Note: See the original 2020Forward charge for additional information

During Phase 1 of 2020Forward, teams identified visionary goals and implementation strategies for the areas of undergraduate learning, graduate education, and research. During Phase 2, smaller teams will clarify the goals and make recommendations for carrying out specific implementation strategies. The intent is to produce a flexible framework that can guide hiring, resource distribution, and decision making during the coming years. The work of each committee will be tailored to the strategies for which they are responsible but broadly each team will:

- Clarify and specify, as needed, the goals and implementation strategies.
- Make specific recommendations for carrying out each implementation strategy.
- Recommend metrics we should use to track our success.
- Recommend a five year target for implementation.

In addition to the items above, all teams are asked to consider the following questions:

- In what ways should we leverage what is distinctive about Clemson to achieve our goals?
- How can we sustain a sense of purpose and commitment among faculty, students and staff?
- What is the role of centers and institutes?
- Do we have the right kinds of environments (both physical and cultural) to build nationally and internationally prominent programs and research groups? If not, what resources/practices are needed?

Below are specific notes regarding the charges for each team:

**Research Prioritization:** Review the research focus areas in the current 2020Roadmap and recommend any needed changes. Recommend strategies for improving research performance at Clemson.

**Academic Facilities Prioritization:** Review outstanding academic facilities requests and assess the match with 2020Forward priorities. Prioritize facilities projects.

**Recruiting and Retaining Top Faculty:** Recommend changes needed to improve the recruitment and retention of top faculty, and of faculty who are members of underrepresented minority groups. Recommend steps to improve mentoring of junior faculty.

**Recruiting and Retaining Top Staff:** Recommend changes needed to improve the recruitment and retention of staff, including staff who are members of underrepresented minority groups.

**Rewarding Excellence in Research:** Develop an implementation plan for carrying out the phase 1 recommendation that Clemson “encourage and reward research outcomes that are the “gold standard of excellence” in any given discipline”. Consider the following questions as a part of this process:

- The role of quantitative metrics such as impact factors, citation indices, and H-indexes as measures of research quality and impact.
• Valid and appropriate alternative methods of establishing the “gold standard” when quantitative metrics are not appropriate.
• Processes for establishing and documenting these standards across departments.

**Research Support and Administration:** Recommend enhancements to research support and administration required to increase funded research success and increase the prestige, visibility, and impact of faculty research, scholarship, and creative work. Recommendations should include administrative processes, internal funding for research, and support for early stage high risk research idea development.

**Nationally Prominent Graduate Education & Role of the Graduate School:** Recommend implementation plan for Phase 1 graduate strategies focused on the role of the graduate school and the development of graduate programs capable of rising to levels of national or international prominence. In addition to making general recommendations, this group will also consider the role of interdisciplinary graduate programs and graduate study including the following questions:

• What are the characteristics of interdisciplinary graduate programs capable of achieving national or international prominence?
• What unique support structures are required to allow interdisciplinary graduate programs and interdisciplinary graduate study to flourish within the broader context of graduate education?
• Is there a role for the graduate school in fostering interdisciplinary graduate programs and study?

**Status of Graduate Faculty:** Recommend changes to the types of faculty allowed to be major advisors and to the qualifications of graduate faculty. Assess best practices for vetting faculty to achieve “graduate faculty status” which affords the privilege of teaching graduate courses and directing graduate research committees. Make recommendation regarding the implementation of such a program at Clemson.

**Graduate Student Support and Quality of Life:** Recommend implementation plans to improve administrative support systems for both academic and nonacademic elements of graduate student life including:

• The climate and quality of life for international graduate students.
• The needs of graduate students housed at sites away from the main Clemson campus.
• Processes for accommodating external graduate funding such as fellowships.

**Undergraduate Education: Problem Based Learning & Degree Flexibility:** Recommend implementation steps for Phase 1 undergraduate strategies focused on problem based learning and the development of more flexible degree options (e.g., self-designed, interdisciplinary, etc.). Consider:

• The needs of both the highest performing students and the least prepared students.
• The role of general education.
• Implications for advising.
• Particular learning environments that will be needed to carry out the recommended strategies.

**Global Engagement:** Recommend implementation steps for Phase 1 undergraduate strategies focused on global learning and engagement of students in global communities. Consider:

• The needs of both the highest performing students and the least prepared students.
• The role of general education.
• Implications for advising.
• Particular learning environments that will be needed to carry out the recommended strategies.