

Clemson University
Landscape Architecture

■ LONG-RANGE

plan.



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Message from the Director

2023 has been a significant year for the success and development of Landscape Architecture at Clemson University.

First, this year marks the 30th anniversary of the program. The first class earning a Bachelor of Landscape Architecture graduated in 1993. Second, in July 2023, the Department of Homeland Security announced the designation of Landscape Architecture as a STEM discipline. The designation is a national recognition of the scientific nature of landscape architecture as a field and has the potential to transform Landscape Architecture education and practice. Lastly, in 2023, the Landscape Architecture Program has reached its highest student enrollment since its inception and has doubled its student enrollment over the past decade.

Highly motivated by these events, I am proud to present the Clemson University Landscape Architecture Program's Long-range Plan for 2023-2028. The program faculty and staff met three times for half-day retreats to discuss the program's strengths, weaknesses, opportunities and challenges and to chart the program's top strategic priorities for the next five years. This strategic plan establishes a high-level framework for our program in the coming years as it addresses the intersection of education and our aspiration for strengthening STEM education, increasing diversity and equity and enhancing our recruitment and outreach. The program is already taking action to self-assess learning goals and outcomes, designing new STEM-rich elective courses and increasing its participation in University, state and national events focused on recruiting minority and under-represented groups.

The Long-range Plan reaffirms our faculty and staff commitment and dedication to high-standard curriculum delivery that presents students with the most unique and challenging design education. It describes our approach to enhancing and strengthening our program curriculum as well as building and supporting our students, faculty and staff. It also details how we will sustainably balance our growing student enrollment with our class offerings and number of teaching faculty needed. It reiterates our commitment to teach, engage in scholarship and research and provide human-centered and environmentally ethical work.

The framework underlying this long-range plan gives us a vision in the coming years to assess and learn, reflect and adjust, consider and adapt and continuously strive to be better.

I am extremely proud of our Landscape Architecture faculty and staff for their dedication to our mission and their willingness to face challenges while working to build a resilient future. I am honored to lead the program as we continue serving our Landscape Architecture students.



A handwritten signature in black ink that reads "Hala Nassar". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

**Hala Nassar, Ph.D &
FCELA**

Professor + Director of Landscape
Architecture



Vision

- ▶ To foster excellence in transformational design education, scholarship and community engagement that rigorously promotes a resilient, healthy, socially just and sustainable future.

Mission

- ▶ The mission of Clemson University's Landscape Architecture Program is to cultivate thinkers, designers, professional landscape architects and transformational leaders who make responsible, stewardship-based contributions locally and internationally through collaborative and student-centered, experiential and studio-based learning. As educators, we instill in our students a deep respect for the land with a focus on pro-active, sustainable, socially inclusive, resilient communities and regenerative design solutions. As scholars, through creative and applied research, we are committed to advancing equitable, culturally and ecologically sensitive, healthy communities, human-centered and environmentally ethical works.

Education Goals

Clemson University's Landscape Architecture Program's strategic goals for 2023 - 2028 are as follows:

1. Deliver a robust education that empowers our graduates for a lifetime of success and impactful contribution to the profession.
2. Strengthen STEM curriculum through transformational and innovative technologies and cutting-edge processes.
3. Deliver unique educational experiences that engage the local and the global environments through academic and experiential opportunities.
4. Attract and retain excellent and diverse students, faculty and staff.
5. Achieve excellence in research, scholarship, innovation and collaboration that advances knowledge on the built and natural environments.
6. Enhance CULA's program engagement and presence at the state, national and international levels.



Core Values

Clemson University's Landscape Architecture Program's core values are as follows:

People, Culture, Sustainability & Community Engagement

Our studio-based and experiential learning milieu creates a vessel for building critical thinking skills and sensitivity to the needs of communities and their cultures both locally and internationally. We acknowledge the human impact in our world and seek balanced and innovative solutions that deeply respects the inter-relationships of people and their built and natural environments. Sustainability is foundational throughout Clemson's landscape architecture educational journey and integrates the significance of environmental concerns, equity and inclusion for a socially just world. Through community engagement and working directly with communities beyond Lee Hall, students explore contemporary issues and learn with a diverse faculty comprised of active researchers and practitioners.

Legacy, Land Ethic & Stewardship

The "place" of Clemson University and South Carolina provide an incredible laboratory where students directly learn about the significance of the state's rich landscape legacy and instills the significance of land ethics and importance of serving as good stewards of the environment. The integrity of the state's complex landscape legacy traverses the mountains to the coast line and involves the Clemson Experimental Forest, textile mill heritage and brownfield sites along numerous rivers, Charleston's garden tradition, along with the urban landscapes of the Greenville-Spartanburg area, Columbia and coastal region. Acknowledgement and respect for this legacy along with the advocacy for sustainable environments and resilient communities, both locally and globally, informs a formidable land ethic and deepens the importance of environmental stewardship.

Collaboration, Global engagement, Interdisciplinary learning and research

Collaboration involves multiple tiers of engagement. In addition to our students and faculty engaging directly with communities during design studio settings, collaborative activities include interdisciplinary learning and research through engagement with other disciplines, especially architecture faculty and students in Lee Hall, as well as our "Fluid Campus" non-campus locations at the Clemson Design Center in Charleston, Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy, and Barcelona Architecture Center in Spain. Collaboration, in this context, interdisciplinary learning in local and global contexts bolsters the significance of environmental stewardship, as well as working with diverse communities and cultures to cultivate a healthy, resilient, equitable and an inclusive society.

Education | Student Experience



Goal 1

Deliver a robust education that empowers our graduates for a lifetime of success and impactful contribution to the profession.

Objective 1.1:

Advance curricula to be at the forefront of design education.

Strategies:

- ▶ Support faculty development in enhancing core knowledge in emerging technologies and design theories.
- ▶ Support faculty participation at innovative design and technology conferences, symposia and workshops.
- ▶ Continue systematic assessment of student learning outcomes and students' success.
- ▶ Support, nurture and contribute to the expansion of Fluid Studios and Fluid Campus programs.
- ▶ Sustain and nurture the program delivery in a rigorous way that exceeds national excellence.
- ▶ Continue systematic assessment of the curricula and modify as needed to be pedagogically strong, competitive with peer institutions and advance the profession.

Objective 1.2:

Engage students and alumni with specialized trainings and professional development.

Strategies:

- ▶ Provide enrichment sessions such as “Lunch and Learn” and other workshops focusing on enhancing visual communication and graphic representation techniques, portfolio and resume creation, industry-related software programs and other technologies.
- ▶ Continue to nurture engagement with the South Carolina chapter of the ASLA (SCASLA).
- ▶ Develop a mentorship program with the SCASLA where design professionals provide career guidance, and opportunities to engage and interact with students throughout their academic journey.



Goal 1

Deliver a robust education that empowers our graduates for a lifetime of success and impactful contribution to the profession.

Objective 1.3:

Prepare students for internships and job placement.

Strategies:

- ▶ Strengthen relationships with local employers.
- ▶ Provide diverse opportunities of “Lunch and Learn” and other workshops to expose students to potential employers.
- ▶ Support student attendance of ASLA conferences (local and national meetings) and LABash.
- ▶ Encourage and support student participation in the SoA Annual Career Expo.
- ▶ Support students’ interest and preparation for the LARE exams.

Measurable Outcomes:

- ▶ Number of students with internships.
- ▶ Job placements at graduation.
- ▶ Licensed professionals.
- ▶ Student awards
- ▶ Faculty participation in professional development opportunities
- ▶ Growth of Fluid Studios and Fluid Campus programs
- ▶ Number of workshops, “Lunch and Learns” and other professional development activities.
- ▶ Number of students attending conferences (ASLA, LABash)
- ▶ Number of students in mentorship programs



Goal 2

Strengthen STEM curriculum through transformational and innovative technologies and cutting-edge processes.

Objective 2.1:

Advance STEM in the BLA and MLA curriculum.

Strategies:

- ▶ Develop a GIS course as an integral part of the curriculum.
 - ▶ Strengthen the use of Landscape Performance metrics in the classroom.
 - ▶ Include Drone Technology and associated software technologies.
 - ▶ Enable and encourage students to attain the FAA license.
 - ▶ Encourage students to minor in STEM disciplines.
 - ▶ Encourage interdisciplinary courses and studios with STEM disciplines such as environmental engineering and information technology.
- Invite guest designers, speakers and professionals with STEM expertise.

Objective 2.1 Continued:

Advance STEM in the BLA and MLA curriculum.

Strategies:

- ▶ Promote undergraduate and graduate research opportunities and support student's work with faculty members on STEM-related research projects in Landscape Architecture as well as other disciplines.
- ▶ Establish a new LAND lab that aligns with the new STEM designation by providing access to advanced computing equipment, remote-control autonomous aerial robots with GPS, and machine learning technologies, artificial intelligence and related software.



Goal 2

Objective 2.2:

Increase faculty lines, full-time equivalents (FTEs) with STEM expertise and background.

Strategies:

- ▶ Increase Landscape Architecture research and instructional capacity by adding a new tenure-track faculty line to the program. The new faculty member will bring expertise that aligns with the new STEM designation including data science and analytics, knowledge of artificial intelligence and use of advanced technologies like remote-control autonomous aerial robots with GPS and advanced mapping software in landscape analysis and design, resilient infrastructure and landscape performance metrics.

Objective 2.3:

Encourage faculty participation in research and professional development opportunities associated with STEM.

Strategies:

- ▶ Increase opportunities for faculty to participate in courses related to GIS, STEM related technologies and artificial intelligence and advanced remote-control autonomous aerial robot technology like drones.
- ▶ Allocate funding to support faculty interested in aerial robot technology, drone training and certification programs.
- ▶ Support faculty attendance of conferences related to improving STEM inclusion in curriculum such as ESRI user conference.
- ▶ Support faculty interdisciplinary collaborations with STEM related departments and programs.

Measurable Outcomes

- ▶ Delivery of a new GIS course for both BLA and MLA students.
- ▶ Incorporate learning outcomes related to landscape performance metrics and strategies in critical core courses and electives.
- ▶ Number of students achieving drone certification and licenses
- ▶ Number of students participating in STEM related research projects.
- ▶ Funding earmarked for STEM related professional development.
- ▶ Number of faculty attending STEM related conferences and workshops
- ▶ Number of faculty collaborating on interdisciplinary STEM related research projects



Goal 3

Deliver unique educational experiences that engage the local and the global environments through academic and experiential opportunities.

Objective 3.1:

Increase Fluid Campus opportunities.

Strategies:

- ▶ Explore and add new destinations for study abroad and Fluid Campus opportunities.
- ▶ Collaborate with other programs and departments on study abroad opportunities.
- ▶ Seek and engage with external partners including NGO, organizations, higher ed institutions and governmental agencies to create opportunities for international engagements.
- ▶ Expand study abroad experiences to include non-western destinations including Egypt and the Caribbean.
- ▶ Consider international learning opportunities initiated by alumni based in domestic and international locations, university partners and other parties.

Objective 3.2:

Expand learning opportunities and engagement at national level that prepares students for a complex world.

Strategies:

- ▶ Support students' participation in national ASLA, LaBash, CELA, EDRA and other discipline related conferences.
- ▶ Provide opportunities within the curriculum to address and engage national level learning experiences.
- ▶ Consider collaboration with other universities on teaching, research, community and service learning on national level challenges that deal with the natural and built environments.
- ▶ Support workshop opportunities by experts and professionals that enrich students' exposure to national challenges such as climate crisis, social equity and justice and rapidly changing technologies.
- ▶ Seek and engage with external partners including NGO, organizations, higher ed institutions and governmental agencies to create opportunities for international engagements.



Objective 3.2 Continued:

Strategies:

- ▶ Support interdisciplinary collaborations within the School of Architecture, University and other entities engaged in national level challenges related to the natural and built environments.
- ▶ Invite prominent landscape architects, scholars and professionals to engage and share their knowledge with our students in studio and workshop settings.
- ▶ Expand internship opportunities for students with prominent and award-winning firms around the nation.
- ▶ Develop agreements, partnerships and MOU for internships with prominent professional firms.

Objective 3.3 Continued:

- ▶ Support students' participation in regional ASLA and other discipline related conferences. Support and promote students' engagement with the SCASLA.
- ▶ Expand internship and networking opportunities for students with local and regional prominent firms.
- ▶ Enhance mentorship engagements with local and regional professionals, designers and landscape architecture firms.
- ▶ Enhance and promote community engagement service, volunteer and leadership opportunities for graduate and undergraduate students.

Objective 3.3:

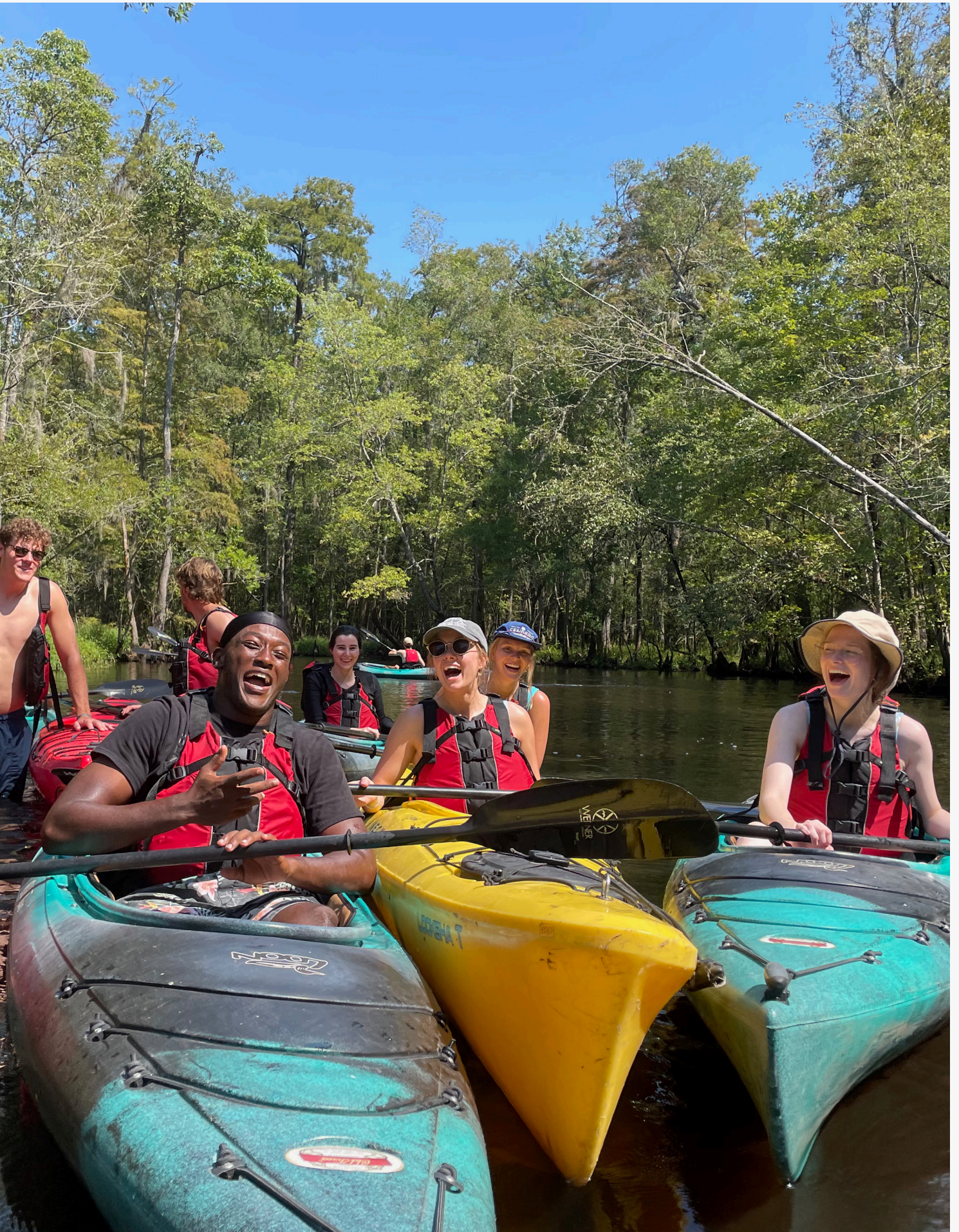
Enhance and increase learning experiences at state and regional levels that are foundational to preparing students for the challenges of our local natural and built environments.

Strategies:

- ▶ Increase opportunities within the curriculum to address and engage local and regional level learning experiences through field trips and studio projects.
- ▶ Integrate professional office visits throughout the curriculum.
- ▶ Add relevant new destinations for field trips that include innovative design solutions such as storm water management, habitat restoration, brownfield reclamation, transportation and unique resilient, sustainable and award-winning projects.

Measurable Outcomes:

- ▶ Number of international studio and fluid campus destinations.
- ▶ Number of MOU with international agencies, universities, and organizations.
- ▶ Number of new and diverse field trips experiences.
- ▶ Number of students internships at prominent national, regional and local levels.
- ▶ Number of local partnerships with professional firms to provide internship opportunities.
- ▶ Number of students attending local, regional and national conferences.
- ▶ Number of students in mentorship program with local professionals and designers.
- ▶ Number of community engagement service, volunteer and leaderships experiences.



Goal 4

Attract and retain excellent and diverse student, faculty and staff.

Objective 4.1:

Recruit and retain an excellent and diverse student body.

Strategies:

- ▶ Increase the number of program scholarship through donations from alumni, philanthropists, friends and local professional firms.
- ▶ Expand the offering of Clemson University Summer Scholars program for Landscape Architecture.
- ▶ Promote landscape architecture awareness within Clemson University as well as local and state k-12 schools.
- ▶ Encourage and support CULA participation in NOMAS and other related student organizations.
- ▶ Participate in university forums and summits geared towards minority student representation, diversity and under-represented groups to increase recruitment opportunities for a diverse student body.
- ▶ Support, expand and increase CULA web presence through social media and marketing.
- ▶ Promote, celebrate and showcase our exemplary student achievements and engagements.
- ▶ Demonstrate CULA's commitment to Diversity, Equity and Inclusion on the Program and School websites.
- ▶ Align with Clemson University's Diversity, Equity and Inclusion policy and online statement.
- ▶ Earmark funds to support DEI for students' awards, conference participation and opportunities for professional engagement.



Goal 4

Attract and retain excellent and diverse student, faculty and staff.

Objective 4.2:

Recruit and retain an excellent and diverse student body.

Strategies:

- ▶ Increase number of instructional and research faculty members to cover deficiencies in areas of expertise and meet the growing number of students.
- ▶ Increase number of staff members especially as the program continues to grow.
- ▶ Provide incentives and startup packages for new faculty hires.
- ▶ Formalize mentorship relationships for new faculty and staff.
- ▶ Target and recruit diverse individuals for new faculty and staff positions.
- ▶ Provide support to faculty members on tenure-track to ensure their career development and success such as course release, conference attendance and travel.
- ▶ Provide opportunities for staff for professional development and career success.
- ▶ Ensure a healthy student to faculty ratio in program core curriculum, especially in studio learning settings.
- ▶ Ensure that teaching assignments align with faculty expertise as much as possible.
- ▶ Encourage and support junior faculty engagement in the doctoral program as well as leadership opportunities with national organizations.

Measurable Outcomes

- ▶ Number of new and diverse faculty members.
- ▶ Number of new and diverse staff support.
- ▶ Number of new and diverse students.
- ▶ Attendance and participation in conferences.
- ▶ Number of awards, recognitions and accolades by students and faculty.
- ▶ Number of new scholarships and donations.
- ▶ Number of faculty achieving tenure and promotion.
- ▶ Number of junior faculty in leadership positions such as CELA, EDRA and ASLA.

Research | Faculty



Goal 5

Achieve excellence in research, scholarship, innovation and collaboration that advances knowledge on the built and natural environments.

Objective 5.1:

Increase and nurture cross-disciplinary collaboration.

Strategies:

- ▶ Engage and nurture partnerships within the College of Architecture, Art and Construction.
- ▶ Engage and nurture partnerships in related disciplines outside of the College of Architecture, Art and Construction at Clemson and beyond.

Objective 5.3:

Integrate the Field Lab into CULA as a resource for innovation in teaching, research and scholarship.

Strategies:

- ▶ Incorporate the Field Lab into the curriculum as the basis for student-centered research and scholarship.
- ▶ Seek external funding for Field Lab projects.

Objective 5.2:

Continue engagement with the PhD in Design and the Built Environment (DBE) program to educate leaders in academia and industry and sustain and grow its reputation as a center of educational excellence nationally and internationally.

Strategies:

- ▶ Recruit high performing students and professionals into the DBE program.
- ▶ Increase faculty participation, leadership and advising in the DBE program.
- ▶ Support faculty in the DBE program who participate as course instructors by incorporating teaching assignments into their workload.

Objective 5.4:

Develop external partnerships with professional and industry partners to support research and creative innovation.

Strategies:

Strategies:

- ▶ Continue to engage with local and national professional organizations.
- ▶ Nurture professional networks and relationships.



Goal 5

Achieve excellence in research, scholarship, innovation and collaboration that advances knowledge on the built and natural environments.

Objective 5.5:

Increase grant-supported research.

Strategies:

- ▶ Work with CAAC leadership and Clemson Vice President for Research to identify financial sources (internal and external) for funding CULA research. Develop industry partnerships as a source to fund innovative research. Educate alumni about the important relationship of philanthropy and donations that support CULA innovative research and benefit professional practice.

Objective 5.6:

Increase funding for graduate research assistantships (GRAs)

Strategies:

- ▶ Incorporate funding for GRAs in grant applications.
- ▶ Incorporate external funding for GRAs in sponsored research through industry partnership agreements.
- ▶ Educate alumni and CULA friends about the need for financial resources to support GRAs for CULA innovative research.

Objective 5.7:

Support and enhance faculty productivity in creative research and scholarship.

Strategies:

- ▶ Enable and support faculty participation and engagement in innovative professional practice and applied research.
- ▶ Enable and support faculty and students' active participation in design competitions.
- ▶ Enable and support faculty engagement with communities seeking design innovation in neighborhood revitalization and community development.

Measurable Outcomes:

- ▶ Sponsored research through industry partnerships.
- ▶ Externally funded research such as NSF, NIH and DoE.
- ▶ Internal grants for research initiatives.
- ▶ Accepted peer reviewed publications, presentations and activities.
- ▶ Increased number of faculty participating in the PhD DBE program.
- ▶ Increased number of PhD DBE alumni.
- ▶ Increased number of GRAs.
- ▶ Field Lab integration into the curriculum.

Outreach and Engagement | Transform Lives



Goal 6

Enhance CULA's program engagement and presence at the state, national and international levels.

Objective 6.1:

Continue engagement in service learning and stewardship activities.

Strategies:

- ▶ Foster community, non-profit and government relationships.
- ▶ Identify stewardship opportunities that can be integrated into the curriculum.
- ▶ Enhance and promote community engagement service, volunteer and leadership opportunities for graduate and undergraduate students.

Objective 6.3:

Increase engagement with other disciplines within CAAC and University.

Strategies:

- ▶ Continue to promote the Landscape Architecture Minor.
- ▶ Offer interdisciplinary studio and courses.

Objective 6.2:

Formalize community outreach studios.

Strategies:

- ▶ Develop and nurture stronger connections between community engagement, research at Clemson and the Clemson Design Center-Charleston.

Objective 6.4:

Increase student engagement with international programs and studios.

Strategies:

- ▶ Offer more fluid studio opportunities.
- ▶ Nurture professional networks and relationships.
- ▶ Continue to engage and grow the World Design Studio.

Goal 6

Enhance CULA's program engagement and presence at the state, national and international levels.

Objective 6.5:

Increase participation in national and international competitions.

Strategies:

- ▶ Identify competition opportunities such as ULI.
- ▶ Encourage student participation in state and national ASLA awards.

Measurable Outcomes:

- ▶ Student enrollment in the LA Minor.
- ▶ Disciplines are represented by students enrolled in the LA Minor.
- ▶ Disciplines of transfer students.
- ▶ Service-learning projects in studio courses.
- ▶ Development of a fluid campus studio in a new international location.
- ▶ Number of submitted competition proposal responses.
- ▶ Number of Competition Awards.
- ▶ Number of state and national ASLA awards.
- ▶ Number of engagements and volunteer events at state, national and international levels.





School of
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