A Four-Year Strategic Plan for the School of Architecture, 2016-2020

School of Architecture 2020FORWARD
Strategic Plan 2016-2020

The following draft is built on the school’s 2020 Plan, approved by the faculty in 2011, and coordinated with the 2020Forward Plan of the College of AAH and Clemson University.

Approved by the faculty, 26 August 2016

2020FORWARD Vision

Clemson University’s School of Architecture will be a premier producer of transformational architectural leadership, shaping the environment of the 21st century for a better future.

VALUES in support of the mission:

- **Excellence**: Supporting and celebrating a culture of high expectations in all processes and products, rewarding innovation, creativity, critical thinking, craft & making, and intellectual curiosity.
- **Inclusivity**: Actively seeking and sustaining the participation of people in the school with different places of origin, points of view, and ways of knowing.
- **Collegiality**: Cooperatively working independently and collectively, encouraging individual achievement, collaboration, open discourse and shared decision-making.
- **Accountability**: Taking responsibility for the consequences of our actions on each other, our many constituents, the planet and the future.
- **Legacy**: Designing the future upon an understanding and respect for the past, our unique heritage of peoples and places.
- **Connectivity**: Enjoying and optimizing the contributions of all constituents and locations, from students to alumni, faculty to industry partners, Clemson to Genoa and all points in between.

MISSION + GOALS

Clemson’s School of Architecture is an interconnected, geographically distributed community of teachers and learners, dedicated to:

**Goal 1: Research**
Generating knowledge to address the great challenges of the time, like health care, ecology, and an increasingly digital society, through innovative, interdisciplinary research, practice and scholarship.

**Goal 2: Engagement**
Advocating for the improvement of built, natural and social environments, through design activism, public service and public education.

**Goal 3: Academic Core**
Educating future architects, through rigorous and expansive design education, with local and global understandings of firmness, commodity and delight.

**Goal 4: Living**
To meet the demands of strategic priorities and to support high-quality university, college and school programs and initiatives, the School of Architecture will acquire adequate resources.

OBJECTIVES in support of these goals follow.
GOAL 1: Research

Generating knowledge to address the great challenges of the time, like health care, ecology, and an increasingly digital society, through innovative, interdisciplinary research, practice and scholarship.

1. Support and grow distinctive, innovative and future-focused research and creative activities.
   a. Offer some upper level studio projects to align with the research and work being conducted at the WUD Institute.
   b. Expand the activities of the Center for Health Facilities Design + Testing
   c. Strengthen connections with the profession, and gain intelligence on the future of the profession, its needs, and questions of supply and demand
   d. Grow CR+DC’s projects and constituents by 25%
   e. SimPLY: Advance the IP and get it patented, integrate into PSA
   f. Advance another area of systems expertise, such as precast, building on the PCI Foundation work

2. Advance and promote a culture of collaborative research and education relating to healthy places, civic cultures and communities.
   a. Build on the Clemson University School of Health Research [CUSHR] relationship with GHS though collaborative teaching, learning and research projects.
   b. Build on the research collaboration between the School of Architecture’s A+H program and MUSC.
   c. Develop and document service-learning protocols, definition and template agreements for the school to share across its multiple locations
   d. Become active in the AIA’s national health initiative

GOAL 2: Engagement

Advocating for the improvement of built, natural and social environments, through design activism, public service and public education.

1. Champion and promote architecture as an integral component of Clemson University’s mandate to be a “high seminary of learning.”
   a. Engage Architecture faculty and students in University campus planning and capital projects committees to contribute expertise to an institutional appreciation of very high-quality design of the built environment, and to help improve the culture of facility procurement, design and construction.
   b. Continue to offer a strong minor in Architecture
   c. Share/lead studio learning/teaching as a model for other Clemson disciplines and degree programs outside of Lee Hall, and participate with the College of Engineering in design pedagogy discussions

2. Advocate for and participate in the application of sustainable practices for healthy places, civic cultures and communities.
   a. Expand Architecture’s outreach and collaboration outside of Lee Hall, including establishing a supportive design relationship with the City of Clemson, engaging faculty in city design decisions, as well as campus design decisions
   b. Fully articulate our thinking about the Citizen Architect and leadership, and how that relates to the undergraduate and graduate programs
   c. Organize a Architecture + Community BUILD conference in Spring 2018 in Charleston
   d. Continue to host and participate in annual Architecture+Health Chattaqua

3. Promote, articulate and explore the role of architecture in furthering sustainability, global change and smart growth initiatives.
   a. Expand on already existing community engagement activities in Clemson, Charleston, Genoa and Barcelona
b. Organize a multi-disciplinary symposium on this topic as a launch for the MRUD degree program

4. Raise awareness and increase appreciation for the achievements of architecture’s faculty, staff and students.

a. Continue to offer current local-level awards and named professorships, etc. to faculty and staff, and increase nominations of faculty for university, state, regional, national and international recognitions
b. Implement outcomes of marketing and communication plan

c. Increase participation of Architecture faculty on college and university committees
d. Continue to recognize the accomplishments of alumni through awards and publications
e. Create and disseminate a publication of student work

GOAL 3: Academic Core

Educating future architects, through rigorous and expansive design education, with local and global understandings of firmness, commodity and delight.

1. Offer distinctive, innovative and future-focused programs that prepare students for professional employment or further studies.

a) Implement the Integrated Project Delivery graduate Certificate Program and investigate a related minor (building science) for undergraduates
b) Implement a successful collaborative component into the freshman curriculum with Landscape Architecture and Construction Science and Management (in process)
c) Continue to offer two graduate certificate programs in Architecture + CommunityBUILD and Digital Ecologies, and add a third, this one in History/Theory
d) Implement the Integrated Path to Architectural Licensure (IPAL) Program in Charleston, with an initial cohort of 5 students
e) Add three new ARCH electives (grad and undergrad) and faculty devoted to advanced building technologies and systems with an emphasis on sustainability and resiliency, environmental systems, and complex buildings
f) Investigate a joint M.Arch/MSHP and/or a graduate certificate program in Historic Preservation
g) Balance focus areas in healthcare architecture and design-build in the graduate program with greater emphasis on other dominant areas of professional practice.
h) Emphasize critical thinking in undergraduate and graduate programs, and increase the intellectual discourse of the school
i) Successfully achieve an 8-year reaccreditation in 2017
j) Investigate additional post-professional degree opportunities and means to support them.

2. Attract, develop and retain students, faculty and staff who are exceptionally productive and diverse and who contribute to the unique missions of the school, college and the university.

a) Complete a marketing and communications plan
b) Better communicate to our undergraduates the value of a minor and better mentor them to choose an appropriate minor.
c) Continue to foster and understand how we can communicate the value of a broad undergraduate education to prospective students.
d) Increase the ethnic diversity of our students and faculty by 15% by 2020
e) Better identify our prospective student audience, undergrads and grads, and widen our domestic “catch-basin” for undergrads and grads, (geographic representation) by 10% by 2020
f) Evaluate the success of undergraduate advising, and make any necessary modifications
g) Increase named/endowed professorships by 1.
h) Expand Summer Scholars offerings to Charleston and other locations for student recruitment
i) Make best use of opportunities to hire faculty to support these strategic goals, including focusing on university priorities as appropriate
j) Diversify faculty ranks, adding new titles as appropriate, including a Research Professor
k) Improve faculty recruitment
l) Improve faculty mentoring
m) Update the school’s learning and studio culture policies

3. Champion and promote innovative collaborations and content delivery through the college’s unique structure, learning centers and studios.
   a. Expand MS in Architecture enrollment to support and engage research
   b. Fully develop the Clemson Design Center in Charleston at the Cigar Factory, by: Expanding Architecture enrollments; expanding Architecture + Health enrollments; providing a space for the Endowed Chair in Architecture + Health and collaborations with MUSC; implementing a new Master of Urban Design degree program; Investigating other dual majors or certificate programs between Architecture and MSHP; and implementing the IPAL program, (including leading a change in the law)
   c. Strengthen and expand CR+DC collaborations
   d. Increase/expand Fluid Studios on- and off-campus to engage more disciplines beyond Architecture and Landscape Architecture, to include CSM, Art, Civil Engineering, PRTM, and others.
   e. Learn from the Solar D experience to offer other interdisciplinary experiences for our students and faculty

4. Support and grow study abroad and international programs.
   a. Broaden our fluid campus geography from the U.S and Europe to establish a new summer, semester-long or traveling program in Mexico, South America, Africa or Asia
   b. Implement the A+H summer study abroad program in Europe in collaboration with Genoa and Barcelona and other resources in Europe.
   c. Reboot the relationship with the university’s OGE
d. Continue to refine and improve our in-house recruiting and orientation/pre-departure programs, including better calibrating timing/calendars
e. Create and offer some summer certificate programs for international students and professionals to come to Clemson/Charleston, (corporate education)
f. Continue to define the Fluid Campus, and that it’s unique importance is more about the what than the where

5. Expand academic content and research relating to healthy places, civic cultures and communities.
   a. Implement the Master of Resilient Urban Design degree
   b. Expand and enrich Architecture + Health: Add a faculty member and increase enrollment of the A+H program by 50%, supporting a cohort of students in Charleston without compromising the strengths of the existing program.
   c. Grow Design/Build offerings, students, faculty and facilities, including regular offerings to undergraduates
d. Develop one of our undergraduate studios, ARCH 3500 or ARCH 3520, to include sustainable design learning outcomes
e. Expand resilient/sustainable design education and research by 10%

GOAL 4: Living

To meet the demands of strategic priorities and to support high-quality university, college and school programs and initiatives, the School of Architecture will acquire adequate resources.

1. Increase internal financial resources to meet and anticipate college needs.
   a. Determine how to best financially support digital fabrication equipment and services for all of Lee Hall: Complete a mid- and long-range plan about output facilities, supplies and services, revenues and costs, and off-site access to services
b. Investigate differential tuition
c. Investigate/implement a program fee for the CAC.C
d. Investigate other fee models that would eliminate lab fees and incorporate them into a program fee or differential tuition

2. Increase external financial resources to meet and anticipate college needs.

a. Offer some fee-based courses or services, such as continuing education courses
b. Increase sponsored research funding by 10%
c. Increase CUF/CAF funding by 10%
d. Increase funding of/by PSA-type work by 10%
e. Investigate a Design Extension program, to strengthen community design efforts and professional ties
f. Investigate online education opportunities

3. Secure new, renovated, and expanded facilities to meet and anticipate college needs.

a. Build/secure a new fabrication facility for all large-scale, full-scale mock-up, and prototyping School of Architecture endeavors.
b. Redesign and equip the existing ARCH wood shop for better studio and class work support. (part of other discussion)
c. Make more learning spaces state of the art in terms of digital and virtual exchange technologies to promote and support virtual collaboration in education and research.
d. Complete a video-conferencing room/facility in Lee Hall.
e. Complete and move in to expanded facilities in Charleston
f. Genoa: Replace the roof
g. Replace glazing in Lee I and improve HVAC system
h. Continue to be good stewards of Lee Hall’s facilities and culture: Re-establish the stewardship committee
i. Administer a post-occupancy evaluation of Lee 3 and make any use modifications to optimize its potential as a “building that teaches”

4. Increase support for students.

a. Develop “retention” scholarships for our undergraduates to keep very talented students as well as those that do not have the funds
b. Establish/grow (and fund) an endowment or annual gift commitment to support domestic travel (fieldtrips) for classes or studios.
c. Increase funding for Graduate Assistantships and Scholarships to attract the top 10% of applicants to graduate programs.
d. Increase support for student orgs, AIAS, GASP, NOMAS, WIAS.
e. Develop strategies and means of strengthening and sustaining student leadership

5. Increase support for faculty and staff.

a. Reduce the bureaucratic burden of the institution on faculty, including redundant reporting and non-productive activities that distract from teaching and research productivity, and prevent faculty from having adequate time/support to document their previous work and propose new work.
b. Hire a grant writer to write proposals, (pre-proposal period)
c. Better communicate the school’s accomplishments with prospective and new faculty/staff
d. Reward and re-classify staff as appropriate to their increasing responsibilities
e. Financially support professional development and education for staff
Appendix: internal SWOT

**STRENGTHS**
- Faculty diversity
- Pluralism
- Collaboration/collegiality
- Diversity of opportunities for the students
- Facilities
- Fluid Campus
- Support from the wider university
- Staff/Administration
- Links to practice
- Alumni support and engagement
- CAF
- Integration of research and teaching
- Service Learning
- Outreach/Community Engagement
- Graduate tuition (low)
- Graduate Assistantships (A+H)
- Internships in Charleston
- Hands-on-learning
- Learning by making
- Certificate programs and concentrations
- Library
- Research Centers and institutes
- Website/communications/brand
- Location’s recreational opportunities
- Ideas of relationship between Architecture and place, phenomenology
- Representation heritage and still present
- Multi-disciplinary collaboration
- External lecturers
- Student organizations

**OPPORTUNITIES**
- Assistantships, numbers and assignments
- PhD students as teaching assistants
- Development and promotion of junior faculty
- Fluid Campus opportunities/opening for non-Clemson faculty
- Research: Various
- MS expansion
- Multi-disciplinary collaborations, various
- External lecturers (collaborating with other institutions)
- Continuing education seminars
- CDC+C facility and the city, many and various opportunities for new degrees, new programs, new collaborations, summer HS programs
- Expand communications with and opportunities for HS students
- Disseminating what we do, communicating, marketing
- Better dialogues with others in the university and with industry

**WEAKNESSES**
- Equipment, DDS, access to equipment, (laser-lens costs, reinvestments)
- Printing/plotting: hours, quality, access
- No environmental technology courses in BA
- Bureaucratic burden
- Dearth of senior faculty
- Sometimes weak studio spirit, school culture, student socializing
- Access to classrooms
- Virtual/video communications and abilities
- Technology and theory in UG program
- Shortage of outside guest critics
- Design review culture could be improved, more celebratory
- Poor job in displaying student work
- Fabrication space and technology, messy space
- Rural location
- Architectural autonomy, (in contrast to diversity of approaches)
- Lack of strong visiting professor program
- HR and business systems (at university and college levels)

**THREATS**
- Changes in the university’s fiscal strategies and systems and budgeting process
- University HR and business and global engagement systems
- Changes in the dean’s office
- Lack of understanding at the university level of what we do
- Work load and burn out of faculty
- Doing too much: Keeping all the planes in the air
- External competition