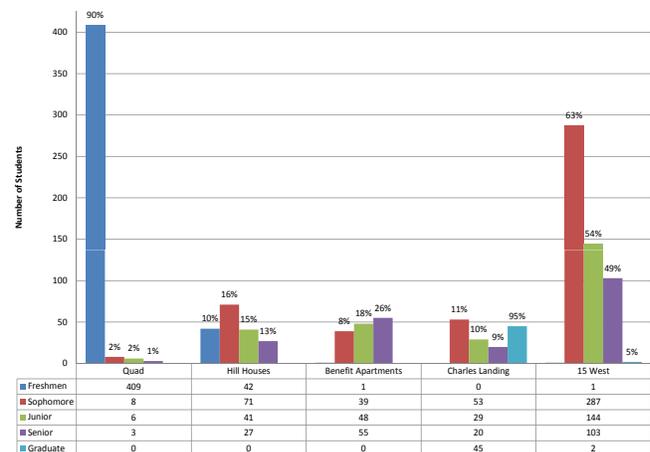


Figure 9.B3 - Distribution of On-Campus Residents by Campus Housing Zone



### Residential Needs Projections

Based on the key objectives established in the first four workshops, the HTF developed a long-term bed distribution projection to understand the residential needs impact across the campus once Charles Landing comes off-line. This projection decompresses the existing residential housing stock, taking lounges and common rooms which have been re-purposed as dormitory units and reallocating those spaces as common resources. In addition the projection takes the remaining unrenovated Hill Houses, Barstow, Larned, Dunnell, and Nightingale, off-line. The projection assumes that an additional 8 - 10% of capacity within Homer and Nickerson Halls

will be lost as those buildings are renovated and upgraded.

In addition to improving the existing residential stock, the projection assumes that additional capacity will be added to the Quad to unite the freshmen cohort, as well as creating an additional 200 beds to maintain a campus residential capacity of 1,400 students +/- 10%. This projection was established during several discussions with residence life and based on wait-list and on-campus residency demands from the past 5 years. Figure 9.B4 compares the current bed capacity with the long-term bed distribution resulting from re-balancing the residential portfolio.

#### Total Academic Year 13-14 Beds

Residential Zone	Bed Count
Quad	426
Hill Houses	181
Benefit Apartments	143
Charles Landing	147
15 West	537
<b>Total</b>	<b>1434</b>

#### Long-Term Bed Distribution

Residential Zone	Bed Count	Δ
Quad	480	54
Hill Houses	93	-88
Benefit Apartments	139	-4
Charles Landing	0	-147
15 West	509	-28
New Residences	200	200
<b>Total</b>	<b>1421</b>	<b>-13</b>

Figure 9.B4 - Long-term bed distribution projection matrices

#### Conceptual Near-Term Residential Sequencing Schedule

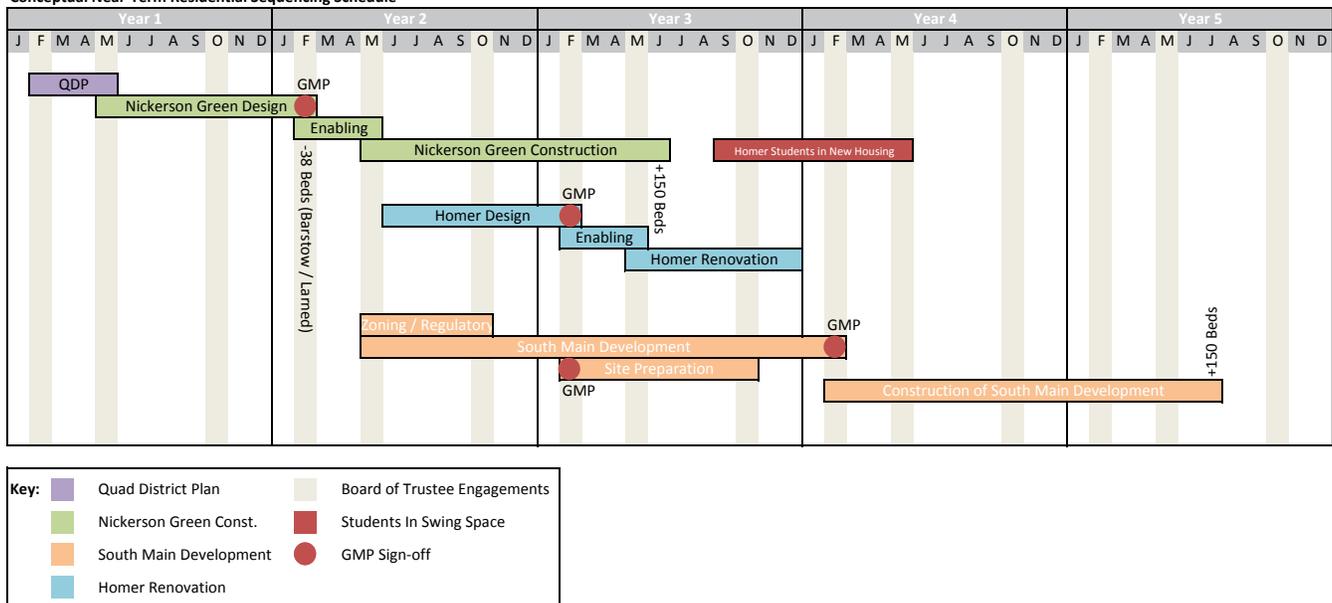


Figure 9.B5 - Conceptual Phasing and Sequencing - outlines a 5 year phasing process and conceptual framework schedule to implement new construction on Nickerson Green as well as South Main Street residential development as outlined in the Preferred Development section of this summary.

## Preferred Development Options

The HTF arrived at two preferred recommendations. Option A, figure 9.B6, proposes a development on Nickerson Green adding 150 beds as swing-space for Homer and Nickerson renovations as well as co-locating the entire freshmen class in the Quad. Remaining additional capacity following the renovations of Homer and Nickerson would be suite style housing for upper classmen and separate from the Quad. The first phase will allow renovations of key Quad facilities as well as the ability to discontinue use of un-renovated Hill Houses.

Option B, figure 9.B7, explores a replacement of the Plantations Barn Building, currently the home of the Continuing Education department. Development of this site will, in conjunction with the proposed 195 pedestrian bridge, link the South Main Street properties to the downtown and future Fox Point development initiatives. In addition to housing 150 students, the first two floors of the facility may support a mixed-use program including retail, student support services, and other residential amenities. Future flexibility for this site to support summer conferences and low-residency summer programs were also key aspects for the recommendation of Option B as a long-term development strategy for RISD.

## Summary and Next Steps

- The HTF recommends that the first priority project for RISD to consider would be an addition to the Quad on Nickerson Green - this will allow renovations to Homer and Nickerson Halls as well as unifying the freshmen cohort and removing Barstow and Larned (two of the un-renovated Hill Houses).
- Given fiscal and regulatory schedule constraints, the HTF recognizes that it is not feasible to replace the 150 beds at Charles Landing prior to June 2017.
- RISD will need to shift its residential life operating strategy to support a reduced on-campus residential capacity: strategies may include off-campus accommodations, residential partnerships, and housing waivers.

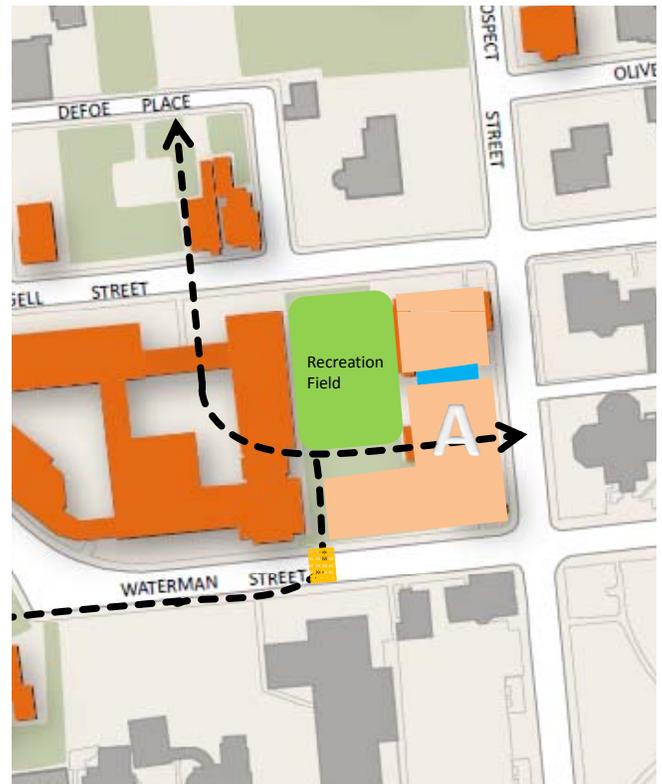


Figure 9.B6 - Option A Nickerson Green Development

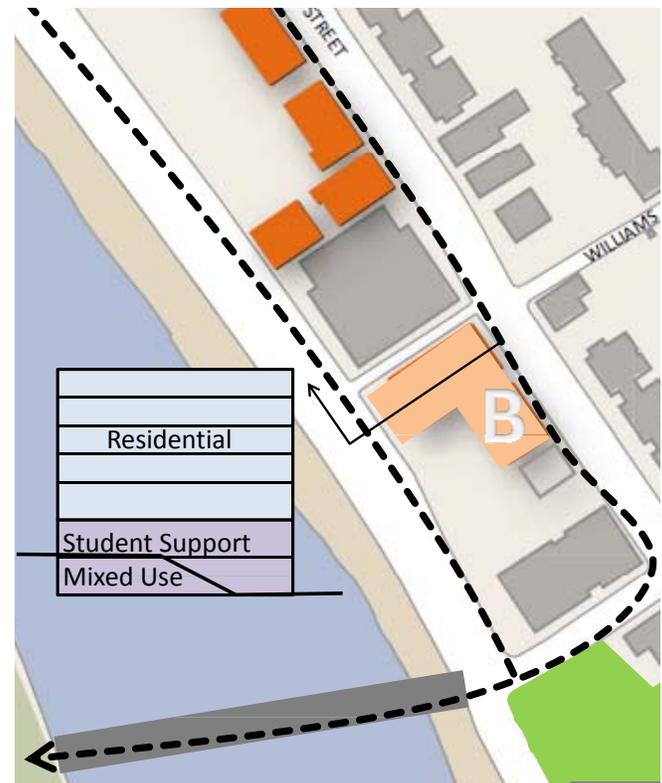


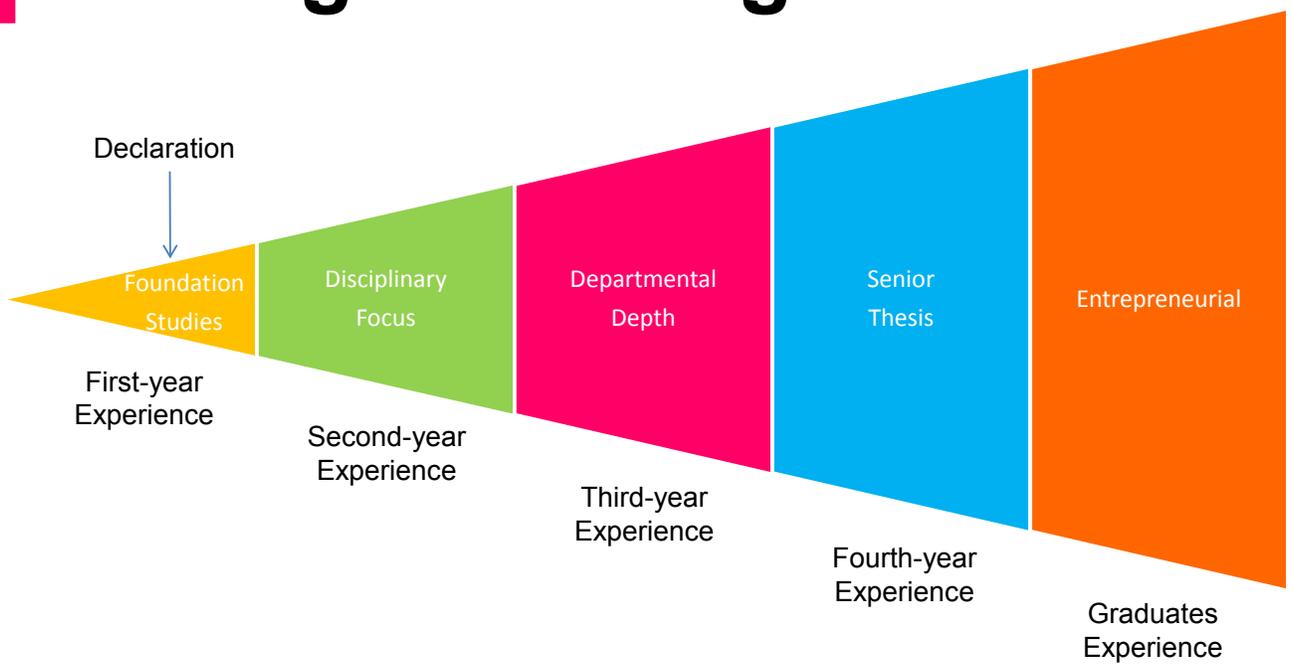
Figure 9.B7 - Option B Plantations Barn Development



# agenda

- 1:00 – 1:30 – Create case statements for each classes residential experience at RISD
- 1:30 – 1:45 – Review summary findings from the campus housing matrix
- 1:45 – 2:20 – Campus housing distribution mapping
- 2:20 – 2:30 – Synthesis and next-steps

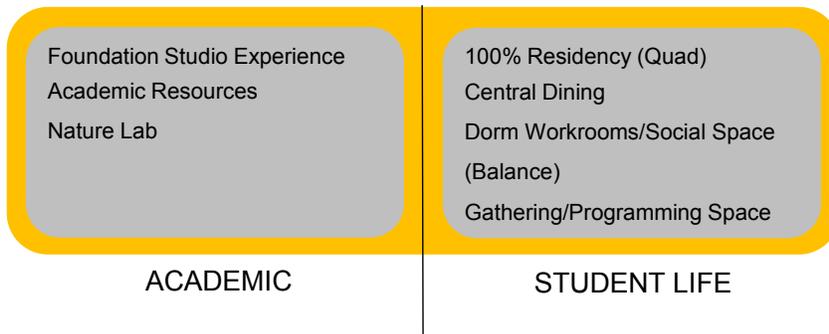
## living & learning at RISD....



# living & learning at RISD....

## Freshmen Foundations:

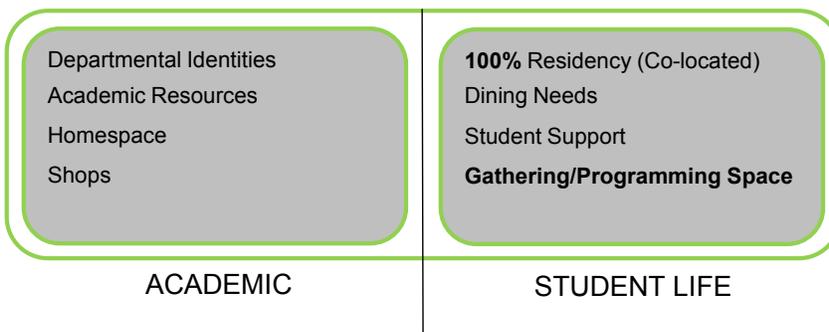
- Student residential experience should **enhance** the **foundation** academic experience
- The foundation curriculum is a **distinctive** offering at RISD
- Lack of **out-of classroom workspaces** for first-year students
- Focus on creating a **sense of community** (double loaded corridor) for first-year students to live and work together
- Foster individual relationships for first-year students (Hall, Sections, *Eventual Major* – RISD relationships)
- Create a **structured experience** from academics through student life



# living & learning at RISD....

## Disciplinary Focus:

- Second-year students focus on their studio major and establish a **departmental identity**
- Some second-year students have **homespace** within their major department (some won't)
- Transfer Student experience – social / community integration more support needs (lost students)
- Co-locating second-years together as a **transitional community** at RISD – differentiated from the First-year experience
- Do we want to reinforce departmental and curricular focus by fostering a disaggregated second-year experience?
- What resources and support structures are required to support second-year students establish a **work / life balance**?

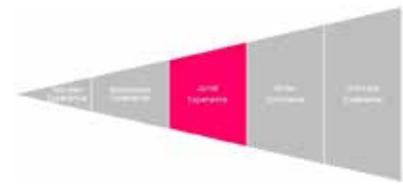
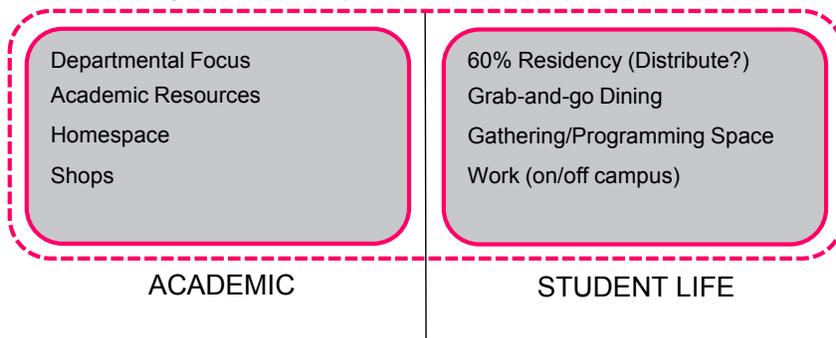




# living & learning at RISD....

## Departmental Depth:

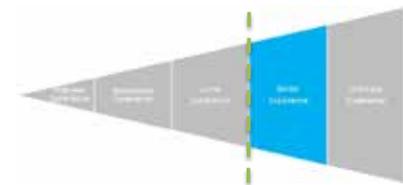
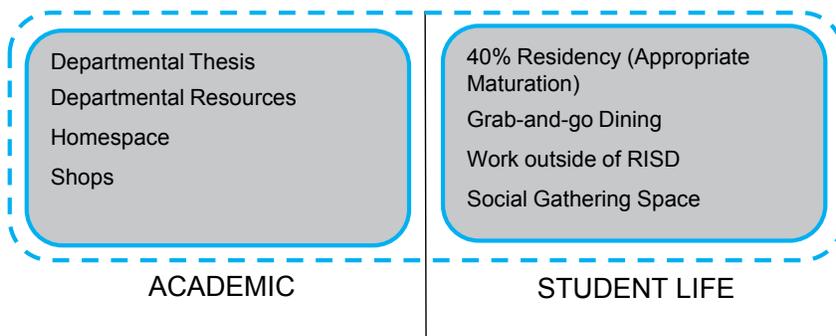
- Create a competitive third-year housing option which supports **creative communities**
- Third-year students focus on **depth of departmental engagement**
- Most third-year students have homespace within their department
- What student support services can draw third-year students to campus
- How can residential offerings support an increasingly **blended work / life** approach
- Convenience for 3<sup>rd</sup> year students – focus on the work
- Safety for the students to live on campus
- Identify with their departments



# living & learning at RISD....

## Senior Thesis:

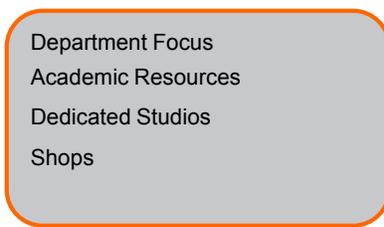
- Fourth-year housing options which respond to an increasing **independent lifestyle**
- Fourth-year work is increasingly focused on a single **disciplinary approach**
- Homespace is provided for nearly all seniors by each department
- Fourth-year housing to respond to a need for more independent lifestyles
- Fourth-year experience which begins to focus on **work outside of RISD**



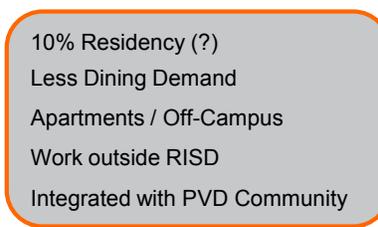
# living & learning at RISD....

## Entrepreneurial:

- Graduate students are **immersed** in their departmental requirements
- **Share academic resources** with the rest of the RISD community
- Smallest on-campus population – what is the **sense of community**?
- Most live off-campus dine elsewhere?
- What attracts graduate students to live on-campus?
- Students **work beyond the curriculum** and into the community
- Need to create appropriate **balance** to Fletcher studios



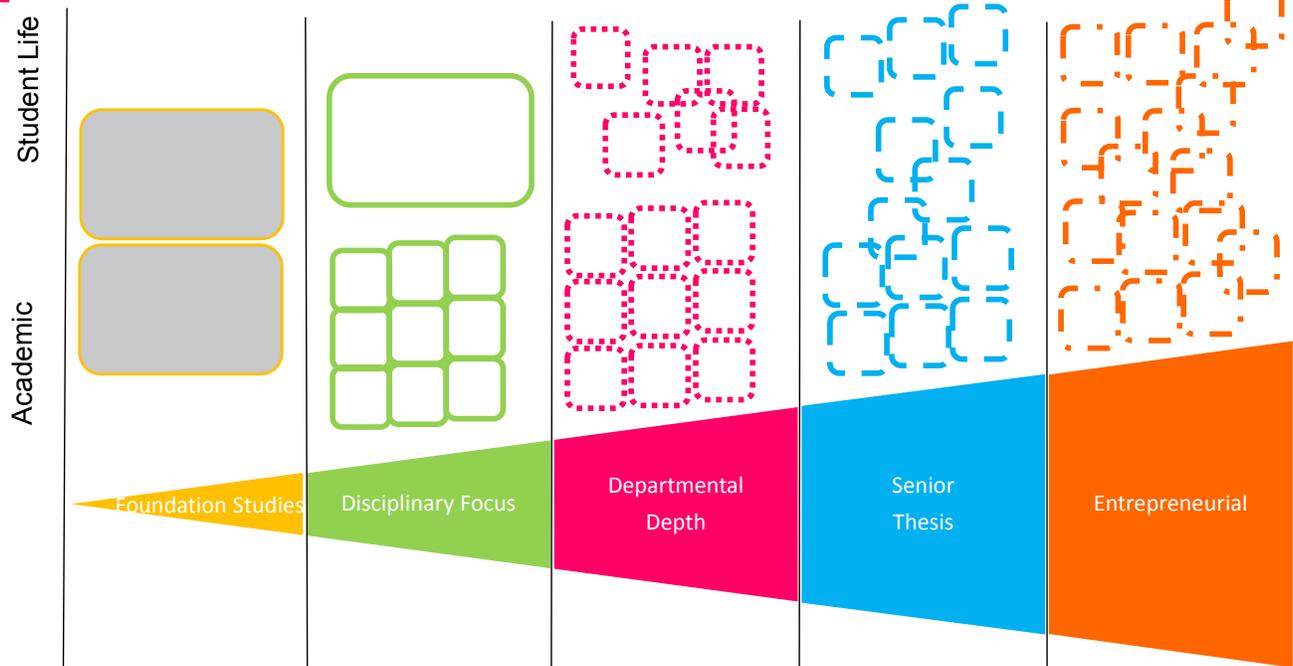
ACADEMIC



STUDENT LIFE



# experience mapping RISD....





# RISD housing matrix

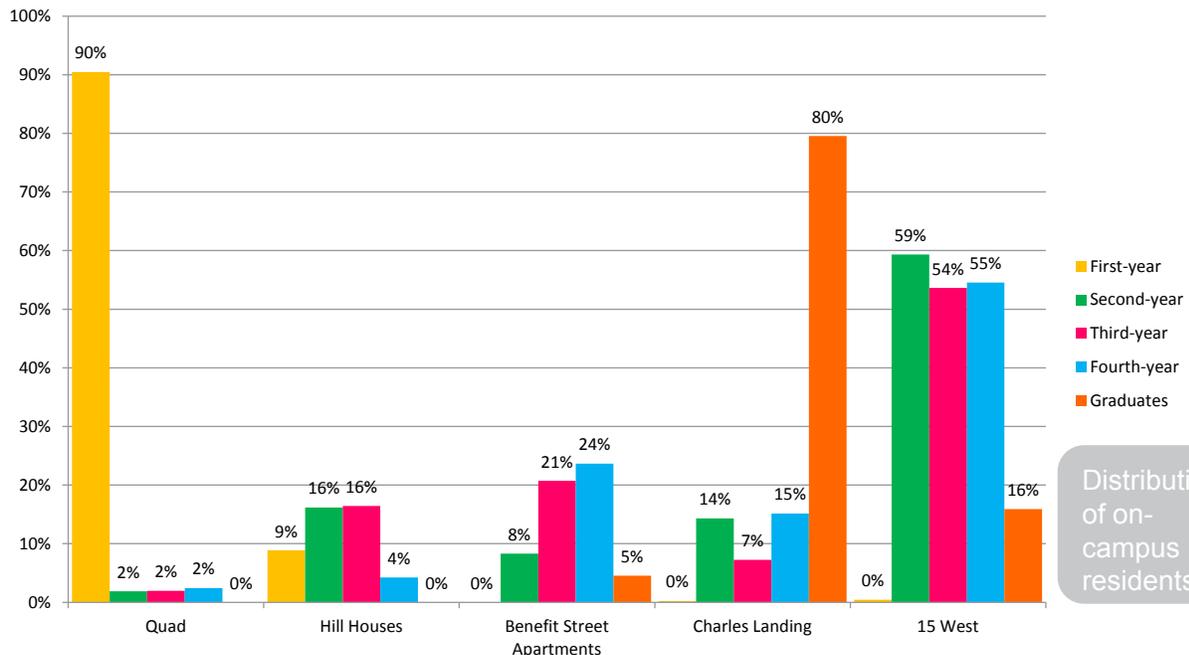
Residence	Budget Beds	Over-Capacity Beds	RA Beds	Budget Capacity Total	First-year	Second-year*	Third-year	Fourth-year	Graduate	Total Students
<b>Quad</b>	<b>398</b>	<b>11</b>	<b>16</b>	<b>414</b>	<b>398</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>417</b>
East Hall	74	7	3	77	77	2	2	1	-	82
South Hall	67		3	70	67	1	1	1	-	70
Homer Hall	148	4	6	154	148	3	1	2	-	154
Nickerson Hall	109		4	113	105	3	2	-	-	111
<b>Hill Houses</b>	<b>173</b>	<b>8</b>	<b>8</b>	<b>181</b>	<b>39</b>	<b>78</b>	<b>50</b>	<b>7</b>	<b>0</b>	<b>174</b>
Congdon	32	1	1	33	-	16	13	4	-	33
Carpenter	21	2	1	22	20	-	1	-	-	21
Dexter	21		1	22	-	8	9	1	-	18
Pardon Miller	19		1	20	18	-	1	-	-	19
Barstow**	19	2	1	20	-	10	9	1	-	20
Nightingale**	23	2	1	24	-	18	6	-	-	24
Larned**	20		1	21	-	11	8	1	-	20
Dunell**	18	1	1	19	1	15	3	-	-	19
<b>Benefit Apartments</b>	<b>139</b>	<b>0</b>	<b>4</b>	<b>143</b>	<b>0</b>	<b>40</b>	<b>63</b>	<b>39</b>	<b>2</b>	<b>144</b>
Colonial Apartments	115		3	118	-	38	59	21	-	118
Dwight	24		1	25	-	2	4	18	2	26
<b>Charles Landing</b>	<b>156</b>		<b>2</b>	<b>158</b>	<b>1</b>	<b>69</b>	<b>22</b>	<b>25</b>	<b>35</b>	<b>152</b>
<b>15 West</b>	<b>509</b>	<b>22</b>	<b>12</b>	<b>521</b>	<b>2</b>	<b>286</b>	<b>163</b>	<b>90</b>	<b>7</b>	<b>548</b>
<b>Totals</b>	<b>1375</b>	<b>41</b>	<b>42</b>	<b>1417</b>	<b>440</b>	<b>482</b>	<b>304</b>	<b>165</b>	<b>44</b>	<b>1435</b>
Total 2013 Student Population					438	530	507	464	415	2386
Percent of Students Living On-Campus					100%	91%	60%	36%	11%	60%

Notes:

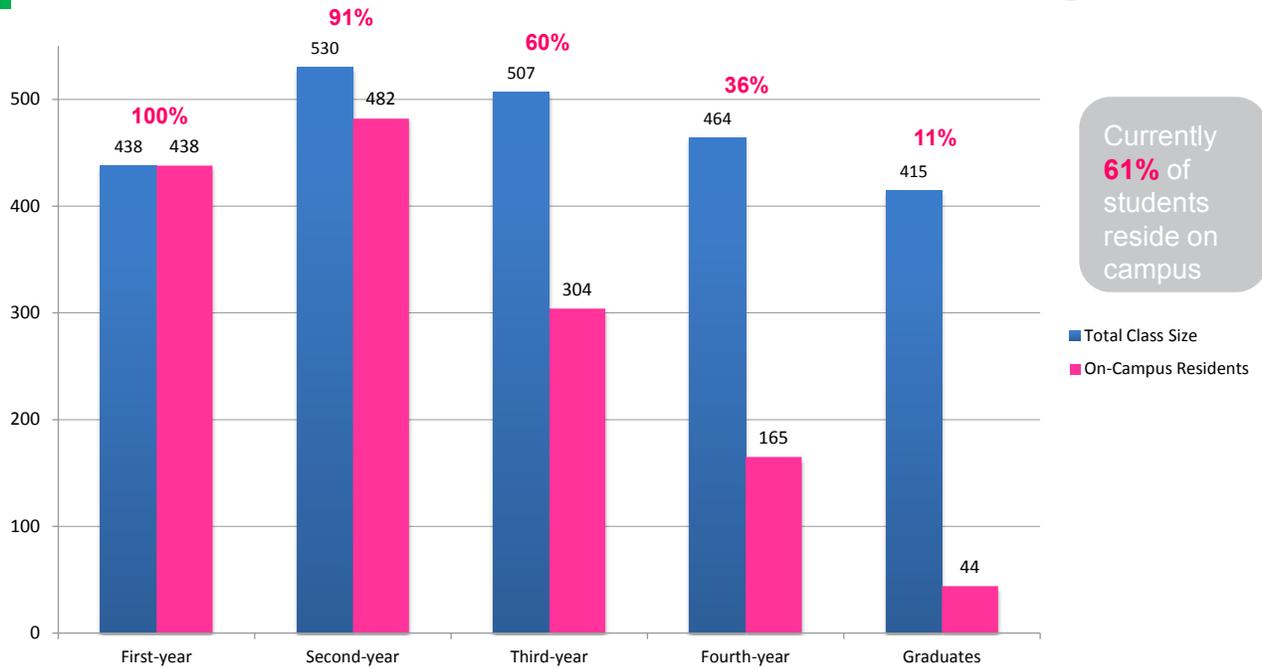
\* Second-year numbers include transfers

\*\*Unrenovated Hill Houses

# student distribution



# on campus residency

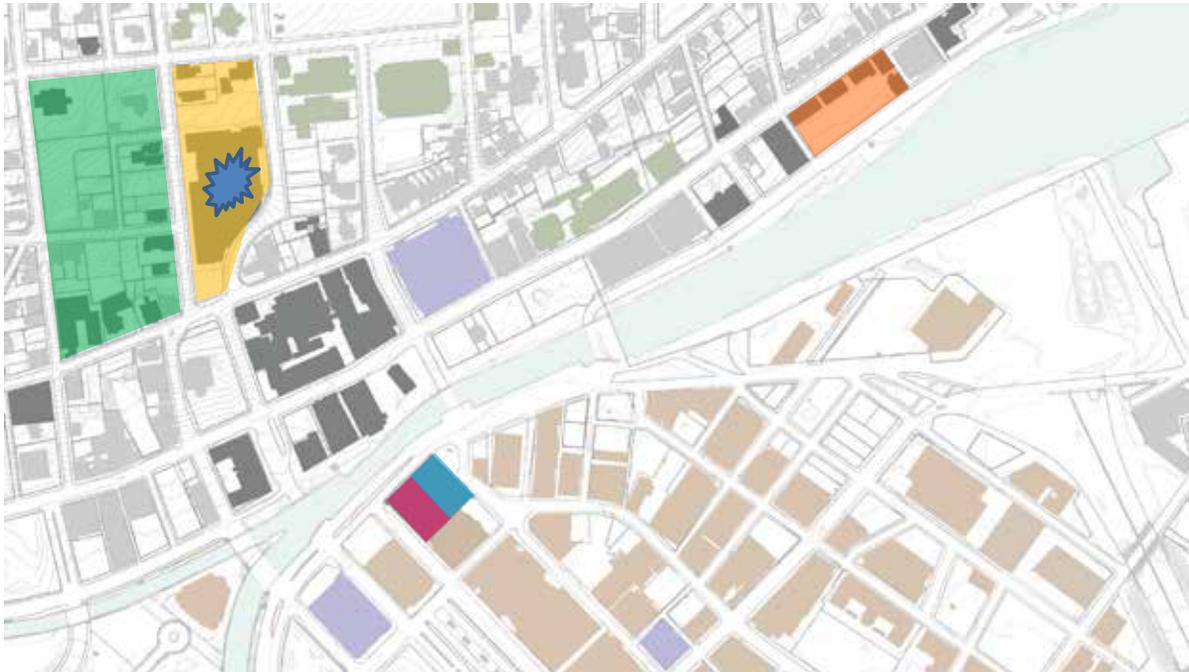


# RISD housing map

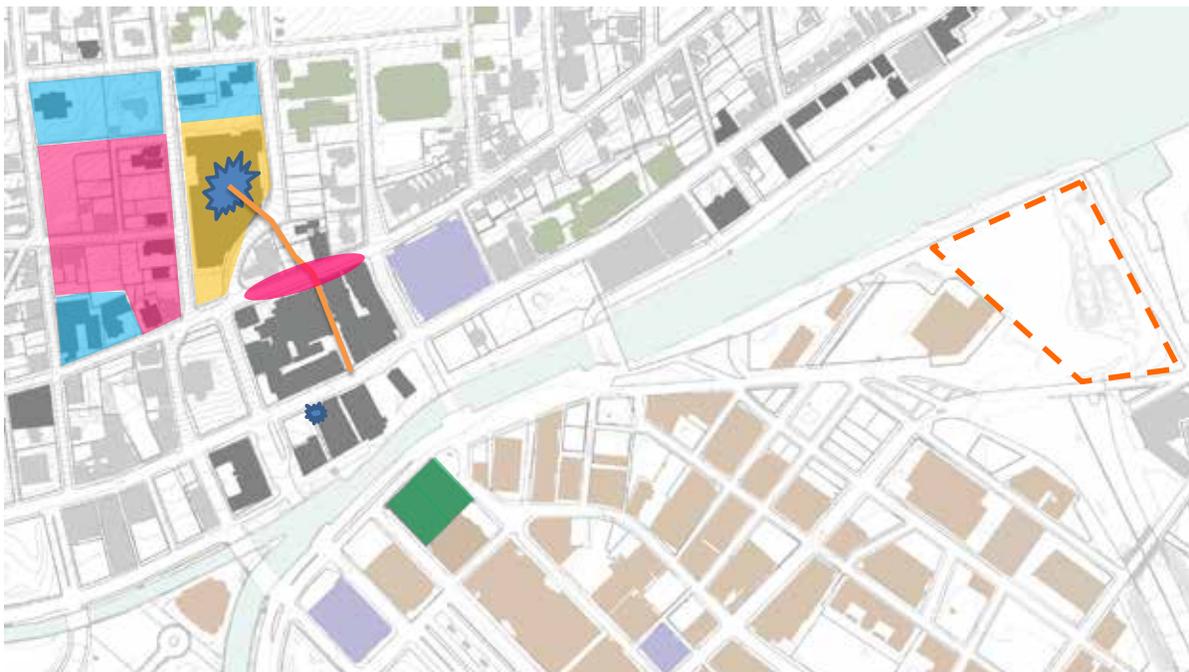




# RISD distribution mapping



# RISD distribution mapping





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# synthesis & next steps

Workshop III (Mid-July 2013)

Develop Scenarios and Alternatives Based on Residential Goals

Review and Select Preferred Alternatives for Cost / Feasibility Analysis (B&D)

Discuss Critical Decision Points for Delivery by 2017



# agenda

- 9:00 – 9:20 – Steps toward Fall 2014 Delivery  
 Planning Drivers  
 Workshop II Recap
- 9:20 – 9:40 – Framing the Experience:  
 What is the recipe which creates a unique first-year experience, and what ingredients should be applied to the second-year experience?  
 Second-year Housing Modeling: More consolidation / Less consolidation
- 9:40 – 10:00 – Student input and outreach: How do we engage with students to gain their valuable perspective?
- 10:00 – 10:15 – Existing portfolio of campus facilities: Ideas for creative repurposing
- 10:15 – 10:30 – Housing Task Force Fall action items:  
 Outreach to the RISD community (forums, workshops)  
 Feedback / Updates to the BOT  
 Financial Modeling / Pro-forma

# critical path 2014 - 2017

## Objective: Replace Charles Landing Residential Capacity

		- Preferred direction for all student experiences (1 <sup>st</sup> – Grad)
<b>Fall 2014</b>	August	Vision
		Define residential and financial targets and goals
		Programming
		Planning
	September	- Framework in place for project definition
		Outreach to RISD community – Students / Staff / Faculty
		Financial Pro-forma
		Schedule
	October	Workplan
		Methodology and Approach
- Report out and approval to move forward with initiatives		
Outreach to Allied institutions		
		Outreach to Development partners
		October Board of Trustees Update

# planning drivers

**Excellence of Programs and Facilities** – (Teaching, Learning, Practice)  
**“Student” Flow** – (Live/Work)  
**RISDness** – (Vision of What RISD can be)

T1

**Team RISD** – (Staff / Administrative Enablers)  
**Mission Catalysts** – (Academic Commons, CE, others...)  
**Campus Fabric** – (Integration with Providence)

T2

**Enduring Systems** – (Sustainability)  
**Active Interchange** – (Circulation, Visibility)  
**Cooperative Sharing** – (Consortial Planning)

T3

# workshop ii recap

First-Year Experience

100% Residency  
 Centralized Quad Facilities (Double-loaded)  
 Community Spaces / Dining Adjacency

Second-Year Experience

100% Residency  
 Centralized Facilities / Mixed Facilities? (Suite)  
 Community Spaces / Dining Proximity

Third-Year Experience

70% Residency  
 Mixed Facilities (Apartment / Suite)  
 Community Spaces / Dining Access

Fourth-Year Experience

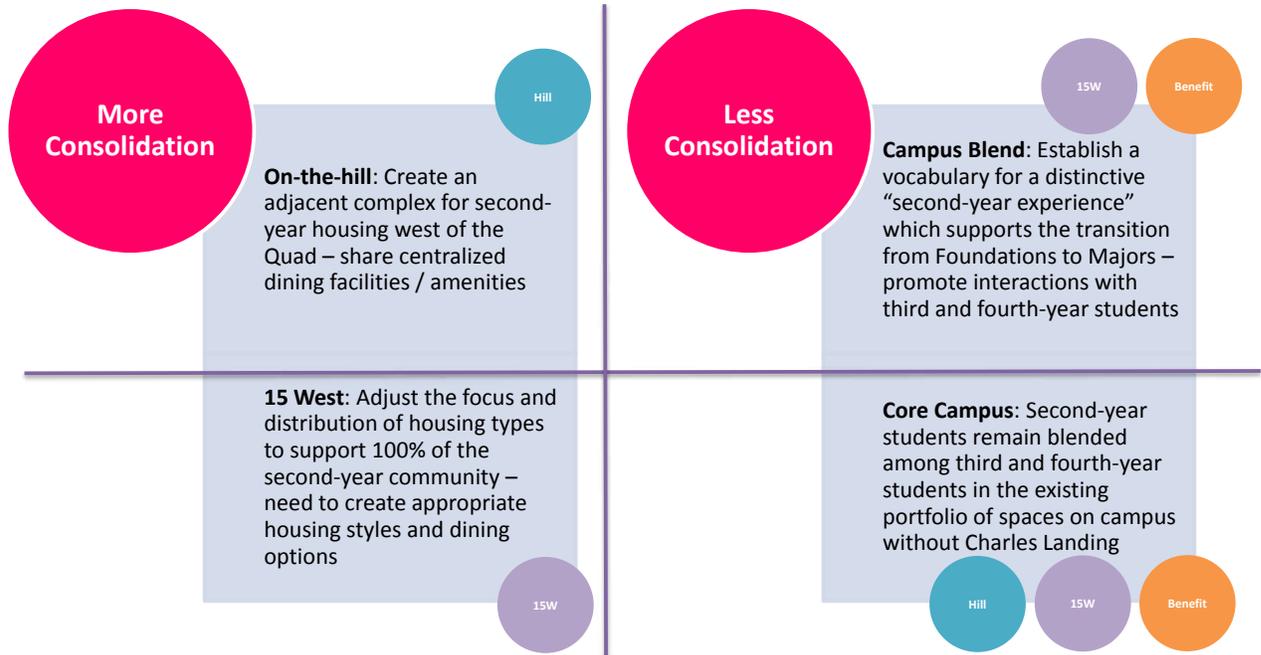
40% Residency  
 Mixed Facilities (Apartment / Studio)  
 City Exposure / Dining Access

Graduate Experience

20% Residency  
 Graduate Facilities (Apartment / Studio)  
 Adult Living / City Connectivity



# 2<sup>nd</sup> year housing modeling



# framing the experience

## First-Year Experience

- 100% Residency
- Centralized Quad Facilities (Double-loaded corridor)
- Tied to Foundations curriculum and shared experience
- First-year students with shared experiences (living, learning, dining)
- Adjacency to centralized dining facility – MET
- Workrooms in dormitories are not ideal – need additional shared studio space

What Other Ingredients?

- 
- 
- 
- 
- 
- 
- 

## Second-Year Experience

- 100% Residency
- Centralized Facilities (Suite style) – on-the-hill / in 15West / elsewhere?
- Mixed Facilities (Suite style) – blended with third-year/ fourth-year students
- What shared experiences do second-year students need (living, learning, dining)
- Access to dining facilities – Portfolio, Watermark, Jolly-Roger, MET, Others?
- Homespace access...

What Other Ingredients?

- Differentiated departmental experiences
- Basics to the work
- Wholeness of freshmen experience and what do they want to hold on to?
- DD challenge...

# student perspective

What are the best ways to engage students around residential perspectives and needs:

- Campus Forums
- Student Government Association
  - Graduate
  - Undergraduate
- Facilities and Needs

Build from the survey's completed during the Housing Master Plan – what other questions do we need to frame to students?

Top Physical Features	All Respondents (n=719)	Freshmen Respondents (n=199)	Upper Level Respondents (n=465)	Graduate Respondents (n=63)
Convenient location	55%	51%	56%	65%
In-room wireless Internet access	54%	58%	55%	37%
Private (single) bedroom	42%	24%	48%	68%
In-unit full kitchen	40%	27%	44%	54%
Private bathroom	28%	31%	26%	33%
Convenient laundry facilities in the building	24%	26%	24%	22%
Fitness or recreation area(s) in or near the housing facility	20%	22%	20%	17%
Individual temperature controls in living units	18%	16%	19%	14%
Storage space	18%	29%	14%	13%
Washer and dryer in the living unit	16%	16%	18%	8%
Air conditioning (A/C)	16%	13%	16%	6%
Environmentally-friendly design and operation	15%	17%	15%	11%
Studio space	15%	19%	14%	13%
Fully furnished living unit	14%	7%	17%	19%
Living room	14%	17%	13%	10%
Full-sized beds	14%	10%	15%	13%
Work rooms	11%	22%	7%	5%
Convenient on-campus dining options	10%	14%	9%	0%
Quiet study area in the building	9%	19%	6%	6%
Social lounge/TV room in the building	9%	14%	7%	6%

# student survey analysis

Student off-campus survey results:

Students who specified that they plan to live off campus next year indicated the following reasons for doing so:

- Better living unit amenities (89%),
- Ineligibility to live in RISD's student housing (68%),
- Having access to their own kitchen (68%),
- Will not be attending RISD next year (67%), and

Very Important / Important Percentages	All Respondents (n=719)	Freshmen Respondents (n=189)	Upper Level Respondents (n=465)	Graduate Respondents (n=63)
Keep housing costs affordable	98%	97%	99%	98%
Improve the physical condition of existing campus housing	87%	89%	85%	93%
Improve amenities in existing campus housing	85%	90%	83%	90%
Provide modern and attractive living environments to students	83%	88%	80%	84%
Provide air conditioning (A/C)	72%	72%	71%	74%
Improve maintenance services	70%	67%	70%	83%
Improve student perception of RISD's Residence Life Office	67%	68%	65%	75%
Make RISD more attractive to prospective students	64%	62%	63%	80%
Create more academically-focused residential communities	56%	60%	55%	57%
Improve housekeeping services	55%	60%	52%	63%



# student survey analysis

Locations students use when meeting outside of the studio:

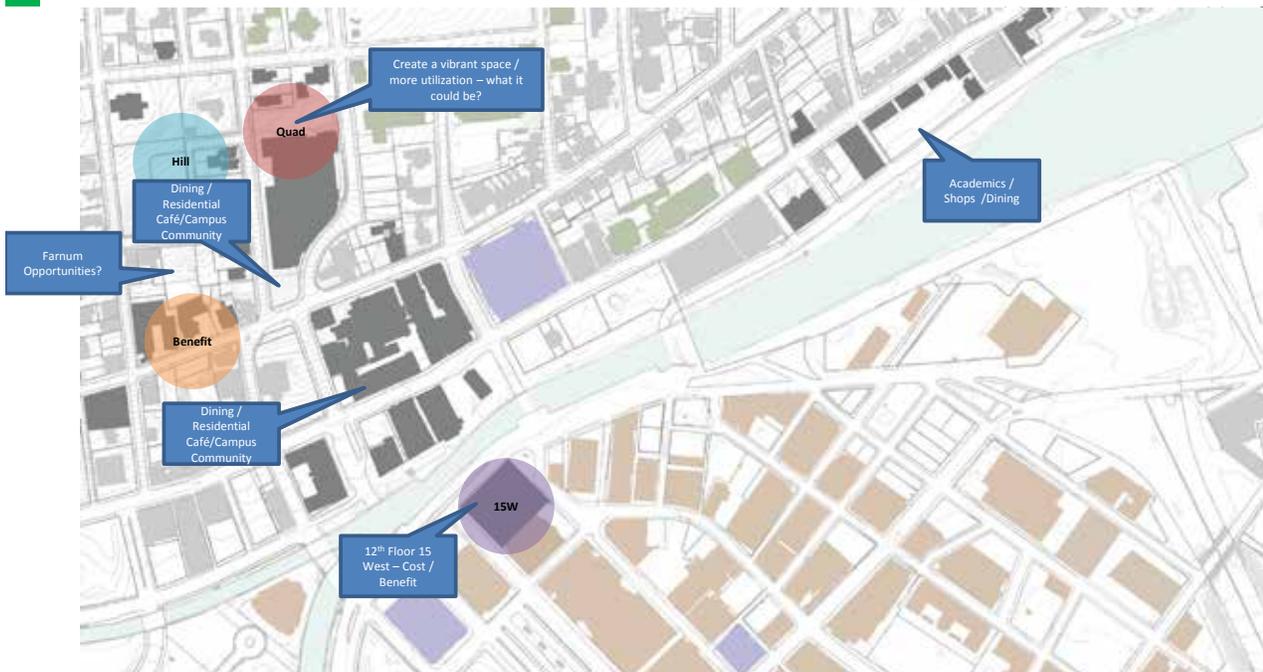
	All Respondents (n=722)	Freshmen Respondents (n=190)	Upper Level Respondents (n=466)	Graduate Respondents (n=64)
In my hall, house, or apartment	51%	54%	51%	44%
At a friend's hall, house, or apartment	16%	14%	16%	17%
Catanzaro Student Center	14%	22%	13%	3%
The Met	13%	3%	15%	31%
Carr Haus	2%	1%	3%	2%
RISD museums	1%	5%	0%	0%
Off campus	1%	1%	2%	0%
I do not have free time	1%	1%	1%	0%
Other (please specify)	0%	0%	0%	3%

	All Respondents (n=723)	Freshmen Respondents (n=190)	Upper Level Respondents (n=467)	Graduate Respondents (n=64)
Portfolio Café	37%	4%	49%	39%
The Met	35%	93%	16%	2%
Jolly Roger	10%	1%	13%	17%
Watermark Café	10%	2%	13%	13%
I do not currently visit any of RISD's dining facilities	5%	0%	4%	30%
Other	2%	0%	4%	0%
Rosie's Food Truck	1%	1%	1%	0%

## creative repurposing

What Facilities on Campus could be creatively repurposed to support



# fall action items

Action items for the Housing Task Force through the Fall:

- Outreach to the RISD community (forums, workshops)
- Brown University / Others...
- PPP Development Opportunities
- Feedback / Updates to the BOT
- Financial Modeling / Pro-forma

# Off-campus housing rates

Rental Properties										
Name	Address	Miles from Campus	Year Built	Number of Units	Occupancy Rate	Sec. Deposit	Parking Fee	Parking Spots / Unit	Application Fee	Lease Term
<b>Apartment</b>										
University Heights Apartments	99 Roger Williams Gm	0.6	-	-	NP	\$800	Included	1	\$50	NP
Westminster Lofts	150 Union Street	0.6	-	-	94%	1 month's rent	\$175 outdoor/\$250 indoor	2	None	6-12 month
Wayland Manor	500 Angell Street	1.3	1925	109	99%	1 month's rent	Included	1	None	12 month
The Promenade Apartments	255 Promenade Street	1.1	1905	234	96%	1 month's rent	\$85 for more space	2	\$50	12 month
Avalon at Center Place	50 Park Row West	0.4	1991	225	97%	\$750	\$90 outdoor/\$235 indoor	1	\$50	2-12 month
Regency Plaza	One Regency Plaza	0.9	1973	444	95%	1 month's rent	\$52 outdoor/\$125 indoor	2	None	12 month
Water Place	200 Exchange Street	0.3	-	-	97%	1 month's rent	\$100	1	\$50	12 month
Benevolent House	One Chestnut Street	0.9	1907	180	100%	\$985	\$77 outdoor/\$120 indoor	1	None	12 month
<b>Single Family / Segmented Homes</b>										
16 Governor Street	-	1.2	1930	3-Family	N/A	\$975	Included	2	None	12 month
112 Keene Street	-	0.6	1890	11	N/A	\$900	Included	1	None	12 month
266 Wickenden Street	-	1.4	1900	3	N/A	\$1,850	Included	1	None	12 month
376 Benefit Street	-	0.8	1900	7	N/A	\$1,600	Included	1	None	12 month
230 Brown Street	-	0.6	1900	3-Family	N/A	\$1,900	Included	1	None	12 month
12 Barnes Street	-	0.5	-	-	N/A	\$750	Included	1	None	12 month
246 Gano Street	-	1.1	-	-	N/A	\$950	Included	1	None	12 month
91 South Angell Street	-	0.4	-	-	N/A	\$1,250	Included	2	None	12 month
99 South Angell Street	-	0.4	-	-	N/A	\$1,575	Included	2	None	12 month
201 Waterman Street	-	1.0	1900	15	N/A	\$950	Included	1	None	12 month
Jenkes Street	-	-	-	-	N/A	\$895	Included	1	None	12 month
34 Benefit Street	-	0.4	1860	23	N/A	\$750	Included	1	None	12 month
225 Pleasant Street (2nd Floor)	-	1.3	-	-	N/A	\$1,350	Included	Off-Street	None	12 month
225 Pleasant Street (3rd Floor)	-	1.3	-	-	N/A	\$1,500	Included	Off-Street	None	12 month
370 Hope Street	-	1.0	1920	2-Family	N/A	\$1,400	Included	Off-Street	None	12 month
230 Power Street	-	1.2	1900	3-Family	N/A	\$650	\$50	1	None	12 month
10-12 Trenton Street	-	1.2	-	-	N/A	\$1,050	Included	1	None	12 month
Pratt Street	-	-	-	-	N/A	\$1,500	Included	1	None	12 month
Benefit Street	-	-	-	-	N/A	\$2,600	Included	1	None	12 month
607 Wickenden Street	-	1.3	-	-	N/A	\$1,800	Included	Off-Street	None	12 month



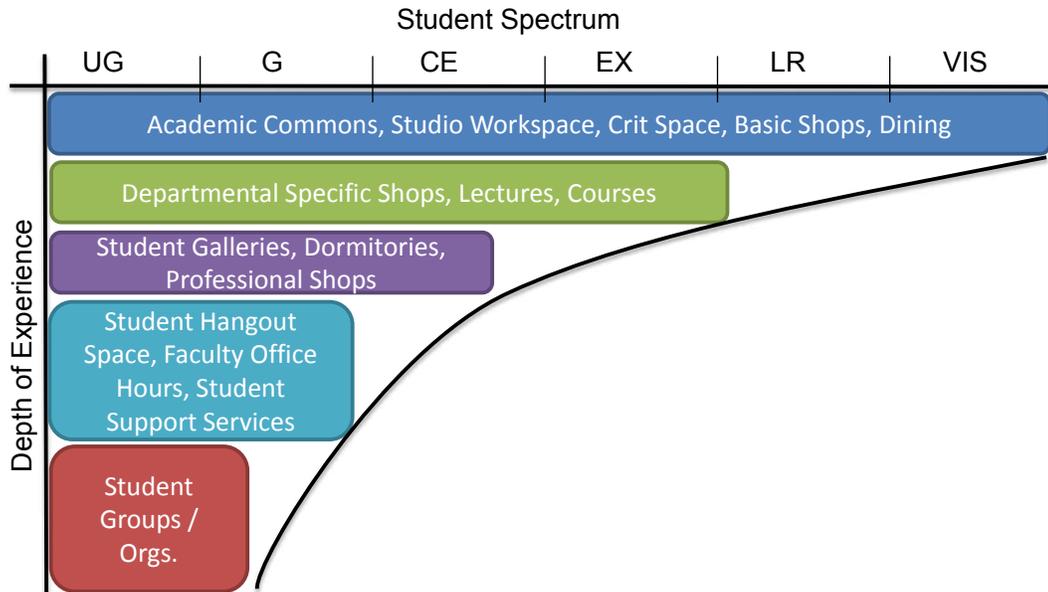
# agenda

- 2:30 – 3:00 – Financial Overview
  - Housing Financial Impacts
  - Charles Landing Funding
- 3:00 – 3:10 – B&D Report Summary
- 3:10 – 3:20 – Student Experience Goals
- 3:20 – 3:50 – Housing Scenarios
- 3:50 – 4:00 – Synthesis / Next Steps
  - Identify preferred scenario for further development
  - Additional financial assessments
  - Student experience case-statements

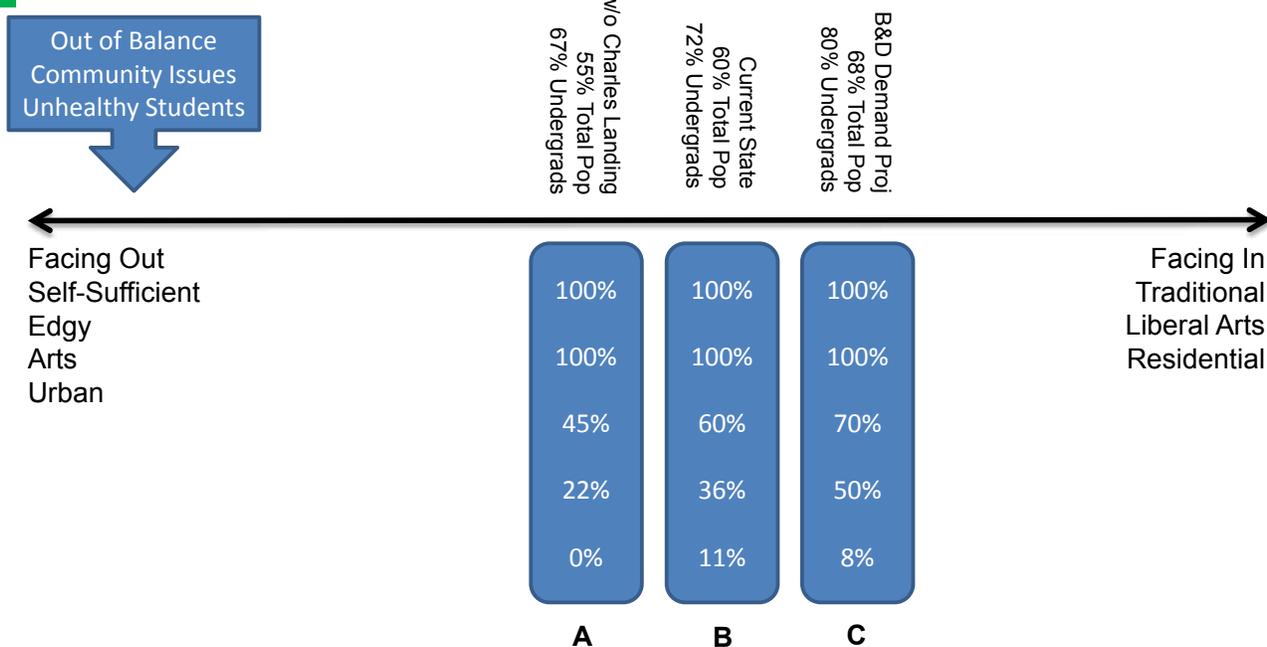
# B&D report summary

- Despite an over-subscribed housing program; B&D’s market analysis suggests that the value of the on-campus residential experience is falling short of student expectations
- There is market demand for a total of 1,591 beds or 150 additional on-campus beds
- There is student demand for an enhanced social experience centered around dining which readily accommodates upper level students.
- Repurposing / Relocating / Divestment of the Hill Houses - specifically Nightingale, Dunnell, Barstow, and Larned Houses
- South Water Street – Explore PPP options for developing additional housing capacity
- Renovation vs. Replacement of the Quad – decision regarding the future of the Quad to remain or replace the core residential facility on the Hill

# Student experience graph



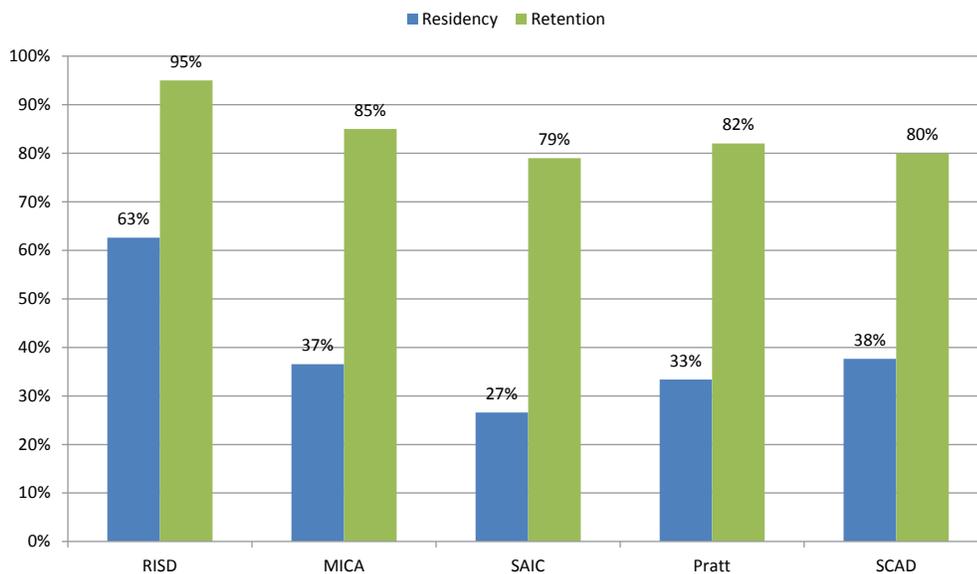
# Housing scenarios





# Housing scenarios

Campus Residency / Retention [Blended UG/G]



## Synthesis next steps

Action items for the Housing Task Force in preparation for the Fall BoT Meeting:

- Identify preferred scenario for further development
- Identify financial evaluations to assess viability of preferred scenario
- Create case-statements for each student population to define student experience
- Explore campus amenities desired to support RISD students

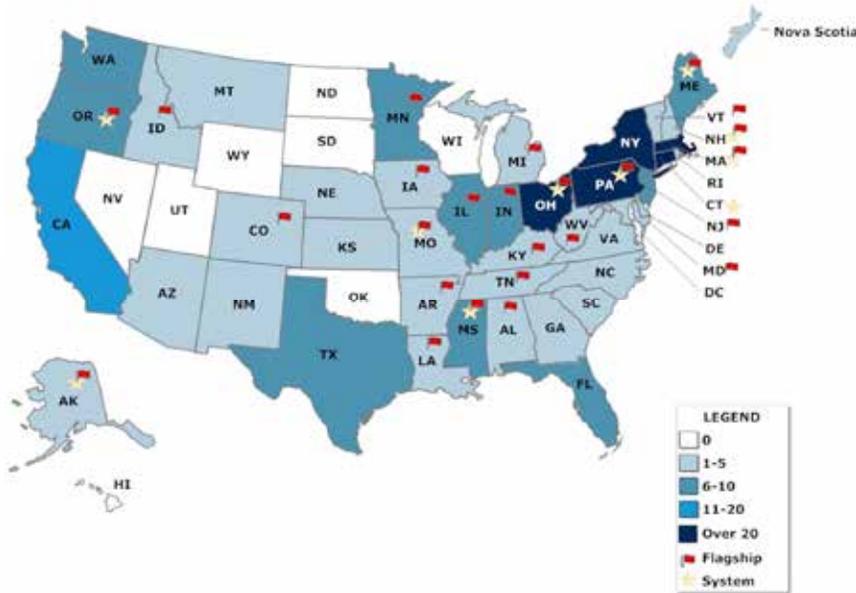
# Appendix C

*RISD Sightlines Report*



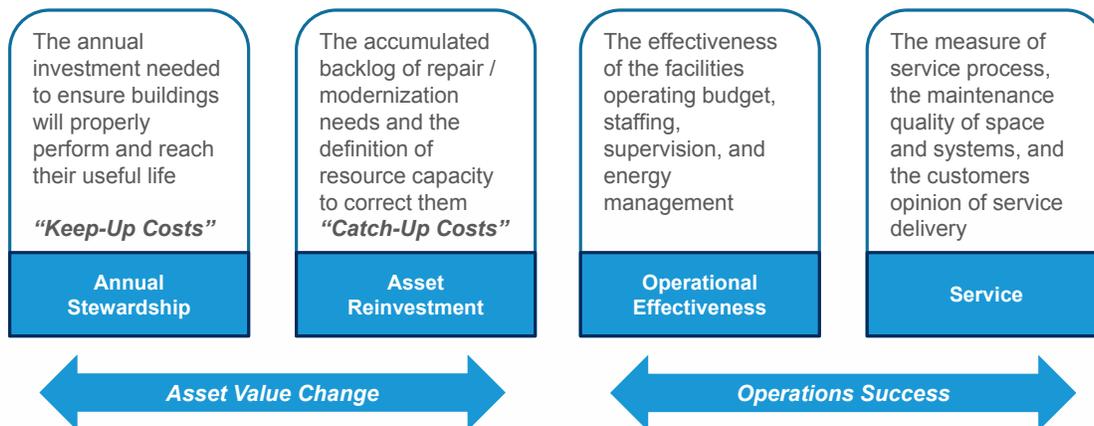
## Sightlines profile

Serving over 400 campuses in 42 states, DC, and Nova Scotia

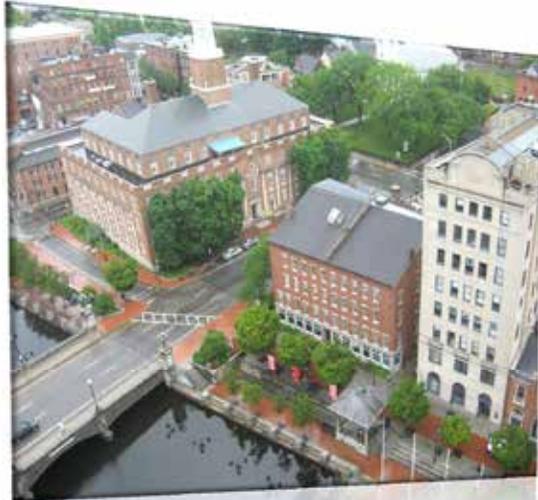


## A vocabulary for measurement

The Return on Physical Assets – ROPA<sup>SM</sup>



# Comparative institutions for RISD



**Comparative Considerations**  
 Size, technical complexity, region, geographic location, and setting are all factors included in the selection of peer institutions

Institution	Location
Bentley University	Boston, MA
Bowdoin College	Brunswick, ME
Brown University	Providence, RI
California Institute of the Arts*	Valencia, CA
Connecticut College	New London, CT
Massachusetts College of Art and Design*	Boston, MA
Mount Holyoke College	Mt. Holyoke, MA
Otis College of Art and Design*	Los Angeles, CA
Stevens Institute of Technology	Hoboken, NJ
The New School*	Manhattan, NY
University of Hartford	Hartford, CT
University of New Haven	West Haven, CT
Wheaton College	Norton, MA

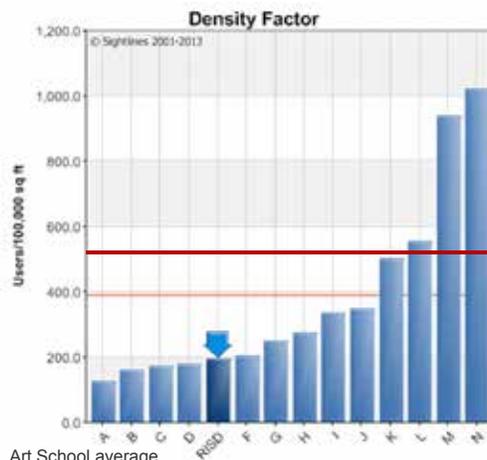
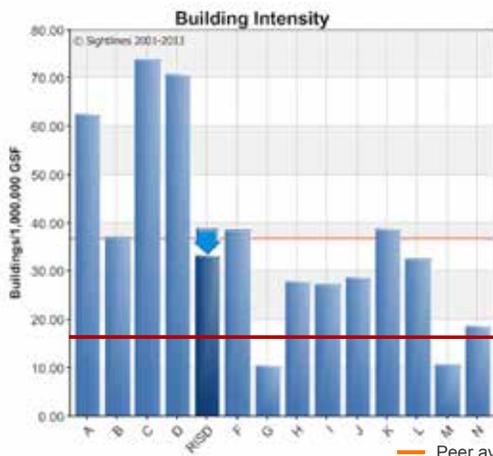
\* Denotes art institution



# Operational influencers



*Building Intensity and Density Factor bring context to peer group*



— Peer average — Art School average

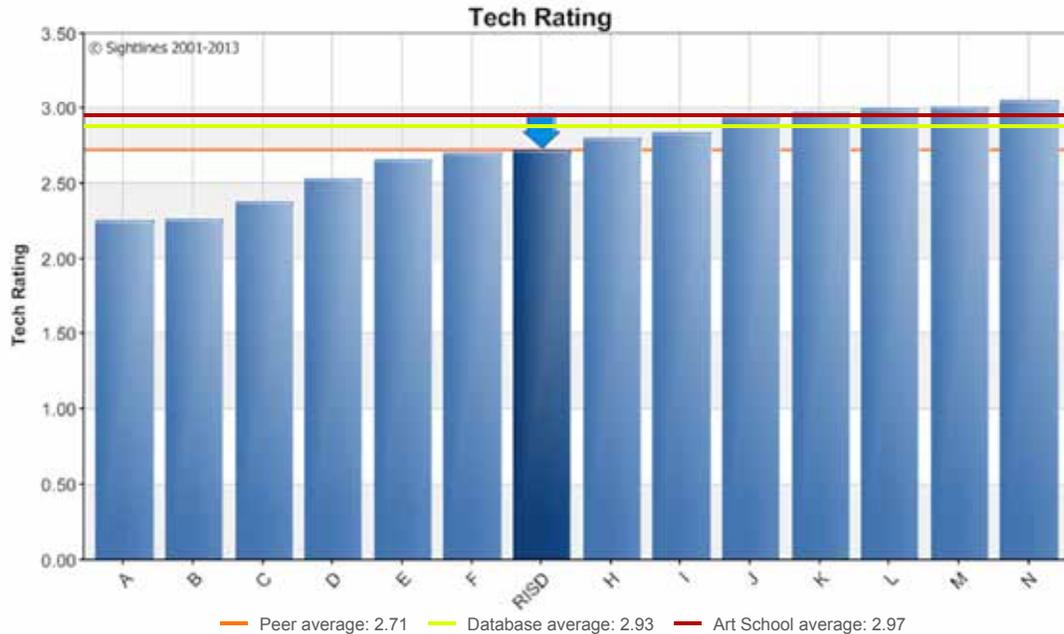




## Operational influencers



RISD's complexity aligns with peer group



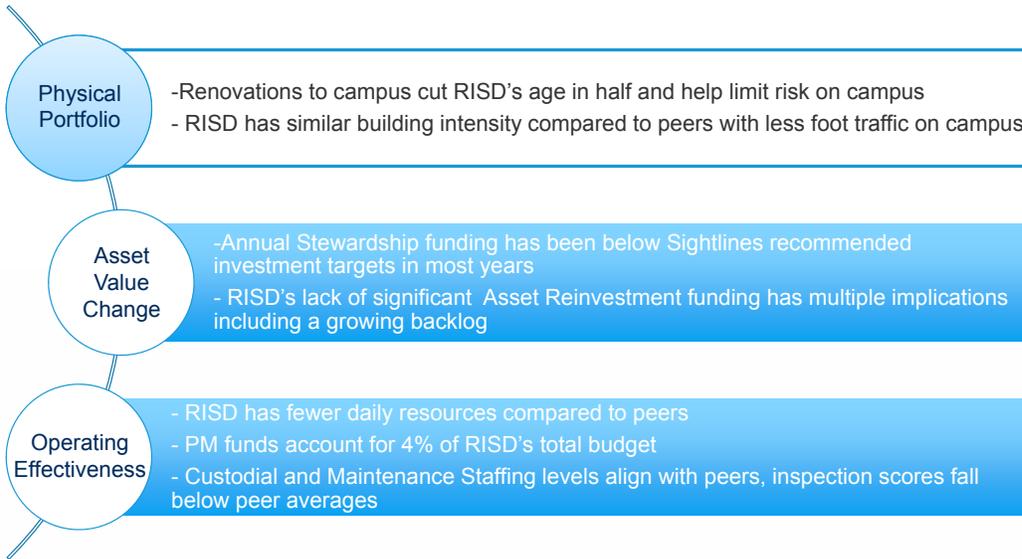
## Key observations for RISD



- Physical Portfolio**
  - Renovations to campus cut RISD's age in half and help limit risk on campus
  - RISD has similar building intensity compared to peers with less foot traffic on campus
- Asset Value Change**
  - Annual Stewardship funding has been below Sightlines recommended investment targets in most years
  - RISD's lack of significant Asset Reinvestment funding has multiple implications including a growing backlog
- Operating Effectiveness**
  - RISD has fewer daily resources compared to peers
  - PM funds account for 4% of RISD's total budget
  - Custodial and Maintenance Staffing levels align with peers, inspection scores fall below peer averages



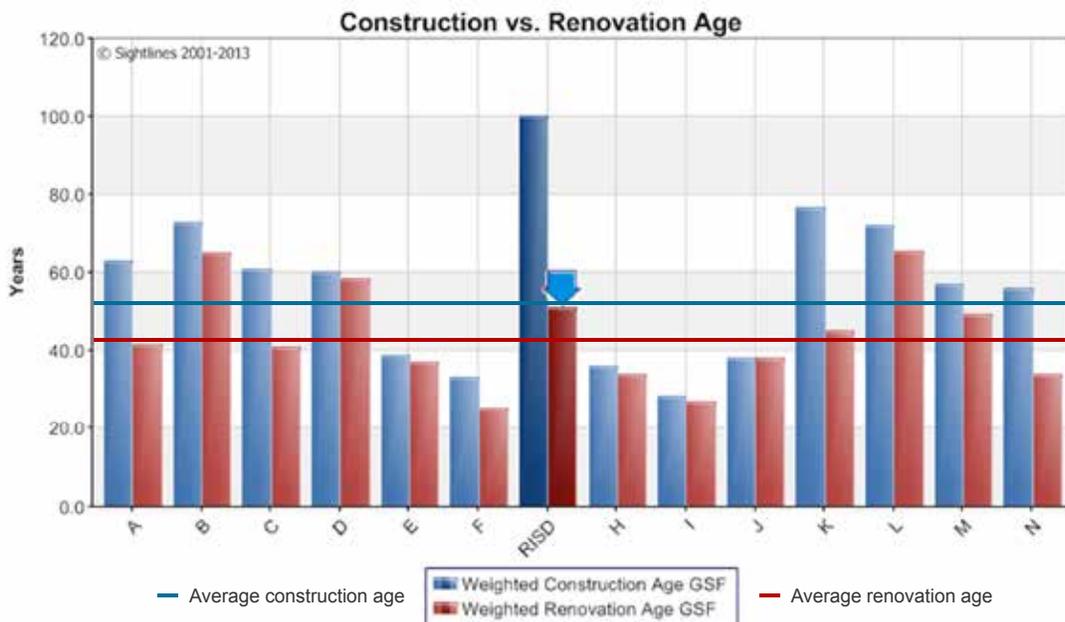
# Physical Portfolio at RISD



# Historic renovations drop RISD's age in half



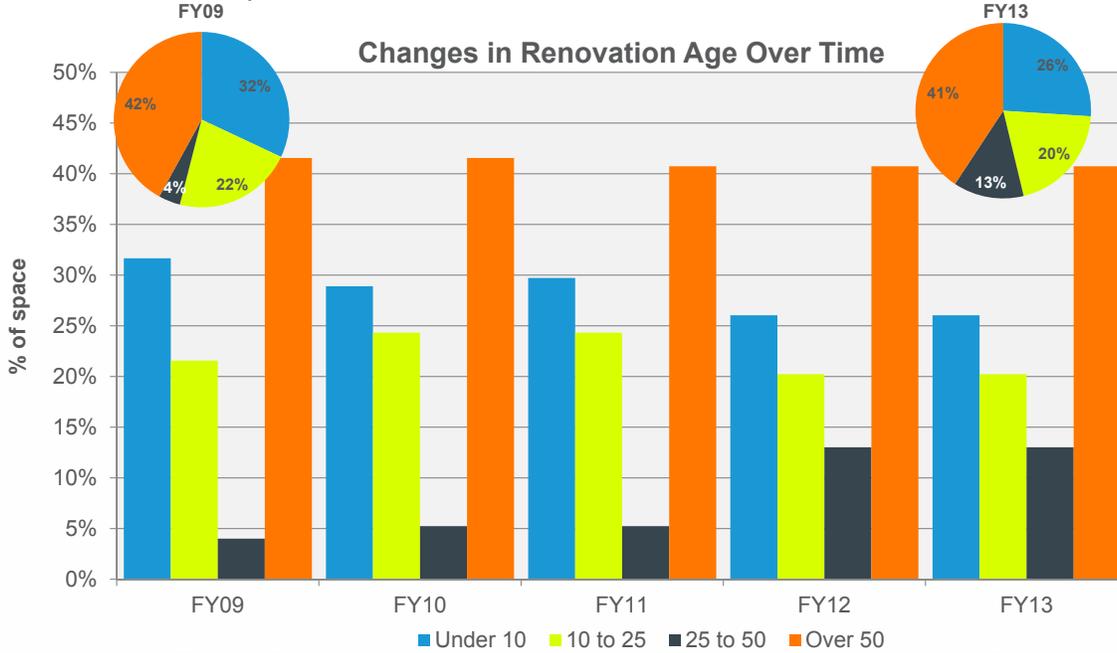
RISDs renovation age in line with peers construction age





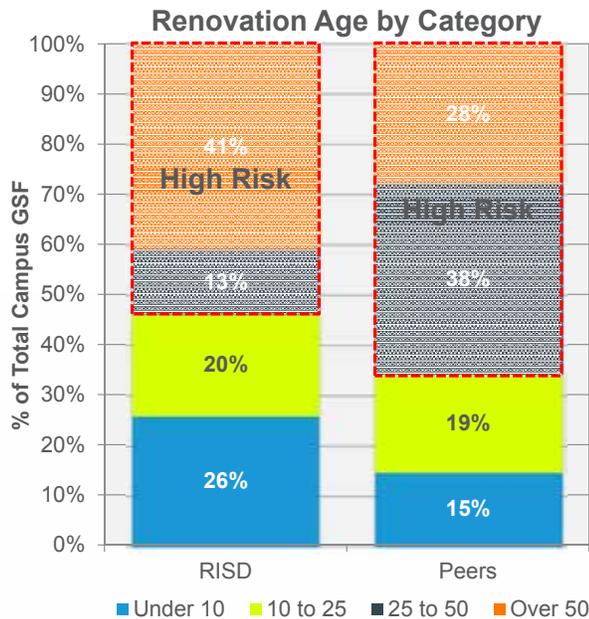
## Despite renovations, campus is aging

In FY13, 54% of space is over 25



## As buildings age, high cost projects come due

Peers have more high risk space compared to RISD



**Buildings over 50**  
Life cycles of major building components are past due. Failures are possible.  
Highest risk

**Buildings 25 to 50**  
Major envelope and mechanical life cycles come due.  
Higher Risk

**Buildings 10 to 25**  
Short life-cycle needs; primarily space renewal.  
Medium Risk

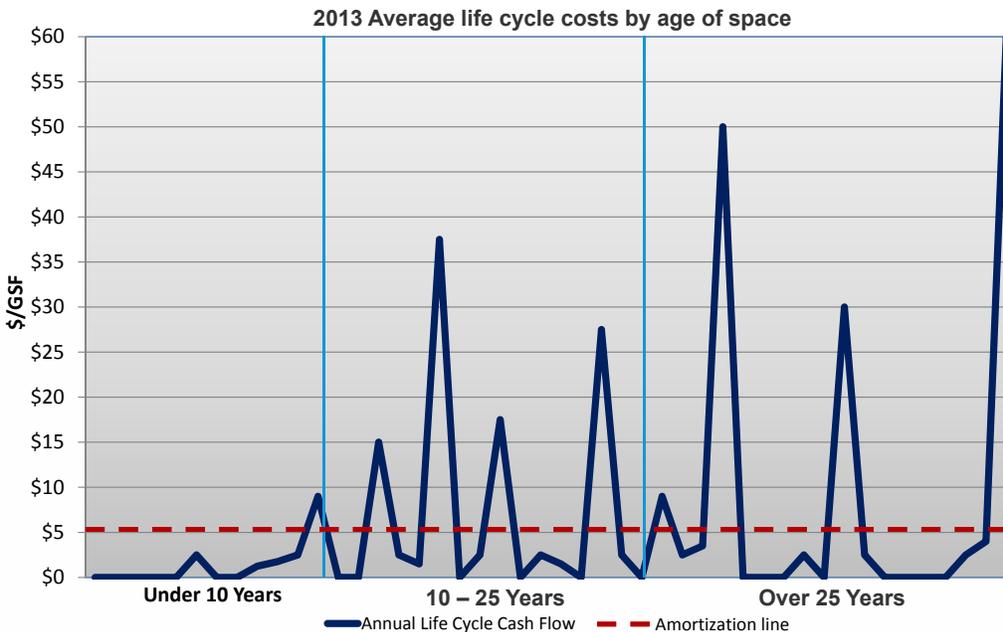
**Buildings Under 10**  
Little work. "Honeymoon" period.  
Low Risk



# How campus age impacts investment strategy



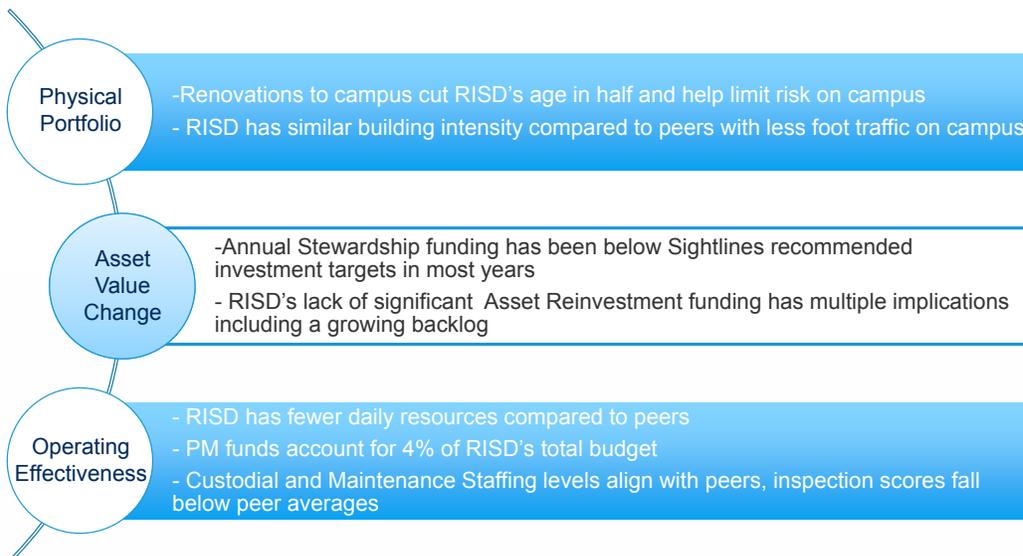
Understanding when the peaks hit RISD's campus will help mitigate risk



\* Life cycle costs based on the average tech 3 academic space.



# Asset Value Change at RISD





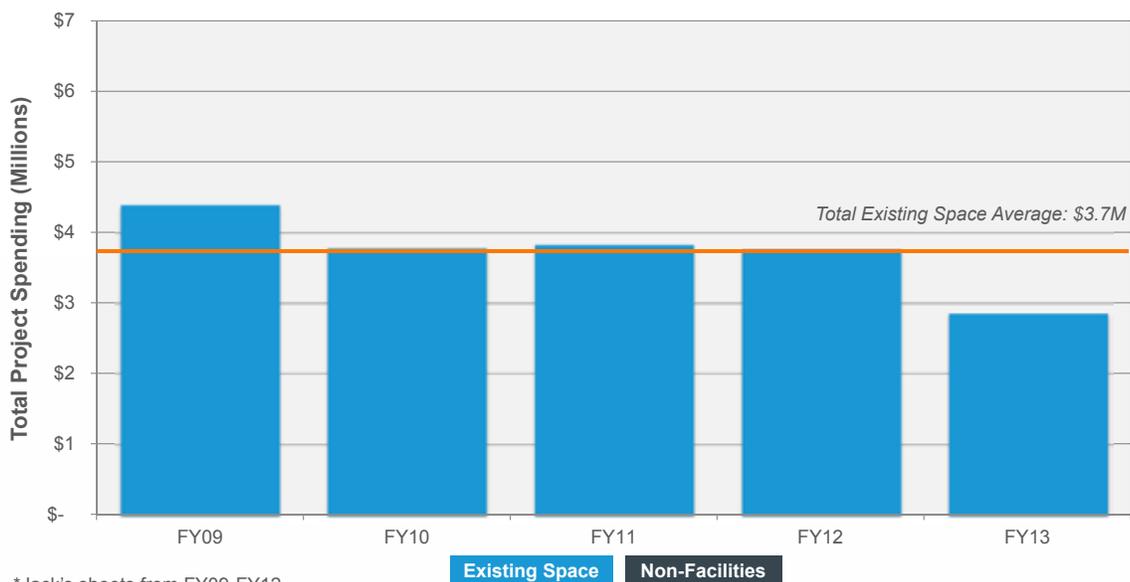
## Total project spending

\$18.6M total dollars invested into existing space since FY09

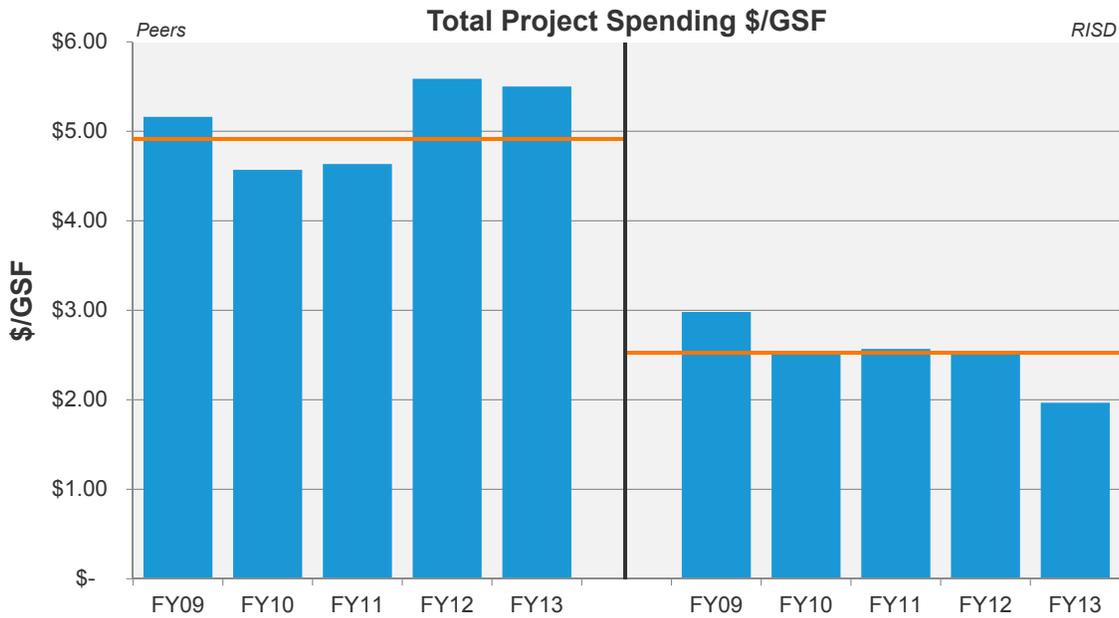


## Total project spending

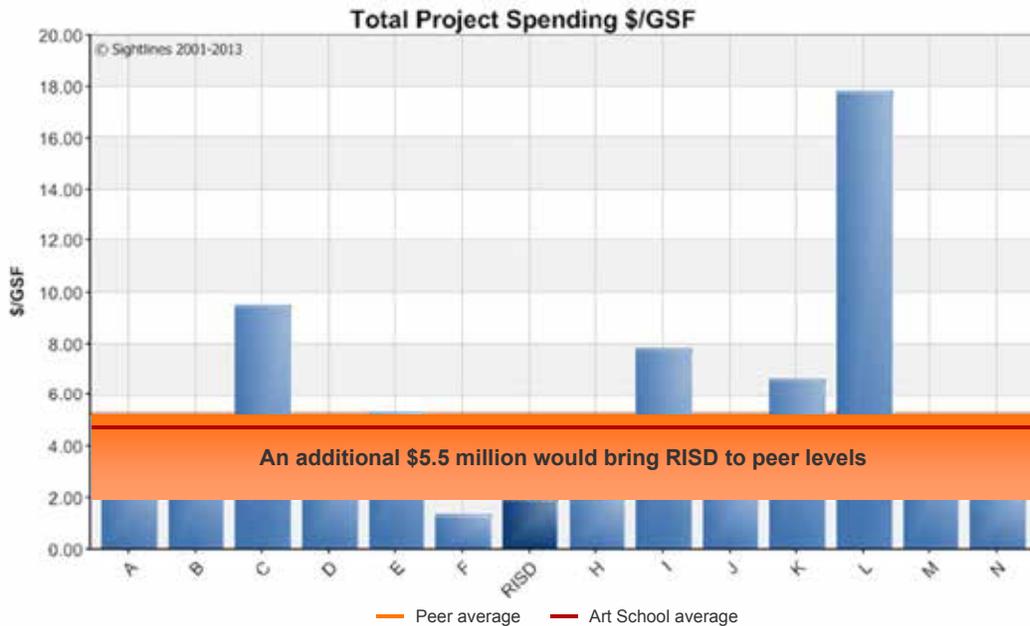
\$18.6M total dollars invested into existing space since FY09



# Peers invest 2 times more into existing space



# Peers invest 2 times more into existing space





# What is the right level of investment for RISD?



Defining Stewardship Investment Targets



Depreciation Model

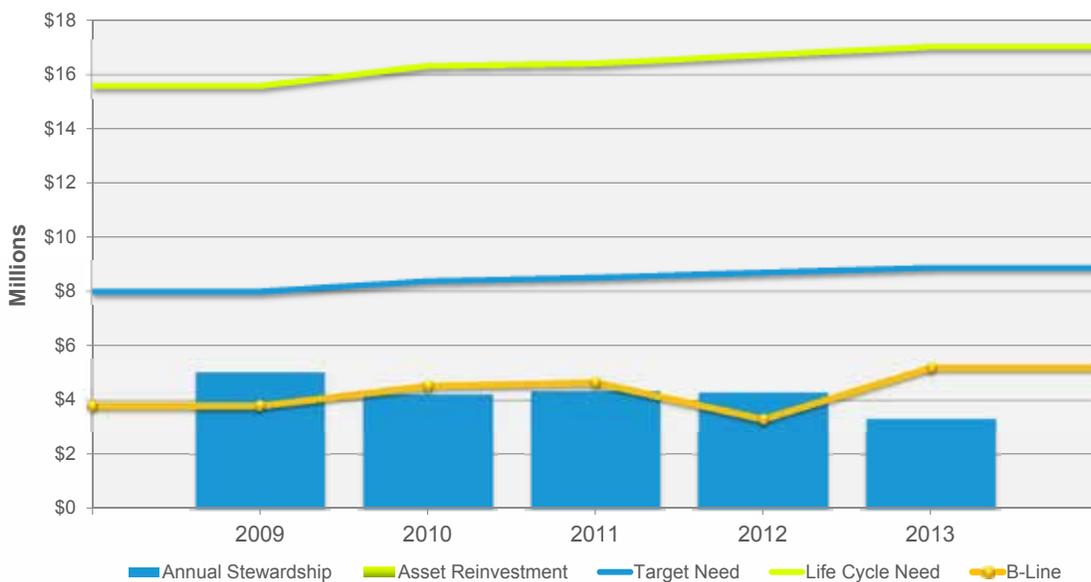
Sightlines Recommendation



## Chasing a moving target



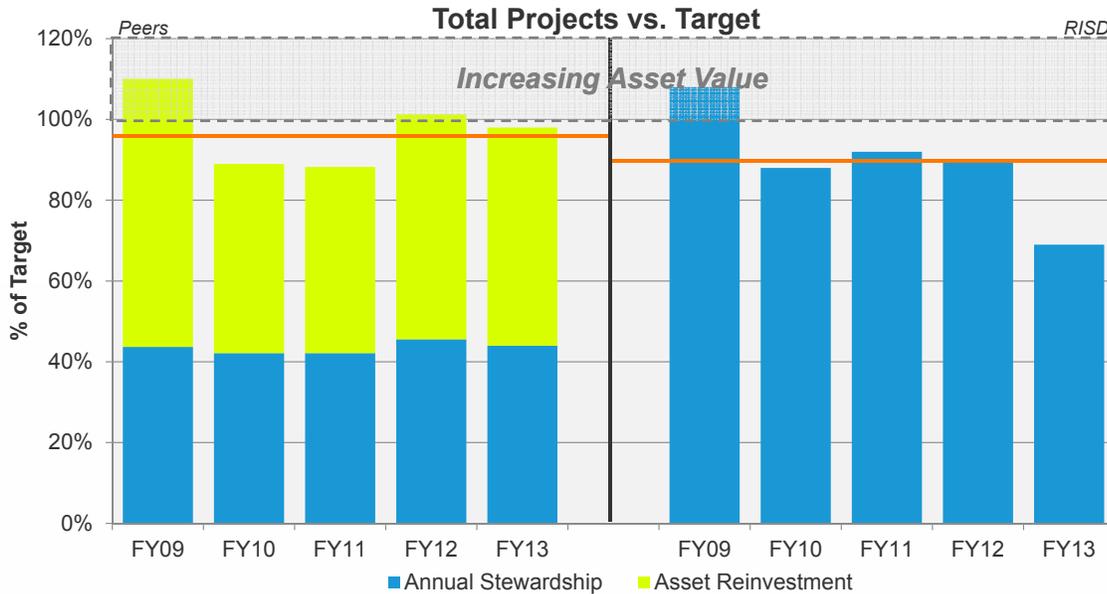
B-Line demonstrates when lifecycles come due based on age profile



# RISD falls short of target last 4 years



One-Time funds assist peers in reaching target



Please note that FY13 data came from a different source than FY09-FY12.

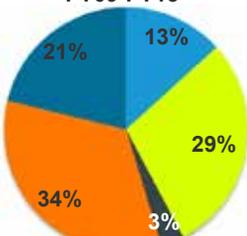


# RISD's investments focus on durable projects

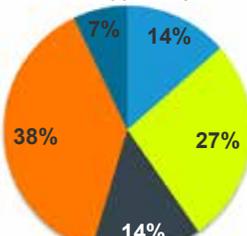


Despite different capital profiles, RISD and Peers have similar spending mix

**RISD Investment Mix FY09-FY13**

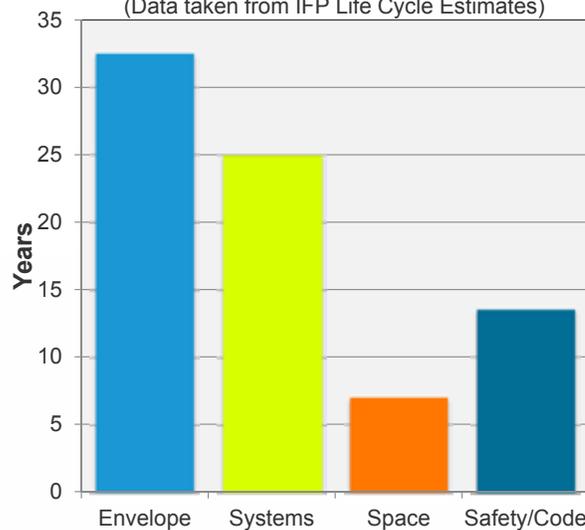


**Peer Investment Mix FY09-FY13**



**Average Life Expectancy**

(Data taken from IFP Life Cycle Estimates)



Envelope Building Systems Infrastructure Space Renewal Safety/Code

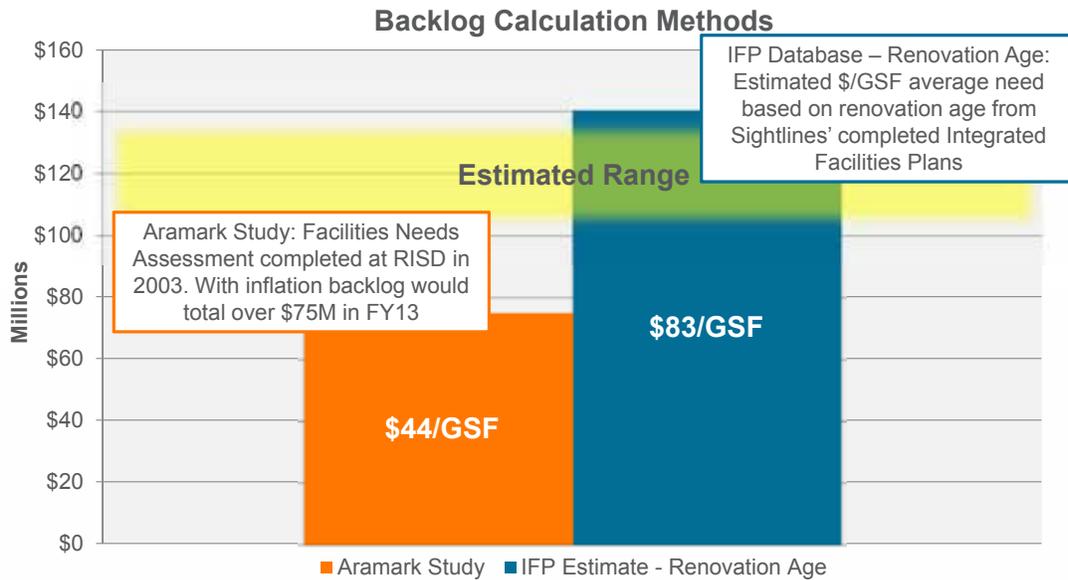




## Using IFP renovation method to compare Backlog



Sightlines database suggests a 5-year priority equals 50%+ of a total need



## Falling short of target investments impacts backlog



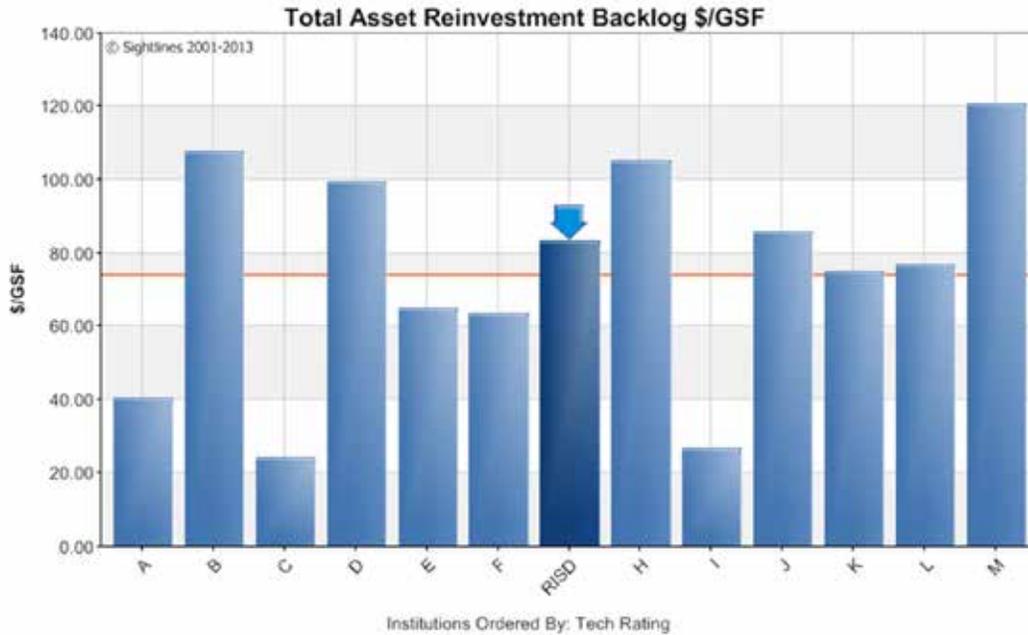
Backlog is above peer levels in FY13



# Falling short of target investments impacts backlog



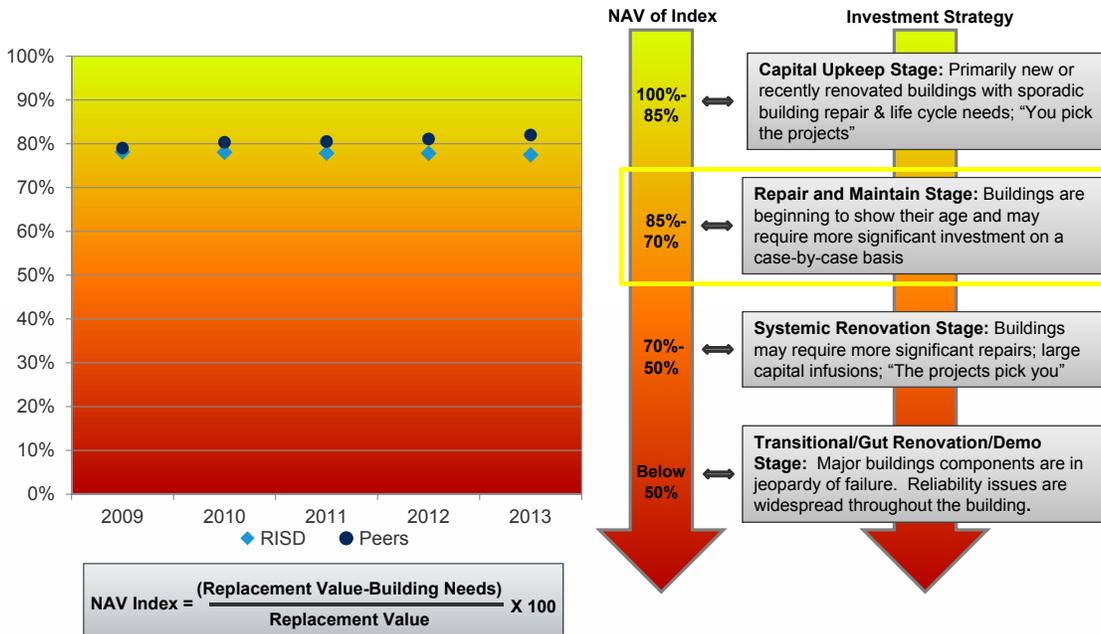
Backlog is above peer levels in FY13



# The Net Asset Value of Campus



RISD's NAV in the Repair and Maintain Stage

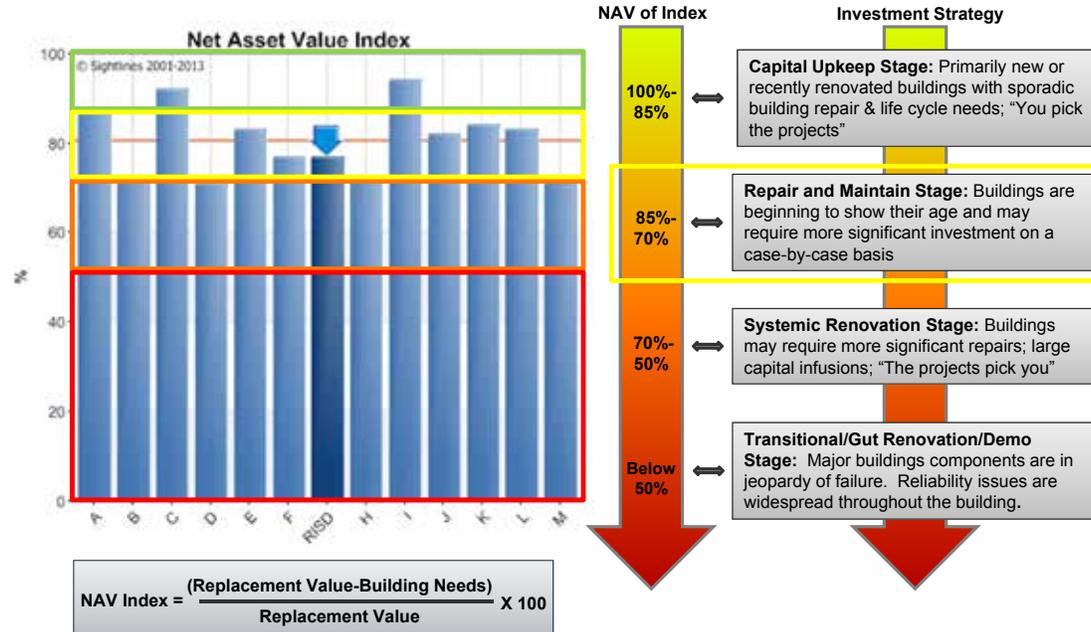




# The Net Asset Value of Campus



RISD's NAV in the Repair and Maintain Stage



# Operating Effectiveness at RISD



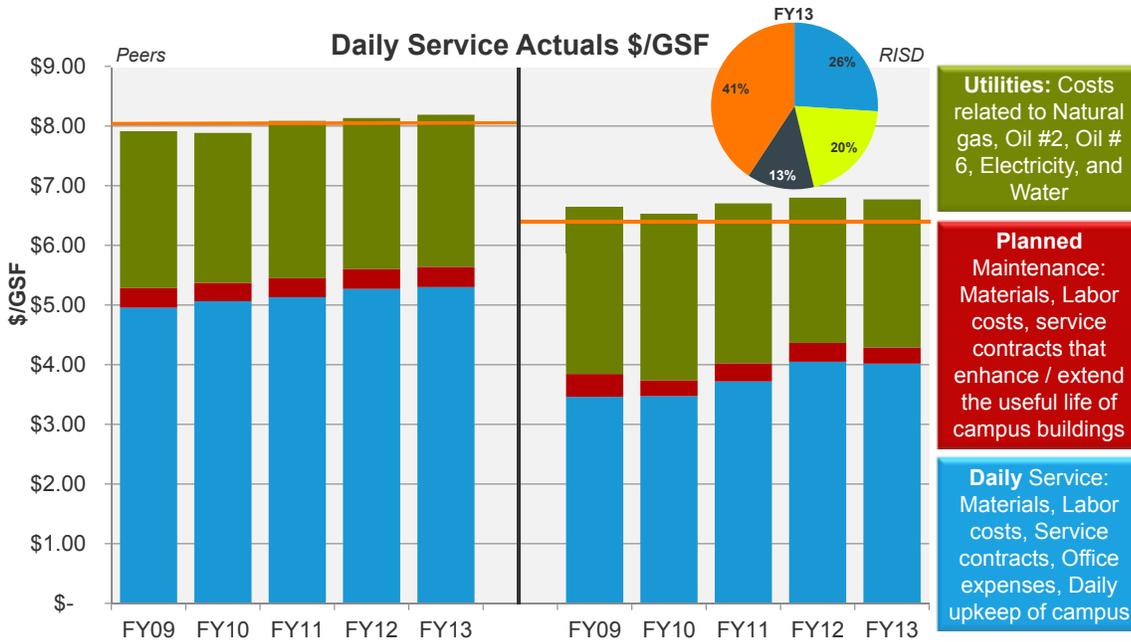
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- Operating Effectiveness**
  - RISD has fewer daily resources compared to peers
  - PM funds account for 4% of RISD's total budget
  - Custodial and Maintenance Staffing levels align with peers; inspection scores below peer averages



## RISD's budget below peer levels



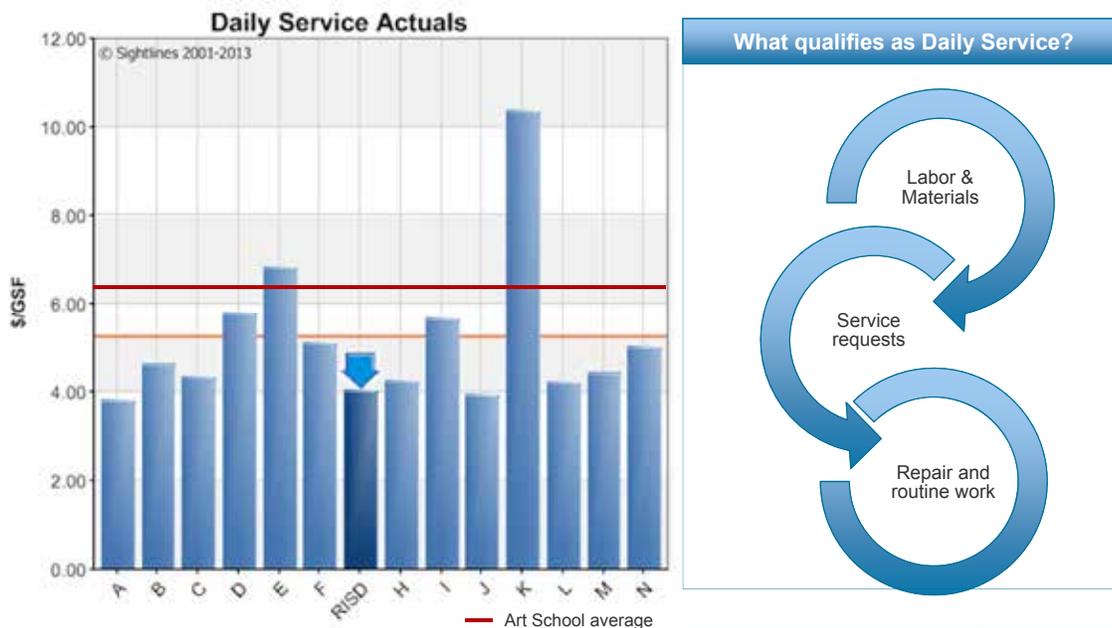
Despite less resources, PM remains close to peer levels



## A closer look into daily service costs at RISD



Our database suggests younger spaces cost less

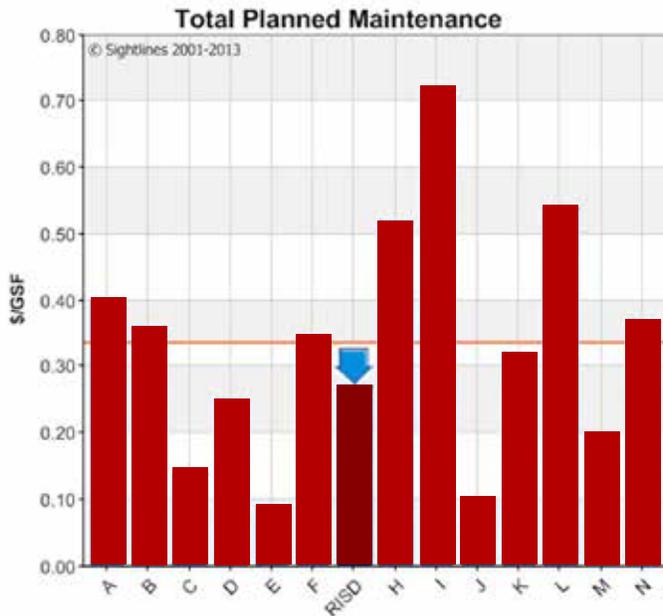




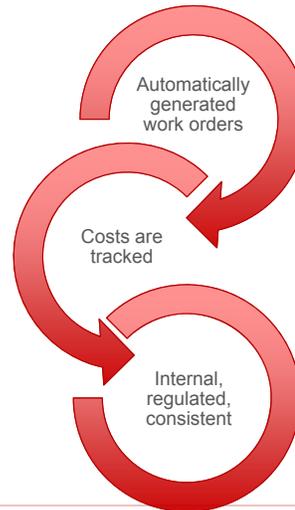
## Planned Maintenance falls below peers



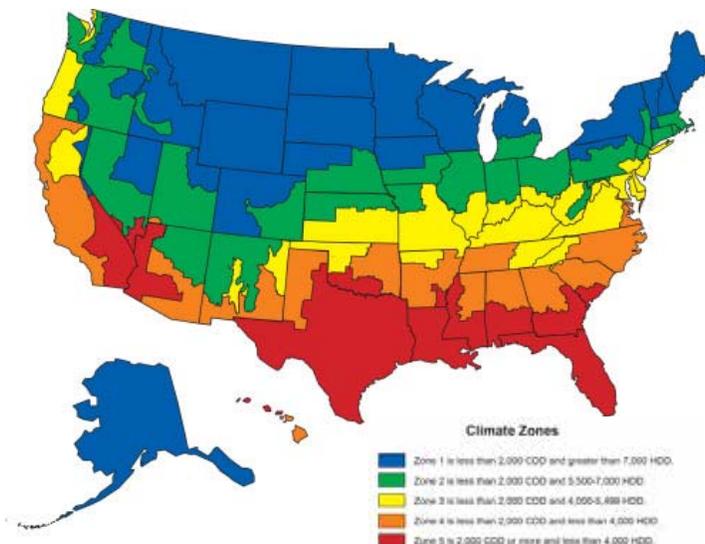
PM accounts for 4% of the facilities operating budget at RISD



### Characteristics of a strong PM program



## Energy comparative peers



### Energy Peer Institutions

- Babson College
- Bentley University
- Boston College
- Brown University
- Bryant University
- Tufts University
- University of Massachusetts Lowell
- University of Rhode Island
- Westfield State University
- Williams College

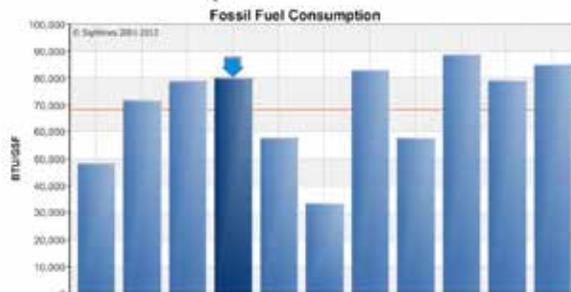
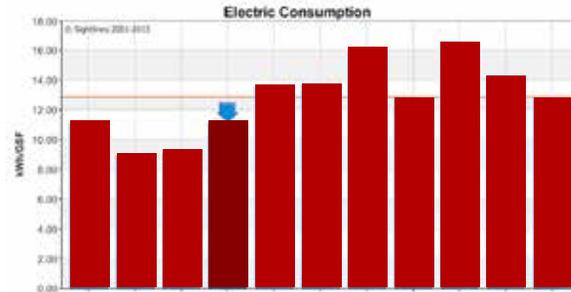
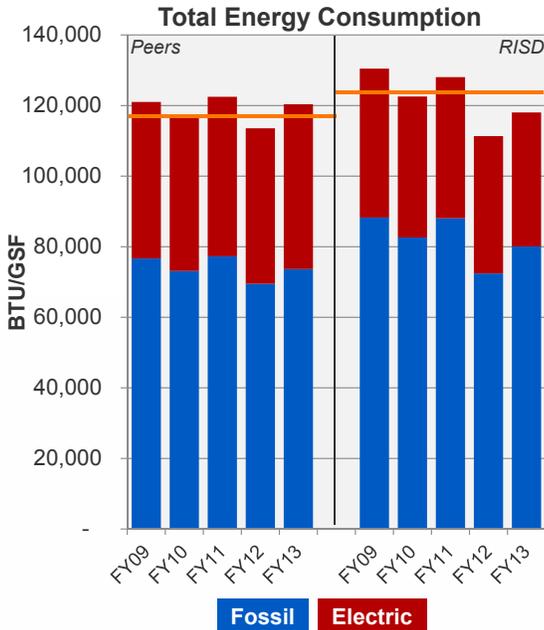
### Peer Group Based On

- Region
- Climate Zone
- Technical Complexity

# Total energy consumption above peer levels



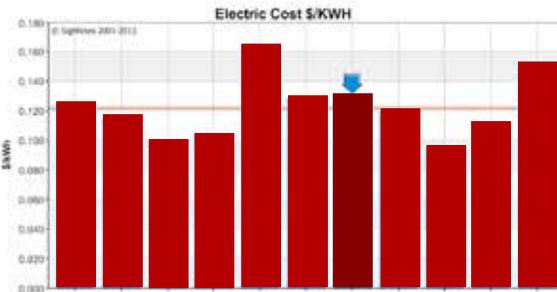
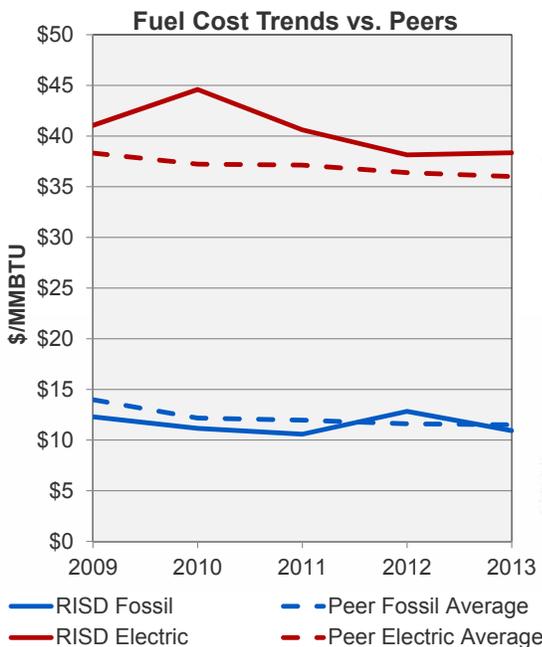
Electric consumption falls below average, among lowest in peer group



# Primary savings come from fossil unit costs



Electric unit costs above peer average





## Maintenance metrics in line with peers

Unique operational demand; staff covering less space than peers



## Custodial staffing levels align with peers

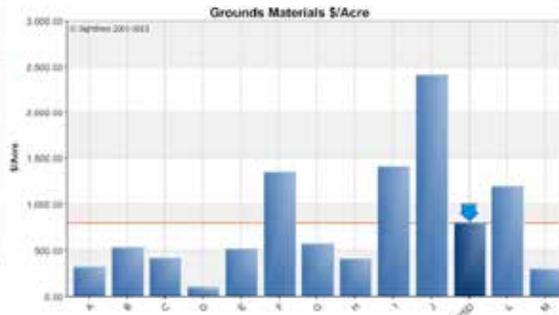
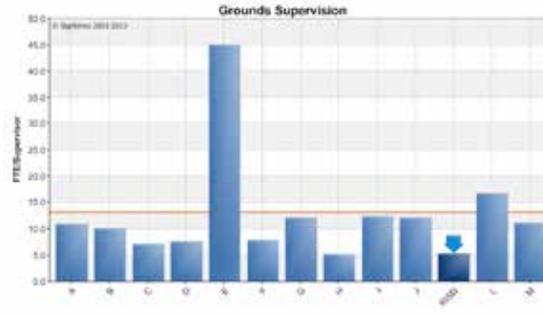
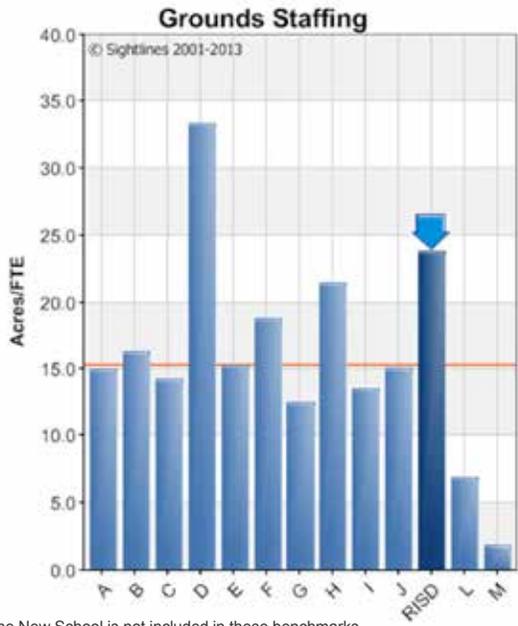
Less supervision and lower material spending impact inspection scores



# Grounds staff cover more space than peers



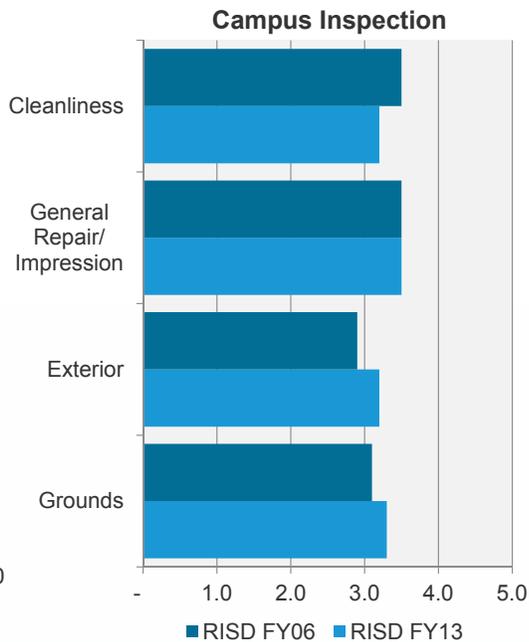
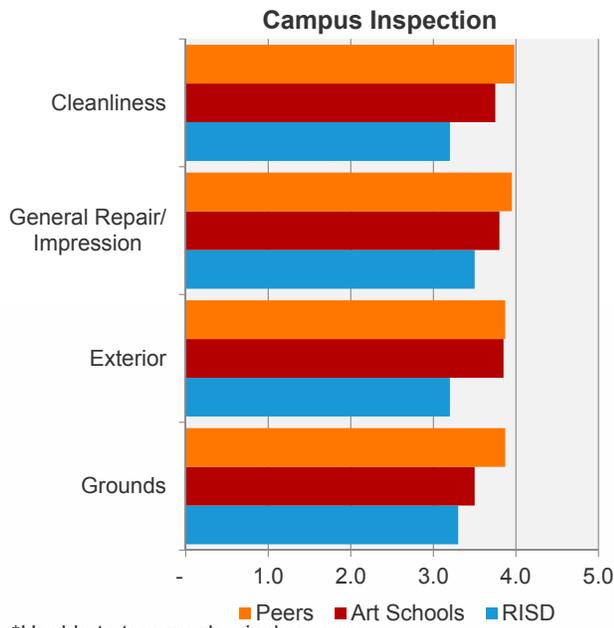
Despite more intense grounds work RISD covers more space than peers



\*The New School is not included in these benchmarks

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# Campus inspection scores



\*Unable to tour mechanical spaces

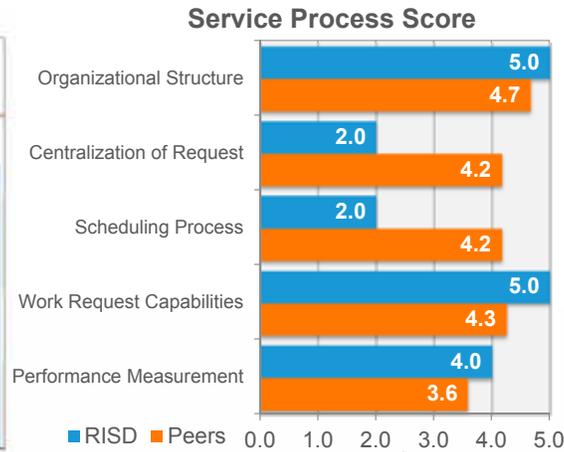
37



# The lifecycle of work orders at RISD



Evaluating the service process



- Install a functioning system
- Make sure the system provides more than data
- Streamline your work-order process
- Clearly define who does what
- Track and report frequently for reliable data



# Concluding comments for RISD



- With 54% of space over 50, understanding when lifecycles are coming due will aid with campus planning. Growing the Annual Stewardship funds will be critical to keep-up with the 46% of space under 25.
- Providing annual funding for facilities can slow the rate of campus deterioration, reduce operating costs, and create a culture of proactive stewardship of facilities. A strong PM program can aid in prolonging the lifecycles of newer buildings and reducing daily service costs overtime.
- As Backlog continues to grow, phase 2 "Prediction" of the ROPA+ model will assist RISD in understanding which buildings have high need and what buildings' lifecycles are meeting the end of their useful life.
- While staffing levels align with peers, lower inspection scores show the unique demands RISD's custodial and maintenance staff deal with on a day-to-day basis.
- Releasing the Customer Satisfaction Survey will help RISD understand how the community feels about campus condition, their satisfaction with facilities and the work order process.



