



RHODE

ISLAND

SCHOOL

OF

DESIGN

CAMPUS

MASTER

PLAN

RHODE ISLAND SCHOOL of DESIGN CAMPUS MASTER PLAN

Under the Direction of:

RISD Campus Master Plan Committee

Roger Mandle	<i>President, ex officio</i>
Hardu Keck	<i>Provost</i>
Doreen Bolger	<i>Director of the Museum of Art</i>
Michael J. Everett	<i>Dean of Architecture and Design</i>
T. Neil Severance	<i>Dean of Student Affairs</i>
Edward Dwyer	<i>Associate Provost</i>
Jay Coogan	<i>Dean of Fine Arts</i>
Wilbur Yoder	<i>Professor of Architecture</i>
Frances M. Gast	<i>Associate Vice President, Campus Services</i>
James Hall	<i>Director of Campus Design and Exhibitions</i>
Felice Billups	<i>Director of Institutional Planning and Research</i>
Mat Brinkman	<i>Students Representative</i>
Ben Graham	<i>Student Representative</i>

Prepared by:

Chan Krieger & Associates
Architecture and Urban Design

With:

Rickes Associates
Academic Planning & Space Guidelines

Michael van Valkenburgh & Associates
Landscape Architecture

Andrew Chartwell & Company
Construction Cost Estimates

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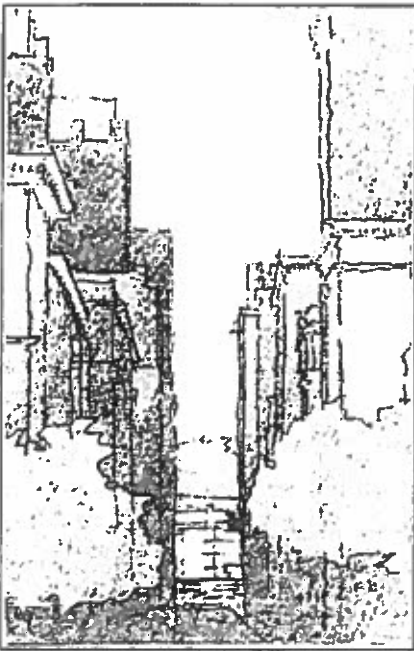
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EXECUTIVE SUMMARY

PREAMBLE

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The above sketch, of a new campus face at Market Square and the end of Westminster Street, portrays how the Rhode Island School of Design can evolve by simultaneously improving its facilities and strengthening its outward image. Following major recent changes, including the acquisition of several important buildings, the inauguration of a new president as the School, the appointment of a new director at the Museum of Art, and the undertaking of an institutional self-study, RISD is poised to enhance its academic mission and campus environs while contributing to the general renewal of its urban setting.

"... Even with the recent expansion of areas the rooms remain crowded."

— RISD SCHOOL REPORT, 1907

Ninety years later, many at RISD still concur with the above observation about space. Consequently, there is an expectation that this master plan will address and resolve the immediate need for space and recommend new facilities. Despite this exigency, it is imperative that recommendations for short-term improvements reflect long-term objectives that affirm RISD's overall academic and social missions.

Goals of the Master Plan

Three primary goals directed this master planning effort:

1. redefine RISD's use of space to correspond to its needs and resources, and define processes that will enable it to respond flexibly to future changes
2. establish guidelines that will strengthen the campus' sense of identity and place, foster the sense of community well-being, and establish RISD's image both locally and globally
3. identify strategies for a future capital campaign determined by program initiatives and recommendations presented in this campus plan

Among the issues raised by this fifteen-month-long planning process

were several inherent paradoxes that characterize RISD: the desire for a strong sense of community within a highly departmentalized structure; immersion within a discipline versus interdisciplinary studies; grounding in traditional skills versus embracing the frontiers of technology; strengthening local relationships while gaining global stature; and upgrading facilities and constructing new buildings within an historic context. While a campus plan does not automatically resolve such questions, the design of a physical setting is more likely to succeed when such issues have been considered in the planning process.

The RISD Constituency

The physical setting of an educational institution inevitably affects how it fulfills its academic mission and influences the quality of life in and around the campus. In an historic urban setting, a campus is obliged to engage the landscape, its distinguished neighbors, and the distinctive metropolitan environment. Indeed, the campus must function both as an academy and a forum: cultivating a fellowship within, while engaging and inviting participation of the broader adjoining community.

In addition to producing a vision, the master plan process should lead to an environment conducive to planning and to ongoing decision-making. This is best done by broadening the community's understanding of the value of the process, and inviting its participation. Therefore, the RISD campus planning effort sought to engage its diverse constituencies and kindred spirits through a series of interviews, public workshops and direct mailings. Students, faculty, staff, department heads, deans, the President, the Board of Trustees, alumni, residential neighbors, Brown University, the Providence Preservation Society, the Providence Art Club, and the Providence Department of Planning & Development were among the many constituencies and citizens whose input was incorporated. The overall effort was directed by a multidisciplinary committee from

academic and administrative departments, the Museum of Art, and the student body.

Overall Insights of the Master Plan

In support of the three primary goals of the master plan, specific recommendations for immediate and long-term physical improvements have emerged. These are summarized on pages 6 through 9, prioritized on page 10, and elaborated in Part II of this report. The planning effort produced the following campus-wide design insights.

1. Although RISD itself is relatively compact, the campus environment is large and complex. The campus is more clearly understood when defined as distinguishable precincts. Indeed, recognizing and strengthening these precincts will support community building, future academic planning, departmental space allocation, and campus identity and place-making. Four such precincts have emerged: Central Campus Block, Washington Square, Southern Campus, and Residential Hill.
2. Since RISD's relocation to the East Side in 1893, the Central Campus Block has served as the nerve center of the institution. To sustain its health and vibrancy, its heart — Metcalf Lot — must be transformed. The addition of a "Great Hall" there would provide a major opportunity to reorganize and better relate the various functions of the block, create a true campus cross-road, reorient the Museum and campus "front door" towards the downtown, increase studio and classroom space, and provide much-needed student facilities and social spaces.
3. The dedication of RISD students to their work, and the prevailing influence of the School's departmental structure, require corresponding social outlets and opportunities to increase human interaction and strengthen community. The



Fig. 5 Early twentieth century view of Market Square from Westminster Street

addition of the Great Hall will introduce a new community space in Metcalf Lot, the undisputed center of campus. A renovation of Memorial Hall will expand and improve student facilities, including a centralized campus workshop. Other areas where additional social activities may be added include: the Southern Campus, where the renovation of 161 South Main will substantially increase student use; Farnum Hill, where additional student housing will require a corresponding increase in communal space; and Woods Gerry, which may be converted for more intensive communal activities when administrative functions move to the campus center.

4. The recent acquisition and gradual occupation of 20 Washington Place should be the catalyst for a subtle northward shift in the campus' center of gravity. The area of "Washington Square," currently perceived as lying on the fringe of the campus, offers the best location for a new library, better accommodations for several academic and administrative departments, and a superior anchoring of the campus at the base of the hill along the reestablished riverfront.

5. The adaptation and invigorated use of 20 Washington Place, I.S.B., I.S.B. Lot, Market House, Metcalf Lot, Metcalf Building, College Building, and Bank Building will enable RISD to present itself in a more confident, less self-effacing, better designed, and more handsome manner to its host city and the world beyond.
6. The consolidation and relocation of Industrial Design to 161 South Main Street will convert what is presently a small southern outpost to an important campus node serving up to one-third of the student body on a daily basis. This will increase the need for various support services in the area, as well as energize the surrounding neighborhood.
7. An integral part of RISD since the School's inception, the Museum of Art is at the physical and cultural center of the campus. To rejuvenate its role and prepare it for the next century, the Museum urgently needs some code upgrades, space to expand in the proposed Great Hall and renovated Memorial Hall, and an orientation towards downtown. This would allow the Museum to expand its revenue-producing facilities, advance its educational programs, and enhance RISD's overall urban identity.

8. The RISD campus enjoys a variety of environments, from the urban vitality of the downtown, to the residential landscape of the verdant East Side. Enhancing these landscapes while clarifying the connections among campus precincts would add greatly to the ambiance of the campus. Improvements may include: a stronger campus link at Frazier Terrace, a new open space near the campus center at Waterman Field, and a new urban square at Washington Place.
9. The surrounding context offers a variety of opportunities for student residences. By increasing student housing by at least 300 beds, RISD would enhance the collegiate experience for its students, improve the sense of community on campus, and strengthen links between campus precincts. Options include: more renovated houses in the immediate vicinity of the campus center, industrial-scaled buildings along the riverfront and in the downtown, and new construction on underutilized parcels to form new residential quadrangles.
10. Opportunities to renovate and reallocate existing academic and administrative space will be possible as departments are consolidated and relocated to new facilities. Examples are: 161 South Main, 20 Washington Place, and new academic buildings in I.S.B. Lot and Metcalf Lot. Related positive changes include: expansion of departmental

space for the Library and Film/Animation/Video; physical and infrastructure improvements to outdated facilities, such as Carr House and Market House; and relocation of departments to improve visibility and access, such as the Office of the President, Admissions, and Human Resources.

11. Other less evident but equally important improvements include: expanding and retrofitting computer and network services, correcting and upgrading code deficiencies, addressing environmental and reclamation issues regarding toxic art materials, supplying air conditioning to academic and administrative spaces, increasing storage capabilities to include off-campus warehousing of bulk materials, and expanding parking capacity with new garage facilities or a shuttle bus system.
12. Physical improvements at RISD should respect the unique qualities of the campus and the surrounding neighborhood. New construction and renovations of buildings and open spaces should embody the spirit of the area, emphasizing excellence in design and construction over iconography and mimicry. Indeed, the campus should serve as a canvas or armature upon which RISD demonstrates its excellence as the preeminent school and patron of art and design in the United States.

DETAILED SUMMARY OF RECOMMENDED PHYSICAL IMPROVEMENTS

Recommendations generally are organized into four clusters corresponding to the precincts of the campus: Central Block, Washington Square, Southern Campus, and Residential Hill. Priority projects within each campus cluster are summarized on page 10.

CENTRAL CAMPUS BLOCK PROGRAM

Metcalf Corridor Improvements

- replace the interior hallway with a new, glazed corridor addition along Metcalf's rear alley to introduce more natural light, provide informal congregation areas, permit views into the studios, and reuse the existing hallway for additional studio space
- integrate the new corridor into an overall network to clarify circulation through the Central Block and connect to key pedestrian routes of the campus

Metcalf Penthouse Addition

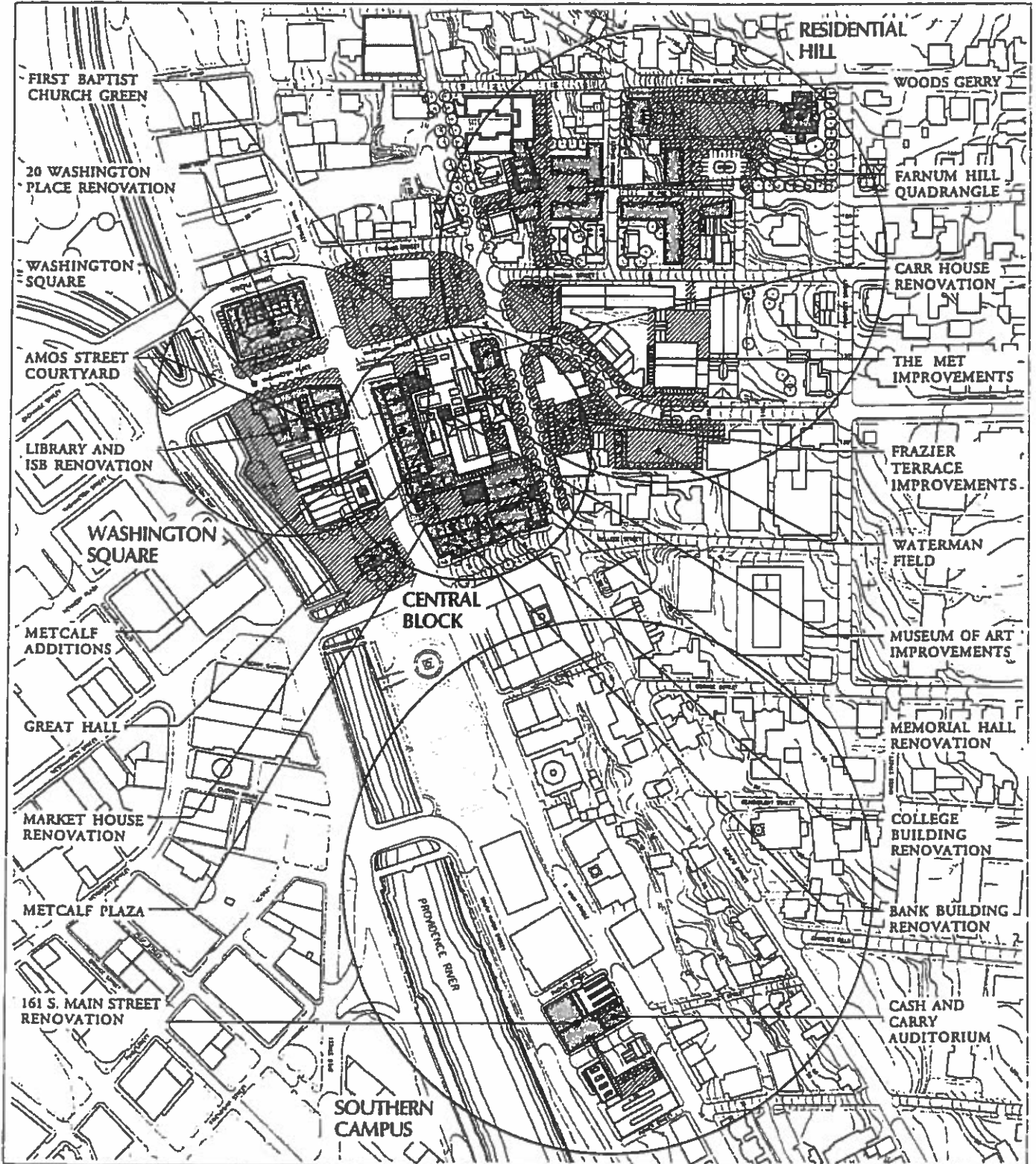
- utilize the structural capacity of Metcalf Building to add two additional levels of studio space

Great Hall Addition

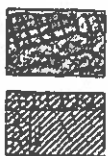
- introduce a new facility in a portion of the Metcalf parking lot to provide a new city-oriented entrance to RISD, reinforcing the sense of the campus center, and improving circulation among the buildings of the Central Block
- provide a major community space — a "great hall" — for circulation, student activities, exhibitions, receptions, public assembly, and new facilities to expand the use, access, and visibility of the Museum of Art

CONCEPTUAL PLAN FOR THE RISD CAMPUS

August 1996



7



New or renovated buildings

New or renovated open space



Fig. 7 Conceptual plan of recommended physical improvements for the RISD campus, August 1996

- reuse College Building spaces vacated by the Library for additional studios, classrooms, and faculty offices, and convert the Reading Room to an appropriate use, such as a reception hall, members' lounge, or relocation of the Nature Lab

Memorial Hall Renovation

- renovate Memorial Hall to correct code and environmental deficiencies, and improve existing student, teaching, faculty, and social uses
- explore the feasibility of excavating new floors under the building to expand Museum storage and parking facilities with direct access from South Main Street

WASHINGTON SQUARE & RIVERFRONT PROGRAM

20 Washington Place Adaptive Reuse

- reuse 20 Washington Place to help consolidate and expand programmatic space for various academic and administrative departments, such as the Illustration Department, Continuing Education, Computer & Network Services, Academic Computer Lab, and Campus Services
- renovate the building entrance to provide access for the disabled, an enlarged lobby to clarify orientation and circulation for multiple users, and a new campus face at the end of the Washington Street view corridor
- infill the rear "notch" for studios, a reception hall, and a new location for the student exhibit gallery currently located in Woods Gerry, providing a campus presence along Steeple Street, the principal vehicular gateway from the East Side to the downtown

A New Library

- relocate the Illustration Department to better quarters, such as 20

Washington Place, allowing a renovation and reuse of the Illustration Studies Building (I.S.B.)

- provide a new facility on the combined site of I.S.B. and its adjoining parking lot to include: relocation and expansion of the Library; a new state-of-the-art facility for the Film/Animation/Video Department; appropriate uses at the ground level, such as a bookstore, café, or gallery; and an extension of the north building line towards Washington Place to improve the scale of the street

Washington Square Streetscape

- redefine Washington Place, the principal gateway to College Park, as a linear urban square, improving its scale and character by reducing the width of the roadway, widening the sidewalk, relocating the bus lane, and expanding the landscape environment

Riverfront & Main Street Ground Level

- reinforce the new riverfront park with related commercial uses and pedestrian activities around Market Square, such as restaurants, art galleries, and the proposed *Bookworks* store
- provide pedestrian connections, such as a redesigned path at Amos Street, between the academic buildings along the riverfront to improve circulation, enhance academic and social interaction, and facilitate the sharing of resources

SOUTHERN CAMPUS PROGRAM

161 South Main Renovation

- renovate 161 South Main for academic use, consolidating the Industrial Design Department and sharing resources with the Bayard Ewing Building (B.E.B.)

- include in the Museum addition: a new museum entrance accessible from both Main and Benefit Streets; more space for the education program; new public areas which enhance revenue opportunities, including an auditorium, restaurant, and gift shop; and additional exhibit, service, and curatorial facilities
- improve service at the ground level to all Central Block buildings, maintaining the current parking capacity and improving off-street access for maintenance, deliveries, and trash collection

Museum of Art Code & Circulation Upgrades

- resolve deficiencies in handicapped and service access by adding a passenger elevator, upgrading the freight elevator, and improving connections to Pendleton House
- improve circulation between Waterman Galleries and Radeke Building by inserting a five-story addition in the "notch" where they meet

Bank Building Adaptive Reuse & College Building Renovation

- renovate Bank Building to improve studio space, access for the disabled, and environmental deficiencies
- connect renovated floors to College Building to share resources and improve academic and social interaction

Mid-Sized Auditorium

- investigate the feasibility of converting the former Cash & Carry Building into a mid-sized auditorium

Adaptive Reuse of Former I.D. Space

- reallocate the eight spaces formerly occupied by the Industrial Design Department (I.D.) to relieve other programmatic needs of the School

161 South Main Addition

- plan for additions in the 161 South Main and B.E.B. parking lots for future programmatic needs, such as research space and common facilities, including a cafeteria, flexible multi-use space, and an exhibit gallery

Student Housing

- investigate the acquisition and conversion of suitable residential structures to fulfill the need for student housing and to help connect the Southern Campus to the Central Campus Block

RESIDENTIAL HILL & OTHER IMPROVEMENTS PROGRAM

New Student Housing

- fulfill the need for student housing and reinforce the residential quality around the academic core through a program which includes expanding the network of "outer houses" with acquisitions and conversions of suitable residential structures along RISD's perimeter
- continue to explore the potential of housing alternatives, including: building new student housing on suitable RISD lots; renovating loft structures for student residences; and promoting the relationship between the campus and downtown through temporary and long-term use of downtown buildings for housing or academic uses

Frazier Terrace Improvements

- complete the cross-campus pedestrian link between the riverfront and Residential Hill by converting Frazier Terrace into a park, providing for open-air exhibits, performances, seating for an amphitheater, and improving the landscape, plantings, and pedestrian access

Waterman Field & Parking

- explore the feasibility of building a garage and landscaped field for outdoor assembly and recreation by consolidating — through lease, purchase, or joint venture — the adjoining parking lots on Waterman Street owned separately by RISD and the University Club

Residential Quadrangle Connections & Modifications

- increase pedestrian access into and through the Residential Quad by clarifying — through selective redesign and re-novation — the connection between Frazier Terrace and Woods Gerry

Woods Gerry Adaptive Reuse

- promote the reuse of Woods Gerry, such as converting or enhancing its use as a reception center, a facility for artists-in-residence and overnight guests, and a park with expanded nature and sculpture gardens

First Baptist Church Green

- enhance the civic attributes of the landmark green of the First Baptist Church by contributing to the improvement and maintenance of the grounds

Street Improvements

- create a new terrace and RISD entrance to the Central Block from Waterman Street by extending the Main Street bus tunnel entrance towards the western street edge

- widen the southern sidewalk on Waterman Street between South Main and Benefit Streets to improve pedestrian access and safety
- enhance the civic attributes of Benefit Street by extending and reinforcing the canopy of trees and maintaining the sidewalk pavement

Code Upgrades & Infrastructure Improvements

- renovate Carr House to correct fire and accessibility deficiencies and expand the use of the structure, including a possible relocation of the Offices of the President and Institutional Advancement closer to the center of campus
- renovate Market House to correct code deficiencies, provide short-term departmental use, and plan for the long-term relocation of Admissions and the campus visitor's center closer to the center of campus
- enhance the use of RISD's facilities and improve basic services, such as environmental comfort, utilities, network systems, security, trash disposal, signage and wayfinding, and warehouse storage

New Parking Facilities

- explore the feasibility of increasing parking capacity and replacing spaces lost to new construction by building garage structures on suitable RISD lots, acquiring appropriate properties, developing efficient garage structures on new land acquisitions, and implementing a shuttle bus system

Design Standards

- require that new construction and renovations respect the spirit and character of the context into which they are built by promoting design excellence and construction quality, not iconographic or historic mimicry

MASTER PLAN PRIORITIES

An academic institution such as RISD assumes many social responsibilities. As an academy, it must seek to maintain the quality and advancement of its pedagogy. As a landholder in an historic, urban environment, it must accept stewardship of its properties. And as the social setting for its students, it must inspire them as they prepare for the professional and cultural world.

Each of the above roles shape, and is shaped by, the physical setting of RISD's campus. The recommendations summarized in the preceding pages, and discussed in greater detail in PART II of this Master Plan, outline initiatives which respond to RISD's charter, its master plan goals, and the challenges of an ever-changing society. The suggested physical improvements are meant to be guidelines and conceptual, not prescriptive or definitive.

Recommendations for campus physical improvements for the next five to ten years are divided into three phases of work and summarized in Table 10. These preferences reflect RISD's programmatic needs which, in turn, reflect RISD's on-going efforts to fulfill its mission. These programmatic needs include:

- a new LIBRARY, one that will support RISD's needs in the next century for a traditional art library, for new and emerging visual information technology, and for strengthening the spirit of academic community

CAMPUS PRECINCT	PHASE 1	PHASE 2	PHASE 3
CENTRAL CAMPUS BLOCK	<ul style="list-style-type: none"> • Museum of Art Code & Circulation Upgrades 	<ul style="list-style-type: none"> • METCALF CORRIDOR IMPROVEMENTS • METCALF PENTHOUSE ADDITION • GREAT HALL ADDITION 	<ul style="list-style-type: none"> • BANK BUILDING RENOVATION • COLLEGE BUILDING RENOVATION • MEMORIAL HALL RENOVATION
WASHINGTON SQUARE & RIVERFRONT	<ul style="list-style-type: none"> • A NEW LIBRARY • 20 Washington Pl. Adaptive Reuse • I.S.B. Renovation 	<ul style="list-style-type: none"> • Film/Animation/ Video Relocation 	<ul style="list-style-type: none"> • Washington Square Streetscape
SOUTHERN CAMPUS	<ul style="list-style-type: none"> • 161 South Main Renovation 	<ul style="list-style-type: none"> • Mid-sized Auditorium 	<ul style="list-style-type: none"> • 161 South Main Addition
RESIDENTIAL HILL & OTHER IMPROVEMENTS	<ul style="list-style-type: none"> • Housing Expansion • Adaptive Reuse of Former I.D. Space • New Parking Facilities • Infrastructure Improvements 	<ul style="list-style-type: none"> • Housing Expansion • New Parking Facilities 	<ul style="list-style-type: none"> • Housing Expansion • New Parking Facilities

Table 10 Master Plan Priorities Matrix

- expanding and rationalizing STUDIO & TEACHING SPACES, to improve the academic program (including Continuing Education), reinforcing the cohesiveness of departments while fostering cross-departmental initiatives
- expanding the MUSEUM, to support its public and academic missions
- expanding STUDENT HOUSING by at least 300 beds, to enrich the total

collegiate experience of students living on campus

Improvements with the highest priority within each work phase are identified by BOLD, CAPITALIZED TEXT. A preliminary estimate of indicative costs, based on a study conducted in October, 1995 by Andrew Chartwell & Company of Boston, is summarized in a separate document.

PART I
THE RISD CAMPUS
& ITS URBAN
SETTING



Fig. 11 Aerial view in 1995 looking southeast towards College Hill from above Providence Capital Center



Fig. 12 Sign at Benefit & Waterman Streets

THE RISD CAMPUS

12

- Motorist:** "Can you please tell me how to get to the Rhode Island School of Design?"
- Pedestrian:** "You're here!"
- Motorist:** "Oh." [Looks around skeptically.]
"Well, can you direct me to the *main* building?"
- Pedestrian:** "*Which* main building?"
- Motorist:** "The Museum of Art."
- Pedestrian:** "Well, you're heading in the wrong direction. . . ."

— IN THE VICINITY OF BENEFIT & THOMAS STREETS, OCTOBER 1995

The above encounter illustrates one of the challenges facing the School and its most public component, the Museum of Art: how to present and improve RISD's identity as an academic environment and as the home of an important cultural institution. A corresponding challenge is to enrich the sense of place for the members of the RISD community as well as to enhance the stature of RISD both locally and abroad. These challenges must be met while addressing a pressing need to physically improve its facilities. An analysis of the existing conditions, reinforced by interviews and workshops with RISD's various constituents, revealed the strengths and weaknesses of the campus, suggesting the recommendations for physical improvements presented in PART II of this master plan.

Buildings & Sites Within the RISD Campus

- 1 Waterman Building
- 2 Carr House
- 3 Museum of Art
- 4 Memorial Hall
- 5 College Building
- 6 Bank Building
- 7 Metcalf Lot
- 8 Power Plant
- 9 Metcalf Building
- 10 Market House
- 11 Marker Square
- 12 Auditorium Building
- 13 Design Center
- 14 Illustration Studies Building
- 15 I.S.B. Lot
- 16 20 Washington Place
- 17 First Baptist Church
- 18 9 Thomas Street
- 19 188 Benefit Street
- 20 Dwight House
- 21 Benefit-Dexter House
- 22 Colonial Apartments
- 23 What Cheer Studios
- 24 Farnum Hall
- 25 Angell-Dunnell House
- 26 Congdon House
- 27 Carpenter House
- 28 Pardon Miller House
- 29 Alumni House
- 30 Woods Gerry House
- 31 Prospect-Nightingale House
- 32 Collins-Larned House
- 33 Fones Cottage
- 34 Allen-Barstow House
- 35 East Hall
- 36 Nickerson Hall
- 37 Homer Hall
- 38 "The Beach"
- 39 South Hall
- 40 Metcalf Refectory Building
- 41 University Club
- 42 Frazier Terrace
- 43 Ewing Center
- 44 Benson Hall
- 45 161 South Main Street
- 46 "Cash & Carry" Building
- 47 Gower Building
- 48 Bayard Ewing Building

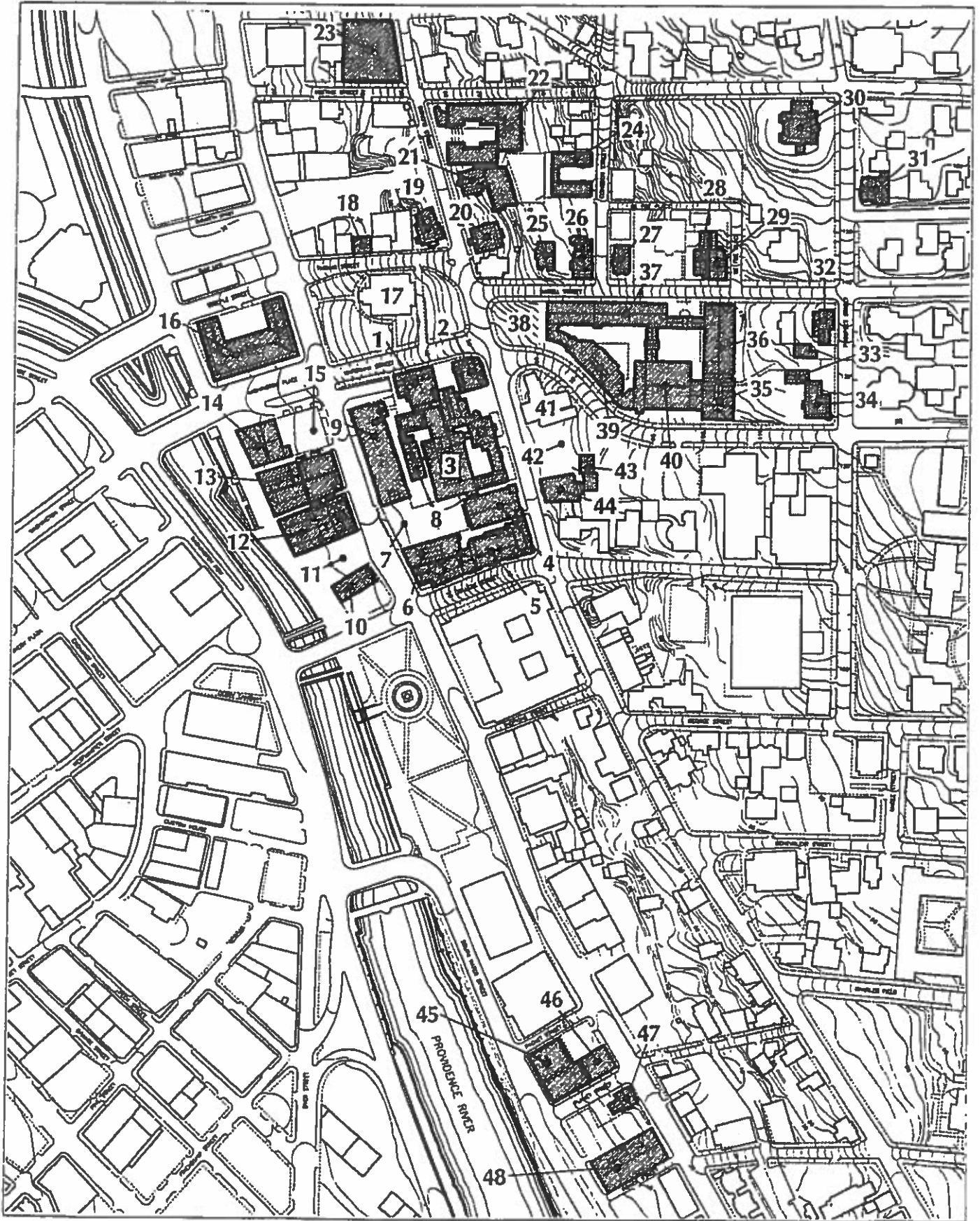


Fig. 13 Plan of the existing campus

The Campus Today

The Rhode Island School of Design has grown along the western edge of College Hill [Fig. 11] for over one hundred years. Growth has been largely through *accretion* — relatively small, incremental additions — or by *adaptation* — incidental assimilation of satellite facilities as opportunities presented themselves.

The result is an assortment of buildings and spaces [Fig. 13] of various historic periods; different degrees of physical, academic, and habitable adequacy; and diverse architectural character, quality, and standards. Attempting to meld the ensemble into a more cohesive whole has been difficult. One undertaking — the late 1980s infill of spaces around the original Refectory [Figs. 78a & 78b] — helps to better define a residential precinct, but has created an uninviting enclave which discourages physical and social connections with the rest of the campus and the surrounding neighborhood.

For the majority of the RISD family, the existing conditions have always contributed to the unique charm, culture, and synergy of the art school. However, these same *ad hoc* characteristics at times weaken the sense of community and the institution's ability to attract talented students or major patrons. This master plan sets out to preserve the aspects of the campus which people cherish while responding to the many urgent programmatic and spatial problems which confront the School and the Museum of Art.

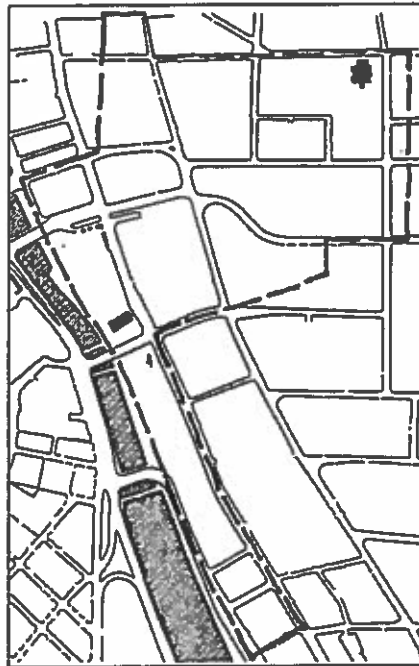


Fig. 14a Campus street grid

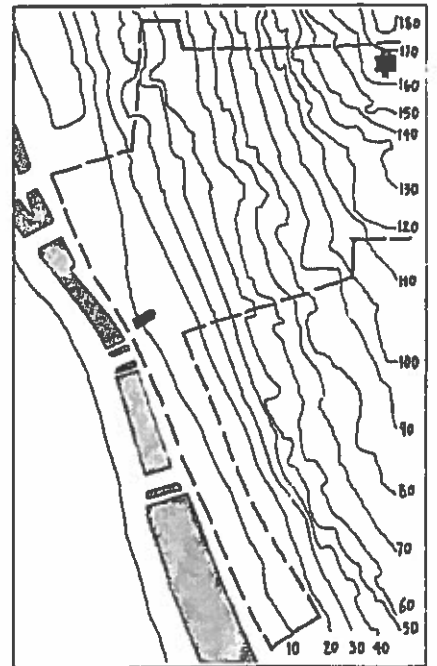


Fig. 14c Topography

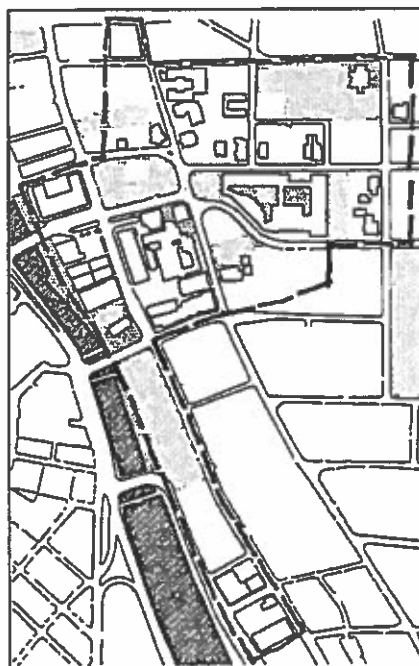


Fig. 14b Campus open spaces

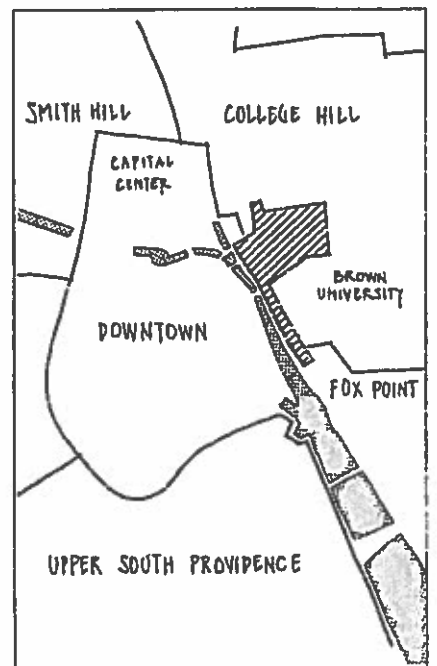


Fig. 14d Adjacent districts



Fig. 15a Figure ground plan



Fig. 15b Hoppin Homestead Building, downtown Providence, RISD's first home (demolished)

Four Campus Precincts

The RISD campus may be perceived as four distinct precincts [Fig. 7], each with unique characteristics which support and affect the larger ensemble:

- **Central Campus Block** — the core of the campus, which includes the original buildings of the College Hill era [See PART II, CHAPTER 1]
- **Washington Square** — the western edge, which acts as both threshold and facade to downtown Providence [See PART II, CHAPTER 2]
- **Southern Campus** — the largest and most recent satellite from the campus center [See PART II, CHAPTER 3]
- **Residential Hill** — the district of predominantly student housing and boundary between the academic core and the adjacent residential neighborhood [See PART II, CHAPTER 4]

Other Initiatives which would have an important impact on the campus as a whole also are discussed in PART II, CHAPTER 4. These include improvements to the landscape, infrastructure, parking, and overall design recommendations for new construction and renovations.

URBAN CONTEXT

TABLE 16 College Hill Riverfront Milestones

- 1636 *Providence is founded by Roger Williams*
The town grows in a linear pattern, following present-day North and South Main Streets
- 1711 *The first permanent bridge is built across the Providence River near present-day Westminster St.*
- 1750s *Market Square evolves into a vital community center*
- 1774 *A two-story Market House is completed at a cost of \$4,500*
- 1775 *First Baptist Church in America built*
- 1797 *A third-story is added to Market House to house Rhode Island's first Masonic Hall*
- 1893 *RISD moves from the Hoppin Homestead Building in downtown to the newly-dedicated Waterman Building*
- 1908 *Crawford St. Bridge is completed, covering the Providence River from Market House to Crawford St.; it is often referred to as the "world's widest bridge"*
- 1929 *A 100-foot granite shaft, representing Peace in honor of the City's war dead, is dedicated in Memorial (formerly Post Office) Square as the present-day site of the Providence River and Washington Place*
- 1996 *Riverfront Park is completed as part of a multi-year program to uncover the Providence River*



Fig. 16a Primary city grid network

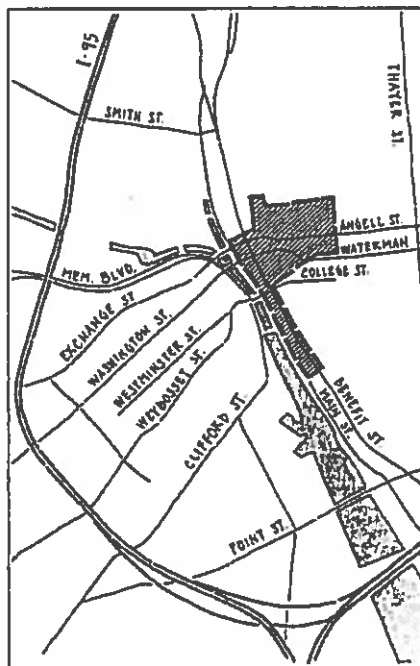


Fig. 16b Major roads

City of Providence Landmarks

- 1 State House
- 2 Veterans Memorial Auditorium
- 3 Providence Station
- 4 Providence Place [proposed]
- 5 Woonasquatucket River
- 6 Waterplace Park & Riverwalk
- 7 Rhode Island Convention Center
- 8 Providence Civic Center
- 9 Kennedy Plaza
- 10 City Hall
- 11 The Arcade
- 12 University of Rhode Island
- 13 Roger Williams University
- 14 Hoppin Homestead Building
RISD's first home [demolished]
- 15 Johnson & Wales University
- 16 I-95 [existing]
- 17 Rhode Island Heritage Harbor Museum [planned]
- 18 Children's Museum [planned]
- 19 Fox Point Hurricane Barrier
- 20 I-95 [proposed]
- 21 Providence River
- 22 Brown University
- 23 Rockefeller Library
- 24 Providence Athenaeum
- 25 Licht Judicial Complex
- 26 Haffenreffer Museum of Anthropology [planned]
- 27 Gardner Jackson Park
- 28 Market Square
- 29 Federal District Court
- 30 RISD Museum of Art
- 31 First Baptist Church
- 32 RISD Woods Gerry Gallery
- 33 RISD President's House
- 34 Prospect Terrace
- 35 Roger Williams National Memorial Park
- 36 Moshassuck River

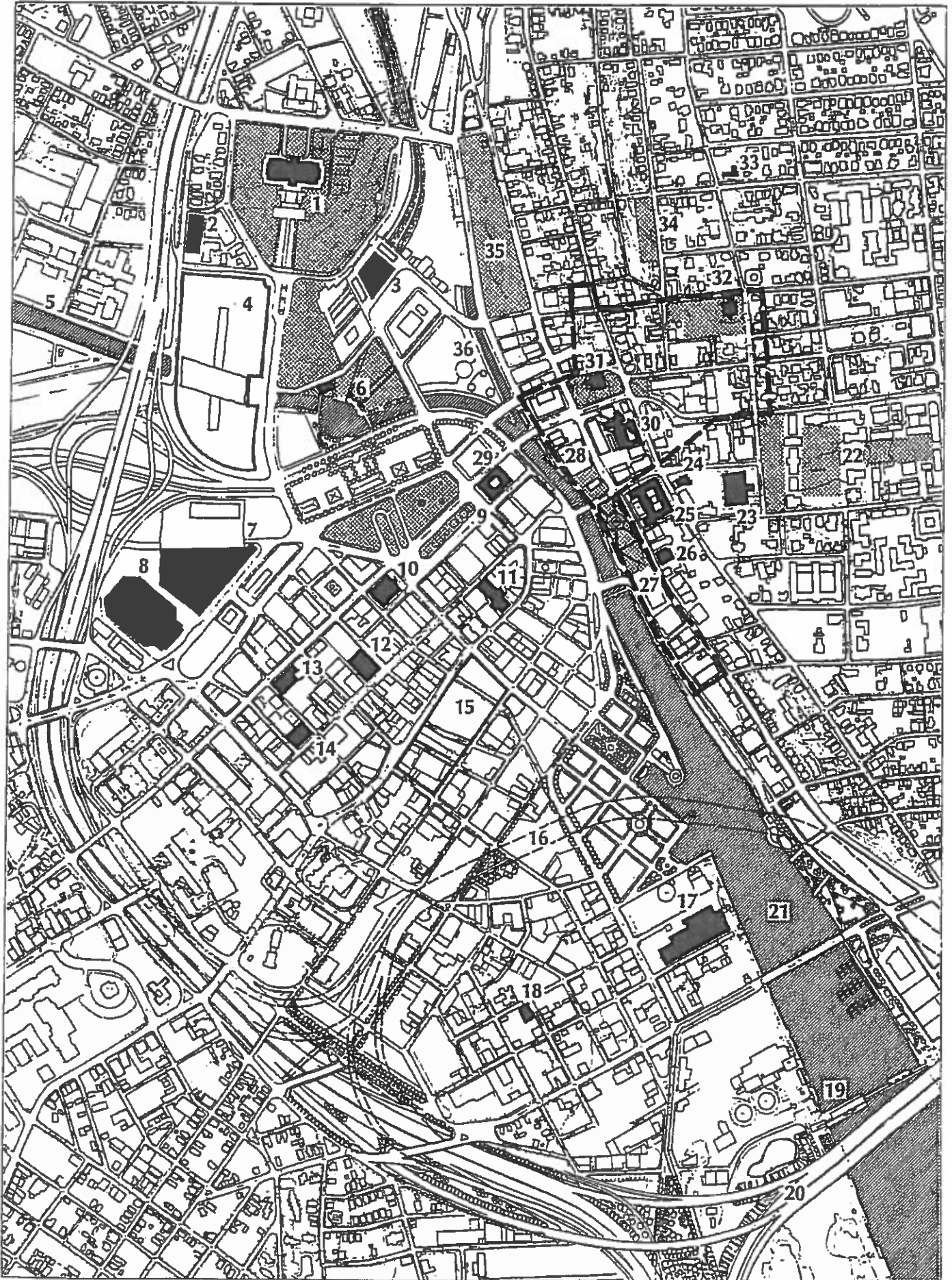


Fig. 17 Plan of the Greater Downtown Area, Providence, Rhode Island

EVOLUTION OF THE RISD CAMPUS

18

The incorporation of the Rhode Island School of Design was enacted by the Rhode Island General Assembly on March 22, 1877. The by-laws of the School's charter included a three-fold purpose directed towards:

1. the instruction of artisans in drawing, painting, modeling and designing so that they may successfully apply the principles of art to the requirements of trade and manufacture
2. the systematic training of students in the practice of art in order that they may understand its principles, give instruction to others and become artists
3. the general advancement of public art education by the collection and exhibition of works of art by lectures and by other means of instruction in the fine arts

The spirit of RISD's original charter continues today, extending a highly-acclaimed tradition of nurturing artists, preparing them to teach others, and advancing the appreciation of art to the general public through RISD's Museum of Art and special programs. This multidisciplinary foundation has provided a diverse and rich forum for students, faculty, staff, and visitors alike. But as RISD's milestones indicate [Table 19], societal and technological changes eventually and inevitably affect the School. As RISD's size and physical complexity increase, the challenge to understand, and adapt to, the changes also grows.



Fig. 18a Aerial view of the campus from the southeast, 1950s



Fig. 18b Aerial view of the campus from the southeast, 1995



Fig. 19a Aerial view of the campus from the east, late 1950s



Fig. 19b Aerial view of the campus from the east, 1995

TABLE 19 RISD Milestones

YEAR	INAUGURATIONS	NO. OF STUDENTS DAY/EVENING	
1877	RISD founded with a fund of \$1,675		
1878	Fine/Applied Arts; Art History; Architecture Machine Drawing	61	79
1893	Architecture Department	80	294
1903	Textile Department	172	374
1909	Library established	184	508
1910	Normal Art Department	161	511
1913	Tours of Museum of Art for school children begin		
1929	Credit structure	392	1,021
1931	Dormitories for women	414	920
1933	Entrance exams	461	882
1934	Liberal Arts program	445	863
1936	Graphic Arts Department; Bachelor of Arts Education	435	1,076
1937	Architecture reorganized		
1940	Bachelor of Science in Textile Engineering	484	1,550
1941	Baccalaureate degrees for all graduates	451	1,473
1943	Freshman Foundation	267	362
1965	Machine Design dropped; Textile Chemistry dropped	957	N/A
1970	Graduate programs expanded; Undergraduate Art Education dropped	1,185	NA
1990	Culinary Arts dropped	1,912	4,316
1995	Furniture Design	1,987	3,020



Fig. 20a Hoppin Homestead Building

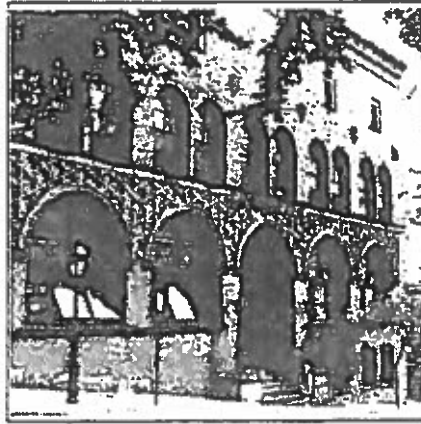


Fig. 20c Waterman Building, 1919



Fig. 20e Museum of Art construction, 1926

1878-1893

1878 Hoppin Homestead Building,
Westminster Street, Providence
(demolished)

1893-1920

1893 Waterman Building
1896 Waterman Galleries
1903 Memorial Hall
(Old Congregational Church)
1906 Pendleton House
1915 Metcalf Building, Part One
1916 Carr Haus

1920-1940

1921 Metcalf Building, Part 2
1926 Radeke Building
1936 Carrington House
(66 Williams Street), sold 1961
College Building
1937 Congdon House
1938 Prospect House

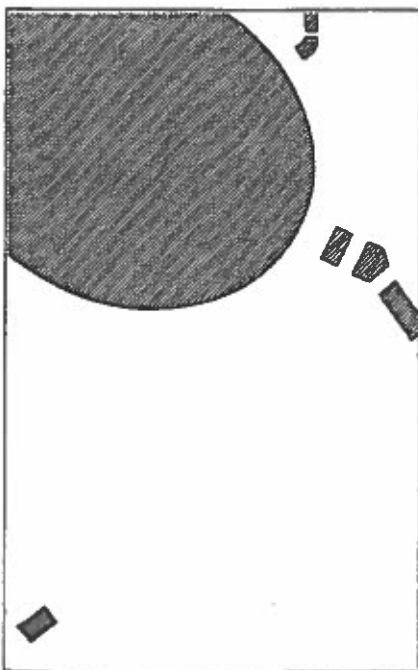


Fig. 20b Campus in the downtown, 1878

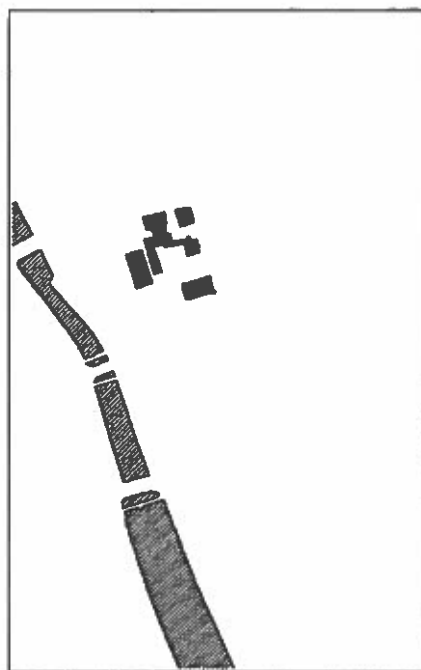


Fig. 20d Campus figure ground, 1916

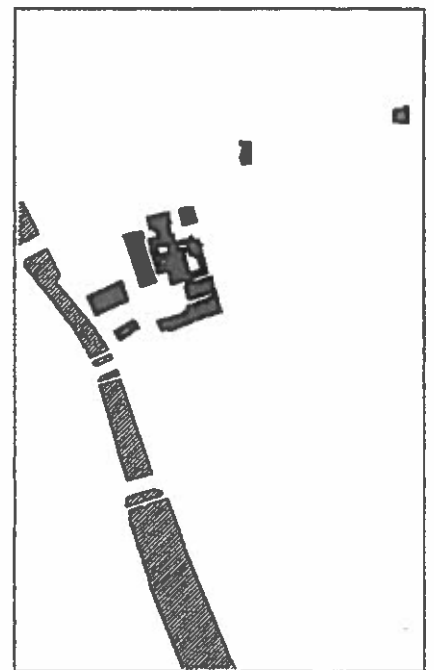


Fig. 20f Campus figure ground, 1938

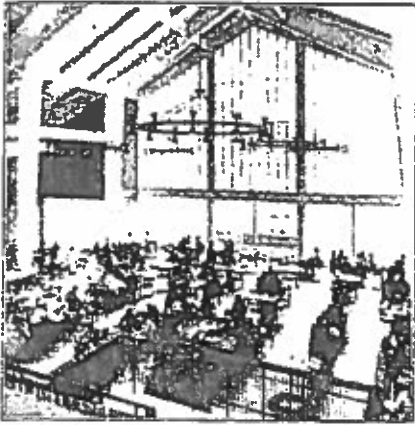


Fig. 21a The Refectory, 1959



Fig. 21c Bayard-Ewing Building

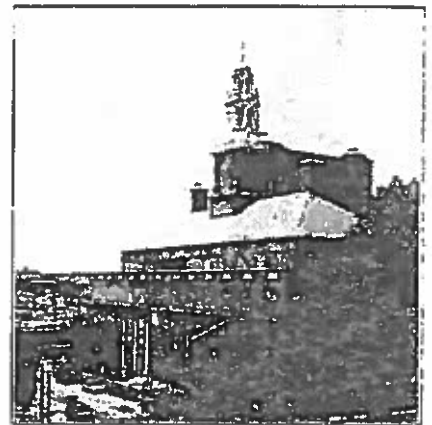


Fig. 21e 20 Washington Place, 1995

1940-1960

- 1941 Auditorium
- 1948 Bank Building
Market House
- 1953 President's House
- 1955 Allen House
Fones Cottage
- 1956 Benson Hall
Collins House
- 1959 Refectory
Homer Hall
Nickerson Hall

1960-1980

- 1961 Farnum Hall
- 1964 187 Benefit Street
Alumni House
Angell House
Benefit House
Pardon Miller House
- 1968 Illustration Studies Building
- 1969 What Cheer
- 1975 Bayard-Ewing Building
Woods Gerry

1980-1995

- 1984 Carpenter House
- 1986 South Hall
- 1987 Design Center
East Hall
- 1988 Providence-Washington Building
(20 Washington Place)
Cantanzaro Center
- 1991 Colonial Apartments
- 1993 Roitman Furniture Building
(161 South Main)
Daphne Farago Wing
- 1995 Ewing Center

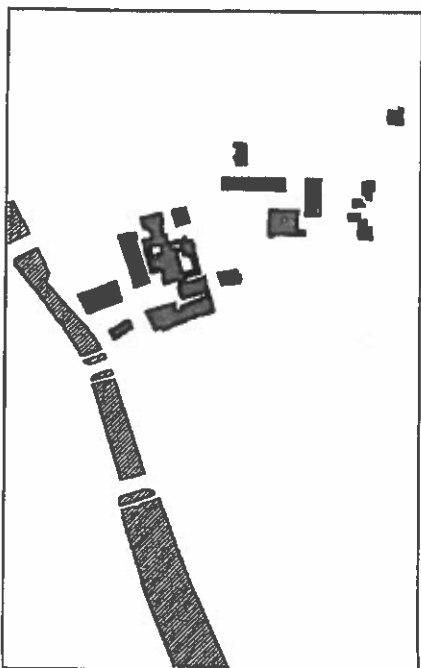


Fig. 21b Campus figure ground, 1959

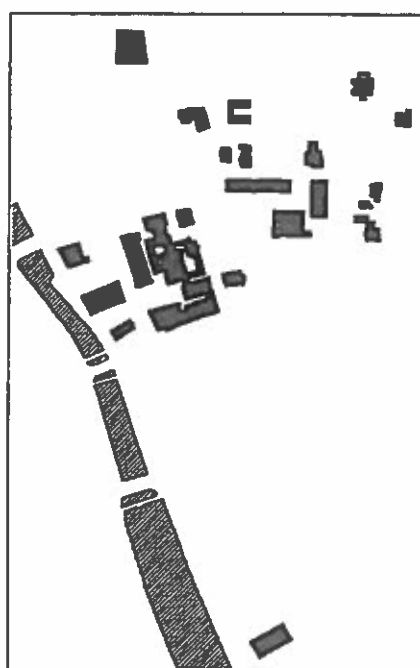


Fig. 21d Campus figure ground, 1975

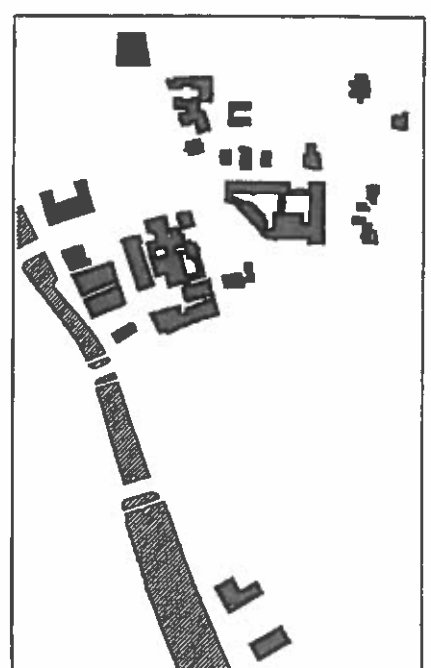


Fig. 21f Campus figure ground, 1995

BUILDABLE PARCELS

22

The RISD campus is distributed over an established urban area nearly one hundred acres in size. More than one-half-mile separates some of RISD's buildings. Major city streets, commercial areas, other institutions, residential districts, and public open spaces create a variety of interventions and edge conditions which enrich the School's environment but also divides its buildings and landscapes into isolated realms. There are relatively few sizable or unconstrained parcels upon which to expand.

Relationships between RISD's buildings and open spaces have been predominantly *ad hoc* because the campus has grown in slow, piecemeal fashion. A plan which knits together the campus into a more cohesive ensemble will help clarify connections between facilities, allow a more efficient allocation of space for the various academic programs, and improve social interaction.

Other conditions which initially appear as constraints offer opportunities for creative enhancements of the campus environment. These conditions include:

- the Providence and College Hill Historic Districts which encompass portions of the RISD campus [Figs. 88b & 89b]
- height limitations imposed by the Institutional Flooding Zone [Fig. 88a and APPENDIX, *Applicable Zoning*]

- topographical conditions, up to four stories in height across several RISD parcels [Figs. 22a & 41] and up to 170 feet across the breadth of the campus [Fig. 14c]
- richness of the existing architecture and landscape
- relatively small — between one-tenth and one-third of an acre — parcels within the academic core

Almost one-half of RISD's vacant parcels is located in the fringe bordering predominantly-residential areas. Many of these parcels currently are used for parking and open space. [Fig. 23] Some parcels, such as "The Beach" [Fig. 26b] and Frazier Terrace [Fig. 96a], are cherished and are not considered in this report to be available for new construction. Other parcels are simply underutilized, such as the collective area ("Farnum Hill"), which includes a deteriorating Farnum Hall and several back yards of adjacent student residences. [Fig. 78d]

Because large sites for new facilities are rare and open spaces are precious, improvements to RISD's facilities always will require a combination of renovation, reuse, additions, and, when available, further acquisition. Fortunately, although there are limited development opportunities on many of RISD's vacant lots, several sites have strategic and high-profile significance for the School and the Museum of Art. [Figs. 22b & 22c] These will be discussed in greater detail in Part II.



Fig. 22a Angell Street green

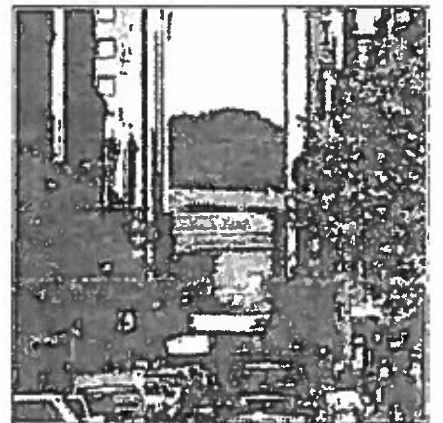


Fig. 22b "The Lot" from Westminster St.

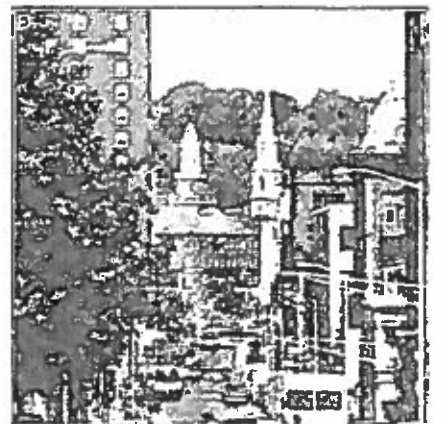


Fig. 22c "Prov-Wash" from Washington St.

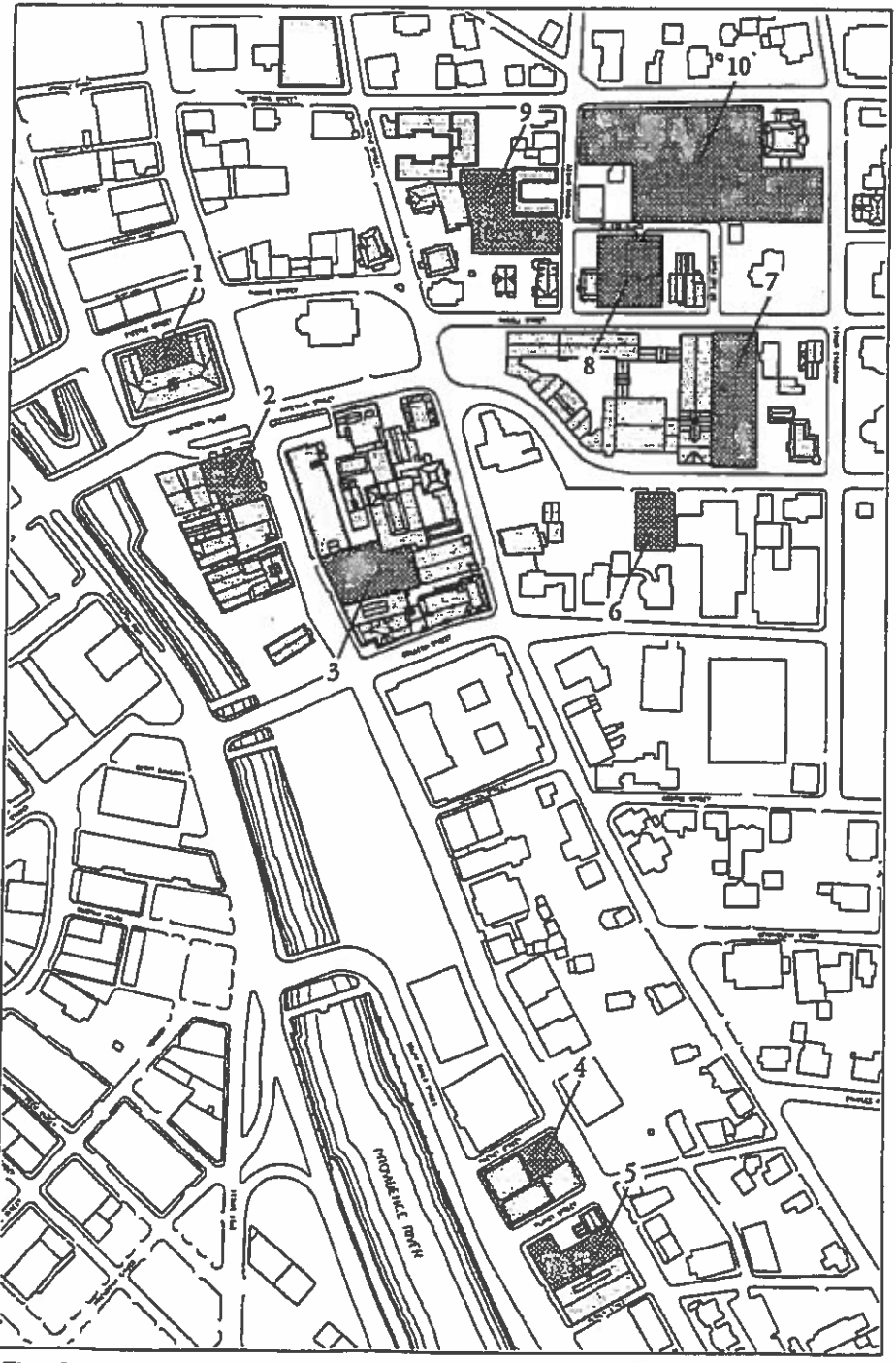


TABLE 23 SUMMARY OF BUILDABLE PARCELS	
Site	<ul style="list-style-type: none"> • Lot Size • Zone • Min. Buildable Area Allowed by Zoning
1 Steeple St Lot	<ul style="list-style-type: none"> • 4,389 sf • D-1-100 • 26,334 sf
2 I.S.B. Lot	<ul style="list-style-type: none"> • 7,533 sf • D1-100 • 45,198 sf
3 Metcalf Lot	<ul style="list-style-type: none"> • 16,177 sf • C-2/I-2 • 80,885 sf
4 S. Main St Lot	<ul style="list-style-type: none"> • 4,740 sf • C-2/I-2 • 28,440 sf
5 B.E.B. Lot	<ul style="list-style-type: none"> • 10,591 sf • C-2/I-2 • 52,955 sf
6 Waterman St Lot [RISD only]	<ul style="list-style-type: none"> • 8,133 sf • R-1/I-2 • 48,798 sf
7 Nickerson Green	<ul style="list-style-type: none"> • 21,606 sf • R-1/I-2 • 64,818 sf
8 Angell Street Lot	<ul style="list-style-type: none"> • 16,676 sf • R-2/I-2 • 50,028 sf
9 "Farnum Hill"	<ul style="list-style-type: none"> • 35,266 sf • R-2/I-2 • 105,798 sf
10 Woods Gerry	<ul style="list-style-type: none"> • 75,110 sf • R-1/I-2 • 225,330 sf

Fig. 23 Location map of RISD's buildable parcels

"The way students are taught here is incredibly challenging. I love RISD."

"... It's like a family."

COMMUNITY AT RISD

— COMMENTS FROM THE 1994 RISD STUDENT OPINION SURVEY

24

Fewer than five percent of high school students consider attending colleges that specialize in art and design. As the consistently top-ranked art and design school in national polls, RISD attracts the elite of these students, who are committed, focused, and dedicated to a creative, artistic vocation. Upon entering RISD, the students find a nurturing and challenging community in which to study, live, and share a mutual calling.

While RISD shares many characteristics with classroom-based, non-art schools, daily life on campus suggests how artists are "different" — though perhaps not in ways that non-artists might assume. The most popular special events at RISD indicate a strong association between creative work and leisure: capacity attendance of the Biennial Faculty Exhibit and the Annual Graduate Student Exhibit at the Museum of Art; critical screenings and evaluations of technically-sophisticated animated films, such as *Beauty and the Beast* and *Toy Story*; creative and energetic productions of the annual Artists' Ball [Fig. 24a]; and a memorable and enthusiastic reception of a RISD student's thesis project to place sod over a block of Benefit Street. [Fig. 24b]

RISD students tend to dedicate extraordinary amounts of time to their studio work. In the *1994 RISD Student Opinion Survey*, 98% prefer to spend their free time in studio if given the opportunity. This results in a paradox: the devotion to one's work diminishes participation in other activities and

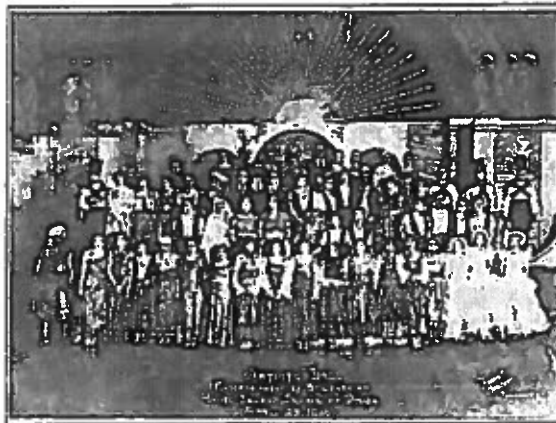


Fig. 24a "Artists' Ball: Entertainment by Students of R.I.S.D., April 25, 1930."



Fig. 24b *The sodding of Benefit Street, a project by Astrid Menatian, 1982*

makes the studio the center of social life. Not surprisingly, 77% of respondents in the *1994 Survey* felt a need for more extracurricular and social opportunities at RISD.

A further limitation to social interaction are curriculum requirements which, in effect, provide few opportunities for students to take courses outside their major. While RISD students agree that community within studios and departments is high, most lament the

lack of campus-wide communal interaction and identity. This is supported by the *1994 Survey*, which reported high student satisfaction with their overall experience at RISD (92%) but low satisfaction with their personal and social lives (57%). The *Survey* also reported that satisfaction among minority and international students generally lagged behind the average of all respondents, suggesting that any improvement to community life on campus must also address the growing

"Most social life is off-campus. There's no place to congregate here."

"... [L]ife outside the studio doesn't exist."

— COMMENTS FROM THE 1994 RISD STUDENT OPINION SURVEY



Fig. 25a Senior class dinner dance, Biltmore Hotel, Providence Plantation's Club, May 22, 1929

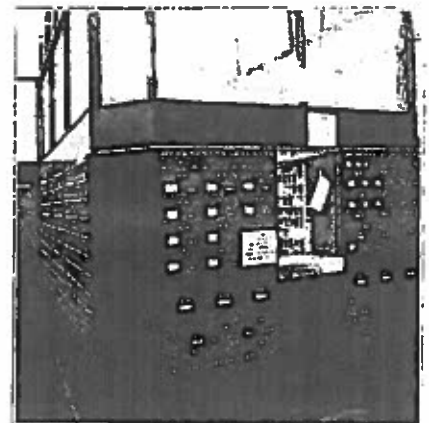


Fig. 25c Mail Room

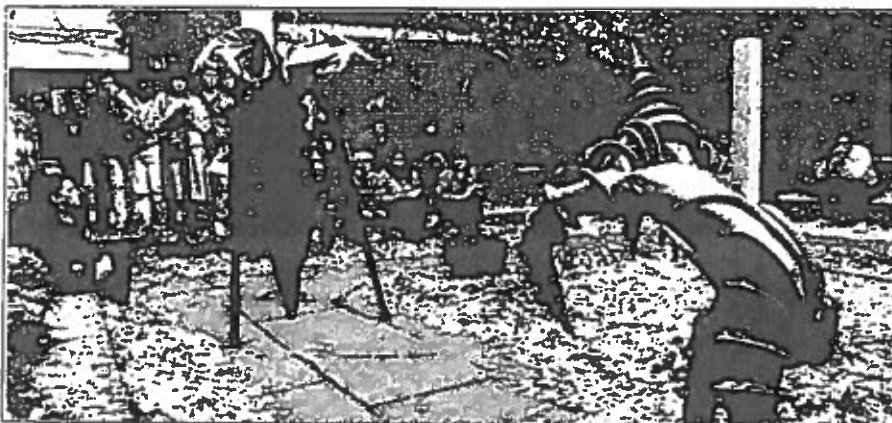


Fig. 25b Recent art performance in the Museum of Art's Radeke Memorial Garden



Fig. 25d Cable Car Cinema & Café

ethnic and cultural diversity of RISD's constituency.

Although physical changes will help, programmatic changes will broaden social opportunities and enhance community. Interviews with groups of student representatives in Spring 1995 revealed that the most active and successful type of social space is unprogrammed, spontaneous space, such as corridors between studios, fire escapes outside classrooms, stairwells,

alleys (Fig. 54a), the Mail Room (Fig. 25c), and parking lots. These spaces tend to correspond to paths of circulation between classes or breakout spaces convenient or adjacent to studios. Places for socialization which are associated with food (Fig. 25d) are the most highly favored.

Student Centers

The Council of Educational Facilities Planners (CEFP) guidelines

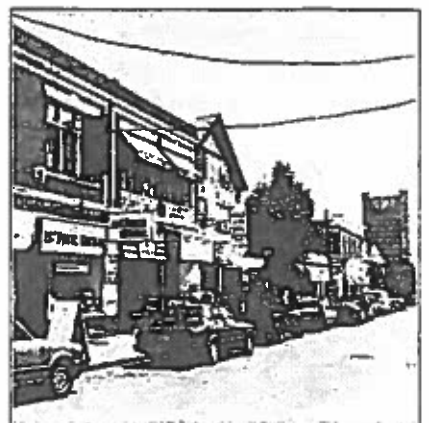


Fig. 25e Thayer Street

"The sense of community is high; however the students do not have a place to congregate in large numbers. A central student center, with galleries, performance space, and area for just hanging out is seriously lacking."

— FILM/ANIMATION/VIDEO ALUMNUS '87

26

suggest that eight to ten square feet per full-time equivalent (FTE) student should be allocated for student activities space, excluding food service operations. According to the guidelines, this space can be located in a dedicated student center facility. At RISD, this guideline could equate to a 16,000 to 20,000 square foot student center, the approximate equivalent of Waterman Building or Woods Gerry House. However, RISD students near-unanimously reject the idea of a conventional student recreation center.

Consistent with their habitual integration of work and leisure, the surveyed students would prefer an all-purpose "student campus workshop" which could combine social opportunities with academic resources. Such a center, accessible to all students and preferably open 24-hours-a-day — analogous to a bustling commercial area [Fig. 25e] — would contain a dining area, a wood and metal shop, a dark-room, a computer lab, a copy center, and a large, flexible, multi-use space which could be used for lectures, media presentations, student installations, performances, dances, and other types of social assembly. A new expanded Health Services facility also might be included. The current health facility has not changed in eighteen years, even though the number of students has doubled and expectations regarding service has increased.

Assembly Space

The largest assembly space on campus currently is in Auditorium

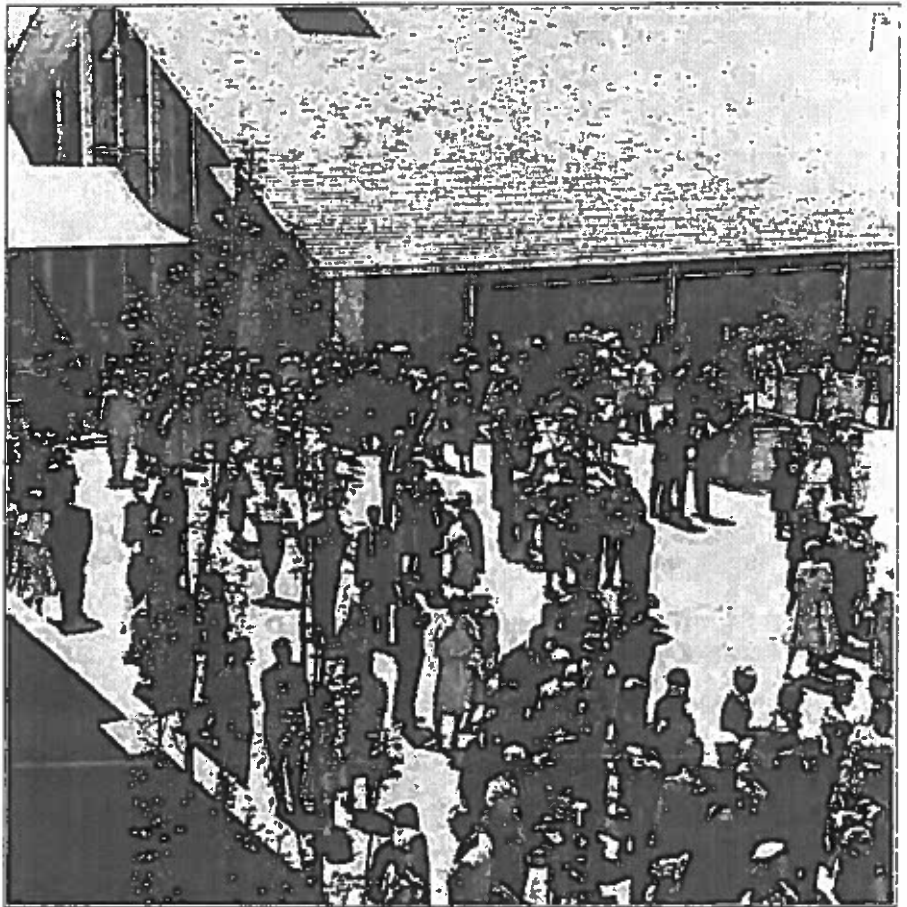


Fig. 26a An outdoor gathering at Quad Plaza

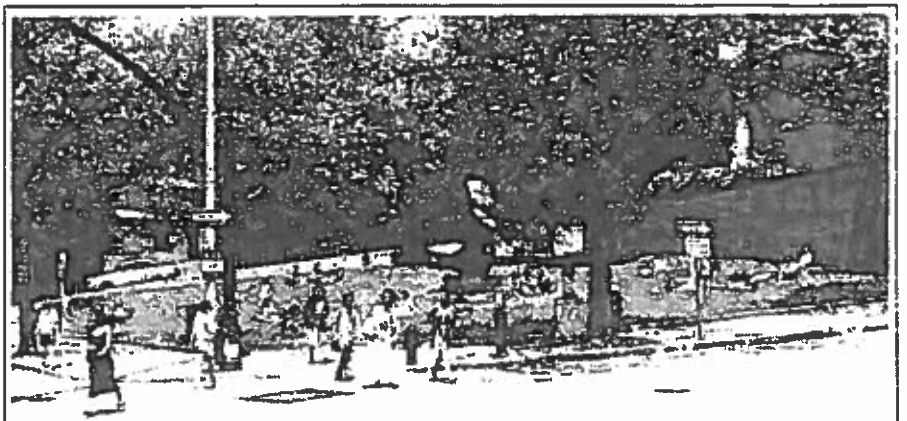


Fig. 26b "The Beach"

"It would be nice to have a convertible space for social functions as well as something else like a gallery because the students cannot plan anything large-scale."

— SECOND YEAR RISD STUDENT



Fig. 27a An evening concert



Fig. 27d Kinesthetic class, 1943

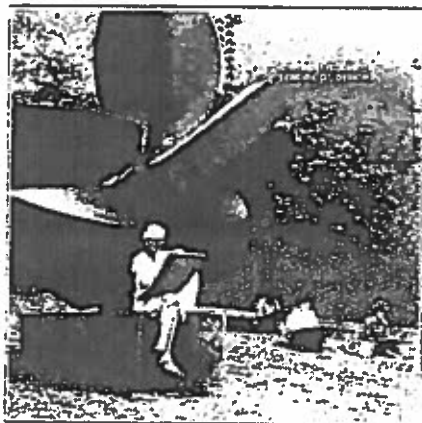


Fig. 27b Drawing outdoors, 1978

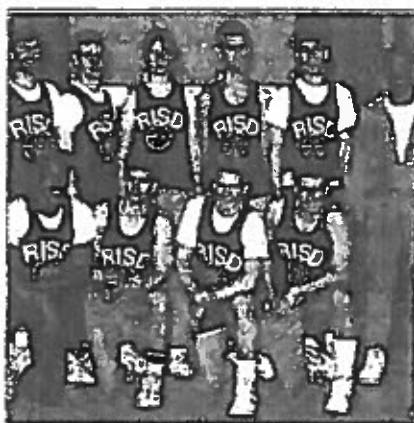


Fig. 27e RISD basketball

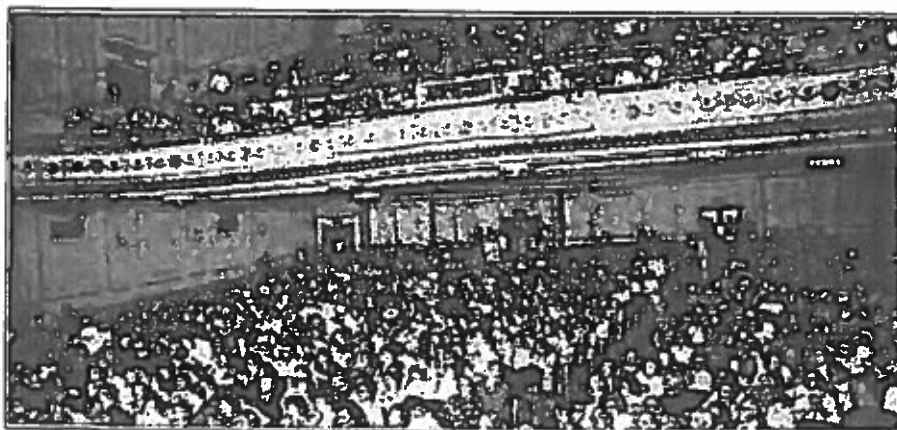


Fig. 27c Veterans Memorial Auditorium

Building, a fixed-seat theater with a seating capacity of approximately 600 seats. [Fig. 36b] Larger events of up to 1,500 to 1,800 persons [Fig. 26a], such as Graduation, the Apparel Design Fashion Show, and other periodic use by students, must be held in Veterans Memorial Auditorium [Fig. 27c] or other rented halls. In the past, tents have been used for short-term events in Metcalf Lot or on a temporarily-closed Benefit Street but no such multi-use space currently is available to students.

It is not necessary to build a large enclosed hall whose capacity is needed only a few times of the year. A medium-sized space, capable of being expanded into adjoining rooms and adjacent open spaces, may be more feasible and suitable.

Recreational Open Space

CEFP guidelines also suggest, as a base allowance, a range of 20 to 30 square feet per student for the first 1,000 students for physical education and recreation space. The provision of such facilities, however, is dependent upon the priorities established by the institution, and the availability of space. At RISD, CEFP guidelines suggest a space equal to 20,000 to 30,000 square feet, roughly the interior equivalent of Memorial Hall dedicated to recreational purposes, or an exterior field equivalent to the combination of Waterman Street parking lot and University Club parking lot. [Fig. 81a]

Currently, Nickerson Green [Fig. 28c] is the only level, natural field

"We need a place to go, especially in the winter and sit and talk and eat food brought from home without music blasting . . . [a] room with nice light, designated as a peaceful place."

— THIRD YEAR RISD STUDENT

available on campus for recreational use which meets the CEFP minimum recommended size. (RISD-owned Tillinghast Estate [Fig. 28d] lies off-campus.) Lying near the eastern boundary of the campus, Nickerson Green is somewhat removed from the main campus circulation paths and lacks sufficient character to attract students.

In contrast, "The Beach" [Fig. 26b], at the crossroads of Benefit, Waterman, Angell, and Thomas Streets, is the most desirable location to sun, socialize, "see and be seen," and enjoy nice weather. Other desirable open spaces include: the sculpture garden at Wood Gerry, the green of First Baptist Church [Fig. 83a], Marker Square ("The Brickyard"), Frazier Terrace [Figs. 80b & 96a], the Radeke Memorial Garden in the Museum of Art. [Figs. 39d & 54d], and the new park along the recently reopened Providence River. [Fig. 28a]

Unlike the expanses of exterior space of many college campuses, such as Brown University, RISD's palette of intimate open spaces offers a variety of what one interviewee called, "sacred places," in which to draw [Fig. 27b], study, relax [Figs. 28b & 39d], contemplate, or otherwise find relief from the intensity of the studio. These spaces form a wonderful resource for the campus and should be preserved, maintained, made more accessible, and, where possible, their number increased.

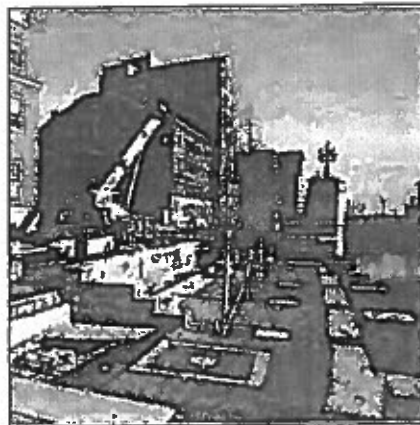


Fig. 28a Riverfront park under construction

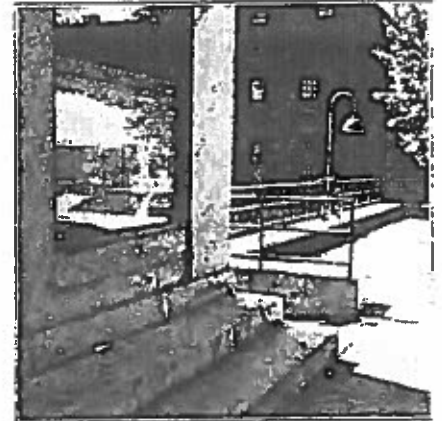


Fig. 28b B.E.B.'s stoop & bench



Fig. 28c Nickerson Green



Fig. 28d Tillinghast Estate

"What I need . . . is a single apartment near school where my cats and I can live, where my cats won't get squished by cars, . . . trees, yard, . . . and . . . affordable."

— THIRD YEAR RISD STUDENT

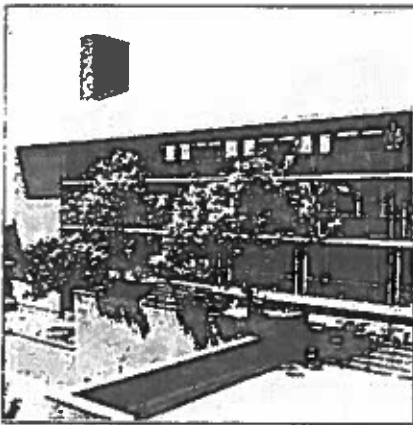


Fig. 29a Homer Hall



Fig. 29d Colonial Apartments



Fig. 29b East Hall



Fig. 29e Pilgrim Mills Building

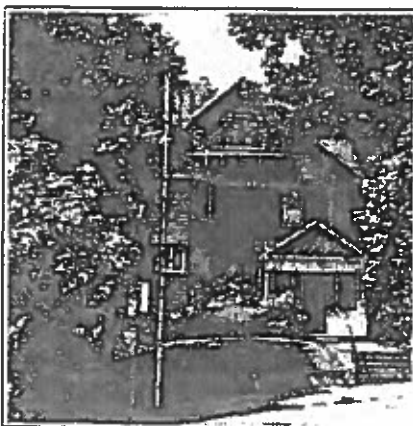


Fig. 29c Angell-Dunnell House



Fig. 29f Typical downtown loft building

Student Housing

Located within the original, historic district of the East Side, the RISD campus has enjoyed the benefits of pedestrian-scaled buildings, reinforced by the existing lush landscape and enhanced by views along a scenic promontory. [Fig. 76a] These attributes also have made the area desirable for homebuyers and other institutions. As a result, affordable rental housing for students increasingly has become scarce, requiring students to commute, perhaps living in neighborhoods where their safety may be less assured, and reducing opportunities for them to engage in social and other activities on campus.

When compared to other colleges offering student housing, the ratio between student housing and enrollment at RISD is one of the lowest (33%.) Beginning in 1995, RISD committed to increase available student housing by at least 300 beds as an initial step in enhancing the collegiate experience for its students and improving the sense of community on campus.

Currently, there exists a variety of housing types on campus, including: traditional dormitories [Fig. 29a] — primarily for freshmen and very unpopular; suite arrangements in large buildings [Fig. 29b]; "outer houses" [Fig. 29c] — converted private homes which are very popular; and apartment buildings. [Fig. 29d] Also under consideration are conversions of older office or industrial buildings near campus and in the downtown for loft or combination loft/studio apartments. [Figs. 29e & 29f]

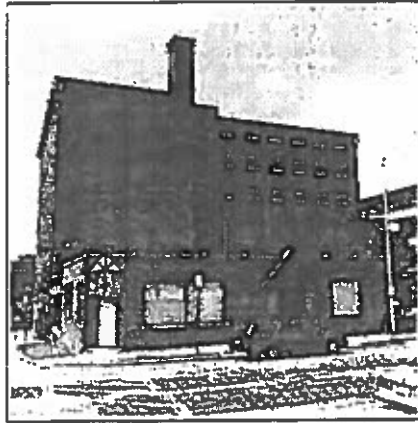


Fig. 30d 161 South Main Street

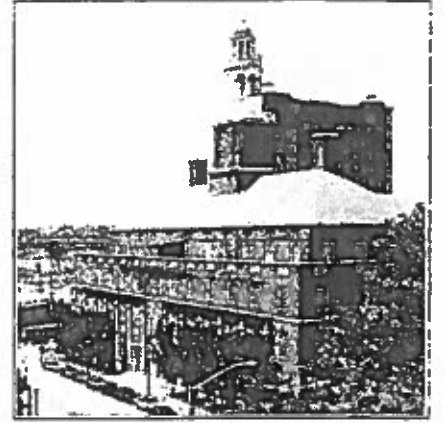


Fig. 30g 20 Washington Place

EXISTING BUILDINGS



Fig. 30a Metcalf Building



Fig. 30e An early sculpture class

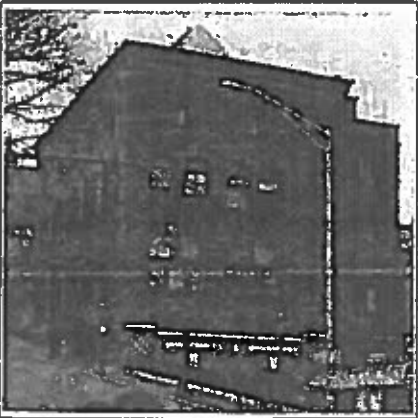


Fig. 30b Waterman Building

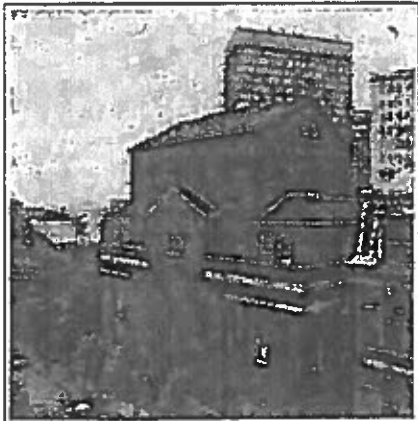


Fig. 30f Auditorium Building



Fig. 30g Carr House

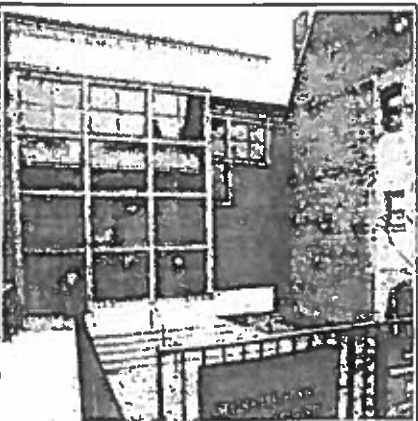


Fig. 30c Museum of Art

TABLE 31 INVENTORY OF EXISTING FACILITIES
 Compiled from 1994 & 1995 RISD Sources

BUILDING	BUILT	ACQUIRED	GROSS SF	NET SF
ACADEMIC & ADMINISTRATIVE USE				
20 Washington Place	1948	1988	90,152	43,021
161 South Main Street	1800s	1993	49,078	43,500
173 Benefit Street			(est.) 950	659
187 Benefit Street	1920	1964	(est.) 6,500	4,585
188 Benefit Street	<i>rental</i>		(est.) 3,050	2,126
Alumni House	1882	1964	4,140	2,170
Auditorium Building	1941	1941	30,509	25,219
Bank Building	1913	1948	16,990	8,890
Bayard Ewing Building	1848	1975	54,000	34,836
Benson Hall	1924	1956	13,300	8,745
Cantanzaro Center	1959, 1988	1959	6,790	1,105
Carr House	1887	1916	13,290	7,038
College Building	1936	1936	81,450	46,562
Design Center	1875-1929	1987	86,290	49,439
East Hall	1987	1987	(est.) 4,800	3,373
Ewing Center	1700s, 1972	1995	3,004	2,050
Farnum Hall	1935	1961	21,790	6,786
Gower Building	<i>rental</i>		(est.) 1,450	1,025
Homer Hall	1959	1959	51,526	1,428
Illustration Studies Building	1860-1880	1968	30,163	23,657
Marker House	1773	1948	13,920	7,170
Memorial Hall	1853	1903	25,385	13,785
Metcalf Building	1915-1921	1915-1921	65,000	48,605
Metcalf Refectory Building	1959	1959	31,835	22,387
Museum of Art	1896-1993	1896-1993	104,302	71,060
Power Plant			(est.) 5,600	3,680
South Hall	1986	1986	(est.) 1,575	1,108
Waterman Building	1893	1893	18,660	14,875
What Cheer Studios	1920	1969	56,995	48,078
Woods Gerry House	1848	1975	17,250	14,070
<i>Subtotals</i>			(est.) 947,006	571,380
RESIDENTIAL USE				
				<i>Beds</i>
Allen-Barstow House	pre-1857	1955	8,720	19
Angell-Dunnell House	1884	1964	6,530	17
Benefit-Dexter House	1820	1964	7,785	21
Carpenter House	pre-1857	1984	6,471	22
Collins-Larned House	1845	1956	6,575	20
Colonial Apartments	1931	1991	59,104	96
Congdon House	1812-1818	1937	13,215	32
Dwight House			12,064	22
East Hall	1987	1987	17,457	73
Fones Cottage	1850	1955	1,325	5
Horner Hall	1959	1959	51,276	148
Nickerson Hall	1959	1959	29,285	110
Pardon Miller House	1822	1964	6,464	20
Prospect-Nightingale House	1856	1938	8,405	24
South Hall	1986	1986	26,180	74
<i>Subtotals</i>			260,856	703
ESTATES & OTHER USE				
President's House	1890	1953	10,000	
Tillinghast Estate	1900	1948	7,780	
<i>Subtotals</i>			17,780	
TOTAL			(est.) 1,188,380	

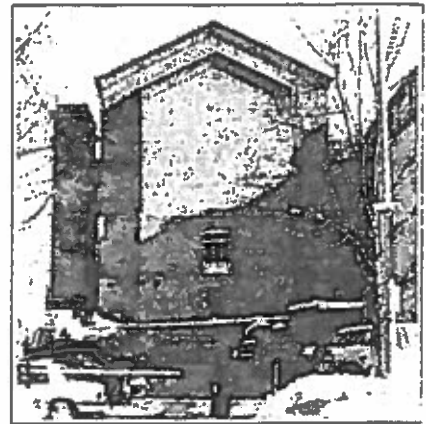


Fig. 31b Memorial Hall



Fig. 31c College Building

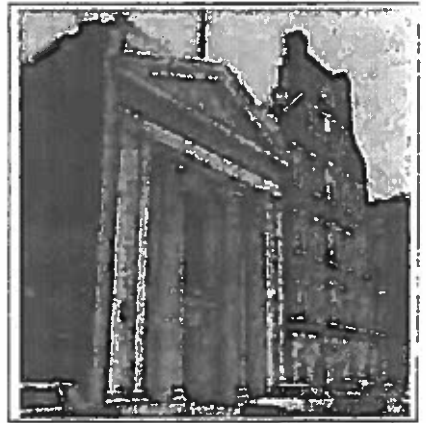


Fig. 31d Bank Building



Fig. 31e Market House

ACADEMIC FACILITIES

The notable quality of art education at RISD and the exceptional achievements of its students lead to great expectations for superior facilities. While there are many examples of excellent studios and workshops, many instructional spaces are surprisingly modest or have a variety of deficiencies.

The quality of instructional space across the campus also is not consistent between academic departments. While the needs of individual departments vary, the categories of building deficiency most often cited include: space inflexibility, construction, lighting, ambiance, heating, ventilation, cooling, storage, parking, handicapped accessibility, and social space.

Some departments are dispersed among multiple locations, resulting in inefficiency, confusion, and disunity. For example, segments of Industrial Design, Painting, and Textiles are separated as much as one-half mile or connected by maze-like circulation paths — conditions which have contributed to a dispersal of resources, breakdowns in communication, and disruptions to academic and social camaraderie. For the majority of academic departments, the biggest problem is the inadequacy of space.

Studio Space

As the principal forum for teaching, working, and creating art, "studio space" can take many forms, including: fine arts studio space, such as painting, drawing, and sculpture; workshop space

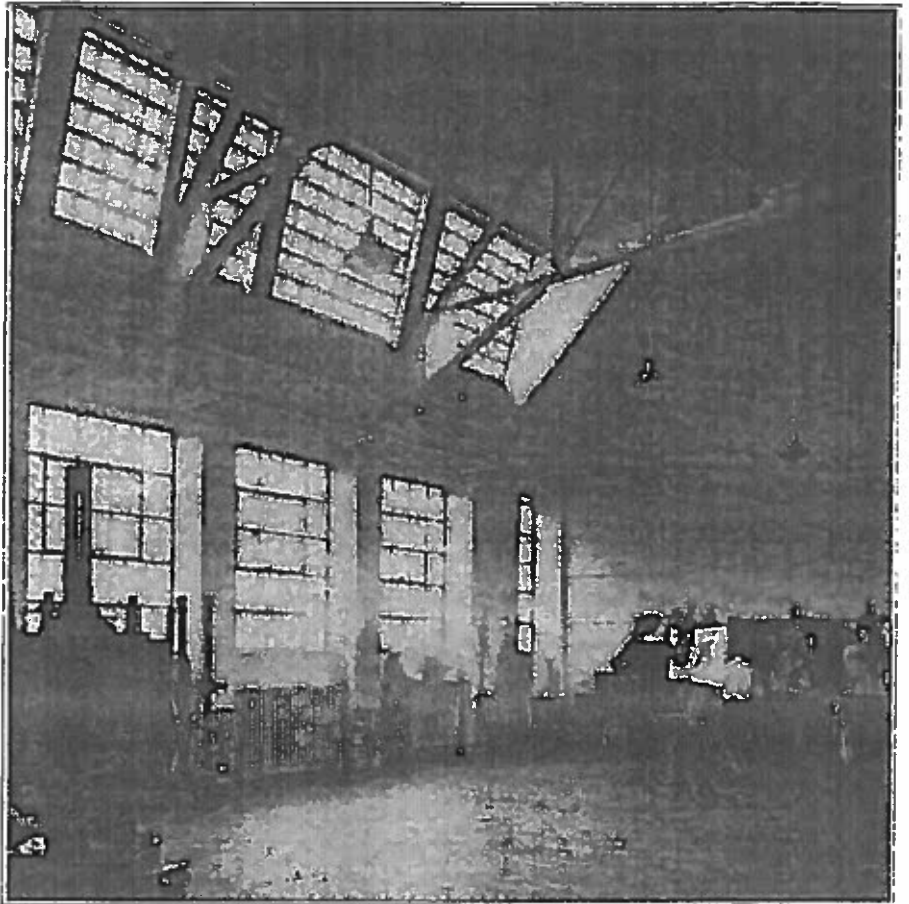


Fig. 32a High north light of a painting studio in College Building



Fig. 32b Large layout tables of an architecture studio

TABLE 33 DATA ON ACADEMIC DEPARTMENTS Compiled from 1994 & 1995 RISD Sources

DEPARTMENT	LOCATION	SUBAREAS	NET AREA	STUDENT ENROLLMENT			FACULTY	
				UNDERGRAD	GRAD	ALL	FULL-TIME	PART-TIME
Apparel Design	Auditorium		7,079	73		73	3	4
Architecture	BEB		29,103	235		235	10	37
Art Education	Design Center	375						
	Memorial Hall	318	693	13		13	2	3
Ceramics	Metcalf		8,880	18	8	26	1	5
Film/Animation/Video	Auditorium		10,000	96		96	4	10
Foundation Studies	Carr House	590						
	Garage Studio	3,045						
	Waterman	12,950						
	What Cheer	4,724	21,309	375		375	18	11
Furniture					12	12		
Glass	Metcalf		5,845	23	3	26	1	6
Graduate Studies	Farnum		2,391					1
Graphic Design	Design Center		20,162	183	18	201	9	17
Illustration	ISB		21,597	270		270	8	29
Industrial Design	20 Washington Pl	1,218						
	161 South Main	2,714						
	173 Benefit Street	659						
	Bank	3,050						
	East Hall	1,340						
	Market	6,900						
	Memorial Hall	3,390						
	Metcalf	9,780	29,051	178	12	190	10	30
Interior Architecture	BEB		1,075	33		33	3	9
Jewelry & Metal	Metcalf		5,395	33	9	42	2	6
Landscape Architecture	BEB		2,821	13	30	43	6	9
Liberal Arts	Carr	1,025						
	College	7,714						
	East Hall	445	9,184				19	57
Painting	Bank	5,790						
	College	7,210						
	Memorial Hall	4,886						
	What Cheer	5,158	23,044	115	15	130	8	3
Photography	Design Center	9,363						
	Farnum	3,261	12,624	73	13	86	6	11
Printmaking	Benson		7,995	49		49	4	7
Sculpture	Metcalf		12,175	40	9	49	3	11
Shared Space	Auditorium	4,205						
	Design Center	1,020	5,225					
Textiles	College	9,410						
	Memorial Hall	1,450						
	Metcalf	1,120	11,980	53	9	62	2	6
<i>Subtotals</i>			247,628	1,860	151	2,011	119	272

DEPARTMENT	LOCATION	SUBAREAS	NET AREA	STAFF	
				FULL-TIME	PART-TIME
Library	College	11,191		11	
	20 Washington Pl	997	12,188		
Nature Lab	Waterman		1,925	1	
Woods Gerry Gallery	Woods Gerry		4,462	2	
<i>Subtotals</i>			18,575	14	

TOTALS 266,203 1,860 151 2,011 133 272

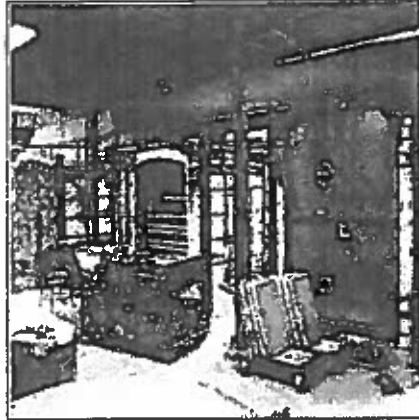


Fig. 34a Ceramic kilns

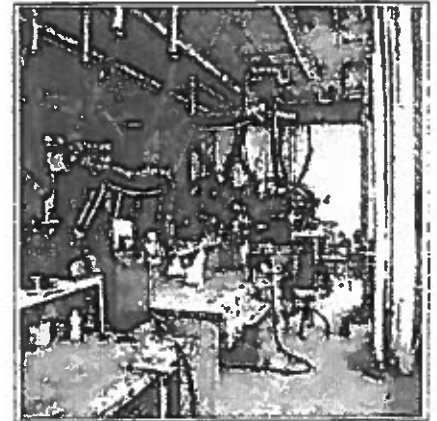


Fig. 34c Jewelry studio

involving equipment, such as ceramics [Fig. 34a], jewelry [Fig. 34c], textiles, woodworking [Fig. 37b], and metal-working [Fig. 35a]; layout studio space, such as in architecture [Fig. 32b], illustration, apparel design [Fig. 34b], graphic design, and printmaking; and special needs studios, such as in film, darkrooms, and glassmaking. [Fig. 35c] Other art and design activities which also require large, flexible, studio-type spaces include: "crit" space, exhibition space [Fig. 35b], large-scale installations, research design facilities, and, increasingly, performance space. [Fig. 25b]

The criteria for the design of studio spaces also vary. Differences include:

- high ceilings for equipment, visualizing works of art, or allowing heat to rise
- north light for natural illumination [Fig. 32a]
- proper engineering systems, such as cooling, ventilation, lighting, high-capacity electrical power, and specialty wiring
- special materials, such as sound insulation, black-out capability, durable and flushable floors
- environmental controls, such as water supply and drainage, toxic materials recovery systems, heat exhaust, humidity control, and cooling
- storage space

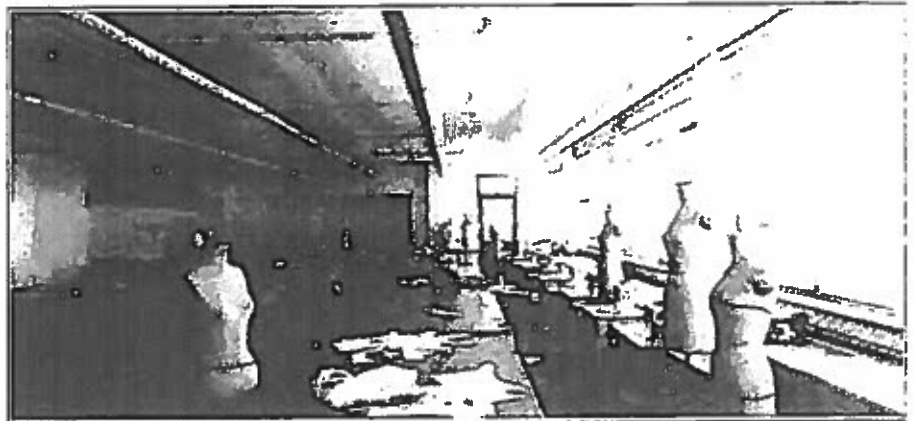


Fig. 34b Apparel Design studio

Classroom and Lecture Spaces

Instructional spaces which support studios include auditorium/lecture halls and classrooms. Over-scheduled and poorly distributed, they are in short supply and do not adequately serve studio-based and classroom-based departments simultaneously. Classroom spaces have remained relatively unchanged over the years and many lack contemporary amenities, including proper ventilation, environmental comfort, and up-to-date equipment. Over time, classroom spaces at RJSD also have been usurped for other uses, further diminishing the availability of generic teaching spaces and magnifying the need for additional, flexible instructional facilities.

Faculty Offices

Office space guidelines set forth by the CEFP suggest office space modules based upon the level of responsibility of individual occupants. Space allowances

also normally include provisions for conference, auxiliary, and lounge space, as appropriate.

For example, general office guidelines suggest that a full-time faculty or professional staff member be allocated 110 to 150 square feet for primary office space, to which an additional 20 to 40 square feet would be added for auxiliary and support spaces for the division as a whole. Administrative/support personnel are typically allocated 90 to 120 square feet per individual.

Studio-based schools such as RJSD often do not provide faculty offices; in effect, the studios *are* their offices. Where dedicated office space does exist, it typically is smaller than CEFP guidelines; 100 square foot or smaller offices are not unusual. There is no clear policy on the provision of office space to full-time or part-time faculty, and access to office space, whether dedicated or shared, varies widely. In general, office space at RJSD is consis-

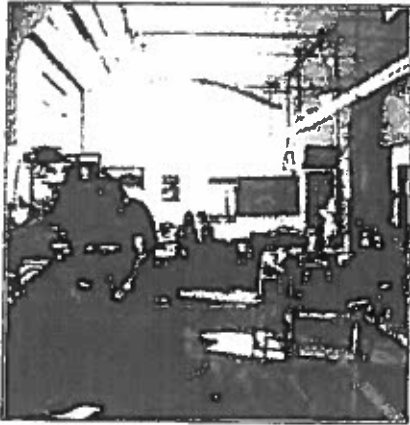


Fig. 35a Machine shop

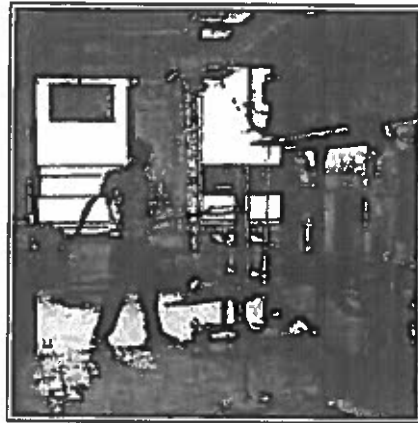


Fig. 35c Glass studio

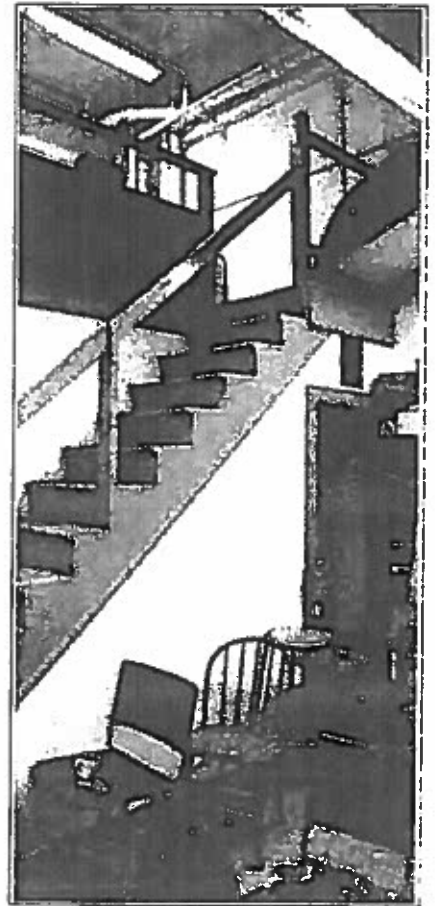


Fig. 35d A faculty office in Metcalf

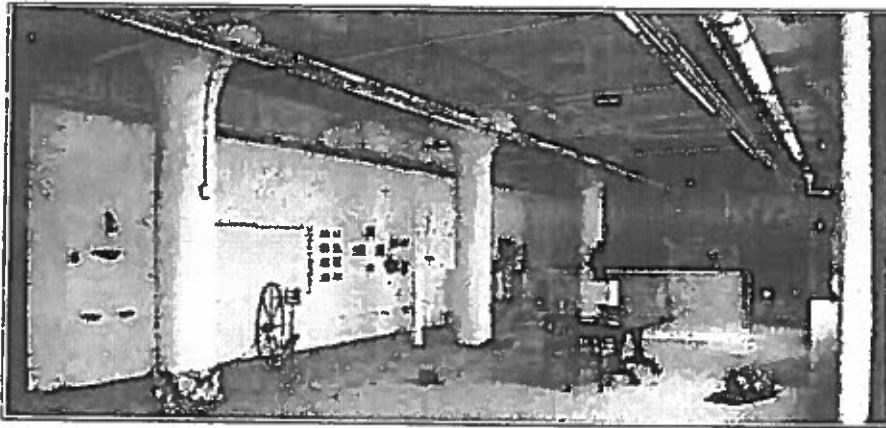


Fig. 35b Sculpture studio converted to temporary gallery space at semester end

tently inadequate. For example, five faculty members in Apparel Design share a 180 square foot office, or 36 square feet per person; and in Film/Animation/Video (FAV), the department head and twelve others share a 450 square foot room, or 37 square feet per person.

The location and quality of office space, in many cases, also are poor. For example, the space for FAV's department head is separated from the rest of the room by a sheet of heavy cardboard; the circuitous route to the Painting department office, on the 7th floor of College Building, requires negotiating two or three separate stairwells and corridors; an Apparel faculty office in Auditorium is located in a converted closet less than six feet wide; and Painting faculty offices in Bank Building are located in a non-air-conditioned attic.

It often is recommended that, at a minimum, individual departments have distinct front offices and each chair have

access to private office space. Where possible, departments should have access to either dedicated or shared conference space. Faculty offices from different departments also may be grouped to facilitate cross-fertilization between departments, providing greater impetus for interdisciplinary cooperation and softening departmental barriers which traditionally separate students and discourage social interaction. Non-studio-based faculty, such as Liberal Arts and Art Education faculty, might be afforded larger offices — in lieu of studio space — for the performance of their duties, research-related activities, and conferring with students.

Overall, assigning and reallocating space for offices (e.g., size, full-time, part-time, etc.) can have a dramatic impact at RISD. This suggests the need for a more detailed study to establish a suitable campus-wide policy and guidelines pertaining to office issues.

Departmental Needs

The Library

One of RISD's greatest needs is a new Library. The existing library is located in College Building and occupies approximately one-fourth the amount of space that has been recommended by the RISD Library Committee. The recommended size cannot be accommodated in the Library's present setting without relocating all other tenants of College Building — an undesirable, even untenable, proposition. Additional programmatic requirements — including structural support for stacks, proper environmental controls, and large floor plates for flexibility and expansion — are costly and complex to retrofit within College Building or adjacent Memorial Hall. In fact, these needs could not be met in most of RISD's existing buildings, one-half of which were built prior to the twentieth century.

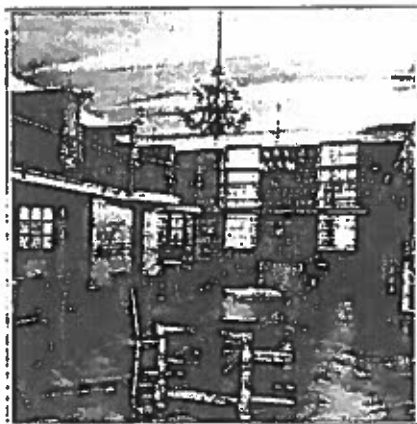


Fig. 36a Library Reading Room

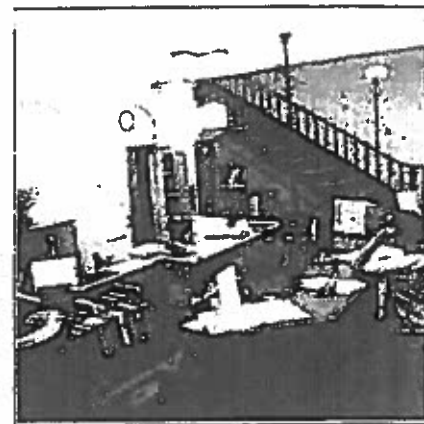


Fig. 36c Library entrance

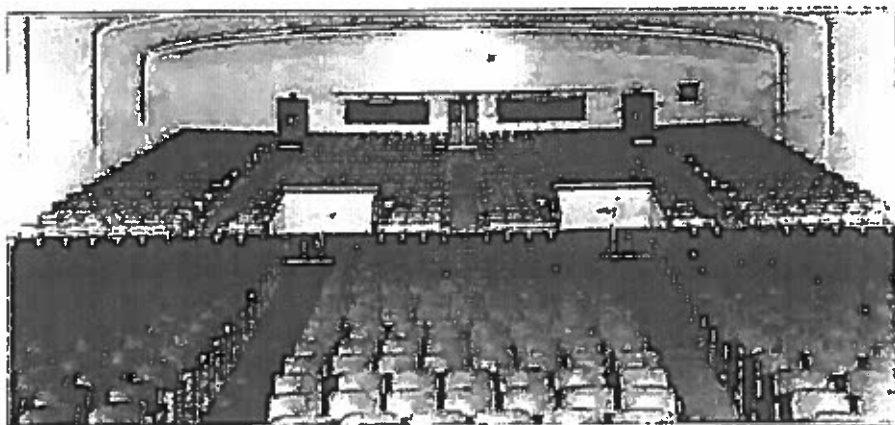


Fig. 36b Auditorium

Film/Animation/Video Department & Apparel Design Department

The space occupied by the departments of Film/Animation/Video (FAV) and Apparel Design in Auditorium Building is particularly inadequate. It is predominantly "found" space: six floors inserted and created within Auditorium's former fly gallery and aligned with wedge-shaped areas flanking the central theater. While some areas are suitable for theatrical recording and apparel design studios [Fig. 34b], there the numerous substandard conditions which mirror similar deficiencies throughout the campus. These include:

- critical shortage of space (an office large enough for four but shared by thirteen)
- inadequate engineering systems, such as ventilation, power supply, and sound insulation (particularly in *sound-editing rooms*)
- inadequate daylighting, exacerbated by the windowless fly gallery (a classroom for twenty students has one window — six feet above the floor) [Fig. 37c]
- poor circulation, especially between the two wedge-shaped wings flanking the large theatrical studios
- non-existent loading area, particularly for FAV's busy equipment rental department

- poorly-shaped rooms which conflict with furniture placement and user circulation.

The theater in Auditorium Building [Fig. 36b] also is functionally reduced by the elimination of the stage, backstage, dressing rooms, and Green Room. Consequently, the shortened depth has adversely affected the hall's acoustics, limiting the theater's quality. No additional space is available for either FAV or Apparel to meet current needs or to expand. Because Apparel has less equipment than FAV, it may be less expensive to relocate Apparel. On the other hand, because substantial work is anticipated to renovate Auditorium Building, it may be less costly overall, and substantially less complex, to relocate FAV to a more technologically-advanced and appropriate facility.

Illustration Department

The Illustration Department, RISD's most-populous academic major, is located in the Illustration Studies

Building (I.S.B.) It is a department with one of the lowest studio-space-to-student ratios. Because I.S.B. also is used as the primary teaching facility for the Continuing Education Program, Illustration has one of the lowest amounts of home space, contributing to a pedagogy (atypical at RISD) where Illustration majors predominantly work at home. As a facility, I.S.B. is one of the most deficient on campus in terms of quality of space, materials, and atmosphere. Its list of shortcomings — common to other older buildings, such as Memorial Hall and Bank Building [Fig. 37f] — include: insufficient handicapped access and services; poor lighting, ventilation, and materials; labyrinthian and unclear circulation; inflexible and uninspiring rooms [Figs. 37a, 37c & 37d]; and insufficient storage.

Photography Department & Graphic Design Department

Both the Photography and Graphic Design departments are located in

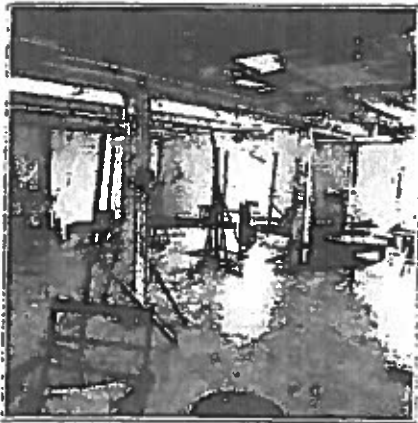


Fig. 37a I.S.B. studio

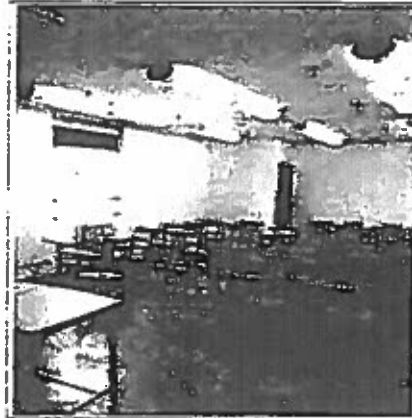


Fig. 37c I.S.B. classroom



Fig. 37d I.S.B. student lounge

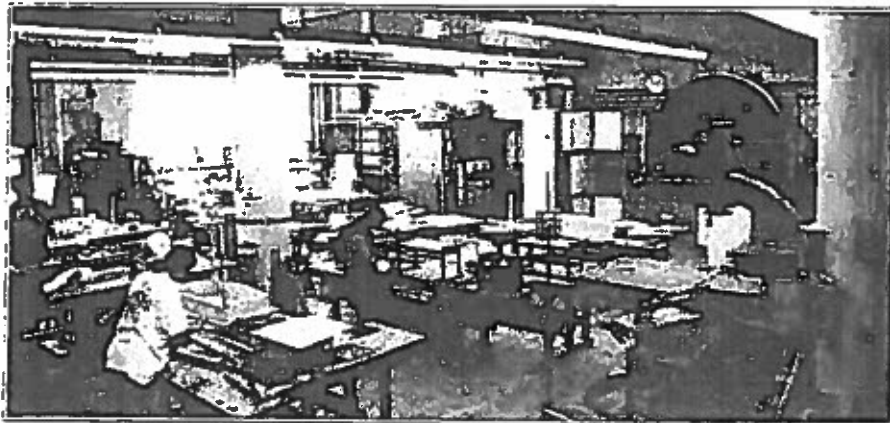


Fig. 37b Wood shop

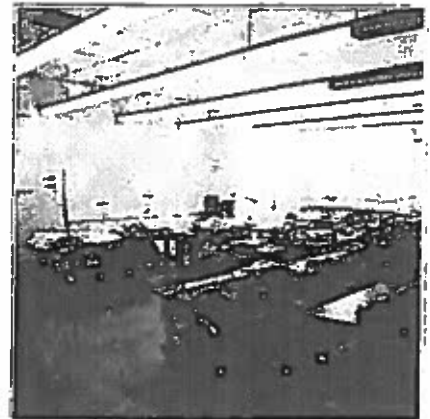


Fig. 37e One-window Apparel studio

Design Center. To a lesser degree, they share deficiencies confronting other departments, but solutions are no less complex. For example, the inflexible laboratories and darkrooms in Photography do not adapt well to changes in technology or curricula. Inadequate facilities remain or become obsolete and, therefore, costly to change.

Likewise, the dispersal of Graphic Design over eight small floors is not well-suited to its pedagogy. A more suitable plan would be four floors of twice the current size. As the largest academic building on campus (not counting the Museum of Art and 20 Washington Place) and home to several departments and the RISD Store, it would be a major undertaking to renovate and redistribute space in Design Center.

Furniture Design Department

As RISD's newest department, Furniture Design faces a major dilemma. Beginning in Fall 1996, up to

20,000 square feet of space will be needed within three years. To achieve this, Furniture Design must be accommodated in phases and distributed over multiple locations because there is no available campus space large enough to immediately provide for all of the department's space needs.

Formerly a part of the Industrial Design (ID) Department, Furniture Design will retain ID's original wood shop in Metcalf Building [Fig. 37b] for its primary instructional space. It is possible to accommodate the balance of Furniture's short-term needs in other spaces on campus, such as Memorial Hall and Bank Building, where ID will be vacating studio space and workshops. This would be sufficient to provide instructional space for Furniture Design's first year of twenty incoming majors and current twelve graduate students, but additional space must be found for forty more students within the following two years.



Fig. 37f Bank Building studio

MUSEUM OF ART

Since the School's inception, the Museum of Art always has been an integral part of the Rhode Island School of Design, but occasionally is perceived as an independent institution. Although the Museum enjoys a prominent location — Central Campus Block — the densely occupied site constrains the Museum's ability to expand efficiently and presents periodic operational conflicts and incompatibilities.

The Museum's diverse programs allow it to actively fulfill the three original mandates of RISD's charter: to educate artists, instruct them to teach others to become artists, and inform the public. [Fig. 38c] Consequently, the Museum's functions and operational needs are more complex than the School's. These functions include:

- providing a vital cultural resource for the local and regional community
- operating an educational program which engages a broad age group [Fig. 39b]



Fig. 38a Hoppin Homestead Bldg. (demolished)

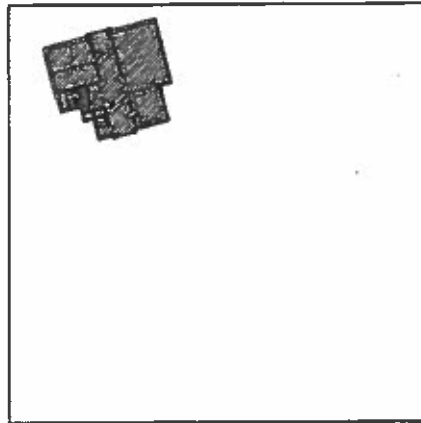


Fig. 38b Plan of Waterman Building, 1893

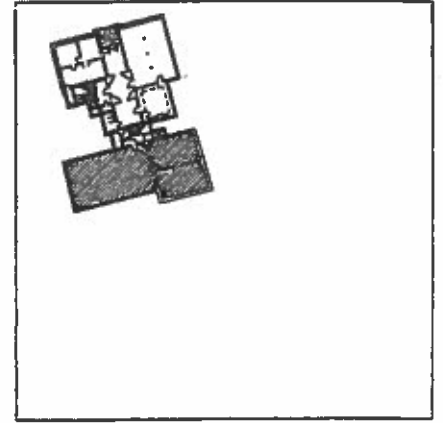


Fig. 38d Waterman Galleries Addition, 1897



Fig. 38c Tours for Providence school children were first recorded in 1913

- managing, maintaining, and safeguarding a valuable asset — the extensive RISD art collection — to be used in education, research, and presentation to the general public
- balancing a need for a secure, inwardly-focused building perimeter against an attractive and inviting entrance and public display areas
- utilizing its resources to maintain public interest and awareness of, and attract visitors to, the RISD campus
- providing diverse services for a complex, specialized, multi-use building
- developing methods for curatorial research, artistic interpretation, and art production

The Site & Facility

Comprised of four attached buildings constructed over a span of one hundred years, the Museum touches

three important College Hill streets: Benefit Street — the traditional promenade of historic College Hill; Waterman Street — a link to downtown; and South Main Street — an important north-south urban corridor on the edge of the East Side the Providence River. A fourth avenue, Westminster Street — the first river crossing between downtown and College Hill — terminates at the base of the Museum block. Regrettably, only the Museum's service functions currently face South Main Street and the axis of Westminster Street.

Like the College, the Museum originally was housed in the Hoppin Homestead Building [Fig. 38a] when RISD was founded in downtown Providence in 1878. In 1893, upon completion of the Waterman Building, the School and the Museum moved to College Hill and RISD's first dedicated building. Until 1926, the School and the Museum shared the same Waterman Street entrance. Upon completion of the Eliza G. Radeke Museum [Fig. 39c],

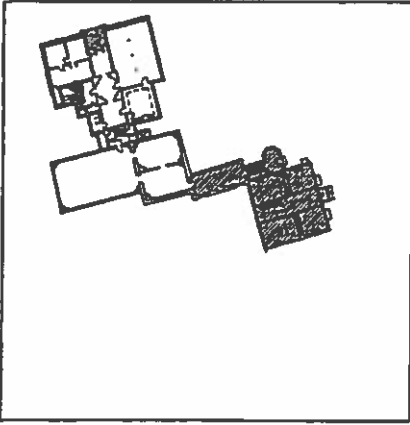


Fig. 39a Pendleton and Radeke link, 1906

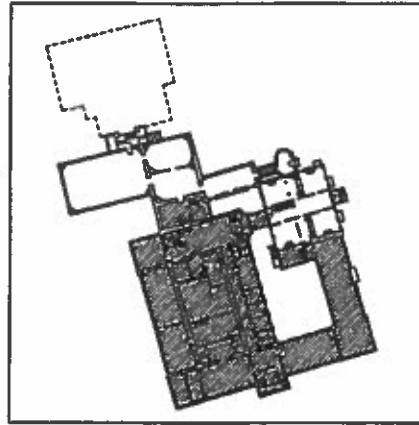


Fig. 39c Eliza G. Radeke Museum, 1926

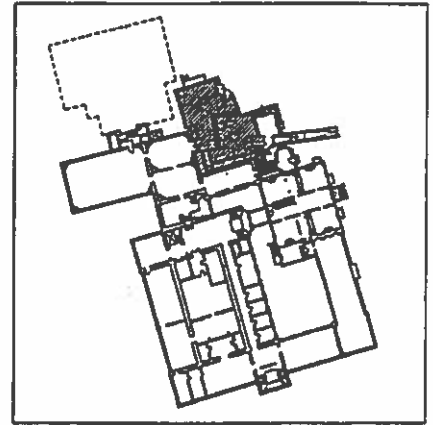


Fig. 39e Daphne Farago Wing, 1993



Fig. 39b An early Museum class for children



Fig. 39d Radeke Memorial Garden, 1934

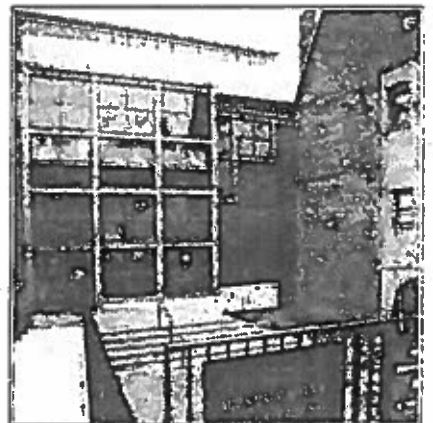


Fig. 39f Daphne Farago Wing

the core and largest component of the Museum complex, the museum entrance was moved to Benefit Street.

The Museum of Art, like the rest of the RISD campus, does not have enough space. But, unlike the School, security concerns limit the amount of space that the Museum may obtain through integrated and shared uses with the rest of the campus. Furthermore, due to the density of the Central Block, any additional space that the Museum may annex or build will be restricted in size, flexibility, and location. As adjacent academic buildings require expansion, the Museum will be faced with fewer options and more complex and costly alternatives in order to improve its facility.

The Daphne Farago Wing [Fig. 39f], completed in 1993, was built in one of the few remaining lots contiguous to the Museum. The new wing added valuable exhibit space but does not fully clarify visitor and service circulation or resolve access problems to

several key levels of the Radeke Building and adjacent Pendleton House.

Museum Needs

The Museum of Art has two primary needs: address code and circulation deficiencies as early as possible, and undertake a program of long-range improvements [Table 41] to enhance its ability to attract visitors and generate revenue.

Code & Circulation Upgrades

There are two critical circulation deficiencies in the Museum of Art: limited access for the disabled to some gallery levels of the Museum, and inadequate service access to some exhibition and storage areas. Although the disabled (and all visitors) may use a passenger elevator in Farago Wing, the elevator does not stop on the principal exhibition floor, "D", Floor, of the Radeke Building and the upper level of Pendleton House. An older passenger elevator, located in Radeke Building,

TABLE 39 MUSEUM OF ART MILESTONES

- 1877 *Proviso for a museum in the first catalogue of the School*
- 1879 *First annual students exhibition*
- 1884 *First alumni exhibition*
- 1893 *Waterman Building opens*
- 1897 *Waterman Galleries Addition completed*
- 1906 *Pendleton House opens*
Porcelain Gallery completed, linking Waterman Galleries and Pendleton House
- 1913 *Tours of the Museum begin for classes of all primary and secondary schools of Providence*
- 1926 *Eliza G. Radeke Museum opens*
- 1934 *Radeke Memorial Garden opens*
- 1993 *Daphne Farago Wing opens*

does not meet code for the disabled and, because it has access to secured areas, is not available for public use.

Access between galleries often is hindered by horizontal impediments. Two acute areas are: an inaccessible stair on "C" Level in Stairwell Gallery (Fig. 40) between the North Wing and Radeke Building, and an incomplete connection on "E" Level between Radeke Building and Pendleton House. To circumvent access problems, the freight elevator often is diverted to provide service for the disabled. This interferes with service operations and usually requires the assistance of several staff members, creating logistical disruptions and potential lapses in security.

As a service conveyor, the existing freight elevator is inadequate in many ways. It is undersized and does not fully service the important Waterman Galleries and Farago's lower gallery in the North Wing. Artwork between central storage and the North Wing

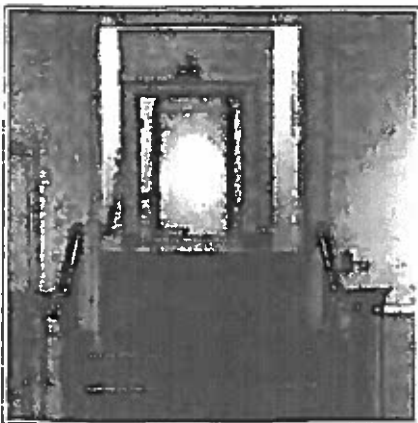


Fig. 40 Stairwell Gallery stair

must be hand-carried through the stair of Stairwell Gallery. Oversized artwork designated for Farago Wing must be brought through special exterior service doors facing Waterman Street, a steep access drive. [To attain maximum use of the gallery, the special service doors are normally sealed behind a finished wall. After each use, the wall is rebuilt over the doors, sealed, plastered, and painted. Upon the closing of a show, the wall is demolished to allow the oversized artwork to be removed and the wall once again rebuilt and refinished.] A 1993 study suggested an enlargement of the freight elevator shaft in conjunction with adding a bifurcated cab to expand service to the North Wing. This upgrade, which would require structural modifications to Radeke Building, was estimated to cost \$350,000.

Program of Improvements

The Museum of Art needs more space to properly carry out its work. It is estimated that only 2% of its collection is on exhibit at any time (less than two-thirds the normal standard at other museums.) Over the past few years, some galleries have been converted into storage space to accommodate the growing collection, decreasing further the amount of exhibit space and the percentage of the collection available for viewing. This adversely affects the ability of the Museum to attract visitors and revenue and to fully utilize its collection as an educational resource. The growth of the collection, a shortage of space, and shortcomings of the physical plant exacerbate the need for proper conservation facilities.

The Museum has identified a program of improvements [Table 41] for its current and projected needs. These include more space for galleries, storage, service spaces, and expanded educational facilities. Such improvements would allow the Museum to better use its resources, exhibit more of the its collection, and increase its interaction with the School.

In combination with the program of improvements, the following additional objectives would further enhance the Museum.

- provide a South Main Street entrance to the Museum, broadening its exposure to the downtown, improving access, and increasing opportunities to attract more visitors
- define a single main entrance compatible in character to the original Radeke entrance — maintaining access from Benefit Street and College Hill — and able to accommodate contemporary demands, such as a larger gift shop and more effective coat room
- develop and expand the Museum's revenue-producing facilities, such as an auditorium for lectures and films, a more diverse and prominently located gift shop, dining facilities, a caterer's kitchen, and a multi-use hall for receptions
- improve opportunities for, and proximity, to adequate parking facilities

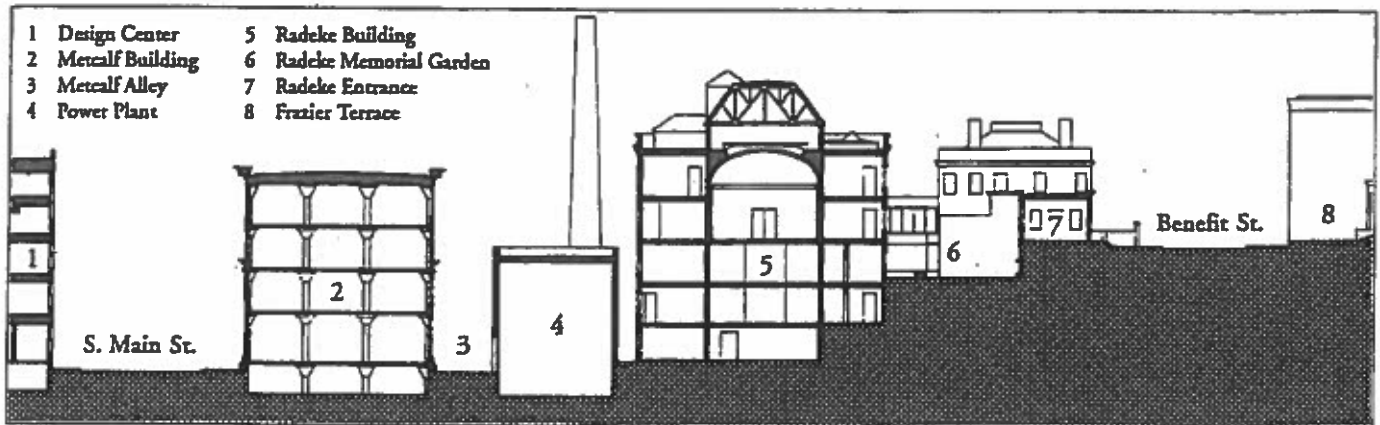


Fig. 41 Cross-section of the Museum of Art at the Radeke Building entrance

TABLE 41 SUMMARY OF MUSEUM OF ART SPACE

Existing Facilities & Additional Requirements Identified by the Museum of Art September 1995

Use	Net sf	Gross sf	Use	Net sf	Gross sf	Use	Net sf	Gross sf	
GALLERIES & INTERPRETIVE AREAS			EDUCATION DEPARTMENT			ADMINISTRATIVE			
Existing Galleries	23,868	35,035	Existing Ed Dept	764	1,120	Existing Admin	7,698	11,300	
<i>Additional Needs:</i>			<i>Additional Needs:</i>			<i>Additional Needs:</i>			
Works on Paper	1,700		Offices	1,500		Admin/Facilities/			
American Art	4,500		Conference Room	300		Security	8,000		
Decorative Arts	3,000		Docent Center	400		Conservation	2,000		
Post WW II	8,000		Teacher Resource	400		Registration	1,300		
Ethnographic	2,500		Classrooms	4,100		<i>Subtotal Needs</i>	11,300	16,950	
Interpretive	4,000		Tour Orientation	1,500		Total	18,998	28,250	
<i>Subtotal Needs</i>	23,700	35,550	<i>Subtotal Needs</i>	8,200	12,300				
Total	47,568	70,585	Total	8,964	13,420				
REVENUE PRODUCING ACTIVITIES			STORAGE OF OBJECTS			MECHANICAL			
Existing Revenue Areas	2,720	3,990	Existing Storage	25,098	36,840	Existing Mechanical	4,517	6,630	
<i>Additional Needs:</i>			<i>Additional Needs:</i>			<i>Additional Needs:</i>			
Lobby	6,500		Asian Art	1,400		Data Not Available			
Auditorium	3,000		Furniture	4,500		Total	4,517	6,630	
Café	2,500		Silver & Metals	1,600					
Gift Shop	4,000		Wallpaper &						
Micro-Gallery	750		Arch. Drawings	700					
<i>Subtotal Needs</i>	16,750	25,125	<i>Subtotal Needs</i>	8,200	12,300				
Total	19,470	29,115	Total	33,298	49,140				
PROFESSIONAL OFFICES			OTHER			CIRCULATION			
Existing Prof. Offices	0	0	Existing Miscellaneous	7,698	11,300	Existing Circulation	5,055	7,420	
<i>Needs:</i>			<i>Needs:</i>			<i>Additional Needs:</i>			
Prof. Offices	2,000		Parking	200 spaces		Data Not Available			
<i>Subtotal Needs</i>	2,000	3,000	Total	7,698	11,300	Total	5,055	7,420	
Total	2,000	3,000							
							Total Existing	71,060	104,302
							Total Needs	70,150	105,225
							GRAND TOTAL	141,210	209,527

ADMINISTRATIVE FACILITIES

42

The administrative departments at RISD are divided into three primary categories: public — focused around the Office of the President; academic — centered around the Office of the Provost; and operational — the collective administrative and business services. Like the academic departments, space to accommodate administrative growth generally has been improvised over the years, resulting in several administrative functions being fragmented around the campus.

Offices of the President and Institutional Advancement

The offices of the President and Institutional Advancement are currently located in Woods Gerry House, approximately one-quarter-mile from the Central Campus Block. Many feel that the distance — made to feel longer by the 140-foot hill upon which Woods Gerry sits — makes the building and its departments inconvenient and not readily accessible. Although the facility and its grounds provide a pleasant atmosphere within which to receive visitors, there is little room for growth.

The Admissions Department and Woods Gerry Gallery also are located in Woods Gerry House. While the building, grounds, and exhibition spaces are a favored setting for frequent student exhibitions and special receptions, such events create occasional conflicts with Admissions and administrative functions during normal business hours.

The remarkable setting also provides a favorable first impression of the School. Unfortunately, the relative



Fig. 42a College Building

remoteness of the site from the campus center is difficult to find, creating confusion and disassociation when visitors seek to see more of the School after their initial stop at Woods Gerry.

In an effort to be more accessible to students, faculty, and staff, the President is prepared to relocate the public administrative functions to the center of campus. Currently, the only readily-available space is the former corporate office space of Colony Communications on the top floor of 20 Washington Place. Although this would place administrative functions at the threshold of College Hill, the space may require some retrofitting to help distinguish the Office of the President within such a large, relatively-anonymous, multi-use building.

Alternative locations for the Office of the President which reflect some of the desirable ambiance of Woods Gerry include: Carr House — which would require relocating current users and substantial code and infrastructural upgrades; University Club — which would require a purchase; or another comparable building in the vicinity of First Baptist Church Green. Although smaller structures, such as Carr House, may not accommodate the full complement of administrative personnel, it is anticipated that the forthcoming improvement of the campus-wide telecommunications system will provide an excellent communication system at RISD.

Academic Affairs

Academic and student services are headquartered in College Building, the

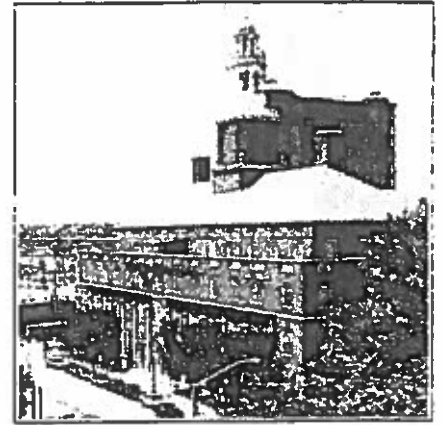


Fig. 42b 20 Washington Place

formal address of the School, but several departments are found throughout the campus. Student service departments located within College Building are not clearly distributed due to a complex circulation network which includes inaccessible paths, key-activated doors, several non-continuous stairwells and multiple bi-level floors, combining to confuse and disorient students and other visitors. Opportunities to improve space planning and circulation in College Building may be possible as departments, such as the Library, relocate. Alternatively, it may be more desirable to consolidate student services within a modern, technically-retrofitted academic resource center — perhaps in 20 Washington Place — where services may be more comprehensive, physically expanded, and more efficiently operated.

Administration and Finance

The Department of Administration & Finance, which oversees the overall operations of the School, also is widely distributed throughout the campus. To clarify operations, and improve services to students, faculty, and staff, it also would benefit from consolidation within a single location — perhaps in combination with Academic Affairs — creating a "one-stop shop" facility. Again, the most readily-available space is in 20 Washington Place, which, because of its central location and former use as prime office space, would be an appropriate building within which to consolidate many administrative services and functions.

TABLE 43 ADMINISTRATIVE & OTHER DEPARTMENTS Compiled from 1994 & 1995 RISD Sources

DEPARTMENT	LOCATION	SUBAREAS	NET SF	FTESTAFF	DEPARTMENT	LOCATION	SUBAREAS	NET SF	FTESTAFF
OFFICES OF THE PRESIDENT & INSTITUTIONAL ADVANCEMENT					ACADEMIC AFFAIRS				
Office of the President	Woods Gerry		1,477	3	Office of the Provost	College	2,540		5
Admissions	Woods Gerry		3,475	9.5		Design Ctr	1,270	3,810	
Computer/Network	Carr		1,200	5	Alumni/Career Ser	Alumni Hse		2,170	6
Financial Aid	College		1,010	3	Continuing Ed	Design Ctr	2,834		6.5
Human Resources	188 Benefit		1,010	4		Gower	1,025		4
Institutional Advmt.	Woods Gerry		3,430	18.5		20 Wash Pl	1,228	5,087	
Planning & Research	Woods Gerry		70	1	Faculty Club	Ewing Center		2,050	
<i>Subtotal</i>			11,672	44.0	Registrar	College		877	6
					<i>Subtotal</i>			13,994	27.5
ADMINISTRATION & FINANCE					STUDENT AFFAIRS				
Acad Computer Ctr	Design Ctr	900		2	Health Services	Homer		1,428	2
	Student Ctr	450	1,350		Residential Life	187 Benefit	560		
Business Office	College		2,572	13		Refectory	460	1,020	4
Campus Services	188 Benefit		588	2	Student Affairs	Carr	535		2
Central Stores	41 Meeting		7,788	3		College	530	1,065	
Copy Center	College		380	1.5	Student Develop	College		625	3
Custodial	East		1,588	1	Student Life	Carr	1,345		1
Guest Suites	Farnum		1,134			Mem Hall	370		
Dining Services	Mem Hall	1,715		1		Refectory	4,900		
	Refectory	14,017	15,732	4	<i>Subtotal</i>	Student Ctr	655	7,270	12.0
Finance Office	College		540	3				11,408	
Mail Room	Mem Hall		1,656	4	ACADEMIC SUPPORT				
Media Resource Ctr	Auditorium	645		2	Apparel Design	Auditorium			2
	Design Ctr	133	778		Architecture	BEB			0.5
Mechanical Rooms	187 Benefit	980			Arch & Des Div Off	BEB	937		2
	188 Benefit	53			Ceramics	Metcalf			1
	Auditorium	2,490			Film/Video	Auditorium			2.5
	Bank Bldg	50			Fine Arts Div Off	College	1,160		2
	BEB	900			Foundation Studies	Waterman			2
	Benson	750			Glass	Metcalf			1
	Carr	69			Graduate Studies	Design Center	1,175		2
	College	578			Graphic Design	Design Center			3
	Design Ctr	2,897			Illustration	ISB			1
	ISB	2,060			Indus Design Dept	Market			1
	Metcalf	1,230			Indus Design Shops	Metcalf			3
	Market	270			Interior Arch	BEB			0.5
	161 S. Main	1,360			Jewelry & Metal	Metcalf			2
	Woods Gerry	352	14,039		Landscape Arch	BEB			0.5
Meeting Rooms	Refectory		3,010		Liberal Arts	College			2
Physical Plant	Whar Cheer		19,098	4	Painting	Bank			1
Power Plant	Power Plant		3,680	1	Photography	Design Center			2
Purchasing	188 Benefit		475	3	Printmaking	Benson			1
RISD Store	Design Ctr	9,310		15.5	Sculpture	Metcalf			2
	Metcalf	4,180	13,490	2	Textiles	College			1
Security	South		1,108	12	<i>Subtotal</i>			3,272	35.0
Staff Lounge	College		225		UNASSIGNED				
Telephone Office	Carr		569	2.5	Commercial Tenants	20 Wash Pl		39,578	
<i>Subtotal</i>			89,800	76.5	Restricted by Code	161 S. Main		39,426	
						Carr		1,705	
					Service	Auditorium		800	
					<i>Subtotal</i>	Woods Gerry		804	
								84,721	
TOTALS								214,867	195.0

Telecommunications & Technology

Telecommunications and computer technology is directed, coordinated, and maintained at a campus-wide level by the Computer & Network Services Department (CNS), established in 1995. Some of the department's most important tasks include: upgrading existing telecommunication capability and infrastructure; extending the network to other parts of the campus, particularly the Southern Campus; and integrating all instructional, administrative, and ancillary computer systems into a unified enterprise.

An immediate need is a permanent location for the CNS department office. Within the existing sphere of the telecommunications cable — between the center of campus and the riverfront area — 20 Washington Place appears to be the ideal facility in terms of building type, availability, accessibility, and proximity to most RISD functions.

The attributes of 20 Washington Place as an office building also are well-suited to several other departments which need to relocate, expand, or consolidate, such as Illustration Department, Continuing Education, and Academic Computer Lab. Because these departments also emphasize the use of computers, it would be beneficial and efficient to centralize computers in one building where CNS can readily manage and service the equipment. Another advantage is the relatively "clean environment" of 20 Washington Place as compared to the dust- and moisture-prone atmospheres of studio-based buildings.



PART II
RECOMMENDED
PHYSICAL
IMPROVEMENTS

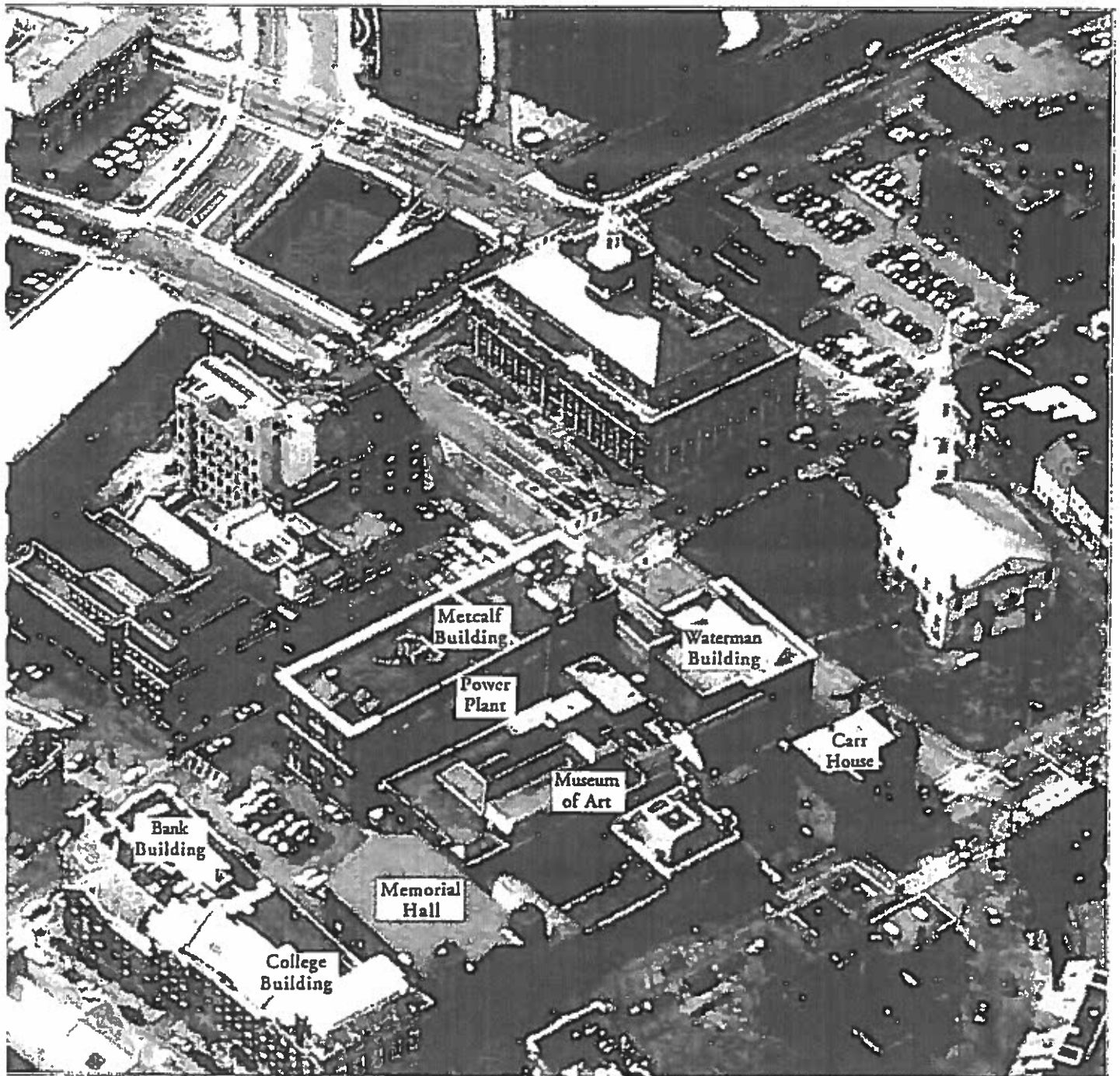


Fig. 45 Aerial view in 1995 looking towards the RISD campus from the southeast

PART II, CHAPTER ONE

CENTRAL CAMPUS BLOCK

46

When asked "Where is the center of campus?" most RISD affiliates would point towards "Metcalf Lot." [Figs. 50 & 51c] The term does not refer so much to the parking lot as to the sense of campus crossroads that this intensely-used area of the campus represents. [Fig. 45]

Over one-third of RISD's academic space surrounds Metcalf Lot and, together, forms the Central Campus Block. This block contains the heart, soul, pulse, and most other essential institutional body parts of RISD. The overall health of the institution depends on the proper care and maintenance of this dense academic congregation.

The majority of the student population passes through, congregates, and socializes at this hub on a daily basis. The primary cross-campus pedestrian spine begins here. [Figs. 46 & 55a] Anchored by Market Square on the western boundary, it passes through Metcalf Lot, meanders uphill through a narrow alley between the Museum of Art and Memorial Hall, and connects to Benefit Street, the historic and most prominent street of College Hill.

Eight key buildings comprise the Central Campus Block [Fig. 45]:

- **Waterman Building** — headquarters of Foundation Studies and the original facility of the School and Museum of Art when they moved from downtown in 1893
- **Metcalf Building** — center of three-dimensional fine arts studios and the most sought out academic facility by campus visitors

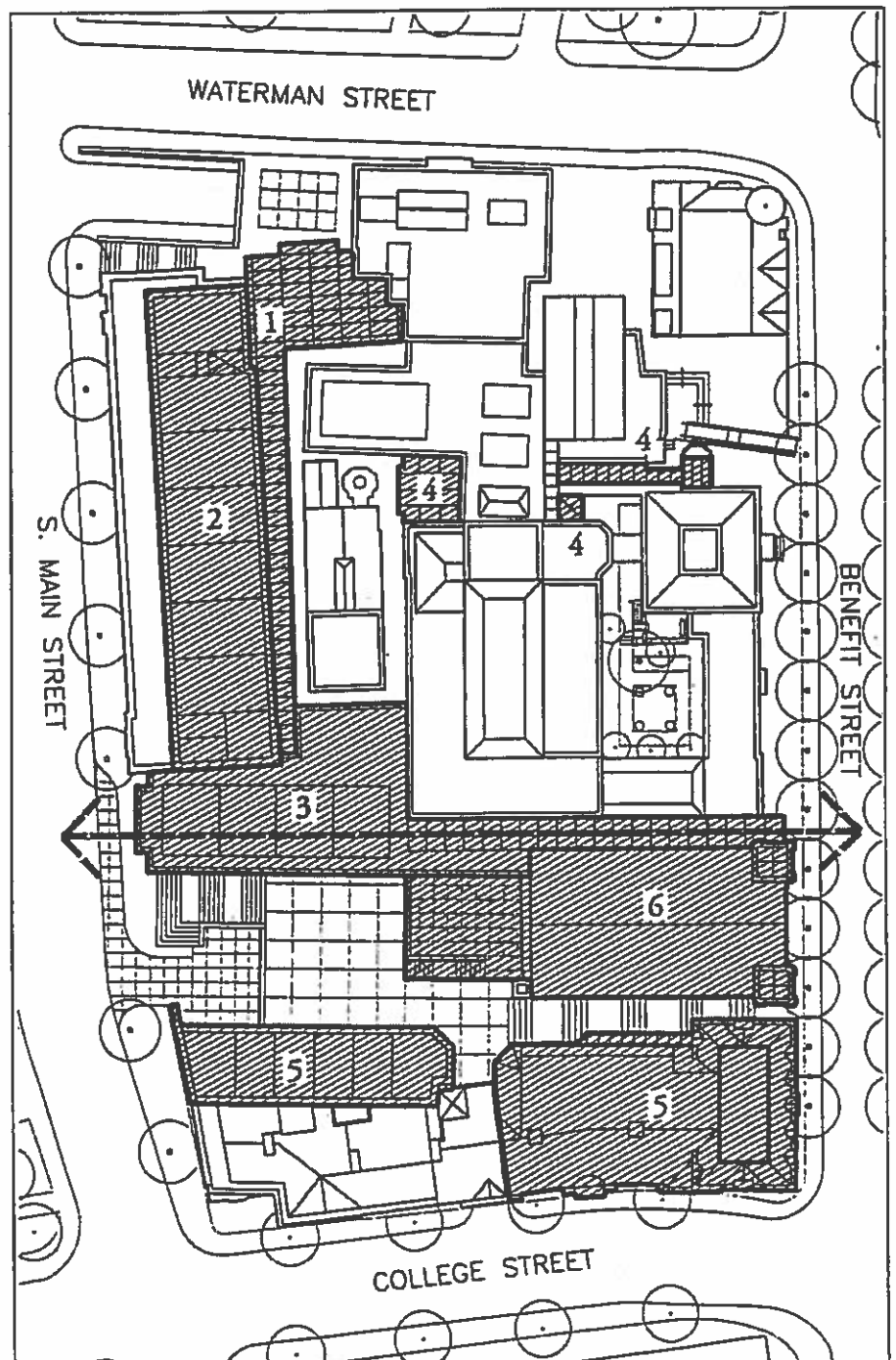


Fig. 46 Plan of physical improvements and cross-campus spine of the Central Campus Block

"RISD needs more visual presence. It is a hodgepodge of buildings on the Hill . . . Where is the Museum? People not from RISD pass the Museum without notice. Be bolder! . . . What about a usable central meeting place? . . . needs to be on paths used by students and staff. Mem Hall used to be the place."

— RISD ALUMNUS '93

TABLE 47 RECOMMENDATIONS FOR THE CENTRAL CAMPUS BLOCK

1 Metcalf Corridor Improvements

- *replace the interior hallway with a new, glazed corridor addition along Metcalf's rear alley to introduce more natural light, provide informal congregation areas, permit views into the studios, and reuse the existing hallway for additional studio space*
- *integrate the new corridor into an overall network to clarify circulation through the Central Block and connect to key pedestrian routes of the campus*

2 Metcalf Penthouse Addition

- *utilize the structural capacity of Metcalf Building to add two levels of studio space*

3 Great Hall Addition

- *introduce a new facility in a portion of the Metcalf parking lot to provide a new city-oriented entrance to RISD, reinforcing the sense of the campus center and improving circulation among the buildings of the Central Block*
- *provide a major community space — a "great hall" — for circulation, student activities, exhibitions, receptions, public assembly, and new facilities to expand the use, access, and visibility of the Museum of Art*
- *include in the Museum addition a new museum entrance accessible from both Main and Benefit Streets; more space for the education program; new public areas which enhance revenue opportunities, including an auditorium, restaurant, and gift shop; and additional exhibit, service, and curatorial facilities*
- *improve service at the ground level to all Central Block buildings, maintaining*

the current parking capacity and improving off-street access for maintenance, deliveries, and trash collection

4 Museum of Art Code & Circulation Upgrades

- *resolve deficiencies in handicapped and service access by adding a passenger elevator, upgrading the freight elevator, and improving connections to Pendleton House*
- *improve circulation between Waterman Galleries and Radeke Building by inserting a five-story addition in the "notch" where they meet*

5 Bank Building Adaptive Reuse & College Building Renovation

- *renovate Bank Building to improve studio space, access for the disabled, and environmental deficiencies*
- *connect renovated floors to College Building to share resources and improve academic and social interaction*
- *reuse College Building spaces vacated by the Library for additional studios, classrooms, and faculty offices, and convert the Reading Room to an appropriate use, such as a reception hall, members' lounge, or relocation of the Nature Lab*

6 Memorial Hall Renovation

- *renovate Memorial Hall to correct code and environmental deficiencies and improve existing student, teaching, faculty, and social uses*
- *explore the feasibility of excavating new floors under the building to expand Museum storage and parking facilities with direct access from South Main Street*

- **Museum of Art** — hub of RISD and key cultural institution for the State of Rhode Island
- **Memorial Hall** — major art and design studios, and home of the Mail Room and The Pit, key student social centers
- **College Building** — home base of academic operations, student services, and fine arts studios
- **Bank Building** — key studios and workshops
- **Carr House** — nerve center of student activities, office of student affairs, faculty offices, and the student-operated Snack Bar
- **Power Plant** — primary source and distributor of heat for the majority of the RISD campus

Acquired or built over a period of one hundred years, the buildings and open spaces of the Central Campus Block form a checkerboard pattern of mass and void, linked only by the improvised synergy of their users. Consequently, recommendations for the Central Block are intended to improve the facilities, clarify the physical connections to and among the buildings, and facilitate community and social interaction that has long had its focus here.

Six primary initiatives for the Central Campus Block have been identified. [Fig. 46 & Table 47] Each is presented in this chapter in the order of priority established by the Campus Master Plan Committee.

"To make the RISD campus conducive to more spontaneous social interaction between all the members of the community, attention needs to be given to the minor spaces, to make them more open. A prime example are the corridors of Metcalf Building, which were created years ago in response to fire codes, but with no awareness of the effect of such bottom-line solutions on the quality of social life."

— SCULPTURE ALUMNUS '71

METCALF BUILDING IMPROVEMENTS

48

Built in two phases between 1915 and 1921, Metcalf Building represents one of the most desirable building types for teaching art and design. Its many positive attributes include:

- industrial construction which can support hard use, heavy equipment, and, when necessary, wet scrub downs
- high ceilings which give proper scale to inspire, create, view art, and allow heat to rise
- generous exterior windows which allow natural light to penetrate deep into the building [Fig. 48b] and fresh air to vent heat from kilns and the foundry

New Metcalf Corridor

Many students and guests visit the three-dimensional fine arts studios in Metcalf Building, many seeking glimpses into the Sculpture, Glass, Ceramics, or Jewelry and Light Metals studios. The heavy pedestrian traffic magnifies the inadequate access into the building and the unfortunate quality of the interior hallway — a dark, disorienting, uninspiring, and isolated conduit. [Fig. 48a] In addition to upgrading the elevators for passengers and freight, circulation and visual interaction should be improved — gaining studio space on every floor — by replacing the hallway with a glazed corridor [Figs. 49b & 49c] attached to the alley side of Metcalf [Fig. 49f] and accessible from a new entrance on Waterman Street. [Figs. 49c & 49d]

New Metcalf Penthouse

Past structural studies have indicated that two floors may be added to Metcalf. [Figs. 49b & 49c] If verified, it may be possible to increase Metcalf's highly-valued studio space by thirty-to-fifty percent. This would provide much-needed space for the three-dimensional fine arts departments and create opportunities for expansion of Foundation Studies, encouraging more interaction between first year and older students. Highly desirable as a solution to address RISD's academic needs, Metcalf Penthouse requires additional feasibility and design studies to determine, among other things, the proper balance between the addition to existing building mass, setbacks from existing facades, choice of materials, costs, and impact on adjoining views, especially from the Museum of Art.

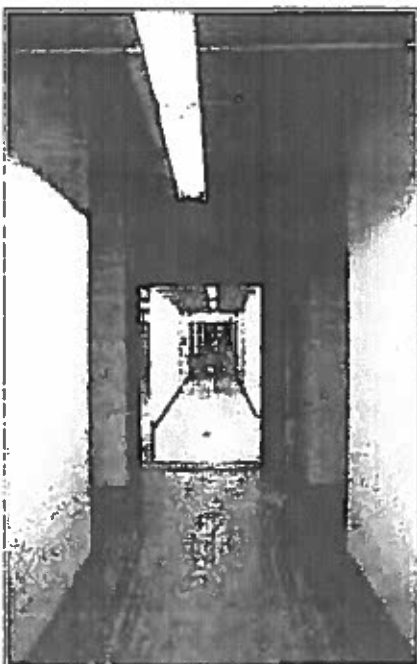


Fig. 48a Existing Metcalf hallway

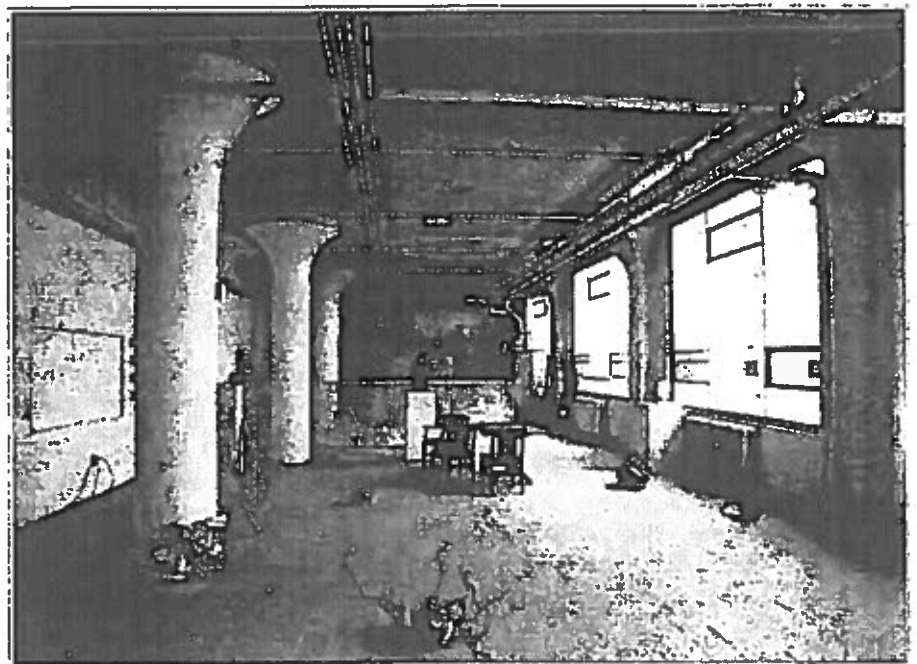


Fig. 48b Studio daylighting in Metcalf Building

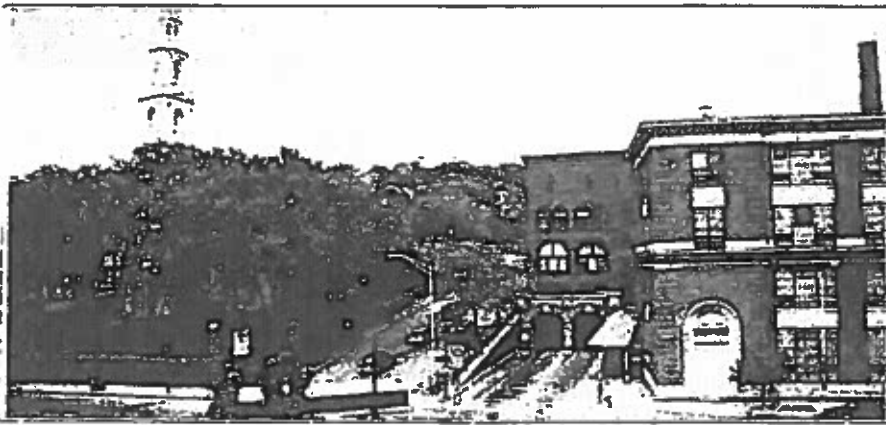


Fig. 49a View of gap at Waterman and Metcalf Buildings from South Main Street

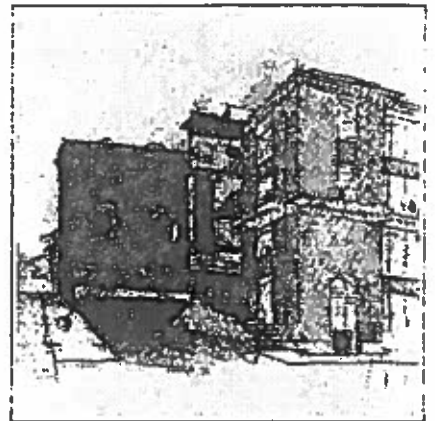


Fig. 49d Proposed Waterman St. entrance

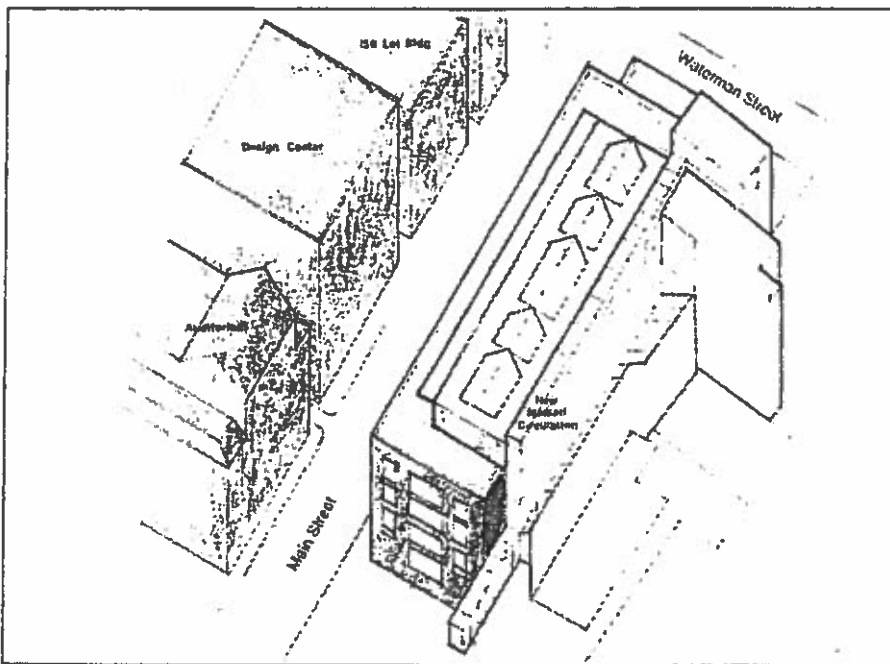


Fig. 49b Sketch of Metcalf replacement corridor, penthouse, and Waterman St. entrance

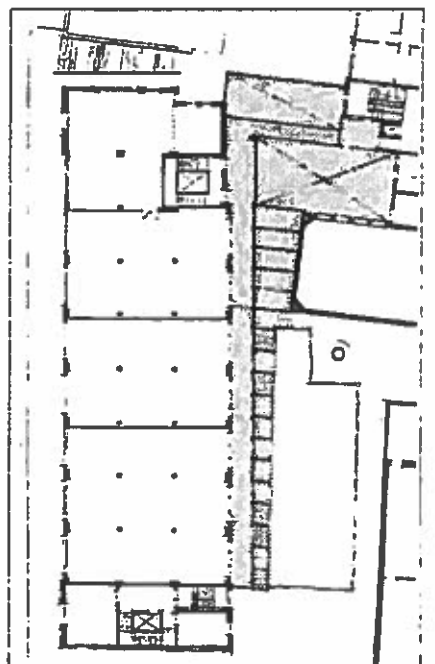


Fig. 49e Corridor & Waterman St. entrance

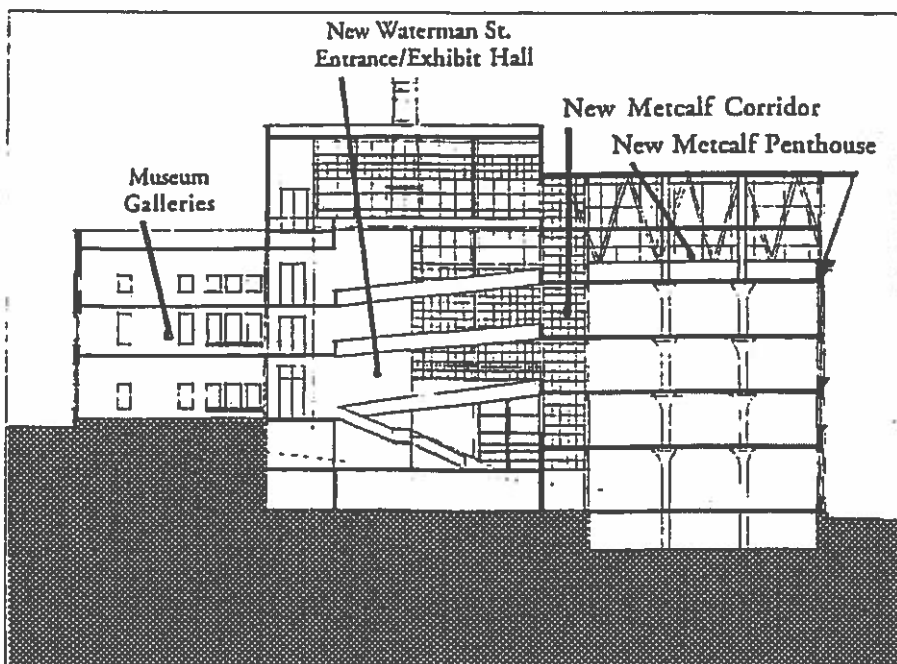


Fig. 49c Section through proposed Waterman St. entrance, Metcalf corridor, and penthouse



Fig. 49f Metcalf alley, looking south, 1995

"Just as Providence continues to reinvent its image, RISD needs to do the same — the School is well known (national-international reputation). It should have a campus that befits that fine reputation — a symbol of excellence. . . ."

— RISD EMPLOYEE, 10 YEARS

A NEW ENTRANCE TO RISD

50

Metcalf Lot (or simply "The Lot"), is at the confluence of several historic elements: Market Square, the agora of colonial Providence; Benefit Street, the premier address of College Hill; South Main Street, the commercial boulevard of the East Side; and Westminster Street, the original link between College Hill and Providence and the primary commercial spine of downtown. [Figs. 51a & 51d] A formal city-oriented entrance to RISD here [Fig. 51e] would serve both the School and the Museum of Art, and enhance the relationship between the academy and the downtown.

The Lot [Figs. 50 & 51c] is the focus of community activity at RISD. It is where 40% of the current academic space is concentrated; where the majority of students pass, mingle, and commune as they circulate between the riverfront and Residential Hill; where hearty denizens negotiate the steep, narrow path alongside Memorial Hall to reach Benefit Street [Fig. 54a]; where the Radeke Building of the Museum of Art is visible along the entire length of Westminster Street [Figs. 51a & 51d]; where drivers barter for a coveted parking space or compete for double-parking privileges [Fig. 85c]; and where students informally convene to retrieve their mail in Memorial Hall. All of this is choreographed against a background of activity from maintenance and service vehicles coming and going, tractor trailers transferring precious cargo at the Museum loading dock, and an annual delivery to the Metcalf Store of hundreds of tons of supplies and materials.

An addition in The Lot could help sort the activities of the Central Block and, at the same time, provide a "front door" to this hub of the campus. Such an addition also could provide new facilities to help reinforce and integrate the buildings of the campus center, including:

- a public space — a "great hall" — in combination with an adjacent public plaza, to facilitate community and social interaction, welcome and orient visitors, and host events, such as exhibitions and installations, receptions, and perhaps RISD Graduation [Fig. 51b]
- new function spaces, such as dining facilities, a mid-sized auditorium,

student activity centers, an exhibition gallery, and informal spaces for social gatherings

- a proper cross-campus connection to improve pedestrian circulation and the linkages between the Central Block buildings and the surrounding streets
- improvements to the Museum of Art, providing much-needed space, expansion of its revenue-producing facilities, and clarification of its circulation and accessibility
- clarification and expansion of Central Block service areas, such as parking, loading/unloading, and maintenance access



Fig. 50 Aerial view of the Central Campus Block from the southwest

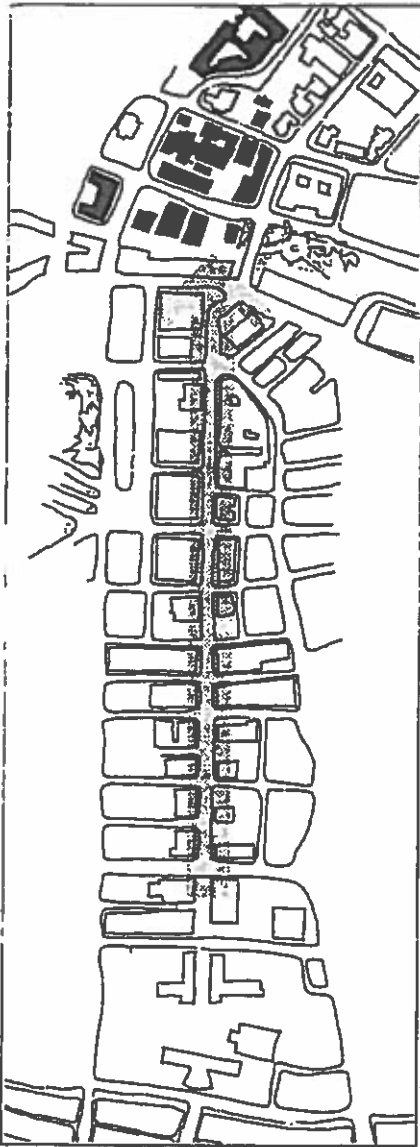


Fig. 51a Westminster Street corridor

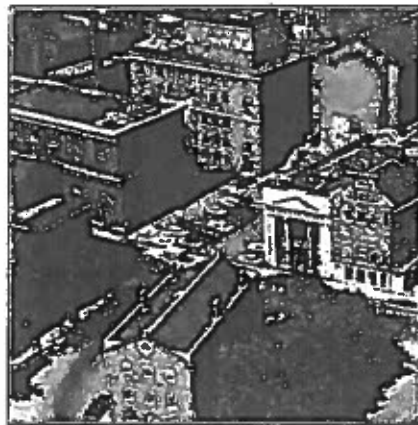


Fig. 51c Mid-century view of Metcalf Los



Fig. 51d View east along Westminster Street

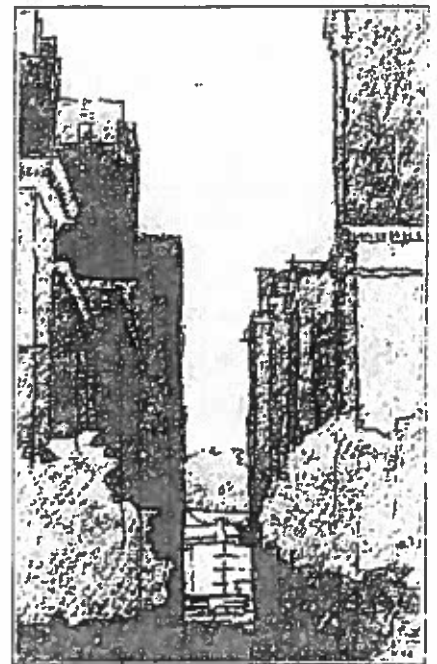


Fig. 51e Future view from Westminster St.

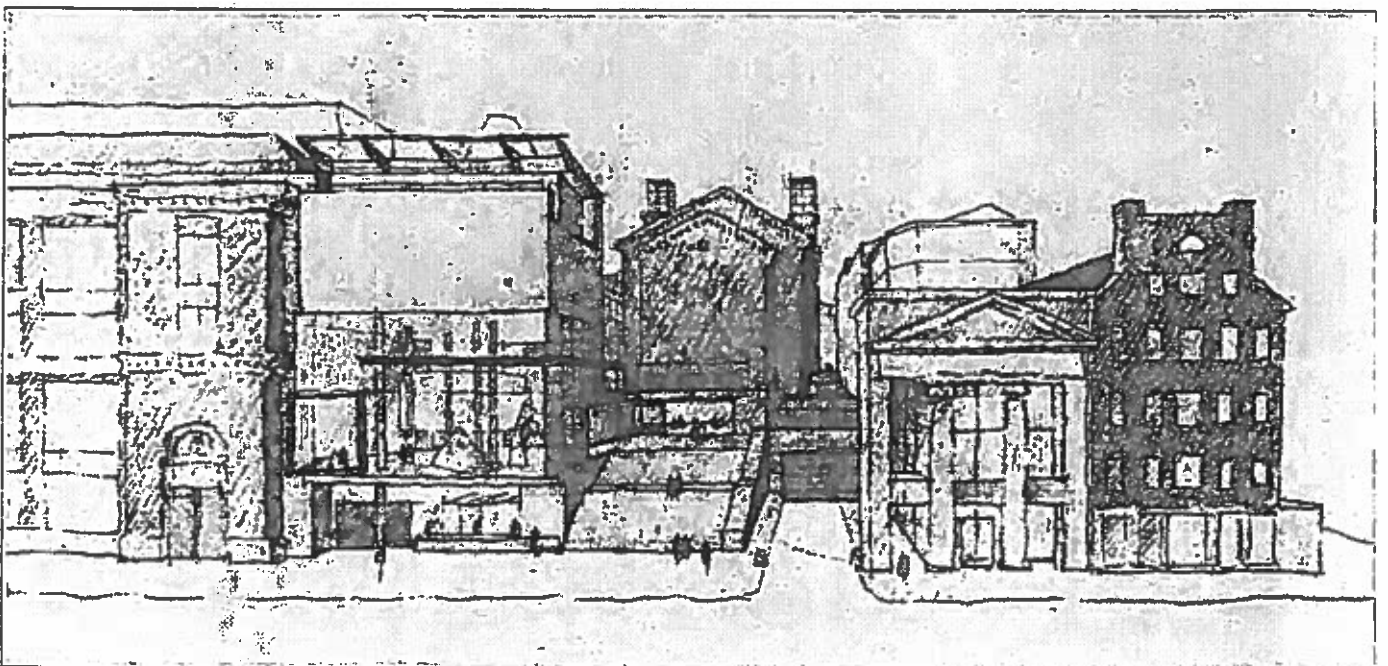


Fig. 51b Sketch of the proposed Great Hall and new Metcalf Plaza as viewed from Market Square

galleries, book stores, and other commercial uses; and serving as a visitor's center to welcome and orient students, affiliates and guests to the resources and activities at the School and Museum of Art.

From each side of the Great Hall, visitors would have direct access to key buildings of the Central Block [Fig. 53b]. From the west, facing downtown and historic Market Square, the Great Hall is accessible by a grand stair and elevator from the main entrance and vehicular drop-off on South Main Street. [Fig. 52] From the east, a second main stair and public elevator would bring visitors from Benefit Street through the former alley between the Museum and Memorial Hall. [Figs. 54a & 54c]

From the north, the main floor of the Great Hall would align with the proposed Waterman Street entrance [Fig. 49d] through the new Metcalf Corridor. [Fig. 49e] From the south, across the proposed Metcalf Plaza, the Great Hall would be accessible from

College Street through College Building's archway [Fig. 59a] and a new pedestrian path in the alley between Memorial Hall and College Building. [Figs. 51b & 59c]

Function Spaces

The edges of the Great Hall, which adjoins Metcalf Building, Museum of Art, and Memorial Hall, may be allocated to support functions. [Fig. 53b] These functions may include a restaurant or café whose seating spills into the Great Hall and, in warm weather, into the adjacent public plaza. A centrally-located reception/resources desk [Fig. 53a] would provide information, news of current and upcoming events (perhaps in the form of interactive computers), general orientation, and tickets to the Museum of Art.

An area may be set aside for changing student installations, perhaps a new location for the Woods Gerry Gallery (particularly advantageous if the Admissions Department is relocated across the street in Market House.) A

THE GREAT HALL

52

Like a family room in a house, or a public piazza, the Great Hall [Fig. 52] can reinforce Metcalf Lot's role as the communal gathering place at RISD. A generously proportioned, well-designed space [Fig. 53a] would support the institution's multiple community activities, allowing socializing, both planned and spontaneous; facilitating artistic presentations; hosting conferences and public lectures; sponsoring receptions and fund drives; generating revenue from a variety of dining areas,

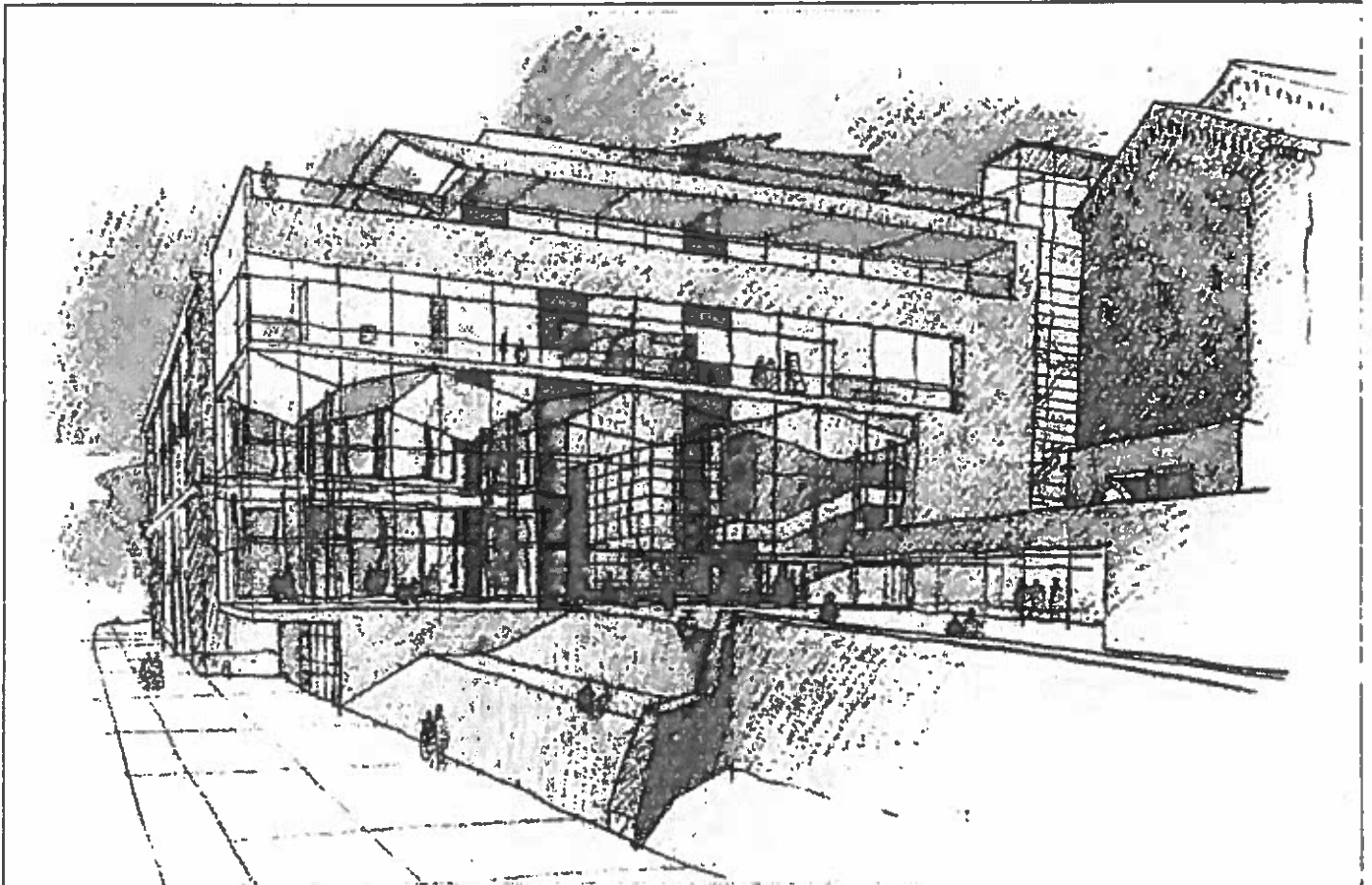


Fig. 52 Sketch of proposed "Great Hall" and Metcalf Plaza as view from Bank Building

much-needed mid-sized auditorium may be established at the east end of the Great Hall or where the new addition meets Memorial Hall. New space which may be developed under Memorial Hall [Fig. 59b] may accommodate student activity centers, including a multi-purpose "student campus workshop" [See page 26] or expansion of the Museum of Art's Educational Program and storage areas.

A Cross-Campus Connector

A heavily-used cross-campus pedestrian path currently extends uphill from South Main Street to Benefit Street through the alley between the Museum of Art and Memorial Hall. [Figs. 54a & 54c] Rising four stories in height and subject to falling winter ice from adjacent buildings, the path is narrow and often unsafe. A multi-story, glazed extension — Providence has several examples [Fig. 54b] — leading from the Great Hall into the alley can simultaneously improve this pedestrian spine, create another type of circulation and social space, and become an integral component of the

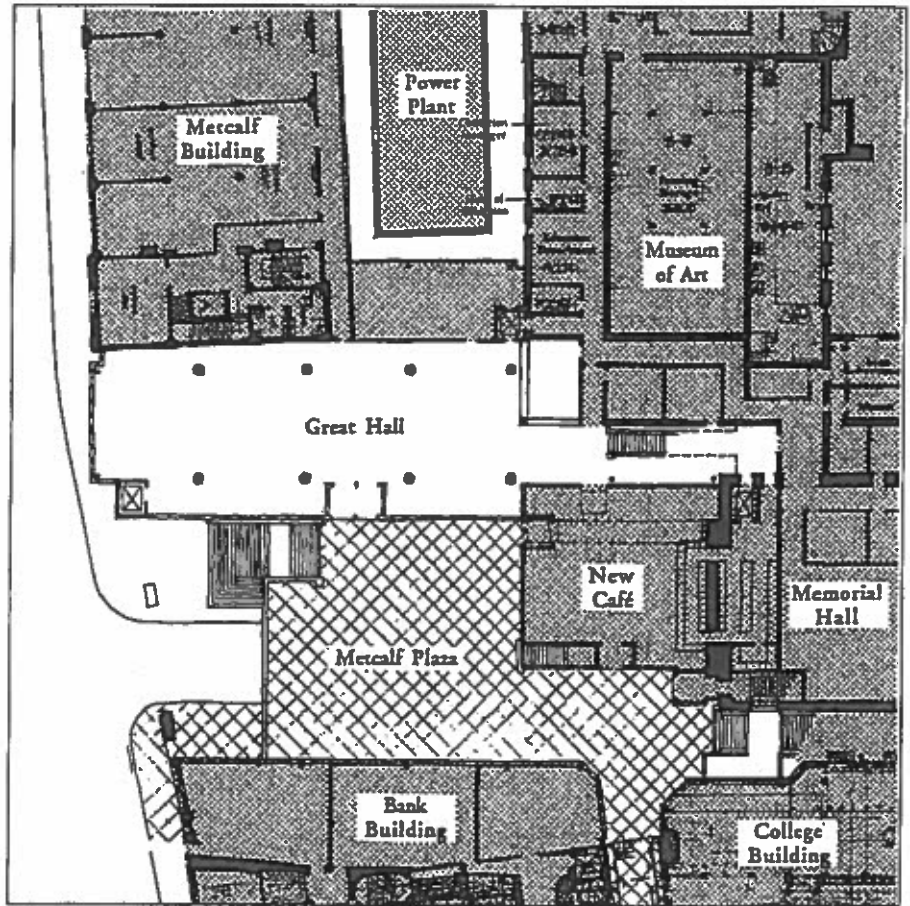


Fig. 53b Plan of the "Great Hall" and Metcalf Plaza

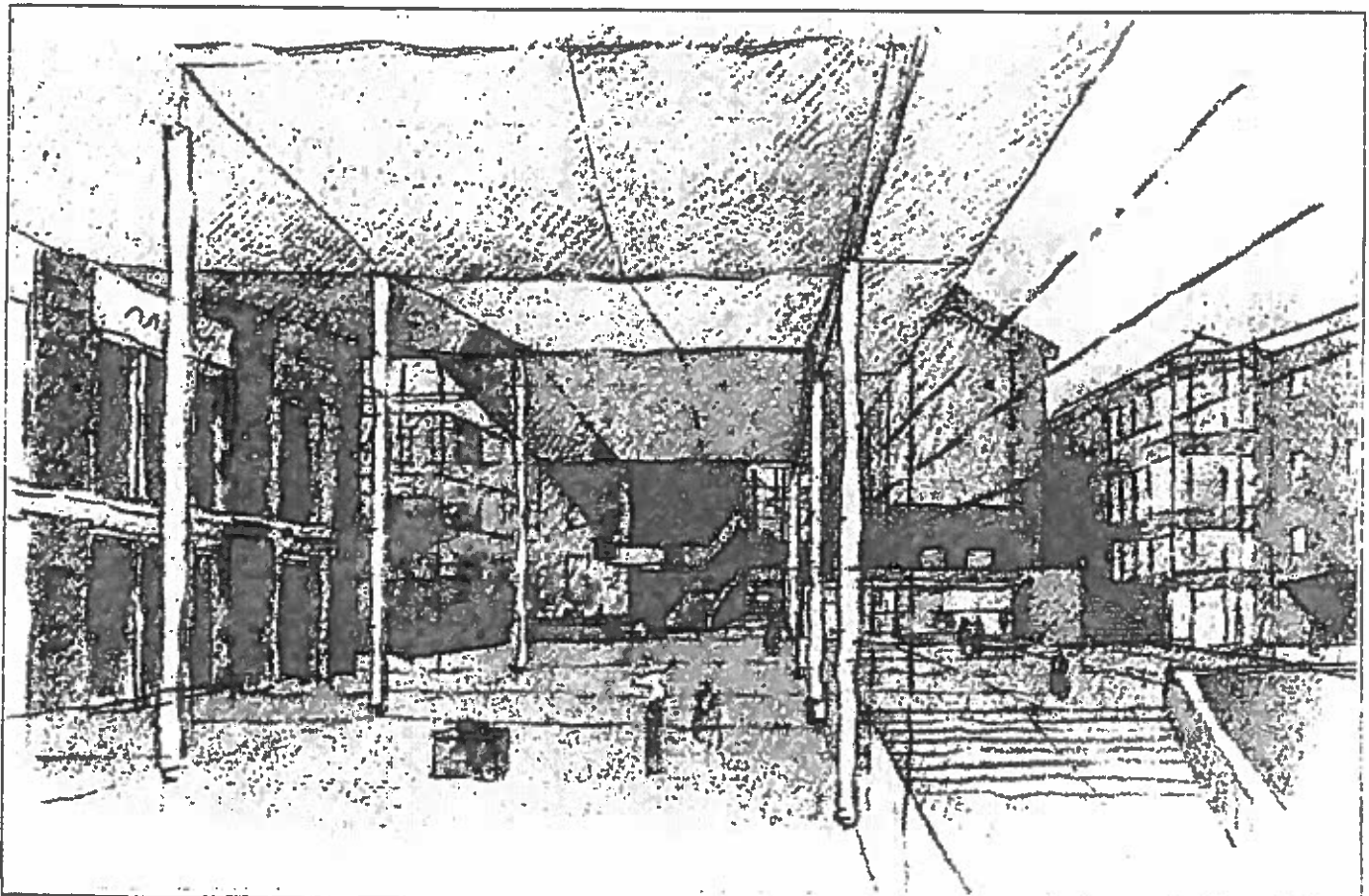


Fig. 53a Concept sketch of "Great Hall" with Metcalf and Museum of Art (left); Memorial Hall, Bank Building, and Metcalf Plaza (right)

"It is essential that the campus "turn around" and face the City of Providence. . . . If the entry to the Museum could be not only visible from Main Street but also accessible . . . we may be able to encourage Museum visitation and participation by more people."

— RISD EMPLOYEE, 7 YEARS

new network of public spaces, pedestrian galleries, and open spaces. [Fig. 46]

The first destination along the pedestrian arcade from the western, South Main Street, approach would be the new centralized entrance to the Museum of Art. By modifying a portion of the Museum's "C" Floor, a new entrance lobby can be formed around Focus Gallery where visitors may enter the Museum at the Radeke Memorial Garden. [Fig. 54d] From this vantage point, visitors may view the main space of the Great Hall, visit the relocated Museum Store, or attend an event in a new auditorium across the arcade in Memorial Hall. [Fig. 56a] Visitors entering from the eastern end of the arcade at Benefit Street would have a view down to the new Museum lobby. [Fig. 55b]

Overall, the arcade, in combination with the Great Hall, would form a new cross-campus connector [Fig. 55b] which would reinforce the current pedestrian path between the riverfront and Frazier Terrace. [Fig. 55a] It is envisioned that the linear spine would be publicly- and freely-accessible, facilitating circulation in three dimensions: east-west — the primary pedestrian path between South Main Street and Benefit Street; north-south — the secondary pedestrian path between Waterman Street and College Street; and up-down — the vertical movement between the expanded service/parking level below, the new public level of the Great Hall and Metcalf Plaza, the new Museum entrance, and student spaces in renovated Memorial Hall.



Fig. 54a View of Museum alley from above



Fig. 54c The interior of Museum alley



Fig. 54b The Arcade, downtown Providence



Fig. 54d Radeke Memorial Garden



Fig. 55a Aerial view of Metcalf Lot with Main Street on the left and Benefit Street on the right

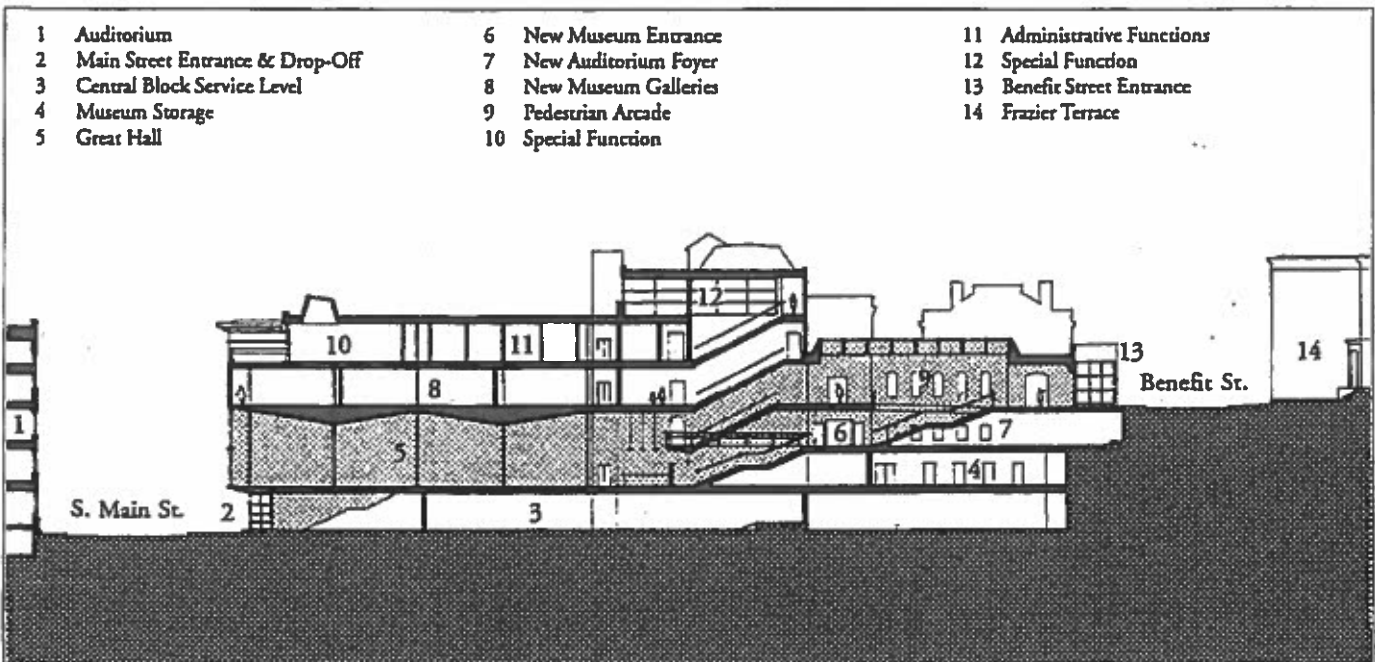


Fig. 55b Concept section through "Great Hall" connecting Main Street (downhill), Benefit Street (uphill), and Museum entrance (center)

MUSEUM OF ART CODE UPGRADES

56

In addition to its program of space improvements [Table 41], the Museum of Art urgently needs to correct several code deficiencies and implement some long-delayed upgrades. The following includes some of the initiatives currently being studied.

Tower Addition

A relatively small, but highly effective, addition in an unused, strategic location could simultaneously solve several problems while adding much-needed floor space. [Figs. 57b & 56c] Located in an exterior recess between Waterman Galleries and Radeke Building, a five-story addition could add approximately 4,000 square feet of space. The various levels would

begin to provide solutions to some urgent problems, such as expanding service and storage areas, providing space for conservation, and resolving handicapped and service limitations to key areas of the Museum.

The tower addition also would allow the inclusion of a new ramp on "C" Floor between Stairwell Gallery and Tea Gallery, avoiding a stair bottleneck [Fig. 40] and correcting a critical access impediment between the North Wing and Radeke Building. Such a ramp would allow artwork to be more easily transferred to and from Farago Wing, simplifying the cost of upgrading the freight elevator and, consequently, eliminating costly structural modifications to Radeke Building.

Access for the Disabled

Cost savings from a simplified freight elevator can be reallocated to, and pay for, a new passenger elevator to provide access to the gallery levels. A strategic location lies within a remote, underutilized corner of the Radeke Memorial Garden behind Tea Gallery. [Fig. 57b] The additional elevator can thus provide independent, proprietary elevator service for the public and reduce service disruptions and compromises to the security and service functions of the Museum.

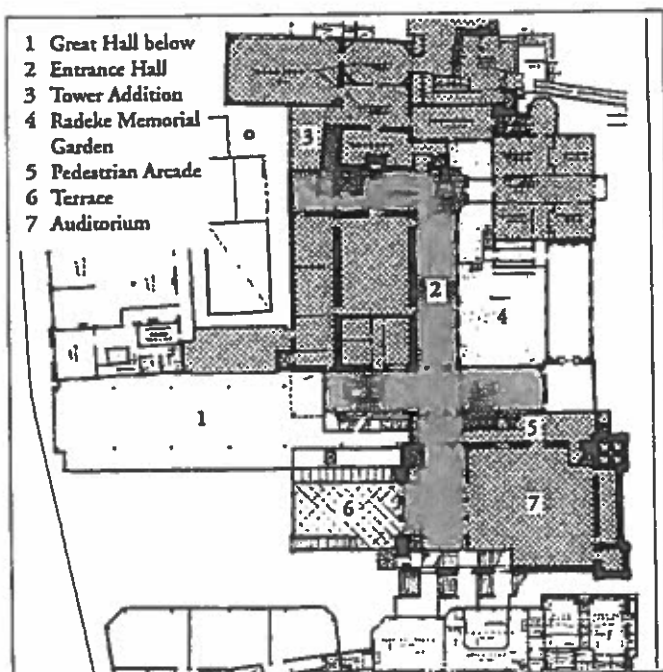


Fig. 56a Museum entrance level ("C" Floor)

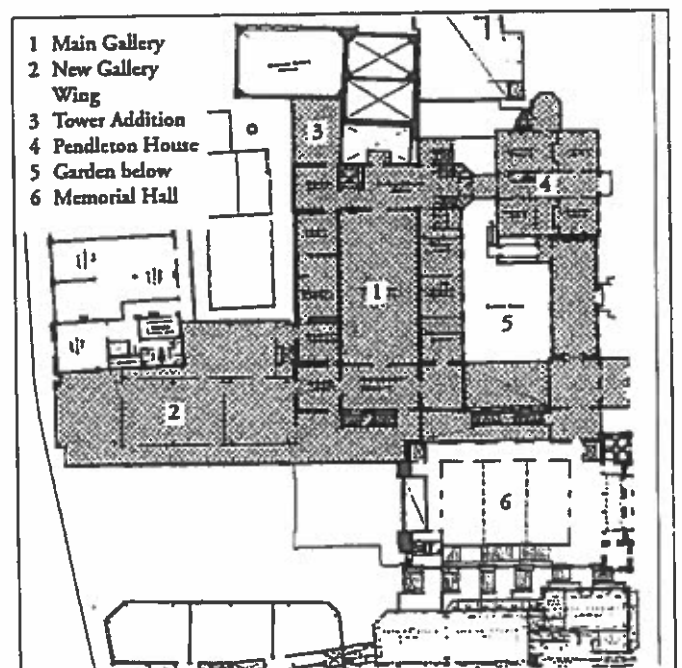


Fig. 56b New galleries level ("D" Floor)

Pendleton House Access

There are similar circulation and access impediments to the upper floors of Pendleton House. Because it is built as a replica of an historic house, there are no provisions to easily insert an elevator or connect to the facade without compromising the style and layout of the building.

It may be possible to gain access to Pendleton's second floor and eliminate its isolation from the remainder of "E" Floor by adding an enclosed bridge from the roof of Pendleton's north stair enclosure to Farago's upper level corridor. [Fig. 57a] This would minimize alterations to the primary facades of both Pendleton House and

Radeke Building and provide the missing connection between Pendleton House and Farago Wing.

This new bridge connection also would provide opportunities to improve access and circulation in the northern wing of "E" Floor. The landing could effectively enlarge the corridor and foyer in front of Farago Conference Room, creating a more spacious break-out space to an important reception and meeting space. In addition, by extending the bridge until it intersects with the corridor between Farago and Radeke [Fig. 57a], a new corridor would be created outside Farago Gallery, giving the Museum greater flexibility in using the gallery, and allowing it to be closed during exhibit changes.

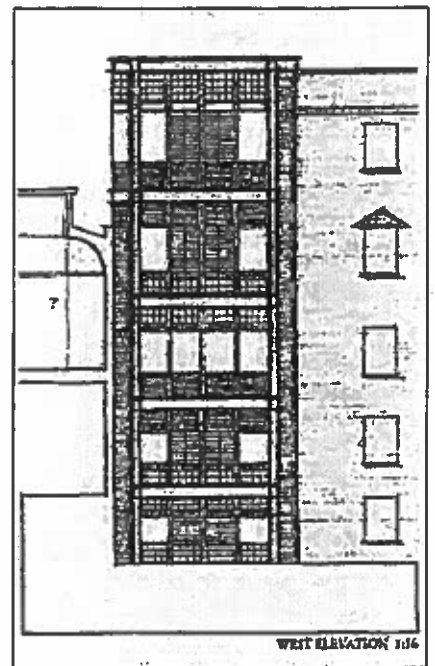


Fig. 57c Tower addition seen from Metcalf

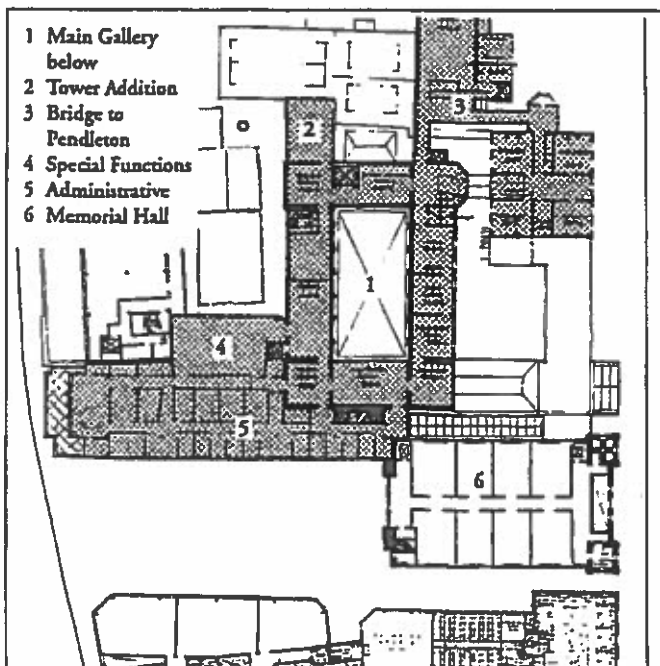


Fig. 57a Museum function level ("E" Floor)

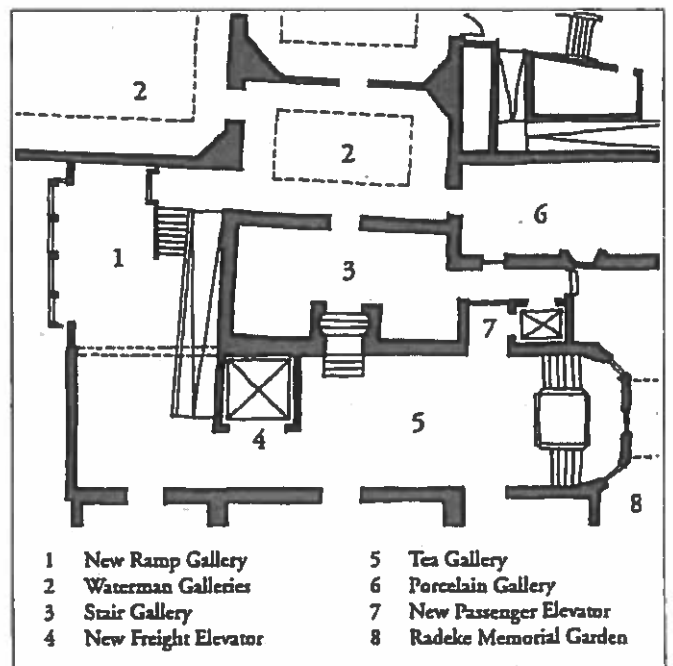


Fig. 57b Plan of upgrade projects on "C" Floor

COLLEGE BUILDING, BANK BUILDING & MEMORIAL HALL RENOVATIONS

58

Along the southern perimeter of the Central Campus Block is a cherished group of older RISD facilities — Memorial Hall ("Mem Hall"), a former church; Bank Building, a former bank; and College Building, a facility custom-built for RISD in 1936 — which collectively serve as the center of academic and social activities. Their renovation would help reinforce and enhance the communal activities anticipated in the proposed Great Hall. The collective ensemble, defining three sides of the proposed Metcalf Plaza [Fig. 53b] will help define a new, more cohesive center for the campus.

College Building

Part of the charm of College Building is the way it literally steps up the four-story slope between South Main Street and Benefit Street. However, that characteristic also contributes to its circulation and access difficulties and a paltry 57% use efficiency.

The relocation of the Library will provide an opportunity to renovate College Building. The move also will make available one-fourth of the building, allowing studios to expand, departments to consolidate, Liberal Arts classroom and faculty office facilities to be upgraded and increased, and circulation to be clarified and improved. The Library's relocation also will allow the restoration of College Building's main entrance, currently restricted by the Library's circulation desk [Fig. 36c], to once again allow access from Benefit Street.

Bank Building

Bank Building requires a number of corrections to code deficiencies and environmental control systems. The required work includes: an elevator to provide access for the disabled; a fire stair for emergency egress; better heat distribution, especially for life drawing and painting studios; and better ventilation to control toxic fumes from fine arts media.

Currently providing approximately 9,000 square feet of space for two academic departments, Bank Building is only 52% efficient (compared to 70% for typical campus buildings). This efficiency would be further reduced to approximately 30% if space is allocated for fire stairs, a passenger elevator and accessible toilets.

A more frugal and efficient investment would be to rebuild Bank Building — while saving its facade [Fig. 59d] — as an annex to College Building, where its circulation and basic services would be provided by the latter building. [Fig. 59a] The result would effectively double the amount of studio space currently available in Bank Building, achieving an efficiency ratio of over 80% (compared to a paltry 30% for a renovated free-standing Bank Building.) More importantly, the quality of new studio space could match the type of studios along the north side of College Building. [Figs. 32a & 59e]

Memorial Hall

Like Bank Building, Memorial Hall also requires a complete renovation to correct code deficiencies and upgrade environmental control systems. Structural stiffening of its floors and walls also may be necessary. The scope of work will probably require the building to be vacated for a period of up to two years. Consequently, approximately 14,000 square feet must be found elsewhere for the studios, workshops, administrative support, and student service spaces currently located in Memorial Hall.

Due to the scale of improvements and potential upheavals, additional engineering studies should be made to investigate the feasibility of excavating two additional levels *under* Memorial Hall. [Fig. 59b] This alternative, if practical, could increase the utility of the building, provide ground level access from South Main Street, and potentially capture extra space for Museum of Art storage and parking.

Memorial Hall is significant for its social settings: the Mail Room, where students receive their parcels; The Pit, a basement eatery; and the Tap Room, formerly a very active student social center before the drinking age was increased. Located adjacent to the primary cross-campus pedestrian spine and the Museum of Art, a rehabilitated Memorial Hall [Fig. 59f] will help signal the building as a hub of student life and social activity.



Fig. 59d Bank Building's front facade

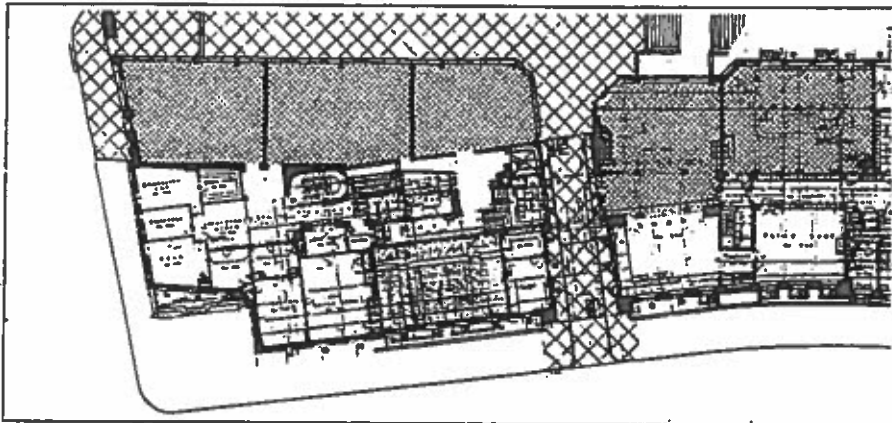


Fig. 59a Concept floor plan extending College Building studios into a renovated Bank Building

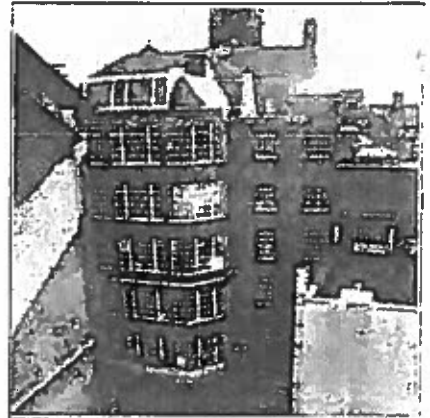


Fig. 59e College Bldg's north-facing studios

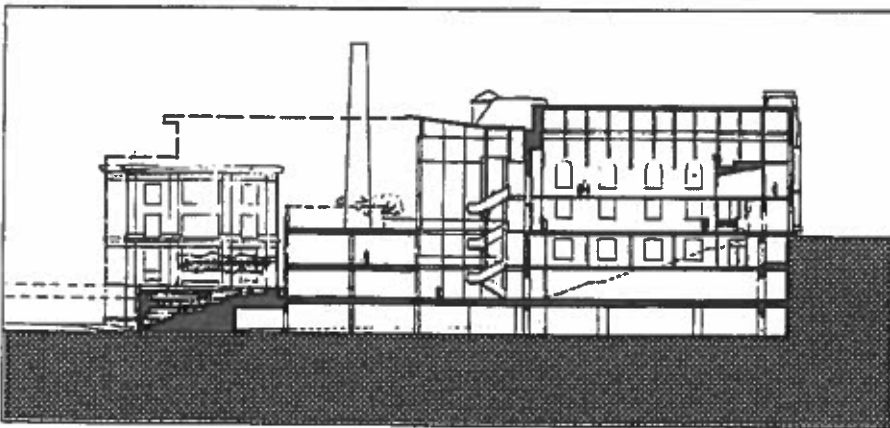


Fig. 59b Conceptual section through a renovated and expanded Memorial Hall

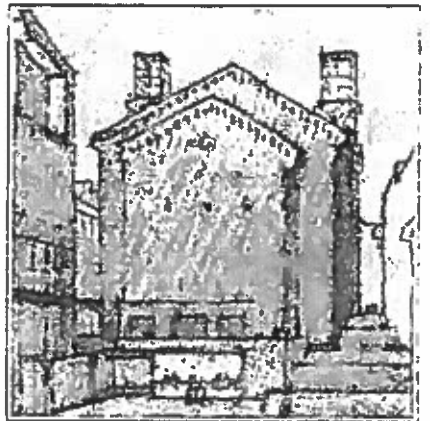


Fig. 59f Mem Hall towers with new cupolas

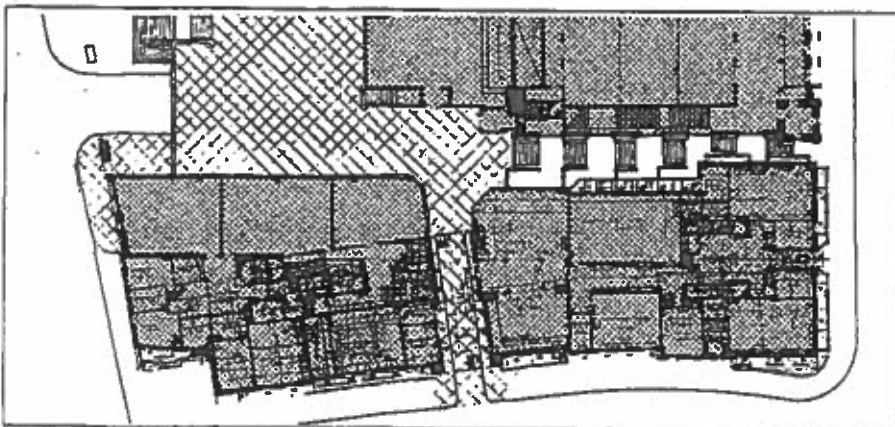


Fig. 59c New Metcalf Plaza extending to College St. archway and new Benefit St. alley

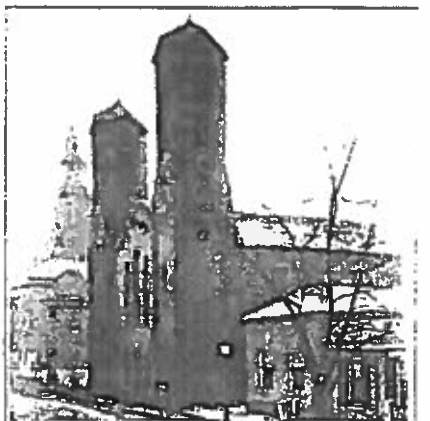


Fig. 59g Mem Hall's original towers

CENTRAL BLOCK SERVICE

60

The Power Plant provides most of the heat for the buildings in and around the Central Campus Block. Any consideration of new academic facilities and other improvements, such as central air-conditioning, must include a corresponding investigation of the Central Block's current and future heating and electrical capacity. An engineering study also will determine any need to physically expand the Power Plant and, consequently, any constraints on development of adjacent projects, such as Metcalf Corridor, the Great Hall, and the Museum Tower Addition.

Access requirements to the Power Plant and other service areas around Metcalf Lot also require more detailed studies. In particular, it is essential to verify that the service lane to the Power Plant may be covered by a building, such as the proposed Great Hall.

Currently, semi-tractor trailer truck access to the Museum of Art conflicts with other uses and services in Metcalf Lot. A preliminary study [Fig. 60] indicates that the space needed for truck movement, while possible to improve, is critical and requires detailed planning and coordination.

Other infrastructure issues in the Central Campus Block which merit attention include:

- underground storage tanks, fuel oil delivery access, and options to relocate the fuel inlets
- impact of vacant vaults under the parking lot on new construction due to the presence

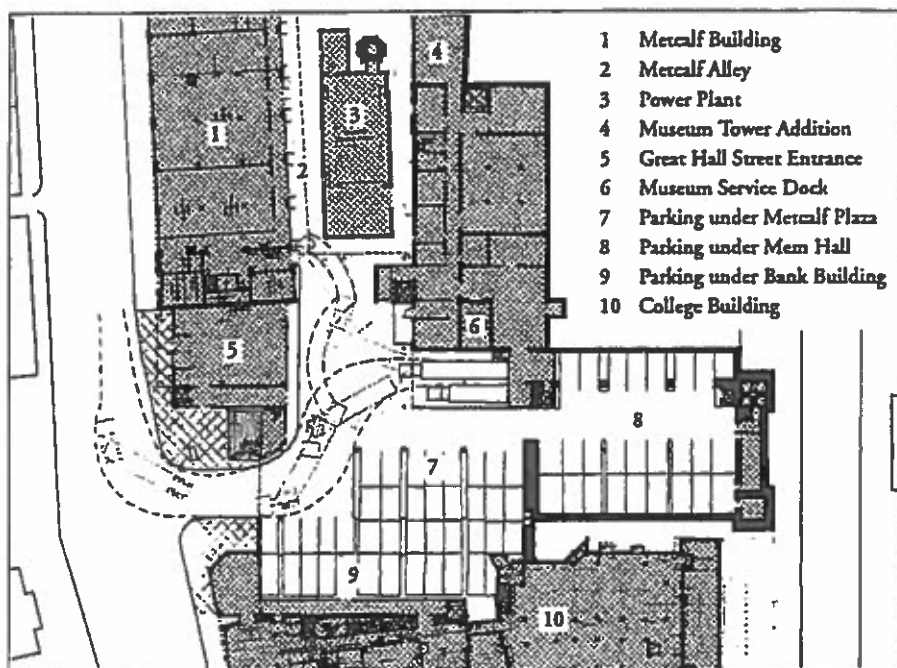


Fig. 60 Plan of proposed service level under the Great Hall and Metcalf Plaza

- service vehicle storage (short-term and overnight)
- feasibility and impact of locating a central compactor trash system at this location
- electrical vaults and telecommunications cable distribution within the Central Block and their extensions to other RISD properties
- expansion of the Museum of Art's service dock
- alternatives for parking lot operations: high-capacity valet parking or lower-capacity self-parking

Related issues include a need to expand general receiving and storage for the entire campus, including warehouse storage and the servicing of the Metcalf

Store currently located in the basement of Metcalf Building and an operational and logistical nightmare due to inadequate facilities:

- one hundred tons of clay are delivered each year through an inadequate *passenger* elevator
- a thousand 4-foot by 8-foot sheets of plywood, which cannot fit in the existing elevator, are hand-carried to the basement for sale to students, who recarry each individual sheet to street level
- hundreds of feet of metal piping, glass rods, and woodstock are fed into the basement through a below-street-level window measuring 2-feet by 3-feet

PART II, CHAPTER TWO
WASHINGTON SQUARE
& RIVERFRONT

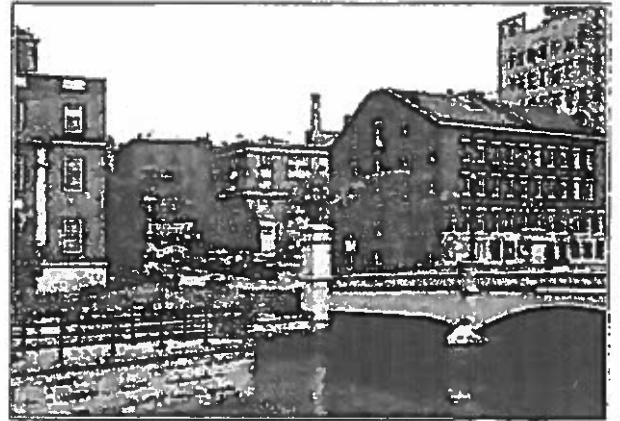


Fig. 61c View of Washington Place from Memorial Boulevard

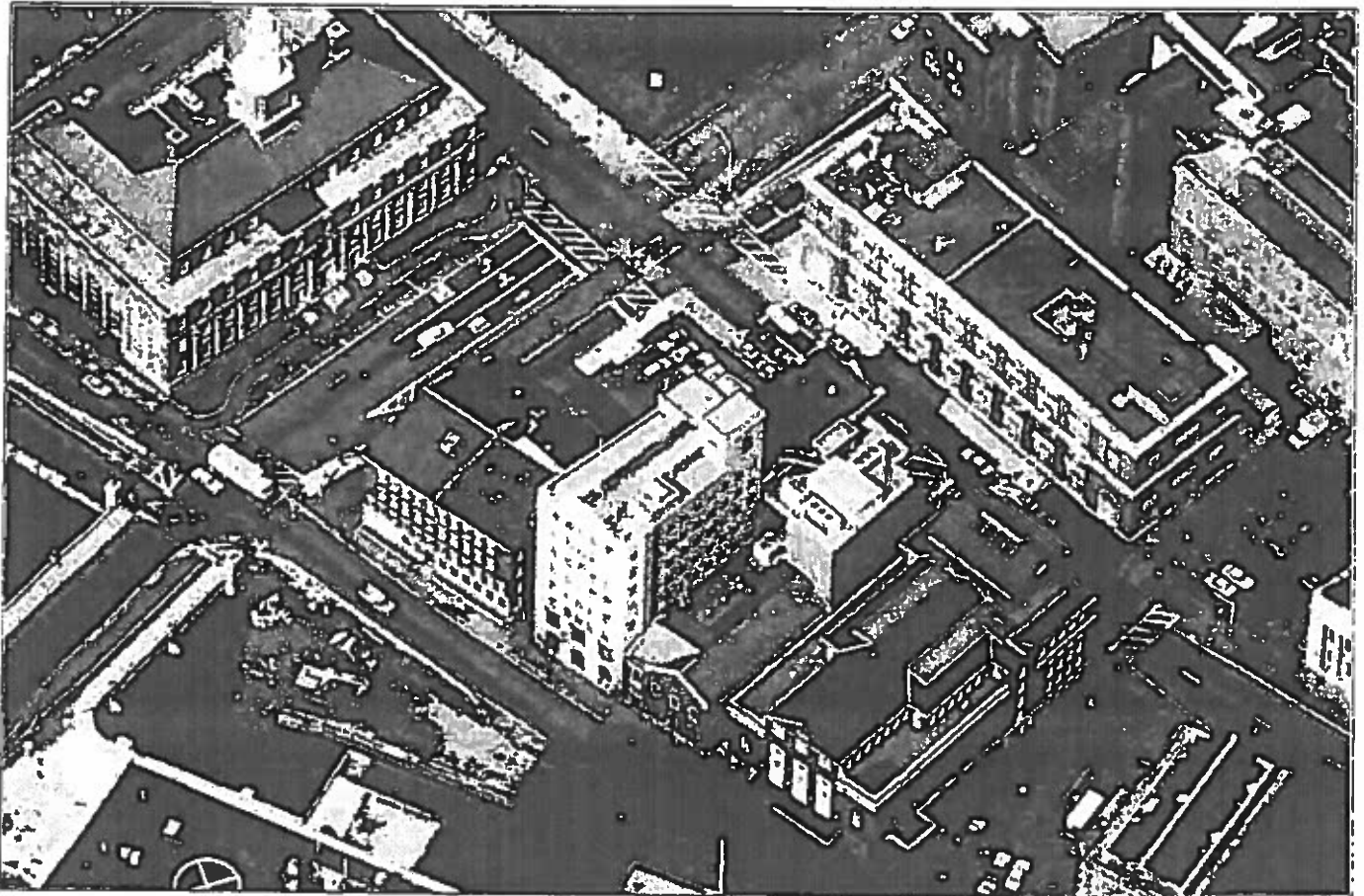


Fig. 61a Aerial view in 1995 looking towards Washington Place (left center) and Riverfronts Block (center) from the southwest



Fig. 61b View of Market Square in 1941 from the southwest

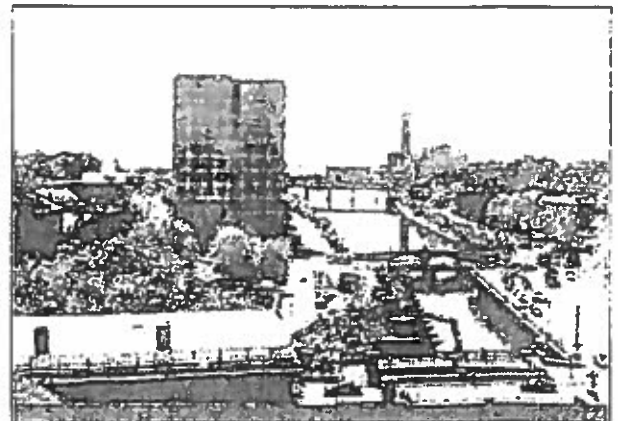


Fig. 61d View south of the riverfront from Market Square

The intersection of the Woonasquatucket, Moshassuck, and Providence Rivers has experienced many dramatic transformations since the founding of Providence. [Table 16] With the recent uncovering of the river junction and the completion of a riverfront park, the primary connections between College Hill and downtown Providence — at Washington Place, Steeple Street, and College Street — are again being strengthened.

Poised between Washington Place and Steeple Street is 20 Washington Place, the former Providence-Washington Building, acquired by RISD in 1988. [Figs. 61a & 63a] It is a key location, highly visible from the center of the city. [Figs. 62a, 62b, and 62d] If wisely and intensely used by RISD, 20 Washington Place would help to make the entire area around it to become a vibrant, urbane, public place, and a prominent arrival point to the campus.

The entire ensemble of buildings along the Providence Riverfront, between "Washington Square" and Market Square [Figs. 61a & 63a], portrays RISD at its most self-effacing. There is much opportunity here to strengthen the identity of, and access to, the RISD campus and the Museum of Art, to enhance the western portals to College Hill [Figs. 62c & 65a], and to reemphasize the proximity of the East Side and the downtown.



Fig. 62a View north along Washington St

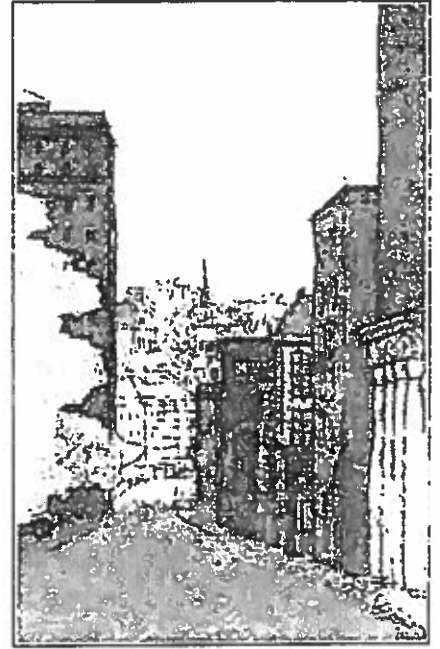


Fig. 62c Future view from Washington St.

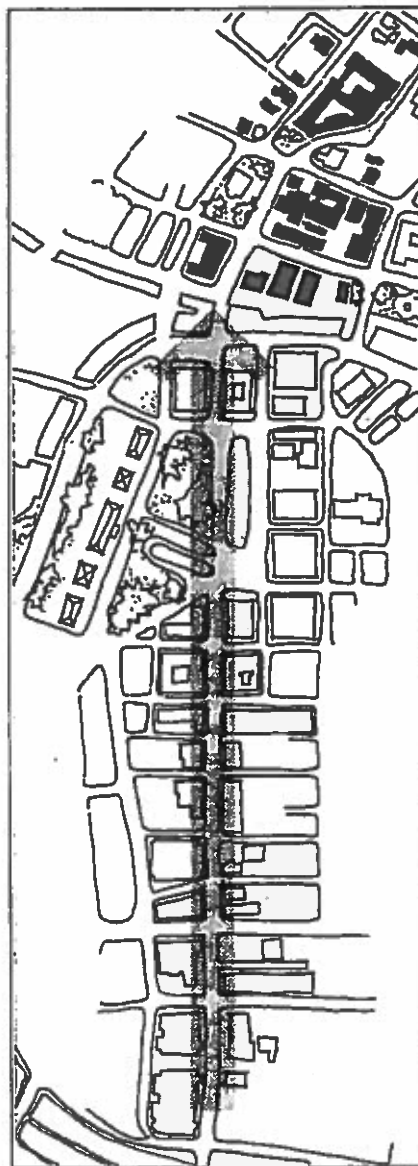


Fig. 62b Washington Street corridor

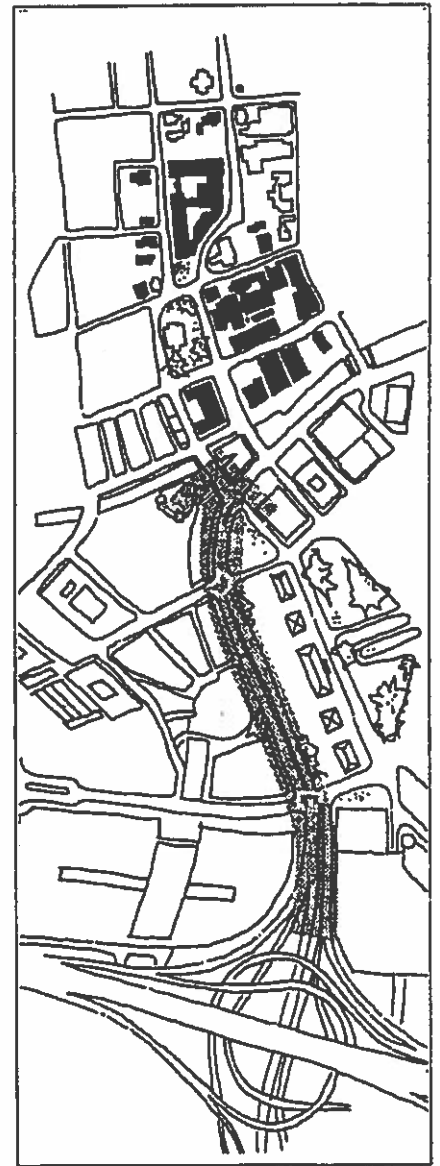


Fig. 62d Memorial Boulevard corridor

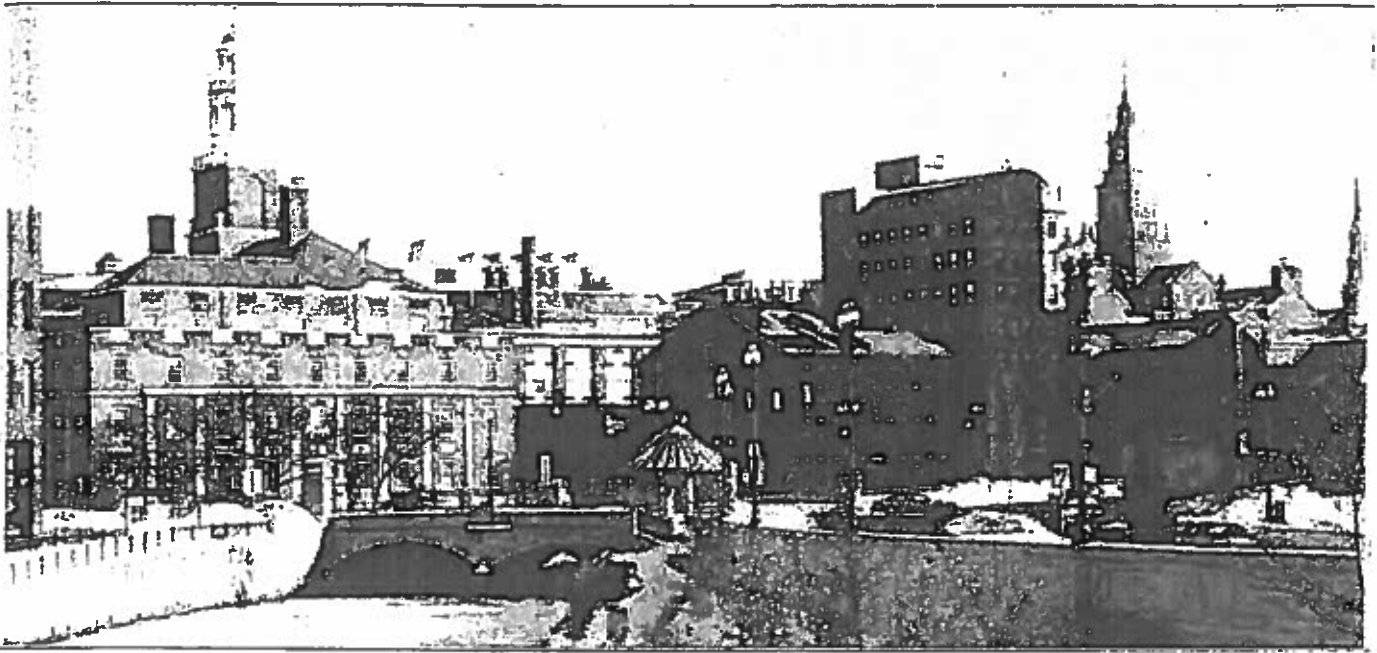


Fig. 63a Southeast view of Washington Square from Memorial Boulevard

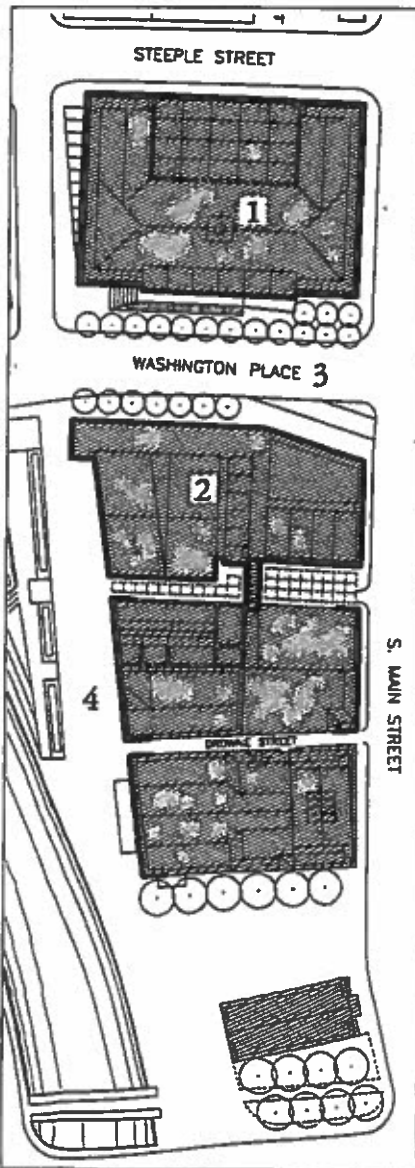


TABLE 63 RECOMMENDATIONS FOR WASHINGTON SQUARE & RIVERFRONT

- | | |
|---|---|
| <p>1 20 Washington Place Adaptive Reuse</p> <ul style="list-style-type: none"> • reuse 20 Washington Place to help consolidate and expand programmatic space for various academic and administrative departments, such as the Illustration Department, Continuing Education, Computer & Network Services, Academic Computer Lab, and Campus Services • renovate the building entrance to provide access for the disabled, an enlarged lobby to clarify orientation and circulation for multiple users, and a new campus face at the end of the Washington Street view corridor • infill the rear "notch" for studios, a reception hall, and a new location for the student exhibit gallery currently located in Woods Gerry, providing a campus presence along Steeple Street, the primary vehicular gateway from the East Side to the downtown | <p><i>adjoining parking lot to include: relocation and expansion of the Library; a new state-of-the-art facility for the Film/Animation/Video Department; appropriate uses at the ground level, such as a bookstore, cafe, or gallery; and an extension of the north building line towards Washington Place to improve the scale of the street</i></p> |
| <p>2 A New Library</p> <ul style="list-style-type: none"> • relocate the Illustration Department to better quarters, such as 20 Washington Place, allowing a renovation and reuse of the Illustration Studies Building (I.S.B.) • provide a new facility on the combined site of I.S.B. and its | <p>3 Washington Square Streetscape</p> <ul style="list-style-type: none"> • redefine Washington Place, the primary gateway to College Hill, as a linear urban square, improving its scale and character by reducing the width of the roadway, widening the sidewalk, relocating the bus lane, and expanding the landscape environment |
| <p>3</p> | <p>4 Riverfront & Main Street Ground Level</p> <ul style="list-style-type: none"> • reinforce the new riverfront park with related commercial uses and pedestrian activities around Market Square, such as restaurants, art galleries, and the proposed Bookworks store • provide pedestrian connections, such as a redesigned path on Amos Street, between the academic buildings along the riverfront to improve circulation, enhance academic and social interaction, and facilitate the sharing of resources |

Fig. 63b RISD campus riverfront plan

20 WASHINGTON PLACE

64

Located at the juncture where downtown's Washington Street becomes College Hill's Waterman Street, "Prov-Wash" was built nearly fifty years ago as a corporate headquarters office building. Although the building continues to be partially leased by commercial tenants, it soon may become available for full RISD occupancy.

The current 43,000 square feet interiors space of 20 Washington Place well-suited for several RISD academic and administrative departments which are in need of office-related space. For example, the facility can be used to consolidate and centralize the departments of Academic Affairs, Administration & Finance, Academic Computer Labs, Computer & Network Services, and the Offices of the President and Institutional Advancement. Existing leased spaces on the upper two floors are readily reusable, requiring minimum renovation for relatively quick occupancy.

The building also may be used to provide new and expanded facilities for Art Education, Continuing Education, Graduate Studies, and Liberal Arts classrooms and faculty offices. Because I.S.B. currently does not adequately serve the Illustration Department (or any other department), Illustration also would benefit by relocating to 20 Washington Place, the only available, single facility large enough to accommodate RISD's largest academic department (second in size to the division of Freshman Studies.) Because 20 Washington Place is a large building, it may accommodate several of these



Fig. 64a Aerial view of three corridors between downtown and College Hill

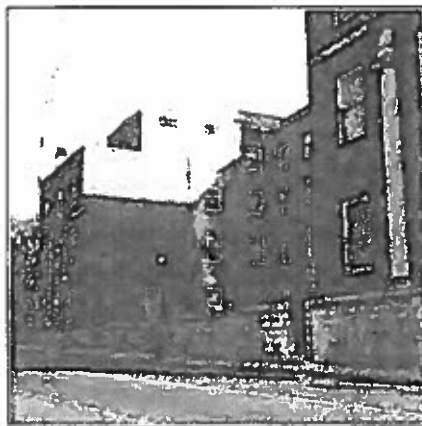


Fig. 64b "Prov-Wash" on Steeple Street

- 1 Washington Place
- 2 20 Washington Place
- 3 Steeple Street
- 4 1st Baptist Church green
- 5 Metcalf Building
- 6 I.S.B. parking lot
- 7 I.S.B.
- 8 Design Center
- 9 Auditorium
- 10 Market House at Market Square

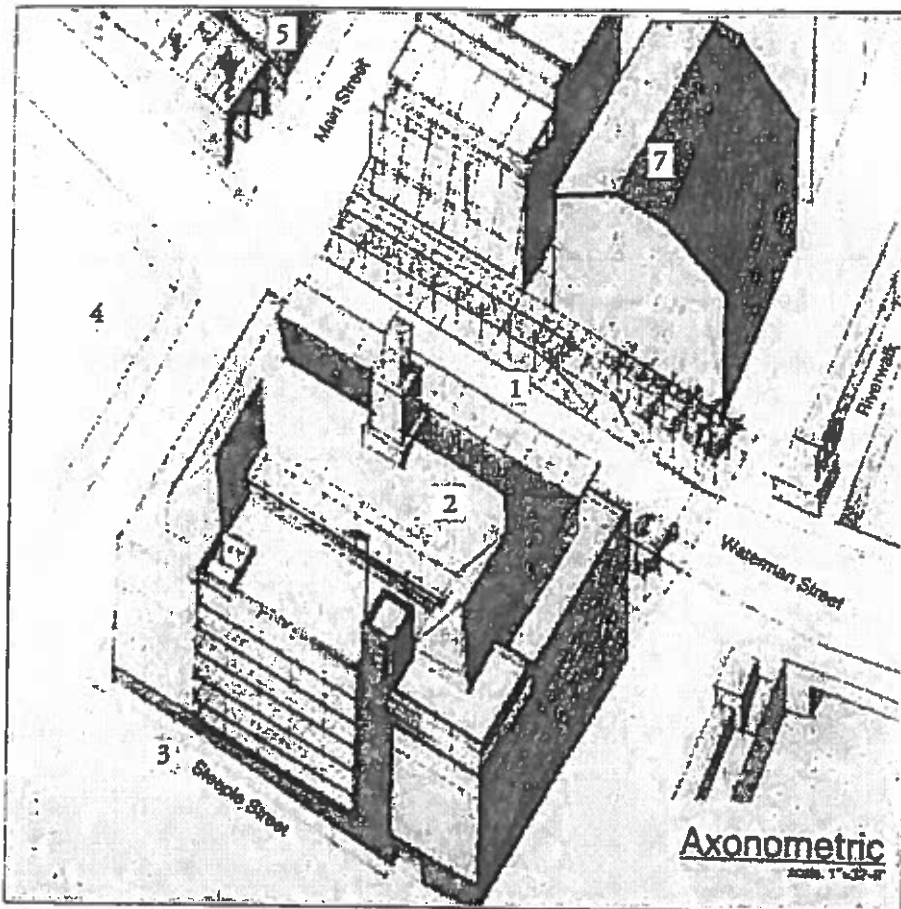


Fig. 65a Conceptual sketch of modifications to the Washington Place & Steeple Street corridor

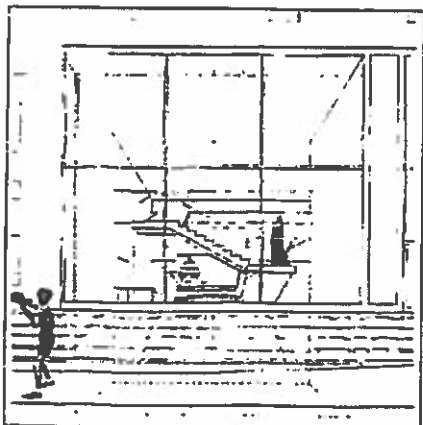


Fig. 65b View through "Prov-Wash" entrance

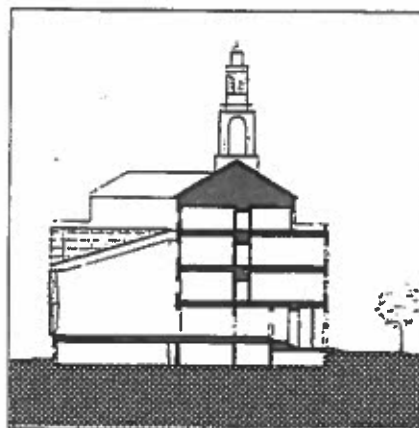


Fig. 65c Section through Steeple St. pavilion

departments simultaneously, creating a mixed-use academic/administrative hub.

Although a higher efficiency of use is possible (currently a low 48%), the existing high quality of interior finishes suggests reusing 20 Washington Place "as is" rather than making costly interior changes to increase efficiency. However, the need to provide access to the disabled will require substantial modifications to the the main entrance, lobby, and portico, providing an opportunity to improve the front facade and the building's role as an urban focal point and important RISD facility. [Fig. 62c] For example, a well-lit, two-story lobby would help make the facility more visible from a distance, particularly beneficial to Continuing Education and other evening programs. [Fig. 65b]

The "notch" which faces Steeple Street [Fig. 64b] provides another opportunity to enhance the building's use and presence. An infill of the "notch" [Figs. 65a & 65c] would be well-suited for uses such as: receptions for special events and lectures, conferences, and performances; a relocated Woods Gerry Gallery, making it more accessible to students, visitors, and parking; additional studio space for the Illustration Department, were it to relocate to 20 Washington Place; and special city events which may take advantage of the building's location and relationship to downtown, Capital Center, Providence Station, and Interstate 95.

A NEW LIBRARY

A new Library is the highest priority project for RISD. Current space is substandard and inadequate: 8% of the collection is in off-site storage [at the current rate of growth, off-site storage will contain 50% of the collection in ten years]; seating is available for only 3% of the student body — one-eighth the amount set by academic standards; humidity and climate control is inadequate; and access for the disabled does not comply with federal guidelines.

Currently occupying 12,000 square feet of space in College Building, the Library needs up to 43,000 square feet to adequately serve the needs of the School. There are few existing campus spaces large enough to accommodate the Library's needs. Buildings that may have sufficient space would require relocation of other departments and need to undergo substantial structural modifications to support book stacks.

I.S.B.'s parking lot is an attractive vacant site on which to develop a new Library [Fig. 64a]; it is centrally located, readily available, and highly visible. [Figs. 61c & 63a] The lot alone is small, requiring functions to be vertically and inefficiently distributed over six floors [Figs. 65a & 66a] and restricting future flexibility. However, in combination with I.S.B., a very desirable floor plate size for a new Library is possible. [Fig. 66b] The combined parcel would provide sufficient space to program the new Library on three floors while accommodating other needs, such as street level lease space, common areas for the riverfront academic buildings, and another department, such as Film/Animation/Video Department. [Figs. 66c & 66d]

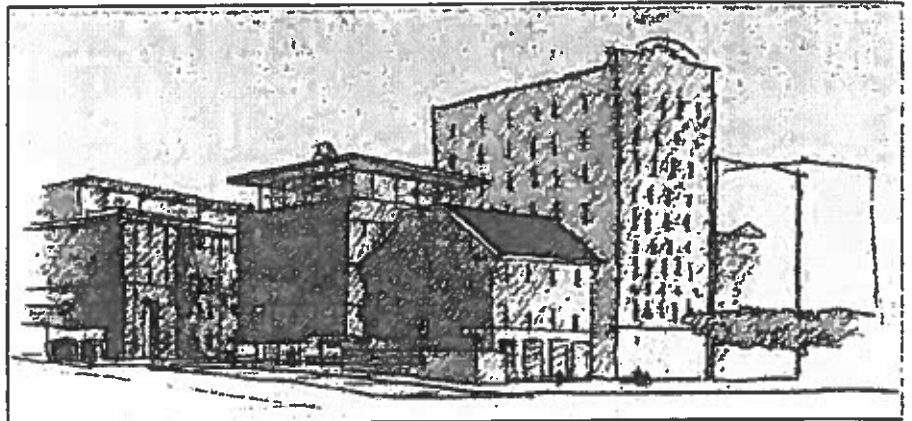


Fig. 66a Concept for a new Library in I.S.B. parking lot

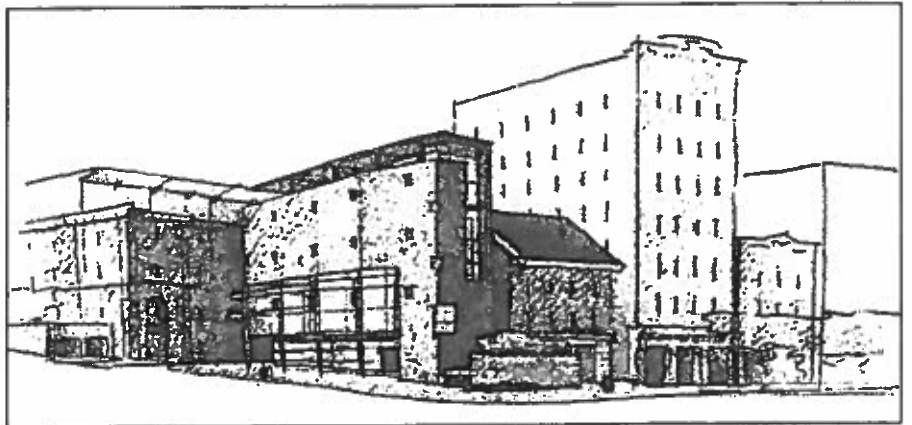


Fig. 66b Concept for a new Library/academic facility incorporating a renovated I.S.B.

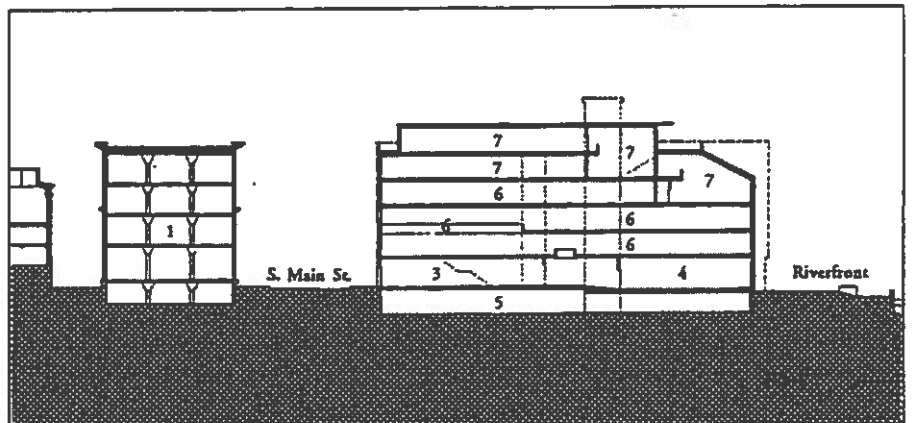


Fig. 66c Section through Metcalf (left), S. Main Street, and Library/FAV. (right)

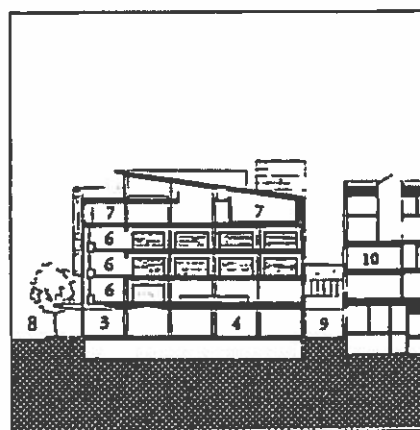


Fig. 66d Section through new Library/FAV

- 1 Metcalf Building
- 2 South Main Street
- 3 Library entrance/Gallery
- 4 Café
- 5 optional basement
- 6 Library
- 7 Film/Animation/Video
- 8 Washington Place
- 9 Amos Street Courtyard
- 10 Design Center

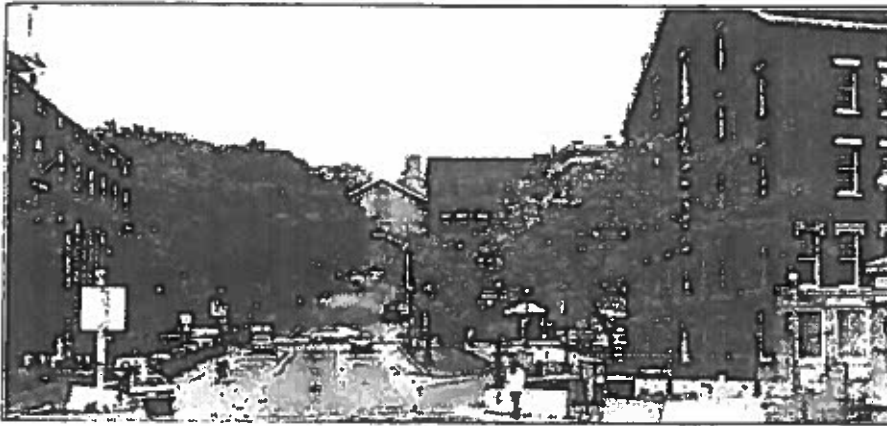


Fig. 67a View east towards Washington Place and its extension, Waterman Street

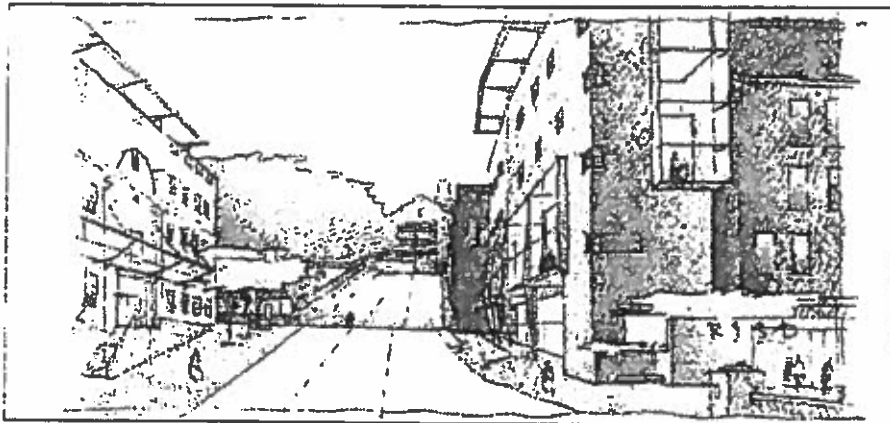


Fig. 67b Conceptual view of Washington Place, looking east to The Beach and Homer Hall

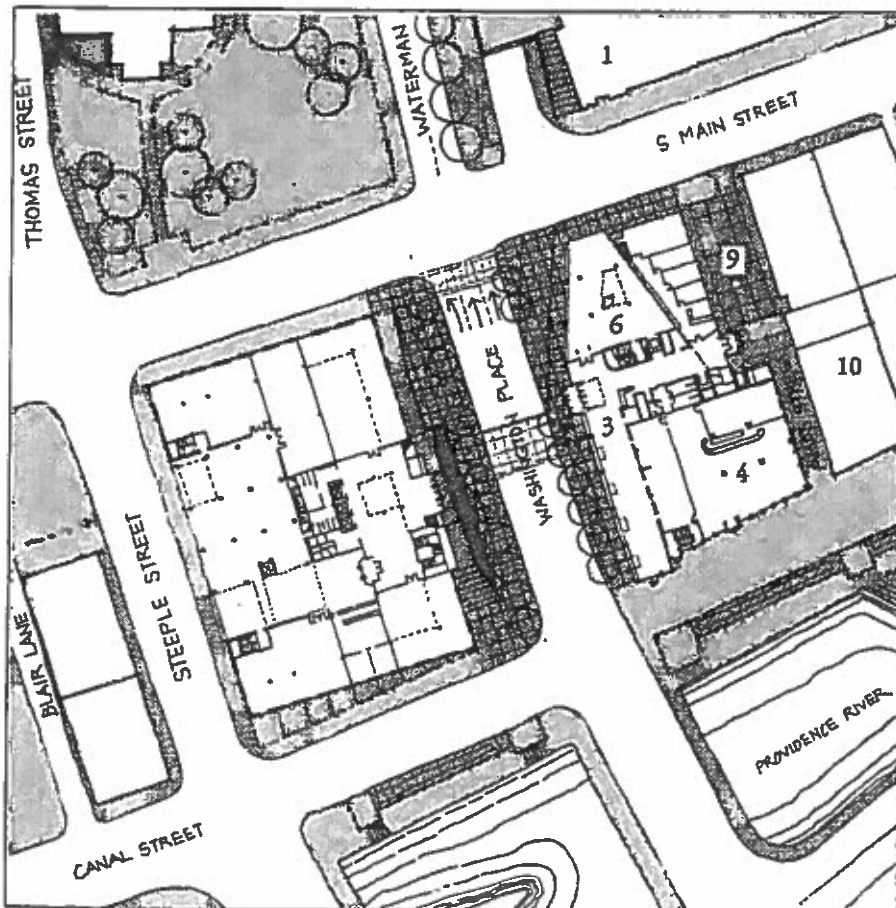


Fig. 67c Conceptual plan of "Washington Square"

WASHINGTON SQUARE

A new Library on the south side of Washington Place would be an excellent complement to a renovated "Prov-Wash." Together, the two buildings would establish a much stronger RISD presence at the base of College Hill. [Fig. 67b]

Because 20 Washington Place is not yet widely used by RISD, it often is perceived as lying off the campus. One factor which contributes to this misconception — it is, after all, located directly across the street from the Central Campus Block — is the right-of-way at Washington Place. Currently comprised of two through-traffic lanes, two left-hand turn lanes, a parking lane, a right shoulder lane, a traffic island, and a dedicated bus lane [Fig. 67a], Washington Place is very broad and off-putting to pedestrians.

Reducing the apparent width of Washington Place and improving the landscape would humanize the pedestrian environment across Washington Place. It also could reinforce the view corridor up Waterman Street, improve the urban scale of the right-of-way, and establish a new urban square. [Fig. 65a] Specifically, the north parking lane and south shoulder lane can be eliminated; the left, left-turn lane can be omitted or substantially shortened; the dedicated bus lane can be shortened, relocated to the corner, and repaved as a plaza surface; the sidewalk can be widened; and the canopy of trees expanded. [Fig. 67c]

RIVERFRONT

68

When 20 Washington Place is converted to academic use, RISD buildings will be identified with Washington Street and Westminster Street — two of the most prominent portals between the East Side and the downtown. [Figs. 45, 51e & 62c] The completion of the new riverfront park adjacent to this ensemble [Figs. 28a & 61d] will further improve RISD's relationship to downtown Providence. Additional opportunities include: the reopening of the riverside entrance to the RISD Store; relocating the Bookmark Café or opening another dining facility on the riverfront; establishing the *Bookworks* project on the ground level of Design Center; and expanding or consolidating exhibition spaces, such as the Sol Koffler, I.S.B., Graphic Design, and Photography Galleries.

An academic/administrative center at 20 Washington Place and a new Library in the combined site of I.S.B. and I.S.B. parking lot will require better public spaces along the Riverfront Block. An expanded north-south network of paths and open spaces will improve circulation between the academic buildings along the riverfront and facilitate better ground level uses and the sharing of resources. [Fig. 68b] For example, a new courtyard on Amos Street [Figs. 67c & 68a] would provide a dedicated entrance and much-needed vehicular drop-off/service area for Film/Animation/Video and a better cross-block connection between the riverfront and South Main Street.

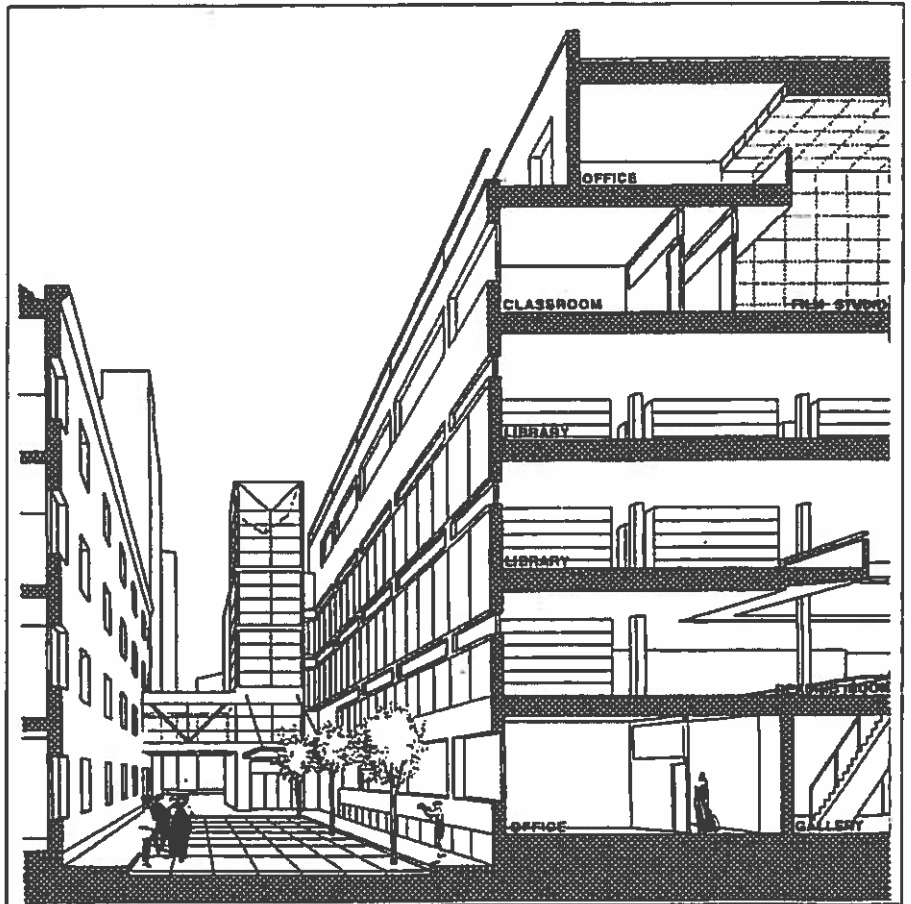


Fig. 68a Concept for a courtyard on Amos Street with Design Center (left) and Library (right)

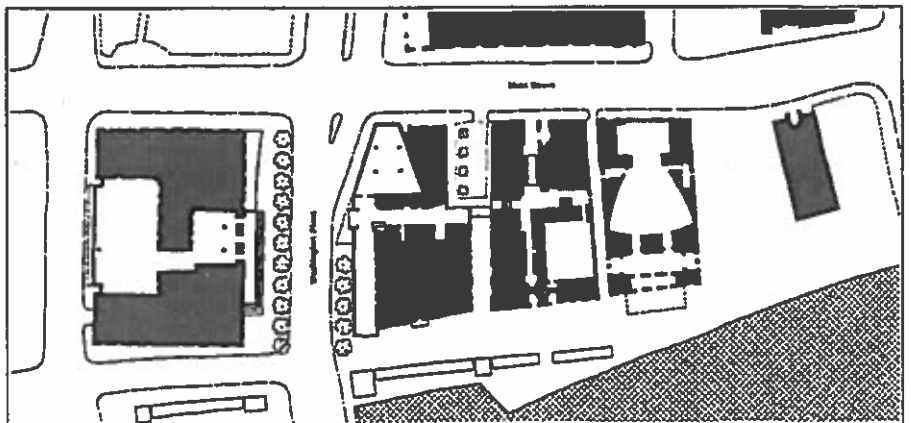


Fig. 68b Concepts plan for a riverfront open space and pedestrian circulation network

PART II, CHAPTER THREE
SOUTHERN CAMPUS

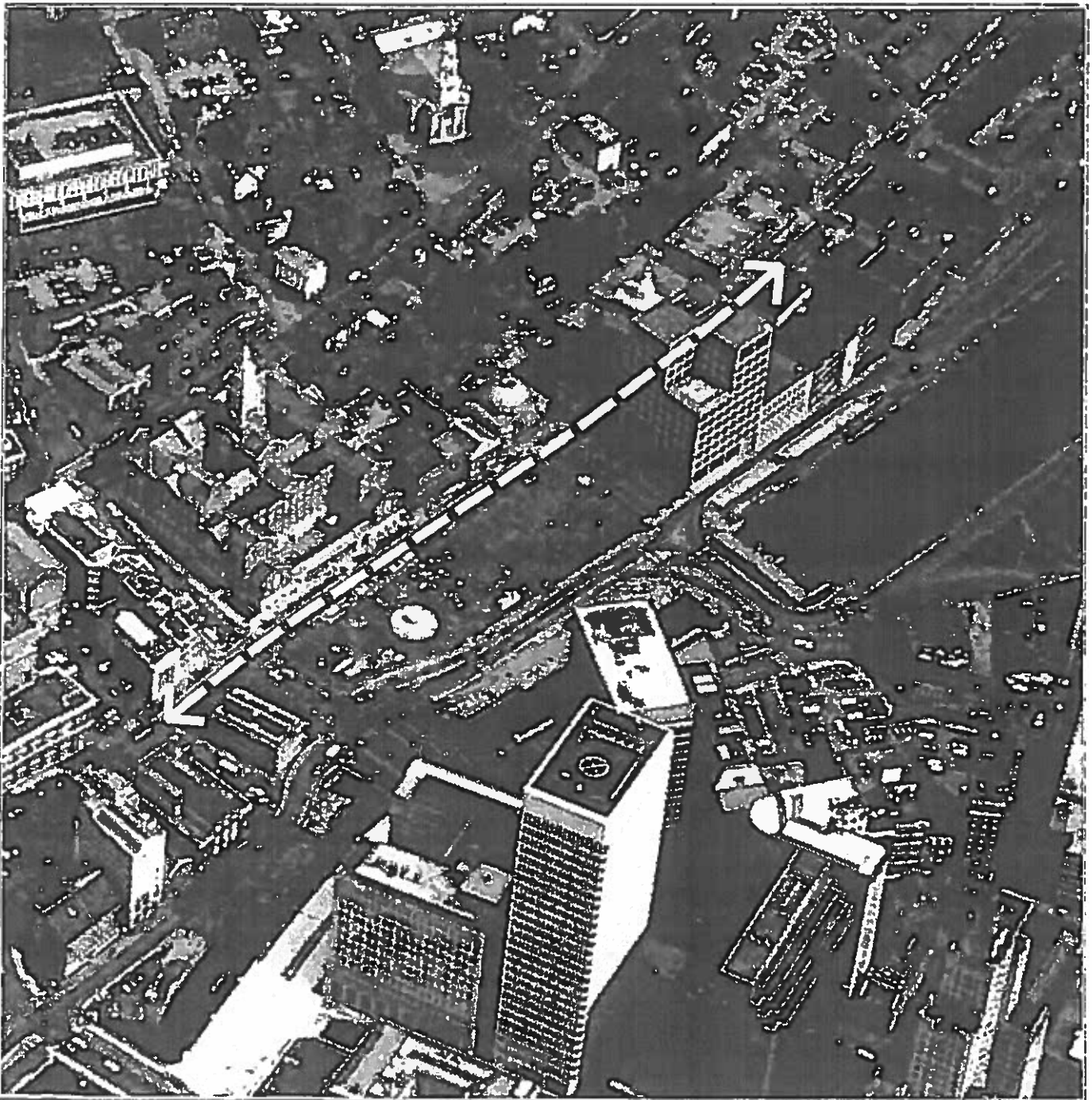


Fig. 69 Aerial view in 1995 looking towards the Southern Campus between Metcalf Lot (left) and 161 South Main/B.E.B. (right)

"I don't mind that campus is so spread out. It makes it more interesting"

— THIRD YEAR RISD STUDENT

70

The acquisition of the Bayard-Ewing Building (B.E.B.) [Fig. 70a] in 1975 opened a new direction in which the RISD campus might grow. With the addition of the adjacent 161 South Main Street [Fig. 71b], this southern precinct of the campus will change from what is presently perceived as a remote outpost to a significant node along the South Main Street corridor. [Fig. 69] The change will become apparent as 161 South Main is fully utilized and the percentage of students who daily use the Southern Campus may reach as high as one-third.

The Southern Campus seems far away. [Fig. 7] Yet, the distance between it and the Central Campus Block is not unusual when compared to other familiar paths around campus, such as from College Building to What Cheer along Benefit Street, and from Carr House to Woods Gerry. [Fig. 70b] The environment along these paths contributes to this disparity in perception.

South Main Street, the major connector leading to the Southern Campus, is more traffic-intensive, commercially-scaled, and relatively treeless. [Fig. 71a] In contrast, Benefit Street, the primary street of the Central Campus, is intimate, residential-scaled, and lush. [Fig. 71e] This partially may explain why many students who travel to the Southern Campus prefer the longer route along Benefit Street and Planet Street instead of the more direct route along South Main Street or South Water Street. [Fig. 71c]

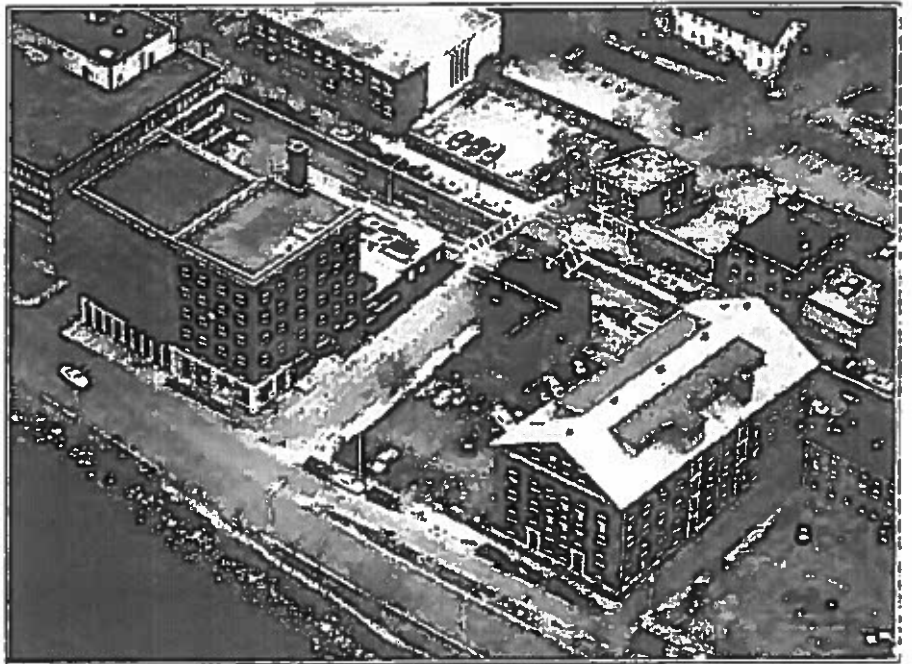


Fig. 70a Aerial view 161 S. Main (left) and B.E.B. (right)

As daily student activities shift southward, so might preferences for housing, expanding the present concentration of student residences. If more students choose (or find) places to live between the Southern Campus and Central Campus Block, the perceived distance between them may diminish.

The use of 161 South Main Street will provide a substantial increment of new campus space, allowing some departments to consolidate and others to gain much-needed space. The growth of the southern node will increase the need for shared academic facilities between B.E.B. and 161 South Main, such as Liberal Arts classrooms and a mid-sized auditorium for multidisciplinary gatherings.

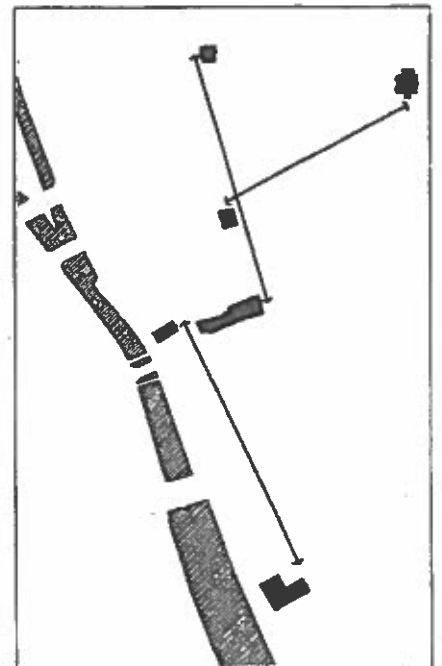


Fig. 70b Identical distances on campus



Fig. 71a South Main Street near Planet Street



Fig. 71e Benefit Street near Planet Street



Fig. 71b View of 161 South Main from South Water Street

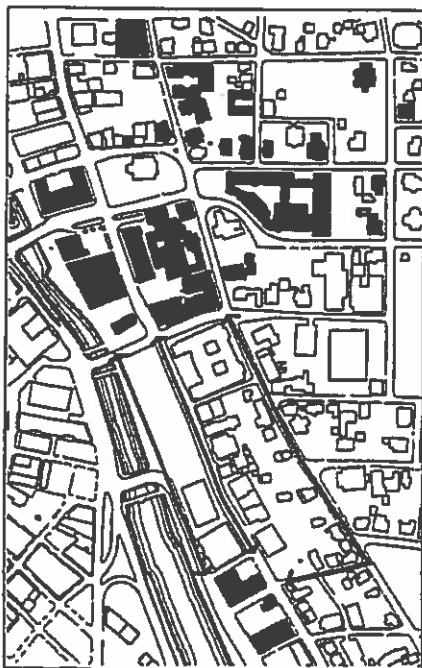


Fig. 71c Paths to the Southern Campus

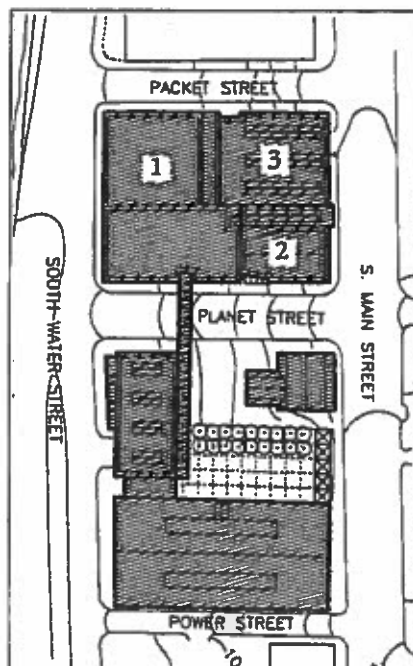


Fig. 71d Plan of recommended improvements

TABLE 71 RECOMMENDATIONS FOR THE SOUTHERN CAMPUS

- 1 161 South Main Renovation**
 - renovate 161 South Main for academic use, consolidating the Industrial Design Department and sharing resources with the Bayard Ewing Building (B.E.B.)
- 2 Mid-Sized Auditorium**
 - investigate the feasibility of converting the former Cash & Carry Building into a mid-sized auditorium
- 3 161 South Main Addition**
 - plan for additions in the 161 South Main and B.E.B. parking lots for future programmatic needs, such as research space and common facilities, including a cafeteria, flexible multi-use space, and an exhibit gallery
- 4 Adaptive Reuse of Former Industrial Design Space**
 - reallocate the eight spaces formerly occupied by the Industrial Design Department (I.D.) to relieve other programmatic needs of the School
- 5 Student Housing**
 - investigate the acquisition and conversion of suitable residential structures to fulfill the need for student housing and to help connect the Southern Campus to the Central Campus Block

161 SOUTH MAIN STREET

72

The former Roitman Furniture Building complex, located at 161 South Main Street, was acquired by RISD in 1993. [Figs. 70a & 71b] Comprised of several attached buildings of various scales, the complex includes a cluster of three primary buildings totaling 40,000 net square feet of space oriented towards the Providence River and downtown, and a one-story structure, the former "Cash & Carry" Store, with 3,500 net square feet of space oriented towards South Main Street. [Fig. 72a]

To be usable as an academic facility, 161 South Main must be fully renovated and upgraded. Among other improvements, adequate environmental systems and utilities must be expanded, windows must be unblocked or replaced, adequate fire stairs and toilets must be provided, and a passenger elevator must be installed as part of the code requirements to fulfill access for the disabled.

Renovation of "Roitman" commenced in early 1996 and is scheduled for completion in the Fall of 1996. Among the planned uses of 161 South Main will be the consolidation of Industrial Design (ID), currently distributed over eight separate buildings throughout the campus. [Fig. 73c] The move will allow ID to reestablish its sense of identity as a department, improve internal communications, and utilize its resources more efficiently.

A fully renovated 161 South Main also will provide common facilities to be shared with B.E.B. and other programs. Anticipated uses include: shared

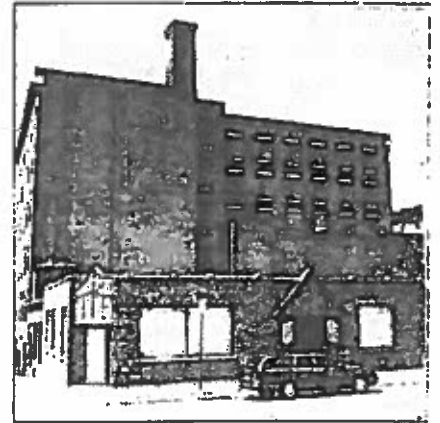


Fig. 72a East view of 161 South Main

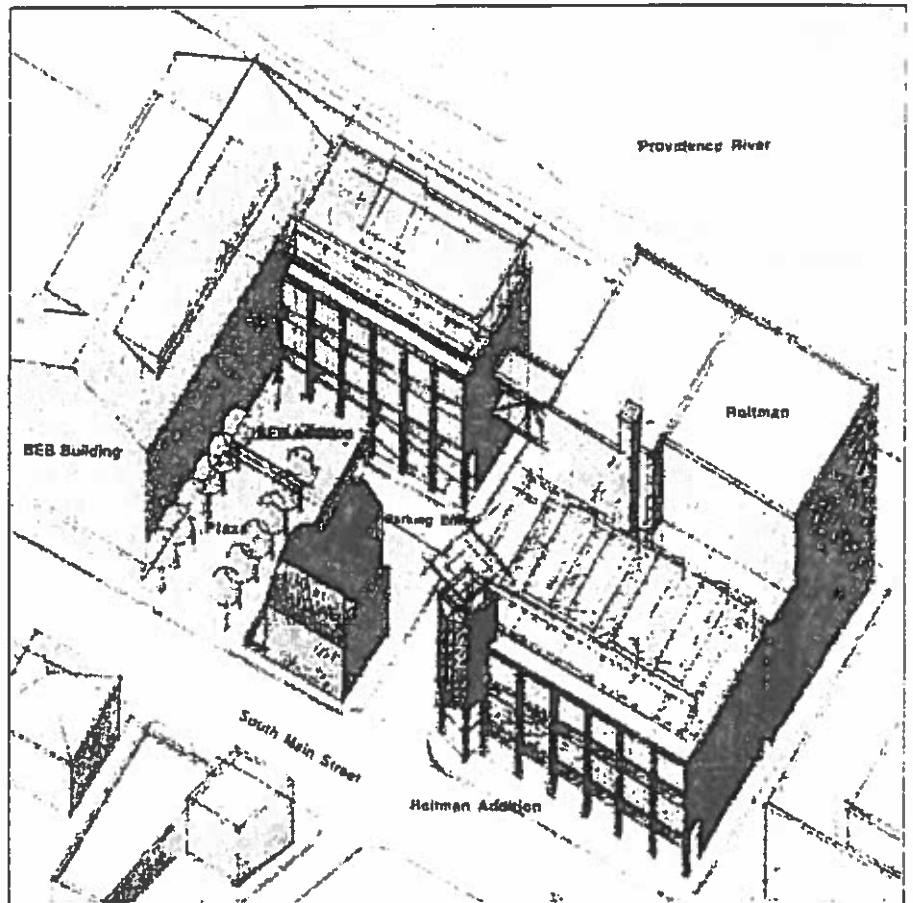


Fig. 72b Sketch of potential expansion of B.E.B. (upper center) and 161 S. Main (lower right)

workshops and laboratories, classrooms for Liberal Arts courses, and multi-use areas for exhibitions and reviews. The primary level will feature a pedestrian ramp leading from South Main Street to an entrance lobby within the core of the complex. [Figs. 72c & 73a] Unfortunately, the column spacing of the three primary buildings does not permit the inclusion of a much needed mid-sized auditorium without costly structural modifications. Improvements for the parking lot and one-story Cash & Carry

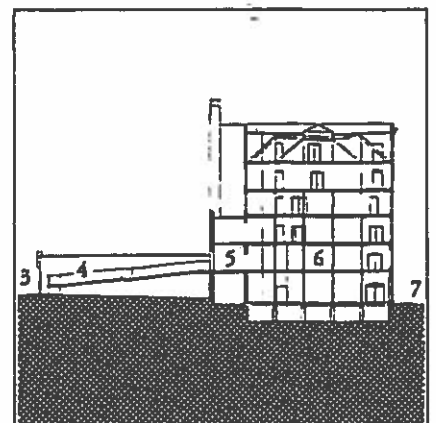


Fig. 72c Concept section of 161 S. Main

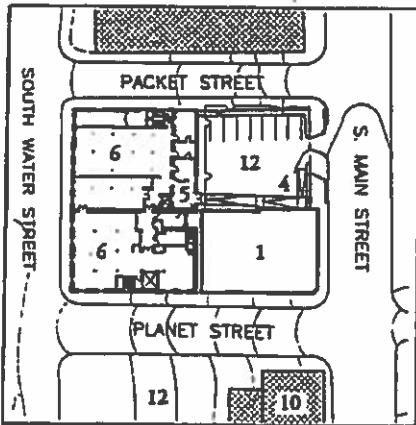


Fig. 73a Entry level plan at 161 S. Main

- 1 former Cash & Carry Store
- 2 Planet Street
- 3 South Main Street
- 4 access ramp to new entrance
- 5 lobby
- 6 studio or workshop
- 7 South Water Street
- 8 Packet Street
- 9 B.E.B.
- 10 Gower Building
- 11 161 South Main Street
- 12 existing parking lot
- 13 proposed Cash & Carry auditorium
- 14 Market House
- 15 Bank Building
- 16 Memorial Hall
- 17 Metcalf Building
- 18 20 Washington Place
- 19 173 Benefit Street
- 20 East Hall

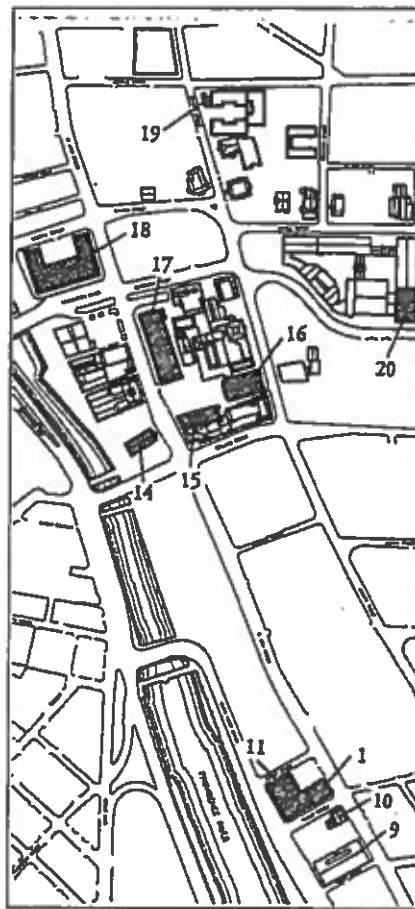


Fig. 73c Current I.D. locations

Building will be implemented at a later date.

A MID-SIZED AUDITORIUM

Demolishing the "Cash & Carry" and utilizing the 161 South Main parking lot would enable a new facility to be realized, accommodating additional support and service functions, such as a dining facility, an auditorium, additional instructional and research facilities, nearly doubling the existing

complex. [Fig. 72b] However, the resources required to undertake such a project are substantial and construction is not anticipated in the near future.

A more feasible, less costly initial program would be to modify the "Cash & Carry" into a mid-sized auditorium. [Fig. 73b] Assuming that the basic structure of "Cash & Carry" is sound, it may be possible to reuse the shell and foundations and simply raise a light-weight roof to provide adequate headroom for an auditorium. In addition to congregation space, such a conversion could provide an entrance hall at the street edge of South Main Street and an important element identifying RJS on South Main Street — the southern approach to the campus and downtown from Interstate 95 — and contributing to RJS's overall public identity and place-making.

IMPACT OF THE SOUTHERN CAMPUS EXPANSION

The consolidation of the Industrial Design Department at 161 South Main will make available over 29,000 square feet of current ID space for immediate reallocation to other departments. [Fig. 73c] Programmatic improvements identified by the Master Plan Committee include: an immediate need to establish a base for the new Furniture Design Department, relieve widespread congestion experienced by several departments, and provide more shared space for multidisciplinary interaction.

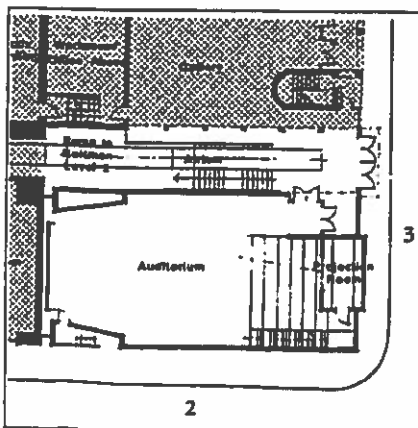


Fig. 73b Cash & Carry auditorium plan

The Southern Campus offers RISD opportunities to address several longer-term space needs, especially as the Central Campus Block and Riverfront area reach capacity. Assuming that displaced parking is addressed adequately [See pages 84-85], the current combined parking lots at B.E.B. and 161 South Main can provide 30,000 to 40,000 square feet of additional academic space. [Figs. 72b & 74a]

With the exception of 20 Washington Place, expansion around the Southern Campus has fewer constraints than the campus center: less traffic congestion, lower density, and less competition for public parking. In addition, a larger RISD presence at the Southern Campus will contribute to the urbanity of the area, complementing the riverfront, reinforcing the city's southern gateway, and strengthening the neighborhood between Power Street and College Street.

Another benefit for the surrounding neighborhood may be a gradual upgrading of the housing stock. The character of residences between Planet Street and College Street resembles many of the "outer houses" that RISD has renovated for student housing along Angell Street [Fig. 29c] and further north along Benefit Street. Opportunities to expand RISD's "outer house" program near the Southern Campus would benefit both the School and the surrounding neighborhood.

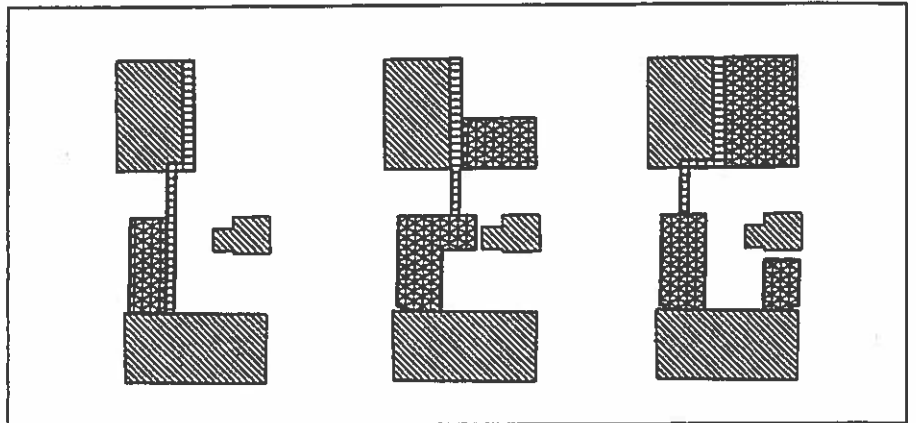
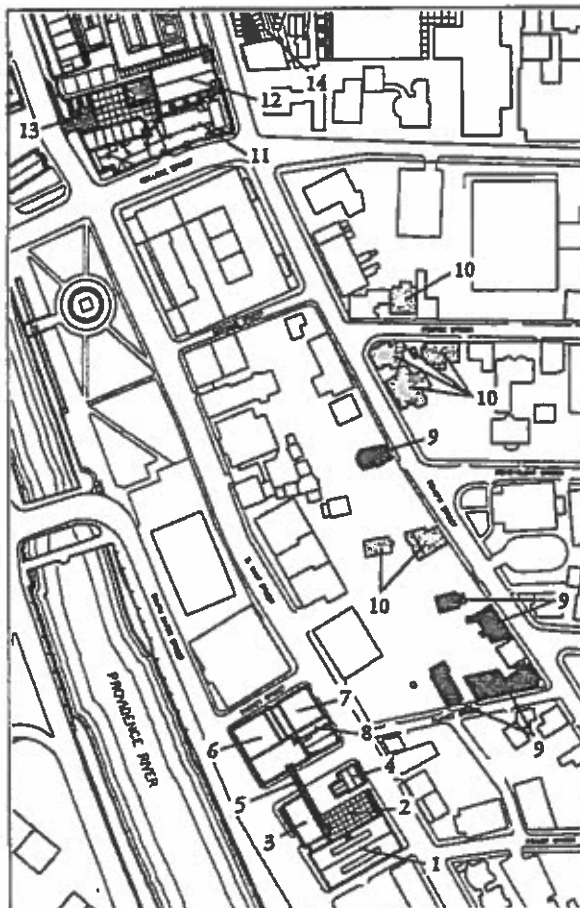


Fig. 74a Three alternative strategies for future expansion of the Southern Campus



- 1 B.E.B.
- 2 Future B.E.B. courtyard
- 3 Future B.E.B. addition
- 4 Gower Building
- 5 Future bridge link
- 6 161 South Main
- 7 Future 161 S. Main addition
- 8 Potential atrium
- 9 Existing student apartments
- 10 Potential residential links
- 11 College Building
- 12 Memorial Hall
- 13 Metcalf Lot
- 14 Frazier Terrace

Fig. 74b Vicinity plan between Southern Campus and Central Block

PART II, CHAPTER FOUR
**RESIDENTIAL HILL &
OTHER IMPROVEMENTS**



Fig. 75b Aerial view in 1995 from the northeast: Woods Gerry (bottom), Central Block (top)

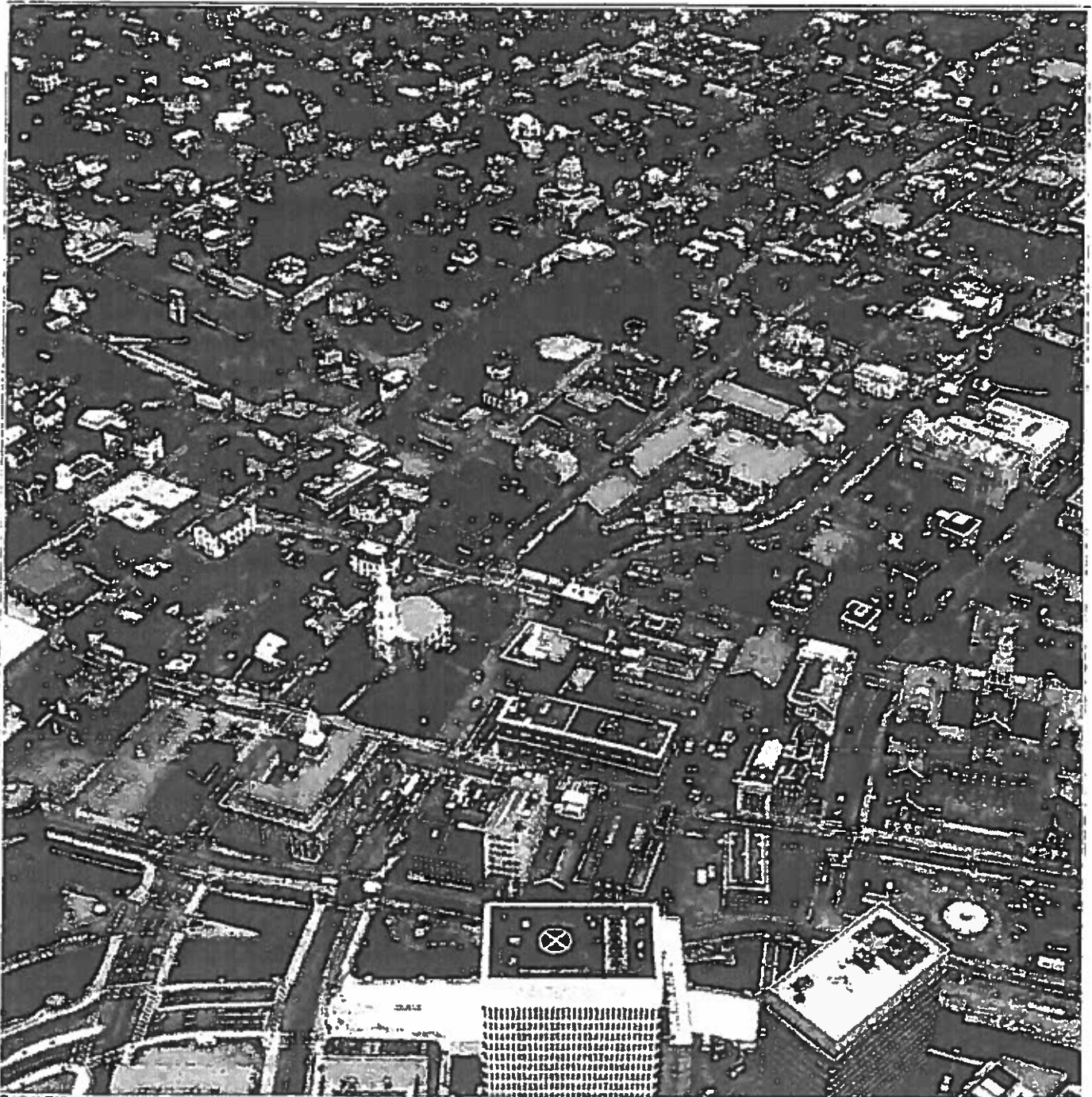


Fig. 75a Aerial view in 1995 looking west: Riverfront (foreground), Residential Hill (left center), and Brown University (upper right)

"The intimate "village" scale of the East Side and much of the campus is an important feature for me; it draws you in and the qualities you discover then keep you involved."

— RISD EMPLOYEE, 3 YEARS

The largest precinct on the RISD campus is an area which this Master Plan calls "Residential Hill." Lying northeast of RISD's Central Campus Block and northwest from the heart of Brown University, it is an area which is generally low density, heavily landscaped, and predominantly residential. [Figs. 75a & 75b]

Commanding a view of the campus core, the Museum of Art, and the downtown [Fig. 76a] is a dormitory and dining/meeting complex formerly known as Residential Quadrangle. [Figs. 78a & 78b] Radiating from this enclave is a variety of student housing [Figs. 29a through 29d], including several popular "outer houses" which were renovated and converted by RISD for group living. Along the northern edge of the campus lies the house and grounds of Woods Gerry, the current administrative headquarters, visitor's center, and student exhibition gallery of RISD. [Figs. 82a & 82b]

Two important paths lead from the academic core to Residential Hill. The primary pedestrian corridor is an informal midblock path which extends from Market Square and the Central Campus Block. [Fig. 55a] The primary vehicular path converges upon Waterman Street — from Washington Place, South Main Street, and Benefit Street — at the church and green of the First Baptist Meeting House, built in 1775. [Fig. 83a]

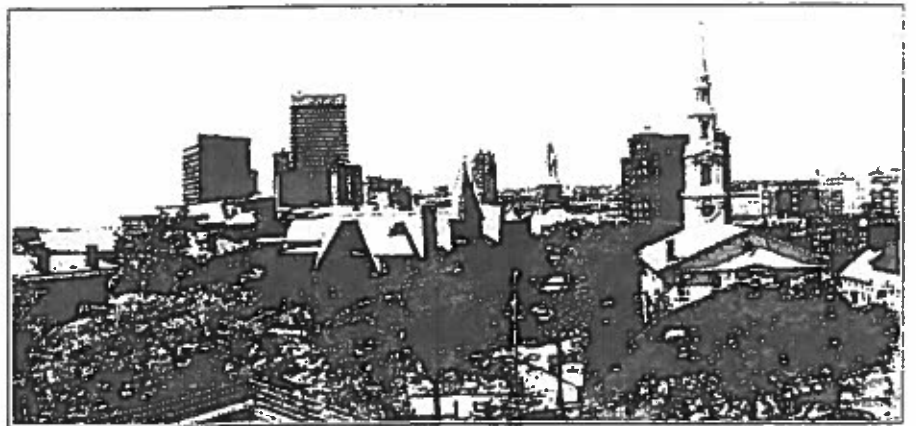


Fig. 76a View east of the central campus and downtown from the Residential Quadrangle

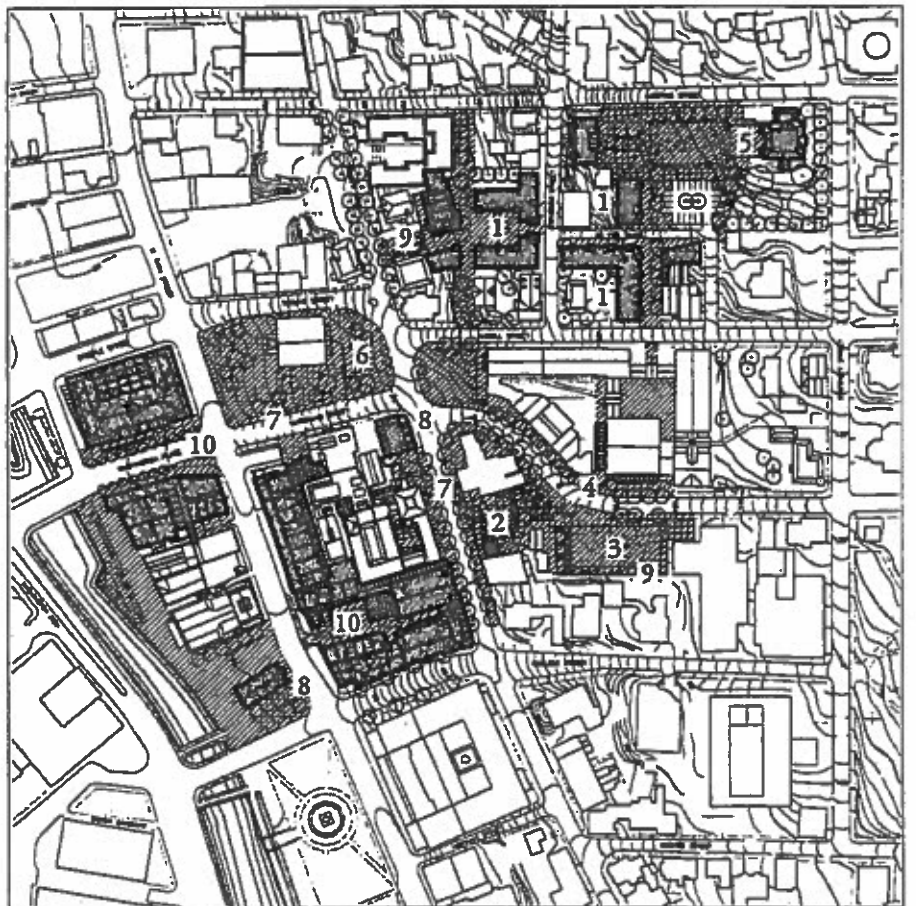


Fig. 76b Plan of improvements proposed for Residential Hill

"RISD has the greatest outer housing."

— RISD STUDENT

TABLE 77 RECOMMENDATIONS FOR RESIDENTIAL HILL & OTHER IMPROVEMENTS

1 New Student Housing

- fulfill the need for student housing and reinforce the residential quality around the academic core through a program which includes expanding the network of "outer houses" with acquisitions and conversions of suitable residential structures along RISD's perimeter
- continue to explore the potential of housing alternatives, including: building new student housing on suitable RISD lots; renovating loft structures for student residences; and promoting the relationship between the campus and downtown through temporary and long-term use of downtown buildings for housing or academic uses

2 Frazier Terrace Improvements

- complete the cross-campus pedestrian link between the riverfront and Residential Hill by converting Frazier Terrace into a park, providing for open-air exhibits, performances, seating for an amphitheater; and improving the landscape, plantings, and pedestrian access

3 Waterman Field & Parking

- explore the feasibility of building a garage and landscaped field for outdoor assembly and recreation by consolidating — through lease, purchase, or joint venture — the adjoining parking lots on Waterman

Street owned separately by RISD and the University Club

4 Residential Quadrangle Connections & Modifications

- increase pedestrian access into and through The Met by clarifying — through selective redesign and renovation — the connection between Frazier Terrace and Woods Gerry

5 Woods Gerry Adaptive Reuse

- promote the reuse of Woods Gerry, such as converting or enhancing its use as a reception center, a facility for artists-in-residence and overnight guests, and a park with expanded nature and sculpture gardens

6 First Baptist Church Green

- enhance the civic attributes of the landmark green of the First Baptist Church by contributing to the improvement and maintenance of the grounds

7 Street Improvements

- create a new terrace and RISD entrance to the Central Block from Waterman Street by extending the Main Street bus tunnel entrance towards the western street edge
- widen the southern sidewalk on Waterman Street between South Main and Benefit Streets to improve pedestrian access and safety
- enhance the civic attributes of Benefit Street by extending and reinforcing the canopy of trees and maintaining the sidewalk pavement

8 Code Upgrades & Infrastructure Improvements

- renovate Carr House to correct fire and accessibility deficiencies and expand the use of the structure, including a possible relocation of the Offices of the President and Institutional Advancement closer to the center of campus
- renovate Market House to correct code deficiencies, provide short-term departmental use, and plan for the long-term relocation of Admissions and the campus visitor's center closer to the center of campus
- enhance the use of RISD's facilities and improve basic services, such as environmental comfort, utilities, network systems, security, trash disposal, signage and wayfinding, and warehouse storage

9 New Parking Facilities

- explore the feasibility of increasing parking capacity and replacing spaces lost to new construction by building garage structures on suitable RISD lots, acquiring appropriate properties, developing efficient garage structures on new land acquisitions, and implementing a shuttle bus system

10 Design Standards

- require that new construction and renovations respect the spirit and character of the context into which they are built by promoting design excellence and construction quality, not iconographic or historic mimicry

NEW STUDENT HOUSING

78

As in other neighborhoods, the strength of community often is dependent upon the quality of housing, access to amenities, and a critical mass of residents who share common interests.

With the objective of building community and expanding the collegiate experience of students living on campus, the RISD Board of Trustees made a commitment in 1995 to increase student housing by at least 300 beds. In conjunction with the existing housing stock, the planned additions will provide approximately 50% of the student population with on-campus living. RISD intends to continue acquiring, renovating, and converting suitable structures for student housing, including former homes, apartment buildings, and loft buildings, such as those available around the North Campus and downtown.

Alternatively, underutilized RISD-owned land and sites with deteriorating facilities [Fig. 78c] may be used to construct new student housing. Although the cost may be slightly higher than for renovated structures, the option would provide RISD with opportunities to use its property and resources more efficiently and improve the network of student housing clusters, residential open spaces, intracampus pedestrian paths, and the general landscape of the overall campus. [Fig. 79b]

The area which includes Farnum Hall and the yards of adjacent outer houses [Figs. 78d & 78e] is a good candidate for infill student housing and



Fig. 78a Aerial view of the Residential Quadrangle (formerly Refectory) and surrounding housing



Fig. 78b View of Refectory from the north



Fig. 78d Aerial view of "Farnum Hill"

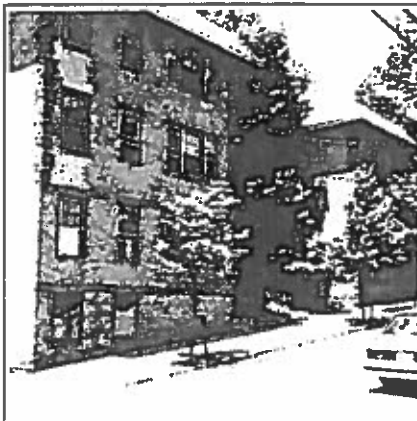


Fig. 78c Farnum Hall

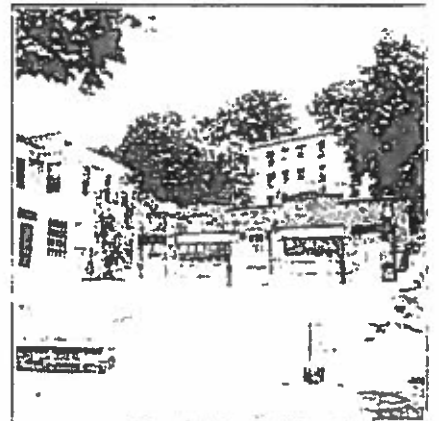


Fig. 78e View east towards Farnum Hill

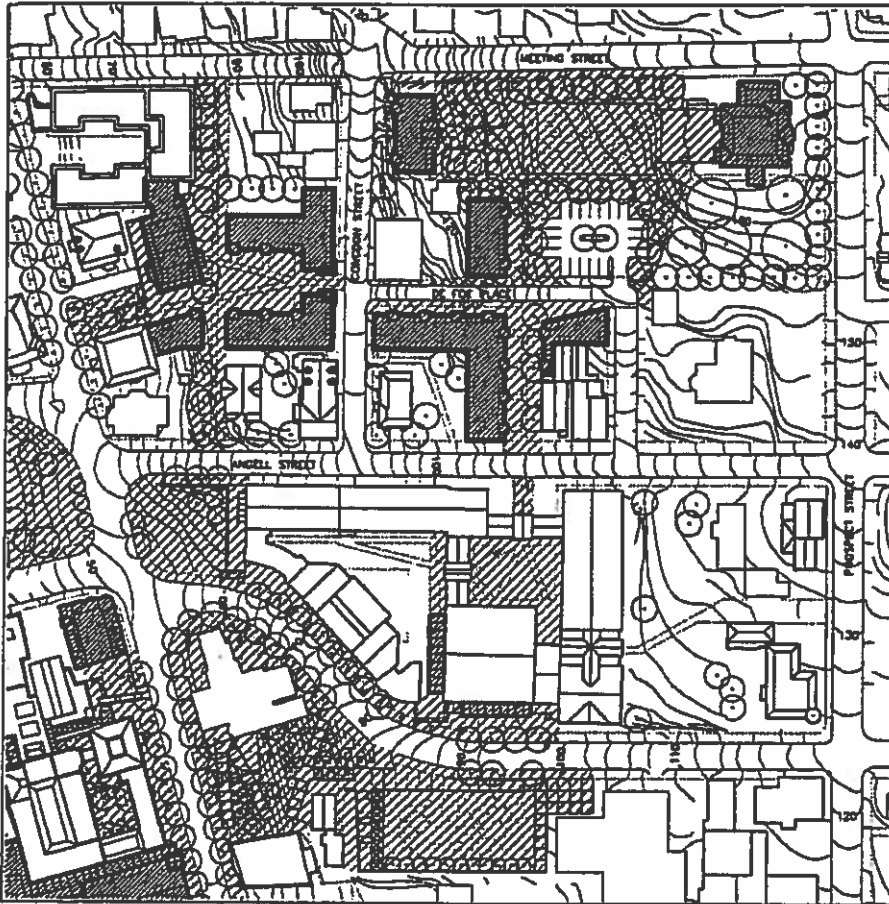


Fig. 79a Concept plan of infill student housing along RISD's northern boundary

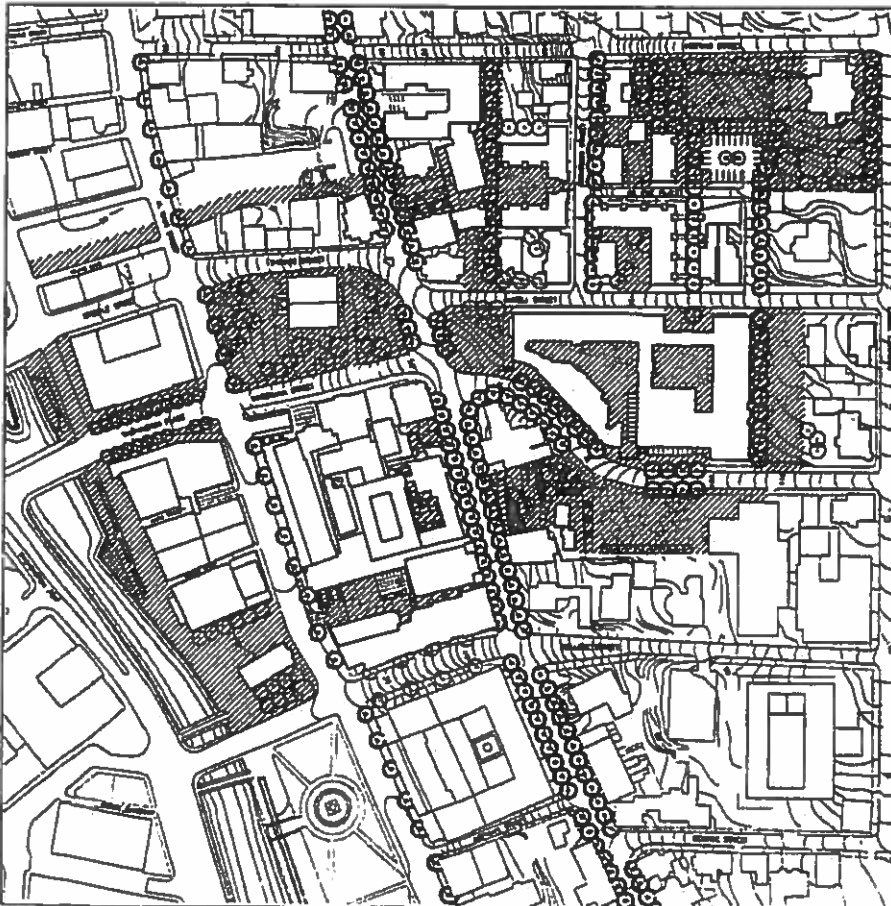


Fig. 79b Overall landscape concept of tree allées and open spaces

improvements. It provides an opportunity to replace a dilapidated building and extraneous open spaces with a new residential quadrangle to complement the existing fabric [Fig. 79a], improve the network of pedestrian paths and open spaces [Fig. 79b], and enhance the residential micro-environment. [Fig. 98d]

OPEN SPACE IMPROVEMENTS

Like the improvements proposed for buildings, upgrades to overall landscape will make the campus more coherent and improve the outdoor environment for RISD's constituents and the surrounding community. Wayfinding would be clarified.

The overall ambiance of the campus would be enhanced for those who live, work, and pass by. And opportunities to enrich the senses, including the addition of more "sacred places" [See page 28], for contemplating, working, and enjoying art, would be multiplied. Figure 79b illustrates an overall strategy for a network of pedestrian paths and open spaces which enhances the existing landscape, introduce new planting, and takes advantage of the topography.

Among the variety of present open spaces, several sites are especially noteworthy, including Frazier Terrace, the green of First Baptist Church, and other sites which connect the campus center to Residential Hill. Recommendations for the improvement of these spaces are discussed in greater detail

below and in the APPENDIX, *Landscape Guidelines and Standards*.

Frazier Terrace

Prior to RISD's acquisition of the Ewing Center property in 1995, Frazier Terrace was a distinct interruption in a direct pedestrian path between the campus center and Residential Hill. [Fig. 13] A significant pedestrian link connecting Benefit Street and Waterman Street through Frazier Terrace [Fig. 80a] can now be planned (to replace the recent temporary stair) and activities in the stepped plaza may venture beyond the confines of the lower street edge. [Fig. 80b]

By transforming its profile, materials, function, and landscape, Frazier Terrace simultaneously can become both a connector and an attractive, vibrant space for social and recreational activity. Through a combination of regrading, new paving, and modified planting, several amenities can be programmed into the redesign of Frazier Terrace, including:

- a network of paths and gardens for leisure, contemplation, and social interaction
- new and modified planting to reinforce the pedestrian corridor, enhance sightlines, and permit more sunlight
- assembly spaces, such as an amphitheater and stage, to permit fair

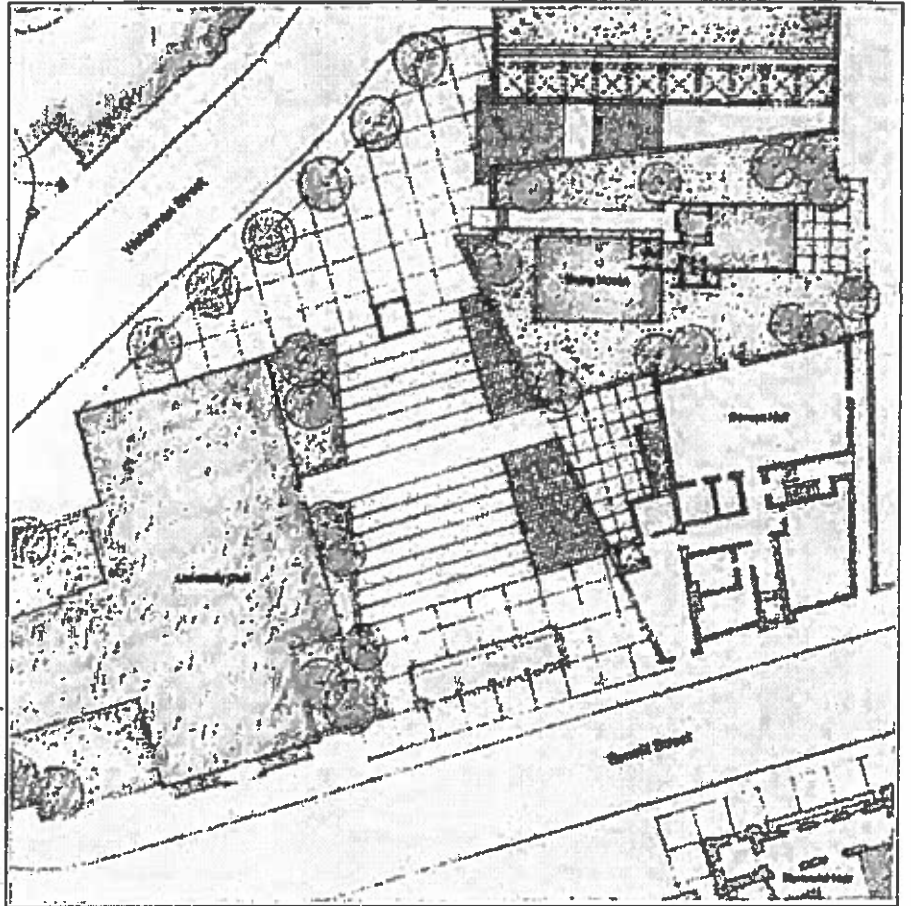


Fig. 80a Concept plan for a new park and amphitheater at Frazier Terrace



Fig. 80b Street level view of Frazier Terrace

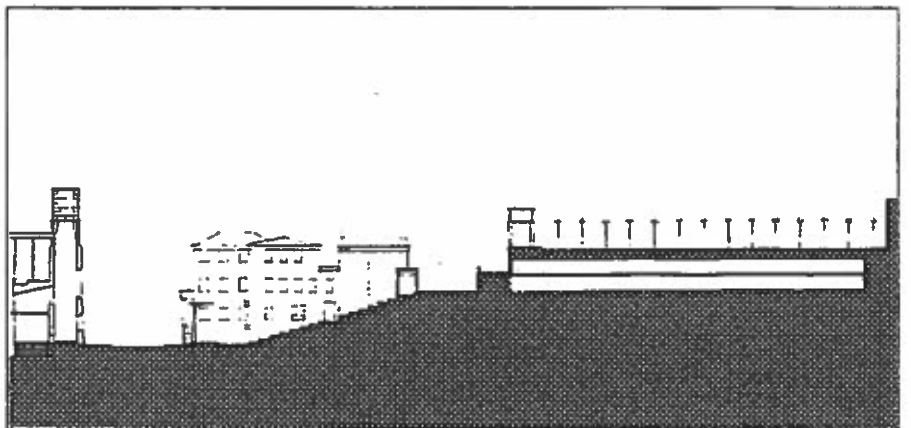


Fig. 80c Concept section of Benefit Street (left), Frazier Terrace, and Waterman Garage & Field

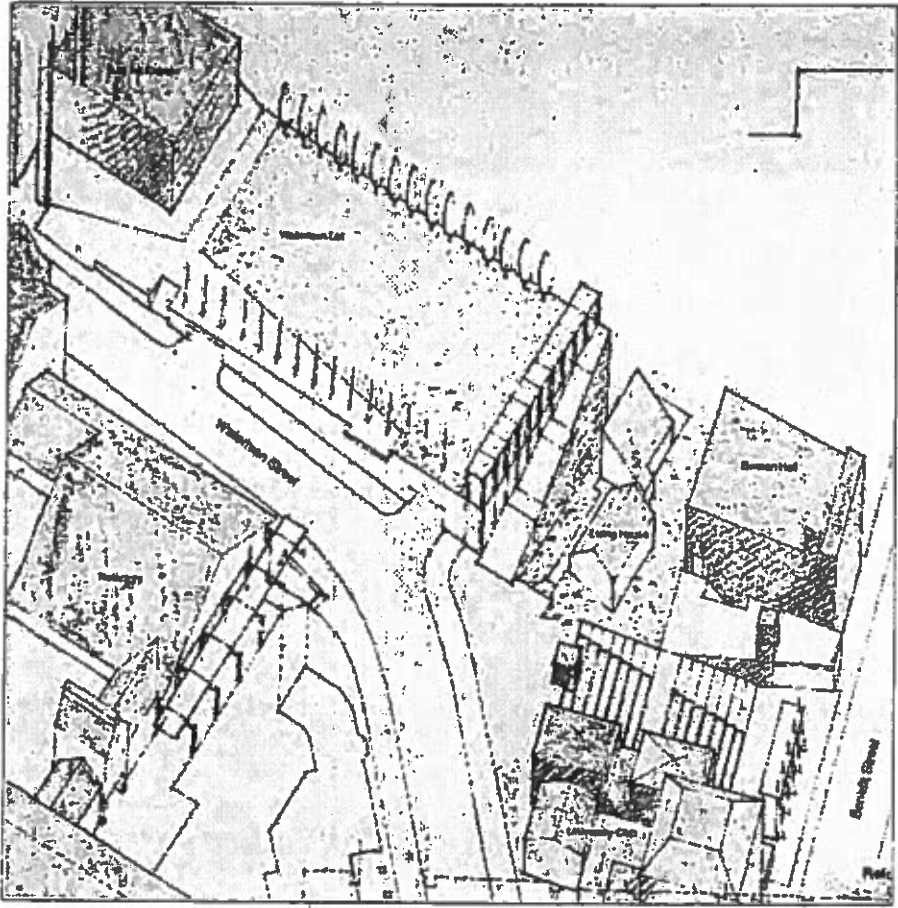


Fig. 81a Sketch of new Met Stair (left), Waterman Field (center), & Frazier Terrace (right)



Fig. 81b The Met from Waterman Street

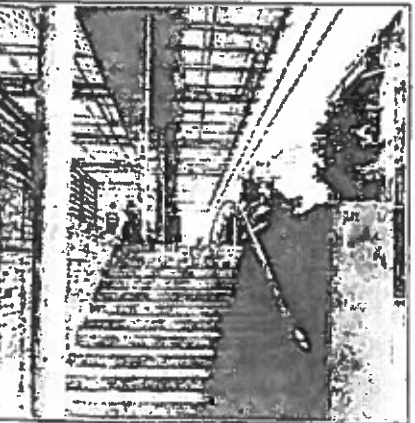


Fig. 81c A public stair in Barcelona

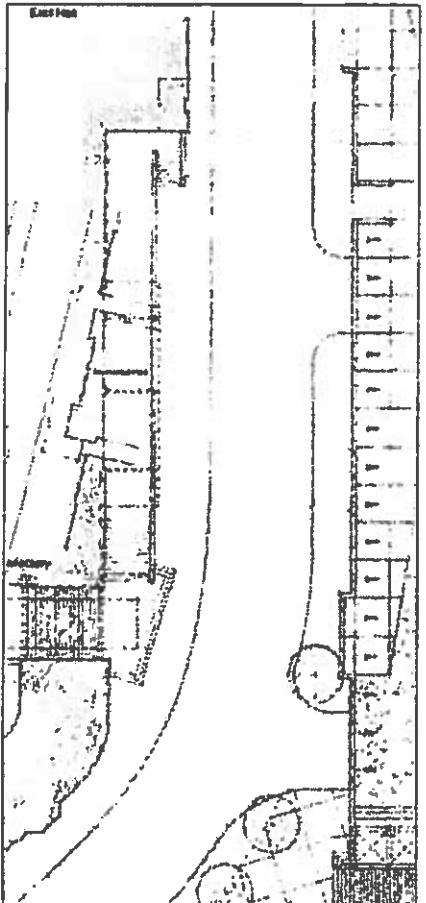


Fig. 81d Street level improvements at The Met

weather lectures, performances, evening films, and other forums

- integrated and coordinated design along its edges with functions from, and access to, the University Club and Benson Hall

Waterman Field & Connection to the Residential Quadrangle

RISD does not enjoy the proximity of a large central quadrangle. Its outdoor spaces tend to be more intimate or room-like: "The Beach" [Fig. 26b], a popular and sunny green knoll bounded by high-volume traffic lanes on three sides and an edge of Residential Quad; the First Baptist Church Green [Fig. 83a], a traditional New England green but surrounded by busy streets; Nickerson Green [Fig. 28c], the side yard of Nickerson Hall, away from the center of campus; Woods Gerry Sculpture Garden, a secluded lawn ringed by dense trees along RISD's northern boundary [Fig. 82b]; Gardner Jackson Park, a public open space located between the campus center, the riverfront, and the Southern Campus. [Fig. 17]; and the new Riverfront Park along the Providence River. [Fig. 28a]

Waterman Field presents an opportunity to create a new 1.5-acre park over the adjoining Waterman Street parking lots owned separately by the University Club and RISD [Fig. 81a], introducing a significant new open space near the campus center. Through acquisition or joint venture, the lots may be combined to develop a

"I would dream to have our own space, whatever it may look like, for graduation ceremonies, feeling that we are congratulated in our own house."

— THIRD YEAR RISD STUDENT

82

partially underground garage [Fig. 80c] — doubling the number of parking spaces — and create a recreational field on the garage's "roof."

As a complement to the cross-campus pedestrian path through Frazier Terrace, Waterman Field would be an ideally-situated open space to serve the School and the Museum of Art. As the "Common" or *agora* of the campus, the field would provide a counterpoint to the density of the adjacent Central Campus Block and act as a transition space to the residential neighborhood on the hill. Its many roles can include: park, recreation field, performance space, and graduation theater.

Residential Quadrangle

Residential Quadrangle, fortress-like and uphill [Figs. 78a & 78b], currently does not complement the primary cross-campus path. To make the complex more accessible, it may be possible to remove the obsolete retaining wall along Waterman Street [Fig. 81b] to allow street level access into The Met and a widening of the sidewalk. [Fig. 81d] Through selective demolition at the joint between The Met and South Hall, a new outdoor stair to upper terrace [Fig. 81c] may be inserted to create a more inviting path into and through Residential Quadrangle and reduce the uninviting character of the existing Waterman Street edge.

Reuse of Woods Gerry

Woods Gerry House is one of RISD's most prized properties in terms

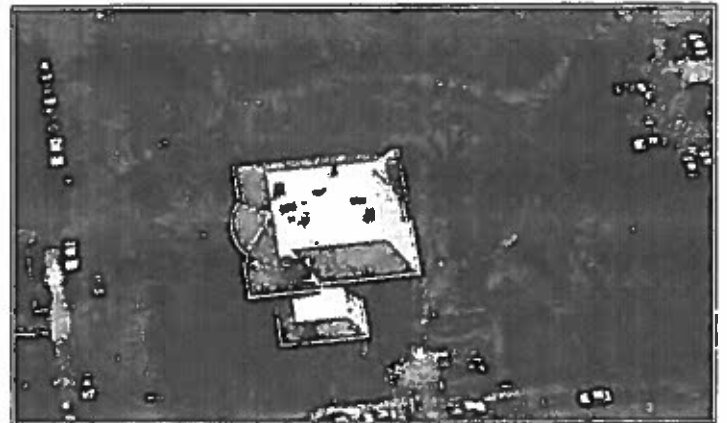


Fig. 82a Aerial view of Woods Gerry



Fig. 82b Woods Gerry at the turn of the century

of size, location, and ambiance. [Figs. 82a & 82b] It currently serves well the Offices of the President and Institutional Advancement, Admissions Department, and the Woods Gerry Gallery. As a favorite location for receptions, conferences, and special events, the activities at Woods Gerry occasionally conflict or become crowded. Should the administrative functions relocate to the campus center as planned, the role of Woods Gerry as a retreat and conference center can be

expanded, enhancing it as a resource, providing potential revenue, and filling the need for overnight guest quarters and residences for visiting artists.

First Baptist Church Green

For over 200 years, the church and green of the First Baptist Meeting House [Fig. 83a] have served as College Hill's public common, providing a point of orientation at a pivotal location for all who travel between downtown

"Maybe in order to slow traffic on Benefit Street, RISD should purchase a UPS truck and permanently double park it on one side."

— RISD FACULTY MEMBER, 20 YEARS



Fig. 83a The church and green of the First Baptist Meeting House



Fig. 83b Washington Place & S. Main St.



Fig. 83c View west to Westminster Street

and College Hill. [Figs. 75a & 76a] By association and proximity, the green also serves as a focal point for RISD. The public realm and overall open space environment of the campus would benefit immeasurably from RISD's participation in a program to enhance and maintain the grounds and landscape of this landmark.

STREET IMPROVEMENTS

As the primary open space for pedestrians and vehicles, streets deserve special attention. At a city-wide scale, Washington Place [Fig. 83b] — the primary threshold into College Hill — can be transformed into a special civic square. [Figs. 65a & 67c] Secondary streets, such as Amos Street, can be enhanced with the addition of an attractive courtyard. [Figs. 67c & 68a]

Traversing through the RISD campus, Benefit Street [Fig. 71e] has long been the most prominent and cherished of all College Hill streets. A program to enhance and maintain its civic attributes — such as extending and reinforcing the canopy of trees and maintaining the sidewalk pavement — should be part of an overall landscape strategy. [See APPENDIX, *Landscape Guidelines and Standards*]

Waterman Street [Fig. 67a], a narrow extension of Washington Place, forms one of the prominent boundaries of the First Baptist Church Green. [Figs. 49a & 83a] A widening of the southern sidewalk between Main and Benefit Streets will improve pedestrian access and safety. An extension of the bus tunnel entrance towards South Main Street [Fig. 49d] will create a new terrace and RISD entrance to the Central Campus Block from Waterman Street.

The intersection of Westminster Street at Market Square [Fig. 83c] is a special opportunity for landscape and public improvements. To complement the addition of the Great Hall at the terminus of Westminster Street [Fig. 51e] and the new park along the river's edge, improvements in Market Square may include: upgrading the paving and planting, modifying Auditorium's southern facade with fenestration or a thin glazed addition, and adding new functions at the street level of Market House to animate the square and attract social and commercial activities.

"We need a parking garage!"

— THIRD YEAR RISD STUDENT

CODE UPGRADES & INFRASTRUCTURE IMPROVEMENTS

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Partially due to their age — more than 50% were built before the twentieth century — many of RISD's buildings have inadequate infrastructure or do not satisfy contemporary codes. In order to enhance their use and improve basic services, a continuing program is needed to upgrade and maintain older building systems, such as environmental controls and equipment, utilities, wiring, communication systems, security, trash disposal, signage and wayfinding, and bulk storage.

In addition, several existing structures require code upgrades to be fully operational. For example, fire and/or accessibility deficiencies at Carr House and Market House need to be corrected before their use can be expanded. Further upgrades and renovations to Carr House would be necessary if it is selected to bring the President and the Office of Institutional Advancement closer to the center of campus. Similar additional upgrades also would be needed in Market House if it is selected to make Admissions and the campus visitor's center more accessible from major roads and downtown.

PARKING

In each of the public workshops conducted by the Master Plan team, there was universal agreement that parking is insufficient to serve the needs of the School and the Museum of Art. [Figs. 85b & 85c] A mere 220 parking spaces are available on campus to serve over 2,000 students, nearly 300 faculty,

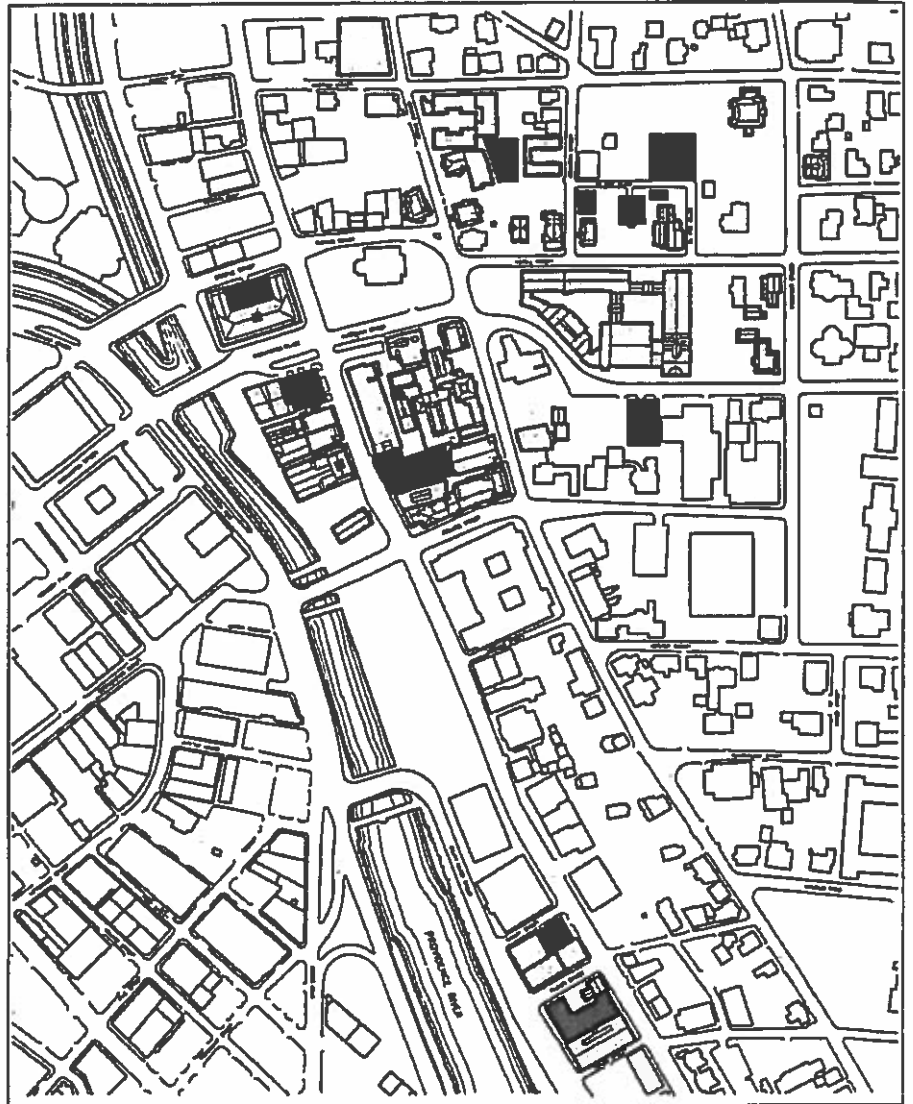


Fig. 84 Existing RISD parking lots

and over 200 staff — or one parking space for every eleven members of the campus population. The inadequacy of on-campus parking is greatly exacerbated when general visitors, Museum of Art patrons and volunteers, and Continuing Education students are included in the demand for parking spaces.

Parking capacity in each lot is relatively low. [Table 85] Although the loss of any parking lot to new development will be traumatic, RISD's parking

deficiency cannot be easily solved by a network of small parking lots. Higher-capacity solutions are essential in order to achieve a desirable volume of parking spaces and increase the efficiency of finding a spot.

The use of garages has other advantages, including: more efficient use of land and resources, a reduction of traffic and air pollution, and better definition of urban edges and space. It is possible to nearly double the current

"Why is there a parking lot in the center of campus? Shouldn't that be a campus gathering area?"

— SECOND YEAR RISD STUDENT

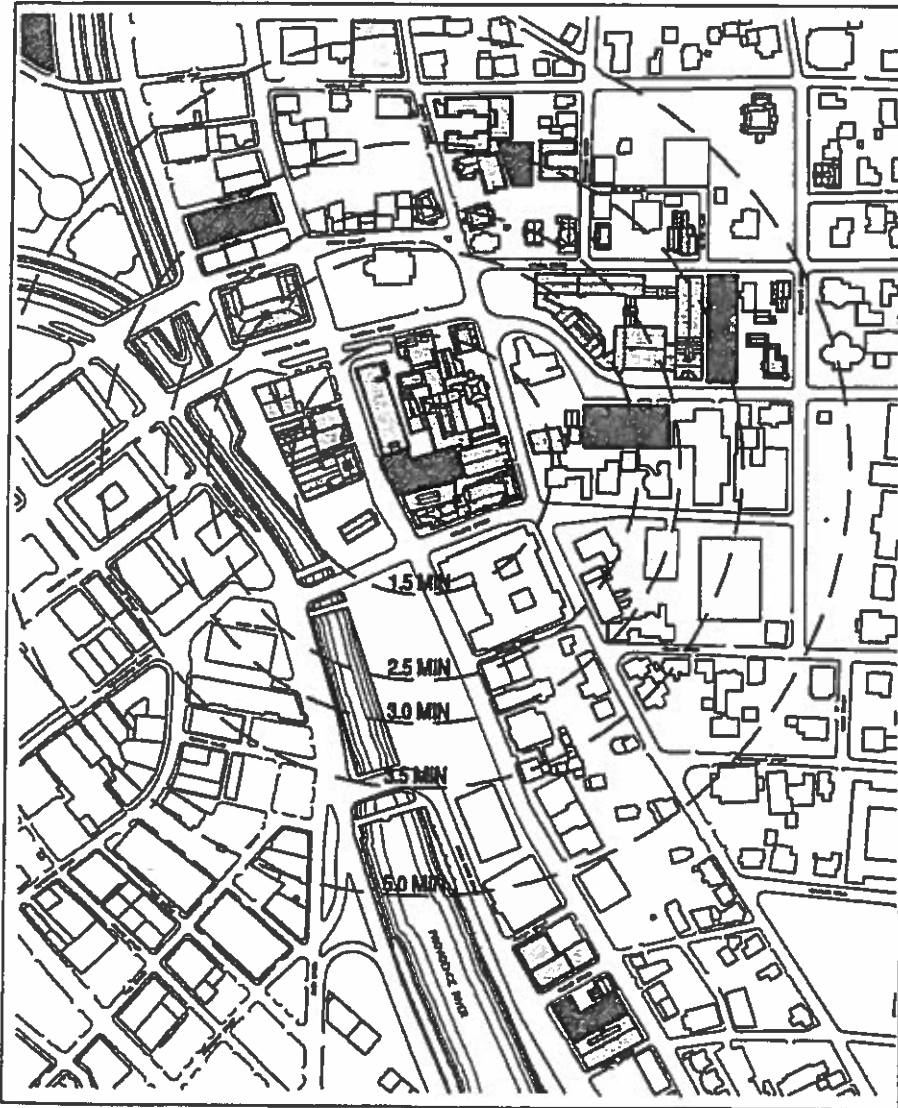


Fig. 85a Proposed RISD parking areas and estimated walking times

parking capacity with a selection of new garages at strategic locations, such as Waterman Field (Fig. 80c), Farnum Hill, and Nickerson Green, and still allow the use of some parking lots for new development. [Table 85] Alternatively, a shuttle bus system to remote parking lots, such as Citizen's Bank lot or the R.I. Heritage Harbor Museum lot, may provide a numerically superior, although operationally more complex, solution to increase available parking at RISD.

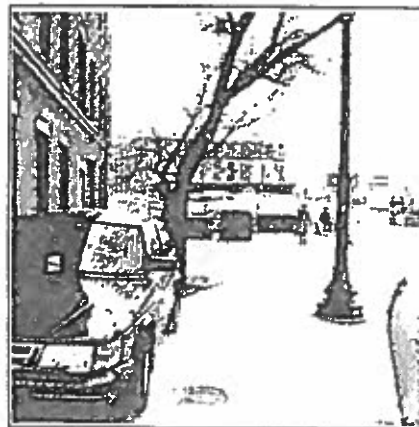


Fig. 85b An illegal bus creative parking space

TABLE 85 EXISTING & PROPOSED PARKING

PARKING ON RISD PROPERTIES:

Parking Area	Lot SF	Existing	Proposed
Angell St.	7,501	23	23
BEB	10,591	30	30
Farnum	6,669	20	110
ISB	7,533	24	0
Metcalf	14,788	47	64
Nickerson	21,606	0	110
Prov-Wash	4,389	14	0
S. Main St.	4,740	14	0
Waterman	8,133	24	65
Woods Gerry	11,508	24	24
TOTAL		220	426

PARKING ON OTHER PROPERTIES:

Parking Area	Lot SF	Existing	Potential
North Garage	23,000	75	210
Univ. Club	6,346	18	50
Shuttle to Citizen's Bank Lot			
Shuttle to Heritage Harbor Museum Lot			



Fig. 85c Current parking in Metcalf Lot

GENERAL DESIGN GUIDELINES & STANDARDS

86

The RISD campus and College Hill is an architecturally- and historically-rich environment. They provide a context which is both complex and varied, urban yet heavily landscaped and contoured, and physically historic yet culturally contemporary. New construction and renovations for buildings and open spaces should reflect the spirit and character of the context into which they are built. Design excellence and construction quality should be stressed over iconographic or historic mimicry. The following is an outline of general design guidelines and construction standards.

Buildings

New construction and renovations should:

- reflect quality, creativity, dignity, and stability
- promote scale, massing and height relationships complementary to adjoining historic buildings
- complement the profile of the East Side while acknowledging membership in the aggregation of buildings which comprise College Hill
- achieve all of the above by the use of its own language of form and detailing, without superficial stylistic mimicry of its neighbors
- contribute prominently and elegantly to defining civic spaces, promoting their status as public places

- formally respond to the street corridors, including the orientation to downtown
- engage the street, where possible, through fenestration, materials, detailing, and uses on lower floors that enrich the street-level experience of pedestrians
- engage pedestrians in a generous and graceful manner in public areas, such as lobbies, corridors, and entrances
- have a clear relationship and direct access, where possible, between public lobbies adjacent open spaces

Open Spaces

Public spaces should:

- create places for rest and respite
- provide a beautiful and symbolic public threshold for College Hill at Washington Square, Market Square, Metcalf Lot, First Baptist Church Green, South Main Street, Benefit Street, and Washington Place
- be generous enough to function independently and not appear as subsidiary spaces to buildings
- be designed as outdoor public rooms
- relate generally to building entrances and pedestrian paths

- be located, where possible, on the southern portion of sites in order to maximize sunlight and minimize winter wind exposure
- convey the image of soft, green space with rich massings of regionally-appropriate vegetation related to usable sitting and leisure places
- include a seasonal planting program and a prominent planting palette for all four seasons
- visually intrigue and inspire people throughout the year: those using it, those passing by, and those looking at the space from adjoining buildings
- provide space for occasional public activities, such as outdoor exhibits, seasonal events, performances or small group gatherings, in a way that will not allow these events to impede the functions of the adjacent buildings and pedestrian flow
- be designed and built to a complete level of finish, including locations for works of art

[For additional landscape guidelines, see APPENDIX, *Landscape Guidelines & Standards*]

PART III
APPENDIX

"... [T]here are, even now, other pressing needs for additional buildings and equipment. With the constantly growing demand for the type of education this institution provides, one can easily see that the School's resources are taxed to the utmost. In the light of what both the School and Museum have accomplished in elevating the artistic and industrial standards of Rhode Island, the work of both branches deserves the support of all public-minded citizens."

— THE NETOFIAN, OCTOBER 1921

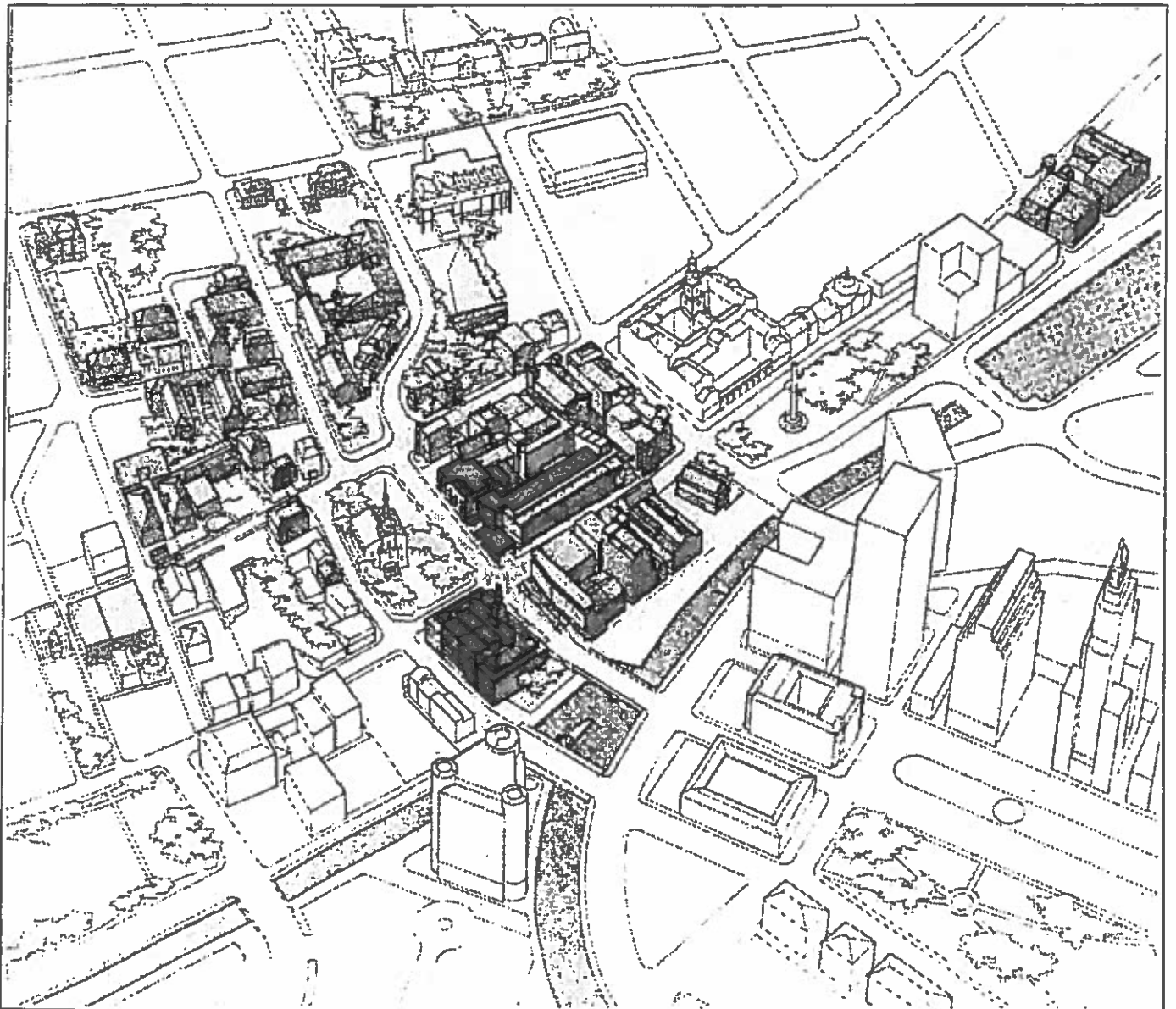


Fig. 87 Conceptual sketch of the RISD campus as it may appear with all of the physical improvements suggested in this master plan

APPLICABLE ZONING

C-2 General Commercial District
 Max. Ht. 45 feet or 3 stories

D-1 Downtown Central Business District
 Max. Ht.

- D-1-45 45 feet
- D-1-75 75 feet
- D-1-100 100 feet
- D-1-150 150 feet
- D-1-200 200 feet
- D-1-300 300 feet

- No setback at street level
- R Zone front yard requirement applies if site is across the street from an R Zone

I-2 Institutional Floating Zone
 Max. Ht. 35 feet or 2 stories

- max. height \leq max. height of any R Zone not overlaid by an I-2 Zone within 150 feet of the structure
- Allowable height shall be determined by the most restrictive height according with the following requirements:

- (1) 30 feet when any part of the institutional building is on a street line and R Zone is across the street, but may be increased by 1 foot for every one-foot setback from the street line, up to a max. height of 75 feet or 6 stories;
- (2) 40 feet whenever any part of the building is located 30 feet from an R Zone property line, but may be increased by 1 foot for every one-foot setback from the street line, up to a

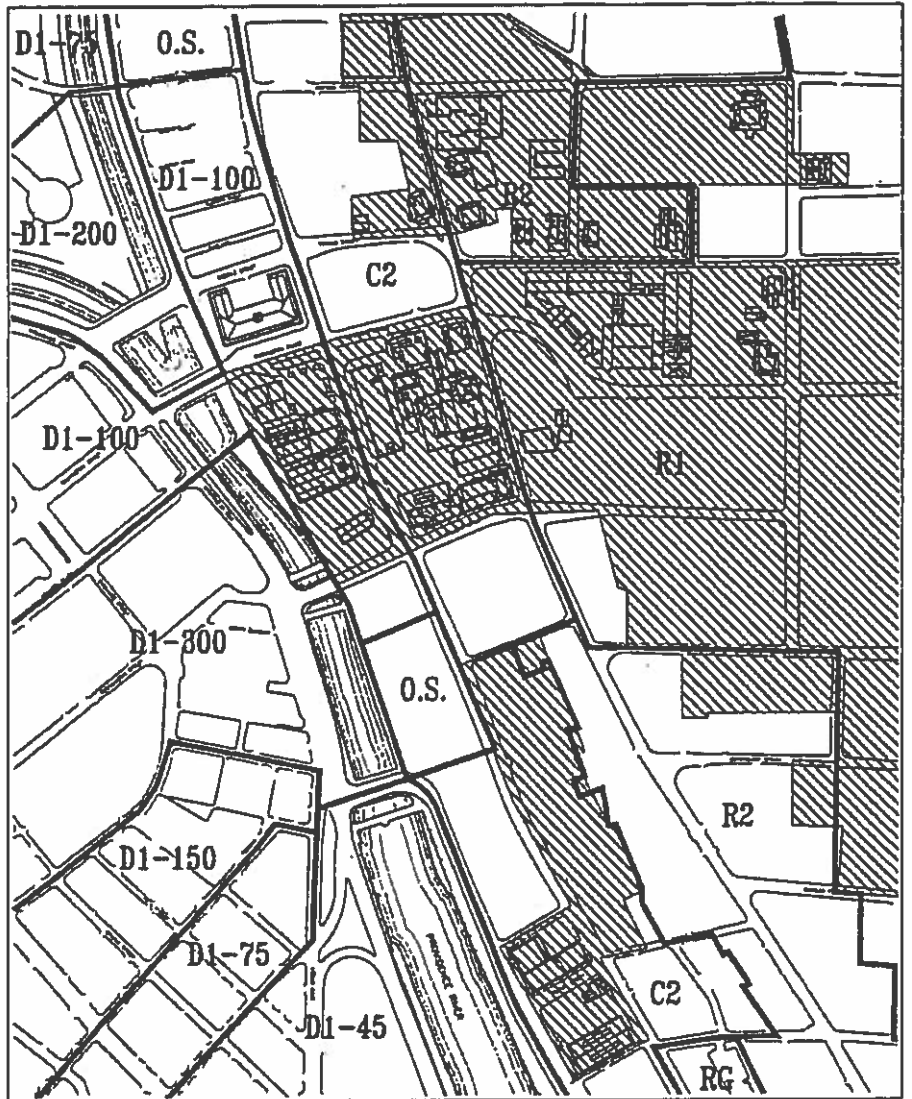


Fig. 88a Partial 1994 zoning map of the area surrounding the RISD campus

- max. height of 75 feet or 6 stories;
 - (3) in all other cases, max. height \leq 75 feet or 6 stories;
 - (4) setback distances in Items 1 and 2 are not required for lots in R Zones that are overlaid by an I Zone
- If the lot is used solely for residential purposes, max. height is 6 stories or 75 feet
 - When the block frontage is partly in an R Zone, but not overlaid by an I-2 Zone, the R Zone front yard requirements apply
 - If across the street from an R Zone not overlaid by an I-2 Zone, the R Zone front yard requirements apply

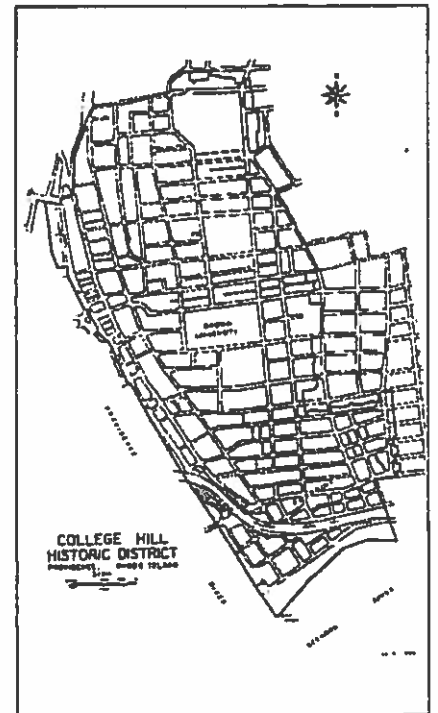


Fig. 88b College Hill Historic District

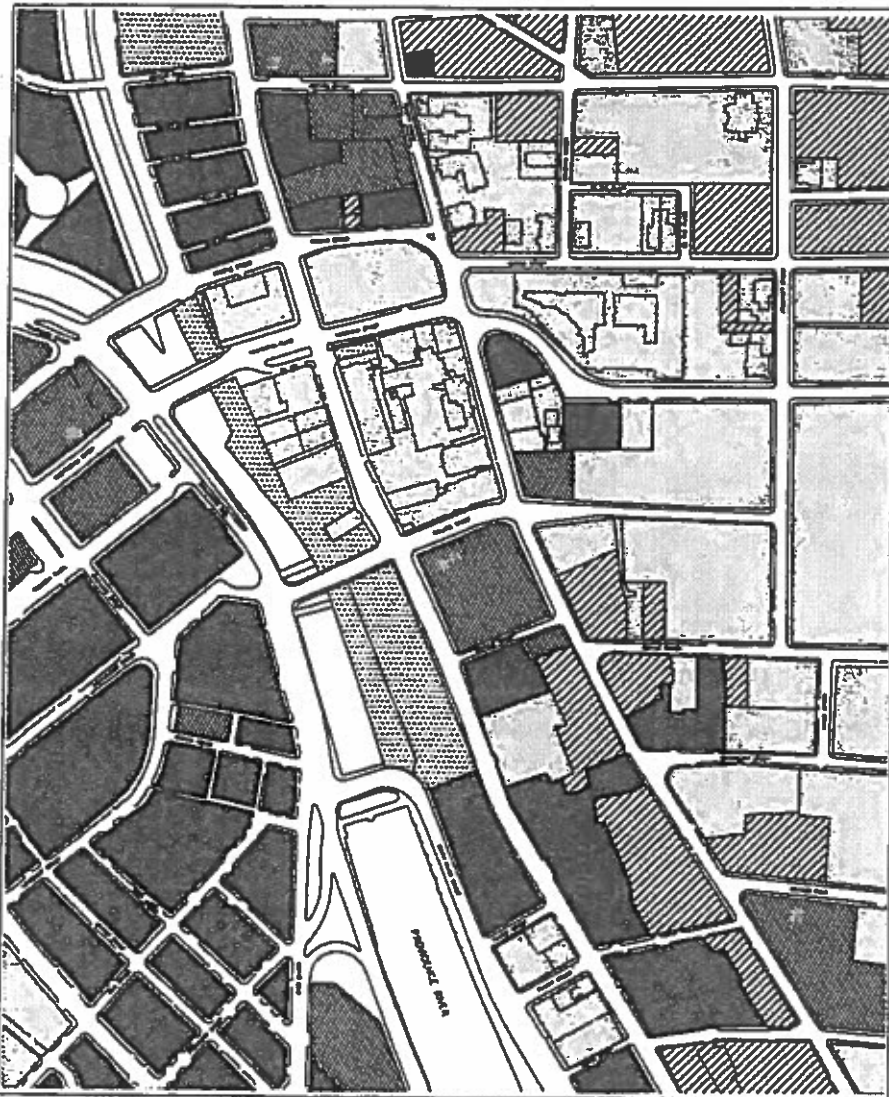


Fig. 89a Partial property classification plan of East Providence, 1995

- When a lot abuts an R Zone not overlaid by an I-2 Zone, min. yard is 30 feet
- When a side yard abuts an R Zone not overlaid by an I-2 Zone, it shall be ≥ 4 feet for each story or each 12 feet in height, but not < 6 feet
- When a rear yard abuts an R Zone not overlaid by an I-2 Zone, it shall be $\geq 20\%$ of lot depth but ≤ 20 feet

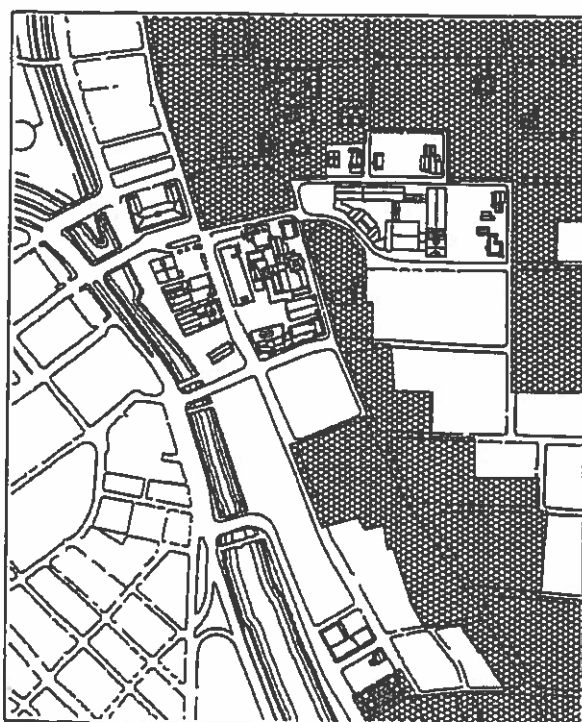
O.S. Open Space District

This zone is intended to insure that open space areas, conservation areas and outdoor recreation areas are preserved in the city. This district includes parks, wetlands, flood plains, conservation areas and areas that cannot be developed.

R R-1, R-2, RG Residential Districts

Max. Ht.: 2 stories or 30 feet

- Height may be increased to 3 stories (but ≤ 40 feet) if each side yard is increased 1 foot for each 3 feet in height above 2 stories (or 30 feet), whichever requires the greatest increase
- Rear yard may be reduced to $\geq 20\%$ of lot depth if front & rear yards totals $\geq 40\%$ of lot depth
- One side yard may be reduced to 4 feet if lot width is ≤ 45 feet
- Corner lot coverage may be increased by 5% of lot area










-  Institutional Floating Zone I-2
-  Residential
-  Commercial
-  Institutional
-  Governmental
-  Open Space
-  Providence Historic District

Fig. 89b Partial plan of Providence Historic District

SPACE ALLOCATION GUIDELINES

Prepared by Rickes Associates, Boston

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What are they?

Space allocation guidelines provide a rational way of making decisions. They recommend typical square footages for various functions within an institutional setting. However, they are most easily applied in new construction to functions which readily lend themselves to quantification. Overall, space allocation guidelines should provide for the equitable and efficient distribution of space while also being cost effective.

Typically, space guidelines need to be tailored to the individual institution. This is particularly true for the Rhode Island School of Design, which comprises a number of unique and non-traditional instructional and support spaces.

Where did they come from?

Historically, space guidelines have been promulgated by entities such as the Western Interstate Commission on Higher Education (1971) and the Council of Educational Facilities Planners International (1985). In addition, a number of state and higher education systems began developing such guidelines after World War II in response to explosive increases in enrollments and facilities.

Currently, these space guidelines continue to be modified and adapted for use by various institutions and institutional systems throughout the country. Ideally, a detailed national survey of current space allocation

practices would provide more up-to-date insights as to how space is used.

How are they developed?

While national guidelines can provide some perspective, space guidelines need to emerge from the priorities, philosophy, and mission of an institution. When space guidelines are applied retroactively, they are shaped, out of necessity, by the existing institutional fabric. Consideration must be given to what activities and functions, from both programmatic and physical perspectives, can and cannot go into new or existing facilities.

Guidelines also are most readily applied to typical classroom-based instruction where it can be determined that spaces will be used a given number of hours per week and that a certain percentage of the seats will be filled. This formulaic approach does not work well with instructional/studio space, where space use varies widely relative to length of occupancy, equipment needs, and other proprietary requirements of specific studios. At RISD, instructional experience appears to be the best source of data to determine the sizes of different studio spaces.

What are the implications for RISD?

Space guidelines may appear to be somewhat antithetical in an art school. There is a conundrum in that guidelines do not seem to fit philosophically (i.e., attaching square footage to the creative process) or physically (i.e., guidelines are best applied to new space.) To be

effective, guidelines should be flexible, suggesting order-of-magnitude recommendations to allow for inherent differences which occur in a diverse organization. In contrast, if strict guidelines are established, the administration constantly will be attempting to explain the inevitable exceptions and restrictions.

What about disciplines at comparable institutions?

A recent national survey revealed that typical lab sizes (which would include art-related studio space) ranged from 30 to 100 square feet per student station. Home spaces ranged from 20 to 200 square feet per station. The latter information, by discipline, is reflected in the table "Comparative Space Allocation Guidelines" which also presents existing RISD class/home space. Given the limited amount of space at RISD, class and home spaces are typically one and the same.

In half of the listed disciplines, the high end for home space elsewhere exceeds the high end available at RISD. This suggests that RISD's aspiration should be towards the high end of home space available elsewhere to complement its prominent national reputation.

What about general space at peer institutions?

Data pertaining to institutions with an FTE enrollment of approximately 1,000 or greater is presented in the table "Art and Design Institutions: Enrollment and Instructional Square Footage

Comparisons." When RISD's peer institutions were contacted as part of this master planning initiative, the typical response was "we do whatever works." AICAD's January 1994 survey (the most recent to collect space-related data) also was excerpted.

RISD reported 256,000 square feet of instructional space as of January 1994. (Since the 1994 survey, RISD has added 161 South Main and 20 Washington Place to its inventory. The portions of these facilities to be dedicated to instructional support has yet to be determined.) The reported instructional space equates to 116 square feet per FTE for RISD and 140 square feet per FTE for all institutions in AICAD's survey, including Pratt Institute. Only Parsons School of Design and the School of Visual Arts in New York City reported instructional square footage per FTE figures lower than that for RISD (50 and 73, respectively.)

In comparison, Massachusetts College of Art (MassArt) has half the number of students and one and one-half times the amount of instructional space as does RISD. MassArt also enjoys a generous 349 square feet per FTE. Pratt Institute reported a slightly higher FTE figure than RISD, but it too conducts instruction in space which is collectively about one-and-one-half times the amount of instructional space at RISD. At Pratt, there are 150 square feet per FTE. Collectively, these figures would seem to indicate that RISD has some of the tightest instructional spaces when compared to its peer institutions.

TABLE 91 COMPARATIVE SPACE ALLOCATION GUIDELINES for Class/Home Space (net square feet per student station)

<i>Discipline</i>	<i>RISD Current Class/HomeSpace</i>	<i>Comparable Home Space Elsewhere</i>
Apparel Design	33-60	20-45
Architecture	34-91	35-120
Art Education	33	40-50
Ceramics	50	39-75
Film/Animation/Video	25	30-75
Glass	50-56	70-75
Graphic Design	15-97	25-75
Illustration	55-90	36-90
Industrial Design	16-127	50
Jewelry & Metal	57-83	35-75
Painting	60-256	60-200
Photography	37	30-75
Printmaking	15-73	60-75
Sculpture	50-258	50-200
Textiles	53-120	45

Prepared by Rickes Associates with data compiled from a 1995 national survey conducted by Rickes Associates and from RISD sources.

SOURCE: *The range in Comparable Home Space Elsewhere was developed from existing, nationally recognized space guidelines and from a review of ten campuses, including large universities. RISD's peer institutions, with the exception of MassArt, did not have adequate square footage information of this nature. The range data includes discipline-specific recommendations and recommendations which were made for groupings of disciplines. A single figure indicates that only one of the ten institutions surveyed specified space guideline information for that particular discipline indicating that the figure should not be used in isolation.*

CAVEATS: *For RISD, instructional space and home space are frequently the same. The indicated ranges also may include graduate and special home spaces. Architecture, Interior Architecture, and Landscape Architecture have been combined to be consistent with comparable home space elsewhere. The requirements for class and home space requirements at RISD may be very different for each of these disciplines. Furniture Design, a new discipline at RISD, has been omitted.*

How does RISD currently allocate space?

Fragmented growth over time is the primary reason for insufficient or ineffective space allocation. Lounge spaces, conference rooms, and work areas tend to be the first types of spaces to be converted or "lost" when departments run out of room. Community spaces and common areas then are usurped on the campus level as additional administrative and

academic spaces are needed for program growth or changes.

As a result of these space constraints, RISD has developed an elaborate space hoarding and bartering system. Departments also consistently indicate a desire to either remain at their current student population level or to shrink back slightly. It is not clear, however, whether this is driven pro-

TABLE 92 ART & DESIGN INSTITUTIONS Enrollment and Instructional Square Footage Comparisons
January 1994 AICAD Survey

<i>Institution</i>	<i>Total FTE Degree Enrollment</i>	<i>Total No. of Instructional Buildings</i>	<i>Total GSF of Instructional Space</i>	<i>Total GSF per FTE</i>	<i>Total NSF of Instructional Space</i>	<i>Total NSF per FTE</i>
Art Center College of Design (CA)	1,278	2	238,000	186	211,500	165
California College of Arts & Craft	1,058	12	255,200	213	190,200	180
Maryland Institute, College of Art	922	9	174,000	189	110,000	119
Massachusetts College of Art	1,143	7	753,000	659	388,786	349
Parsons School of Design (NY)	2,121	4	158,000	75	106,000	50
Pratt Institute (NY)	2,401	7	670,235	279	360,779	150
Rhode Island School of Design	2,200	14	465,708	212	255,708	116
School of Art Institute of Chicago	1,600	3	439,930	275	368,930	231
School of Visual Arts (NY)	3,044	7	221,000	73	221,000	73
TOTALS	15,767	65	3,375,073	214	2,212,903	140

Prepared by Ricker Associates with data compiled from AICAD and other sources.

SOURCE: January 1994 AICAD Survey for all institutions except Pratt Institute; square footage data for Pratt was obtained by Ricker Associates in October 1995 via telephone and the FTE degree enrollment figure was estimated by AICAD.

CAVEATS: AICAD has indicated that institutions responding to their survey may not have answered the questions consistently because of differences in interpreting the instructions and definitions. Although survey results were dated January 1994, the square footage data may be up to three years old. For consistency, therefore, square footage figures for 161 South Main, 20 Washington Place, and two recent acquisitions (approximately 60,000 square feet) at the School of the Art Institute of Chicago are excluded. When making direct comparisons, it is important to note that academic programs at the above institutions vary significantly, which directly influences the total amount of existing space.

grammatically or determined by the current space deficiency experienced by the various departments.

The administration has indicated a preference to maintain an overall enrollment of 2,000 students, plus or minus 10 percent. RISD currently is dependent operationally on the existing enrollment level and could not reduce the number of students significantly without adversely affecting day-to-day operations. Conversely, the student body could not grow substantially without modifying the instructional and physical infrastructure of the institution. Historically, the student enrollment has increased without a concomi-

tant rise in the amount of available instructional space.

What are RISD's future space allocation priorities?

Among the general goals associated with future space allocation at RISD are the following:

- make provisions for shared space
- provide for large, flexible community/student spaces
- incorporate technology as much as possible
- improve the overall quality of classroom spaces

- vacate leased space wherever feasible
- encourage and support sponsored research
- explore potential revenue generators (e.g., *Bookworks*, museum shop, art supplies catalog, café, etc.)
- consolidate departments as much as possible
- strengthen the singular identity of RISD
- promote an interdisciplinary focus
- generate community enthusiasm
- recognize that space needs will continue to change over time

TABLE 93 CURRENT & PROJECTED ENROLLMENT & SQUARE FOOTAGE by Discipline at RISD

<i>Discipline</i>	<i>Current Net SF</i>	<i>Current # Students</i>	<i>Current SF per Student</i>	<i>Projected # Students</i>	<i>Projected Min. SF</i>	<i>Projected Recommended SF</i>	<i>Projected SF per Student</i>
Apparel Design	7,079	73	97	73	7,079	9,125	125
Architecture	29,103	235	124	256	31,744	31,744	124
Art Education	693	13	53	15	795	1,125	75
Ceramics	8,880	26	338	32	10,816	10,816	338
Film/Animation/Video	10,000	96	104	96	10,000	12,000	125
Foundation Studies	21,309	375	57	375	21,309	22,500	60
Furniture Design	0	12	0	60	20,000	20,000	333
Glass	5,845	26	225	26	5,845	7,800	300
Graphic Design	20,162	201	100	221	22,100	22,100	100
Illustration	21,597	270	80	270	21,597	27,000	100
Industrial Design	29,051	190	153	215	32,895	32,895	153
Interior Architecture	1,075	33	33	60	1,980	3,000	50
Jewelry & Metal	5,395	42	128	53	6,784	6,784	128
Landscape Architecture	2,821	43	66	63	4,158	4,158	66
Painting	23,044	130	177	130	23,044	26,000	200
Photography	12,624	86	147	86	12,624	15,050	175
Printmaking	7,995	49	163	49	7,995	7,995	163
Sculpture	12,175	49	248	62	15,376	17,050	275
Textiles	11,980	62	193	69	13,317	13,800	200
SUBTOTALS	230,748	2,011	115	2,211	269,458	290,942	132
Graduate Studies	2,391	-	-	-	2,391	4,500	-
Liberal Arts	9,184	-	-	-	9,184	12,000	-
Shared Space	5,225	-	-	-	5,225	5,225	-
TOTALS	247,628	2,011	123	2,211	286,258	312,667	141

Prepared by Riches Associates with data compiled from RISD sources.

NOTES: This table identifies the current combined enrollment (undergraduate and graduate), the total square footage dedicated to each discipline, and the existing square feet per student. The future number of students was projected by the Provost with feedback and input from the Master Plan Committee. The numbers appearing in the minimal projected square footage column reflect the current square feet per student figure multiplied by the projected number of students. This is an arithmetic shorthand for estimating space for enrollment projections. In contrast, direct observations and interviews revealed that some areas required additional space regardless of whether or not a concomitant enrollment increase was projected; in these cases, the square feet per student figure was adjusted upwards.

An accompanying table, "Current and Projected Enrollment and Square Footage", identifies current and projected enrollment by discipline and associated square footages. The projections by discipline were provided by the Office of the Provost. With the exception of the introduction of Furniture Design, a new department,

minimal growth is anticipated for disciplines presented in the table. Current enrollment in these disciplines stands at 2,011 and the projected enrollment is anticipated to be 2,211. This reflects a potential increase of 200, which is consistent with the ten percent maximum anticipated growth for RISD.

In contrast, current square footage occupied by these disciplines is 247,628 net square feet while the projected recommended square footage is 312,667. This equates to 123 and 141 net square feet per student, respectively — and begins to bring RISD in line with the amounts of instructional space available at comparable institutions.

LANDSCAPE GUIDELINES & STANDARDS

By Michael van Valkenburgh & Associates

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The primary focus of these Landscape Guidelines and Standards is to address how the planting of the campus and its environs can enhance the quality of the built environment. It is essentially a planting plan based on the following components and campus qualities: the complex matrix of architecture, the urban site topography, and the associated streets and alleys which form the fabric of this urban campus.

Landscape Observations & General Recommendations

The RISD campus is unique as a place because it is lodged within an urban architectural context. The built massing and the voids they create define the spatial organization of the campus. The urbanity of the campus is both a help and a hindrance; helpful because of the opportunities arising from the tight fabric, difficult because of the constraints on open space design.

The most important element of the RISD campus landscape is its topography; the steep hills from Main Street to Benefit Street are experienced by walking up the streets or the alley by the Museum. The topography also is felt on the cross streets, such as Benefit Street, which, when designed, was sited to "make up" the grade of the hill, thus yielding a gently sloped cartway.

The results of this topographic condition and the ways that it is inextricably linked to the RISD campus are several. Some cannot and should not be changed, such as the simple fact

that the "stacking" up the hill of campus buildings and places makes the campus experiences intimate from one moment to the next. This intimacy is, of course, generally a plus, but the less positive result of this topographic stacking is that it is hard to know where the "where" is on the campus.

To reinforce the continuity of the campus up the hill, it is essential to provide physical and visual connections within the landscape. For example, most of the streets and passageways which climb the steep hills of the campus should not be planted with trees. The absence of trees, with their leaves, trunks, and branches will allow the views to remain open. [Fig. 76a] Also, the absence of trees on these streets will make them sunnier in winter and, therefore, less prone to dangerous extended ice and snow accumulation.

The topography of the RISD campus is a variable that cannot be easily manipulated because the majority of the campus landscape architecture is built. Certain opportunities to exploit grade differentials are present, or will be present as the occasional new building is considered on the campus sites with steep grade.

A major new landscape opportunity is offered by Frazier Terrace [Fig. 96aa] to create a stepped/ramped landscape that takes advantage of the existing level changes. [Fig. 96b] New planting should create a wedge-like trapezoidal space which, opening from the top of the hill, establishes a connection to Benefit Street and to the

alley down through the Museum, and eventually to the view of downtown Providence beyond.

The replanting of Frazier Terrace should provide a counterbalance to the drab winter months. Winter is a long season in Providence, and making Frazier Terrace a place with evolving and engaging spring colors, would be a major addition to the campus.

In terms of planting, we believe a highly spirited flowering spring tree collection should move randomly across the terrace steps and ramps. The native New England flowering should include such trees as Shadblow (*Amelanchier laevis*), mixed with clump tree forms of March blooming witch-hazels (*Hamamelis*), early April yellow flowers of Cornelian Cherry (*Cornus mas*) [Fig. 97b], Magnolias [Fig. 97c] in late April, and dogwood (*Cornus sp.*) [Fig. 98a] in May.

Another place where existing topographic conditions work in favor of the campus is a main campus entry space at Washington Square, where the lawn and trees around the First Baptist Church [Fig. 83a] — while not RISD property — definitively establish the feeling of Washington Square.

To anticipate the replacement of the American Elms, we recommend a polyculture of large spreading deciduous trees; many species would be suitable, in particular, we recommend Oak species (*Quercus species*), Japanese Scholartrees (*Sophora japonica*); and Tulip Poplar (*Liriodendron tulipifera*). As in the

restoration of Harvard Yard, the key will be to manage the evolution of the form of these newly planted trees, by lifting the canopy with annual removal of lower branches of the new trees, thus eventually creating a vaulted elm-like canopy that is transparent. Our hope is that this grove will continue to characterize the feeling of adjacent Washington Square.

Further, to establish a stronger sense of a campus precinct for RISD, perhaps a special RISD lamp — modern, yet timelessly commercial or mercantile — could define an image for the Washington Square arrival space. These same lights could be extended down South Main Street to B.E.B. and 161 South Main, which are isolated from the core of the school. Perhaps, versions of this light could be placed in the new alley by the Memorial Hall, up new Frazier Terrace, intersecting and crossing the corridor of historic lights along Benefit Street.

For several reasons, we recommend leaving Main Street relatively without trees. [Fig. 71a] By allowing the facades and volumes of the buildings to define this street as a corridor, the collection of building types allow the rich architectural fabric of the campus and its environs to remain visible. A canopy of trees would obscure much of the buildings' facades.

Benefit Street [Fig. 71e] most clearly establishes a landscape and a spiritual center for the campus. It is analogous to the Yard at Harvard and the Lawn at the University of Virginia,

which contribute significantly to the identity of each campus. The potential future reconfiguration of Frazier Terrace offers an important opportunity to connect the existing center provided by Benefit Street with a vertical connection leading more directly to the upper campus and to the Residential Quadrangle. For the campus, it is important that the small scale and historic quality of Benefit Street be positively influenced by the reconfiguration of Frazier Terrace.

Other campus landscapes which make defining contributions to the image of the RISD campus include the Beach [Fig. 26b], noted for its social use as a sunning spot. Additionally, the excellent gardens of the Woods Gerry Gallery need a bare minimum of intervention, perhaps the insertion of a level terrace here and there for sculpture and as gathering places. Lastly, RISD is defined by the campus edge along the river which already is being restored by the City of Providence.

The planting of trees becomes a feasible solution to enhancing the visual qualities and the livability of the campus. Rather than simply planting trees indiscriminately wherever possible, our recommendation is to try to synchronize particular planting proposals with particular architectural and street conditions on the campus. [Fig. 79] More specifically, the following specific planting design recommendations are proposed.

GUIDELINES FOR THREE LANDSCAPE SPACE TYPES

These guidelines identify three landscape space types which form the primary exterior character of the campus:

1. **exterior paved spaces** — such as plazas and stairs — which are significantly defined by the presence of durable exterior paving materials. This plan anticipates the redesign of some of these spaces, including Frazier Terrace, Washington Place, Market Square, and Residential Quadrangle
2. **urban campus streets** — such as Benefit Street and Main Street — provide the network of connections for pedestrians and vehicles on the campus
3. **small-scaled gardens** — the master plan envisions the creation of a series of new gardens in association with residential use. These spaces will have softer ground surfaces, such as lawns or stone dust, and will be strongly defined by plantings

Exterior Paved Space — FRAZIER TERRACE STAIR

The new Frazier Terrace Stair, critically located as an extension of Waterman Street, and connecting to Benefit Street, will provide a significant new exterior space on the RISD campus. This plan suggests the design



Fig. 96a Aerial view in 1995 from the west of Frazier Terrace

of the Frazier Terrace Stair as a new urban campus stair and ramp, a place of transition, passage, and gathering, a place for theater and performance.

In terms of its materials, the Frazier Terrace Stair, ideally, would be primarily a hard surface landscape, capable of absorbing intense use and designed to require minimal long-term maintenance. The durable ground surface is anticipated as a mix of concrete, stone, and possibly brick, in a composition perhaps similar to the Woods Gerry paving, a beautifully crafted, intricate mosaic-like pattern. The hardness of the ground surface can be balanced by a random grove planting of small spring flowering trees creating a rhythm across the new terrace stairs.

To make the stairs as safe as possible, the paving surfaces should be detailed to be rigid and immobile. The overall weave of the ground surface paving pattern should reinforce the linear folded and "hatched" quality created by the stairs and the intersecting ramps which traverse the topography. Where possible, the composition of infill paving should be patterned but irregular, similar to a Paul Klee geometric composition; and as cited above, perhaps adapted from existing surface paving.

Where the trees come out of paving at the Frazier Terrace Stair, long rectangular tree pit openings would reinforce the overall composition; a rugged ground cover such as *Pachysandra* (*Pachysandra terminalis*) could cover some of these bases of tree openings,

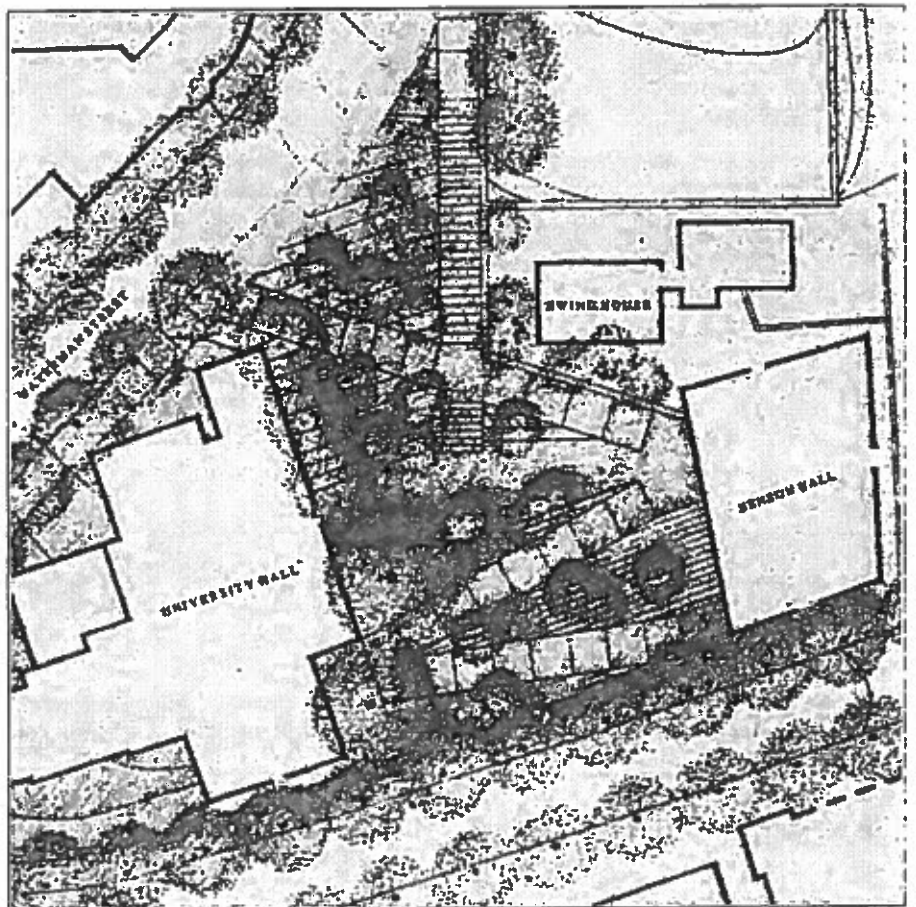


Fig. 96b Concept landscape design for Frazier Terrace

but, for durability reasons, most of the tree pits in Frazier Terrace might simply be earth and mulch.

At locations where Frazier Terrace Stair encounters edge conditions suggested by walls and adjacent buildings, we recommend that new construction simply abut the existing buildings and walkways to stitch the new design into the old. No special joining conditions are anticipated.

The Frazier Terrace Stair, like all exterior stairs in New England will require some maintenance, especially when snow and ice are present. In addition to snow and ice removal, pruning, and occasional watering of the new trees, maintenance of the new Frazier Terrace Stair should be consistent with equivalent maintenance for colleges in the region. To reduce ice accumulation, the drainage of the stairs should be sheeted and collected with drain inlets in level areas. In addition to

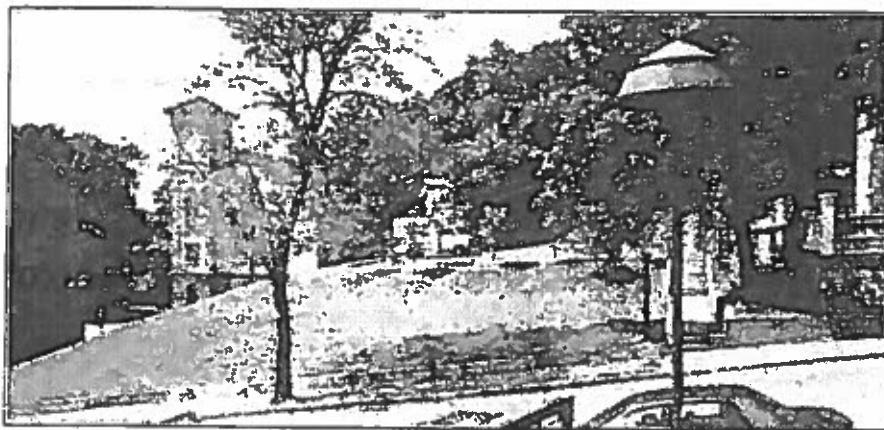


Fig. 97a View from the south of Angell Street Green



Fig. 97b Cornelian Cherry tree

plantings and topographic change of the stair and the ramp itself, the New Frazier Terrace should have a strong sculptural presence, supported by unpainted galvanized steel hand rails, simple and indirect contemporary lighting, a few simple trash receptacles, and contemporary tree grates and benches.

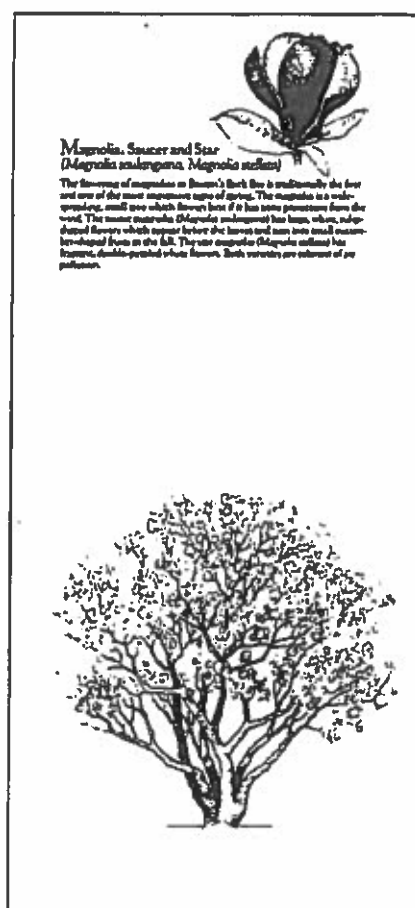


Fig. 97c Magnolia tree

Urban Campus Street — BENEFIT STREET

Benefit Street has great historic charm, an appealing, somewhat homogenous architectural style, and an intimate scale which contributes to its special quality. Benefit Street is a narrow street, and its feeling and character are significantly the result of its narrow width, the attractive human scale (and largely pre-twentieth century buildings) and a subtle urban design/

landscape palette of granite curbs, brick sidewalks, etc.

As the central street of the campus, Benefit Street should be planted with trees that will be large and majestic, as is now the case. Planting should extend the use of urban-tolerant trees such as London Planes (*Platanus x acerifolia*) [Fig. 98c] and Japanese Scholartree (*Sophora japonica*).

Planting of Bradford Pears (*Pyrus calleryana*) should discontinue. Since these trees quickly become weak crotched, crack, and generally will degrade the elegant feeling of Benefit Street within a few years, we recommend removing the short lines of these trees which are in place.

The brick paving is the most significant landscape surface of Benefit Street. The concrete and other materials which have been used to infill portions of the sidewalks should be replaced with new bricks to match the existing brick, laid in a herringbone pattern. [Fig. 98b]

The linear edge between the granite curb and the beginning of the brick walking surface, where trees and light posts occur, should be a continuous band of flush granite cobbles. Where this is interrupted at present, new granite to match the existing should be installed.

**Small-Scale Gardens —
STUDENT HOUSING CLUSTERS**

The creation of simple gardens requiring low maintenance is recommended for new and existing dwelling spaces on the campus. [Fig. 97a] These simply designed garden spaces would be easy to care for over time. In their essence, these gardens would provide quiet places, defined by groves of trees, simple expanses of grass or stone dust, and perimeters of lower shrubs that would require minimal pruning over time. [Fig. 98d]

Planting for these gardens should create attractive spaces with the simplest of means, with plants which are low maintenance (requiring minimal pruning and cleanup), and appropriate for the micro-climate of the various sites, i.e. compatible with sun, shadow, dry or moist sites, soil conditions. Trees such as Honey Locust (with small leaves that are easy to clean up in the fall and will not clog drains) are recommended to create a simple overstory grove.

As a complement, perimeter bands of low shrubs (under six feet in height) which are easy to maintain, and offer visual and sensorial diversity are recommended, such as Native Azaleas (*Rhododendron species*), Fragrant Viburnums (*Viburnum species*), Barberry (*Berberis thunbergii*), and Dwarf Fothergilla (*Fothergilla gardenii*). These shrub beds could be edged with low bluestone, precast concrete or steel edging and the ground surface under the shrubs could be durable ground cover.

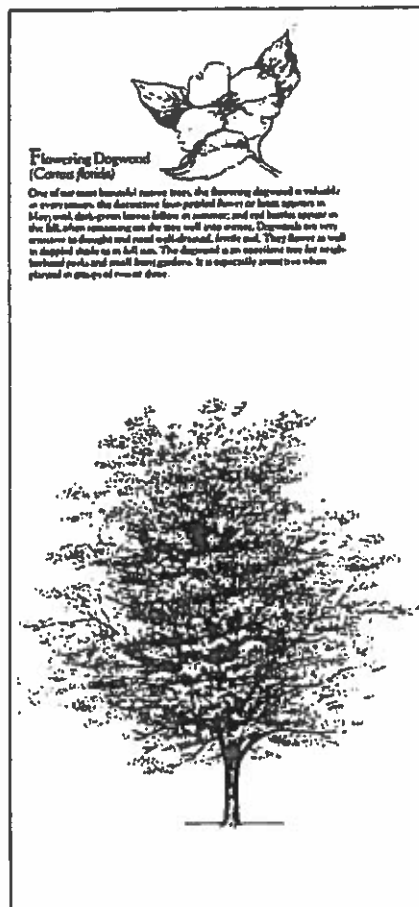


Fig. 98a Flowering Dogwood



Fig. 98c London Plane tree

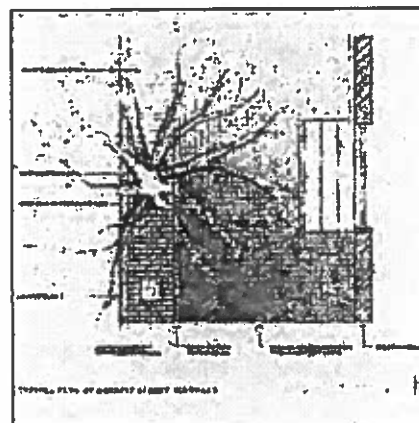


Fig. 98b Proposed street paving/tree grate

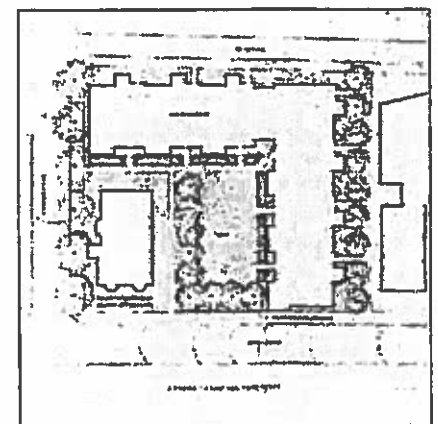


Fig. 98d Small residential garden

**BIBLIOGRAPHY, PHOTO &
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Fig. 99 A sign which has signaled both an end and a beginning, as might this master plan

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Courtesy of RISD Archives
*Figs. 5, 18a, 19a, 20a, 24a, 25a, 26a,
27c, 27d, 27e, 30e, 32b, 36a, 36b, 38a,
51c, 61b, 82b*

Courtesy of RISD Campus Services
Fig. 28d

Courtesy of RISD Communications
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Figs. 24b, 27a

Courtesy of RISD Museum of Art
*Figs. 15b, 20c, 20e, 25b, 27b, 38c, 39b,
39d, 59g*

Courtesy of RISD Physical Plant
Fig. 32a

The Greening of Boston: Trees and
Shrubs in the City, Boston Foundation,
City of Boston; Susan Child, *Project
Director*; Laszlo Kubinyi, *illustrator*;
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Figs. 97b, 97c, 98a, 98c

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Landslides, Boston MA, Alex Maclean,
aerial photographer
*Figs. 11, 18b, 19b, 28c, 45, 50, 55a,
61a, 64a, 69, 70a, 75a, 75b, 78a, 78b,
78d, 82a, 83a, 96a*

The Neropian, Rhode Island Hospital
Trust Company, Providence, Volume 2,
Number 7, October 1921, pp. 7-11

Courtesy of the Providence Preservation
Society
Fig. 88b

"R.I.S.D. Climbs College Hill",
Progressive Architecture, Volume XLI,
No. 9, September 1960, pp. 142-149
Fig. 21a

Michael van Valkenburgh & Associates
Figs. 96b, 98b, 98d

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Campus Master Plan Committee *Rhode Island School of Design*

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President, ex officio

Hardu Keck
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Doreen Bolger
Director of the Museum of Art

Michael J. Everett
Dean of Architecture and Design

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Dean of Student Affairs

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Persis C. Rickes

Michael van Valkenburgh & Associates *Landscape Architecture*

Michael van Valkenburgh
Matthew Urbanski
Dorothy Bothwell

Andrew Chartwell & Company *Construction Cost Consultation*

Ian Aitchison
Paul Nash

Landslides *Aerial Photography*

Alex Maclean

Other Contributors *(In Alphabetical Order)*

David Abbott
Edward Abrahams
Michael Abrahams
Ian Adelman
Kerry Alcorn
Marjorie Alpert
Kathleen M. Alvino
Susan Andersen
Carol Anderson
Yvonne Anderson
Carrie-Ann Aubee
Jan Baker
James Barnes
Alecia Barry

Daniel Baudouin
Alicia Benison
Michael Beresford
Boris Berger
Mary Bergstein
Christina Bertoni
Luigi Bianco
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Del Bogart
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Judy Boren
Gina Borromeo
Derek Bradford
Maura Brennan
Deborah Bright
Janet Brown
Irene Bucci
Sharon Burnett
Lawrence Bush
Maria Caliri
Jane Chace Carroll
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Linda Catano
Marjorie B. Caranzaro
Kathryn J. Cavanaugh
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Bruce Chao
Janine Chartier
Joseph Chazan
Katie Chester
Martin Clark
Marie Clarke
Beth Collins
David Colvin
Cheryl Comai
Don Condrey
Angela Congdon
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David Crandall
David Cruz
Suzanne Cullion
Clara M. Dale
Judy Davidson
Cornelis J. De Boer
Merlin A. DeConti Jr.
Lisa Deggendorf
Deborah Del Gais Muller
Thomas E. Deller
Mike DePetrillo
Blair De St. Croix
Bill Drew
Deborah Dunne
John Dunnigan
Alice Easton
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 Par Elston
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 Robert M. Wyatt
 Elizabeth Wylie
 Iris Yanow
 Michael Yefko
 Richard Zarlenga



SUMMARY INSERT

SIDE ONE

- **Goals of the Master Plan**
- **Conceptual Plan for the RISD Campus**

SIDE TWO

- **Summary of Recommended Physical Improvements**
- **Master Plan Priorities**

[Break seal at perforation to open]