RHODE ISLAND SCHOOL OF DESIGN

Fifth-year interim report

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1. Introduction

The creation of this interim report follows a number of changes in RISD's Office of Institutional Research, including the departure of Mara Hermano, Vice President of Integrated Planning, in August 2019, and the subsequent move of staff from that office to the Office of the Provost, in 2019. Planning for the interim report began with a workshop at NECHE's offices in January 2020, attended by Mariah Doren, Senior Research and Assessment Associate, and Deanna Casanovas, Director of the Office of the Provost. After Mariah Doren departed for a new job in March 2020, Vice Provost Daniel Cavicchi took on the responsibility of accreditation officer for the institution and, with Deanna Casanovas and Senior Administrative Assistant Rilla Bieberbach, organized the development of the report's content. While implementation was slightly delayed by the onset of the pandemic in Spring 2020, the gathering of information was underway in Summer 2020.

A core group was identified, and particular responsibilities in Areas of Emphasis and NECHE Standards were assigned, based on individuals' areas of expertise and roles at RISD. Data forms were handled similarly. Academic deans updated the E series data, with support from relevant department heads. All of the data forms have been available to core group members to assist them with their own reports and narratives. Key staff members involved in the preparation of the Interim Report include:

- Candace Baer, Vice President, Human Resources
- Patricia Barbeito, Dean of Faculty
- Rilla Bieberbach, Sr. Administrative Coordinator
- Charlie Cannon, Associate Professor, Chair, Faculty Steering Committee
- Deanna Casanovas, Director, Office of the Provost
- Daniel Cavicchi, Vice Provost
- Kristen Coulombe, Accounting Director
- Sarah Cunningham, Associate Provost, Research & Strategic Partnerships
- Mariah Doren, Senior Research & Assessment Associate (before moving to another RISD position)
- Scheri Fultineer, Dean, Architecture & Design
- Brooks Hagan, Dean, Fine Arts
- Kent Kleinman, Provost
- Margaret Lewis, Director, Academic Administration
- Steven J. McDonald, General Counsel
- Rick Mickool, Chief Information Officer
- Yi Ni, Director, Institutional Data & Research Services
- Justeane Odams, Sr. Enrollment Reporting & Research Analyst
- Jame O'Hara, Vice President, Enrollment Management & Student Affairs
- David Proulx, Senior Vice President, Finance & Administration
- Taylor Scott, Chief of Staff and Communications (President's Office)
- Matthew Shenoda, Associate Provost, Social Equity & Inclusion & SEI Advisor to the President
- Jack Silva, Vice President, Campus Services
- Kerci Marcello Stroud, Chief Marketing & Communications Officer
- Joanne Stryker, Dean, Experimental & Foundation Studies
- Damian White, Dean, Liberal Arts

2. Institutional Overview

Rhode Island School of Design is considered a preeminent institution of art and design education. In 2019–2020, the College enrolled 2,009 undergraduates and 491 graduate students. Given the size of the College, it has a broad scope of programs and departments in areas of architecture, arts education, design, fine arts, and liberal arts. It offers 10 degrees in 22 major areas. Most departments have both undergraduate and graduate programs; however, there are three solely-undergraduate departments and three solely-graduate departments. In addition, three interdisciplinary graduate degree programs are administered at the division level. Student learning and faculty teaching are richly supported by the extensive collections and professional staff in the RISD Museum of Art, the Edna W. Lawrence Nature Lab, and Fleet Library at RISD. In addition to these resources, students have access to courses and facilities at Brown University, as well as increasing opportunities to link their studies and practices with engaged work in Providence, the region, and global sites.

Since its last NECHE/NASAD accreditation in 2016, RISD has made several significant organizational changes. The Office of the President saw the appointment of a number of new vice presidents in 2017–18, including a senior vice president for finance and administration, a vice president of enrollment management, and a vice president for institutional engagement. All were seasoned higher education professionals who have brought considerable experience and energy to their roles. After a consultative study in Spring 2019, which recognized a number of challenges faced by the Division of Student Affairs, it was moved under the vice president for enrollment management, and RISD's health and psychological services functions were expanded, relocated, and put under new leadership. At the same time, the Division of Institutional Engagement implemented a plan to increase its staffing significantly and boost RISD's fundraising and alumni engagement.

The provost and the associate provost and dean of faculty departed in Spring 2018. Interim leaders were appointed in 2018–19, and positions at the associate provost and dean levels were temporarily backfilled. In March 2019, Kent Kleinman, previously Dean of Cornell University's College of Architecture, Art, and Planning, was appointed provost. The Office of the Provost was reorganized to better support academic priorities, including a vice provost for academic affairs, a dean of faculty, an associate provost for research and strategic partnerships, and an associate provost for social equity and inclusion. The interim dean of libraries was made permanent, and three academic deans were re-appointed with five-year terms. In summer 2019, the Office of the Provost absorbed the Office of Social Equity and Inclusion (SEI), and the Center for SEI was founded. In addition, the Office of Institutional Research was moved under the Office of the Provost. Finally, in 2020, new administrative oversight committees were established, including a capital planning committee (RISD Capital Planning Committee, or RCPC), a new budget and planning committee (Budget Priority Committee, or BPC), and a Position Review Committee (PRC), each co-chaired by the provost and the senior vice president.

Three initiatives over the past four years are important to note. First, immediately after her inauguration in 2015, President Somerson convened a call to action to develop a Social Equity Action Plan, later

reconfigured as Social Equity and Inclusion Plan, to address issues of diversity, equity, and inclusion. The resulting Center for Social Equity + Inclusion Action Plan, released in September 2017, made a number of recommendations, including a new Office of Social Equity and Inclusion, professional development and training for administrators and faculty, new diversity efforts for student recruitment, increased student financial aid and support, and a new Office of Institutional Discrimination and Title IX (see Section 3.4). Second, RISD engaged in a comprehensive strategic planning process between 2017 and 2019, during which the College affirmed its mission in a contemporary context marked by political, humanitarian, and climate crises. The resulting plan, *NEXT: RISD 2020-2027*, recognized the need for change in the world of art and design education, especially the broader applicability of studio learning, research, and practice to domains such as social justice, sustainability, healthcare, and public policy (see Section 4.2). Third, since 2018, RISD has been engaged in implementing Workday Finance/HCM and Workday Student to replace its outdated HR, finance, and student information systems. This multi-year undertaking, involving teams of personnel and expertise across the College, will allow the institution to adapt and embrace new ways of working, not just in our studios and classrooms but also across our administrative and operational systems (see Section 4.7).

Finally, it is important to acknowledge that this report was created amidst the COVID-19 pandemic, which necessarily forced temporary changes to our delivery of art and design education and put new pressures on the institution's financial planning. While we are navigating these challenges with success thus far, and anticipate returning to the in-person learning and mentorship that has long characterized a RISD education, the shift to remote learning helped us to centralize key areas of decision-making (especially around technology and systems), create new means of sharing equipment and space, and, as discussed in Sections 4.4 and 4.9.2, open up the faculty's sense of possibility in realizing learning objectives. The pandemic also allowed the revision of our Continuing Education (CE) offerings and audiences. Before COVID-19, 90 percent of the CE student population lived in Rhode Island, Connecticut, or Massachusetts. However, online courses have significantly expanded national and global enrollments and enabled us to address our commitment to make art and design education available to a wider and diverse population. We look forward to further exploration of these insights, under less stressful circumstances.

3. Response to Areas Identified for Special Emphasis

3.1 Area of Emphasis One: Governance Systems

Assure the effectiveness of governance systems, with particular attention to the roles and responsibilities of the Board of Trustees

The observations by the 2016 Visiting Team regarding a "lack of clarity about decision-making authority" and a "culture of mistrust or suspicion" between the Board, administration, and faculty, has been the focus of several initiatives, albeit with mixed success.

In 2017, the Board commissioned a comprehensive assessment of its structure and practices, conducted by Rob Oden, former president of Carleton and Kenyon Colleges. Subsequently, the Board made modifications to its bylaws and committee charters to delineate roles and responsibilities with greater clarity. These included clarifying roles of and representation on the subcommittees of the Board of Trustees and, most notably, to grant voting rights to the Ex Officio Trustees (other than the President, who already has voting rights): the Chair of the Emeriti Trustees, the President of the Alumni Association, and the Chair of the Parents + Families Association. In addition, Board meetings have been shortened in length and focused on high-level oversight with occasional generative sessions in key areas of the college. Orientation sessions for new Trustees have been expanded, and the Statement of Trustee Responsibilities and Expectations is referenced regularly with respect to the critical distinction between oversight and management.

Faculty governance is exercised through traditional approaches to faculty oversight of the curriculum and faculty hiring and promotion, while other aspects of faculty governance remain entangled in complex and wide-reaching collective bargaining agreements. Multiple new hires in key leadership positions – provost, associate provost for research, senior vice president for finance and administration, vice president for enrollment management, vice president for institutional engagement, and associate provost for social equity and inclusion, among others – have presented a unique opportunity for recalibrating roles and responsibilities and providing fresh perspectives on longstanding issues of shared governance. In addition, the collective effort and broad support for RISD's strategic plan, *NEXT: RISD 2020-2027*, has provided common ground from which to redesign existing structures and processes and launch new academic initiatives.

As explained in Section 4.8, the recent establishment of a new, centralized, RISD Policy and Procedure Library, as well as a collaborative process for generating, approving, and regularly reviewing and updating key policies, are expected to support a better understanding of and commitment to good governance practices. And, with the endorsement of the faculty, the provost charged the Curriculum Committee to

review and clarify departmental processes for determining and modifying their curricula. This project is advancing at a moderate pace.

Communication among leadership groups and across the institution has increased in frequency and expanded in content. The president holds institution-wide town halls once a semester, administrative managers meet several times per semester, and the provost and the CFO make annual joint presentations to each academic division on institutional budget and planning. The President publishes a monthly communication, *RISD in Motion*, and the President's Cabinet meets weekly. The Deans' Council, which is effectively the Provost's "Cabinet," joins the President's Cabinet meeting once each month.

Changes and progress notwithstanding, there are areas where additional work is warranted. Under the auspices of the Office of the Provost, efforts were undertaken to start a "shared governance reading group" and, more formally in 2019, to appoint and charge a faculty-led committee on faculty roles and responsibilities. For various reasons and despite general enthusiasm for the initiatives, they were largely unsuccessful.

The considerable economic threat caused by the pandemic, and demands for racial justice triggered by the killing of George Floyd, tested and stressed relations between the institution's various constituencies. Financial constraints brought Board and administration into close collaboration but did little to build common ground between faculty and administration. Deep introspection regarding questions of systemic racism brought students and faculty in direct and productive exchange with the Board but tested the line between management and oversight.

In a post-pandemic context, a period of decompression and refocusing will be needed to bring the major stakeholders institution back to a state of productive engagement on issues of shared concern.

3.2 Integrated Master Planning

Develop a strategic plan that integrates campus master planning and deferred maintenance

RISD's Strategic Plan, *NEXT: RISD 2020–2027*, discussed in detail in Section 4.2, prioritizes renovations of key academic and housing facilities that, while driven by programmatic needs, also address areas of significant deferred maintenance.

A report produced in 2019 by Gordian (Sightlines) consultants showed that 37% of our campus facilities are over 50 years of functional age, putting them in the highest risk category for building systems and components failure. The report on deferred maintenance spending and backlog indicates that RISD's (pre-COVID) annual funding of $10.6M is the minimum necessary to avoid growing the backlog. Prior to the pandemic, the deferred maintenance budget had been growing by $500,000 per year. In addition, in FY17-FY19 the first $3 million of any operating budget surplus was directed to deferred maintenance projects.

Particular emphasis has been focused on Metcalf, College, and Bank buildings, all with academic import and deferred maintenance backlogs. In 2019, a space planning study was commissioned from the architectural firm KPF, which identified concrete design strategies for tackling Bank and Metcalf buildings, aligning infrastructural upgrades with future-facing space programming for six academic departments (Sculpture, Glass, Ceramics, Furniture, Jewelry, and Metalsmithing, and Textiles). The study calls for a $60 million-dollar investment, phased to allow initial air-handling upgrades in Metcalf, estimated at $8.8M.

Accessibility is a core principle of RISD's campus planning, however, there are many academic buildings that do not meet ADA standards, including Benson Hall, Metcalf Building, Market House, and College Building. For access to these buildings, RISD works individually with persons who need assistance. This is a stop-gap measure that requires a more permanent resolution. Major accessibility improvements since 2016 include a new elevator for the mezzanine of the Mandle Center for Living and Learning (15 West), the fully-accessible and newly-constructed North Hall dormitory, installation of an accessible entrance at 20 Washington Place, and a new elevator in Nickerson Hall dormitory.

Finally, while facility planning has significantly improved since our 2016 Institutional Self-Study, it remains captive to RISD's complex academic demands and enrollment model. Unpredictable increases in enrollment in a given department, coupled with space-intensive shop and studio practices requiring specialized equipment, continue to pose planning and funding challenges.

One significant means of addressing these challenges has been the establishment of a new process and related committee structure in 2019 to align all capital requests and investments with key academic and strategic priorities. Chaired by the provost and the senior vice president, and comprising administrative, student, and faculty representatives, the RISD Capital Planning Committee (RCPC) reviews requests for space allocation and renovations against the master and capital plans and guides investments in facilities and infrastructure. Information Technology Services (ITS) has been included in capital planning and budgeting. RISD's pre-Covid FY21 capital budget was $10.6M; this figure was reduced to $6.6M in response to the pandemic's impact on the institution's finances.

As part of its continuing planning efforts, RISD has prioritized, and assigned a deadline to:
- Increasing the base deferred maintenance budget from $6.0M in FY2020 to $16.8M by FY2025.
- Continuing to improve environmental management systems to provide the highest possible levels of compliance and safety to the RISD community.
- Continuing to align deferred maintenance planning with financial planning, utilizing the facilities database, to address program improvements in the most impactful way.
- Establishing environmentally sustainable guidelines for operations, renovations, and new construction, ensuring appropriate implementation and oversight through annual reporting of goals, objectives, and achievement.

3.3 Student Financial Aid

Address issues related to student debt and the discount rate

RISD awards funds to students in support of RISD's goal of enrolling and retaining academically and artistically promising students from varied ethnic, geographic, and economic backgrounds. Student financial aid includes all federal, institutional, state, and outside scholarships, grants, loans, and work-study funding. Federal financial aid is awarded based on eligibility, determined through completion of the Free Application for Federal Student Aid (FAFSA). Institutional aid is awarded based on financial need, as determined through the completion of the FAFSA and CSS Profile Application. RISD does not offer scholarships based on merit. Consumer information and disclosures concerning financial aid opportunities, requirements, deadlines, student debt, and expectations are available online. The Office of Student Financial Services actively informs students of the requirements, deadlines, and opportunities for financial aid.

RISD has made a significant effort to keep the annual rate of tuition and fees increases as low as possible. The increase from 2018 to 2019 was 3.7% and the most recent increase from 2019 to 2020 was 3.8%. Alongside this effort, RISD has made significant investments to the institutional financial aid budget since 2016 and has increased the unrestricted operating budget allocation to scholarships by 55% (FY16 = $18,800,000; FY21 = $29,142,000). RISD outlined a commitment of $9.6 million more in financial aid for FY2025 compared to FY 2020 ($35,231,00 vs. $23,927,000). Deficits in the wake of the pandemic will likely lengthen the time to meet these goals, but we remain committed to continuing to build financial aid resources and reduce student debt.

Year	2015/2016	2016/17	2017/18	2018/19	2019/2020	2020/2021
AID for Pell Eligible Students (award average)	$30,400	$30,100	$30,700	$31,900	$35,540	$46,000
Percentage Need Met	66%	66%	71%	67%	67%	87%
HUGS award average	$26,000	$26,300	$26,100	$28,200	$30,477	$37,800
Percentage Need met	65%	71%	66%	69%	68%	83%
Graduate Aid	$13,800	$17,857	$15,259	$20,400	$22,700	$27,800

Average RISD scholarship aid to incoming students rose from $22,750 in 2016 to $33,902 in 2020. Through strategic awarding and enhanced financial planning with our families and our graduate students, we have been able to reduce average undergraduate student loan debt by close to 16.6% since 2011

while reducing our average graduate student debt to $72,000, from a high of $92,000 in 2015. Through our proactive debt counseling program, we have been able to continue to maintain a nationally low 3-year Cohort Default Rate of 1.4% (2017 cohort).

Otherwise, RISD has increased its undergraduate student discount from 17.2% in FY16 to 19.5%% in FY21. RISD's strategic plan, *NEXT: RISD 2020–2027*, outlines an increase in financial aid that would raise the overall combined undergraduate and graduate discount rate to 24%.
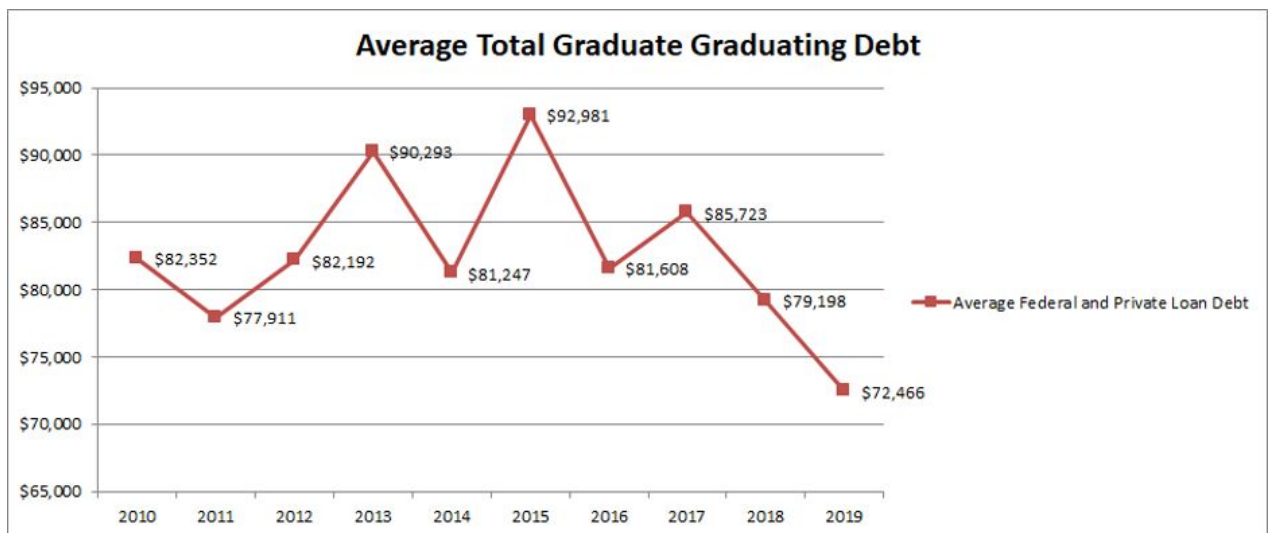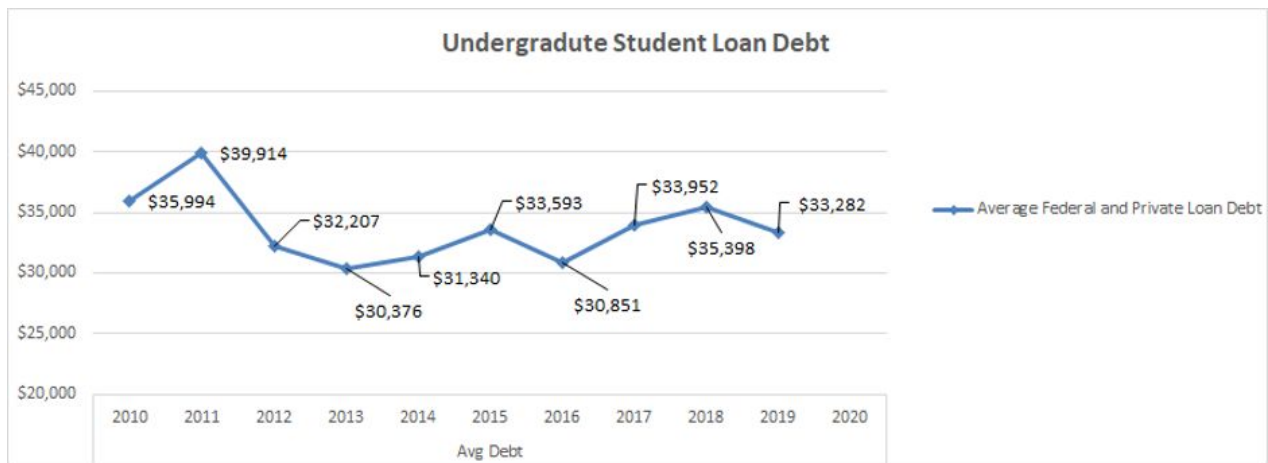
New programs and commitments include:

- **RISD Promise:** In 2019, RISD implemented the RISD Promise, guaranteeing scholarship recipients their scholarship for the four years of the program, eliminating the concern of losing funds due to

changes in financial circumstances. The RISD Promise increases the scholarship amount based on the percent of tuition increase each year.

- **Student Success Program:** To help high-need students experience a full RISD education, RISD committed over $1.6m to fund the Student Success Program, which provides $1,000 per year in materials awards, $3,000 for an internship experience, and $5,000 for global travel opportunities. By 2021 the program will cover all high-need students. This program has allowed students to purchase materials for courses and projects, accept unpaid internships, and register for travel classes that they otherwise would not be able to take on.
- **Society of Presidential Fellows:** Through generous philanthropy totaling more than $15M, RISD has established an endowed program that provides full-tuition fellowships for select graduate students for the duration of their course of study at RISD. The inaugural cohort of five presidential fellows matriculated in 2020.
- **Commitment to Veterans:** In 2018 RISD increased the number of $10,000 awards for the Post 9/11 GI Bill's Yellow Ribbon Program from 10 to 25. In 2019, RISD committed to increasing the Yellow Ribbon award, from $10,000 to up to $14,000, to ensure that eligible veterans would receive full tuition support from RISD and the VA.
- **Commitment to Arts Education:** In 2019, RISD committed to making an Arts Education degree more affordable by permitting alumni to carry their undergraduate scholarship award over to their Master of Art in Teaching and Master of Arts in Art + Design Education program. The average fellowship award to a RISD alumnus was $34,300, which covered 63% of tuition.
- **Commitment to Social Equity:** RISD has implemented a number of programs in an effort to increase access to RISD, including:
  - 100% of our Pell-eligible admitted students received average RISD aid of $46,000, up from $30,100 in 2016. We have increased our percent need met from 66.7% in 2015 to 86% in 2020.
  - Average awards for admitted students from historically-underrepresented groups increased from $26,000 in 2015 to $37,800 in 2020, while we also increased the percent of need met from 65% in 2015 to 84% in 2020.
  - Average fellowship awards for graduate students from historically-underrepresented groups have increased by 100% since 2015 from $13,857 to $27,800 for the 2020 admitted class.
  - The percent of tuition being met by fellowship has increased from 30.4% to 51.7% during this same time.

3.4 Faculty Diversity and Advising

*Achieve goals for faculty diversity and improve advising*

Faculty Diversity

Faculty diversity is one element of RISD's wider efforts to amplify principles of social equity and inclusion, anti-racism, and decolonization in its curriculum, teaching, and operations. In terms of faculty, RISD has committed to, through its Social Equity and Inclusion Action Plan of 2017 and its update in 2020, an SEI

[Faculty Research and Teaching Fellows program](#) through the Center for SEI to invite three, two-year positions, a term faculty appointment fulfilled through the AICAD Postgraduate Teaching Fellow Program, and cluster hire of ten new full-time faculty, as well as diversity hiring plans for all faculty and staff positions. RISD's continuing efforts are publicly described and accounted for [on the institution's website](#).
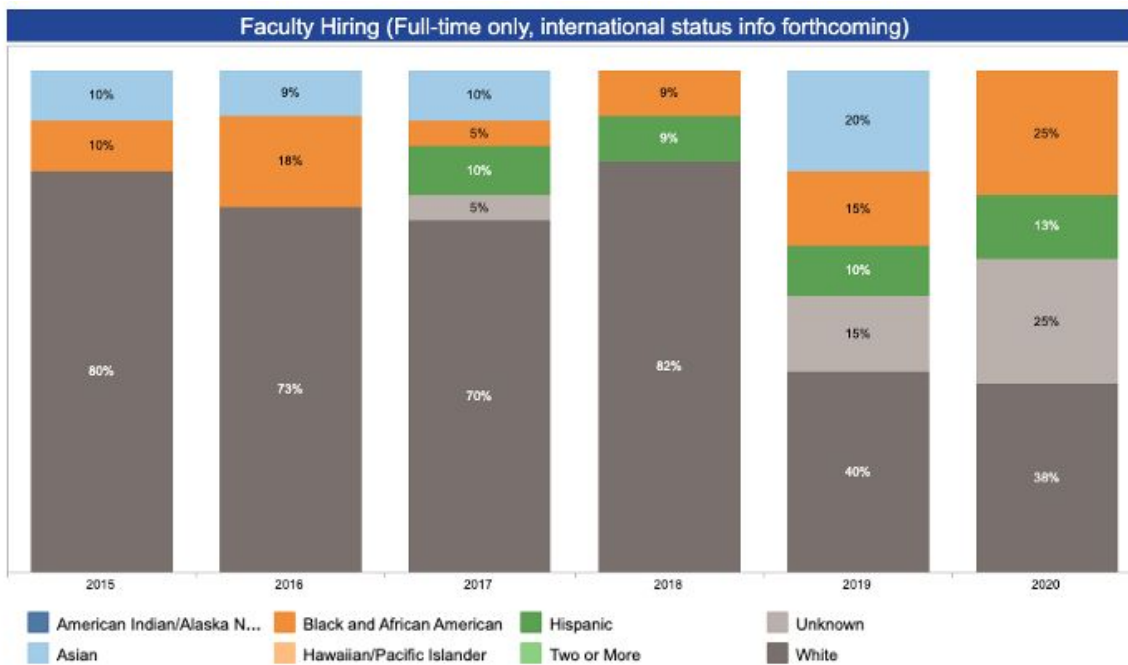
(Data from online Fact Book – Community Diversity - Prepared by: Department of Institutional Data and Research Services on 10/20/2020)

The 2017 plan's implementation began with the hiring of RISD's first Associate Provost for Social Equity and Inclusion, Matthew Shenoda. He coordinated and led a number of initiatives, including the revision of RISD's faculty search policy to strengthen inclusive hiring practices. Since 2016, RISD has hired 38 new full-time, critical-review-track faculty, 18 of whom are faculty of color, and 18 of whom are women. Overall, the revised hiring process has been successful in diversifying the candidate pool and yielding a more diverse faculty body.

Still, the realization of RISD's SEI goals was felt by many in the community to be too slow. Prompted by the actions of the student-led RISD Anti-Racism Coalition ([risdARC](#)) and a group of BIPOC faculty in Spring 2020, RISD's leadership committed to a new set of actions to accelerate and deepen efforts to diversify RISD's faculty and promote social equity and inclusion on campus, led by a faculty SEI Steering Committee. This effort included the previously-mentioned cluster hire initiative. Supported by a generous gift, the cluster hire will appoint ten faculty in 2021–2022 whose scholarship, creative practice, and research will address the lives, experiences, and cultural traditions of Black, Indigenous, and communities of color.

Increased attention to diversity in faculty hiring has been accompanied by an effort to increase support for such faculty. 2019 saw the launch of a new [Center for Social Equity and Inclusion](#) to serve as a central

hub for cross-institutional collaboration for faculty-centered initiatives. The Center launched an SEI Fellows program, as well as a semester-long decolonial teaching program, featuring semester-long courses taught by faculty for faculty. In addition, RISD's Teaching and Learning Lab (described in Section 4.6), inaugurated with the Center, started offering interactive faculty workshops and development opportunities in support of the Center's mission and cultivated inclusive and innovative curricula and pedagogies.

These efforts mark the beginning of a shift in the content and delivery of our art and design curriculum. The Academic Program Review process now asks departments to assess their attention to equity and inclusion in their curricula and hiring, and all departments at RISD have developed specific action plans for the next five years. An SEI Faculty Steering Committee, composed of 15 members and chaired by the AP for SEI, is charged with ushering forward some of the institution's academic SEI initiatives. Tagging courses with SEI content, exploring a new SEI course requirement for all students, the development of an academic program focused on race and decoloniality, and sustaining meaningful equity and inclusion training for faculty and staff are the most pressing issues between now and 2025.

Advising

Advising at RISD consists of a foundation-year advisor, a major advisor, and a liberal arts advisor. Students enrolled in any liberal arts and cross-disciplinary concentrations also receive advising from concentration coordinators. New faculty are introduced to our advising resources and structures during new faculty orientation and receive further orientation from their department heads and deans. The Teaching and Learning Lab in the SEI Center offers advising support sessions.

Advising has long been a challenge at RISD and remains decentralized in ways that do not always help students. However, given the immersive nature of RISD's majors, and 9:1 student-to-instructor ratio, advising remains closely tied to academic programs. At present, it is difficult to say that advising is uniform, in terms of faculty availability and involvement, across all departments. The expectations for faculty advising were clarified and improved through the efforts of the former associate provost and dean of faculty, including an advising map for students, an advisor's handbook, and a one-stop advising website for students. Advising was the basis for a 2017–18 strategic planning workgroup, which recommended stronger policies for advising meetings with students, formal advisor training, and advisor approval for academic planning.

One notable area of change has been advising of first-generation students. Since the last accreditation review, a new faculty/advisor position focused on supporting all first-generation students has been added to the foundation-year division. In addition, the Office of Intercultural Student Engagement now offers a reconceptualized advising and support program for first-generation students called Project Thrive. The program pairs students with faculty advisors, who are trained in a strengths-based (rather than a deficit-based) approach to working with their advisees. In 2020, the program was expanded to support Project Thrive students throughout their time at RISD.

As part of the 2020–2027 Strategic Plan, an Advising Task Force, led by the associate vice president for student affairs, has been convened to study advising at RISD, especially the possibility of establishing more central advising by dedicated professional staff. Comprehensive faculty advisor training, institutional advising policies, and approval of student planning have yet to be implemented but will become more easily achieved institutionally with the implementation of new technologies like Canvas and Workday Student.

3.5 Assessment

Implement a comprehensive approach to the assessment of student learning, including in general education

Since the 2016 Institutional Self-Study, RISD has continued to build assessment practices into various aspects of its academic operations. As described in detail in Section 4.9.2, a process for assessing student learning in required first-year courses was established in 2018, and studio programs are beginning to engage in assessment practices as part of year-end reviews. In addition, an ad-hoc committee on general education (described in Section 4.9.1) evaluated and identified general education competencies in RISD's required first-year curriculum in 2019.

These assessment efforts have been further codified in revisions to RISD's Academic Program Review process for all of its academic degree programs. The process, conducted by programs every six to seven years, involves: 1) a self-study, 2) a visit and report by an external review committee, and 3) the generation of a planning document for the program, 4) and final presentation to the division dean and the Office of the Provost. In Summer 2019, the vice provost and an assessment associate streamlined and clarified the requirements, including the development of a detailed self-study template that facilitates faculty review of accumulated student work and post-graduation achievement as a means to reflect on program outcomes and shape curriculum and resource planning. These changes are generally finding purchase in the departments that increasingly view the review process as generative rather than evaluative.

The ad-hoc committee on general education is still active, though its charge and timeline need to be reviewed and recalibrated, as it continues to map general education outcomes in all degree majors. Ideally, its work will be coordinated to align more directly with key faculty committees such as the Instruction and the Curriculum committees. Otherwise, expansion of assessment processes and tools institution-wide, as part of creating a culture of assessment continues, but it has been slowed by staff changes. Assessment was primarily stewarded by the vice president for integrated planning, a position that was vacated, and then dissolved, in 2019. Assessment was transferred to an associate-level assessment specialist. After the departure of the assessment associate in March 2020, RISD revised the position to include oversight of accreditation and raising it to director level, reporting to the vice provost, as a way to make more explicit the integration of program review, assessment, and planning. The position was posted but not filled due to an institutional hiring freeze, in response to the coronavirus pandemic. We intend to fill the position as soon as conditions permit.

4. Standards

4.1 Standard One: Mission and Purposes

RISD's current mission statement dates from May 2006. It reads:

The mission of Rhode Island School of Design, through its college and museum, is to educate its students and 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.

Throughout the strategic planning cycle that produced *NEXT: RISD 2020–2027* (described in Section 4.2), there was broad support for an educational mission rooted in the creation of works of art and design and a commitment to knowledge production and dissemination beyond the regional and even national locales. The 2006 mission statement sufficiently captures these two fundamental institutional drivers and was adopted unchanged. The mission statement also attests to the conjoined nature of RISD's college and museum as institutional partners. This mutuality is reflected in the museum's mission, also from 2006, which reads:

The RISD Museum acquires, preserves, exhibits, and interprets works of art and design representing diverse cultures and ancient times to the present. Distinguished by its relationship to the Rhode Island School of Design, the Museum educates and inspires arts, designers, students, scholars, and the general public through exhibitions, programs, and publications.

While the strategic planning project left the 2006 institutional mission statement intact, the process yielded a new vision statement, specifying three domains where RISD plans to focus and excel. It reads:

RISD will contribute to the creation of just societies, a sustainable planet, and new ways of making and knowing that equip humans to live in mutually enhancing ways with each other and with the earth.

Our commitment to just communities includes increasing access to a RISD education, diversifying our faculty, and reforming our curricula. RISD has identified the impact of climate change as a key dimension of social justice and will focus its resources and efforts on ecological art and design practices, scholarship in sustainability studies, and support for courses and research in the area of environmental sustainability. Finally, and related to the first two foci, RISD believes that art and design are simultaneously material practices and critical theoretical endeavors, uniquely able to probe the human condition, advance human knowledge, and contribute to the betterment of society. RISD envisions a future in which the practice of art and design is framed, supported, and disseminated as research into key dimensions of human society.

The vision statement represents a significant commitment for the institution, and these three areas of focus will shape RISD's future academic trajectory. RISD's long and distinguished history as a teaching institution has nurtured an inward-focused school, one intensely dedicated to the development of young artists and designers. Institutional support systems, ranging from facilities to teaching loads to faculty evaluations, align with the internal needs of our students. Until recently, the dominant pedagogical focus was on undergraduate education. While RISD has no intention of abandoning this student-centric model, it is increasingly clear that the work of our faculty and advanced students is capable of significant and beneficial impact. Fully 20% of our students are pursuing advanced degrees, and new faculty are arriving at RISD with ambitious research agendas. The question as to what a future world might look like is squarely in the purview of artists and designers, and RISD faculty are well poised to offer alternative visions for global societies. Recalibrating RISD to contribute meaningfully to the resolution of such pressing matters as sustainability and social justice will require shifts in institutional priorities and investments, which are included in RISD's long-term planning.

4.2 Standard Two: Planning and Evaluation

Planning

RISD has increased its attention to high-level planning through the establishment of new committees and systems. Campus Master planning, described in Section 3.2, has been supported by a new RISD Capital Planning Committee (RCPC), which reviews space, renovation projects, and investments in facilities and infrastructure. In addition, the school has established a Budget Priorities Committee (BPC), co-chaired by the senior vice president of finance and administration and the provost. Integral to multi-year and high-level budget planning, the BPC is advisory to the Cabinet and President and is comprehensive in scope, covering tuition, room and board, and other major expense categories. The BPC includes input from students, faculty, and staff on budget deliberations and decisions and intentionally ensures that the RISD community is involved in its recommendations.

The majority of RISD's planning efforts since 2016, however, have centered on its current strategic plan, *NEXT: RISD 2020–2027*, launched in Spring 2019. Work leading to the adoption of the plan, ~~beginning 2017~~ to 2019, involved 21 working groups comprising 86 faculty and 60 staff members and meetings with approximately 500 faculty, staff, and students. The plan is driven by three strategic pillars (Just Societies, a Sustainable Planet, and New Ways of Making and Knowing); objectives for each pillar; measurable outcomes; and an implementation framework. The strategic plan is intended to clarify and strengthen RISD's institutional priorities in advance of its sesquicentennial in 2027.

RISD has modeled a multi-year budget to ensure the successful execution of the initiatives and goals identified in the plan. Funding comes from a combination of sources—strategic enrollment growth, new revenue opportunities, more effective workflows, and processes, increased fundraising capacity, and cost reduction efforts. The strategic plan is selective, not only additive, to enable us to meet our ambitions without burdening our human and financial resources, and most importantly, to keep tuition increases as low as possible. One of the major revenue-generating initiatives to help RISD realize its multi-year

strategic objectives is expanded fundraising. The plan envisions tripling the size of the Institutional Engagement staff within a five-year period, and tripling fundraising revenue in five-to-seven years. Another key revenue-side initiative is expanded, non-degree-granting, continuing and executive education.

Utilizing strategic planning project management software, as well as institutional dashboards and KPIs, the chief of staff is leading the implementation process, ensuring that progress, challenges, and changes are tracked. Through mid-year status reports and end-of-year assessments, RISD annually evaluates if the implementation plan remains on schedule and/or is revised as needed.

Investments in a number of key areas have positioned RISD to begin the transition toward realizing the plan's goals. A sampling of outcomes to date include:
- Implementation of finance, HR, and scheduling software (Workday, Series 25)
- Hiring of 42 new Institutional Engagement staff and related increase in fundraising revenue from $7.7M (cash receipts, FY16) to $12.6M (cash receipts, FY20)
- Completion of multi-phased space planning study involving six departments and two key buildings, and related fundraising for Phase One.
- Budget and organizational review of Divisions of Fine Arts and Architecture and Design

In addition, RISD has published a Year One Implementation Plan that documents concrete actions towards implementing the three principal pillars of the plan. A sampling of outcomes in year one include:
- Establishment and programmatic buildout of the Center for SEI and the related Teaching and Learning Lab
- SEI cluster hire for ten faculty launched
- Completion of the whitepaper for a Center for Advanced Inquiry and Practice on Sustainability
- Establishment and buildout of Office for Research and Strategic Partnerships
- Completion of the discovery phase for RISD Expanded Education

A robust midpoint review will be conducted approximately three years into the planning cycle. This will allow RISD to evaluate progress toward goals to date and to reflect on any significant changes in the landscape of higher education or in other sectors that will require new strategies or prioritization of goals. The midpoint review also allows for necessary adjustments, revisions, updates, and additions to keep the plan relevant and timely.

Evaluation

As indicated in its strategic planning efforts, RISD continues to make progress in implementing systematic evaluation to help guide planning and improvements. The Office of Institutional Research, initiated by the vice president of integrated planning and now reporting to the Office of the Provost, has developed a new centralized site for data collection on the Tableau platform and has directly supported decision-making around planning for major selection, organizational reviews of academic divisions, and most recently, pandemic response planning. Regular surveys of students and faculty have likewise

informed decision-making in the Division of Student Affairs and the Provost's Office. In particular, each year, RISD gathers feedback from students through the CIRP Freshman Survey, the NCSE First-Year and Senior Survey, and the National College Health Assessment (NCHA) survey.

Finally, as noted in Sections 3.5 and 4.9.2, the school's process of Academic Program Review (APR), which affects departments every six to seven years, has been clarified and streamlined to better position departments to use assessment of student work and data about student achievement, program diversity, and space, among other rubrics, to inform program evaluation and required five-year plans. Work to expand and/or formalize the use of regular, smaller-scale, program assessment, as "check-ins" between more in-depth Academic Program Reviews, continues.

4.3 Standard Three: Organization and Governance

Board Governance

Changes to board governance, one of RISD's special areas of emphasis, are described in Section 3.1.

Internal Governance

RISD has begun a steady process of reviewing existing administrative structures and roles and, in some instances, restructuring organizational units to better meet institutional goals. Notably, to facilitate improvements in student health services, Student Affairs moved from the Office of the Provost to the Office of the Vice President for Enrollment Management; a new integrated unit of Health and Wellness was formed under the auspices of a new associate vice president for student affairs with the appointment of an executive director of health and wellness imminent as of writing. Integrated Planning and Institutional Research staff moved from the Office of the President to the Office of the Provost, and the senior advisor to the president for social equity and inclusion joined the Office of the Provost as associate provost while maintaining the special advisor to the president portfolio. A new unit focused on Discrimination and Bias was formed in 2020, reporting to the associate provost for SEI. The Center for SEI was opened in 2019; integrated Health and Wellness moved to a new location in 2020.

Significantly, RISD research and partnered projects underwent reorganization in 2019 with the appointment of a new associate provost for research and strategic partnerships, in charge of a broad portfolio including careers, continuing education, strategic partnerships, and, in the very near future, a new program of executive education. A director of research was appointed in 2020. Growth in CE, EE, and sponsored research are strategic priorities to help diversify revenue streams for the institution, which currently rests heavily on tuition, fees, and room and board for roughly 85% of its income.

RISD recognizes that the ambitions of the strategic plan will be difficult and perhaps impossible to realize without structural change. Graduate students are the sharp edge of any research-oriented institution of

higher education, yet the increasing cost of attendance, with comparatively low discount rates, is an access barrier for this student population. Supporting and advancing the work of the faculty is key to RISD's future plans, yet increasingly the lack of standard governance structures, high course loads, and an absence of normative appointment standards (high frequency of periodic review and a lack of tenure review) threaten the recruitment and retention of new faculty. Inefficiencies, due in part to outdated budgeting practices, in part to siloed structures and cultures, and in part to mistrust of the administration, must be addressed to gain efficiencies where warranted and to direct resources to areas of strategic importance. The process of restructuring currently underway can deliver some of these benefits to the students and faculty.

Yet, it is unlikely that restructuring and more efficient systems (read: expense reductions) alone can address the challenges faced by the institution. Non-tuition revenue-side initiatives are imperative. The three most promising areas of revenue growth outside of tuition are philanthropy, funded research/creative practice, and non-degree-granting continued and executive education. All three will have ramifications for RISD's organizational structures.

Overall, RISD is in a state of deliberate evolution regarding its structures and processes. The upcoming years will see the development of new budget models, which will better align resources with activity and provide much-needed budget and planning transparency at all levels. New organizational structures will manage resources more efficiently and pursue new sources of revenue more aggressively.

4.4 Standard Four: The Academic Program

Two significant forces have significantly affected RISD's academic programs during the 2020-2021 academic year: the national demand for marked progress against racist practices in higher education and the dramatic impact of the novel coronavirus on virtually all aspects of academic life. RISD's strategic plan has social equity and inclusion (SEI) as a primary pillar, but events of the summer of 2020 accelerated and sharpened institutional progress towards a more diverse curriculum and more inclusive academic community. A significant gift allowed RISD to launch a cluster hire of ten faculty under the umbrella of race and decoloniality in art and design despite an overall hiring freeze. Several committees have been charged with viewing key dimensions of the institution, including our global programming, required coursework, future faculty hires, and first-year educational experience. Broadly supported by students, faculty, administration, and Board, SEI at RISD is a primary academic focus for the foreseeable future.

COVID-19 compelled RISD faculty and students to teach and learn in new ways. Courses were sorted into delivery modalities compatible with learning objectives, a process that allowed the institution to target short-term investments such that RISD's high standards in art and design education could be secured despite the considerable constraints on embodied and material-based learning. Because of visa and travel restrictions, for the first time in its 147-year history, RISD taught students who were physically remote from campus. 21% of RISD's cohort were taught remotely; 42% of the courses were offered

online. While these profound shifts in RISD's pedagogical paradigm were largely determined by external exigencies, there can be little doubt that RISD has discovered pathways and options for course delivery that can have deliberate and durable consequences for a post-COVID future.

Assuring Academic Quality

RISD has standing committees that review and adjudicate all academic programs and policies, including committees on Academic Policy, Academic Standing, Curriculum, Wintersession, and Instruction. The Brown-RISD Dual Degree program is stewarded by a standing Joint Committee, composed of appointed faculty from both institutions and co-chaired by Brown University's deputy dean of the college and RISD's vice provost. The same cross-institutional governance model has been adopted for the new Brown-RISD Masters in Design Engineering.

As described in Sections 3.5 and 4.9, RISD continues to foreground the importance of program self-study and assessment as a productive means for assuring the quality and relevance of a RISD degree. The most significant change in academic program oversight, since 2016, has been the introduction of an institutional process for approval and development of all-new programs. The process relies on a sequence of approvals from RISD's governing bodies (including Dean's Council, Faculty Meeting, and Board) to ensure thorough curricular, staffing, and budgetary planning.

Undergraduate Degree Programs

RISD's academic programs are characterized by a high degree of departmental curricular authority, with occasional cross-departmental opportunities and only a few college-wide mandates. This departmental independence assures a deep and immersive educational experience, especially for RISD undergraduate majors. Courses are typically small in size, studio-based, well supported by technical experts and specialized facilities, and taught by accomplished full-time and part-time faculty. This mostly-vertical pedagogical model is the core of RISD's reputation for disciplinary excellence, and this condition has not changed appreciably since the 2016 Institutional Self-Study. The need to augment this vertical paradigm with lateral academic inputs has long been a tension at RISD, and it is fair to say that that tension remains. The *NEXT: RISD 2020–2027* strategic plan calls for increased flexibility for undergraduate students and more opportunities for pedagogical innovation for RISD faculty.

Perhaps the most fruitful vehicles for traversing across departmental curricular territories are RISD's cross-divisional concentrations, which have grown in scope and size since the 2016 Institutional Self-Study. In 2015-16, 313 students were enrolled in RISD's four concentrations; three years later, 465 students were enrolled in six concentrations, a 48% enrollment increase. Concentrations do not add to the total credit load for a RISD undergraduate but do aid in providing creative and intellectual coherence to elective coursework. RISD has not yet conducted assessments of its several concentrations, a process that is under development by the vice provost.

General Education

As explained in Section 4.9.1, RISD's Ad-Hoc Committee on General Education identified NECHE's general education competencies in required first-year courses. Measurement of student achievement of these competencies, after several years of planning, has begun in RISD's Liberal Arts departments, as noted in Section 4.9.2.

The Major or Concentration

The 2016 accreditation visiting team highlighted the challenges associated with RISD's open major selection process. While the educational value of finding one's disciplinary passion during an exploratory first year is deeply embedded in RISD pedagogical ethos, the institution is both collecting longitudinal data and working with the academic divisions to measure and evaluate the impact of open major selection on our ability to strategically allocate resources and execute multi-year planning efforts.

Graduate Degree Programs

Since the 2016 Institutional Self-Study, RISD has approved four new graduate degrees: MAs in Global Arts and Cultures and Nature, Culture and Sustainability; an MFA in Illustration; and a MA in Design Engineering (MADE), a collaboration between RISD's Department of Industrial Design and Brown University's College of Engineering. All four degrees reflect aspects of RISD's evolution in terms of its graduate programs: all are geared towards social impact; all are compressed in duration to be compatible with working professionals returning to school, and all expand traditional disciplinary contours. The MA degrees are RISD's first "divisional" degrees, housed in the Division of Liberal Arts rather than any single department. The MFA is a studio program paired with seminars in the humanities and focuses on projects that address socially relevant concepts and/or directly engage with community groups. The program comprises one academic year bookended by two summer terms. The MADE program emphasizes the art of establishing and nourishing collaborative ways of working between designers and engineers. It is an 11-month residential program with a clinical component working in the field on complex real-world problems.

The expansion of RISD's graduate offerings reflects our strategic priority for advanced study in key areas affecting global societies. It is too early to assess the success of the four new programs, although it is foreseeable that as we emphasize our graduate-level programs and opportunities, associated issues such as fellowship packages, research support, mechanisms for faculty buy-out, and institutional support for grant writing and project delivery will become increasingly critical to our success.

These new graduate programs (and graduate study in general) are supported by a new Office of Graduate Studies, established in 2018 to serve as a navigation and information hub for students, faculty, and staff concerning all institutional aspects of graduate studies at RISD. The Office works with departments and other units at RISD to provide regular programming and initiatives to support graduate studies and coordinates with deans, graduate program directors (GPDs), and student government (the Graduate Student Alliance) to support the personal and academic development of the graduate student community.

Transfer Credit

Transfer credit is administered by the Office of the Registrar within clearly published parameters in RISD's Course Announcement and on the RISD Student Academic Policies web page. Transfer credit is awarded both upon matriculation and after initial enrollment; the academic distribution of such credit is vetted and approved by the appropriate departments. Currently, transfer credit policies are under review as part of the implementation of Workday Student. Questions include whether the institution should adopt more automated transfer credit equivalencies, which would allow notification about transfer credit before matriculation, and/or centralized review, as a means to reduce duplicative processes.

Integrity in the Award of Academic Credit

The Office of the Registrar publishes clear guidelines regarding academic credit, grading, academic standing, and other topics in its annual Course Announcement, on the Office of the Registrar website, and on the RISD Student Academic Policies web page. Since 2016, the Office of the Registrar has been reviewing its policies, especially in light of implementing new student information systems and electronic forms. So far, it has enacted, with necessary approvals, the following policy changes with regard to academic credit and academic standing.

- Double Major policy: Beginning in summer 2020, students will need a minimum 3.00 GPA to be considered.
- Grade Appeal policy: Students must initiate step two in the grade appeal process within four weeks of the start of the semester immediately following the semester the course was taken (a change from six weeks). In addition, step three must be initiated within 2 weeks of notification from the prior step.
- Degree Conferral: Instead of a single degree conferral date, RISD now has three conferral dates (fall, winter, spring), in order to support new programs with mid-year end dates, and students who have delayed completion times, due to leaves. There is still one Commencement ceremony, every June.
- Academic Standing: A clarification was made to indicate that students academically dismissed a second time are institutionally withdrawn and are not eligible for future reinstatement. In addition, after a review of peer institutions' policies on academic standing, a change was made to indicate that, in order to remain in good academic standing, students must have a minimum of 12 earned/completed credits rather than a minimum of 12 'attempted' credits.

Additional potential adjustments, especially around registration policies (waitlisting, priority registration, courses repeatable for credit, etc.), are under review by the College's Instruction Committee.

The measurement of credit hours was reviewed by the vice provost and former assessment associate in Spring 2019, as part of renewed attention to assessment, and credit hour protocols are now published in RISD's Policy and Procedure Library (See Section 4.8). Minimum Carnegie hours are met in all programs; in fact, many programs exceed the minimums. Further discussion is needed among deans and program heads to better communicate credit hour standards and to ensure that any excess is not overly burdensome to students.

Similarly, on a larger scale, the minimum requirement of 120 credits for a bachelor's degree is not only met but exceeded by all RISD's programs, with an average of 126 credits. RISD's strategic plan has called for a reduction of undergraduate and graduate credit-hour requirements, to allow for more flexibility for co-curricular activities and for taking courses outside of major requirements. Substantial work on this issue was paused during the pandemic, but, nevertheless, attention to overall credit requirements has become a priority in new program proposals.

4.5 Standard Five: Students

Admissions

Overall, RISD has worked to increase enrollment in limited and strategic ways. In 2018, RISD experienced a dramatic increase in first-year applications and yield. The first-year application activity, as well as the competitiveness of the accomplished pool of students, allowed RISD to grow the size of the undergraduate class by an additional cohort of 16–20 students each year. Absent the pandemic, 2020 would have been the third year of a first-year cohort of 480 students. At the graduate level, RISD enrolled a small cohort of students for the new MA in Nature-Culture-Sustainability Studies in 2018 and a cohort was recruited for the new MA in Global Arts and Cultures in 2019. Both MA programs experienced a number of deferrals for 2020, while they are delivered mostly online due to the pandemic. In the future, we expect growth in enrollment for RISD's new Liberal Arts master's degrees. In addition, the two new graduate programs – the MA in Design Engineering with Brown University and the MFA in Illustration – will launch in summer 2021 and summer 2022 respectively. RISD expects interest to be high for these new programs.

RISD has also increased its attention to diversifying the student body. RISD's 2017 Social Equity and Inclusion (SEI) plan (see Section 3.4) included a commitment to expand recruitment and support of diverse student populations, focusing on financial aid and application completion. To address application completion and increase not only the applicant pool of diverse students but also admitted and enrolled students, we implemented a test-optional policy, endorsed by the faculty Admissions Committee, in Fall 2020. Additionally, the Admissions Office offered workshops for portfolio completion, as well as targeted support, which have helped to improve our application completion rate.

Over the past five years, RISD has achieved great progress in diversifying its student population. Points highlighting this success:

- Approximately 38% of incoming students (UG first-year and GR) are diverse and approximately 18% come from historically underrepresented groups (American Indian & Alaskan Native, Black or African American, Hispanic, Multiracial, Native Hawaiian, or Other Pacific).
- Overall diversity for incoming students (first-year undergraduate and graduate) has increased by 24% over the last five years.
- Overall diversity for all students (undergraduate and graduate) has increased by 9% over the last five years.
- HUGs for all students (undergraduate and graduate) have increased by 21% over the last five years.

To support a renewed focus on enrollment, RISD hired a new vice president of enrollment management in the summer of 2017. The Office of Enrollment Management, including the vice president, a director of enrollment planning and reporting, and an administrative assistant, was created to oversee the Admission and Student Financial Services areas. The long-serving associate vice president of enrollment retired in August of 2019. The work of the associate vice president was redirected to a director of admission recruitment and a director of admission operations. The two directors oversee a staff of eleven responsible for all recruitment and enrollment activities.

Student Services and Co-Curricular Experiences
Since 2016, the Division of Student Affairs has refined its approach to student development and support in a number of ways. At the organizational level, the department now reports to the vice president for enrollment management; the dean of student affairs role has been replaced by an associate vice president for student affairs.

Recognizing the need to foster a more holistic approach to health and wellness at RISD, significant changes have been made to health and psychological services for students, beginning with the establishment, in 2019, of an Integrated [Center for Health and Wellness](#) in a single, newly renovated location, comprising Health Services, Health Education, and Counseling and Psychological Services. The Center included the introduction of new generalist positions, including an executive director and health educator. Counseling and Psychological Services (CAPS) has added a full-time case manager, an assistant director of training, as well as a part-time intercultural specialist counselor, fluent in Mandarin and Cantonese. The addition of positions in CAPS has greatly increased the accessibility of on-campus services for students in need of short-term therapy. CAPS services continue to be in high demand, with 427 unique clients in the 2019–2020 year. In addition, RISD Health Services expanded its staffing in 2019, from a director and four part-time nurses to a full-time staff that includes a registered nurse case manager, two full-time nurse practitioners, a full-time office assistant, an office manager, and a full-time medical assistant.

Other notable changes in the Division of Student Affairs include:
- The Office of Student Conduct and Compliance has integrated Maxient software since 2016, allowing staff to track and better document conduct cases and outcomes.
- Residence Life has overseen a redesign to First-Year Quad housing, including the addition of North Hall in 2019, which has provided extensive space and resources to support the first-year academic experience. In 2016, the student role of advocate for inclusion in residence (AIR) was added to the student staffing model to promote social equity and inclusion in housing and provide direct peer support for marginalized and underrepresented students.
- The Office of Intercultural Student Engagement, Title IX, and a new Office of Bias and Discrimination have been relocated under the associate provost for SEI.

- The shift of the Office of International Student Services under the associate vice president for student affairs has enabled the office to work more closely with the enrollment management team, as well as with the Office of the Provost.
- The relocation of the Office of Intercultural Student Engagement, Title IX, and the new Office of Bias and Discrimination has aligned key resources under one umbrella to support BIPOC students while remaining a key partner for Student Affairs.

The pandemic has necessitated a fundamental re-conception of a RISD student, namely one able to work online and remote from campus at least for part of their studies. The full consequences of this re-conception have yet to be debated and assessed, but it is entirely conceivable that RISD will evolve its long-standing pedagogical ethos of exclusively embodied education. The impact of such an evolution would be dramatic on virtually all aspects of campus life, including, of course, admissions, enrollment, and student life models.

4.6 Standard Six: Teaching, Learning, and Scholarship

Faculty and Staff

As discussed in Section 3.4, faculty hiring has changed to include an explicit focus on inclusive hiring practices, as well as new forms of internal faculty support, including an SEI research fund (which supported 5 projects ranging from $1,000 to $25,000), an SEI programming fund for departments and divisions, and an SEI conference fund.

Since 2016, RISD has hired 38 new faculty, representing 21% of its full-time roster, which has prompted a renewed focus on training, onboarding, and support for faculty creative practice and scholarship. Full-time faculty hiring has been robust over the past decade and changes made by successive deans of faculty have improved the process in terms of equity and fairness in decision-making. Currently, RISD's deans are working with department heads to foster a more open review process for part-time faculty hires, including an advertising process that allows for timely appointments.

As of 2020, all incoming critical-review faculty receive one Teaching Unit (TU)-release to support their transition to teaching at RISD, along with participation in teaching and learning workshops and mentoring programs. New faculty orientation has been reconfigured to include attendance at four workshops each semester as part of the onboarding experience. In 2019, the existing one-on-one mentoring program was transformed into a mentoring communities model organized loosely by affinity groups and/or research interests.

RISD is in a unique position to help define, for the world of art and design education, what it means to be a full-time faculty person at an institution that claims leadership in art and design education, research, scholarship, and/or creative practice. In the future, the hope is that the faculty will take up this important topic in new forms. In particular, the provost is interested in fostering discussions about the formal

review procedures for faculty to bring them more in line with those of tenure-based institutions, while at the same time recognizing that RISD faculty enjoy a great deal of latitude in identifying the criteria of professional standing based on the form that their creative practice takes.

Teaching and Learning

RISD's Teaching and Learning Lab (T&L Lab) was inaugurated in 2020. Directed by the dean of faculty, the T&L Lab offers regular, interactive, small-group faculty workshops and development opportunities throughout the academic year. In addition to one-on-one consultations with the dean of faculty, the T&L Lab provides resources to support faculty professional development and mentoring, including how to navigate RISD's evaluation process, tips on putting together the reappointment and promotion dossier, guidelines for funding proposals, sabbatical reports, and teaching philosophies, and teaching observation forms for department heads and deans. The Lab's workshops are focused on supporting inclusive pedagogical practices and promoting the culture of reflective teaching central to RISD's pedagogical mission. Topics have included: Creating Inclusive Syllabi, Critique Cultures, Writing in the Studio and Classroom, Managing Difficult Moments in the Classroom, Equitable Grading Practices, Seeing Race, Engaging Community, and Cultural Appropriation.

T&L Lab, working together with the Office of Information Technology Services (ITS), is also the home base for RISD's LMS system, Canvas, a long-overdue standardization for course management and delivery. The conversion to Canvas was anticipated to take two academic years; instead, we have revised our timeline to accomplish a complete institutional migration by the end of the 2020–21 academic year. The workshops offered by the T&L Lab have been very instrumental in the success of this complex undertaking.

The creation of the Teaching and Learning Lab has been a demonstrable success. In 2019, the Lab offered 19 workshops, with eight participants in each. In Spring 2020, despite having to cancel several workshops due to the pandemic, the Lab offered 14 workshops, with seven participants in each. A FERPA workshop offered at the time of the transition to remote teaching was attended by 100 faculty. During Summer 2020, the T&L Lab offered workshops focused on online pedagogy, designed and taught by ten faculty from across the institution with relevant expertise. A total of 290 faculty participated.

RISD's strategic plan, *NEXT: RISD 2020–2027*, situates faculty research – read broadly to include creative practice, scholarship, and sponsored projects – as one of three pillars upon which the institution will focus its growth and development over the next seven years. The reprioritization was signaled by the creation of new leadership, including, in 2019, an associate provost for research and strategic partnerships. This was augmented in 2020 by the addition of an associate director for strategic partnerships and a director of research.

As a consequence, the Office of Research and Strategic Partnerships has significantly increased its activity since 2016. Providing general oversight for research, partnership, and external support, it works to align offices and resources with the needs of faculty and students and to promote interdisciplinary

collaboration. RISD Research is creating a database, the Research Resource Repository (R3), as a centralized location for policies, procedures, regulations, resources, forms and templates, guidance, and general information needed by various stakeholders in the research process. It has also established a new IRB partnership with the University of Rhode Island (URI) to provide access to Basic HSR Certification and Exempt and Expedited reviews, as well as holding a series of IRB-related training sessions for RISD faculty and students, annually. In addition, RISD Research will become a CITI member organization and be able to provide on-demand training and education in various research topics, including grant writing, conflict of interest, information security, responsible conduct, and research study design for RISD faculty, staff, and students.

Activity in strategic partnerships often includes an undergraduate and graduate student research activity, aligned with degree-related coursework while providing students with insights to industry-based research and innovation. Within the last 12 months, RISD RSP supported 85 projects which included: 43 external project partners; 40 projects in early development phases; 32 awarded projects in post-award management; 30 faculty provided with direct project development support that led to proposal submission; and five formal strategic partnerships. Grants include support from the National Science Foundation, the National Endowment for the Arts, NASA funding through a Rhode Island Space Grant, and the MacArthur Foundation. Notable partnerships include Hyundai Motor Group, Infosys, and Microsoft.

Beyond the current growth phase, the office will continue to assess its service to faculty and students and provide active support for the many scholarly, creative and conventional research activities taking place on campus and connecting faculty research to external funders, partners, and opportunities.

4.7 Standard Seven: Institutional Resources

Human Resources

In 2019, the Office of Human Resources transitioned to a centralized recruitment model for staff. The office's talent acquisition partners provide an efficient and specialized experience by leveraging recruiter networks and specialized knowledge to enhance sourcing efforts for qualified candidates. In particular, online guides provide general assistance related to recruitment, interviewing, selection, and hiring. RISD's talent acquisition process for all full- and part-time staff positions reflects a balanced commitment to diversity and inclusion, sound recruitment management practices, and the institution's mission and strategic goals. RISD recognizes diversity and inclusivity as fundamental to its learning community and working environment; all position postings call specific attention to RISD's commitment to diversity and inclusivity, and committees are trained and encouraged to pay attention to such principles throughout the search process. Recruiting and retaining a diverse staff is part of our mission and strategic plan.

With the installation of Workday finance and human resources modules in 2019, all new hires receive their onboarding, policy notifications, and other information relevant to their positions, through RISD's online system. The streamlined processes and resources associated with a centralized recruitment model

provide for quick turn-around time and enhanced consistency while ensuring that the institution is strategic in building diverse pools for all searches.

In 2019, RISD moved most staff to an online performance management process through Workday, which provides greater transparency and easier access to past review information, all of which enables managers and employees to focus on the quality of the conversation, rich with specific examples, rather than on the process. RISD has also established a Position Review Committee (PRC), chaired by the senior vice president for finance and administration, to review and approve all new positions, refills of positions, and substantive increases in compensation in advance of those actions being taken.

Overall, RISD has improved its finance and HR systems and is continuing to invest in technology to ensure that financial information can be processed and reviewed in a timely manner. With these tools, RISD is in a position to make data-informed, mission-centered decisions for the future.

Financial Resources
RISD's tuition and fees have grown at an annual average rate of 3.9% from 2016 to 2020. At the same time, in response to national concerns about college affordability, RISD has increased its first-year undergraduate discount rate from 18% in 2016 to over 23% in 2020.

RISD's endowment has grown from $303 million in FY16 to $346 million in FY20, an average annual increase of 3.4%. RISD moved to an endowment draw formula beginning in FY19 of 5% of the trailing 12 quarters in response to new debt issuance and increased debt payments. This formula is scheduled to move back to 4.75% of the previous 20 quarters beginning in FY25. In July 2017, the college engaged a new investment firm, Global Endowment Management, with the goal of attaining a higher return on a well-diversified portfolio balanced with the appropriate amount of risk.

Continuing Education revenues have grown significantly since 2016, reaching over $6 million in FY19 through an expansion of its pre-college program and academic year programs.

The impact on revenues from COVID-19 in FY20 and FY21 exceeded $40 million due to lost room and board revenue and several other sources. RISD also spent approximately $9 million in FY21 for COVID-19 health and safety adjustments. RISD responded to the impact of COVID-19 revenue losses by instituting a hiring freeze, offering an early retirement program, reducing salaries and benefits for employees, and reducing non-personnel and capital budgets. Together these actions reduced expenses by over $27 million in FY20 and FY21.

Despite the challenges, RISD's financial position is sound. In 2019–2020, the college's total assets decreased by $11.1 million, representing a 1.8% decrease from 2018-2019. Total liabilities decreased by $6.7 million, or 2.7%. Total net assets decreased by $4.4 million, or 1.0%, from $453.1 million to $448.7 million. Total asset and net asset decreases are largely due to the impact of COVID-19, which resulted in

over $7 million of lost revenue to the institution as well as lower performance on endowment investments.

The Statement of Activities for FY20 reflects $1.4 million in operating income. Operating has declined over the past few years from a high of $13.4 million in 2016-2017. This is due to lower tuition rate increases, increased financial aid allocations and strategic investments in student affairs and institutional engagement staff, as well as increased investment in deferred maintenance. RISD's cash and liquidity position is strong with over $200 million available to cover the debt or deficits of the institution. RISD's monthly days cash-on-hand for 2019–2020 is 320 days.

RISD, like most institutions, has to find ways to meet competing strategic needs. RISD will need to continue to take steps towards improving student access, and to recruit and retain excellent students, faculty, and staff, while maintaining and modernizing our facilities and equipment. RISD's dependency on net tuition remains a limiting factor, and a concerted effort is in place to reduce that dependency through the growth of non-student revenues, fundraising, continuing education, research, and corporate partnerships. RISD has developed a multi-year financial plan, including a capital plan, and will continue to work closely with the RISD community and Board of Trustees to increase awareness, promote efficiency, prioritize the allocation of resources, and ensure that financial targets are being met.

Information, Physical, and Technological Resources
RISD's information infrastructure, physical plant, and IT systems have all seen investment and growth since 2016.

RISD's information environment is managed by a dean of libraries, a position created in 2016. The dean's portfolio includes the Fleet Library, the Edna W. Lawrence Nature Lab, the Center for Arts and Language, Campus Exhibitions, and, recently added, the Color Lab, all vital information resources, collections, and academic co-curricular facilities for RISD faculty and students. In 2019, as part of a wider capital project, the Center for Arts and Language was relocated from its long-time cramped quarters in College Building to a newly renovated and much larger space on the 2nd floor of the Mandle Center for Living and Learning (15 West). This made it more accessible to students and afforded staff consultation, programming, and office space, all of which the center lacked previously. Even during the pandemic, RISD was able to host student exhibitions, provide in-person access to the unique resources of the Nature Lab and the collections of Fleet Library, provide contactless pickup for library holdings, and offer small group access to the remarkable collections of the RISD Museum.

In addition to the new and expanded home for the Center for Arts and Language, there have been many improvements made to the physical plant since 2016. The most significant are:
- The main RISD Auditorium was renovated to provide air conditioning, energy-efficient LED lighting throughout, and a new A/V control booth.
- An immersive sound lab to support research and teaching in the audio arts was built in the Mandle Center for Living and Learning (15 West).

- A major renovation of the first floor of 20 Washington Place created new office suites for Career Services, the Registrar's Office, Student Financial Services, a new auditorium, and an informal gathering space for up to 300 people.
- North Hall, RISD's first new residential building in 30 years, was completed in 2019. It houses 148 students.
- The kitchens at the Portfolio Café and the Metcalf Refectory were fully renovated to allow for greater efficiencies in workflow.
- The Central Power plant was upgraded with state-of-the-art boilers, improving efficiency by 15%.

Overall, while RISD has made significant progress in its provision of physical resources in support of its mission since 2016, factors such as insufficient funding, lack of swing space, and historic building fabric continue to challenge RISD (see Section 3.2).

Since 2016, RISD has upgraded most of its major IT systems including the replacement of its finance and HR systems with Workday, its admissions system with Slate, and its fundraising management system with Raiser's Edge. RISD doubled its annual capital commitment for IT capital infrastructure to $1.1 million. This enables the replacement and improvement of network and server equipment. In 2020, the office of Information and Technology Services (ITS) partnered with Academic Affairs to adopt Canvas as its standard learning management system. ITS staff spearheaded the implementation between May and September of 2020, including integration with RISD's existing student information system as well as targeted integrations of the Canvas platform with other products and services, such as Zoom, VoiceThread, and Panopto, to extend video services and collaboration.

The pandemic radically accelerated initiatives in RISD's IT ecosystem, bringing a series of innovations and improvements that were long discussed and arguably long overdue. In particular, the pandemic foregrounded the need for prioritizing information technology, specifically in terms of building secure, efficient, and well-supported central digital capacities across traditional silos. These included:

- an expanded laptop loaner program for students
- work-from-home technology kits for faculty
- centrally procured general-purpose software licenses for commonly used programs
- shared campus "output centers" in lieu of multiple and duplicative departmental computer labs
- a new staffing structure of technologists to better support the academic divisions
- new technology to allow continuing education to reach a global audience

The advantages of centralizing software procurement and support, hardware inventories and maintenance, and standardized output protocols and systems have become evident with the pivot to online production and digital fabrication. The near future will require a thoughtful evaluation of lessons learned so that RISD can make deliberate decisions about retaining centralized services in a post-pandemic context.

4.8 Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

RISD expects its constituents to abide by high standards of ethical behavior and integrity in their academic and non-academic activities. Policies covering operational and academic domains define standards and procedures for ensuring adherence to our values. These policies are vetted by a newly constituted Policy Advisory Group, consisting of four standing members (the policy coordinator, the assistant general counsel, the director of employment, and the director of risk and compliance) and four members representing a cross-section of the RISD community.

Work on standardizing policies is ongoing. The pandemic required addenda to our existing Academic Code of Conduct and our Student Code of Conduct. An addendum was adopted in April 2020 to the Academic Code of Conduct to address remote and online teaching and learning. An addendum was adopted in July 2020 to the Student Code of Conduct to address community health and safety in the context of Covid-19.

In addition, as highlighted in RISD's Social Equity and Inclusion Action Plan of 2017 (see Section 3.4), as well as in RISD's 2020 Strategic Plan (see Section 4.2), the creation and support of a diverse and inclusive culture is a key institutional goal. As part of this agenda, RISD launched the Office of Institutional Discrimination and Title IX under the supervision of the (new since 2019) Center of Social Equity & Inclusion. The Office of Institutional Discrimination and Title IX "provides an equitable response to community issues involving discrimination as well as support to members of our community navigating discriminatory behaviors."

Transparency

Recent efforts to create a coherent and coordinated system of policies and procedures, and an easily navigable landscape for finding relevant information, have made demonstrable progress yet it is clearly a work in progress. A significant challenge is a long legacy of highly decentralized communications, which results in many siloes. Information regarding RISD's institutional priorities, values, commitments, initiatives, policies, procedures, standards, and academic requirements reside on multiple, often inconsistent sites. The effort to create an equitable, consistent and coherent institutional policy armature will falter if the work is poorly communicated or inaccessible to the relevant communities.

In 2019, as articulated in RISD's strategic plan, RISD Media initiated a multi-year initiative to transform the existing siloed and inconsistent digital experiences into a strategically consistent, intentional, and audience-focused digital ecosystem. In 2020, we evaluated options for an institutional content management system and the external services needed to support it, selecting Drupal 8 and Acquia. From there we brought on an external partner to create a detailed roadmap for this initiative. This three-month scope of work included a research and audit phase, an ecosystem strategy phase, and finally a product system phase during which we developed a flexible, scalable product system, inclusive of

governance and workflow recommendations. We completed this work in winter 2020 and began planning phase one of design and development.

Unfortunately, this coincided with the outbreak of COVID-19 and, due to the pandemic's financial impact, it was not possible to proceed as planned. We pivoted and formulated a new plan to convert www.risd.edu to a Drupal content management platform on Acquia. While this adaptation will not deliver the broad benefits of the full ecosystem project, it will ensure that www.risd.edu can be vital, accessible, and secure and be positioned to meet the moment online. This work is underway and expected to conclude this winter. At that time we will evaluate how to further our vision for digital experience at RISD given the current landscape.

Public Disclosure

RISD's annual Course Announcement, published every April, contains all academic policies and procedures, as well as course listings, curriculum tables, and other information for the following academic year. Since 2019, it has been published electronically, as a pdf, and distributed to all departments and offices. It is also available at all times for download from the Office of the Registrar website, which also provides key reminders, updates, and notices. We are currently exploring comprehensive digital platforms that might host the Announcement, tie it more seamlessly to course development and policy approvals, and enable live updating.

In addition, RISD now also maintains a Policies and Disclosures page on its main site, with compliance commitments to key federal laws including Title IX, ADA, and the Equal Employment Opportunities Act. Accreditation reports from NECHE, NASAD, LAAB, NAAB, and RIDE are posted on this webpage. RISD's bylaws, charter, trustee roster, Conflict of Interest policy, and consolidated financial statements from FY2014 to FY2020, are all publicly accessible from the Policies and Disclosures page. The Policy and Disclosures page also links to RISD's Policy and Procedure Library, a new centralized and searchable web site containing all significant current policies.

4.9 Standard Eight: Educational Effectiveness (Reflective Essay)

4.9.1 What Students Gain

Description | Student Gains

RISD's strategic planning process, conducted between 2017 and 2019, launched two initiatives that enabled cross-sections of the academic community to articulate explicitly what all students are intended to gain from a RISD education. First, a 2017–18 workgroup devoted to general education considered the ways in which NEASC general education competencies and outcomes were located in the curriculum. This work was continued by an Ad-Hoc Committee on General Education in 2018–19, composed of five faculty members and charged to develop institutional learning outcomes, based on RISD's institutional mission and values and aligned with program-based learning outcomes across the undergraduate experience. The Ad-Hoc Committee examined examples at other similar institutions, such as Pratt Institute and Maryland

Institute of Art, as well as resources from the Association of American Colleges and Universities and the Association of Independent Colleges of Art and Design. It also conducted a review of both RISD's mission statement and program-based learning outcomes to identify continuity from institutional to departmental domains. It then began to draft a set of universal learning outcome statements, which re-framed general education outcomes to align with an art and design context. Finally, the Ad-Hoc Committee zeroed in on the ten courses all undergraduates are required to take in their first year, comprising six Experimental and Foundation Studies courses and four Liberal Arts courses.

At the same time, as part of the Strategic Planning process in 2018, the deans at RISD held a series of retreats to examine RISD's academic values, based on the institution's mission statement, to help guide the drafting of goals for the strategic plan (see Section 4.1). This resulted in a new articulation of the mission's values as realized across academic programs. The values were circulated to the RISD community (faculty, staff, and students) over the course of several open town halls and ultimately approved by the faculty. They were published as part of RISD's strategic plan, *NEXT: RISD 2020–2027*, and added to the institution's mission statement page on RISD's website. These values were then shared with the Ad Hoc Committee, which mapped them against the learning outcomes it had developed; their alignment helped to confirm that there were identifiable and widely-understood principles on which a RISD education was based.

Findings and Analysis | Student Gains
The nine institutional value propositions are the framework for what we aspire to inculcate in all our students, and our educational structures and curricula are designed to deliver an education that manifests these values in concrete learning objectives. The values also inflect the six NECHE general education requirements, which in 2018–19 were re-framed by the Ad-Hoc Committee on General Education to reflect RISD's mission and institutional character as a school of art and design.

For example, the general education requirement for written and oral communication in English was interpreted to include RISD-specific educational activities such as: crafting a written artist statement to accompany a piece of visual work; producing visual and written case study analyses of a work of art/design; writing reflective responses to a visual experience; and making frequent, formal oral presentations on one's creative work to external audiences (aka the "crit").

Similarly, the requirement for scientific and quantitative reasoning is addressed at RISD (both horizontally in the common first-year studios and required liberal arts coursework, and vertically through the ubiquitous studio component of each major) by requiring all undergraduate students to develop approaches to problem-solving that includes scientific, mathematical, and design-based thinking. Educational activities in this category include coding and computational design; technical drawing and modeling; understanding the physics of light and the chemistry of color; project planning and material sourcing; and sustainability and natural systems as models and subject matter for creative works of art and design.

Critical analysis and logical thinking involve the ability to examine the relationships and varied perspectives between and among concepts, prior to accepting or formulating an opinion or conclusion. While this educational requirement is typically understood as logocentric, at RISD we include – indeed celebrate – the practice of visual literacy, iterative development of an artwork or design proposal through drawing, and exploration through physical making as instantiations of critical and logical thinking. Such learning modes are at the core of our first-year program.

Understanding scientific, historical, and social events and phenomena involve placing design and artistic practices within a broad social, cultural, political, and historical context. All students gain these learning goals in the first year, both through the required sequence of liberal arts courses but also, and perhaps most profoundly, through the vehicle of the studio critique in which student work is reviewed and contextualized within cultural, technical, societal, and historical terms.

The ethical and aesthetic dimensions of the human project are framed at RISD as the abilities to identify and reflect on the moral, ethical, and aesthetic dimensions of global cultural practices, as well as a sensitivity and awareness of the human context of an individual's choices regarding their own creative practice. At RISD, students develop the ability to empathize with alternative perspectives in relation to one's values, consider ramifications of potential actions, and respond in informed and intentional ways. Consonant with our strategic plan, values pertaining to SEI and sustainability are increasingly inscribed in required and elective coursework throughout the curriculum as core aspects of ethical creative practice.

These academic structures and expectations, which cover general education requirements albeit through a mission-specific lens, are markers of the kind of broad and expansive thinking/making that is central to a RISD education. Students gain both immersive, discipline-specific knowledge and skills, but importantly this very expertise is challenged, tested, critiqued, and often deliberately distorted by knowledge from the humanities and sciences that run orthogonal to the comfort of material mastery.

Appraisal and Projection| Student Gains
Significant progress has been made on mapping core values and general education requirements onto discrete courses and into individual course syllabi. The 2019 report and recommendations of the Ad Hoc Committee sketched an overall map of how a RISD education addresses key educational goals as codified in general education requirements. However, the work of this group is hardly complete and should be considered deferred (not least by the pandemic) rather than finished. Their assessments relied largely on assignment guidelines, samples of student work, and APR documents. There are currently no "master syllabi" for the three types of EFS studios courses (design, drawing, and spatial dynamics), and the required art history sequence (H101, H102) is under re-construction as of writing, so no definitive claims can be made for this important curricular component. The required First-Year Literature Seminar in Literary Arts and Sciences, and required "Topics in HPSS" course in History, Philosophy, and the Social Sciences each offer a broad menu of sections with different thematic content while adhering to common outcomes based on key goals and competencies, which, now established, will be regularly reviewed. The

Ad-Hoc Committee noted the following in their summary, which doubles as an affirmation and a roadmap for the post-pandemic future:

> ... the committee saw this process as an opportunity to celebrate the strength and richness of a RISD education. We recommend taking this work one step further and mapping all our majors to these outcomes. We believe that if you looked across all that we do, you would find evidence that we teach these capacities, in many ways, at all levels.

RISD is committed to taking this next step.

4.9.2 Assessment of Student Learning

Description | Student Learning

RISD's has long been a decentralized culture, squarely located--in terms of student experience, faculty community, budgeting, even governance--in its departments. Only recently, in the past half-decade, has RISD intentionally moved parts of its organization toward more centralized and institutional approaches. Assessment of student learning has followed suit. Long established as a localized function, especially through course grading and final degree project critique, assessment now operates more consistently at multiple levels, not only in courses but also for programs more generally. In fact, as part of the 2016 accreditation, RISD department heads and deans developed clear learning outcome statements for all programs and added them to its website. Review of program learning outcomes has become a distinct step in academic program reviews, and the outcomes drive annual curriculum and student work reviews by faculty in many departments.

In particular, as noted in Section 3.5, learning outcomes assessment has been built into the self-studies that departments are required to complete as part of regular academic program review. This includes the completion of a new program self-study template, developed in 2019, which enables a department's faculty to examine examples of student work among different year cohorts to better understand how such work exemplifies the goals and aspirations of the program. This is accompanied by a mapping exercise that aligns course outcomes to program learning outcomes as a means to identify issues. Key issues for the department are then contextualized in terms of changes in the department's field of study and/or cultural context, as well as structures and resources, as a means to revise learning outcomes and develop strategic directions for the department.

In addition to changes to the department self-study process, an annual assessment of learning outcomes has been introduced in many major departments, as noted in recent E Series forms. In many departments, this kind of program-level review of student work was being done already in degree project critiques, though not in the systematic way that might be expected in traditional assessment. Otherwise, following participation in a Teagle Foundation assessment workshop at Wabash College's Center for Inquiry in 2015, the dean of liberal arts and the dean of faculty instituted consultative workshops for each of RISD's liberal arts departments, led by Teagle scholars, to launch a program of annual assessment of student work. Assessment formally began in the Liberal Arts Division in Spring 2018 and 2018, focused on two of its required first-year courses, E101: First-Year Literature Seminar and S101: Topics in History,

Philosophy, and the Social Sciences. While paused during the onset of the pandemic in Spring 2020, faculty in Literary Arts and Studies, and History, Philosophy, and the Social Sciences intend to meet annually to measure the realization of learning goals for first-year students through an examination of student work.

Faculty in Theory and History of Art and Design have yet to implement an annual assessment process, pending major revisions to their first-year program. However, the department heads and H101 course coordinator have begun to devote a portion of weekly H101/102 instructor meetings to invite input on general improvement protocols and content. Through these micro-critiques, the department hopes to develop a dialogic culture in which this key course, and the intellectual and pragmatic challenges it presents, can be discussed and refined continually. They have also implemented a day-long retreat in the second week of December, and again in late Spring, to further discuss and process survey findings of several hundred students, to weigh in on the invited lecturers, and to discuss the class organization and format for that semester, as well as how to reshape the class for the following year.

Findings and Analysis | Student Learning

The new process of academic program self-study has been successful in refocusing the goals of academic program review toward a reflective and constructive assessment of student achievement in context. While we have to test the process with additional departments in the coming two years, there have been some initial successes.

One example is the Department of Apparel Design, which conducted its program review in 2019. For the first time, an assessment of student work was conducted so faculty could see if there was evidence, in the current curriculum, of students mastering the approaches and skills the department agreed were important. The process started with a discussion of what the department valued and wanted to look for in the student work. The review included the past two years of degree projects, comprising 38 student collections, approximately 300 garments from 2016 and 2017, and a group of six Apparel Design faculty, full and part-time, as reviewers. This was accompanied by exercises in which faculty mapped the learning outcomes of the nine required courses in the Apparel Design BFA curriculum related to or built toward the program learning outcomes. Through this process, the department recognized deficits in addressing research methods, as well as the increasing role of sustainability, social responsibility, and social media, in fashion. Apparel Design is now moving to reimagine its curricula by substantively and expertly engaging intercultural competencies in the politics of race and ethnicity, sustainability, and global systems, which will begin to be implemented in 2021.

Likewise, the Illustration Department, as part of its self-study in 2019, appointed a faculty panel, representing all areas of the curriculum, to review student work. They gathered a large percentage of senior portfolio submissions from faculty databases, as well as links to current websites and social media feeds from the graduating classes of 2018 and 2019 since those have become a powerful means of self-promotion. Evaluators concluded that students who have completed an internship seem more secure in selecting electives applicable to certain professional areas, that earlier exposure to more types of

illustration practice in the sophomore year would be beneficial, and that more information on contemporary professional practice conveyed before senior year would help clarify artistic pathways and inform course selection. The faculty also recognized, for underperforming students, the Junior Review is too late to serve as a safety net and agreed that the department should discuss earlier forms of review to identify and help students who are not advancing in their work. A process for sophomore review is currently being discussed.

The drawback with focusing on assessment of student work in academic program review is that departments are reviewed only every five to seven years. As a supplement, some departments have also engaged in mini-program assessment on an annual basis, based on degree project critiques, in which entire year cohorts of students show their work together. While not all departments are doing this currently, many have recognized the potential of the critique process to prompt new moments of reflection about the effectiveness of all students' learning in a program rather than their individual ability to meet expectations.

For instance, the Furniture Department faculty meet two times per semester to discuss both programmatic issues and specific student progress noted from course assignments and evaluations and through class participation. Furniture Design faculty also meet annually, immediately following final critiques, for a colloquium, in which they review the curriculum, identifying strengths and weaknesses, and discuss potential adjustments. In 2019, this led to an assessment that student writing – at all undergraduate levels, including in the Degree Project Reports – was not meeting expectations and led the department to hire a part-time faculty member working across the grade levels and curriculum, to highlight the importance of writing to its practice-based discipline.

The Department of Jewelry + Metalsmithing holds faculty retreats at the beginning and at the conclusion of each school year to discuss and evaluate curriculum, as well as to integrate curricular updates beneficial to the program. Curriculum issues addressed in recent years include the noted lack of theory for the undergraduates with the introduction of the Junior and Senior seminars to the program. In addition, digital technology courses shifted from elective offerings to three major required courses: Sophomore Technology and Design, Junior 3D Modeling and Rendering, and Junior CAD to CAM.

In the Department of Sculpture, annual reviews of student work have led to the conclusion that stronger theoretical grounding was needed. Faculty revised the sophomore curriculum to integrate core studio skills alongside theoretical/historical readings, artistic research, and basic professional practice/technological skill sets. Faculty observed that students did not have basic research skills and lacked the necessary capacity to think critically about what they make. In response, faculty created a research track that runs through the entire curriculum starting in the sophomore year and ending in the senior year.

Annual assessment of student work in the departments of Literary Arts and Studies and in History, Philosophy, and the Social Sciences has not so far led to revisions to the first-year curricula in those

departments. However, in summer 2018, faculty in the Department of Theory and History of Art and Design discussed how shared assessment protocols for the course needed to better align with learning goals and, in 2018, all of the H101 exam and written assignments were revised, streamlined, and made more consistent to better reflect the course's learning goals. The same was planned for H102 in Spring 2019 but deferred due to the pandemic.

Beyond periodic and annual program-level assessment, it is worth noting that two sets of circumstances over the past several years have prompted significant additional assessments at both program and institutional levels. As discussed in Section 3.4, over the past five years, repeated calls to action around diversity, equity, and inclusion have prompted RISD's academic departments to conduct specific assessments and to develop strategies regarding anti-racism, decolonialism, and inclusion in their curricula, practices, and operations. In July 2019, departments were asked by the associate provost for social equity and inclusion to define strengths and weaknesses of departments in relation to diversity, equity, and inclusion; an assessment of resources; and a timeline for accountability. In July 2020, following student testimony of systemic racism in their time at RISD, every academic department and program at RISD submitted a written document that identifies and pledges significant actions towards a more inclusive and equitable education for all RISD students.

In addition, the pandemic has prompted re-evaluations of how learning outcomes might be sustained, achieved, and even enhanced in an unprecedented education environment that is physically-distanced, de-densified, and sometimes virtual. As noted in our 2020 NECHE application for distance education, many of our programs successfully reconfigured existing curricula, in response to new materials and conditions, to reflect the specific curricular needs and learning objectives of each individual program. These changes included a new range of possibilities for course delivery, from the use of shared output centers or VR technology to the scaffolding of coursework to enable success across differing circumstances and conditions, as well as new types of virtual consultation with both faculty and outside experts. Overall, faculty in our programs have had to reflect deeply on how to meet its own established program goals, while also preparing students to work in an increasingly complex world where art and design challenges require hybrid approaches and where innovation often resides in the interaction of the analog and the digital.

Appraisal and Projection | Student Learning
RISD has made major strides in implementing a culture of assessment at the College, building on groundwork set just before its 2016 accreditation. Still, there is considerable work to be done. First, now that revisions have been made to the first-year curriculum in Theory and History of Art and Design, the faculty need to institute an annual assessment of student work and map it to the courses' new learning outcomes. This was part of the department's planning before the pandemic.

Second, RISD needs to expand the annual assessment of student work beyond Liberal Arts to all programs, including Experimental and Foundation Studies and the majors. Such program assessment is already happening in many studio areas, through final critiques in courses or degree project critiques,

but, outside of period academic program review, there is not a systematic learning outcomes assessment at the program level that then feeds back into departmental strategic planning. The vice provost and provost office staff will begin this implementation by working with majors that have undergone academic program review in the last three years. They have already done this work at least once and are thus familiar with its protocols. Establishing formal annual assessment and reflection in key majors will make it easier to continue the momentum with additional departments, whose faculty might be less familiar with how learning outcomes assessment works.

Finally, while undergraduate assessment has advanced, RISD needs to ensure that outcomes assessment is happening--specifically and distinctly--at the graduate level. This has traditionally been part of a graduate department's academic program review, and – though not as consistently – part of thesis review. It is certainly established in departments with licensed master's programs (the architectures or TLAD), but work remains to explicitly define, across graduate programs at RISD, what we mean by "mastery" of a discipline and how that should be measured. This step will require leadership from RISD's division deans, working with graduate program directors.

4.9.3 Measures of Student Success

Description | Measuring Student Success
RISD students and recent graduates have consistently achieved high levels of success in the art and design domains. Over the past decade alone, 45 alumni have been included in the annual *Forbes* "30 Under 30" list celebrating young visionaries working in creative industries around the world; 25 more have been invited to participate in the Whitney Biennial, and RISD is one of the highest-ranking producers of Fulbright Fellows in the Specialized Institution Category with 81 alumni having received these fellowships. A selection of high-level accomplishments by RISD graduates since the 2016 Institutional Self-Study include:

- 2021 Forbes 30 under 30: Yelisa Jean-Charles 16 IL, Brandon Kim 18 MID, Oge Mora 16 IL, and Jamall Osterholm 17 AP
- 2019 Hollywood Walk of Fame: Seth MacFarlane 95 FAV
- 2019 Caldecott Honor Awards: Grace Lin 96 IL, and Oge Mora 16 IL
- 2019 Venice Biennale: Nicole Eisenman 87 PT, Korakrit Arunanondchai 09 PR, Judith Unger 69 SC, Martine Gutierrez 12 PR, Julie Mehretu MFA 97 PT/PR, Tavares Strachan 03 GL
- 2019 Whitney Biennial: Nicole Eisenman 87 PT, Korakrit Arunanondchai 09 PR
- 2016 –17 Harvard Radcliffe Institute Fellowships: A.K. Burns 98 GD, and Lamia Joreige 95 PT

The successes of our graduates reflect the rigor and intensity of a RISD education. A 2018 survey of RISD alumni affirms that the "immersive, hands-on, discipline-based studio education," around which much of our academic enterprise is structured, ranks as the most significant attribute of a RISD education. 89% of RISD alumni rate their academic experience as a RISD student as good (34%) or excellent (55%).

RISD students gain access to the creative sector via the robust programming of RISD's Career Center, and many creative industries actively seek out and select RISD students for competitive mentoring, internship, and residency opportunities. RISD students have had demonstrable success with the following competitive fellowships:

- Fulbright Fellowships: Since 2016, RISD has fielded 15 fellows in the Fulbright U.S. Student Program, representing 8 majors across the institution.
- Maharam Fellowships: Since 2016, 50 RISD students representing 16 majors have received fellowship awards totaling $250,000. The Maharam Fellowship supports art and design internships with a government agency or nonprofit organization to effect real change in policy and practice in local and global organizations and communities.
- Windgate-Lamar Fellowships: This highly competitive fellowship awards $15,000 for craft-related student work. RISD students received fellowships in 2018 (Furniture Design) and 2019 (Textile Design).

Findings and Analysis | Measuring Student Success

Student success markers are tracked in various offices that span the life cycle of a RISD student from matriculation to professional life. These offices include Enrollment Management, RISD Career Center, and Alumni Affairs, with the Office of Institutional Research functioning as the central data collection and analysis hub.

RISD's five-year average retention rate for first-year students is 94%, unchanged since 2016. The five-year average six-year graduation rate is 89%, up slightly from 2016 (2016: 87%). The -to- first-year retention rate for 2018 is 92.4%. RISD's retention rates are affected more by students taking leaves of absence (2018: 5.9%) than withdrawals (2018: 1.7%). Personal circumstance is the most frequent reason given by students requesting a leave (2018: 61%), followed by a medical condition (2018: 33%). Academic performance accounts for 28% of student leaves in 2018.

Appraisal and Projection | Measuring Student Success

The Office of the Provost is working closely with Enrollment Management, Alumni Affairs, RISD Careers Center, and the Office of Intercultural Student Engagement to gain a life-cycle perspective on the success of our students. An ongoing area of concern is the cost of attendance: as the price of a RISD education increases at a greater rate than student aid, a less economically-diverse student body is the invariable consequence. Success for students who arrive at RISD with considerable privilege and opportunity is at best a partial fulfillment of our mission.

4.9.4 Satisfactory Levels of Student Achievement

Description | Student Achievement

RISD's mission is broad, focused not only on education in the creation and appreciation of art and design but also on the development of knowledge and lasting contributions to society through critical thinking, scholarship, and innovation. Becoming an artist and designer at RISD has been defined in slightly different

ways over the years, but always with an emphasis on professionalization that positions art and design as a critical and vital social force and its practitioners as innovative and ethical community leaders. As President John Frazier put it, with reference to curricular changes in 1957, RISD is "dedicated to the development of responsible and responsive personalities, without which design education is not only futile but may even be socially unjustifiable."

More recently, in preparation for the current strategic plan, the community was asked to think about RISD students as asterisk-shaped, with complex and multiple capabilities and skills (compared to often-heralded T-shaped people with broad capabilities but one skill). This eclectic and broad humanities approach to creative practice is behind the Strategic Plan's commitment to the ability of RISD's graduates not simply to sit on the sidelines as during times of crisis and need but to actively join scientists, policymakers, researchers, and activists as part of the "next generation of creative leaders."

The objective for RISD students' to work within a broader, socially-attentive conception of art and design is highlighted in the learning outcomes for many majors. Ceramics lists, for instance, the ability to "articulate the effects of ceramics in various environments (gallery, home, restaurant, architectural), including consideration of visual, functional, environmental and political aspects," while Interior Architecture highlights students' ability to "develop design strategies that recognize the importance of social and environmental responsibility." Painting majors must "demonstrate enhanced critical reasoning with broad historical overviews and social insight," and Industrial Design majors must "exercise collaborative skills for working across disciplines and in multidisciplinary fields." These outcomes are measured by departments in year-end reviews of student work, as well as periodic program reviews.

The Division of Student Affairs provides regular training for leaders through its Center for Student Involvement (CSI), including co-curricular programs such as RISD Leads workshops and the Leadership and Community Engagement (LACE) program. RISD's LACE program, in particular, has supported 12-14 fellows each year since 2015; such work continues after graduation, indicated by annual alumni awards for community leadership and service. CSI also partners with RISD's director of community relations to build and maintain relationships with area nonprofits and other organizations by connecting interested students with service and leadership development opportunities and through other forms of ongoing communication and engagement. This work is most visibly accounted for by RISD's Maharam Fellowship, which has enabled 50 students since 2016 to contribute their thinking and skills to government and non-profit organizations, where artists and designers are not typically found or appreciated.

Otherwise, creative leadership is understood in terms of alumni achievement, which is monitored and archived by a variety of offices. RISD Career Center catalogs not only the companies, non-profits, and other organizations where RISD graduates land positions, but also grant and residency awardees and Fulbright recipients (the applications for which are run through the office). RISD Media keeps track of alumni achievement in diverse contexts through reporting and stories, including annual moments of recognition, like the Forbes "30 Under 30" list, as a way to highlight the ways in which artists and designers are publicly acknowledged as leaders, both within and outside of their respective fields.

Institutional Engagement recognizes alumni every year through [awards that recognize community leadership or service](#), as well as [alumni who have risen to the top of their artistic fields](#). As already discussed, Institutional Engagement inaugurated the Alumni Survey in 2018 to gather data on where and how RISD graduates are exercising their skills.

Findings and Analysis | Student Achievement

Based on measures described in "Student Success," RISD graduates are indeed using their creative education to lead their fields, develop new knowledge, and make lasting contributions to society. The range of employers at which graduates find jobs is wide, including a range of organizations in art and design, including architectural firms, design firms, production companies, museums, publishing houses, apparel companies, and technology companies, as well as organizations in healthcare, government, energy, hospitality, and retail, with tech companies increasingly turning to RISD for recruitment. Portfolio review events, in both design and fine arts, held every Spring, are the largest of their kind among art and design schools. The Design Portfolio Review attracts 120 companies and 550 students, with 2,500 interviews taking place in one afternoon.

From the Alumni Survey, we know that post-graduation, 72% of students obtain full-time work, 34% one or more part-time jobs, 37% freelancing, and 19% an internship. 30% gained their opportunity while a student, 32% within 3 months after graduation, 19% within 6 months after graduation, and 12% within 12 months after graduation. 59% own a business or want to, 64% consider themselves an entrepreneur or want to be one, 84% will continue to freelance or want to. 59% of students engaged in art and design employment but also 41% working in non-art and design fields. About half of RISD alumni go on to start their own business at some point; more than 20% of alumni from the 2010s have started their own businesses. Qualitative statements offered about what makes RISD special include "Immersive, hands-on, discipline-based education," "an art/design education deepened and enriched by a focus on the liberal arts," "commitment to social responsibility and contributing to the greater good," and "cross-disciplinary exploration of art, design, and science," all in keeping with RISD's mission.

While RISD Career Center data, the alumni survey, and the measures described in "Student Success" are useful indicators of how RISD's mission-based ideals are realized by students, we recognize that we need to do more to ensure that mission-based outcomes are realized by greater numbers of recent students and alumni. Annual student surveys over the past several years, including in the first year and senior year, have flagged particular areas where RISD needs to make changes in order to align its values and current objectives with student expectations and experience, especially increased academic support for BIPOC, first-generation, and international students; improved access to academic and co-curricular opportunities for all students; and flexibility in curricular requirements to include possibilities for interdisciplinary study and exploration.

The 2018 Alumni Survey indicated clear gaps between RISD's rhetoric about creative leadership and the ability of alumni to realize that ideal. Weaknesses identified by respondents included career preparation and skills acquisition, as well as a sense of flexibility to explore outside of RISD's degree program

requirements. There was, in particular among graduates in the 2010s (those in their first five years out from receipt of their bachelor's degree), a clear, measurable desire for stronger emphasis on entrepreneurship, professional networking, and practical skills of marketing, brand management, and freelancing.

This feedback confirmed earlier qualitative input received by RISD's leadership in 2017–2018. At that time, a President's Alumni Advisory Council in 2017 was inaugurated to discuss involvement in planning and initiatives at RISD. Over 2017–18, in a series of meetings, the group broadly explored the parameters of a RISD education, as well as more focused deliberation about young alumni transitioning into the workforce. In a two-day retreat in September 2017, in particular, Council members spent considerable time identifying the core values they developed at RISD that informed their practices after graduation and then discussed how that might inform RISD's future planning.

The input indicated a need to update skills-training, particularly in fields that have shifted to digital technologies, while affirming RISD's commitment to teaching students not for the first five years but rather the next twenty, emphasizing career-long adaptability and continual learning over current (and likely ephemeral) skills. Overall the group acknowledged that, while a RISD education was more about "a way of thinking" than simply "learning a discipline," there needed to be a balance between the needs of industries, the needs of students, and the stewardship of faculty expertise, measured and advanced by department self-studies and strategic planning, the introduction of new faculty, student ingenuity, as well as more structured cross-disciplinary work, such as RISD's Co-Works Lab, or new degrees and concentrations.

Appraisal and Projection | Student Achievement
NEXT: RISD 2020–2027 addresses many of these needs and suggestions directly, by reasserting the applied leadership principles of a RISD Education, while also committing to stronger student support and academic flexibility to enable fuller realization of such ideals. In particular, RISD calls out, as part of its pillar on "just societies," various initiatives to which it will commit in order to "empower students and alumni to succeed." These include new strategies of mentoring and tutoring in studio and liberal arts courses; building the capacity of learning support systems, especially multilingual learning, peer tutoring, and professional support for writing; developing mentorship opportunities between alumni and current students, and amplifying and cohering community engagement practices through institutional criteria based in long-term reciprocal partnerships and coordinated support across the college and the museum. Renewed connection with alumni is key to many of these initiatives and has already increased under new leadership in Institutional Engagement, including new alumni clubs and outreach.

Creating greater flexibility to pursue academic interests is another commitment in the current strategic plan. While our continuing education offerings allow a large number of non-traditional students to share in a RISD education according to their own personal or career goals, our professional degree programs--with specialized knowledge, equipment, and carefully sequenced curricula--sometimes do not meet student expectations of agency and open exploration. Thus the strategic plan calls for RISD to

"reduce undergraduate and graduate credit-hour requirements while maintaining national accreditation standards and create a common scheduling grid across all divisions that provides flexibility to pursue alternative modes of learning." While discussions about credit requirements have proven difficult so far, the deans and heads have discussed ways that concentrations (an existing mechanism at RISD) have served as an important means for students to explore areas of study in addition to their majors. How to imagine expanded concentrations, how such concentrations would relate to various kinds of major study, and how concentrations might enhance, both structurally and academically, student academic achievement are questions that will be explored further.

Overall, RISD's mission continues to have resonance on campus; faculty, students, and staff take seriously the notion of a "RISD education" and can usually define core aspects of why it is unique and relevant. In addition to a regular alumni survey, continued work on the assessment of institutional learning outcomes may potentially yield other kinds of reflective feedback from students on the RISD educational experience as a whole and how the mission is being realized at individual and cohort levels and in different contexts. Such assessment would serve to improve planning and support for students as they – as presumed with pride by many faculty, staff, and leaders – apply RISD's ideals to the diverse communities they come to inhabit.

5. Institutional Plans

RISD's institutional goals for the next five years at RISD are based on its strategic plan, *NEXT: RISD 2020–2027*, which sets forth the following key goals.

1. Achieving greater operational effectiveness.

In order to remain nimble in response to changing contexts, RISD will continue to seek ways to realign its resources to create efficiencies and reduce duplication of work. This includes, for example, shaping budget distribution in closer alignment with enrollment trends and centralizing responsibility for academic budgets with divisional deans rather than in individual programs. We are also adopting new cloud-based technologies, such as Workday, to centrally support all employment, financial, and student information functions. Other pending systems implementations include scheduling software, 25Live, for all courses, as well as Softdocs, to support paperless workflow for registrarial processes and approvals. Work on integrated planning is ongoing, including an increase to the base deferred maintenance budget and aligning deferred maintenance planning with financial planning to address program improvements in the most meaningful way.

2. Developing new revenue models.

Recognizing the need to reduce the institution's dependency on tuition, RISD will seek new sources of revenue. Research and Strategic Partnerships is developing new systems for initiating, administering, and delivering faculty projects for external agencies, corporations, and foundations, and we anticipate growth in all areas of outward-facing research and creative practice. Consultants have helped senior leaders to craft a rollout plan for a new extended learning program for executive markets in creativity, arts, and design; we expect to start the first phases of development within the next five years. Continuing Education conducted a fast transition online, due to the pandemic, and is now working with new partners to expand its engagement to a national and global audience. Institutional Engagement is committed to tripling its staff within a 5-year period, and tripling fundraising revenue in 5-7 years, rooted in new investments in the scope of alumni relations.

3. Advancing commitments to a just society through social equity and inclusion.

After increasing overall financial aid by 23% for FY21 and launching the Society of Presidential Fellows for graduate students (with an endowment of $15 million), we are committed to continuing to expand our capacity to offer and sustain financial support for students. The cluster hire of faculty, with searches in 2020-21, marks the beginning of a shift in the content and delivery of our art and design curriculum, and all departments at RISD have developed specific action plans around equity and inclusion, to be implemented over the next five years. Tagging courses, developing a new SEI course requirement for all students, and sustaining meaningful equity and inclusion training for faculty and staff are the most pressing issues between now and 2025. The SEI Faculty Steering Committee will work through 2021–2022 to both propose and steer new initiatives.

4. Advancing environmental sustainability on campus and in the world.
RISD will continue to improve environmental management systems to provide the highest possible levels of compliance and safety to the RISD community. This effort includes establishing environmentally sustainable guidelines for operations, renovations, and new construction, and ensuring appropriate implementation and oversight through annual reporting. Building on significant green energy projects already completed (North Hall, modernized central power plant, etc.), we will proceed with the installation of solar panels on the roof of the Met in 2021, as well as participation in a solar field in the calendar year 2022, resulting in $600k of savings per year. A draft proposal has been completed for the creation of a new Center for Advanced Inquiry and Practice on Sustainability and Society; we are seeking philanthropic gifts to advance the initiative.

5. Contributing new knowledge through art and design.
Given the ways that art and design practices are changing in response to political, humanitarian, and climate crises; antiracist and anti-colonial social movements; the explosive growth of technology; and a new generation of students, RISD is thinking anew about art and design learning. We expect growth in enrollment for our new interdisciplinary Liberal Arts master's degrees. In addition, two new graduate programs will be introduced, an MA in Design Engineering which is a joint-degree with Brown University for summer 2021, and an MFA in Illustration in summer 2022. Other goals for the next five years include continued clarification of expectations for graduate study in art and design; more flexibility for students to engage in interdisciplinary and cross-disciplinary study, especially through concentrations; and more flexibility for faculty to engage in inquiry, through a reconsideration of their overall roles and responsibilities. RISD also plans to contribute to new knowledge through art and design by expanding its global impact through continuing and expanded education programming.

These goals were conceived before the worldwide pandemic, and, while we are maintaining our efforts in all of these areas, we also recognize that COVID-19 has created an unanticipated point of inflection to the nature of our engagement. Most fundamentally, the pandemic necessitated a re-conception of a RISD student, namely one able to work online and remote from campus, at least for part of their studies. The full consequences of this re-conception have yet to be debated and assessed; it is entirely conceivable that RISD will evolve its long-standing pedagogical ethos of exclusively embodied education. In the end, based on feedback from faculty and students, as well as support staff, we will continue to reflect on what we have learned during the pandemic, as another means for improving art and design education.

6. Appendices

AFFIRMATION OF COMPLIANCE WITH
FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://policies.risd.edu/academic/transfer-credit/
Print Publications	https://risdregistrar.files.wordpress.com/2020/06/2020.21cat.pdf
Self-study/Fifth-year Report Page Reference	

2. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://policies.risd.edu https://risdregistrar.wordpress.com
Print Publications	https://risdregistrar.files.wordpress.com/2020/06/2020.21cat.pdf
Self-study/Fifth-year Report Page Reference	

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Registration, visual in class work and use of id/password
Self-study/Fifth-year Report Page Reference	

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that _____ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____   Date: January 31, 2021 _____

Rhode Island School of Design

Consolidated Financial Statements
June 30, 2020 and 2019

Rhode Island School of Design
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June 30, 2020 and 2019

Independent Auditors' Report

To the Board of Trustees of
Rhode Island School of Design

We have audited the accompanying consolidated financial statements of Rhode Island School of Design and its subsidiaries, which comprise the consolidated statements of financial position as of June 30, 2020 and 2019, and the related consolidated statements of activities, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Rhode Island School of Design and its subsidiaries as of June 30, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Baker Tilly US, LLP

New York, NY
October 1, 2020

Rhode Island School of Design
Consolidated Statements of Financial Position
June 30, 2020 and 2019
(Dollars in thousands)

		2020		2019
Assets				
Cash and cash equivalents	$	35,500	$	42,878
Accounts receivable, net (Note 6)		3,464		2,734
Student loans receivable, net (Note 7)		1,785		2,196
Pledges receivable, net (Note 8)		4,746		4,961
Funds held in trust by others (Note 2)		20,779		46,256
Inventories		1,676		1,637
Prepaid expenses		2,333		1,304
Other investments (Note 2)		723		725
Long-term investments (Note 2)		342,499		344,460
Property, plant and equipment, net (Note 9)		272,784		250,191
Total assets	$	686,289	$	697,342
Liabilities				
Accounts payable and accrued liabilities (Note 10)	$	14,516	$	16,764
Deferred income (Note 11)		5,523		7,101
Obligations under long-term agreements (Note 12)		10,182		10,008
U.S. Government loan funds (Note 7)		1,226		1,988
Liability for interest rate swaps (Notes 2, 13)		6,771		4,182
Bonds payable, net (Note 13)		199,377		204,242
Total liabilities		237,595		244,285
Net Assets				
Net assets without donor restrictions (Notes 14, 15)		307,516		309,720
Net assets with donor restrictions (Notes 14, 15)		141,178		143,337
Total net assets		448,694		453,057
Total liabilities and net assets	$	686,289	$	697,342

The accompanying notes are an integral part of the consolidated financial statements.

Rhode Island School of Design
Consolidated Statements of Activities
Year Ended June 30, 2020
(With Summarized Financial Information for the Year Ended June 30, 2019)
(Dollars in thousands)

	Without Donor Restrictions	With Donor Restrictions	2020 Total	2019 Total
Operating revenues				
Net tuition and fees	$ 107,741	$ -	$ 107,741	$ 104,546
Gifts and pledges	3,182	3,278	6,460	6,052
Grants	280	3,607	3,887	3,870
Auxiliary enterprises	21,263	-	21,263	27,092
Museum services	817	-	817	962
Investment income	12,275	3,819	16,094	17,738
Other income	4,913	-	4,913	5,356
Net assets released from restrictions	16,576	(16,576)	-	-
Total revenues	167,047	(5,872)	161,175	165,616
Operating expenses				
Salaries and wages	81,041	-	81,041	75,193
Benefits	21,344	-	21,344	21,500
Contracted services	13,788	-	13,788	16,759
Depreciation, amortization and interest	18,846	-	18,846	17,913
Utilities, plant and equipment	14,301	-	14,301	14,220
Supplies and general	7,550	-	7,550	8,588
Other operating expenses	2,942	-	2,942	3,108
Total expenses	159,812	-	159,812	157,281
Change in net assets from operating activities	7,235	(5,872)	1,363	8,335
Nonoperating				
Realized and unrealized loss on interest rate swaps, net	(3,522)	-	(3,522)	(2,935)
Realized and unrealized loss on investments, net	(5,917)	(1,267)	(7,184)	(1,613)
Gifts and pledges	-	4,980	4,980	953
Change in net assets from nonoperating activities	(9,439)	3,713	(5,726)	(3,595)
Change in net assets	(2,204)	(2,159)	(4,363)	4,740
Total net assets				
Beginning of year	309,720	143,337	453,057	448,317
End of year	$ 307,516	$ 141,178	$ 448,694	$ 453,057

The accompanying notes are an integral part of the consolidated financial statements.

Rhode Island School of Design
Consolidated Statement of Activities
Year Ended June 30, 2019
(Dollars in thousands)

	Without Donor Restrictions	With Donor Restrictions	2019 Total
Operating revenues			
Net tuition and fees	$ 104,546	$ -	$ 104,546
Gifts and pledges	2,672	3,380	6,052
Grants	475	3,395	3,870
Auxiliary enterprises	27,092	-	27,092
Museum services	962	-	962
Investment income	13,741	3,997	17,738
Other income	5,356	-	5,356
Net assets released from restrictions	5,885	(5,885)	-
Total revenues	160,729	4,887	165,616
Operating expenses			
Salaries and wages	75,193	-	75,193
Benefits	21,500	-	21,500
Contracted services	16,759	-	16,759
Depreciation, amortization and interest	17,913	-	17,913
Utilities, plant and equipment	14,220	-	14,220
Supplies and general	8,588	-	8,588
Other operating expenses	3,108	-	3,108
Total expenses	157,281	-	157,281
Change in net assets from operating activities	3,448	4,887	8,335
Nonoperating			
Realized and unrealized loss on interest rate swaps, net	(2,935)	-	(2,935)
Realized and unrealized gain (loss) on investments, net	(1,623)	10	(1,613)
Gifts and pledges	-	953	953
Change in net assets from nonoperating activities	(4,558)	963	(3,595)
Change in net assets	(1,110)	5,850	4,740
Total net assets			
Beginning of year	310,830	137,487	448,317
End of year	$ 309,720	$ 143,337	$ 453,057

The accompanying notes are an integral part of the consolidated financial statements.

Rhode Island School of Design
Consolidated Statements of Cash Flows
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

		2020		2019
Cash flows from operating activities				
Change in net assets	$	(4,363)	$	4,740
Adjustments to reconcile change in net assets to net cash provided by operating activities				
Net realized and unrealized gains on investments		(5,368)		(11,922)
Net realized and unrealized losses on interest rate swaps		2,589		2,123
Change in perpetual trust		140		884
Depreciation and amortization		12,578		10,644
Contributions restricted for long-term purposes		(4,980)		(2,874)
Change in asset retirement obligation		(89)		266
Amortization of long-term agreements		163		159
Changes in operating assets and liabilities that provide (use) cash				
Accounts receivable		(730)		(347)
Pledges receivable		(55)		617
Inventories		(39)		(79)
Prepaid expenses		(1,029)		(294)
Accounts payable and accrued liabilities		3,617		(922)
Deferred income		(1,578)		(185)
Net cash provided by operating activities		856		2,810
Cash flows from investing activities				
Purchases of buildings and equipment		(41,399)		(35,458)
Bond project fund held in trust		10,977		(28,501)
Student loans repaid		411		529
Purchases of investments		(51,859)		(60,417)
Sales of investments		59,191		72,503
Net cash used in investing activities		(22,679)		(51,344)
Cash flows from financing activities				
Payments on long-term debt		(4,505)		(4,305)
Payments on obligations under long-term agreements		(499)		(425)
Proceeds from note		600		-
Proceeds from issuance of long-term debt		-		60,095
Change in U.S. Government loan funds		(762)		71
Contributions restricted for long-term purposes		5,251		3,312
Net cash provided by financing activities		85		58,748
Net (decrease) increase in cash and cash equivalents and restricted cash		(21,738)		10,214
Cash and cash equivalents and restricted cash				
Beginning of year		59,692		49,478
End of year	$	37,954	$	59,692
Reconciliation of cash and cash equivalents and restricted cash				
Cash and cash equivalents	$	35,500	$	42,878
Restricted cash within funds held in trust by others		2,454		16,814
Total end of year	$	37,954	$	59,692
Supplemental cash flow disclosures				
Costs accrued for capital expenditures	$	2,707	$	8,576
Cash paid for interest		6,212		6,905

The accompanying notes are an integral part of the consolidated financial statements.

Rhode Island School of Design
Notes to the Consolidated Financial Statements
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

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1. **Nature of Operations and Significant Accounting Policies**

   Nature of Operations

   The Rhode Island School of Design (the "School") is a private, not-for-profit art and design college founded in 1877 and located in Providence, Rhode Island. The mission of the School, 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.

   The consolidated financial statements of the School have been prepared in accordance with generally accepted accounting principles in the United States of America ("US GAAP") and with the reporting principles of not-for-profit accounting. The School includes RISD Holdings, Inc. ("RH") and Washington Place Holdings, LP ("Washington Place"), wholly owned subsidiaries. RH was founded in 1999, and was organized for the exclusive purposes of acquiring, holding title to, and collecting income from, real property. Washington Place was formed in 2017, for the purpose of endowment investment management.

   Basis of Presentation
   The accompanying consolidated financial statements include the accounts of the School and its wholly owned subsidiaries, RH and Washington Place. All significant inter-entity balances and transactions have been eliminated.

   Financial statements of private, not-for-profit organizations measure aggregate net assets and net asset activity based on the absence or existence of donor-imposed restrictions. Net assets are reported as without donor restrictions and with donor restrictions and serve as the foundation of the accompanying consolidated financial statements. Brief definitions of the two net asset classes are presented below:

   Net Assets Without Donor Restrictions – Net assets derived from tuition and other institutional resources that are not subject to explicit donor-imposed restrictions. Net assets without donor restrictions also include board designated funds functioning as endowment.

   Net Assets with Donor Restrictions – Net assets that are subject to explicit donor-imposed restrictions on the expenditure of contributions or income and gains on contributed assets, net assets from endowments not yet appropriated for spending by the School. In addition, net assets with donor restrictions include restricted contributions from donors classified as funds functioning as endowment. The School records as net assets with donor restrictions the original amount of gifts which donors have given to be maintained in perpetuity. Restrictions include support of specific departments of the School, professorships, research, faculty support, scholarships and fellowships, library and museum, building construction and other purposes. When time and purpose restrictions expire, net assets with donor restrictions are reclassified to net assets without donor restrictions.

   Measure of Operations
   Revenues earned and expenses incurred in conducting the programs and services of the School, including gifts and investment income, are presented in the consolidated financial statements as operating activities. Net revenues and other resources from operating activities are not restricted by donors or other external sources and are, therefore, classified as net assets without donor restrictions. At the discretion of the School, all or a portion of the net assets resulting from any

Rhode Island School of Design
Notes to the Consolidated Financial Statements
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

operating income may be designated for budgetary purposes, for capital acquisitions, for student loan funds, for principal payments on debt, or for future use by the Board of Trustees.

Nonoperating revenue and expenses include net realized and unrealized gains and losses on the interest rate swaps, contributions to be invested by the School to generate a return that will support future operations, and investment return or loss beyond what the School has appropriated for current operational support in accordance with the School's investment return spending guidelines.

Revenue Recognition
Tuition revenue is recognized in the fiscal year in which the academic programs are delivered. Such revenue is presented at transaction prices, which are determined based on standard published rates for the services provided, less any financial aid awarded by the School to qualifying students. The amount of revenue per student may vary based on the specific programs or classes in which the student is enrolled. Sales and services of auxiliary enterprises revenue, which consists of room and board related services, is recognized when the related service is provided or performed. Generally, the School's performance obligations are satisfied equally over the academic term. The School applies the practical expedient as allowed for within the accounting standards and, therefore, does not disclose information about remaining performance obligations that have original expected durations of one year or less.

Amounts are due for tuition, fees, room, and board at the beginning of each semester. In accordance with the School's refund policies, students may receive a full or partial refund up to five weeks after the start of the semester. Student accounts receivable includes amounts to which the School is unconditionally entitled. The School considers such amounts as unconditional based on the payment due date.

Gifts and pledges are recognized as revenue when received. Gifts specified for the acquisition or construction of long-lived assets are released to net assets without donor restrictions from net assets with donor restrictions when the assets are placed in service.

Unconditional promises to give that are expected to be collected within one year are recorded at their net realizable value. Amounts expected to be collected in future years are recorded as receivables at the present value of their expected cash flows, less an allowance for uncollectibles. The related revenue is assigned to net assets with donor restrictions until collected and any other restrictions are met, if so restricted by the donor.

Private grants are generally deemed to be exchange (reciprocal) transactions. The performance obligation for each grant or contract is deemed to be the research itself and revenue is recognized as the eligible grant activities are conducted. Transaction prices are based on budgets in the award agreement. Private grants are generally one year or less in duration.

Government grants and contracts are deemed to be non-exchange (nonreciprocal) transactions. Revenue related to conditional grants and contracts is recorded when the conditions are met. Most grants and contracts are on a cost reimbursement basis and require the School to incur eligible expenses prior to the release of funds.

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Investments

The fair values of publicly traded investments are determined based upon quoted market prices. The School's alternative investment funds are carried at estimated fair value determined by management, based upon valuations provided by management of the privately held investment funds as of June 30, 2020 and 2019. Alternative investments include limited partnerships, limited liability corporations, real estate, and offshore investment funds. Because investments in alternative investment funds are not marketable, the estimated value is subject to uncertainty and therefore, may differ significantly from the value that would have been used had a market for such investments existed and such differences could be material. U.S. government and agency obligations are valued by quoted market prices. Corporate bonds are valued using recently executed transactions, market price quotations (where observable), bond spreads or credit default swap spreads.

The School is transitioning from multiple fund managers to a single multi-strategy limited partnership fund (the "Fund"). The Fund's investment strategy focuses on varied traditional and nontraditional investment opportunities to provide a diversified single portfolio for investors. The Fund invests in the following asset classes: Equity (public and private), Hedge Funds, Real Assets (public and private), Fixed Income and Cash.

Cash and Cash Equivalents

Cash and cash equivalents include highly liquid investments with maturities of three-months or less at the time of purchase. Cash equivalents are stated at cost, which approximates fair value. Cash and cash equivalents includes cash restricted for the Perkins loans, which totaled $1,072 and $1,324 at June 30, 2020 and 2019, respectively.

Inventories

Inventories consist primarily of items held for resale at the School's store and are stated at the lower of cost or net realizable value. The School uses the first-in, first-out method of accounting for inventory.

Split-Interest Agreements

The School is party to various split-interest agreements with regards to irrevocable trusts and other agreements. These agreements include: perpetual trusts, charitable remainder trusts, charitable gift annuities, and pooled life income funds. The assets of gift annuities and pooled income funds are included at fair value in Other investments on the Consolidated Statements of Financial Position. The obligations associated with these arrangements are recorded at present value of the aggregate liability to beneficiaries based upon life expectancy. Assets held by an outside trustee are classified as Funds held in trust by others or as Pledges receivable. These assets represent the School's share of the fair value of the trust assets as of the date of the Consolidated Statements of Financial Position net of a liability for the present value of estimated future payments to the donors or other beneficiaries, where applicable. Distributions of income from the trusts to the School are recorded as released from restriction when donor stipulations are met. Split-interest agreements and annuity obligations are based on certain assumptions regarding life expectancy, discount rate and rate of return. Circumstances affecting these assumptions can change the estimate of the liabilities in future periods.

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Property, Plant and Equipment
Property, plant and equipment is stated at acquisition cost or the fair value as of the date of the gift, net of accumulated depreciation. Depreciation is computed on a straight-line basis over the following estimated useful lives:

Buildings and major improvements	15–45 years
Machinery and equipment	5 years
Furniture and fixtures	5 years

Expenditures for maintenance, repairs, interest and depreciation are expensed as incurred. Upon sale or retirement, the cost of the property and the related accumulated depreciation are removed from the respective accounts, and any resulting gains or losses are reflected in the Consolidated Statements of Activities.

Capitalized interest costs are included within construction in process until the related asset is placed in service, at which point the capitalized interest costs are amortized over the respective asset's estimated useful life.

Collections
The School does not capitalize or assign a value to the museum collections. Collections that are acquired through purchases and contributions are not recognized as assets on the Consolidated Statements of Financial Position. Purchases of collection items are recorded as decreases in net assets without donor restrictions in the year in which the items are acquired or in net assets with donor restrictions if the assets used to purchase items is restricted by donors.

Contributed collection items are not reflected in the consolidated financial statements. Proceeds from deaccessions or insurance recoveries are reflected as increases in the appropriate net asset classes.

Auxiliary Services
Auxiliary services include the RISD Store, dining halls, residence halls, and other on-campus undertakings that provide services to students, faculty, and staff for fees directly related, but not necessarily equivalent, to the costs of the services.

Deferred Income
Deferred income represents tuition and fees received for programs and services to be conducted predominantly in the next fiscal year.

Reclassification
Certain amounts related to 2019 have been reclassified to conform to the 2020 reporting format.

Tax Status
The School is qualified for exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code. RH is qualified for exemption from Federal income tax under Section 501(c)(25) of the Internal Revenue Code.

Use of Estimates
The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and

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liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Fair Value Measurements

The School complies with accounting guidance for *Fair Value Measurements*, which defines fair value, establishes a framework for measuring fair value, and expands disclosures about fair value measurements. Such guidance applies to reported balances that are required or permitted to be measured at fair value under existing accounting pronouncements.

The *Fair Value Measurements* standard emphasizes that fair value is a market-based measurement, not an entity-specific measurement. Therefore, a fair value measurement is determined based on the assumptions that market participants would use in pricing the asset or liability. As a basis for considering market participant assumptions in fair value measurements, the guidance establishes a hierarchy of valuation inputs based on the extent to which the inputs are observable in the marketplace, as follows:

Level 1   Quoted prices in active markets for identical assets or liabilities.

Level 2   Inputs other than Level 1 that are observable, either directly or indirectly, such as quoted prices for similar assets or liabilities in active markets; quoted prices for identical assets or liabilities in markets that are not active; or inputs other than quoted prices that are observable or can be corroborated by observable market data by correlation or other means.

Level 3   Unobservable inputs for an asset or liability that are supported by little or no market activity.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

The School is permitted under US GAAP to estimate the fair value of an investment at the measurement date using the reported net asset value ("NAV") without further adjustment unless the entity expects to sell the investment at a value other than NAV or if the NAV is not calculated in accordance with US GAAP. The School's investments in private equity, mutual funds, hedge funds, and other securities are fair valued based on the most current NAV.

The School, through its outsourced primary investment firm, performs additional procedures including due diligence reviews on its investments in investment companies and other procedures with respect to the capital account or NAV provided to ensure conformity with US GAAP. The School has assessed factors including, but not limited to, managers' compliance with the *Fair Value Measurements* standard, price transparency, valuation procedures in place, the ability to redeem at NAV at the measurement date, and existence of certain redemption restrictions at the measurement date.

The guidance also requires additional disclosures to enable users of the consolidated financial statements to understand the nature and risk of the School's investments. Furthermore, investments which can be redeemed at NAV by the School on the measurement date or in the near term (defined as 90 days or less) are classified as Level 2. Investments which cannot be redeemed on the measurement date or in the near term are classified as Level 3. However, as required by US GAAP, certain investments that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been classified in the fair value hierarchy.

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Recently Adopted Accounting Pronouncements

In August 2016, the Financial Accounting Standards Board ("FASB") issued Accounting Standard Update ("ASU") 2016-15, Classification of Certain Cash Receipts and Cash Payments. The standard addresses the classification of certain transactions within the statement of cash flows, including cash payments for debt prepayment or debt extinguishment costs, contingent consideration payments made after a business combination, and distributions received from equity method investments. The School retrospectively adopted ASU 2016-15 effective July 1, 2019 and determined there were no significant changes to its consolidated financial statements from applying the new guidance as compared to prior guidance.

In November 2016, FASB issued ASU 2016-18, Restricted Cash. ASU 2016-18 requires that the statement of cash flows explain the change during the period in the total cash, cash equivalents, and amounts generally described as restricted cash or restricted cash equivalents. Amounts generally described as restricted cash or restricted cash equivalents should be included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts shown on the statement of cash flows. The guidance in ASU 2016-18 applies to all entities that have restricted cash or restricted cash equivalents and are required to present a statement of cash flows under Topic 230. The School retrospectively adopted ASU 2016-18 effective July 1, 2019. Upon the adoption of ASU 2016-18, the 2019 consolidated statement of cash flows was updated to include $16,814 of additional restricted cash for the year ended Jun 30, 2019.

The following line items on the statement of cash flows for the year ended June 30, 2019 were affected by this change in accounting principal:

	As Previously Reported	As Reported under ASU 2016-18	Effect of Change
Cash flows from investing activities			
Bond project fund held in trust	$ (45,315)	$ (28,501)	$ 16,814
Net cash used in investing activities	(45,315)	(28,501)	16,814
Net (decrease) increase in cash and cash equivalents and restricted cash	(6,600)	10,214	16,814
Cash and cash equivalents and restricted cash			
Beginning of year	49,478	49,478	-
End of year	$ 42,878	$ 59,692	$ 16,814

In March 2019, FASB issued ASU 2019-03, Not-for-Profit-Entities (Topic 958) - Updating the Definition of Collections. ASU 2019-03 modifies the definition of the term 'collections' and require that a collection-holding entity disclose its policy for the use of proceeds from when collection items are deaccessioned. ASU 2019-03, expands the definition of 'collections' and now allows Not-for-Profit Entities that have collections to use funds from deaccessioned collection pieces to support

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the direct care of existing collections in addition to the current requirement that proceeds from sales of collection items be used to acquire other items for collection. The School early adopted ASU 2019-03 effective July 1, 2019, and prospectively updated its policy for collections (Note 16) accordingly. The adoption of ASU 2019-03 did not have a significant impact of the School's consolidated financial statements.

New Accounting Pronouncements
In February 2016, FASB issued ASU 2016-02, Leases. ASU 2016-02 was issued to increase transparency and comparability among entities. Lessees will need to recognize nearly all lease transactions (other than leases that meet the definition of a short-term lease) on the consolidated statements of financial position as a lease liability and a right-of-use asset (as defined). Lessor accounting under the new guidance will be similar to the current model. In June 2020, FASB issued ASU 2020-05, which amends the effective dates of certain new accounting standards, including leasing (ASC 842), to give immediate relief to certain entities as a result of the widespread adverse economic effects and business disruptions causes by the coronavirus pandemic. As amended by ASU 2020-05, the leasing standard is now effective for the School in fiscal 2021. The School expects to use the optional transition method and recognize and measure leases at the beginning of the year of adoption and recognize a cumulative-effect adjustment to opening net assets in the year of adoption. The School is assessing the impact this standard will have on its consolidated financial statements.

In August 2018, FASB issued ASU 2018-13, Disclosure Framework - Changes to the Disclosure Requirements for Fair Value Measurement. ASU 2018-13 modifies the disclosure requirements for fair value measurements and is effective for the School in fiscal 2021. The School is assessing the impact this standard will have on its consolidated financial statements.

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2.   **Fair Value of Financial Instruments**

In accordance with accounting guidance for Fair Value Measurements, the tables below summarize the financial instruments carried at fair value on a recurring basis as of June 30, 2020 and 2019, aggregated by the level in the fair value hierarchy within which those measurements fall. However, certain investments that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been classified in the fair value hierarchy and instead are included in the following tables as "investments valued using the NAV practical expedient". The fair value amounts presented in the following tables are intended to permit reconciliation of the fair value hierarchy to the amounts presented in the Consolidated Statements of Financial Position:

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Investments Valued Using the NAV Practical Expedient	Total Fair Value 2020
Assets					
Investments					
Cash and cash equivalents	$ 3,111	$ -	$ -	$ -	$ 3,111
Multi-strategy limited partnership					
investment fund	8,500	-	-	302,201	310,701
Hedge funds					
Multi-strategy hedge fund of funds	-	-	-	5,091	5,091
Equity long hedge fund of funds	-	-	-	454	454
Fixed income	-	-	-	3,602	3,602
Private equity	-	-	-	19,540	19,540
Total investments	11,611	-	-	330,888	342,499
Bond project fund held in trust					
Cash and cash equivalents	2,454	-	-	-	2,454
Fixed income	-	17,524	-	-	17,524
Total bond project fund held in trust	2,454	17,524	-	-	19,978
Beneficial interests held by third parties and					
other investments	-	-	1,524	-	1,524
Total assets at fair value	$ 14,065	$ 17,524	$ 1,524	$ 330,888	$ 364,001
Liabilities					
Interest rate swap	$ -	$ (6,771)	$ -	$ -	$ (6,771)
Total liabilities at fair value	$ -	$ (6,771)	$ -	$ -	$ (6,771)

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	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Investments Valued Using the NAV Practical Expedient	Total Fair Value 2019
Assets					
Investments					
Cash and cash equivalents	$ 978	$ -	$ -	$ -	$ 978
Multi-strategy limited partnership investment fund	-	-	-	275,225	275,225
Hedge funds					
Multi-strategy hedge fund of funds	-	-	-	21,453	21,453
Equity long hedge fund of funds	-	-	-	19,584	19,584
Fixed income	-	-	-	8,103	8,103
Private equity	-	-	-	19,117	19,117
Total investments	978	-	-	343,482	344,460
Bond project fund held in trust					
Cash and cash equivalents	16,814	-	-	-	16,814
Fixed income	-	28,501	-	-	28,501
Total bond project fund held in trust	16,814	28,501	-	-	45,315
Beneficial interests held by third parties and other investments	-	-	1,666	-	1,666
Total assets at fair value	$ 17,792	$ 28,501	$ 1,666	$ 343,482	$ 391,441
Liabilities					
Interest rate swap	$ -	$ (4,182)	$ -	$ -	$ (4,182)
Total liabilities at fair value	$ -	$ (4,182)	$ -	$ -	$ (4,182)

The School's policy for allocation to Levels 1, 2, 3, and Investments Valued Using the Practical Expedient in the tables above are described in Note 1.

The value of alternative investments (principally limited partnership interests in hedge, private equity, and other similar funds) represents the ownership interest in the NAV of the respective partnership as reported by the general partner. The School has performed due diligence around its alternative investments to ensure that they are recorded at fair value, which is based on the NAV. However, certain investments that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been classified in the fair value hierarchy.

Interest rate swaps are valued using both observable and unobservable inputs, such as quotations received from the counterparty, dealers or brokers, whenever available and considered reliable.

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The following table is a rollforward of the Consolidated Statements of Financial Position amounts for financial instruments classified by the School within Level 3 of the fair value hierarchy defined above.

	Fair Value 6/30/19	Realized Gains (Losses)	Unrealized Gains (Losses)	Tranfers In (Out)	Fair Value 6/30/20
Beneficial interests held by third parties	$ 1,666	$ -	$ (18)	$ (124)	$ 1,524

	Fair Value 6/30/18	Realized Gains (Losses)	Unrealized Gains (Losses)	Tranfers In (Out)	Fair Value 6/30/19
Beneficial interests held by third parties	$ 1,535	$ -	$ 131	$ -	$ 1,666

All net realized and unrealized gains in the tables above are reflected in the accompanying Consolidated Statements of Activities and relate to those financial instruments held by the School at June 30, 2020 and 2019.

There were no transfers between levels for the years ended June 30, 2020 and 2019.

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The following tables present liquidity information for the investments carried at fair value at June 30, 2020 and 2019, respectively.

			Investments Asset Value as of June 30, 2020			
				Unfunded	Redemption	
	Fair Value		Commitments	Frequency	Notice Period
Investment type					
Cash and cash equivalents	$	3,111	$	-	Liquid	N/A
Multi-strategy limited partnership investment fund		310,701		634	Semiannually	120 Days
Hedge funds						
Multi-strategy hedge fund of funds		5,091		-	Quarterly	7 Days
Equity long hedge fund of funds		454		-	Quarterly	7 Days
Fixed income		3,602		-	Quarterly	7 Days
Private equity		19,540		2,980	At Manager's Discretion	
Total	$	342,499	$	3,614		

			Investments Asset Value as of June 30, 2019			
				Unfunded	Redemption	
	Fair Value		Commitments	Frequency	Notice Period
Investment type					
Cash and cash equivalents	$	978	$	-	Liquid	N/A
Multi-strategy limited partnership investment fund		275,225		649	Semiannually	120 Days
Hedge funds						
Multi-strategy hedge fund of funds		21,453		-	Quarterly	7 Days
Equity long hedge fund of funds		19,584		-	Quarterly	7 Days
Fixed income		8,103		-	Quarterly	7 Days
Private equity		19,117		4,835	At Manager's Discretion	
Total	$	344,460	$	5,484		

3. Liquidity and Availability of Resources

The School's financial assets available, reduced by amounts not available for general use due to contractual or donor-imposed restrictions, within one year of the consolidated statement of financial position date for general expenditure as of June 30, 2020 and 2019 are as follows:

	2020		2019	
Cash and cash equivalents	$	6,515	$	12,399
Accounts receivable, net		3,377		2,618
	$	9,892	$	15,017

The School's endowment funds consist of donor-restricted endowments and a quasi-endowment. Income from donor-restricted endowments is restricted for specific purposes and, therefore, is not available for general expenditure. The Board of Trustees of the School determines the method to be used to appropriate endowment funds for expenditure. For 2021, the spending policy is to spend

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5.00% of a rolling twelve-quarter average, of which $12,362 of appropriations from the quasi-endowment will be available within the next 12 months.

In addition to the noted available financial assets, a significant portion of the School's annual expenditures will be funded by current year operating revenues. The School's cash flows have seasonal variations during the year, attributable to tuition billing and concentration of contributions received at calendar and fiscal year end. As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due. To help manage unanticipated liquidity needs, the School has a committed line of credit in the amount of $20,000 (Note 20), which it could draw upon. In addition, the School has a board-designated endowment of $243,747 (Notes 14, 15). Although the School does not intend to spend from its board-designated endowment other than amounts appropriated for general expenditure as part of its annual budget approval and appropriation process, amounts from the board-designated endowment could be made available if necessary. However, both the board-designated endowment and donor-restricted endowments contain investments with lock-up provisions that would reduce the total investments that could be made available.

4. **Tuition and Fees**

For the years ended June 30, 2020 and 2019, revenue from tuition and fees recognized by the School reflects aggregate reductions as follows:

	2020	2019
Tuition and fees	$ 135,060	$ 129,600
Less:		
School sponsored financial aid	(24,265)	(22,326)
Donor sponsored financial aid	(3,054)	(2,728)
Net tuition and fees	$ 107,741	$ 104,546

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5. Investment Income

Investment income for the years ended June 30, 2020 and 2019, was as follows:

	2020			2019
	Without Donor Restriction	**With Donor Restriction**	**Total**	**Total**
Interest and dividend income, net	$ (277)	$ 3,819	$ 3,542	$ 4,203
Net realized gains	27,907	7,967	35,874	43,742
Net unrealized losses	(21,272)	(9,234)	(30,506)	(31,820)
Total investment return	$ 6,358	$ 2,552	$ 8,910	$ 16,125

Reconciliation from Consolidated Statement of Activities

Investment income	$ 16,094	$ 17,738
Realized and unrealized losses on investments, net	(7,184)	(1,613)
Total investment return	$ 8,910	$ 16,125

Investment management fees and other expenses (netted from interest and dividend income) totaled $1,687 and $1,398 for the years ended June 30, 2020 and 2019, respectively.

Certain net assets are pooled for investment income purposes. Units in the pool are assigned on the basis of fair value at the time net assets to be invested are received, and income is distributed monthly thereafter on a per-unit basis. The market value of long-term investments, as stated in the Consolidated Statements of Financial Position, represents the value of pooled endowment plus other nonpooled investments at June 30, 2020 and 2019.

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6. **Accounts Receivable**

Accounts receivable consisted of the following at June 30, 2020 and 2019:

	2020	2019
Student tuition and fees	$ 858	$ 1,730
Government grants	2,394	883
Computer loan programs	87	116
Other	685	470
	4,024	3,199
Less: Allowance for uncollectible accounts	(560)	(465)
Accounts receivable, net	$ 3,464	$ 2,734

Included in the government grants receivable balance as of June 30, 2020 is $1,942 related to the Coronavirus Aid, Relief, and Economics Security ("CARES") Act. (Note 19).

7. **Student Loans Receivable**

Student Loans are made with funds advanced to the School by the Federal government under the Federal Perkins Loan Program.

The Federal Perkins loan program expired on September 30, 2017; after June 30, 2018, no new loans are permitted. Institutions are permitted to liquidate all Perkins loans or continue to service all or some of their outstanding Perkins loans. The School is continuing to service its Perkins loans while performing an ongoing assessment of the loan portfolio.

Student loans receivable consisted of the following at June 30, 2020 and 2019:

	2020	2019
Student loan funds	$ 2,169	$ 2,603
Less: Allowance for uncollectible accounts	(384)	(407)
Student loans receivable, net	$ 1,785	$ 2,196

U.S. Government Loan Funds
Under existing laws, Perkins loan funds of the United States Government are ultimately refundable to the extent funds are available from the program and are, therefore, shown as a liability on the Consolidated Statements of Financial Position, in the event that the Perkins Loan program ceases. This number represents the federal capital contribution and federal percentage of revenues and expenses for the current year's Perkins Loan program. At June 30, 2020 and 2019, the liability was $1,226 and $1,988, respectively.

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Management regularly assesses the adequacy of the allowance for credit losses by performing evaluations on the student loan portfolio, current economic environment, and level of delinquent loans. The allowance is adjusted based on the results of these evaluations. Loans disbursed under the Federal Perkins Loan Program are able to be assigned to the Federal government in certain non-repayment situations. Management believes that this allowance at June 30, 2020 is adequate to absorb credit losses inherent in the portfolio as of that date.

8.   **Pledges Receivable**

Pledges receivable at June 30, 2020 and 2019, are expected to be realized in the following periods:

	2020		**2019**
In one year or less	$ 2,010	$	1,814
Between one year and five years, net of discount	2,520		2,926
Five years and over, net of discount	669		696
	5,199		5,436
Less: Allowance for uncollectible pledges	(453)		(475)
Pledges receivable, net	$ 4,746	$	4,961

Pledges receivable expected to be collected within one year are recorded at their net realizable value. Those expected to be collected in future years are recorded at the present value of estimated future cash flows. The present value of estimated future cash flows has been measured at the time of the pledge using rates indicative of the market and credit risk associated with the pledge. Discount rates used to calculate the present value of pledges receivable ranged from 0.16% to 2.85%, resulting in discounts of $51 and $112 for the years ended June 30, 2020 and 2019, respectively.

The School has pledges outstanding from Trustees of approximately $2,034 and $3,044 at June 30, 2020 and 2019, respectively.

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9. **Property, Plant and Equipment**

	2020	2019
Land and buildings		
Educational plant	$ 204,532	$ 191,393
Dormitories and refectory	120,420	96,771
Administrative and other	52,258	39,028
Residences	1,847	1,723
Building under capital lease	7,275	7,275
Construction in progress	28,956	47,030
Land	9,162	9,017
Land under capital lease	2,537	2,537
	426,987	394,774
Furniture, fixtures and equipment	68,928	66,145
	495,915	460,919
Less: Accumulated depreciation	(223,131)	(210,728)
Property, plant and equipment, net	$ 272,784	$ 250,191

Construction in progress as of June 30, 2020 is primarily comprised of residence hall renovations and expansions in conjunction with the School's multiyear Quad block enhancement project.

Depreciation expense for the years ended June 30, 2020 and 2019 was $12,725 and $11,089, respectively.

Outstanding commitments on uncompleted construction contracts totaled $28 and $221 at June 30, 2020 and 2019, respectively.

During the years ended June 30, 2020 and 2019, the School capitalized interest costs of $985 and $0, respectively.

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10. **Accounts Payable and Accrued Liabilities**

Accounts payable and accrued liabilities consisted of the following at June 30, 2020 and 2019:

	2020		**2019**
Trade accounts payable	$ 3,187	$	7,790
Accrued interest	1,692		1,690
Accrued personnel liabilities	4,993		1,634
Healthcare self insurance reserve	1,000		-
Annuities payable	285		297
Other	3,359		5,353
Accounts payable and accrued liabilities	$ 14,516	$	16,764

Included in trade accounts payable and other are construction related payables totaling $2,707 and $8,576 at June 30, 2020 and 2019, respectively.

Accrued personnel liabilities at June 30, 2020 includes $1,839 related to voluntary early retirement payouts as well as a $1,037 deferral of the School's portion of Social Security taxes, as provided under Section 2302 of the CARES Act.

11. **Deferred Income**

Deferred income primarily represents payments received for tuition, room and board prior to the start of the fall academic term, as well as unearned revenue for the summer term. The following tables present a rollforward of the activities within deferred income for the years ended June 30, 2020 and 2019, respectively:

	Balance at 6/30/19		**Revenue recognized included in 6/30/19 Balance**		**Payments received in advance of performance**		**Balance at 6/30/20**
Degree programs	$ 2,241	$	(2,241)	$	3,232	$	3,232
Continuing education programs	4,670		(4,670)		2,211		2,211
Other	190		(190)		80		80
Total Deferred Income	$ 7,101	$	(7,101)	$	5,523	$	5,523

Rhode Island School of Design
Notes to the Consolidated Financial Statements
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

	Balance at 6/30/18		Revenue recognized included in 6/30/18 Balance		Payments received in advance of performance		Balance at 6/30/19
Degree programs	$	2,613	$	(2,613)	$	2,241	$	2,241
Continuing education programs		5,161		(5,161)		4,670		4,670
Other		322		(322)		190		190
Total Deferred Income	$	8,096	$	(8,096)	$	7,101	$	7,101

12. Obligations Under Long-Term Agreements

During fiscal year 2004, the School entered into a long-term agreement with a third party in order to purchase the Center for Integrative Technology building. The principal amount outstanding on the capital lease was $4,428 and $4,704 at June 30, 2020 and 2019, respectively. The net book value of the capital lease was $7,078 and $7,239 at June 30, 2020 and 2019, respectively. Based on a variety of assumptions, the current estimation is that the lease term will end on or about 2031.

Minimum annual lease payments due for the building over the next five years and thereafter are as follows:

2021	$	439
2022		439
2023		439
2024		483
2025		483
2026-2031		3,046
Total minimum lease payments		5,329
Interest expense		(901)
Total obligation	$	4,428

The School presents an asset retirement obligation on its Consolidated Statements of Financial Position that represents the probability and projected cost to remedy certain environmental hazards in relation to its buildings and boiler systems. The asset retirement obligation was $5,214 and $5,304 at June 30, 2020 and 2019, respectively, and are included within obligations under long-term agreements on the consolidated statements of financial position.

In December 2019, the School received a $600 non-interest-bearing note from National Grid, in participation with their Energy Initiative program. Payments are due in monthly installments of $10 through December 2024. The outstanding principal balance was $540 as of June 30, 2020 and is included within obligations under long-term agreements on the consolidated statements of financial position.

Rhode Island School of Design
Notes to the Consolidated Financial Statements
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

13. Bonds Payable and Other Debt

Name	Original Issue	Rate	Maturity	2020	2019
Rhode Island Health and Education Building Corporation					
Series 2008A	$61,930	1.25% - 2.60%	2035	$ 41,760	$ 43,620
Series 2008B	$31,850	1.25% - 2.60%	2037	31,850	31,850
Series 2012	$28,340	2.50% - 4.00%	2031	22,760	23,510
Series 2012B	$51,815	2.50% - 5.00%	2036	40,255	42,150
Series 2018	$54,950	4.00% - 5.25%	2049	54,950	54,950
Bonds payable, net				191,575	196,080
Add: Unamortized premium on bonds				9,021	9,453
Less: Bond issuance costs				(1,219)	(1,291)
Bonds payable, net				$ 199,377	$ 204,242

All bond premiums and issuance costs are being accreted straight line over the lives of the Bonds which approximates the effective interest basis. Amortization expense for the years ended June 30, 2020 and 2019, was $360 and $316, respectively.

Rhode Island Health and Education Building Corporation ("RIHEBC")
On September 13, 2018, the School sold $54,950 par value, 30 year, 5% coupon tax exempt bonds, resulting in $60,095 proceeds for use by RISD, net of issuance costs. The School is utilizing the bond proceeds to construct a new residential facility and address deferred maintenance in several buildings. The proceeds from the bonds were deposited into a Project Fund, which is held by the Bond Trustee. The Project Fund investments are classified as funds held in trust by others on the Consolidated Statements of Financial Position. Any unused funds at the earlier of the completion of the defined projects, or the third anniversary of the bond issuance date will be transferred into a Bond Fund, which must be used to repay bond redemptions or bond principal and interest payments as defined. The bonds maturing before August 15, 2029 are not subject to redemption prior to maturity (unless redeemed pursuant to the extraordinary redemption provisions). The bonds maturing on or after August 15, 2029 may be redeemed prior to maturity, at the option of the Institution beginning on or after August 15, 2028, in whole or in part at any time at their principal amounts, without premium, plus accrued interest to the redemption date.

Series 2008A and Series 2008B Bonds can be optionally redeemed on any interest payment date (the first business day of each month) at par plus accrued interest. RIHEBC Bonds (Series 2008A and Series 2008B) are due in principal amounts and mandatory redemption requirements ranging from $1,800 in 2008 to $13,945 in 2036. In the event that the School receives notice of any optional redemption on its Series 2008A and 2008B variable-rate bonds, the purchase price of the bonds will be paid from the remarketing of such bonds. However, if the remarketing proceeds are insufficient, the School will be obligated to purchase the bonds redeemed.

Series 2012, 2012B and 2018 Bonds are subject to optional, extraordinary optional, and mandatory redemption.

Rhode Island School of Design
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On June 28, 2018, the School secured a $31,850 letter of credit to cover an amount up to the outstanding balance of the 2008B Bonds at the time of redemption. Any payout was to be repaid immediately or accrue interest. If payout was not made in 90 days, the payout would convert to a term loan, due in five semi-annual installments beginning six months after the conversion date. The expiration date of this letter of credit is November 2, 2021.

On June 28, 2018, the School secured a new $48,740 letter of credit to cover an amount up to the outstanding balance of the 2008A Bonds at the time of redemption plus 45 days' interest at the maximum rate of 12%. The expiration date of this letter of credit is November 2, 2021.

The School is required to comply with debt covenants to support its letters of credit. The debt service ratio minimum requirement is 1.15 to 1 and the liquidity ratio minimum requirement is 0.50 to 1. The School was in compliance with its debt covenant requirements as of June 30, 2020.

The School has pledged as collateral all revenue received in each fiscal year up to an amount equal to the debt service on the bonds due during the fiscal year.

Mandatory annual principal payments due for the next five years and thereafter are as follows:

	RIHEBC
2021	$ 4,705
2022	4,915
2023	6,110
2024	6,385
2025	6,650
2026–2049	162,810
Annual principal payments	$ 191,575

Cash paid for interest on long-term debt for the years ended June 30, 2020 and 2019, was $6,101 and $5,932, respectively. Interest expense, net of capitalized interest, was $5,478 and $6,316 for the years ended June 30, 2020 and 2019, respectively.

The School has entered into various interest rate swap agreements to manage the interest cost and variable rate risk associated with its outstanding debt. The interest rate swap agreements were not entered into for trading or speculative purposes. The risks associated with interest rate swaps are primarily market risk. Under the terms of these agreements, the School pays a fixed rate, determined at inception, to a third party who in turn pays the School a variable rate on these respective notional principal amounts. During the years ended June 30, 2020 and 2019, the School incurred net realized and unrealized losses of $3,522 and $2,935, respectively.

The interest rate swap balances are classified as liabilities on the Consolidated Statements of Financial Position. Net payments or receipts under the swap agreements, along with the change in fair value of the swaps, are included in nonoperating revenues on the Consolidated Statements of Activities.

In June 2017, the School restructured its $28,500 callable swap by extending the call date from August 2019 to August 2024. As a result, the interest rate the School pays on this Swap was reduced from 3.94% to 2.68%. In addition, the School entered into a $17,995 at-market future swap

Rhode Island School of Design
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which commenced on February 1, 2020 to hedge a portion of its outstanding variable rate debt. RISD owns an option to cancel the swap beginning August 15, 2027 and semi-annual thereafter.

The following schedule presents the notional principal amounts of the School's interest rate swaps at June 30, 2020 and 2019.

Maturity	Original Notional	Fair Value 2020	Fair Value 2019
February 1, 2020	$ 18,000	$ -	$ (132)
August 15, 2025	24,300	(1,228)	(1,185)
August 15, 2034	28,500	(3,663)	(2,052)
August 15, 2036	17,995	(1,880)	(813)
Liability for interest rate swap		$ (6,771)	$ (4,182)

14. Net Assets

Details of the School's Net Assets are provided below:

	2020	2019
Without donor restrictions		
Designated funds	$ 8,437	$ 10,820
Designated for endowment	243,747	250,926
Capital and other undesignated funds	55,332	47,974
Total net assets without donor restrictions	307,516	309,720
With donor restrictions		
Restricted by time or purpose	35,913	43,132
Restricted by time or purpose within endowment	40,790	40,710
Restricted in perpetuity	64,475	59,495
Total net assets with donor restrictions	141,178	143,337
Total net assets	$ 448,694	$ 453,057

Rhode Island School of Design
Notes to the Consolidated Financial Statements
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15.   Endowment Funds

The School's endowment consists of approximately 282 individual donor-restricted endowment funds and 36 board-designated endowment funds for a variety of purposes plus the following where the assets have been designated for endowment: pledges receivable, split interest agreements, and other net assets. The endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. The net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

The School's Board of Trustees has interpreted the UPMIFA as requiring the preservation of the original gift as of the gift date(s) of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the School classifies as net assets with donor restrictions, (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund is also classified as net assets with donor restrictions until those amounts are appropriated for expenditure by the School in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the School considers the following factors in making a determination to appropriate or accumulate endowment funds:

(1)   The duration and preservation of the fund
(2)   The purposes of the School and the donor-restricted endowment fund
(3)   General economic conditions
(4)   The possible effect of inflation and deflation
(5)   The expected total return from income and appreciation of investments
(6)   Other resources of the School
(7)   The investment policies of the School

Rhode Island School of Design
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Endowment net asset composition by type of fund as of June 30, 2020 and 2019, were as follows:

| | 2020 | | |
	Without Donor Restrictions	With Donor Restrictions	Total
Board-designated			
For scholarships	$ 14,049	$ -	$ 14,049
For academic and institutional purposes	227,288	-	227,288
For museum support	2,410	-	2,410
Total board designated	243,747	-	243,747
Donor-restricted			
For scholarships	-	42,455	42,455
For academic and institutional purposes	-	27,773	27,773
For museum support	-	35,037	35,037
Total donor restricted	-	105,265	105,265
Total endowment funds	$ 243,747	$ 105,265	$ 349,012

| | 2019 | | |
	Without Donor Restrictions	With Donor Restrictions	Total
Board-designated			
For scholarships	$ 12,320	$ -	$ 12,320
For academic and institutional purposes	236,130	-	236,130
For museum support	2,476	-	2,476
Total board designated	250,926	-	250,926
Donor-restricted			
For scholarships	-	41,020	41,020
For academic and institutional purposes	-	25,504	25,504
For museum support	-	33,681	33,681
Total donor restricted	-	100,205	100,205
Total endowment funds	$ 250,926	$ 100,205	$ 351,131

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Changes in endowment net assets for the years ended June 30, 2020 and 2019, were as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets at June 30, 2019	$ 250,926	$ 100,205	$ 351,131
Investment return			
Investment income, net of fees	(973)	(433)	(1,406)
Net appreciation (realized and unrealized)	5,869	2,765	8,634
Total investment return	4,896	2,332	7,228
Gifts	12	6,980	6,992
Endowment return allocated for spending	(12,087)	(4,252)	(16,339)
Endowment net assets at June 30, 2020	$ 243,747	$ 105,265	$ 349,012

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets at June 30, 2018	$ 251,995	$ 99,454	$ 351,449
Investment return			
Investment income, net of fees	(475)	(186)	(661)
Net appreciation (realized and unrealized)	10,708	4,162	14,870
Total investment return	10,233	3,976	14,209
Gifts	1	953	954
Endowment return allocated for spending	(12,303)	(4,178)	(16,481)
Designated for endowment	1,000	-	1,000
Endowment net assets at June 30, 2019	$ 250,926	$ 100,205	$ 351,131

The following provides additional information about the School's policies regarding the management of its endowment assets.

Endowment Funds with Deficits
From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the value of the initial and subsequent donor gift amounts ("underwater"). When donor endowment deficits exist, they are classified as a reduction of donor-restricted net assets. There were no endowment funds underwater as of June 30, 2020 and 2019, respectively.

Return Objectives and Risk Parameters
The School has adopted endowment investment and spending policies that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of endowment assets. Under this policy, the return objective for the endowment assets, measured over a full market cycle of approximately five years, is to maximize the return against various market indexes across the investment portfolio as determined by the

Rhode Island School of Design
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Investment Committee while minimizing risk. The goal of each investment manager over the investment horizon is to exceed the appropriate market index. The overall portfolio is intended to embody no greater risk than the risk of a blend of the indexes assigned to the managers.

Strategies Employed for Achieving Investment Objectives
To achieve its long-term rate of return objectives, the School relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized gains) and current yield (interest and dividends).

Endowment Spending Allocation and Relationship of Spending Policy to Investment Objectives
The Board of Trustees of the School determines the method to be used to appropriate endowment funds for expenditure. In 2020 and 2019, the spending policy was to spend 5.00% of a rolling twelve-quarter average.

16. **Museum**

Museum revenues for the years ended June 30, 2020 and 2019, are described below:

	2020	2019
Service revenue	$ 817	$ 962
Investment income	1,709	1,682
Gifts and grants	906	2,792
Total museum revenues	$ 3,432	$ 5,436

Collections
The majority of the School's collections resides in the Museum and consists of artifacts of historical significance, art objects and books that are held for educational, research, and curatorial purposes. Each of the items are cataloged, preserved, and cared for and activities verifying their existence and assessing their condition are performed periodically. The collections are subject to a policy that requires proceeds from their sales to be used to acquire other items for collections or to support the direct care of existing collections. The School expended $606 and $932 for acquisitions during the years ended June 30, 2020 and 2019, respectively. The School sold collections in the amount of $16 and $0 during the years ended June 30, 2020 and 2019, respectively. The School did not use any proceeds from the sale of its collections to support the direct care of existing collections for the year ended June 30, 2020.

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(Dollars in thousands)

17. **Functional Expenses**

The consolidated financial statements report certain categories of expenses that are attributable to one or more program or supporting functions of the School. Expenses reported by functional categories include allocations of costs for operation and maintenance of plant, interest on indebtedness and depreciation and amortization expense. The School applies various methods to allocate costs among the program and support functions, the most significant of which is by the amount of building space utilized.

Operating expenses by functional and natural classification for the years ended June 30, 2020 and 2019, were as follows:

	Instruction and Academic Support		Administrative and Institutional Support		Auxiliary Services		Museum		2020 Total	
Salaries and wages	$	44,376	$	26,268	$	4,960	$	5,437	$	81,041
Benefits		11,090		7,560		1,189		1,505		21,344
Contracted services		2,021		10,128		557		1,082		13,788
Depreciation, amortization and interest		5,194		2,224		8,281		3,147		18,846
Utilities, plant and equipment		4,249		4,603		4,022		1,427		14,301
Supplies and general		1,990		1,003		4,296		261		7,550
Other operating expenses		1,668		935		167		172		2,942
Total operating expenses	$	70,588	$	52,721	$	23,472	$	13,031	$	159,812

	Instruction and Academic Support		Administrative and Institutional Support		Auxiliary Services		Museum		2019 Total	
Salaries and wages	$	41,706	$	23,649	$	4,463	$	5,375	$	75,193
Benefits		12,207		5,924		1,447		1,922		21,500
Contracted services		2,686		10,062		1,352		2,659		16,759
Depreciation, amortization and interest		4,968		2,441		7,284		3,220		17,913
Utilities, plant and equipment		4,959		4,475		3,767		1,019		14,220
Supplies and general		1,851		888		5,473		376		8,588
Other operating expenses		1,859		949		102		198		3,108
Total operating expenses	$	70,236	$	48,388	$	23,888	$	14,769	$	157,281

Rhode Island School of Design
Notes to the Consolidated Financial Statements
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

18. Retirement and Pension Plans

The School participates in the Teachers Insurance and Annuity Association ("TIAA") for eligible faculty, administrative and staff employees. The School made contributions to the TIAA retirement plan which totaled approximately $4,956 and $4,744 for the years ended June 30, 2020 and 2019, respectively.

19. The Coronavirus Aid, Relief and Economic Security ("CARES") Act

The Coronavirus Aid, Relief, and Economics Security ("CARES") Act provided budgetary relief to higher education institutions. Congress set aside approximately $14.25 billion of the $30.75 billion allotted to the Education Stabilization Fund through the Higher Education Emergency Relief Fund ("HEERF"). Each institution received one grant comprised of two parts. Under the legislation, no less than 50% of the full grant was to be used for direct emergency aid to students. The remaining portion of the full grant was to be used by institutions to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. Institutions were given one calendar year from the date of award in their HEERF Grant Award Notification to complete the performance of their HEERF grant.

The School was awarded $1,465 of HEERF funding in May 2020. Institutions may recognize the institutional portion of the grant to the extent the grant was expended on student relief as of June 30, 2020. As of June 30, 2020, $458 of the student relief portion of the grant was expended and recognized as grants revenue and student aid expense and $458 of the institutional portion of the grant was expended and recognized as grant revenue and auxiliary enterprises.

The CARES Act also created a new employee retention credit ("Retention Credit") for wages paid from March 13, 2020 to December 31, 2020, by employers that are subject to closure (fully or partially suspended on orders from a governmental authority) or significant economic downturn due to COVID-19, during the quarters in which the employer is affected. The credit amount takes into account up to 50% of qualified wages, which are capped at $10 with the maximum credit of $5 per employee and applies to the employer's share of the 6.2% Social Security tax. The School's retention credit totaled $1,026 through June 30, 2020 and is recognized as grants revenue on the consolidated statement of activities. The credit will be applied in the second quarter calendar year 2020 payroll tax form 941.

20. Commitments and Contingencies

On November 2, 2015, the School secured a line of credit with TD Bank, N.A of $10,000. On May 14, 2020, the line of credit was amended to extend the maturity date to June 15, 2021 and increase the limit to $20,000. The School had no outstanding borrowings against the line of credit as of June 30, 2020 and 2019.

In conducting its activities from time to time the School is the subject of various claims and also has claims against others from time to time. In management's opinion, the ultimate resolution of such claims would not have a material adverse or favorable effect on the financial position of the School.

Rhode Island School of Design
Notes to the Consolidated Financial Statements
Years Ended June 30, 2020 and 2019
(Dollars in thousands)

21.   **Subsequent Events**

Management has evaluated the subsequent events for the period after June 30, 2020 through October 1, 2020, the date the consolidated financial statements were issued.

Independent Auditors' Report

To the Board of Trustees of
Rhode Island School of Design

We have audited the accompanying consolidated financial statements of Rhode Island School of Design and its subsidiaries, which comprise the consolidated statements of financial position as of June 30, 2020 and 2019, and the related consolidated statements of activities, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Rhode Island School of Design and its subsidiaries as of June 30, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Baker Tilly US, LLP

New York, NY
October 1, 2020

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name: Rhode Island School of Design

OPE ID: **?** 340900

Annual Audit

		Certified:	Qualified
Financial Results for Year Ending:	**?** 06/30	Yes/No	Unqualified
Most Recent Year	**?** 2020	Yes	Unqualified
1 Year Prior	2019	Yes	Unqualified
2 Years Prior	2018	Yes	Unqualified

Fiscal Year Ends on: June 30   (month/day)

Budget / Plans
    Current Year   2021
    Next Year   2022

Contact Person: **?** Daniel Cavicchi
    Title: Vice Provost
    Telephone No: 401-454-6134
    E-mail address   dcavicch@risd.edu

Sources:
2018: RISD Financial Statement, PWC, 10/9/18
2019: RISD Financial Statement, Bakertilly, 10/25/19
2020: RISD Financial Statement, Bakertilly, 10/1/20

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website Location		Date Approved by the Governing Board
Institutional Mission Statement	?		?	May 6, 2006

Standard 2: Planning and Evaluation

PLANNING

	Year approved by governing board		Effective Dates		Website location
Strategic Plans	?		?		?
Immediately prior Strategic Plan	2011		2012-2017		Critical Making | Making Critical: RISD 2012-2017
Current Strategic Plan	2019		2020-2027		Next: RISD 2020-2027
Next Strategic Plan					

	Year		Effective		Website location
Other institution-wide plans*					
Master plan					RISD Campus Master Plan
Academic plan					
Financial plan					
Technology plan					
Enrollment plan					
Development plan					

Plans for major units (e.g., departments, library)*

?					

EVALUATION

	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	? RISD Academic Program Review (APR)
Program review schedule (e.g., every 5 years)	

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

   1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	NA
Website location of documentation of relationship	NA

Governing Board

	Website location
By-laws	RISD/About/Policies+Disclosures_RISD Bylaws
Board members' names and affiliations	RISD/About/Leadership/Board of Trustees

Please enter any explanatory notes in the box below

Academic Program Reviews has been suspended during the pandemic.

Revised October 2018

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
?					
? Main campus	Providence, RI, USA	1877	2,495	2,545	2,559
? Other principal campuses					
? Branch campuses (US)					
? Other instructional locations (US)					
? Branch campuses (overseas)					
? Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
? Correspondence Education	NA				
Low-Residency Programs	NA				
Competency-based Programs	NA				
Dual Enrollment Programs	NA				
Contractual Arrangements involving the award of credit	NA				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality		Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D. B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		NA	1,378	388	NA	NA	NA	NA	1,766
Main Campus FT Remote		NA	358	103					461
Other Principal Campus FT	NA								0
Other Principal Campus PT	NA								0
Branch campuses FT	NA								0
Branch campuses PT	NA								0
Other Locations FT	NA								0
Other Locations PT	NA								0
Overseas Locations FT	NA								0
Overseas Locations FT	NA								0
Distance education FT	NA								0
Distance education PT	NA								0
Correspondence FT	NA								0
Correspondence PT	NA								0
Low-Residency FT	NA								0
Low-Residency PT	NA								0
Unduplicated Headcount Total		0	1,736	491	0	0	0	0	2,227
Total FTE			1,732.00	497.00					2,229.00
Enter FTE definition:			Full-time stuc	Full-time student only. No part-time student					
Degrees Awarded, Most Recent Year			466	197					663
Degrees Awarded, Most Recent Year (headcount)			433	197					630

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

RISD considers all its students to be full-time

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT			2	2	2,227	2,229
Main Campus PT		10		10		10
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	10	2	12	2,227	2,239
Total FTE		3.00	2.00	5	2,229.00	2,234.00
Enter FTE definition:		1 PT=1/3 FTE and 1 FT=1FTE	1 PT=1/3 FTE and 1 FT=1FTE	1 PT=1/3 FTE and 1 FT=1FTE	1 PT=1/3 FTE and 1 FT=1FTE	1 PT=1/3 FTE and 1 FT=1FTE
Certificates Awarded, Most Recent Year						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

RISD's Continuing Education Certificate Program students do not earn degree-program credit. The CE Certificate Program does not meet the qualification of clock hours or semester credit hours for a Certificate Program under IPEDS standards.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

For Fall Term, as of Census Date*	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
Certificate (see Note)	NA	NA	NA	NA	NA
Associate	NA	NA	NA	NA	NA
Baccalaureate	1976	1994	2009	1766	
Total Undergraduate	1,976	1,994	2,009	1,766	0

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

For Fall Term, as of Census Date*	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
Master's	378	385	393	382	
Doctorate					
First Professional	85	88	99	109	
Other					
Total Graduate	463	473	492	491	0

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (2017 AY)	2 Years Prior (2018 AY)	1 Year Prior (2019 AY)	Current Year (2020 AY)	Next Year Forward (goal) (2021 AY)
Undergraduate	62,526	61278	61116	24321	
Graduate	16,213	16194	16512	7871	
Total	78,739	77,472	77,628	32,192	0

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus	(Falll 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	
Sessions embedded in a class	1	3	4	2*	
Free-standing sessions	64	43	36	3*	
Sessions embedded in a class (Graduate)	1	2	3	1*	
Free-standing sessions (Graduate)	19	20	13	4*	
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

*All information literacy instruction is being taught online Fall 2020

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
Freshmen - Undergraduate ?					
Completed Applications ?	3,420	3,913	3,832	4,003	
Applications Accepted ?	982	934	987	1,085	
Applicants Enrolled ?	451	473	480	413	
% Accepted of Applied	28.7%	23.9%	25.8%	27.1%	-
% Enrolled of Accepted	45.9%	50.6%	48.6%	38.1%	-
Percent Change Year over Year					
Completed Applications	na	14.4%	-2.1%	4.5%	-100.0%
Applications Accepted	na	-4.9%	5.7%	9.9%	-100.0%
Applicants Enrolled	na	4.9%	1.5%	-14.0%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below) ?					
Transfers - Undergraduate ?					
Completed Applications	344	364	370	388	
Applications Accepted	107	95	96	111	
Applications Enrolled	57	46	54	50	
% Accepted of Applied	31.1%	26.1%	25.9%	28.6%	-
% Enrolled of Accepted	53.3%	48.4%	56.3%	45.0%	-
Master's Degree (included MARC) ?					
Completed Applications	1,905	1,962	2,031	2,110	
Applications Accepted	565	613	668	710	
Applications Enrolled	230	220	224	217	
% Accepted of Applied	29.7%	31.2%	32.9%	33.6%	-
% Enrolled of Accepted	40.7%	35.9%	33.5%	30.6%	-
First Professional Degree - MARC ?					
Completed Applications	314	310	308	390	
Applications Accepted	149	169	211	230	
Applications Enrolled	37	38	41	50	
% Accepted of Applied	47.5%	54.5%	68.5%	59.0%	-
% Enrolled of Accepted	24.8%	22.5%	19.4%	21.7%	-
Doctoral Degree ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Master's Degree data include First Profesional Degree MARC.

Source: Freshman and Transfer: Tableau Fact Book

**First Professional Degree reflects applicants/accepted/enrolled for the MARC program in Architecture. RISD dos not track applicants/accepted/enrolled for the BARC.

Standard 5: Students

(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Goal (specify year) (Fall 2021)
UNDERGRADUATE ?					
First Year Full-Time Headcount ?	456	474	480	418	
Part-Time Headcount ?	0	0	0		
Total Headcount	456	474	480	418	0
Total FTE ?	456	474	480	418	
Second Year Full-Time Headcount	505	510	518	477	
Part-Time Headcount	0	0	0	0	
Total Headcount	505	510	518	477	0
Total FTE	505	510	518	477	
Third Year Full-Time Headcount	504	471	489	398	
Part-Time Headcount	0	0	0	0	
Total Headcount	504	471	489	398	0
Total FTE	504	471	489	398	
Fourth Year Full-Time Headcount	465	502	476	397	
Part-Time Headcount	0	0	0	0	
Total Headcount	465	502	476	397	0
Total FTE	465	502	476	397	
Fifth Year Full-Time Headcount ?	46	37	45	46	
Part-Time Headcount	0	0	0	0	
Total Headcount	46	37	45	46	0
Total FTE	46	37	45	46	
Total Undergraduate Students					
Full-Time Headcount	1,976	1,994	2,008	1,736	0
Part-Time Headcount	0	0	0	0	0
Total Headcount	1,976	1,994	2,008	1,736	0
Total FTE	1,976	1,994	2,008	1,736	0
% Change FTE Undergraduate	na	0.9%	0.7%	-13.5%	-100.0%
GRADUATE ?					
Full-Time Headcount ?	463	473	492	491	
Part-Time Headcount ?	0	0	0	0	
Total Headcount	463	473	492	491	0
Total FTE ?	463	473	492	491	
% Change FTE Graduate	na	2.2%	4.0%	-0.2%	-100.0%
GRAND TOTAL					
Grand Total Headcount	2,439	2,467	2,500	2,227	0
Grand Total FTE	2,439	2,467	2,500	2,227	0
% Change Grand Total FTE	na	1.1%	1.3%	-10.9%	-100.0%

Please enter any explanatory notes in the box below

Fall enrollment data provided by Office of Institutional Data and Research Services on 1/20/2021. NiYi

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (se

? Where does the institution describe the students it seeks to serve?

	(FY 2015)	(FY 2016)	(FY 2017)
? **Three-year Cohort Default R**	3.30%	2.00%	0.90%
? **Three-year Loan repayment r**	87.70%	89.00%	87.90%

(from College Scorecard)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
? **Student Financial Aid (UG)**					
Total Federal Aid	$8,505	$8,233	$8,057	$7,912	
Grants	$1,734	$1,900	$1,981	$1,938	
Loans	$5,183	$4,700	$4,687	$4,599	
Work Study	$1,589	$1,632	$1,388	$1,374	
Total State Aid	$19	$30	$29	$24	
Total Institutional Aid	$16,869	$16,787	$19,145	$19,716	
Grants	$16,869	$16,787	$19,145	$19,716	
Loans	$0	$0	$0	$0	
Total Private Aid	$2,875	$3,266	$3,262	$3,512	
Grants	$706	$888	$952	$1,114	
Loans	$2,170	$2,378	$2,310	$2,398	
Student Financial Aid (GR)					
Total Federal Aid	$3,224	$3,209	$2,988	$3,099	
Grants	$8	$5	$6	$6	
Loans	$2,891	$2,866	$2,683	$2,787	
Work Study	$325	$339	$299	$306	
Total State Aid	$0	$0	$0	$0	
Total Institutional Aid	$5,163	$5,585	$6,304	$6,909	
Grants	$5,163	$5,585	$6,304	$6,909	
Loans	$0	$0	$0	$0	
Total Private Aid	$154	$364	$274	$503	
Grants	$24	$136	$142	$292	
Loans	$130	$228	$132	$211	

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	44%	41%	39%	43%	
Graduates	29%	34%	27%	31%	
First professional students	38%	31%	43%	53%	

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	$13,456	$17,157	$11,410	$13,245	
Graduates	$16,679	$21,387	$17,722	$18,240	
First professional students	$45,123	$26,380	$29,736	$40,594	

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Lan	NA	NA	NA	NA	NA
English (reading, writing,	NA	NA	NA	NA	NA
Math	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA

Please enter any explanatory notes in the box below

Source: Office of Institutional Data and Research Services . NiYi

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)
? Number of Faculty by category				
Full-time	159	158	170	143
Part-time	276	278	265	262
Adjunct				
Clinical				
Research				
Visiting	21	23	21	26
Other; specify below:				
Total	456	459	456	431
Percentage of Courses taught by full-time faculty				
? Number of Faculty by rank, if applicable				
Professor	73	68	72	59
Associate	49	46	54	55
Assistant	48	67	65	55
Instructor				
Other; specify below:				
Total	170	181	191	169
? Number of Academic Staff by category				
Librarians	7	7	9	8
Advisors				
Instructional Designers				
Other; specify below:				
Fellows*	1	3	5	3
Total	8	10	14	11

Fellows hold mixed Research/Instructional position
20/21 additional 1 Fellow, 1 visiting and 1 FT faculty (Asst rank) paid by external agency due to COVID19

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 2018)		2 Years Prior (FY 2019)		1 Year Prior (FY 2020)		Current Year (FY 2021)	
	FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								
Professor								
Associate			1		1		1	
Assistant	12		8		9		5	
Instructor								
No rank		130		103		123		
Term Appointments	21		21		26		25	
Total	33	130	30	103	36	123	31	0
? Number of Faculty in Tenured Positions *								
Professor	74		71		74		63	
Associate	28		32		31		37	
Assistant	2		2		2		1	
Instructor								
No rank								
Other								
Total	104	0	105	0	107	0	101	0
? Number of Faculty Departing								
Professor								
Associate	2		3		1		1	
Assistant	1				3			
Instructor								
No rank		73		132		86		
Other								
Total	3	73	3	132	4	86	1	0
? Number of Faculty Retiring								
Professor	3		4		1		11	
Associate								
Assistant							1	
Instructor								
No rank							1	8
Other								
Total	3	0	4	0	1	1	12	8

Please enter any explanatory notes in the box below

Term appointments are usually filled by part-time faculty members that do not leave the institution after their term appointment ends. *RISD Full-time faculty go through a Critical Probationary Review (similar to Tenure), as prescribed in the FT Faculty Contract, usually in the seventh year; it signifies the end of the probationary period and the beginning of 5-year contracts. After Critical Review, the grounds for not renewing must be egregious and the process handled in accordance with the Faculty Contract. Part-time faculty can receive multi-year contracts but can be non-renewed in the 2nd year of a 2 or 3-year contract for reasons related to enrollment fluctuations, new FT hires or performance.

Departing
17/18   Asjes, Gilks, Harkett
18/19   Clements, Kenyon, Serbest
19/20   Dixon, Hash, Wagner, Woznicka
20/21   Goggins at mid-year

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2018)			2 Years Prior (FY 2019)			1 Year Prior (FY 2020)			Current Year (FY 2021)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	180	276	456	181	278	459	196	265	461			0
Research Staff	0	0	0	0	0	0	0	0	0			0
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	7	0	7	7	0	7	7	0	7			
Library Technicians	1	0	1	1	0	1	1	0	1			
Archivists, Curators, Museum staff	20	2	22	23	2	25	25	0	25			0
Student and Academic Affairs	0	0	0	1	3	4	1	3	4			0
Management Occupations	117	0	117	126		126	139	0	139			0
Business and Financial Operations	48	1	49	59	1	60	62	1	63			0
Computer, Engineering and Science	28	0	28	26	0	26	30	0	30			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	43	8	51	35	5	40	34	5	39			0
Healthcare Practitioners and Technical	1	4	5	1	4	5	0	5	5			0
Service Occupations	142	24	166	150	25	175	165	23	188			0
Sales and Related Occupations	11	2	13	11	2	13	10	1	11			0
Office and Administrative Support	111	16	127	108	15	123	109	13	122			0
Natural Resources, Construction, Maintenance	53	3	56	54	3	57	52	2	54			0
Production, Transportation, Material Moving	3	0	3	3	0	3	2	0	2			0
												0
Total	765	336	1,101	786	338	1,124	833	318	1,151			0

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)	Years Prior (FY 2018)	ear Prior (FY 2019)	Most Recent Year (FY 2020)	rcent Change rs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$49,478	$42,878	$35,500	-13.3%	-17.2%
? Cash held by State Treasurer	$0	$0	$0	-	-
? Deposits held by State Treasurer	$0	$0	$0	-	-
? Accounts Receivable, Net	$2,387	$2,734	$3,464	14.5%	26.7%
? Contributions Receivable, Net	$6,017	$4,961	$4,746	-17.6%	-4.3%
? Inventory and Prepaid Expenses	$2,568	$2,941	$4,009	14.5%	36.3%
? Long-Term Investments	$344,551	$344,460	$342,499	0.0%	-0.6%
? Loans to Students	$2,725	$2,196	$1,785	-19.4%	-18.7%
? Funds held under bond agreement	$0	$45,315	$19,978	-	-55.9%
? Property, plants, and equipment, net	$217,377	$250,191	$272,784	15.1%	9.0%
? Other Assets	$2,623	$1,666	$1,524	-36.5%	-8.5%
Total Assets	**$627,726**	**$697,342**	**$686,289**	11.1%	-1.6%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$9,013	$16,467	$14,219	82.7%	-13.7%
? Deferred revenue & refundable advances	$8,096	$7,101	$5,523	-12.3%	-22.2%
? Due to state	$0	$0	$0	-	-
? Due to affiliates	$0	$0	$0	-	-
? Annuity and life income obligations	$360	$297	$297	-17.5%	0.0%
? Amounts held on behalf of others	$0	$0	$0	-	-
? Long-term investments	$158,774	$214,250	$209,559	34.9%	-2.2%
? Refundable government advances	$1,917	$1,988	$1,226	3.7%	-38.3%
? Other long-term liabilities	$2,058	$4,182	$6,771	103.2%	61.9%
Total Liabilities	**$180,218**	**$244,285**	**$237,595**	35.5%	-2.7%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	$310,021	$309,720	$307,516	-0.1%	-0.7%
? Foundation				-	-
Total	**$310,021**	**$309,720**	**$307,516**	-0.1%	-0.7%
Temporarily restricted net assets					
Institutional	$78,945	$83,842	$76,703	6.2%	-8.5%
? Foundation				-	-
Total	**$78,945**	**$83,842**	**$76,703**	6.2%	-8.5%
Permanently restricted net assets					
Institutional	$58,542	$59,495	$64,475	1.6%	8.4%
? Foundation				-	-
Total	**$58,542**	**$59,495**	**$64,475**	1.6%	8.4%
Total Net Assets	**$447,508**	**$453,057**	**$448,694**	1.2%	-1.0%
TOTAL LIABILITIES and NET ASSETS	**$627,726**	**$697,342**	**$686,289**	11.1%	-1.6%

Please enter any explanatory notes in the box below

Bond issuance in FY19 (September 2018)

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)	
OPERATING REVENUES (in 000s)						
? Tuition and fees	$124,532	$129,600	$135,060			all presented on row 11, below, to align with our financial statement presentation
? Room and board	$0	$0	$0			
? Less: Financial aid	-$22,330	-$25,054	-$27,319			
Net student fees	$102,202	$104,546	$107,741	$0	$0	
? Government grants and contracts	$347	$434	$2,217			
? Private gifts, grants and contracts	$13,168	$9,488	$8,130			
? Other auxiliary enterprises	$26,616	$27,092	$21,263			
Endowment income used in operations	$14,474	$16,481	$16,339			
? Other revenue (specify): Museum	$1,167	$962	$817			
Other revenue (specify): Other Investment Income and Other Income	$2,918	$6,613	$4,668			
Other revenue (specify): Released from Restriction	-$7,483	-$5,885	-$16,576			
Net assets released from restrictions (transferred to without donor restriction)	$7,483	$5,885	$16,576			
Total Operating Revenues	**$160,892**	**$165,616**	**$161,175**	**$0**	**$0**	
OPERATING EXPENSES (in 000s)						
? Instruction	$51,215	$61,431	$61,387			
? Research	$351	$347	$252			
? Public Service	$0	$0	$0			
? Academic Support	$7,564	$8,455	$8,490			
? Student Services	$8,765	$9,562	$10,059			
? Institutional Support	$26,433	$27,430	$35,513			
Fundraising and alumni relations						
? Operation, maintenance of plant (if not allocated)	$29,915	$11,400	$7,150			Operation of Maintenance and Plant figures for FY18 are not allocaloted; FY19/20 is partially allocated, see additional note below
? Scholarships and fellowships (cash refunded by public institution)	$0	$0	$458			
? Auxiliary enterprises	$14,679	$23,887	$23,472			
? Depreciation (if not allocated)						
? Other expenses (specify):	$9,000	$14,769	$13,031			
Other expenses (specify):						
Total operating expenditures	**$147,922**	**$157,281**	**$159,812**	**$0**	**$0**	
Change in net assets from operations	**$12,970**	**$8,335**	**$1,363**	**$0**	**$0**	
NON OPERATING REVENUES (in 000s)						
? State appropriations (net)						
? Investment return	**$14,827**	**-$1,613**	**-$7,184**			
? Interest expense (public institutions)						
Gifts, bequests and contributions not used in operations	**$5,436**	**$953**	**$4,980**			
? Other (specify): Rlzd/Unrlzd gain (loss) on interest rate swaps	**$1,426**	**-$2,935**	**-$3,522**			
Other (specify):						
Other (specify):						
Net non-operating revenues	**$21,689**	**-$3,595**	**-$5,726**	**$0**	**$0**	
Income before other revenues, expenses, gains, or losses	**$34,659**	**$4,740**	**-$4,363**	**$0**	**$0**	
? Capital appropriations (public institutions)						
? Other (specify):						
TOTAL INCREASE/DECREASE IN NET ASSETS	**$34,659**	**$4,740**	**-$4,363**	**$0**	**$0**	

Please enter any explanatory notes in the box below

Operating Expenses: In FY19, RISD Adopted ASU 2016-14 which changed the presentation and disclosure requirements of natural/functional expenses. Operating amounts shown above for FY19 and FY20 are presented in conformity with the new ASU, while FY18 remains under the former accounting guidance

Revised October 2018

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year	Current Year (FY 2021)	Next Year Forward (FY 2022)
Long-term Debt						
	Beginning balance	$149,560	$145,435	$196,080	$191,575	$186,870
	Additions	$0	$54,950	$0	$0	$0
?	Reductions *	($4,125)	($4,305)	($4,505)	($4,705)	($4,915)
	Ending balance	**$145,435**	**$196,080**	**$191,575**	**$186,870**	**$181,955**
	Interest paid during fiscal year	$3,744	$5,932	$6,101		
	Current Portion	$4,305	$4,505	$4,705	$4,915	$6,110
	Bond Rating	A+ Stable	A+ Stable	A+ Negative	N/A	N/A
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	1.61	0.80	0.13		
	Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.32	0.43	0.43	N/A	N/A
	Debt to Assets Ratio Long-term Debt / Total Assets	0.23	0.28	0.28	N/A	N/A

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.   If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

(1) Refer to Bond Footnote in our audited financial statements for specifics for each Bond
(2) The debt service ratio minimum requirement is 1.15 to 1 and the liquidity ration minimum requirement is 0.50 to 1. The School is in compliance with debt covenants.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

As of 6/30/20, the School has a $20 million line of credit with TD bank. The School currently has no borrowings against the line of credit.

Future borrowing plans (please describe).

- September 2020 - increase line of credit with TD Bank from $20m to $40 million; as of current, RISD has not borrowed against this line of credit
'- October 2020 - plans to refinance approx $42m of existing 2012 bonds

*(Reductions) FY21/FY22 will change - pending debt refinancing in late 2020 (still open as of 11.20.20)

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
NET ASSETS					
Net assets beginning of year	$412,849	$448,317	$453,057	$448,694	
Total increase/decrease in net assets	$34,659	$4,740	($4,363)		
Net assets end of year	**$447,508**	**$453,057**	**$448,694**	**$448,694**	**$0**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$20,604	$22,326	$24,265		
Federal, state and private grants	$393	$440	$594		
Restricted funds	$1,333	$2,288	$2,460		
Total	**$22,330**	**$25,054**	**$27,319**	**$0**	**$0**
% Discount of tuition and fees	17.9%	19.3%	20.2%		
? % Unrestricted discount	16.5%	17.2%	18.0%		
Net Tuition Revenue per FTE	$41	$41	$42		
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE***	3.0	N/A	N/A	N/A	N/A

*It is my understanding that the Dept. of Ed no longer uses/calculates this score after FY18

Please indicate your institution's endowment spending policy:
The Board of Trustees of the School determines the method to be used to appropriate endowment funds for expenditure. In 2020 and 2019, the spending policy was to spend 5.00% of a rolling twelve-quarter average. In 2018, the spending policy was to spend 4.75% of a rolling twenty-quarter average.

Please enter any explanatory notes in the box below.
FY19 beginning of year net assets reflects the adoption of ASU 2014-09 under the modified retrospective transition method. See Footnote 1 of RISD's FY19 audited financial statement for additional details.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year	Current Year (FY2021)	Next Year Forecast
CASH FLOW					
Cash and Cash Equivalents beginning of	$35,570	$49,478	$59,692	$37,954	
Cash Flow from Operating Activities	$27,966	$2,810	$856		
Cash Flow from Investing Activities	($15,660)	($51,344)	($22,679)		
Cash Flow from Financing Activities	$1,602	$58,748	$85		
Cash and Cash Equivalents	**$49,478**	**$59,692**	**$37,954**	**$37,954**	**$0**
LIQUIDITY RATIOS					
Current Assets	$54,433	$48,553	$42,973	N/A	N/A
Current Liabilities	$17,109	$23,568	$19,742	N/A	N/A
Current Ratio	3.18	2.06	2.18	N/A	N/A
Days Cash on Hand	131.99	107.05	88.09	N/A	N/A

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Pending Bond refinancing in October 2020; lower enrollment in FY21 due to COVID 19 will result in lower anticipated cash inflows.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

no

Please enter any explanatory notes in the box below.

FY19 & FY20 figures above reflect retroactive adoption of ASU 2016-18 which includes Restricted Cash in the Cash and Cash Equivalents reconciliation

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2018)	2 Years Prior (FY2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	95%	94%	92%	85%	
? IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	91%	89%	89%	89%	
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	91%	90%	90%		
Awarded a degree within eight years	92%	91%	91%		
Not awarded within eight years but still enrolled	0%	0%	0%		
First-time, part-time students	N/A				
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
Non-first-time, full-time students					
Awarded a degree within six years	88%	76%	85%		
Awarded a degree within eight years	89%	78%	85%		
Not awarded within eight years but still enrolled	0%	0%	0%		
Non-first-time, part-time students	N/A				
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 Pell Grant recipients	95%	93%	86%	91%	
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 Pell Grant recipients Awarded a degree within six years	98%	82%	90%		
2 Pell Grant recipients Awarded a degree within eight years	98%	83%	92%		
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

? Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago (14)	4 years ago (16)	6 years ago	4 years ago
? First-time, Full-time Students				
Degree from original institution	89%	62%		
Not graduated, still enrolled at original institution	0%	27%		
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
? First-time, Part-time Students	N/A			
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
? Non-first-time, Full-time Students				
Degree from original institution	94%	76%		
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
? Non-first-time, Part-time Students	N/A			
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1	
2	

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Most Recent Year (FY 2020)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1									
2									
3									
4									
5									
?	**National Licensure Passage Rates**								
	Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1									
2									
3									
4									
5									
?	**Job Placement Rates**								
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
?	**Completion Rates**					
1						
2						
3						
4						
5						
?	**Placement Rates**					
1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
See attachment from email	**(FY 2017)**	**(FY2018)**	**(FY 2019)**	**(FY 2020)**	**(FY 2021)**
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	94%	96%	99%	98%	
Graduation rates @ 150% time	96%	99%	96%	98%	
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1. Retention rate first to send year: Students who either returned from first to second year for those programs with program length that are 12 months or longer, or students who graduated within 12 months for those programs that are shorter than 12 months

1. Graduation rates @ 150% time: Defined as graduate students graduating within 150% of their program lengths in months (program length data provided by RISD Registrar's office).

3.

4.

5.

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee	
Academic honesty		Academic Code of Conduct	Academic Policies Committeee	Includes a new addendum for remote learning
Intellectual property rights	3/7/2003	Intellectual Property Policy	Academic Affairs/General Counsel	
Conflict of interest: Board and Senior Staff	2/23/13	Conflict of Interest Policy	General Counsel	
Conflict of interest: Academic Affairs		Code of Faculty Ethics	Provost	The Code of Faculty Ethnics also appears in the Faculty Handbook, available on an inernal Academic Affairs site accessible with a RISD id/password.
Conflict of interest: Staff		Workplace Standards of Conduct	VP Human Resources	This is a general declaration of expectations
Conflict of interest: Financial Aid		Student Financial Services | Disclosures | Code of Conduct	Assoc VP Student Financial Services	The Student Financial Services Code of Conduct contains clauses on Conflict of Interest for Financial Aid staff
Privacy rights	July 2020	Privacy Policy	Media/General Counsel	This policy petains to the www.risd.edu website
Privacy/Confidentiality for all employees responsibilities		Confidentiality | workplace standards hrrisd.wordpress.com	V.P. Human Resources	
Privacy rights/FERPA (Students)		Notice of Student Rights with Respect to Education Records (FERPA)	Registrar/General Counsel	
Fairness for students		Student Academic Policies	Academic Policies/ Instruction Committee	Also in Code of Faculty Ethics referenced above
		Student Life Policies	Assoc VP Student Affairs	
Fairness for Faculty: Contracts for Full- & Part-time		Labor Relations/Current Contracts	Human Resources and Faculty Union NEARI/NEA and	
Fairness for staff		Fairness & Equity | hrrisd.wordpress.com	V.P. Human Resources	
Academic freedom		Student Academic Policies	Academics Policies Committee / Registrar	Also provided for in the faculty union contracts noted above
Research		RISD Research	Assoc Provost, Research and Strategic Partnerships	
Title IX		Title IX at RISD	Office of Institutional Discrimination	
Other; specify				
Operations Policy - All		Operations Policies	Various	

Non-discrimination policies

	Last Updated		Responsible Office or Committee	
Recruitment and admissions		Non-discrimination Notice	V.P. Human Resources	
Employment		Employment Eligibility	V.P. Human Resources	
Evaluation: Students		Grading	Academic Policies/ Instruction Committee	Students are evaluated by faculty, and faculty are evaluated by students. However, written comments and evaluations by faculty of students do not become part of the student's permanent record.
Evaluation: Faculty		Full-and Part-time faculty contracts	Human Rsources and Faculty Union	
Evaluation: Staff		Performance Management	V.P. Human Resources	
Disciplinary action: Students		Code of Student Conduct	A.V.P. Student Affairs	
Disciplinary action: Employees		Corrective Action Process	V.P. Human Resources	
		Separation of Employment	V.P. Human Resources	
Advancement for Staff		Transfers and Promotions	V.P. Human Resources	
Other; specify				
Non-discrimination - All		Discriminatory Harrassment Policy	V.P. Human Resources	
Ethics | Whistleblower Policy		Whistleblower Policy	Board of Trustees/Audit Committee	This policy is administered by Human Resources and the General Counsel through a process utilizing an externally managed hotline for reporting
Equity and Inclusion		Center for Social Equity and Inclusion	Assoc. Provost, SEI	
Equity and Inclusion in Teaching		Teaching and Learning Lab	Dean of Faculty, Assoc Provost, SEI	
Disabilities		Americans with Disabilities	V.P. Human Resources	

		Disability Support Services	Director of Disability Support Services & Academic Support

Resolution of grievances

Students	Oct 2019	Code of Student Conduct	A.V.P. Student Life	The appeals process is contained in the Code of Conduct
	Aug 2020	Grievance Policy for Denials of accommodation Requests	A.V.P. Student Life	
Faculty		Faculty Contracts	Human Resources and Faculty Unions	
Staff	1/1/2014	Staff Problem Resolution Process	V.P. Human Resources	
Other; specify				

? **Other**	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**
Information for Faculty		AA site: Operations and Procedures	Academic Affairs
Open Door Policy		Open Door Policy	Human Resources
RISDiversity		RISDiversity Community Narratives	Human Resources

Please enter any explanatory notes in the box below

RISD policies can be found at policies.risd.edu. and hrrisd.wordpress.com

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	risd.edu - About: Contact
Notice of availability of publications and of audited financial statement or fair summary	The S.V.P. Finance and Administration notifieds the RISD Community by email when the Financial Statement is published and includes its availability during financial updates to the community at Town Hall meetings and othe venues throughout the academic year
	Policies + Disclosures: Financial Statements
Processes for admissions	risd.edu - Admissions
Processes for employment	risd.edu - Careers at RISD or About: Working Here
Processes for grading	risd.edu search or risd policy library
Processes for assessment	RISD Academic Program Reviw (APR)
Processes for student discipline	Academic Code of Conduct
Processes for consideration of complaints and appeals	Academic Appeals & Exception to Academic Policy

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
"The mission of Rhode Island School of Design, through its college and musum, 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 contributiions to a global society through critical thinking, scholarship and innovation."	risd.edu: About | Mission + Values
"...the strategic plan proposes how we intend to educate students for the future and bring our current creative practices to bear on today's most critical social, political and environmental chanllenges."	risd.edu: About | Vision
Statements and learning outcomes are listed separately for each department and degree	risd.edu: Academics
The RISD Museum was founded on the belief that art, artists, and the institutions that support them play pivotal roles in promoting broad civic engagement and creating more open societies.	risd.edu: Museum | Who We Are
Each year approximately 180 full-time and 400 adjunct faculty members help students further their own development as thinkers and makers. As accomplished artists, designers, architects, scholars and educators, they create and continually stimulate RISD's culture of research and discovery, while showing exceptional dedication to teaching and mentoring students. Beyond the studio and classroom RISD's faculty are leaders in their respetive fields, pursuing a fscinating array of projects and producing an amazing range of work.	risd.edu: Academics | Faculty
RISD is open for fall 2020 with students taking a blend of in-person, online and hybrid classes.	RISD COVID Plan

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

Information	Website location
Institutional catalog (Undergraduate)	Undergraduate Viewbook
Institutional catalog (Graduate)	Graduate Study Viewbook
Obligations and responsibilities of students and the institution	Academic Code of Conduct (policies.risd)
	RISD Policy and Procedure Library
Information on admission and attendance	Admissions (risd.edu)
Institutional mission and objectives	Mission and Values (risd.edu)
Expected educational outcomes	Academics - by department (risd.edu)
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	About RISD (risd.edu)
Requirements, procedures and policies re: admissions	Admissions - by cohort (risd.edu)
Requirements, procedures and policies re: transfer credit	Transfer Credit (Student Academic Policies-policies.risd)
A list of institutions with which the institution has an articulation agreement	not applicable for articulation agreement but we do have a policy for Cross Registration at Brown University (policies.risd)
Student fees, charges and refund policies	Tuition and Fees (policies.risd)
Rules and regulations for student conduct	Code of Student Conduct (policies.risd)
Procedures for student appeals and complaints*	RISD Policy and Procedures Library
	https://risdregistrar.wordpress.com
	2020/2021 Course Announcement
Other information re: attending or withdrawing from the institution	Student Academic Policies (policies.risd)
Academic programs	Academics (risd.edu)
Courses currently offered	Academics (risd.edu) by department
	2020-2021 Course Announcement (risdregistrar)
Other available educational opportunities	Student Academic Policies: Off-Campus Programs and Other Programs
Other academic policies and procedures	Student Academic Policies
	Student Life Policies
Requirements for degrees and other forms of academic recognition	Graduation Requirements for Undergraduates (policies.risd)
	Graudation Requirements for Graduates (policies.risd)
	Concentrations (policies.rsd)
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	Academics (risd.edu) by department
Names and positions of administrative officers	Leadership, President's Cabinet (risd.edu)
Names, principal affiliations of governing board members	Leadership, Board of Trustees (risd.edu)
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	RISD Global (risd.edu)
	RISD in Rome: European Honors Program (policies.risd)
	Brown and RISD (risd.edu)
Programs, courses, services, and personnel not available in any given academic year	Academics (risd.edu) by department
Size and characteristics of the student body	RISD: About (risd.edu)
Description of the campus setting	Student Life: Our Neighborhood (risd.edu)
Availability of academic and other support services	Academics (risd.edu)
Range of co-curricular and non-academic opportunities available to students	Student Life (risd.edu)
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Academics (risd.edu) by department/
Institutional goals for students' education	Mission and Values (risd.edu)
	Academics - by department (risd.edu)
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	RISD: About
Total cost of education and net price, including availability of financial aid and typical length of study	Student Financial Services (risd.edu)
Expected amount of student debt upon graduation and loan payment rates	Student Financial Services: Disclosures (risd.edu)
Statement about accreditation	Policies and Disclosures: Accreditation (risd.edu)

*The RISD Policies and Procedures Library site provides Student Academic Policies and Student Life Policies that include processes for dealing with many issues, including grade appeals, academic appeals, and code of conduct.

Rhode Island School of Design

5th Year Interim Report, 2021
E-Series Forms, E1 Part A and E1 Part B

E-SERIES FORMS:

Making Assessment More Explicit

Option E1: Part A. Inventory of Educational Effectiveness Indicators

- Apparel Design (BFA)
- Architecture (BArch, BFA, MArch)
- Ceramics (BFA, MFA)
- Digital + Media (MFA)
- Experimental and Foundation Studies, 1st Year Program
- Film/Animation/Video (BFA)
- Furniture Design (BFA, MFA, MFA 3-year)
- Global Arts and Culture (MA GAC)
- Glass (BFA, MFA)
- Graphic Design (BFA, MFA)
- Illustration (BFA)
- Industrial Design (BFA, MID.2.5, MID)
- Interior Studies (BFA, MDes, MA)
- Jewelry + Metalsmithing (BFA, MFA)
- Landscape Architecture (MLA 3-year and 2-year program)
- Nature-Culture-Sustainability Studies (MA NCSS)
- Painting (BFA, MFA)
- Photography (BFA, MFA)
- Printmaking (BFA, MFA)
- Sculpture (BFA, MFA)
- Textiles (BFA, MFA)
- Teaching + Learning in Art + Design (Art Education) (MA, MAT)

Option E1: Part B. Inventory of Specialized and Program Accreditation

- Architecture (BArch, BFA, MArch)
- Landscape Architecture (MLA 3-year and 2-year program
- Teaching + Learning in Art + Design (Art Education) (MA, MAT)

E-Series
Rhode Island School of Design
5th Year Interim Report 2021

APPAREL DESIGN
E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Apparel Design, BFA	https://www.risd.edu/academics/apparel-design/undergraduate/	• Ongoing studio work - students assessed on progress, class participation, commitment, executions of design intent, clarity and sophistication of design process and craftsmanship • 3 formal critiques i.e mid semester and at end of semester for all students. Faculty, Dept Head and invited critics participate in reviews. • Student portfolios/lookbooks/films. • Completion of assignments. • Completion of a senior essay. • Fashion show at the end of the senior year is a culmination of departmental work exhibiting all areas of competency. Selected students show at NYFW. • Seniors have the opportunity to develop a scent with International Flavors and Fragrances as part of their senior thesis. Final concepts are shared with IFF's industry network. • Industry competitions are integrated into particular classes throughout the three years. Many apparel students have received prestigious awards such as The Met Competition, Joe's Black Book, CFDA Future Fashion Graduate Showcase. • Faculty advise students throughout the semester and work with Careers to arrange internships in the field. • Some alumni begin own brands/labels. • Alumni and students recieve prestigious press e.g. WWD, Vogue, Paper Magazine • Named one of Council of Fashion Designers of America CFDA+ schools. Seniors are awarded CFDA+ status. Also named one of Supima's schools to highlight at their annual NYFW show.	• Faculty continually assess ongoing studio work based upon completion of assignments, projects, written prompts, class participation. • Faculty meet with students to discuss individual progress at the end of each semester. • Several faculty, Dept Head and invited external critics attend and review all formal crits. • Several faculty, Dept Head and invited external critics attend and review portfolios at the end of each semester. • External critics and Dept Head assess senior work for NYFW. Selected seniors work shown based upon clarity of vision and design competencies demonstrated at final crit. • Faculty and Dept Head meet three times per semester to discuss curriculum and ongoing projects. • Dept Head conducts reviews of faculty, their performance and student feedback, and assess syllabi. • Faculty and Dept Head meet during the summer and winter breaks to discuss revisions/developments of curriculum for the semester ahead. • Department Head and Divisional Dean review successes in student work, learning outcomes and curricular development.	• Fashion as a major pollutor has contributed to a significant change in approach to design thinking that includes sustainable and responsible design processes incorporated into the curriculum. • The reuse of reclaimed materials, biodegradable fabrics, organic dying processes, zeero waste pattern cutting, ethical sourcing is encouraged. • The production of fashion is responsible for normalizing inequitable practices and students are encouraged to consider all of the bodies that are involved in the making of clothing. • Social media has had a profound effect on the way that fashion is reported, shared, and ultimately consumed. This shift in how a fashion image can be disseminated, and the power of image-making and objectivity have come to dominate the experience of fashion and clothing, as such image making and assignments that explore the power of image making have been introduced. • Introduction of more written assignments and a senior thesis essay have been introduced to ensure that students can communicate their ideas across a number of platforms. This also ensures apparel design students are aligned with other RISD undergraduate programs and the expectations of an undergraduate degree i.e. having the ability to formalize and communicate ideas. • A change to the senior curriculum, based upon the changing landscape of the fashion show, has initiated projects which explore film short making as a means to communicate the embodied expression of clothing. • The proliferation of image and image-making also privileges the objective gaze over the embodied experience, Students in apparel design are now engaged in discourses that include bodies,and the experience of the body. • In a globalized world, we have to look at identity and social identities in the context of fashion and clothing. This along with the changing needs of the student body at RISD has initiated syllabi that explore identity/identities in the sophomore year. • The Academic Program Review feedback 2019 suggested the importance of centering thesis on Identity – broadly interpreted either based on craft, an experimental approach to body and the environment, specialization or using the thesis as vehicle to research and produce outcomes tied to fashion agency, activism, change advocacy. • Fashion, clothing and adornment are all expressions of identity/identities, living at intersections between politics, society and culture. Apparel Design is now moving to reimagine undergraduate and graduate curriculum by substantively and expertly engaging intercultural competencies in the politics of race and ethnicity, sustainability, and global systems, which will begin to be implemented in 2021.	2019
RISD 5th Year Interim Report 2021					

Architecture (BArch)
E1A Inventory:

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Data of most recent program review (for general education and each degree program)
Architecture, BArch	http://www.risd.edu/architecture/ http://architecture.risd.edu/	In addition to GPA, BArch student requirements for graduation include: • Completion of at least 156 credit hours • Portfolio Review • Student Internship • Completion of Degree Project (or equivalent)"	Teaching methods: • Studio desk crits (T and Th), where 1-on-1 discussions between students and faculty occur. • Interim pin-ups which help guide students during the course of the semester. • Mid-term and final reviews, where faculty and outside critics review the work in a formal, group setting. Amongst the Faculty: The Architecture Faculty meets monthly during the academic year to discuss and resolve any ongoing issues, while also meeting annually prior to the academic year to discuss potential curricular changes, building policies, and any other major changes. In the event of a Department Head change, the faculty discusses how to best manage the transition. Other internal processes: • Academic standing for any student performance issues • For graduating class, a work review with annual student awards given out • Program alterations based upon recommendations by NAAB during post- review process	• Streamlining of BArch curriculum • Introduction of more contemporary global and diverse perspectives • Incorporation of new technology • Refining teaching methods that alternate between delivery of information and integration of knowledge.	2008
	Formal learning outcomes are directly specified via the individual course syllabi and the RISD annual course catalog. A more generalized program statement about the Architecture Departments learning outcome is listed on the department website (#1 listed above) with additional information located at the student run website (#2 listed above). These learning outcomes include: • Emphasizing the architect's dual role of communicator and builder • Addressing the knowledge to make architecture • Underscoring the complexities of the discipline • Skills needed during professional practice of architecture • The nurturing of inclusiveness in our pedagogy and our life as an institution The learning outcomes are not only driven by RISD's contemporary mission, but are also in accordance with, and adapt to, the National Architecture Accrediting Board's (NAAB) evolving standards, in which the RISD Architecture Department's BArch degree has been a part of since 1968/69. Using language from http://www.naab.org, the RISD Architecture Department's BArch program "assures quality to students and the public … Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture." Accreditation for the MArch degree was last granted in 2014. By adhering to both the rigorous educational mission put forth by RISD, and by the NAAB, the learning outcomes are continually refined and enable graduates to "make lasting contributions to a global society through critical thinking, scholarship and innovation."				

RISD 5th Year Interim Report 2021

Architecture (BFA)
E1A Inventory:

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e. g., capstone course.	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Data of most recent program review (for general education and
Architecture, BFA	http://www.risd.edu/architecture/ http://architecture.risd.edu/ Formal learning outcomes are directly specified via the individual course syllabi and the RISD annual course catalog. A more generalized program statement about the Architecture Department's learning outcome is listed on the department website (#1 listed above) with complementary information located at the student run website (#2 listed above). These learning outcomes include: • Emphasizing the architect's dual role of communicator and builder • Addressing the knowledge to make architecture • Underscoring the complexities of the discipline • Skills needed during professional practice of architecture • The nurturing of inclusiveness in our pedagogy and our life as an institution By adhering to the rigorous educational mission put forth by RISD, the learning outcomes are continually refined and enable graduates to "make lasting contributions to a global society through critical thinking, scholarship and innovation."	In addition to GPA, BFA student requirements for graduation include: • Completion of at least 126 credit hours • Credit hours need to include all 42 Liberal Arts requirements by end of 4th year • Student Internship (or equivalent credit)	Teaching methods: • Studio desk crits (T and Th), where 1-on-1 discussions between students and faculty occur. • Interim pin-ups which help guide students during the course of the semester. • Mid-term and final reviews, where faculty and outside critics review the work in a formal, group setting. Amongst the Faculty: The Architecture Faculty meets monthly during the academic year to discuss and resolve any ongoing issues, while also meeting annually prior to the academic year to discuss potential curricular changes, building policies, and any other major changes. In the event of a Department Head change, the faculty discusses how to best manage the transition. Other internal processes: • Academic standing for any student performance issues	• Introduction of more contemporary global and diverse perspectives • Incorporation of new technology • Refining teaching methods that alternate between delivery of information and integration of knowledge	2008

RISD 5th Year Interim Report 2021

Architecture (MArch)
E1A Inventory:

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Data of most recent program review (for general education and each degree program)
Architecture, MArch	http://www.risd.edu/architecture/ http://architecture.risd.edu/ Formal learning outcomes are directly specified via the individual course syllabi and the RISD annual course catalog. A more generalized program statement about the Architecture Departments learning outcome is listed on the department website (#1 listed above) with additional information located at the student run website (#2 listed above). These learning outcomes include: Emphasizing the architect's dual role of communicator and builder • Addressing the knowledge to make architecture • Underscoring the complexities of the discipline • Skills needed during professional practice of architecture • The nurturing of inclusiveness in our pedagogy and our life as an institution The learning outcomes are not only driven by RISD's contemporary mission, but are also in accordance with, and adapt to, the National Architecture Accrediting Board's (NAAB) evolving standards, in which the RISD Architecture Department's BArch degree has been a part of since 1968/69. Using language from http://www.naab.org, the RISD Architecture Department's BArch program "assures quality to students and the public … Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture." Accreditation for the MArch degree was last granted in 2014. By adhering to both the rigorous educational mission put forth by RISD, and by the NAAB, the learning outcomes are continually refined and enable graduates to "make lasting contributions to a global society through critical thinking, scholarship and innovation."	In addition to GPA, MArch student requirements for graduation include: • Completion of at least 111 credit hours • Portfolio Review • Student Internship • Completion of Degree Project (or equivalent)	Teaching methods: • Studio desk crits (T and Th), where 1-on-1 discussions between students and faculty occur. • Interim pin-ups which help guide students during the course of the semester. Mid-term and final reviews, where faculty and outside critics review the work in a formal, group setting. Amongst the Faculty: The Architecture Faculty meets monthly during the academic year to discuss and resolve any ongoing issues, while also meeting annually prior to the academic year to discuss potential curricular changes, building policies, and any other major changes. In the event of a Department Head change, the faculty discusses how to best manage the transition. Other internal processes: • Academic standing for any student performance issues • For graduating class, a work review with annual student awards given out • Program alterations based upon recommendations by NAAB during post- review process	• Streamlining of MArch curriculum, including a 2yr track for exceptionally qualified incoming graduate students • Introduction of more contemporary global and diverse perspectives • Incorporation of new technology • Refining teaching methods that alternate between delivery of information and integration of knowledge	2008

RISD 5th Year Interim Report 2021

Architcture

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1:
PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
NAAB	2014 NAAB Accreditation 5 yr-B.Arch and 3-yr M.Arch degree	**Conditions Not Met:** 1.) studio culture, 2.) Western and Non-Western Tradiaitions in the history and theory curriculum, 3.) accessibility, and **Causes of Concern** included: 1.) social equity, 2.) physical resources, 3.) architectural history, and 4.) human diversity ***see p. 130 of accrediting team's report	Licensure	I met with the Executive Director of the ACSA last week to ask about our next accreditation visit, and here is what I learned. Due to COVID, any departments who are due for accreditation as we are in the Spring of 2022, can opt to push accreditation back by one year. We will likely elect to do this, and I will set up a meeting with Ellen Cathey in the next weeks to discuss this process. In the meantime, I also learned that all NAAB accreditation visits will be remote through the spring of 2023. I will keep both Scheri and Kent in the loop about what I learn in this meeting.
RISD 5th Year Interim Report 2021				

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

Ceramics (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Ceramics, BFA	http://www.risd.edu/academics/ceramics/undergraduate/	• At the end of each semester in the degree program, an individual student's work is evaluated and critiqued by a committee of several faculty members. • In addition, the department holds group critiques during the fall and spring semesters of the senior year. At these critiques, students display their work from all their classes, giving the faculty the chance to see class work in the context of a student's larger body of work. • Visiting Artists and feedback from respected members of the field • Performance in all courses throughout the overall curriculum • Competitions and sponsored projects in college--wide initiatives such as sponsored studios and internships • Exhibitions: senior thesis, triennial and student currated exhibitions; installation room exhibitions for midterm and final reviews. • Portfolio reviews, job placements and interviews with career services • Departmental self--study process every 5--7 years	• Full---time faculty, with the department head, meet four times a year (prior to the beginning of each semester and at the end of each semester) in order to review each student's progress and fully discuss any specific issues. • In addition, throughout the year, the full-time faculty (including the department head) maintain a constant dialogue (on a daily and weekly basis) to consider student progress, issues, problems and plans for helping students in need. • Visiting artists contribute to discussions of student progress as demonstrated through class critiques, exhibitions, and portfolios. • Competitions are juried according to specific criteria relating to concept, aesthetics, and execution. • Students participating in sponsored projects receive feedback from participating faculty, peers, and members of sponsoring groups. • Members of the career services office well versed in academic and artistic criteria continue to hone students' portfolios through interviews and other discussions. • A panel of academic peers and practicing participates in the departmental self-study process	The Ceramics Department is in the process of changing as a result of our recent Self-Study and Visiting Committee review. Of the priorities that are developing through this process, several have either already led to change or will inform near-term planning for additions and improvements to the program, including: • **Partnerships with industry/business/other institutions**. The ceramics department has partnerered with The Steel Yard, a local nonprofit industrial art center. The department has built a wood kiln and completed the build of a soda kiln in summer 2018. The kilns are available for use by both RISD students, The Steel Yard artists, as well as members of the community. • **Interdisciplinary studies.** The Department has a new interdisciplinary course with Printmaking titled Ceramics and Print and it is co-taught wth faculty from both areas. The department has also offered a joint senior thesis with the Glass Department as well as co-taught classes with Landscape Architecture. • **The need to address the increased role of technology in the ceramic field.** The department has added a new Lulzbot 3D plastic printer, as well as 2 3D Potter clay printers with the first Digital Ceramics class offered in Spring 2020. The deparment also added a black toner decal printer to the already existing 4 color printer. • **Further development of core curriculum and faculty.** Lesley Baker was hired in 2018 as an Associate Professor with experience running a ceramics department, developing international programs, and expertise in ceramic image transfer process, mold making and slip casting, both 2d and 3d digital processes and public art. She has developed 2 new courses, Ceramics and Print, and Digital Ceramics. The department is currently in the process of decolonizing the curriculum with revisions to be in place for the 2021/22 academic year.	2011
RISD 5th Year Interim Report 2021					

Ceramics (MFA)

E1A inventory:

CATEGORY	(2) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review,	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Ceramics, MFA	http://www.risd.edu/academics/ceramics/graduate/	• End--of--semester reviews • Weekly group critiques in which students display work from their studio practice • Individual studio visits from Visiting Artists and respected members of the field • Competitions, sponsored projects • Exhibitions – thesis, biennial, triennial • Portfolio reviews • Job interviews and placements	• At the end of each semester, an individual student's work is evaluated and critiqued by a committee of several faculty members. • In addition, the department holds weekly group critiques, in which students display their work. Faculty and fellow students can see the progress of individual studio work and fellow graduate students play a major role in the discussion and critique of the work. • Visiting Artists and feedback from respected members of the field participate in assessments during critiques, exhibitons, and portfolio reviews. • Faculty assess students' performance in specific courses throughout the overall curriculum. • External reviewers associated with competitions and sponsored projects assess the associated work. • Exhibitions are curated by students and assessed by faculty. • Potential employers interview students and resulting job placements indicate successful achievement of learning outcomes.	The Ceramics Department is in the process of changing as a result of our recent Self-Study and Visiting Committee review. Of the priorities that are developing through this process, several have either already led to change or will inform near--term planning for additions and improvements to the program, including: • **Partnerships with industry/business/other institution**s The ceramics department has partnerered with The Steel Yard, a local nonprofit industrial art center. The department has built a wood kiln and completed the build of a soda kiln in summer 2018. The kilns are available for use by both RISD students, The Steel Yard artists, as well as members of the community. • **Interdisciplinary studies**. The Department has a new interdisciplinary course with Printmaking titled Ceramics and Print and it is co-taught wth faculty from both areas. The department has also offered a joint senior thesis with the Glass Department as well as co-taught classes with Landscape Architecture. • **The need to address the increased role of technology in the ceramic field**. The department has added a new Lulzbot 3D plastic printer, as well as 2 3D Potter clay printers with the first Digital Ceramics class offered in Spring 2020. The deparment also added a black toner decal printer to the already existing 4 color printer. • **Further development of core curriculum and faculty.** Lesley Baker was hired in 2018 as an Associate Professor with experience running a ceramics department, developing international programs, and expertise in ceramic image transfer process, mold making and slip casting, both 2d and 3d digital processes and public art. She has developed 2 new courses, Ceramics and Print, and Digital Ceramics. The department is currently in the process of decolonizing the curriculum with revisions to be in place for the 2021/22 academic year.	2011
RISD 5th Year Interim Report 2021					

Experimental and Foundation Studies (1st--year program)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Experimental and Foundation Studies	http://www.risd.edu/academics/foundation---studies/first---year/	• Each semester, every student's studio course work is assessed by three faculty members and often visiting critics from other divisions or from outside RISD. Based on these assessments, faculty write a narrative for each student at the conclusion of the course. Faculty also write mid-term comments for students who are struggling. • Student work is displayed in the Waterman Gallery on a rotating, weekly basis. Every three years, there is a divisional exhibition at Woods Gerry Gallery and an accompanying symposium based on the exhibit's theme. These venues provide further opportunities to document, evaluate, and reflect upon student work. • In formal presentations each year, several faculty present their syllabi and student work to the entire division with the goal of mentoring new faculty and assessing the programs. • A yearly survey is distributed to all first-year students after they have declared a major and before their first year has concluded. • In 2019, a divisional self--study was developed with input and dialog from all EFS faculty. Then an external review by a visiting evaluation committee was completed. The visiting committee wrote a report that in turn prompted a written division response as well as meetings and discussions about the visiting teams findings.	• Written narratives of successful, average, and struggling students are reviewed by the Dean and Programs Head to determine strengths and needs for improvement in program areas. All fulltime faculty serve as academic advisors and contribute to this dialogue. They can access others' narratives, and have resources to track how advisees are performing across all of their courses. • Exhibits and presentations of student works are viewed by all division faculty. Work is discussed by faculty as a group in monthly and special meetings, and during all day retreats. At these events there is discussion on the range, quality, and depth of the work, and the first year curriculum's impact on further study at RISD and post---college experiences. • Discussions of the annual survey results occur at division meetings. Department Heads are invited to division meetings to report on changes to their curricula and to provide in person feedback. • The 2019 divisional self study, visiting committee report, and divisional response were reviewed by all members of the division plus the Associate Provost and Provost. Working groups were tasked with making recommendations based on findings.	• Faculty use assessments of student work to gauge learning outcomes and adjust the syllabi of their courses. • The division advocated for a new position, Academic Studio Tutor. This position works with students from underserved backgrounds who need support in their studio courses. More support for students is needed, and we are advocating for it. • Response from the annual survey results has informed the development of our program areas and improved academic advising. The survey results have also expanded dialogue with undergraduate departments. • We conduct annual reviews of learning goals for the EFS Division and each program area: Drawing, Design, and Spatial Dynamics. • The division focused full--time faculty searches on hiring those with expertise in areas of sustainability, computation, and decoloniality. We have been successful in further diversifying our faculty to better reflect our student body. EFS has also been approved for a new faculty position as part of the Cluster Hire initiative with a focus on hiring faculty across the college with expertise in Race and Decoloiality. • EFS faculty stay current in their fields through research, attendance and presentation at national and international conferences and performances and exhibitions of their work..	2019

Film/Animation/Video (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Film/Animation /Video, BFA	http://www.risd.edu/academics/fav/undergraduate/	• Crits • Junior shows • Senior shows • Public exhibits • Evaluations of class exercises and finished media projects, collected online via Vimeo for sharing of streaming video • Alumni success	• Faculty and staff meet to consider types and qualities of the work and evaluate overall directions in genre, use of medium, facilities supports, etc. • Students and faculty keep pace with changing technologies and continually adapt as needed. • The departmental faculty discuss curricular issues during regularly occurring faculty meetings. • Audience feedback influences faculty consideration of student progress.	• Faculty members observe, interpret and discuss changes in technology and classroom practices, and respond with curricular changes; for example: Observation: Nearly all of our students carry video recorders as part of smart phone technology. Classroom impact: This relatively new development is seen when assignments are shot on cellphones. Discussion: As media makers, the political implications are immense. This process influences the content of courses and the creation of new course offerings. • Four years ago, the audio in senior films was generally described as "muddy." This evaluation became evidence that improvement to this facet of instruction was needed, influencing decisions and opportunities for FAV and prompting the department to: 1. Improve the physical plant to provide good listening spaces. 2. Provide consistent audio recording tools across the three levels. 3. Add sections of the "Sound for the Screen" course. 4. Add assignments to "Digital Foundations" providing basic sound mixing techniques to all sophomore students. 5. Create an in-house 16mm digitizing process so sophomore students could multi-track mix sound for their projects. • A similar assessment of a current trend in post-production color technologies has influenced FAV decisions with regard to camera choice and post-production. • In addition to the student exhibitions and influenced by the recent technology benchmark of media cloud storage, FAV uploads coursework videos to Vimeo sites for archiving and selective viewing. This action has provided us with an added means of assessing student progress and provides another data set for self-¬evaluation. Due to COVID-19, our end of year shows in 2020 were livestreamed and the feedback to this format was positive. We plan to continute livestream these large events in the future, (in addition to the in-person events), even when public gatherings are once again safe. • An observation of a lack of Digital 3D character films resulted in discussions calling attention to the value of processes encouraging direct making and engagement with physical material. In turn, FAV has welcomed a partnership with Laika and now has as a goal an expanded model-making shop and recording area. In 2020 we successfully completed an international search to hire a full-time faculty member with expertise in 3D digital animation. • Curricular assessment in 2019 provided evidence that students were not adequately demonstrating an understanding of film history and theory, including a lack of social awareness of contemporary issues, particularly regarding racial stereotyping. We are currently adding new electives that focus on the history of racism in film and animation and de-colonizing the required curriculum.	2008

RISD 5th Year Interim Report 2021

Digital+Media (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Digital+Media, MFA	https://www.risd.edu/academics/digital-media/graduate/	• As part of a 3-semester sequence of studio/seminar required courses, every student's work is assessed in midterm and final critiques, which additionally require process/research documentation for review. • As part of a first-year sequence of history/theory required courses, students catalog their research and form bibliographies in preparation for second-year thesis writing. • As part of the second-year, each student completes a thesis project and thesis writing, requirements for the MFA degree. These provide capstone evidence and documentation for learning assessment toward certifying degree completion. • Work conducted in elective courses, including research groups, is reviewed in critiques parallel to required courses. These courses provide platforms for cross-disciplinary learning with students also enrolled from outside the Dept. • Each semester, 4 visiting artists give lectures and conduct individual studio visits with students. These meetings provide each student with external perspectives on their work while it is in progress. Feedback from visiting artists is used by faculty not only to evaluate student progress but also to assess curriculum design and whether it successfully addresses contemporary/emerging discourse and technologies. (continues on next page)	• In the 3-semester sequence of studio/seminar core courses, a minimum of 3 faculty assess student work with additional evaluation by visiting critics from other Departments or outside RISD. This analysis provides the context for gauging whether students are meeting degree goals and requirements. With internal and external critics, a range of expertise is provided to challenge disciplinary biases and students' thinking, while revealing greater depth of content and sophistication in development. Students themselves are essential participants in critiques, as a form of peer review. • Faculty teaching the history/theory sequence evaluate student catalogs of their research and bibliographies to determine their readiness for thesis writing and what form it will take. This review is shared with faculty who work with students in their studio/seminar courses for additional perspective on student progress. • In the second-year, the thesis project and writing are evaluated by students' thesis committees, which is typically comprised of 2 Dept. faculty and 1 external reviewer. In consultation with faculty, students invite committee members who will provide the necessary expertise for evaluating the merits of their work. • In the second-year, thesis students must complete writing and installation for the final project for exhibition. Both the writing and the thesis project are evaluated by well established artists and designers in the field who either participate as visiting artists or as guest critics in the last semester's critiques. • Faculty teaching elective courses are invited to larger Dept. midterm and final critiques to provide their feedback, considering their perspective having worked with students in another context. • Exhibitions of student work are assessed by Dept. faculty, internal and external critics, who may include visiting artists, designers, theorists, curators, engineers and scientists who provide feedback for student evaluation and growth of the Dept. curriculum. • 2015-16 survey/symposium documentation and annual reports are interpreted by Dept. Head toward leading initiatives to advance curriculum, support students, and determine changes in faculty staffing and instructional support (facilities/equipment). (continues on next page)	• Elective course offerings have been revised to meet contemporary and emerging research topics, theoretical discourse, and technologies shaping the field. • Equipment and facilities resources have been updated to meet aims of a graduate curriculum centered on experimental research in art and technology, both for required and elective coursework. These include investments in 3d scanning, photogrammetry, drones, digital fabrication, virtual/augmented reality, machine learning, spatial audio, and sound synthesis. • In partnership with the Computation, Technology, and Culture (CTC) concentration, a state of the art Spatial Audio Studio was established in 2017. This studio features a 25.4 channel sound system for creating high-resolution immersive audio experiences. The studio hosts Dept. courses and is a site for Dept. sponsored research projects. The Dept. currently has a NEA Media Arts grant based in this facility. • Dept. faculty are actively pursuing corporate partnerships and research grants that would enhance student learning opportunities. • Credit adjustments were made for the required studio/seminar sequence and thesis project courses to account for the greater time commitments expected in graduate-level, research-focused art and technology coursework. • Faculty staffing has been adjusted with a group of affiliated faculty to provide students in required courses with access to diverse and varied faculty. As they move through the studio/seminar sequence, students now have more opportunities to encounter different perspectives. • A workshop series centered on practical skill development with new technologies has been refined, incorporated into required coursework. This allows students to become adept with Dept. technology and to fill in gaps they might have in their understanding upon entering the program. (continues on next page)	2013

RISD 5th Year Interim Report 2021, Digital + Media, P1

Digital+Media (MFA) (Continued)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		• On and off campus exhibitions, including Dept. biennials and an annual MFA thesis show provide practical exhibition experience to students, venues for critiques, further evidence of student progress, and documentation for Dept. self study. • In 2015-2016, a comprehensive survey was conducted and symposium held on the occasion of 10-years of graduating classes. This included categorizing and cross-referencing student thesis work for Dept. self study. • A Dept. annual report provides a form of documentation and exposition for continual planning. This includes recognition of student success within and outside the institution. • Students have the opportunity to propose and teach a self-designed class during Wintersession. Evidence takes the form of a teaching portfolio including course proposals, syllabi, and documentation of student work. • Students have opportunities for assistantships, where they gain and demonstrate varied skills in research collaboration, project management, technical ability, and communication.	• Students teaching in Wintersession have their course proposals and syllabi evaluated by Dept. Head and Wintersession Committee. The Dept. Head mentors these students on syllabus design, teaching method, and helps them navigate concerns while teaching. Further, these students are required to take a Collegiate Teaching Practicum where their teaching portfolio is developed and evaluated.	• Several elective offerings are now cross-listed with the Computation, Technology, and Culture (CTC) concentration. This provides an expanded set of faculty and coursework to better meet diverse backgrounds and needs of Digital + Media students. Further, these cross-listings better distinguish those Dept. offerings that are restricted and appropriate to graduate level students from those courses where it is suitable to have undergrads and grads learning together. • Building upon the 2015-16 survey/symposium and annual reports, the Dept. is actively working toward renewal of its distinctive research and practice culture, so as to provide clarity in the Dept's mission within the greater field of art and technology. Currently this involves Dept. research toward a forthcoming self-study and academic program review. Mechanisms have been created to allow for more student involvement in this process. In light of a forthcoming review, previous efforts to rename the Department are being reconsidered. • As part of the Professorships in Race in Art & Design cluster hire, the Dept. was approved for a joint full-time faculty hire with the Computation, Technology, and Culture (CTC) concentration. The new hire is expected to begin in Fall 2021, and will bring to the Dept. a new core member of the faculty with an artistic career at the intersection of technology, race, and decolonial practices. The application to be included in the cluster hire initiative was driven by the registered need for expertise in this area.	

Furniture Design (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate..	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	5) Date of most recent program review (for general education and each degree program)
Furniture Design, BFA	http://www.risd.edu/academics/furniture---design/undergraduate/	• The Degree Project, which is made up of a minimum of three highly resolved three---dimensional objects • The Degree Project Report, which contains words, drawings, and images that demonstrate the research and processes involved in the DP investigation • The presentation of materials including drawings, writings, samples and resolved objects at multiple critiques, including mid---term and final critiques • The juried exhibition of student work at local, national and international venues such as the Senior Show in Providence, the International Contemporary Furniture Fair in New York, and the Salone del Mobile in Milan • The documentation of student work through departmentally organized photography • The progress of alumni as noted in professional publications, press coverage of awards and exhibitions, and notifications of employment gleaned through personal emails and other exchanges • The evaluation of the curriculum, faculty, and facilities by students and alumni	• The faculty of record along with guest critics such as other faculty, staff, external designers, artists, curators, scholars, and writers engage in regular critiques of student work including mid---term and final critiques, as well as the Degree Project. • The members of the department faculty meet two times per semester, in regularly occuring faculty meetings, to discuss both programmatic issues and specific student progress noted from course assignments and evaluations and through class participation. • Furniture Design faculty members meet annually immediately following final critiques for a colloquium to review the curriculum, identify strengths and weaknesses, and discuss adjustments. • The design community comprised of critics, curators, writers, educators, professional designers, and artists respond to student works in exhibitions and publications through professional dialogs and opportunities. • Institutions, galleries, and companies that constitute the professional world of art and design exhibit, publish, and hire our alumni. • The external program review process involves a Self---Study and External Visiting Committee to examine and report on all evidence every seven years.	• The assessment that writing at all undergraduate levels including in the Degree Project Reports, was not meeting expectations led us to engage a writer funded by the ACP to work with seniors on their Degree Project Reports last year. This led us to hire her as a part---time faculty member this year, working across the grade levels and curriculum to improve writing related to our practice---based discipline. • The assessment that our faculty diversity did not reflect the gender and ethnic diversity of our students led us to renew a search for a new faculty hire this year. • The assessment by departmental faculty and through the external academic program review process that poor and over---crowded department facilities are our most pressing problem, and have been identified as such for over a decade, led us to make improvements where we could by creating homespace for juniors. The fundamental and primary problems of inadequate shop space, which creates stressed working conditions along with different parts of the department being in different buildings, which has created a significant identity problem, have been cited in previous reports but remain unaddressed and this has led us to be very proactive with regards to the new campus master plan.	2013

RISD 5th Year Interim Report 2021

Furniture Design (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	5) Date of most recent program review (for general education and each degree program)
Furniture Design, MFA	http://www.risd.edu/academics/furniture---design/graduate/	• The Thesis body of work, which is made up of several highly resolved three---dimensional objects • The written Thesis document, which contains words, drawings, and images that demonstrate the research and processes involved in the thesis investigation • Presentation of materials including drawings, writings, samples, and resolved objects at multiple critiques, including mid---term and final critiques • Exhibition of student work at juried local, national, and international venues such as the RI Convention Center, The International Contemporary Furniture Fair in New York, and the Salone del Mobile in Milan • Documentation of student work through departmentally organized photography • Progress of alumni as noted in exhibition, publication, awards, and employment • Evaluation of the curriculum, faculty, and facilities by students and alumni	• Members of the individual Thesis Committees, comprised of faculty from within and outside the department assess the outcome of the Thesis presentations. • Faculty of record, along with guest critics, engage in regular critiques of student work. • Members of the department faculty meet two times per semester to discuss both specific student progress and programmatic issues as part of regular faculty meetings. • Furniture Design faculty members meet annually, immediately following final critiques, for a colloquium to review the curriculum, identify strengths and weaknesses, and discuss adjustments. • The design community, comprised of critics, curators, writers, educators, professional designers, and artists assess and respond to student works in exhibitions and publications. • Institutions and companies that constitute the professional world of art and design exhibit, publish, and hire our alumni. • The external program review process involves a Self--Study and External Visiting Committee to examine and report on all evidence, every seven years.	• The assessment that writing was not meeting expectations led us to change the degree requirements for graduate students to include a dedicated course on Writing for the Thesis in the fall semester of the second year. • The assessment that incoming graduate students sometimes lacked experience in working with certain materials and processes led us to adjust the schedule to create a more focused opportunity for them to have access to making experiences early in the fall semester of the first year. • The assessment that our faculty diversity did not reflect the gender and ethnic diversity of our students led us to renew a search for a new faculty hire this year. • The assessment that poor and over--crowded department facilities are our most pressing problem, and have been identified as such for over a decade, led us to make partial improvements in homespace and shop space for our graduate students.	2013
RISD 5th Year Interim Report 2021					

Furniture Design (MFA 3-year)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	5) Date of most recent program review (for general education and each degree program)
Furniture Design, MFA 3--year	http://www.risd.edu/academics/furniture---design/graduate/	• The 3--year MFA student must first demonstrate competency in design processes and fabrication processes as evidenced in resolved, full--scale made objects. • The Thesis body of work, which is made up of several highly resolved three--dimensional objects • The written Thesis document, which contains words, drawings, and images that demonstrate the research and processes involved in the thesis investigation • Presentation of materials including drawings, writings, samples, and resolved objects at multiple critiques, including mid--term and final critiques • Exhibition of student work at juried local, national, and international venues such as the RI Convention Center, The International Contemporary Furniture Fair in New York, and the Salone del Mobile in Milan • Documentation of student work through departmentally organized photography • Progress of alumni as noted in exhibition, publication, awards, and employment • Evaluation of the curriculum, faculty, and facilities by students and alumni	• Faculty of record, along with guest critics, engage in regular critiques of student work. • Members of the individual Thesis Committees, comprised of faculty from within and outside the department assess the outcome of the Thesis presentations. • Members of the department faculty meet two times per semester to discuss both specific student progress and programmatic issues as part of regular faculty meetings. • Furniture Design faculty members meet annually, immediately following final critiques, for a colloquium to review the curriculum, identify strengths and weaknesses, and discuss adjustments. • The design community, comprised of critics, curators, writers, educators, professional designers, and artists assess and respond to student works in exhibitions and publications. • Institutions and companies that constitute the professional world of art and design exhibit, publish, and hire our alumni. • The external program review process involves a Self--Study and External Visiting Committee to examine and report on all evidence, every seven years.	• The assessment that writing was not meeting expectations led us to change the degree requirements for graduate students to include a dedicated course on Writing for the Thesis in the fall semester of the second year. • The assessment that incoming graduate students sometimes lacked experience in working with certain materials and processes led us to adjust the schedule to create a more focused opportunity for them to have access to making experiences early in the fall semester of the first year. • The assessment that our faculty diversity did not reflect the gender and ethnic diversity of our students led us to renew a search for a new faculty hire this year. • The assessment that poor and over--crowded department facilities are our most pressing problem, and have been identified as such for over a decade, led us to make partial improvements in homespace and shop space for our graduate students.	2013
RISD 5th Year Interim Report 2021					

Global Arts & Culture (MA GAC)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
MA GAC Global Arts & Culture	By completion of this degree students will: • Demonstrate heightened ability to analyze and understand historical and contemporary intersections of art and design practice and their cultural contexts. • Situate their own practice as artists and designers within a global context. • Develop intellectual frameworks for critical inquiry into global contexts of arts and cultures and the conditions of globalization. • Advance new ways of situating art works, practices, uses, and philosophies in relation to one another. • Demonstrate research, presentation, collaboration and writing skills at the master's level.	The GAC Capstone Master's Thesis is the primary means through which it is determined that a student has achieved the stated learning outcomes for the degree. The GAC Master's Thesis is a substantive, research-based scholarly essay of at least 60 double-spaced pages that involves original research and makes an original intervention in the field. The culmination of the Master's Degree, the Master's Thesis is of publishable quality. Students are required to work independently, in conversation with peers, and in individual consultation with their MA Thesis Committee to develop, complete, revise, and finalize the Master's Thesis. The Master's Thesis is housed in the RISD Library in both print and electronic forms. Students are also expected to present work related to the Master's Thesis at the GAC Symposium.	Progress and evaluation of the student progress is ongoing and takes place through: (1) ongoing faculty appraisal of written work produced by students (2) ongoing faculty appraisal of thesis work; thesis juries and the appraisal/final evaluation by the graduate student thesis committee of the completion of the capstone thesis. (3) Review of all all new curriculum by the curriculum committee; (4) Annual NCSS Curriculum overview and appraisal days.	The GAC faculty, GAC GPD and Dean of Liberal Arts have held regular meetings where they review student progress, curricula development, and faculty and student feedback on the program 2019-2021 These meetings and dialogue have resulted in ongoing steps taken to refine the research training and research ethics components of the degrees. What has followed from this is the establishment of IRB/ Research Ethics Task Force between RISD Liberal Arts / Research Office. This reflects ongoing questions within Liberal Arts but also a wave of graduate student inquiries related to thesis projects in GAC and NCSS. The aims of the task force are to refine Liberal Arts/GAC approaches to working with human subjects in alignment with best practices. Goals: 1. Develop policy recommendations for research ethics/research training for GAC graduate programs; 2. Provide guidance for the development of: (i) resources for GAC applicants and students that clarifies the broad categories of research that do/do not require IRB approve and the nature of an IRB exemption; clarification of policies surrounding secure storage for data and data protection); (ii) a set of goals, objectives and expectations for thesis advisors working with graduate students in GAC (eg an outline of thesis advisor responsibilities and updates on CITI/IRB training); (iii) establish a clear timeline and process for students engaged in research that may include IRB exemption and IRB review. 3. Clarify the role for the RISD Research Office related to oversight of IRB, departmental/divisional program policies, and training and support. Research office should provide faculty, department and divisions with support for updating policies, pre-review of official applications (required by Brown), review of applications for Exemption, and improved policy development and program support. 4. Develop long-term goals and provide annual updating schedule/routine to keep policies current with IRB standards; provide assistance with benchmarking similar programs; and establish means through which coordination through RISD Research office and alignment with Brown IRB.	The first program review of the GAC is scheduled to take place in Spring 2021.
RISD 5th Year Interim Report 2021					

Glass (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. e.Where are these learning outcomes published? (Please specify.) Include URLs where appropriate	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Glass, BFA	http://www.risd.edu/academics/glass/undergraduate/	• All students must engage weekly, midterm and final critiques of their work. • All students are required to submit images and support materials (formatted to Glass Department specifications) at the end of each semester. • Seniors must complete two thesis exhibitions in the final semester of senior year: one on campus at Woods Gerry Gallery and one off campus, which students must find and secure on their own. Students must locate the space and launch the off--campus exhibition, from start to finish. • Seniors deliver a public lecture toward the end of second semester, senior year. • Seniors are responsible to set up one "HotNights" event that is part of our regular Spring progamming that is advertised to the college. • Some students are able to arrange internships with professional artists.	• Departmental faculty conduct weekly critiques. • Students must engage informal dialogs about the body of work in their emerging portfolios, with both departmental faculty and visiting critics. • Departmental faculty and visiting critics also conduct formal midterm and final critiques (including thesis exhibitions). All students are present for these critiques and engage in the dialogues. • Studio faculty evaluates the images and support materials, considering adherence to specifications given in the departmental template as well as technical form and artistic content. • Full faculty and technician meet at the end of each semester to review each and every student's progress. This process also allows us to evaluate the effectiveness of the overall curriculum and make adjustments as needed. • The thesis project is developed primarily in the spring semester major studio. The faculty member teaching this studio assesses the thesis project and exhibitions, in consultation with other departmental faculty and outside critics. • Seniors prepare and work thorugh a HotNights event whick is presented in the context of the Glass Dept HotNights public programming. Discussion and assement of the event happens wtihin the Senior Degree Project Studio class - the faculty teaching this class makes the final assessment. • Students prepare and deliver their public lectures in the context of the Glass Degree Program Workshop. Members of the entire department and external visitors attend the lectures. All participate in the evaluative discussion and the faculty teaching the the Senior Degree Project Studio class along with the department head make the final assessment.	• In observing student's work habit with regards to weekly monitored shop time sign-ups versus semester-long committed time timeslots it was noted by Glass faculty and our technician that sophomore students were more productive when they could plan around semester-long commitments. This change is new and we are keeping track of how these changes impact our students. Open weekly sign up slots are still needed for upperclassmen. (COVID has amplified this change since our shops accommodate small numbers of students at one time so we have an even more scheduled time frame). • The RISD & Race forum by risdARC affected many pedagogic changes addressing the euro-centric content of our classes. Faculty has also been focussed on the ways workloads can be managed within assignments (here again COVID affects us – student's access to shops is less so all instructors have taken this into account). • Many shop changes have been made because of COVID – one shop that is posing problems is the plaster room. This shop is shared between 3 departments and its problems stem from being woefully under supported.	• APR: 2019
RISD 5th Year Interim Report 2021					

Glass (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. e.Where are these learning outcomes published? (Please specify.) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Glass, MFA	http://www.risd.edu/academics/glass/graduate/	• Weekly critiques with regular faculty as well as midterm and final critiques for all students. • Second--year graduate students research and develop a thesis project. • Second--year graduate students must also complete two thesis exhibitions in the final semester of the thesis year: the campus--wide Graduate Thesis Exhibition and an individual, off--campus show for which students must find and secure a space, launching the exhibition from start to finish. • Second--year graduate students create a written thesis that aligns with thesis studio work, starting in the Fall and completed, printed, bound and submitted at the end of the second semester of the second (final) year. • All graduate students conduct a public artist lecture at the beginning of the first year and second years, and toward the end of the second semester of the final year. • All students are required to submit images and support materials (formatted to Glass Department specifications) at end of each semester. • Graduate students are required throughout the first and second years to lead research teams and discussions on specific topics, addressing conceptual, art historical themes. • Graduate students are also called upon to lead technical investigations (carried out in the	• Visiting critics conduct midterm and final critiques (including thesis exhibitions) with full---time faculty for all students. All students are present for critiques. • Full---time faculty and technicians meet at the end of each semester to review each and every student's progress. This practice also allows us to evaluate the effectiveness of the curriculum and make adjustments as needed. • All graduate students have individual critiques with visiting lecturers (approximately 7 ---8 visitors each semester). Faculty discuss these meetings with each visitor to monitor student progress. • Faculty monitor discussions and hotshop projects led by graduate students both in class and outside of class (e.g., Hot Nights etc.). • Students assemble their own thesis committees, consisting of two departmental faculty and one external advisor who guide development of the work and assess the outcome. • Faculty track alumni professional activity through email correspondence and monitoring of press reports and professional publications.	• The Glass Graduate program has evolved alongside the diversity of our graduate student who arrive with a greater variety of skills and with various levels of technical glass skills. In response we have honed a process by which we can orient our graduate students in a manner that activates them in our shops and activates them in the development of their individual studio practice. • In 2016 we experimented with 2 Graduate level classes based on the model of a graduate research group. The Alchemy Research Studio and the Optics Research Studio have augmented our ability present topic-based content on a graduate level that has catalyzed an important breath of exchange with other graduate programs (these classes are open to graduate students throughout the college. This high-level of structured cross-disciplinary study has enhanced the overall research interests of the department and has attracted a variety of graduate applicants who are looking for a program that can address content and material making/exploration. Alchemy Research Studio and Experiments in Optics have been added to our class offerings.	• APR: 2019
RISD 5th Year Interim Report 2021					

Illustration (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this levelprogram published? published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Illustration, BFA	https://www.risd.edu/academics/illustration/undergraduate/	• Intensive critique integral to all classes • Mandatory junior review in spring of 3rd year • Senior portfolio class • Optional weekly shows of senior work in spring term with 85--90% of seniors exhibiting • Annual and triennial exhibitions with college--wide exposure • Submission of 500+ student entries to the NYC and LA Society of Illustrators Competitions (RISD Illustration is top ranked in the nation), as well as American Illustration, 3x3 and Applied Arts, and Society of Childrens Book Writers and Illustrators Competitions •Upperclassmen participate in Design and Fine Arts Portfolio Reviews arranged by RISD Career Center.	• Large group of full and part time faculty and visiting critics engage in Junior Review, an all day event designed to advise path for senior year and professional orientation • Enhanced number of visitors annually (since 2016) particularly for senior Portfolio but open to all Illus majors; In response to the pandemic, we have engaged an even larger number of visiting prctitioners in 2020. • Participate in Design and Fine Arts Portfolio Reviews arranged by RISD Career Center, in which students receive feedback from practitioners • Juries of professional illustrators and designers review the work for annual, national and international student competitions, providing feedback to the Department by recognition of merit	• Need for students to clarify statement about their work led to establishment of requirement for Senior Portfolio course, based on best quality work and work best suited to student aspirations • Progressively built up new sections to accommodate the new requirement of Senior Portfolio, by omitting courses the visiting committee had identified as having redundant. Sections are deterined through a faculty panel and a student survey oulining educational interests as the intersect with career goals • maintained a high volume of submissions to student competitions in New York and LA. RISD students routinely recieve top awards nationally from external reviewers.	1. 2015 (NASAD-RISD Whole School) 2. Illustration Institutiohal Self-Study Report was issued to visiting committee in February 2020 but March onsite visit was cancelled due to COVID 19.
RISD 5th Year Interim Report 2021					

Industrial Design (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Industrial Design, BFA	https://www.risd.edu/academics/industrial-design/	CURRICULAR COURSES • writing • oral presentations • verbal evaluation • written evaluation STUDIO • desk critique • peer and professional critique (ongoing and end of project (culminating review) • public exhibition • verbal evaluation • written evaluation END OF YEAR • portfolio review	CURRICULAR • 1--on--1 discussion among student and course instructor • faculty and peers assess work through rigorous discussion in critiques, considering varying perspectives • visiting colleagues from industry provide a professional perspective in reviewing student work resulting from progression through the curriculum, from sophomore to senior years EXTRACURRICULAR • Career Services conducts portfolio reviews for junior and seniors	STAFFING • added 3 full-time faculty = total of 16 CURRICULAR • Included more UI UX courses in keeping with the industry changes. Added a greater number and variety of Special topics Studios in response to increased enrollment. • Added Canvas, Miro, and other online platforms to support the increase in digital workspaces. • Our Advanced studios have expanded to include design for services, education, resiliency, and other non physical products as a way to embrace both sustainability and the rise in virtual experiences as product. FACILITIES: • Expanded the Metal Shop to include an extra bench room to increase shop access. • Upgraded the stools in studio to ergonomic chairs, began replacing old large desks with smaller desks in keeping with current technology and providing more open space in the studios. • Added an ID Gallery for student and faculty exhibitions. COMMUNICATION: • Developed a faculty and staff oriented intranet to keep everyone up-to-date with policies and opportunities.	2016
RISD 5th Year Interim Report 2021					

Industrial Design (MID 2.5--year)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Industrial Design, MID 2.5---year	http://www.risd.edu/academics/industrialdesign	CURRICULAR *COURSES* • writing • oral presentations • verbal evaluation • written evaluation *STUDIO* • desk critique • peer and professional critique (ongoing and end of project (culminating review) • public exhibition • verbal evaluation • written evaluation *END OF YEAR* • Thesis progress review	CURRICULAR • 1--on--1 discussion among student and course instructor • faculty and peers assess work through rigorous discussion in critiques, considering varying perspectives • grad program director and faculty assess student's progress at the end of each term, culminating in a thesis progress review in the Fall/Winter of the thesis year • visiting colleagues from industry and academia provide an outside perspective in reviewing student work resulting from progression through the curriculum, from sophomore to senior years	STAFFING: • Currently 9 full-time faculty are involved in core curriculum, plus 4 part times, no tech. CURRICULAR: • Graduate level seminars to graduate studies offering. We have established very strong communication/research focus credits throughout 2/2.5 years. Students are exposed to different design approaches and methodologies in the first year to have wide understanding of what design practice is/can be for themselves moving forward. FACILITIES: • the CIT Maker Lab has two maker bot, laser cutter, vinyl cutter, and a sawing machine as well as expanded simple shop equipment, tools and spaces for students to engage in making separate from tech/monitor supported RISD shops.	2016
RISD 5th Year Interim Report 2021					

Industrial Design (MID 2--year)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Industrial Design, MID 2--year	https://www.risd.edu/academics/industrial-design/graduate/	CURRICULAR *COURSES* • writing • oral presentations • verbal evaluation • written evaluation *STUDIO* • desk critique • peer and professional critique (ongoing and end of project culminating review) • public exhibition • verbal evaluation • written evaluation END OF YEAR • Thesis progress review	CURRICULAR • 1--on--1 discussion among student and course instructor • faculty and peers assess work through rigorous discussion in critiques, considering varying perspectives • grad program director and faculty assess student's progress at the end of each term -- culminating in a thesis progress review in the Fall/Winter of the thesis year • visiting colleagues from industry and academia provide a outside perspective in reviewing student work resulting from progression through the curriculum	STAFFING: • Currently 9 full-time faculty are involved in core curriculum, plus 4 part times, no tech. CURRICULAR: • Graduate level seminars to graduate studies offering, We have established very strong communication/research focus credits throughout 2/2.5 years. Students are exposed to different design approaches and methodologies in the first year to have wide understanding of what design practice is/can be for themselves moving forward. FACILITIES: • The CIT Maker Lab has two maker bot, laser cutter, vinyl cutter, and a sawing machine as well as expanded simple shop equipment, tools and spaces for students to engage in making separate from tech/monitor supported RISD shops.	2016
RISD 5th Year Interim Report 2021					

Graphic Design (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e..	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Graphic Design, BFA	http://www.risd.edu/academics/graphic---design/undergraduate/	• Critique (written and oral) • Annual end--of--year comprehensive portfolio reviews • Frequent public exhibitions • Portfolio • Advising meetings • Participation in group exhibitions • Capstone project	• Curriculum Committee and Department Head review new syllabi. • Committee of full--time and part--time faculty reviews end--of--year student performance. • Faculty adviser monitors overall academic standing. • Departmental faculty assess quality of student independent study, core studio and degree project proposals. • External professional and academic critics review capstone projects. • Students provide feedback via student course evaluations and in--person conversations.	• Visual experimentation and inquiry entered into portfolio later than desirable, so increased emphasis on these attributes earlier in the curriculum • Deficiencies in historical and contemporary tools/software led to the creation of tools workshops • Addition of two full--time faculty in digital media and the Web due to demand from students and print--heavy capstone projects • Given specialization and fragmentation of the field, we have reduced the number of required courses and added the number of electives or specialty courses. This allows our 60-student class to go deeper into certain areas of interest with faculty who have a specific expertise. • Enlarged exhibition and event space in Department to allow for more experimentation and exhibition opportunities	2012/13
RISD 5th Year Interim Report 2021					

Graphic Design (2--year MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Graphic Design, MFA, 2--year	http://www.risd.edu/academics/graphic---design/graduate/	• Faculty conduct class critiques of student work throughout the semester at individual, small group, and large group scales. • First---year student work: Grad Seminar 1 requires final published compendium of class writings; Grad Seminar II requires a final printed preparatory Thesis proposal; Grad Studios 1 and 2 require documentation of exploratory work leading to Thesis, with final critiques over multiple projects and stages; Electives also include critiques or require final written documents. Second---year student work: • Thesis I and 2 core project briefs prompt individual work and shared critique of ongoing Thesis inquiry. • The Thesis generates a published document (in the form of an authored and designed book) archived in the RISD Library and in digital form on the RISD Digital Commons website. • The thesis cohort delivers public presentations open to critics, faculty, and students. • Open final reviews of thesis work by three external critics, with three advisors and faculty (other grad students also attend)	• Students are reviewed by their individual course faculty through critiques of student work throughout each semester at individual, small group, and large group scales. • Faculty critics look for areas of strength or weakness, patterns of thought and making worth encouraging, and students' formation of critical thinking within the context of contemporary graphic design. • Final semester reviews often include an outside visiting critic; all core and elective courses conduct their own semester reviews with course faculty and visitors. • Second year, thesis: Culminating work is subject to multi---tiered critical review as each student names three Thesis Advisors who meet throughout the year to help guide thesis formation. • Three External Critics from the professional graphic design world work with a third of the Thesis class (5 students each). These Critics visit campus as a group twice in the Fall semester, for Thesis Position Presentations (early Fall) and in December for the final semester review of thesis work. During Wintersession and again in early Spring semester, the Critics and their small group conduct a Skype conversation. The Critics visit campus in mid---April for the public Thesis Presentations, and again in late May for the Final Thesis Reviews over two days (accompanied by MFA Exhibition viewing). • All three Advisors plus the Thesis External Critic must read and approve/sign the final Thesis document in book form for submission to the RISD Library and GD Department archive.	• Observation and student feedback led us to refine the timing of the "Thesis deliverables," including the Thesis book document, the MFA Exhibition, the Thesis Presentations, and the Final Reviews. • Deficiencies with historical and contemporary tools/software led to the creation of tools workshops within the Department electives, and this opened up some more teaching opportunities for grad students with specific expertise. • Adding two full---time faculty with expertise in digital media and interactive design helped to incorporate programming as a tool for Thesis inquiry. • Sustained proactive efforts for cross---disciplinary collaborations have supported Graduate Program Directors' co---creation of graduate electives, research groups, and processes for access to the CoLab shop's range of specialized tools. • We carefully construct the mix of faculty, visiting designers, and Thesis Critics from the profession to model a range of pragmatic and speculative practices at all scales and contexts. With this exposure, our grads can use their MFA experience to probe and even prefigure the kind of post---grad design practices they would like to have. • We encourage students to submit proposals for Graduate Studies Grants, Museum---sited project competitions, national and international conferences and workshops, and all other opportunities to expand thesis theory into practice.	2012/13
RISD 5th Year Interim Report 2021					

Graphic Design (3--year MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Graphic Design, MFA 3--year	http://www.risd.edu/academics/graphic---design/graduate/	• Student work throughout the 3--year MFA provides evidence of skill acquisition, concept development, and original writing leading to a final thesis investigation. Over the three years of studios, seminars and electives, student projects give evidence of graphic response to prompts that may range in scope from highly prescribed to very open parameters. • First--year student work: Grad Seminar 1 requires final published compendium of class writings; Grad Type I produces published book of class work • Second--year student work: Grad Seminar II requires a final printed preparatory Thesis proposal; Grad Studios 1 and 2 require documentation of exploratory work leading to Thesis, with final critiques over multiple projects and stages; Electives also include critiques or require final written documents. • Thesis I and 2 core project briefs prompt individual work and shared critique of ongoing Thesis inquiry. • The Thesis generates a published document (in the form of an authored and designed book) archived in the RISD Library and in digital form on the RISD Digital Commons website. • The thesis cohort delivers public presentations open to critics, faculty, and students. • Open final reviews of thesis work by three external critics, with three advisors and faculty (other graduate students also attend).	• Students are reviewed by their individual course faculty through critiques of student work throughout each semester at individual, small group, and large group scales. • At the end of the first year, students are reviewed by the full graduate faculty. In this review, we see the full year's body of work reflecting the student's engagement with graphic design via visual form and graduate seminar critical writings. Each student's work is reviewed in the context of their ongoing study leading to the graduate Graphic Design Thesis: faculty critics look for areas of strength or weakness, patterns of thought and making to encourage, and the formation of critical thinking within the context of contemporary graphic design. • in the second year, core courses merge with those of the 2yr program, with one final remaining core course for the 3yr program (Grad Type 3). • All core and elective courses conduct their own semester reviews with course faculty and visiting Critics. • Third year, thesis: Culminating work is subject to multi--tiered critical review as each student names three Thesis Advisors who meet throughout the year to help guide thesis formation. • Three External Critics from the professional graphic design world work with a third of the Thesis class (5 students each). These Critics visit campus as a group twice in the Fall semester, for Thesis Position Presentations (early Fall) and in December for the final semester review of thesis work. During Wintersession and again in early Spring semester, the Critics and their small group conduct a Skype conversation. The Critics visit campus in mid--April for the public Thesis Presentations, and again in late May for the Final Thesis Reviews over two days (accompanied by MFA Exhibition viewing). • All three Advisors plus the Thesis External Critic must read and approve/sign the final Thesis document in book form for submission to the RISD Library and GD Department archive.	• A thorough review of the 3--year curriculum has led to better integrating a foundational skill--building sequence with graduate--level concept development. The 3--year curriculum has morphed in response to ongoing assessment of efficacy in fulfilling its mission to provide an intensive foundational year for incoming graduates who do not hold undergrad degrees in Graphic Design, Visual Communication, or equivalent degrees demanding a rigorous curriculum in typography and related skills. Challenges have included balancing skill--building with respect for grad--level thinking, integration of confident form--making and concept-construction, involvements among undergrad faculty and students, adjustments to working in a studio culture, time management and workload, and so on. • As of fall 2015, we launched a revised 3--year curriculum to better synthesize the graduate experience and outcome. These changes successfully solve a longtime puzzle: how to honor the origins of our 3--year students' experiences from all fields and age groups; how to strategically leverage the strengths of our undergraduate curriculum, students, and faculty; how to mix grad--level inquiry with our field--specific foundational learning – all without treating formal skill--building as "remedial training." • Graduate Form I, in concert with Design Studio I, edits and refines the best parts of previously required 3--year Fall studio courses (Form and Communication, Design Applications, Color, Making Meaning)—while Type I, Design History, and Graduate Seminar I work in tandem to develop a sense of historical and contemporary context. • Graduate Form II, in concert with Design Studio II, edits and refines the best parts of related undergrad Spring semester courses (Relational Design, Uncreative Design, Visual Systems)—while Type II, Graduate Type Design, and an open Elective further provide our incoming 3--year group a synthesized and well--planned grad--level experience in their foundational year. • This intensive first--year sequence better leads them to formulating the origins of a thesis inquiry leading into the subsequent two years of their MFA.	2012/13
RISD 5th Year Interim Report 2021					

Interior Studies (BFA)

Program URL with posted Learning Outcomes:
https://www.risd.edu/academics/interior-architecture/undergraduate/

Additional website:
https://intar.risd.edu/programs

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Interior Studies, BFA	https://www.risd.edu/academics/interior-architecture/undergraduate/	STUDIO: Reviews at midterm and end of semester. The end--of--semester review, attended by faculty and guest critics, follows a rubric that assesses the achievement of learning outcomes. FINAL PROJECT SEMINAR: This course is taught in conjunction with the last advanced studio and its course objectives corroborate the BFA learning outcomes. EXHIBITION: The Senior Show is an opportunity to demonstrate the breadth of work in the program. The Graduation Show is an opportunity to exhibit the final studio project. RANKINGS: FRAME-- comparison "world's best Interior design schools" DESIGN INTELLIGENCE – Ranked #3 in the US GRADUATE PROGRAMS: The UGs going on to graduate school are accepted at the top schools. PROFESSIONAL SETTING: The UGs are employed at top firms in the US - BFA 20s employment include Richard Meier Architects, BIG.	• Invited guest critics from the design profession and members of the full--time and adjunct faculty review the projects at the end of each semester. This takes the form of a rubric that evaluates the following criteria: concept, context, function, completeness, graphic and oral presentation. • At a meeting of members of the full--time faculty, the juniors' work is reviewed in spring semester to select a candidate to participate in the Donghia competition. • The sophomore work is reviewed at the end of the spring semester by the Department Head and the Sophomore studio faculty, to select the recipients for certain endowed scholarships • Discussion on these issues at faculty meetings, 2--3 per semester • Graduation prize for top graduating BFA	• To address the lack of an undergraduate thesis, the Final Project Seminar was introduced for the seniors to provide evidence of achievement of the program's overall learning objectives. • We need to establish a more formal evaluation process for the seniors. • Perhaps also a mid--evaluation review at the conclusion of the mandatory 3--semester studio sequence. • The establishment of an Intar Yearbook with the best projects of the academic year.	2016
RISD 5th Year Interim Report 2021					

Interior Studies (MDes)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Interior Studies, MDes	https://www.risd.edu/academics/interior-architecture/graduate/	STUDIO Studio reviews are conducted at midterm and end of semester. The end--of-semester review is attended by faculty and guest critics. GRADUATE THESIS Part of a three course sequence, the first part, Thesis Prep, requires the demonstration of MDes Learning Outcomes as a 'gate' to go on to Thesis. EXHIBITION Thesis Projects are displayed at the Graduate Thesis Show. SCHOOL RANKINGS Design Intelligence: Ranked #3 in the US. FRAME- comparison "world's best Interior design schools" PORTFOLIO REVIEW Students attend portfolio reviews. EMPLOYMENT & INTERNSHIPS Students are employed at some of the top firms in the country.	• Invited guest critics from the design profession and members of the full---time and adjunct faculty review the projects at the end of each semester. Their review is supported by a rubric in the form of a table guiding evaluation of the following criteria: concept, context, function, completeness, and graphic and oral presentation. • The department head and graduate program director review each MDes Student Self Evaluation in the 1st Wintersession. • Discussion of issues related to these points occurs at faculty meetings 2---3 times each semester. • A review by the student's Thesis Committee determines readiness to advance beyond Thesis Prep. • Selection of Thesis Prize as recommended by Thesis Committee	A restructured representation sequence based on assessment of skills taught and acquired between the Summer Program and the fall semester • Restructured representation to include digital fabrication due to new making tools of rapid prototyping and CNC making • The establishment of written faculty assessment (narrative) after summer program • Addition of a new option in the design of Exhibition and Narrative Environments as a result of graduates working in top museums in the world • The establishment of an Intar Yearbook with the best projects of the academic year.	2016 2020 Submission for NASAD Final approval: MDes ENE
RISD 5th Year Interim Report 2021					

Adaptive Reuse (MA)

Program URL with posted Learning Outcomes:
https://www.risd.edu/academics/interior-architecture/graduate/

Additional website:
https://intar.risd.edu/programs

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for thislevel/program published? (please specify)Include URLs where appropriate.e.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Adaptive Reuse, MA	https://www.risd.edu/academics/interior-architecture/graduate/	STUDIO Studio reviews are conducted at midterm and end of semester. EXHIBITION AR Projects are displayed at the Graduate Thesis Show. PUBLICATION The capstone project is documented in a publication from conceptualization through realization. SCHOOL RANKINGS Design Intelligence: Ranked #3 in the US. FRAME-- comparison "words best Interior design schools" PORTFOLIO REVIEW Students attend portfolio reviews. EMPLOYMENT Students are employed at some of the top firms in the country, present at international conferences, receive media coverage. MEDIA Recent MA studio work covered in New York Times, Providence Journal, etc; Inclusion of recent work in the website of National Trust due to the relevance of the work to current issues such as preservation and climate change. RECOGNITION By institutions such as the National Trust or Providence Preservation • Alumni feedback from surveys and ongoing conversations • industry input based on work with graduates of the program • Information from the field about job placements • Advisory board feedback on curricular structure and content	• Invited guest critics from the design profession and members of the full--time and adjunct faculty review the projects at the end of each semester. This takes the form of a rubric that evaluates the following criteria: concept, context, function, completeness, graphic and oral presentation. • The capstone projected is reviewed by a selection of professionals practicing in the field and with recognized experience. These include architects, planners, designers, and artists who are the students' future clients. • The Department Head and Graduate Program Director review each MA Student Self Evaluation in the 1st Wintersession. • Discussions on these issues at faculty at department meetings, 2--3 per semester	• A restructured Summer Program based on learning objectives • An application is in process for confirmation of the degree name, "MA Adaptive Reuse," to optimally express the program intention and content. • The establishment of written faculty assessment (narrative) after the summer program • The esablishment of an Intar Yearbook with the best work of the academic year.	2016
RISD 5th Year Interim Report 2021					

Jewelry + Metalsmithing (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Jewelry, BFA	https://www.risd.edu/academics/jewelry-metalsmithing/undergraduate/	• Twice each semester (mid term and semester finals) UG students class work is presented for formal review by J+M faculty and invited external critics. • Prior to beginning of spring term UG students submit proposals for capstone project to Senior faculty for approval. Requirements for BFA completion: DP paper, 8 pages, artists statement, CV, visual portfolio, participation in 2 spring exhibitions: Degree Project Senior Exhibition and Production Multiples RISD/ Works. • Degree Project critique takes place during Senior exhibition; external critics and J+M faculty attend, offering Seniors verbal assessments of work accomplished. • J+M Department archives each Senior's DP paper and portfolio for future reference.	• J+M hold Faculty Retreats at the beginning of each school year and at the conclusion of each year to discuss and evaluate curriculum as wel as to integrate curricular updates beneficial to program. • Full--time faculty take this information into consideration when implementing J+M curricular changes.	• Full--time J+M faculty review program curriculum yearly to identify and implement J+M curricular changes. Any significant curricular changes have gone through review by RISD Curriculum Committee.	• J+M Department external review was 2018 for both the BFA, MFA, and Pos-Bac Program.
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Jewelry+Metalsmithing (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Jewelry + Metalsmithing, MFA	http://www.risd.edu/academics /jewelry--- metalsmithing/graduate/	• Formal Critques at Midterm/Final, for Fall and Spring term, both years. Grads formally present their work for review from Guest Critics, Graduate Faculty, and J+M Faculty. • Departmental Thesis Declaration Presentation, in the fall term, in which Grads give presentation of thesis subject, intentions, and working methodologies for approval by departmental review committee. • Grads give Seminar Artist Lecture, at end of spring term (both years) on their studio practice, influences/motivations, and research. The lecture is recorded and critqued by studio and seminar faculty. Verbal and written feedback are provided to the students. • Thesis Body of Work, Exhibition, and Thesis Artist Book are reviewed and evaluated by Graduate Faculty and Thesis Advisory Committee.	• J+M Graduate Faculty, External Review Critics, and Thesis Advisory Committee • Graduate Faculty meet regularly, in person or via Skype, to discuss curriculum outcome and curricular adjustments.	• Curricular changes to both studio and seminar. Review of course content is discussed with graduate faculty at end of year and begining of year retreat discussion. Any significant curricular changes have gone through review by RISD Curriculum Committee.	2018
RISD 5th Year Interim Report 2021					

LANDSCAPE ARCHITECTURE (MLA - 3YR and 2YR Programs)

E1A inventory:

CATEGORY	1) Where are these learning outcomes published? (Please specify.) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Landscape Architectrue MLA	http://www.risd.edu/Landscape_Architecture/ https://ss.risd.edu/Student/Courses . Learning outcomes for both graduate degrees are best articulated to students in the individual course syllabi. General goals are articulated at www.risd.edu/, and the RISD Course Announcement Catalogue. They are also articulated in the Department Landscape Architecture Rhode Island School of Design Graduate Program Self-Evaluation Report compiled for the LAAB/ASLA, last completed in 2015. Goals and curriculum changes are also updated in our required annual report administered by LAAB/ASLA, last completed in July 2020. The outcomes are reviewed annually by the Department Head on an ongoing basis, at monthly department faculty meetings, and annual faculty retreats. The department has a curriculum focus group of 3 faculty that meets regularly to discuss the learning outcomes of each course sequence and evaluates how they can support any curricular changes necessary. Internship outcomes are evaluated by the internship sponsor and by the Department Head. Independent and Collaborative Study Projects are evaluated by the faculty advisor and by the Department Head.	Thesis Project MLA-I: Completion of minimum of 111 credits (3-year program) MLA-II: Completion of minimum of 75 credits (2 -year program)	**Studio work:** Student work is reviewed by instructors in one-on one desk critiques on a weekly basis. At least two times a semester, work is reviewed at formal reviews whose panels include faculty and visiting critics who are practicing design professionals and/or academics. Student performance and work is discussed at monthly faculty meeting. Faculty advisors discuss evaluations with the Department Head each semester, more often if an immediate issue is raised. **Final Thesis:** Thesis projects are evaluated on a weekly schedule by the Primary Thesis Advisor and more formally at monthly reviews by the student's Primary and Secondary Thesis Advisors, the entire Thesis Committee, Thesis Coordinator and Department Head. **Course Work:** Course work is evaluated by the instructor through student presentations, exams, written papers, and course participation as articulated in individual course syllabi. Written evaluations are provided by the instructor to each student at the end of each semester. Mid-term warnings are given when the work does not meet the standard of a passing grade at mid-term or any time during the semester and the student is counseled in ways to improve their performance. Exemplary work is acknowledged in rewards at the end of the year. **Faculty + LDAR Curriculum Committee Review:** The evidence of outcomes are reviewed annually by the Department Head on an ongoing basis to address larger trends and issues, at monthly department faculty meetings, and annual faculty retreats. The department's curriculum committee critically evaluates learning outcomes to support any potential changes. Internship outcomes are evaluated by the internship sponsor and by the Department Head. Independent and Collaborative Study Projects are evaluated by the faculty advisor and by the Department Head.	Course content is constantly adjusted to reflect changes in technologies of representation and construction, changes in scientific knowledge especially concerning ecology, and changes in the discipline of Landscape Architecture. Advanced Studios and the Topics In Representation sequence content is designed to address emerging topics within the discipline. In 2018 the department underwent a large curricular evaluation. As a result the pedagogical goals in the Thesis, materials, ecology, visualization, and history/theory sequences have been streamlined and modified to reflect diciplanary trends, interdiciplany relationships and address issues around social equity and inclusion. The naming, course description and syllabi for the following courses have been revised and are reflected in the most recent course catelogue. In 2019 *The Advanced Thesis Studio* introduced a required co-requisite *The Thesis Book* to support the research, written and graphic content of student thesis work. In AY 20/21 the history and theory seqeuence will undergo a restructuring process that will strategically merge focus curriculum where possible. These changes will provide students with more liberal arts electives to expand their perspective of design within our field. LDAR-2251 MATERIAL LOGIC LDAR-2254 MATERIAL ASSEMBLIES LDAR-2266 MATERIAL TESTS LDAR-2252 PLANTS: BOTANY AND ECOLOGY LDAR-2253 PLANTS: FORM AND SPACE LDAR-2257 HYDROLOGICAL SYSTEMS LDAR-233G THE THESIS BOOK	2015

LANDSCAPE ARCHITECTURE (MLA - 3YR and 2YR Programs)

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
LAAB	Nov. 2015	Recommendations affecting Accreditation: Standard 2: Program Autonomy, Governance & Administration 1. Additional administrative support is necessary for program administration, both at the faculty level and the administrative support level. The Department should determine the most effective way to configure the responsibilities of faculty and staff personnel to accomplish this. 2. The successful completion of the two currently planned searches is imperative. Standard 7: Facilities, Equipment, and Technology 1. Recommend that additional office, storage, and research space be provided to faculty and staff in order to reduce overcrowding; provide privacy for student consultation, research, and class preparation; secure storage space for teaching and research materials; and space to conduct research by faculty and students. (See p.36 of Visiting Team Report, in workroom for a summary of recommendations)	*LAAB does not require us to track licensure data.	2021
RISD 5th Year Interim Report 2021				

RISD Painting (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Painting, BFA	http://www.risd.edu/academics/painting/undergraduate/	• Studio walk--through reviews at all undergraduate levels • Junior review after mid--term • Final critique in which student meets individually with four faculty members • Senior critique with visiting artist • Senior degree project exhibitions in Memorial Hall and Woods Gerry galleries • Written degree project statement / final thesis document • Grads accepted to high--quality graduate degree programs • Recipients of residency and Fulbright awards • Visibility in the arts community as continuing in the professional practice	• The undergraduate studio walk--throughs and junior reviews include the primary teacher of the student being reviewed and all full--time faculty and adjunct faculty who teach the primary courses in painting and drawing. External critics may also be present; these may be part--time faculty, local practitioners, or full--time faculty from other departments participating pro bono. All present for the studio walk--throughs assess student progress and performance through comparisons of the displayed portfolio pieces and rigorous discussion. • The junior review is conducted with a minimum of four faculty present, as well as the student and their work being reviewed, and one of their peers who takes notes. The student whose work is being assessed later reviews the notes with their primary painting teacher, to determine that the criticism and suggestions were accurately understood. • Students are not present at semester walkthroughs, providing faculty the opportunity to speak frankly and critically. The focus of the walk--throughs is to determine the progress and performance of each student, the success of the course work in general, and to share assignments with each other. • High--profile visiitng artists conduct special critiques, supplemented by a lecture.	• Addition of sophomore required departmental contemporary art history course ("Introductory Prehistory of Contemporary Art") • Ongoing reassessment and restructuring of curricula for both sophomore and junior contemporary at history curricula • Addition of new course on painting and digital fabrication • Rewriting of curriculum for all classes to conform to tenets of plan for antiracist teaching within the department, including: • changes to grading policies; changes to workload and attendance policies • addition of required discussions of antiracist art education • new student and faculty orientation events; rewired readings and screenings for all department students and faculty • new quotas limiting student exposure to works / texts produced by authors from hegemonic race / gender regimes • introduction of new critique frameworks; statements of departmental values • new hiring practices • the creation of a committee on implementation of antiracist action plan • new departmental mentorship and community-building programs • the proposal and creation of a new faculty position fostering interdisciplinary and decolonial practices between Painting, Sculpture, and Textiles departments • many more	2013 (2020 postponed due to Covid restrictions)
RISD 5th Year Interim Report 2021					

RISD Painting (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Painting, MFA	http://www.risd.edu/academics/painting/graduate/	• Large---group midterm reviews are conducted both semesters. • End--of--semester individual walk--- through critiques • Fall semester September walk--through individual critiques are conducted with 2nd year MFA students to review summer progress and establish goals for their final year. • Spring semester midterms function as an oral exam, as students discuss new work and 2nd draft of the written thesis. • Critiques with a minimum of 7 visiting artists per year • MFA Thesis exhibition at the end of the spring semester • Written MFA Thesis	• All graduate and full--time faculty are present at the large--group midterms. • The appointed graduate faculty and Graduate Program Director participate in end--of--semester individual walk--through critiques. • The Department--appointed Graduate Program Director reviews student progress on a continual basis through individual studio visits and group discussion with students, as well as participating in all formal critiques and reviews. • Graduate Painting faculty and full--time faculty participate in midterms, walk--throughs and thesis reviews. • High--profile visiting artists and external review thesis critics attend the MFA thesis exhibition and participate in assessments of the work. • The written MFA Thesis is reviewed by two external critics, along with the Thesis body of work. • Student evaluations and walk- throughs reveal when a part--time faculty member is or is not performing to a standard of excellence expected by the department, which could determine reappointment; and/or whether a full--time faculty member is assigned to a course that is appropriate. • Our department engages constant review of the curriculum through regular monthly faculty meetings.	• The program and its curriculum are continually adjusted from year-to-year and semester-to-semester, to meet the evolving needs of students entering the field, as well as the specific needs of our current cohorts. Recent changes to the curriculum have included: • Coordination with Theory and History of Art and Design to ensure student access to grad-level contemporary art history course • Adjustment of the content of our seminar classes (e.g., "Meaning in the Medium") • Adjustments to the structure and number of studio visits and visiting artists • Adjustment of the format of midterm critiques • Addition of sophomore required departmental contemporary art history course ("Introductory Prehistory of Contemporary Art") • Addition of new course on painting and digital fabrication • Rewriting of curriculum for all classes to conform to tenets of plan for antiracist teaching within the department, including: • changes to grading policies; changes to workload and attendance policies • addition of required discussions of antiracist art education • new student and faculty orientation events; rewired readings and screenings for all department students and faculty • new quotas limiting student exposure to works / texts produced by authors from hegemonic race / gender regimes • introduction of new critique frameworks; statements of departmental values • new adjunct hiring practices • the creation of a committee on implementation of antiracist action plan • new departmental mentorship and community-building programs • the proposal and creation of a new faculty position fostering interdisciplinary and decolonial practices between Painting, Sculpture, and Textiles departments • many more	2013 (2020 postponed due
RISD 5th Year Interim Report 2021					

RISD Photography (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Photography, BFA	http://www.risd.edu/academics/photography/undergraduate/	• Ongoing and end--of--semester critiques and formal student presentations provide the near--term evidence for evaluation. • Exhibitions of degree projects are required and are curated and installed by Photography seniors in our departmental gallery. • Written thesis papers are required. • We track alumni achievements.	• Throughout every semester, faculty: • conduct critiques and review students' portfolios to evaluate the quality and quantity of work; • compare students' current work with their previous work for signs of conceptual and technical progress; and make comparative evaluations of students' work with respect to their peer group. • Faculty make evaluations based on written criteria communicated in advance to students and repeated throughout the semester. • Visiting critics join faculty in giving students feedback on their work through discussions at the midpoint and end of every semester. • Students and faculty critique the degree project exhibitions, which faculty evaluate. • Faculty assess written thesis papers for clarity of expression and relevance to the thesis project. • The department participates in external visiting committee review processes. • All Photo faculty and staff participate in the search for and documentation of alumni achievements. Through ongoing examination of our BFA graduates' professional websites and by tracking their post--RISD exhibitions, curatorial projects, graduate program enrollment, fellowships, residencies and professional employment, we monitor and document alumni achievements.	• The methods by which our students create and disseminate their work reflect the rapid changes in how contemporary photography is made, seen and combined with other media. We have instituted, and continue to make, changes in our curriculum to address this evolution. • Periodically our faculty develop new required courses and often develop new elective courses to provide the latest technological and conceptual skill sets. We have created specific courses in digital printing, bookmaking, interactivity, installation, multimedia and web--based media to address changes in photographic processes, contexts and cross--disciplinary practice. New SEI themed courses have been created in the photography department and the first course - Image and Difference - will run in the spring semester. Our departmetnt was awarded a full time postion in the SEI cluster hire. We will be searching for a new faculty member who will expand our departents course offerings on the subjects of race and social justice. • To support a dynamic curriculum, frequent changes to our technological infrastructure are required. Thus, our facilities are constantly being upgraded.	2015
RISD 5th Year Interim Report 2021					

RISD Photography (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Photography, MFA	http://www.risd.edu/academics/photography/graduate/	• Ongoing and end--of--semester critiques and reviews provide the near--term evidence for evaluation. • Exhibitions throughout each term in the main exhibition areas (Gelman and Woods Gerry) are seen by members of the campus community and the public. • Students also display work in rotating exhibition cases throughout the year. • Students must participate in the final Thesis exhibition, as part of the overall RISD Graduate Exhibition. The fInal Graduate thesis committle meeting takes place in front of the work during the graduate exhibiton. Committee Chair make recommendation to the grad program director for theis project grade after consulting with thesis committee members. The work is then curated group exibiton at a NY Gallery. • We closely monitor and document alumni achievement.	• Visiting critics join faculty in giving students feedback on their work through discussions in the ongoing and end--of-semester critiques and the formal student presentations. • Graduate students must obtain two faculty members from outside the Photo department to augment the feedback they receive from departmental faculty on their individual thesis projects. This requirement benefits the overall department as well as individual students, by providing opportunities to incorporate external feedback and insight into departmental evolutions. • The required Thesis project exhibitions are curated and installed by MFA students, critiqued by Thesis Committees and students, and evaluated by faculty. • Required written, bound thesis papers are evaluated by Graduate Committees for clarity of expression and relevance. • Through ongoing examination of our MFA graduates' professional websites and by following their post--RISD exhibitions, curatorial projects, fellowships, residencies and professional employment, we track and record progress of our alumni.	• We have instituted large changes in our curriculum to reflect the changes in our medium, brought on by advances in digital technologies. These changes are both technical and creative. • The methods through which our students create and disseminate their work are in constant evolution. To meet these challenges, our faculty have created a new set of core, required courses to impart the latest technological skill sets. • We have created specific courses in bookmaking, video and multimedia, which address both new techniques and creative approaches. New SEI themed courses have been created in the photography department. The first course - Image and Difference - will run in the spring semester. Our departmetnt was awarded a full time postion in the SEI cluster hire. We will be searching for a new faculty member who will expand our departents course offerrings on the subjects of race and social justice. • Changes to our facilities also address the ongoing changes in the medium of photography, including the quickly changing technological aspect.	2015
RISD 5th Year Interim Report 2021					

Nature-Culture-Sustainability Studies (MA NCSS)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
MA NCSS Nature-Culture-Sustainability Studies	The Learning Outcomes for NCSS are that upon completion of the NCSS MA students will be able to: • Interrogate and articulate the historical and contemporary causes and consequences of past and current socio ecological challenges. • Articulate a sophisticated, critical understanding of the ways aesthetics, objects, and language interact with culture, power relations, and institutions to shape how humans view and interact with the natural and built world. • Articulate an understanding of the ways that environmental risk, while a universal problem is distributed and experienced unequally. • Operate as a thought leader in generating and disseminating well-researched scholarly responses, critiques, and interventions into contemporary and future environmental challenges. • Demonstrate advanced research and writing skills. • Model the value of trans-disciplinary liberal arts-based environmental education in their interactions with future collaborators in liberal arts, fine arts, design arts, and other fields.	The NCSS Capstone Master's Thesis is the primary means through which it is determined that a student has achieved the stated learning outcomes for the degree. The NCSS Master's Thesis is a substantive, research-based scholarly essay of at least 60 double-spaced pages that involves original research and makes an original intervention in the field. The culmination of the Master's Degree, the Master's Thesis is of publishable quality. Students are required to work independently, in conversation with peers, and in individual consultation with their MA Thesis Committee to develop, complete, revise, and finalize the Master's Thesis. The Master's Thesis is housed in the RISD Library in both print and electronic forms. Students are also expected to present work related to the Master's Thesis at the NCSS MA Symposium.	Progress and evaluation of the student progress is ongoing and takes place through: (1) ongoing faculty appraisal of written work produced by students (2) on going faculty appraisal of thesis work; thesis juries and the appraisal/final evaluation by the graduate student thesis committee of the completion of the capstone thesis. (3) Review of all all new curriculum by the curriculum committee; (4) Annual NCSS Curriculum overview and appraisal days.	The NCSS faculty, NCSS GPD and Dean of Liberal Arts have held regular meetings where they review student progress, curricula development, and faculty and student feedback on the program 2019-2021 These meetings and dialogue have resulted in ongoing steps taken to refine the research training and research ethics components of the degrees. What has followed from this is the establishment of IRB/ ResearchEthics Task Force between RISD Liberal Arts / Research Office. This reflects ongoing questions within Liberal Arts but also a wave of graduate student inquiries related to thesis projects in GAC and NCSS. The aims of the task force are to refine Liberal Arts/NCSS approaches to working with human subjects in alignment with best practices. Goals: 1. Develop policy recommendations for research ethics/research training for NCSS graduate programs; 2. Provide guidance for the development of: (i) resources for GAC / NCSS applicants and students that clarifies the broad categories of research that do/do not require IRB approve and the nature of an IRB exemption; clarification of policies surrounding secure storage for data and data protection); (ii) a set of goals, objectives and expectations for thesis advisors working with graduate students in GAC and NCSS (eg an outline of thesis advisor responsibilities and updates on CITI/IRB training); (iii) establish a clear timeline and process for students engaged in research that may include IRB exemption and IRB review. 3. Clarify the role for the RISD Research Office related to oversight of IRB, departmental/divisional program policies, and training and support. Research office should provide faculty, department and divisions with support for updating policies, pre-review of official applications (required by Brown), review of applications for Exemption, and improved policy development and program support. 4. Develop long-term goals and provide annual updating schedule/routine to keep policies current with IRB standards; provide assistance with benchmarking similar programs; and establish means through which coordination through RISD Research office and alignment with Brown IRB.	The first program review of the NCSS is schedule to take place in Spring 2021

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RISD Printmaking (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Printmaking, BFA	https://www.risd.edu/academics/printmaking/undergraduate/	• Visual work produced during classes • Informal critiques of individual students' work in progress • Mid Semester and Final Critiques of finished work • Junior Mid Semester and Final Critique • Senior Mid Semester and Final Critique • Portfolio reviews • Departmental Triennial Show in Woods Gerry Gallery • Written student artist statements, resumes and cover letters • Senior Degree Thesis Document/Book includes resume, CV, artist statement • Senior Thesis Show in Woods Gerry Gallery • Participation in the Boston Printmaking student and faculty show. • Advising meetings with students • Internship reports • Alumni tracking by reporting to department usually by e-mail communication	• Course instructors conduct ongoing observation of visual work students produce during classes, as a basis for measuring progress and performance. • Faculty review individual student work in informal, mid-semester and final critiques for all studio courses, including work in progress and finished work. • Visiting critics and departmental faculty participate in Senior & Junior Mid Semester and Final Critiques, discussing work during and after the critiques with additional input from students and other faculty present: • A visiting critic and one departmental faculty conduct the Junior Mid Semester and Final Critique. • A visiting critic and departmental faculty conduct the Senior Mid Semester and Final Critique. • Faculty complete written student performance narratives to aid the student's self-evaluation. • Faculty conduct regular advising meetings with students. • Faculty discuss student work and/or performance at monthly Department Faculty meetings, to determine if goals are being met. • Faculty review the Senior Degree Thesis Document/Book with resume, CV, and artist statement. • The Senior Thesis Show in Woods Gerry Gallery is open to members of the RISD community and the general public. This show provides an opportunity for members of the RISD community to view work previously reviewed by Printmaking Faculty in studio classes and critiques mentioned above. The students' Degree Project thesis work is also formally critiqued while installed by the Degree Project Critic and invited outside artist/critics. The data this show generates are not formally gathered or quantified, but students receive additional feedback on their work through participating in the discussions. • The Departmental Triennial Exhibitiion in Woods Gerry Gallery is open to members of the RISD community and the general public. This exhibition also provides an opportunity for members of the RISD community to view work previously reviewed by Printmaking Faculty and engage discussions that provide supplemental feedback to students. • External supervisors provide reports on students' performance during internships. • Alumni self-reporting to department, usually by e-mail communication, provides an informal sampling of alumni progress.	• Instructors observe student performance in classes and make changes or adjustments to assignments as needed in order to meet course objectives.to ensure appropriate focus and detail in discussions and the feedback provided to students. • Assessments indicated that students would benefit from additional depth and breadth in Printmaking, so we added courses in Letterpress, Bookbinding, Papermaking, Print Installation, and Print Editions • In response to requests for more digital and advanced processes we are developing Experimental Print Media: Digital Practices which will focus on intersections between traditional analog printmaking processes/techniques and contemporary digital processes/techniques. The course will cover advanced methods in Etching/Intaglio, Relief, and Screenprinting as well as a wide variety of computational/digital outputs that rely on archival inkjet and laser jet printing, various transfer processes, and laser-cutting. • In response to Diversity/SEI requests we have developed an Advanced Print Semiar/Critique with Nicole Caruth which will explores critical but often marginalized artistic perspectives on society through a sequence of readings, viewings, and guided personal research. A Prints for Protest is also being developed and will be offered in the spring semester. • In response to more interdisciplinary opportunities, Printmaking and Ceramics have developed a Ceramics and Print course: Ceramics and Printmaking have a shared ethos in the production of multiples and process-driven technical methods. This is reflected in industry but is not often explored in an academic context. This course would be the first at RISD to explore the rich resources of the Ceramics and Printmaking Departments to promote research into innovative ways to combine the disciplines. We also had a change in curriculum with the Fall Senior Critique class that lowered the credits from 6 to 3 to open up 3 more credits the students can use in either Printmaking or out- of-major studio electives.	2014
RISD 5th Year Interim Report 2021					

RISD Printmaking (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Printmaking, MFA	https://www.risd.edu/academics/printmaking/graduate/	• In addition to grades, and more importantly written evaluations, we are constantly in conversation with each student about direction and progress and strengths and weaknesses. • Learning outcomes are constantly measured and discussed with students in weekly class meetings, studio visits and critiques, and in evaluations of written and oral presentations from simple artist's statements and work in progress to the completed thesis and thesis project. These assessments are reflected in the final evaluation and in the discussions in weekly class meetings with faculty, peers and visiting experts. • Students complete the thesis exhibition and thesis book. • From the very first advising sessions, students are asked to identify professional goals and take steps toward making them happen. Students interested in college teaching participate in the teaching certificate program and join College Art Association. Interest in collaborative printing is supported by in-house artist projects and internships with print publishers. Professional involvement as exhibiting artists is encouraged through curatorial work, residencies and museum experiences. Student work is promoted through Printfest during Print Week in New York and participation in national and international portfolio projects. • Successful outcomes for graduating students include solo and group exhibitions in respected venues, full and part-time academic appointments, participation in national and international artist's residencies, employment by print publishers, museums and galleries and establishment of independent businesses in the print field. Ongoing artistic development, based on principles learned in the graduate program, are the basis for all professional achievements.	• RISD Faculty and visiting critics conduct ongoing studio visits, including individual and group critiques. • Printmaking faculty, in particular the three Graduate Seminar instructors, assess individual graduate students' development throughout the 2--year program with verbal and written evaluations. • Visiting critics and artists provide feedback and presentations on the professional field of printmaking and—more broadly—professional fine art. Students then modify their work and make more based on feedback and their new understanding from the critical feedback given in the classroom and critiques. • Three appropriate professionals assist and direct the student in her or his thesis project research and thesis writing. These committee members include the Printmaking Graduate program director, another full-- or part--time faculty member who may or may not be from the Printmaking department, and a part--time faculty member or outside expert in the student's area of research.	• To ensure depth and breadth of content and perspectives in feedback from critiques, we have added a third instructor for the graduate seminar. • To keep up with the rapid evolution of the printmaking field, we are adding professional and international internship possibilities. • We are also adding more teaching assistantships across disciplines. • To amplify Printmaking research, practice and feedback, the three elements that result in growth and success, we now offer a 6-- or 9--credit seminar each semester, with three faculty.	2014
RISD 5th Year Interim Report 2021					

Sculpture (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Sculpture, BFA	https://www.risd.edu/academics/sculpture/undergraduate/	• Students' sculptural work • Ongoing graded evaluation of developing artist statements, project proposals, student research presentations and artist presentations • Senior Degree Projects comprised of four elements: written artist statement (3 page max) published website with portfolio of work and CV oral presentation with image of studio work and sources/research final exhibition	• Students present work to be reviewed by the professor during regular critiques and project reviews, which occur formally in graded critiques twice a semester and informally throughout each semester. • One-‐-on-‐-one and group discussions with peer group and faculty during class sessions • Final reviews of completed work conducted by faculty and a visiting critic	• Reviews of student work led to the assessment that stronger theoretical grounding was needed, so faculty revised the sophomore curriculum to integrate core studio skills alongside theoretical/historical readings, artistic research, and basic professional practice/technological skill sets. • Faculty observed that students did not have basic research skills and lacked necessary capacity to think critically about what they make so faculty created a research track that runs through the entire curriculum starting in the sophomore year and ending in the senior year. • Faculty created a new introduction to six essential skill sets through the creation of a course called Sculptural Practices that covers wood, metal, casting, photo.video, digital, and performance. *Student now are given the opportunity to deepen the skill sets articulated in Sculptural Practices through the robust offering of elective studios within the department. *To keep up with changes in technology and emerging discourses in the field and enhance students' preparation for professional practice, faculty added new elective studios in areas of digital fabrication, video, performance,and conventional installation. • Also to enhance preparation for artistic practice, faculty retooled the senior year to arc from individual and collaborative practice research and professional development toward the degree project. As aresult students are more prepared to speak and write about their work as well as distrube it along netowrks they have self-identified.	2015

RISD 5th Year Interim Report 2021

Sculpture (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Sculpture, MFA	https://www.risd.edu/academics/sculpture/graduate/	• Students in studio courses deliver assignments according to the syllabus and faculty use criteria outlined therein for the evaluation of finished work; data about student progress results from associated critiques. •Ther eis a more robust focus on professional practice within the Critical Issues Seminar * Successful completion of a body of work for exhibition and a bound written thesis document	• Professors conduct routine critiques and project reviews throughout each semester. • Studio faculty visit studio students' home spaces one-‐‑on-‐‑one and conduct group discussions during regular class meetings. • Faculty also provide in-‐‑person reviews during class critiques. • As many as 8 visiting artists over the course of the academic year supplement the studio visits and class critiques. • Visiting critics join faculty to conduct final reviews of completed work installed within the field. • A committee comprised of the full-‐‑time faculty thesis advisor and two external committee members reviews each student's culminating body of work and thesis document.	• The indication that students would benefit from more closely integrated development of critical discourse with the production of physical work resulted in restructuring the curriculum to align the Graduate Critical Issues Seminar with the Graduate Sculpture Studio Course. • The observation that self-‐‑directed critical discourse within the graduate student community needed to develop more fully, as stated in the learning outcomes, led to adjustment of the rhythm of critiques to provide longer, more immersive critical conversations, transitioned from 30 minutes to 1 hour. • To enable deeper, more concentrated focus on development of the thesis body of work and written thesis, we changed the final Graduate Studio Course from 9 credits to 12 credits to allow for • A new GPD was hired in 2016 and their work has resulted in a more conceptually, theoretically, and collegially robust MFA program.	2015
RISD 5th Year Interim Report 2021					

Textiles (BFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Textiles, BFA	http://www.risd.edu/academics/textiles/undergraduate/	• Critiques • Exhibitions • Juried competitions • Portfolio reviews • Assessments of culminating degree project • Feedback from external partners about pedagogocical approach • Assessments from internship supervisors • Alumni feedback from surveys and ongoing conversations • industry input based on work with graduates of the programs • information from the field about job placement • Advisory board feedback on curricular structures and content	• Students participate weekly in both individual and group faculty discussions. • Faculty gauge student progress through interim crits. • All faculty in the department give students 1‑‑‑on‑‑‑1 feedback in final crits. • Discussions in final crits reveal patterns suggesting issues with assignments and/or the overall curriculum. • Faculty and the Department Head engage discussions of curriculum and expectations of student performance with Deans and other Department Heads. • Results from crits and other assessments are considered in the department's annual summer offsite faculty meeting.	• Based on assessments of student performance and changes in materials, technology, and practices in the field, we continually revise the course syllabi (e.g., framing courses in terms of technology or context enable adjusting content as needed). • Through the various faculty meetings and discussions, we engage ongoing consideration of how each course fits into the curricular progression. • Through ongoing monitoring of student performance and changes in the field, we are continually integrating hand and digital tools into studios and coursework. • The introduction of new equipment/technology impacts the curriculum (e.g., the arrival of a new embroidery machine and new faculty member precipitated addition of an appropriate course). • Acknowledging the increased use of digital technologies and interest in the broadening scope of the textiles field, Textile Futures is now a "node" (or shared) course with the Digital+Media program. • Addressing Digital technologies and broadening the scope of the textiles field has moved away from partnership with D+M program. Opportunities for research base practice and future technologies has been advanced through student engagement with faculty funded research projects. • Unsuccessful or limited student response to particular assignments or the overall curriculum leads to discussion and plans to analyze, reflect and respond so as to improve the student learning experience and outcomes. • To address context and working across disciplines, interdisciplinary courses with opportunities for collaboration across art and design disciplines have become staple offerings in the curriculum. • The addition of a fifth full time faculty member allows increased space to develop interdisciplinary courses and new areas of development in the curriculum. • Sculpture and Painting and Textiles have been granted an affiliated full-time hire under the title Assistant or Associate Professor of Decolonial Practices in Sculpture, Painting, and Textiles who can join our existing group of faculty as we collectively foster and maintain permanent pedagogical spaces for discourses against and beyond the colonialist legacies of our respective mediums.	2015
RISD 5th Year Interim Report 2021					

Textiles (MFA)

E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Textiles, MFA	http://www.risd.edu/academics/textiles/graduate/	• Critiques • Juried competitions • External partnerships working closely with industry and other instituuions, so feedback from the outside provides multiple perspectives • Portfolio review * Culminating Thesis Project * Written Thesis Book • Graduate Thesis exhibition • Annual exhibition in New York • Required internship selected based on student's particular interests and goals • Job placements: Graduate students are hired for leadership positions within companies and organizations. • Alumni feedback through surveys (e.g., Winter 2015) and ongoing conversations with alumni with whom our graduate students work as interns or after they graduate • Industry input from alumni and colleagues in the field regarding graduates' preparedness and ability to adjust to a non--- academic environment	• Both internal and external critics participate in critiques. • Students participate weekly in both individual and group faculty discussions, in which faculty reflect on student work/progress as it fits into the two---year program of study. • Graduate---level faculty further gauge students' progress through interim crits of evolving work. • All faculty teaching graduate students conduct final crits to give students 1---on---1 feedback. • Discussions in and following the final crits reveal patterns suggesting issues with assignments and/or the curriculum. • Thesis Advisory Committees give weekly feedback on progress of thesis work with regards to both form and content. • Thesis Advisory Committees engage ongoing discussions in review of each individual student's work and progress. • Discussions with the Dean of Graduate Studies and Graduate Program Directors in other departments provide additional insights regarding students' work, faculty assignments, and the department's curriculum. • In the department's annual summer offsite faculty meeting, part of the day is dedicated to the graduate program curriculum and community, to reflect on the past year's teaching, work and student experience, in order to plan for the following year, as well as 2---3 years out. • Through the periodic Self Study and external review committee process, all departmental faculty review the report and participate in a series of follow---on meetings to discuss details, reflect and respond. • Data from the above is discussed one--- on---one with students, faculty and colleagues in the field. Group student meetings and faculty meetings are also venues for discussion. • Student advising (one---on---one) continues to be a fundamental way in which to collect and interpret feedback on the curriculum.	• Ongoing revisions to particular course syllabi are based on assessments of collective student results, input from individual students through discussions with faculty and the student course evaluations, and/or shifts in directions in the field. • Through regular meetings and ongoing discussion, faculty consider and revise how each course fits into the curricular progression. In response to data, student interest, faculty discussions and topics emerging from field, the department has: • created a more open structure for graduate students participating in technically based courses; • increased support of writing with changes to Graduate Studio III and Thesis Writing; • expanded Textile Seminar over three semesters; • added new interdisciplinary studio courses in the Division of Graduate Studies; • continued integration of hand and digital tools as new technologies emerge; and • introduced new equipment/technology and reconciled the impact on the curriculum (e.g., the arrival of a new embroidery machine and new faculty member precipitated addition of an appropriate course). Course framing in terms of technology or context enable adjusting content as needed. • In general, continuation of a highly customized approach to the MFA experience through select coursework, teaching and research assistantships, and individually focused needs and goals • Graduate level research base practice has been substantially increased through opportunities generated by faculty funded research projects.	2015
RISD 5th Year Interim Report 2021					

Master of Arts (MA)

E1A Inventory

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
MA in Art + Design Education	The MA in Art + Design Education's learning outcomes are published in the following sites: • The Department of Teaching + Learning in Art + Design's page on RISD's website at: https://www.risd.edu/academics/teaching-learning-in-art-design/graduate/ • The Rhode Island School of Design Course Announcemen, which is accessible course in print and online. • The Department of Teaching + Learning in Art + Design's website at: https://www.risdtlad.com/about • MA required core course syllabi, which are accessible in print and online • The MA Program Handbook, which is acessible in print and online. • MA elective course syllabi, which are accesible in print and online.	While the determination that MA graduates have met stated outcomes for core and elective coursework is stated in terms of GPA, the following provide corraboratory evidence that graduates have met the stated outcomes for the degree: • The graduate's submission of a written thesis. • The graduate's thesis presentation. • The graduate's participation in RISD's Graduate Thesis Exhibition.	• MA core coursework is evaluated by Department of Teaching + Learning in Art + Design (TLAD) instructors. • MA elective coursework is evaluated by RISD and Brown University. • The MA written thesis is evaluated by a designated TLAD thesis adviser together with an external reader selected by the MA candidate. • The MA thesis presentation is not evaluated in any formal sense but is attended by the candidate's thesis adviser, reader, and invited guests.	• The reconfiguration of the MA resulting from recommendations identified in the 2014 program review has led to the establishment of a degree that provides candidate's with significant autonomy in the curation of individual programs of study. There have been no modifications made to the MA curriculum since the last E1A Inventory. However, the department is involved in a continuing discussion regarding the MA's current learning outcomes. The dialog centers on possible strategies and modifications to the degree's design that would even more effectively prepare graduates for professional paths in engaged practice in arts learning within diverse "educational" contexts.	2014
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Master of Arts in Teaching (MAT)

Program URL: http://www.risd.edu/academics/tlad/graduate/ Department URL: http://www.risdtlad.com/#!about/cee5
E1A inventory:

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Master of Arts in Teaching (MAT)	The MAT programs' learning outcomes are published in the following places: • The Department of Teaching + Learning in Art + Design's page on RISD's website at: https://www.risd. edu/academics/teaching-learning-in-art-design/graduate/ • The Rhode Island School of Design Course Announcement is accessible course in print and online. • The Department of Teaching + Learning in Art + Design's website at: https://www.risdtlad.com/about • All MAT course syllabi are accessible in print and online • The MAT Program Handbook is acessible in print and online • The MAT Student Teaching Handbook is accessible in print and online.	• All course assignments are evaluated against learning outcomes aligned to one or more of the Rhode Island Professional Teaching Standards (RIPTS). • All MAT teacher candidates' field experiences (practicum and student teaching) are asessed and evaluated in relationship to the entire span of the Rhode Island Professional Teaching Standards (RIPTS). • The MAT teacher candidate's capstone Teaching Portfolio provides data that determines their level of their success in meeting the Rhode Island Professional Teaching Standards (RIPTS). • The MAT teacher candidate's participation in the capstone Degree Conference provides data/evidence of the candidate's sucessin meeting the stated outcomes for the degree.	• Each MAT program instructor is responsible for the evaluation of a MAT teacher candidate's coursework.. • The MAT teacher candidate's single elective course instructor is responsible for the evaluation of the respective coursework. • A MAT teacher candidate is assigned an academic adviser and it is the adviser's responsibility to monitor the candidate's progress throughout the program. • A MAT teacher candidate's performance is reviewed collectively by all TLAD faculty at the end of fall semester to determine a candidate's readiness for Spring student teaching. • A MAT teacher candidate's progress in meeting the expectations of field experiences (practicum & student teaching) is montored and evaluated by Department of Teaching + Learning in Art + Design (TLAD) faculty supervisers in collaboration with public school Clinical Educators. • The capstone Degree Conference in which all MAT teacher candidates participate involves all MAT faculty as well as two external reviewers from outside of the College.	• A departmental review of all MAT program syllabi and learning outcomes resulted in instructors aligning all course outcomes and assignment learning outcomes with greater specificity to state-madated program approval and Rhode Island Professional Teaching Standards (RIPTS). • The MAT program is establishing in its courses learning modules in which assignments dealing with particular sets of desired learning outcomes are clustered.	2019

Master of Arts in Teaching (MAT)

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review
Rhode Island Department of Education (RIDE)	2019	RIDE's key recommendations related to performance in regard to Program Approval Standards identified in the 2019 PREP-RI Review Team Performance Report: Standard 1.1 Review and revise course assessment criteria or outcomes to connect more explicitly to the RIPTS where appropriate. Review and revise syllabi to place greater emphasis on classroom management, questioning and critical thinking, and accommodating individual differences. Standard 1.4 Provide more explicit focus on student assessment, particularly using rubrics alongside student work. Ensure that faculty model best practices for assessment by making assessment criteria for their own courses transparent to candidates and aligned to course objectives. Consider implementing required assignments during practicum and student teaching where candidates assess student progress and then use that data to inform the next lesson. Standard 1.6 Consider bringing in a practicing art teacher certified in ESOL or an English to Speakers of Other Languages (ESOL) Consultant to provide instruction on appropriate strategies candidates can use with multilingual learners. Ensure candidates receive clear, specific instruction and references for strategies that support multilingual learners. Ensure candidates receive feedback on their implementation of strategies. Ensure that candidates have access to a special educator and an English to Speakers of Other Languages teacher during student teaching so that they can get feedback, problem solve, or learn additional strategies. During the visit, stakeholders suggested the program ask appropriate TLAD faculty or other educators to join some student teaching seminars to provide support or offer to have appropriate TLAD faculty or others observe candidates and give feedback on instruction of students with disabilities and multilingual learners. Consider whether there are ways to ensure the clinical educator connects the student teacher with special educators and in the school. Standard 2.2 Consider how to integrate early measures of candidate impact on student learning into practicum and the new classes (TLAD 611G: Curriculum Development for Elementary Visual Arts Learning and TLAD: Curriculum Development for Secondary Visual Arts Learning). (continues on next page)	RIDE's performance indicators for teacher candidates: Standard 1:Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live. Standard 2: Teachers create learning experiences have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Standard 5:Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across content areas. Standard 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Standard 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback and to plan future instruction. Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals. Standard 11: Teachers maintain professional standards guided by legal and ethical principles	2024 (to be confirmed)

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Master of Arts in Teaching (MAT) (continued)

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review
		Ensure that candidates learn various ways to not only assess mastery but measures growth in learning over time. Standard 2.3 Align minimum requirements for clinical educators with the expectations articulated in Component 2.4 of the PREP-RI rubric. Work with partners to identify new ways to identify, train, and support clinical educators who meet and exceed minimum requirements in an effort to expand further the pool of clinical educators to include more educators of color and more educators beyond alumni. Standard 3.4 Work with clinical partners to design and implement performance assessments aligned with RIPTS to use in practicum to ensure candidates are ready for student teaching. Consider adopting or adapting performance assessments that are already used widely in RI and other states. Standard 3.5 Consider whether clinical educators and clinical supervisors would benefit from using the same observation tool to provide feedback to candidates. Revise current program assessment tools or adopt or adapt tools the field is already using to ensure that the tool articulates clearly expectations for performance at each level. Provide training or conduct co-observations to ensure that assessment results are valid, fair, accurate, and consistent. Standard 4.1 Leverage the relationships that the program maintains with alumni. Share the purposes of the survey and, when needed, ask completers to provide contact information for supervisors so the program can administer the survey. Develop a system for analyzing and using the data for program improvement on an annual basis. Standard 4.2 Administer the survey annually. Develop a process for reviewing the data, such as sharing it at an Advisory Council meeting for discussion to determine next steps. Document changes made to the program based on the feedback. Standard 5.1 Develop a system for gathering and analyzing data on both candidate progress identified program outcomes (aligned to RIPTS) and program assessment. Establish a data sharing agreement with Rhode Island Department of Education and perhaps other states where multiple completers are working and combine multiple cohorts (e.g. past 5 years) in order to increase the sample size.		
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.