

**School of Design Proposal
Faculty of Design Task Force**

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South Dakota State University
December 12, 2013

Summary

The School of Design proposed in this outline is an innovative and needed approach to educate tomorrow's leaders in the professional disciplines of architecture, graphic design, interior design, landscape architecture, and studio art through recognized and professionally accredited programs that prepare graduates for professional licensure and entry-level careers. Graduates will foster professional practice that creates healthy sustainable environments and contribute to the well being of South Dakota and beyond.

The School of Design elevates SDSU's design students and faculty to solve complex problems through design learning, design thinking and design practice. This proposal aligns SDSU with like-peer Land Grant institutions that are transforming the way design is taught and practiced worldwide.

A School of Design brings together the expertise and talent of faculty and students currently scattered across three colleges and four departments. It dramatically multiplies opportunities for creative collaboration between disciplines and enhances professional practice regionally, nationally, and globally.

A School of Design is an IMPACT strategy that positions South Dakota for full engagement in the global growth of design and its robust economic, social, and technical innovation.

Vision

Establish a School of Design with nationally recognized and professionally accredited programs that are better coordinated, fiscally managed, and charged to serve the public good through engaged scholarship, creative activities, innovative research and stewardship within a global society.

Mission

Provide an innovative professional design education that offers a rich academic experience in an environment of inclusion and access through inspired, student-centered learning, creative activities and research that improve the quality of life in South Dakota, the region, the nation, and beyond.

Core Outcomes

- Create a new academic unit: The School of Design
- Transform Undergraduate and Graduate Design Education
- Accredite professional degrees in all programs described in this proposal
- Establish professional curricula independent of college curricula
- Recruit national design professionals to lead the School of Design
- Develop state-of-the-art facilities and equipment that enhance collaborative design learning, practice, and research
- Maximize fiscal and programmatic efficiencies

Create a new academic unit: The School of Design

The School of Design will have its own director, department heads, program coordinators, faculty, and staff while sharing a dean with the College of Arts and Science (see Appendix Illustration 1).

School of Design Definition

A School of Design is the academic structure that prepares students for professional practice in specific design fields. Professional outcomes in schools are achieved through systematic research, theoretical reflection, methodological analysis, and material archives. Tomorrow's design leaders need new academic alignments which go beyond current liberal arts and practice-based training programs.

Benefits to South Dakota

The School of Design concept is the opportunity for South Dakota to assume a position of intellectual and institutional leadership in a field that is rapidly influencing our economy and solving sustainability issues associated with the quality of life in the state and beyond.

The School of Design organizes existing university resources to pursue design's emerging technical and aesthetic dimensions. These resources are foundational to investigating the new economy and the intellectual and sustainable issues associated with contemporary societies.

The proposal will heighten South Dakota's scope and visibility in design scholarship, research, and professional practice. It positions the State's design researchers to attract funding from private and government agencies. It multiplies possibilities for economic collaboration with South Dakota businesses and industry on a global basis.

South Dakota communities will be better served through outreach and community development and statewide service, with the communities of the State becoming the classroom for engaged scholarship and place-based learning.

The School's influence will be significant in sustainable environments, dynamic problem solving, and interactive and human response communication. The School of Design will encourage South Dakota's development in these growing and dynamic sectors of the economy, and it will make SDSU a driving force of that expansion in our state.

Transforming Undergraduate and Graduate Design Education

Design Education at SDSU will be transformed through nationally accredited professional degrees in architecture, graphic design, interior design, landscape architecture, and studio arts. Professional degrees are essential for SDSU's faculty and students to compete in the generation of new design knowledge, encourage innovation, and promote artistic and creative works that foster sustainability and the public good.

Furthermore, curricular efficiencies will be created through shared courses and faculty. Potential for collaboration includes: design thinking, design theory, technology, design history, and design and graphics fundamentals. These subjects form an essential body of knowledge required as part of a common design core (see Appendix Illustrations 2 and 3).

Accredit professional degrees in all programs described in this proposal

Professionally accredited programs provide students with in-depth mastery necessary for professional licensure and entry-level positions. Professional programs will strengthen SDSU's ability to engage in the design scholarship and research necessary to solve a broad range of complex public problems, provide outreach, and engage in advancing technological innovation.

Current bachelor degrees do little in preparing students for licensure or competitive entry-level positions in an increasing competitive design environment. (see Appendix Tables 1, 2, and 3)

The School of Design will adopt the common prefix DES. This allows for cross-disciplinary courses offered by the School such as: DES 109, and a common first-year core beginning fall 2015 (see Appendix Table 4).

Establish professional curricula independent of college curricula

A professional School of Design sets high academic standards that attract high performing students, progressive design faculty and national design researchers. Accreditation ensures national standards are met and maintained. Accreditation assures students and constituents of professional rigor and a comprehensive approach to design education.

A curriculum exception will be required from college requirements to meet professional accreditation standards.

Recruit national design professionals to lead the School of Design

SDSU's School of Design will go live on July 1, 2014 (see Appendix Table 4) with an interim director. That individual will be charged with initial organization, identifying start up funds, and recruiting an administratively skilled and professionally prominent Director.

A national search for a Director of the School of Design will begin July 1, 2014 culminating in hire before July 1, 2015. The Director's charge will be to:

- Provide institutional leadership in the fields of design
- Facilitate the growth of professional design programs
- Recruit high performing students and faculty

- Expand the School's prestige and professional excellence
- Move all programs towards accreditation
- Develop strategies for student learning, creativity, research, and outreach
- Oversee and grow the School's fiscal and programmatic accountability
- Partner with the SDSU Foundation to raise private funds for program needs to modernize facilities, create scholarships, endow faculty positions, and secure state-of-the-art equipment

Facilities: New AM&E Building, Visual Arts SEED House, and New Design Imaging Center

SDSU administrators and design faculty have come together to create a new Architecture, Math and Engineering building to house architecture studies to be completed 2015 (see Appendix Table 4).

The design proposal is in place to transform the SEED House into a new 40,000 sq. ft. home for graphic design and studio arts. Initiatives have been approved by the BOR to enlarge the scope of that project to include interior design and landscape architecture to be completed 2018.

A state-of-the-art Design Imaging Center was completed in 2013, necessary to all disciplines in achieving national stature and accreditation. Coming together to create the Center is an example of developing technological efficiencies on campus for the design disciplines.

Maximize fiscal and programmatic efficiencies

The school's director, department heads, and program coordinators and faculty are charged with securing human and fiscal resources to ensure high performance through enhanced financial management and governance.

The School concept encourages strategic collaborations between design disciplines and with external partners to maximize efficiencies in technologies, curricula, and human, social, and financial capital.

The School organization promotes transparent and effective fiscal and programmatic accountability that is essential for success.

Table 4. Timeline (accreditation, curriculum, degrees)

	2013	2014	2015	2016	2017	2018	2019
Faculty of Design	<ul style="list-style-type: none"> • Complete internal approval 	<ul style="list-style-type: none"> • Submit application to BOR (April) • Complete three-year implementation plan (April 1)¹ • School of Design goes live July 1 	<ul style="list-style-type: none"> • Common first-year in place 			<ul style="list-style-type: none"> • Complete SEED House facility 	
Architecture	<ul style="list-style-type: none"> • accreditation in progress 	<ul style="list-style-type: none"> • Hire academic advisor • Tenure track hire professional practice • Graduate first BS cohort 	<ul style="list-style-type: none"> • Tenure track hire foundations • AME facility completed 	<ul style="list-style-type: none"> • Tenure track hire history and theory • Complete accreditation • graduate first MArch cohort 			
Interior Design	<ul style="list-style-type: none"> • BS currently accredited 	<ul style="list-style-type: none"> • Submit new professional curriculums 		<ul style="list-style-type: none"> • Tenured hire faculty program coordinator 			<ul style="list-style-type: none"> • Complete BFA accreditation
Landscape Architecture	<ul style="list-style-type: none"> • Begin accreditation • Submit new curriculum proposals 		<ul style="list-style-type: none"> • Tenure track hire to meet minimum standards 		<ul style="list-style-type: none"> • Complete accreditation 		
Visual Arts • Studio Art • Graphic Design • Art Ed	<ul style="list-style-type: none"> • Completed tenure track hires in graphic design • Begin accreditation 	<ul style="list-style-type: none"> • Submit new professional curriculums • Lecture track hire in foundation 				<ul style="list-style-type: none"> • Complete accreditation 	

¹ School of Design task force will complete a three-year implementation plan that includes work towards: vision and mission statement; core values; strategic plan; transfer of financial, facilities, equipment and faculty resources; department and program summaries; curriculum and advising resources; grandfather clauses and curriculum exception statements; transitional agreements between existing and proposed structures; staffing needs, etc.

Table 5. US Occupational Outlook Handbook 2010–2020—Quick Facts

Occupation	Number of jobs	Projected Growth %	2010 Median Pay
Architects	113,700	24	\$72,550
Artists	56,900	5	\$43,476
Graphic Designers	279,200	13	\$43,500
• Art Directors	73,900	9	\$80,630
• Media Designers	58,230	8	\$66,500
Interior Designers	56,500	19	\$56,500
Landscape Architects	21,600	16	\$62,090
Secondary School Teachers	1,037,606	7	\$53,230
All Occupations		14	\$33,840

Illustration 1. School of Design Structure

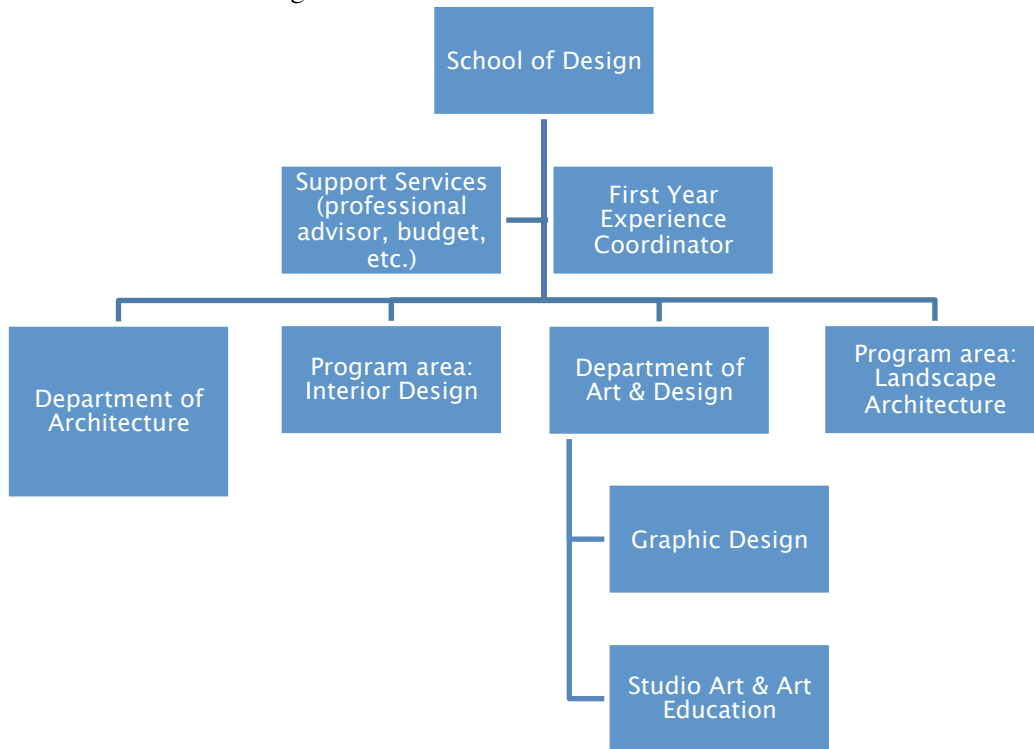


Illustration 2. Potential Curricular Efficiencies

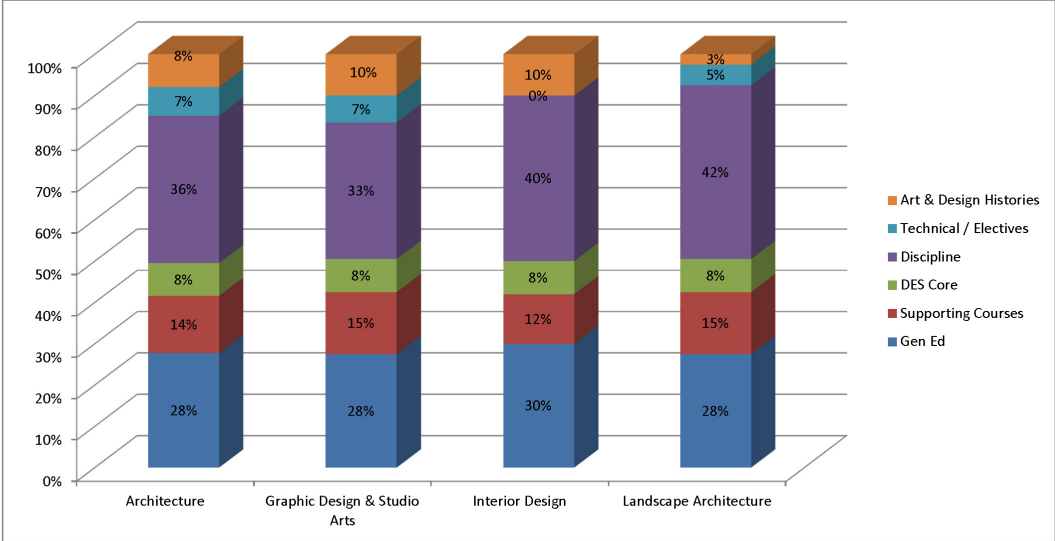
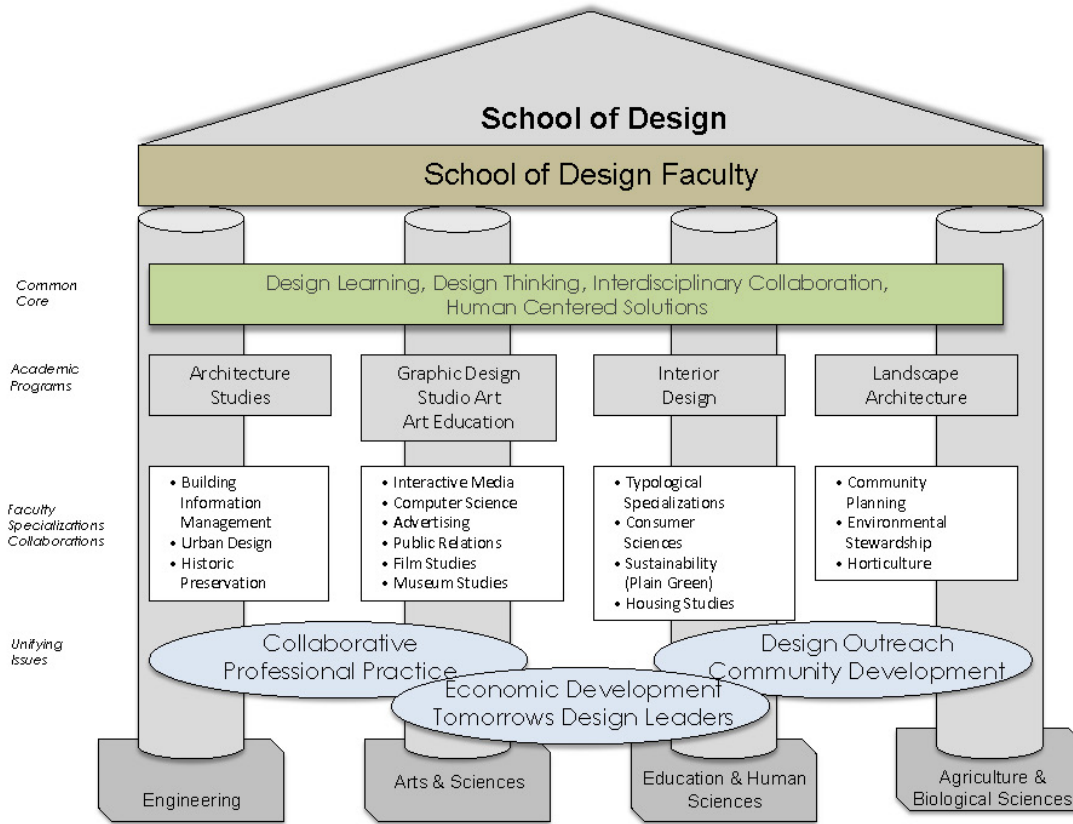


Illustration 3. Faculty of Design Efficiencies



Overview of Design Programs Accrediting and Licensing Bodies

Department of Architecture

- Accreditation (candidacy status) National Architecture Accreditation Board (NAAB)
- Architect Registration Examination through the National Council of Architectural Registration Boards (NCARB)

Department of Visual Arts

- Seeking professional accreditation through National Association of Schools of Arts and Design (NASAD)
- Art Education currently accredited through National Council for Accreditation of Teacher Education (NCATE)
- Professional Licensure: None available for graphic design or studio art

Interior Design Program

- Accredited through Council for Interior Design Accreditation (CIDA)
Professional licensure not required in South Dakota although required in 36 states;
- Certification through the National Council for Interior Design Qualification (NCIDQ)

Landscape Architecture Program

- (LAAB) Professional licensure through the Council of Landscape Architectural Registration Boards
- Professional licensure through the Council of Landscape Architectural Registration Boards (CLARB)