



ONE UNIVERSITY IN MANY PLACES

TRANSITIONAL DESIGN TO
TWENTY-FIRST CENTURY EXCELLENCE

*The President's Response to the University Provost's Recommendations
Regarding the University Design Team Report*

APRIL 2004

A NEW AMERICAN UNIVERSITY
WHITE PAPER FROM THE
OFFICE OF THE PRESIDENT
ARIZONA STATE UNIVERSITY

Table of Contents

Introduction: One University in Many Places2

1. Arizona State University: Who are we?4

- i. ASU is one of the largest public universities in the United States
- ii. ASU is located in one of the fastest growing and most rapidly diversifying metropolitan regions in the United States
- iii. The State of Arizona is the largest investor in ASU
- iv. ASU is the sole research university in one of the nation’s emerging major metropolitan areas
- v. ASU’s organizational structure is based on the traditional academic model
- vi. The university’s operations are distributed across four primary locations

2. ASU: What do we need to become?8

- i. Aspirational peers: public metropolitan research universities
- ii. Aspirational goals: design imperatives for a New American University:

3. University design process: the college/school-centric model11

- i. Financial considerations of the design process
- ii. Implementation of the design process
- iii. Many places: the university campuses

Appendix A: The New American University Design Imperatives14

Appendix B-1: A Summary of the President’s Response to the University Provost’s
Recommendations to the University Design Team17

Appendix B-2: The President’s Response to the University Provost’s
Recommendations to the University Design Team19

Appendix C: University College32

Appendix D: School clusters and campus summaries34

Appendix E: Timeline for ASU at the Capital Center campus38

Appendix F: University Design Team roster40

Introduction: One University in Many Places

The objective of the reconceptualization of Arizona State University (“design process”) is to build a comprehensive metropolitan research university that is an unparalleled combination of academic excellence and commitment to its social, economic, cultural, and environmental setting. As it evolves into the New American University, ASU is poised for the next step of its rapid and unique development as one of the nation’s premier public research universities. This report provides the blueprint for the design process that will accommodate the demands and needs of the Phoenix metropolitan area and the State of Arizona. While there may be a variety of approaches that might be taken by ASU to accomplish its objective, there can be little disagreement about the challenges to address in the ASU design process:

- Rapid socioeconomic change in the metropolitan region and state (metropolitan Phoenix area is experiencing one of the nation’s highest rates of population growth, a trend projected to increase and continue indefinitely);
- Rapid cultural diversification (unprecedented transformation of regional demographic profile requires ASU to offer access, promote diversity, and meet the special needs of underserved populations);
- Projections of the number of high school graduates seeking a college education by 2020 indicate increasing demand and enrollment growth;
- Limited higher education infrastructure in the region (ASU is an emerging but not yet fully evolved institution, and the only major platform of university higher education in one of the largest cities and metropolitan regions in the United States);
- Underperforming Pre-K–20 educational system;
- Limitations imposed by ASU’s evolutionary history and present design;
- Physical constraints on the original ASU campus;
- Limited public and private support for the university (declining state government investment in ASU, when measured on a per student basis);
- Increasing competitiveness among research universities for limited funding and resources, i.e., intellectual capital (imperative for academic excellence);
- The need for research-driven knowledge-based economic development in metropolitan Phoenix.

In the face of such challenges, the response of most universities would be to retreat and rely on the elite, historical models of the past. ASU will instead set out to find ways to operationalize the vision of a New American University. In doing so, the single biggest question faced by the university is: How do we operate the university of today while working to become the university of tomorrow? This report identifies the first of many steps in the design process that will be necessary to create the New American University.

In an organization as large and complex as a major public research university operating in one of the fastest growing

¹ “Design process” refers to the planning, realization of final design, and implementation strategy for each of the activities identified in this report.

regions in the nation, there are sure to be many obstacles, problems, issues, and concerns to confront. While planning adjustments and course corrections will certainly need to be made along the way, the university must think and behave strategically. The university must identify new partners, continue to press its case to its investors, seize unexpected opportunities, remain responsive to changing conditions, deploy its resources in ways that empower its many component parts, and prepare to advance in unexpected ways. As set out in this report, ASU will undertake these tasks as an organization that focuses on the building and operation of a *federation of unique colleges and schools (sometimes large and sometimes small), academic departments, and interdisciplinary research centers* (academic units henceforth generally referred to as “colleges and schools,” with colleges being a particular amalgamation of schools).

The university design process will focus on building strong and entrepreneurial colleges and schools, encouraged to grow and prosper to the extent of their individual intellectual and market limits. Through the creation of a federation of unique colleges and schools, ASU will lay the foundations of the premier public metropolitan research university of the twenty-first century.

The key to ASU’s transformation and success will be *college and school empowerment*. Success will be driven by increasing academic excellence, fostering creativity, and enlarging the social, economic, and cultural impact of the university. Such excellence, creativity, and impact are attained when communities of students and scholars are driven to compete at the highest level. Such competition is nurtured and enhanced by close-knit organizations with focused missions and high degrees of freedom. In the case of a major research institution, these characteristics are associated with smaller academic units, such as colleges and schools.

College and school empowerment will help overcome historical physical and fiscal constraints through ownership of the competitive academic process at the level of each college and school. Devolving intellectual and fiscal responsibility to the level of colleges and schools will encourage each to excel, allowing them to articulate new designs and embark in new directions, as well as to set higher standards to ensure national competitiveness.

The reconceptualization seeks to produce a *model of differentiation* to transform ASU into a leading major research institution. Rather than pursuing models from the past which, due to ASU’s current historical, financial, and environmental situation, are not likely to succeed, such as a replication model that would attempt to reproduce the organization of successful major research universities, or a trajectory model that would guide the development of the institution according to linear extrapolation from the current structure and dynamics of ASU, the model of distinctive differentiation will build on existing strengths to produce

- Unique colleges, schools, interdisciplinary research centers, and departments;
- Nationally competitive interdisciplinary traditions;
- A cooperative environment with complementary academic units in pursuit of excellence;
- Strong and deep linkages to the community;
- Distribution of programs throughout the community.

The design process will guide the creation of a unique institutional profile to position ASU as one of the premier public metropolitan research universities of the twenty-first century, an institution committed to teaching, discovery, and service to the community (university as social enterprise).

The university greatly appreciates the work of the University Design Team on which this report is based. The University Design Team members evinced ceaseless dedication, tremendous creativity, and patient thoughtfulness in their work. The members of the University Design Team are identified in Appendix F.

1. Arizona State University: who are we?

i. ASU is already one of the largest public universities in the United States

ASU has achieved recognition for its teaching, research, and public service, attaining university status in 1958, and the conferral of Research I status granted by the Carnegie Foundation in 1994. ASU today enrolls nearly 60,000 undergraduate, graduate, and professional students on four campuses in metropolitan Phoenix, maintaining a tradition of academic excellence in core disciplines while gaining recognition as an important global center for innovative interdisciplinary research. ASU currently ranks third among public universities in its enrollment of freshmen National Merit Scholars.

ii. ASU is located in one of the fastest growing and most rapidly diversifying metropolitan regions in the United States

The transformation of ASU from a territorial teachers college to a major research institution parallels the transformation of metropolitan Phoenix from a frontier settlement to a dynamic and emerging global city. The explosive population growth and rapidly changing demographic profile of metropolitan Phoenix and the state of Arizona present unique challenges to ASU. Arizona was the second fastest growing state in the nation between 1990 and 2000, increasing 40 percent in population. And since 1990 the population of metropolitan Phoenix has grown by 54 percent, representing the second largest increase for a metropolitan area in the United States. The population of the metropolitan region is projected to double during the next two decades, from the present 3.3 million to 6 million by 2030, and eventually to 7 or 8 million.

Arizona's demand for higher education will continue to increase. In 2001-2002 the number of high school graduates in Arizona totaled 46,774. That number in 2017 is projected to be 72,697—a 55.4 percent increase. This increase—second only to Nevada in projected growth—is anticipated despite Arizona's low high school graduation and college participation rates. Currently in Arizona, for every 100 ninth grade students, 59 graduate from high school and 29 go on to post-secondary education. The national averages are 67 and 38 respectively. Arizona has fewer college graduates, lower per capita income, and a greater percentage of the population living below the poverty line than the national average. The national average of low-income students who attend post-secondary education, for example, is 23.1 percent. That percentage in Arizona is 15.7 percent.

The burgeoning enrollment of ASU parallels the unprecedented growth of metropolitan Phoenix and the state of Arizona. ASU has experienced an enormous increase in enrollment during the past several decades. Whereas in 1975 ASU enrolled 35,000 students, the university today enrolls nearly 60,000 students—more than the University of Arizona and Northern Arizona University combined. Consistent with increasing statewide demand for higher education, enrollment levels at ASU are projected to increase dramatically in the decades ahead. In 2000 Governor Hull's Task Force on Higher Education estimated that by 2020 over 200,000 students would be enrolled in Arizona's community colleges and over 150,000 students would be enrolled in the state universities.²

The demographic profile of ASU is changing dramatically, reflecting the demographic transformation of the region. The past decade has witnessed an 88 percent increase in the Hispanic population of our state, for example, and today one of every four Arizonans is of Hispanic origin. Half of the population under 18 in both Phoenix and Tucson is now Latino.³ It is estimated that within the next 20 years, Latinos will make up over one-half of the homegrown labor force. At the same time the economic gaps between the "haves" and the "have-nots" is growing in Arizona. During the decade of the

² Fall 2003 enrollment figures for the three state universities total 113,450 (ASU enrollment: 57,543; University of Arizona enrollment: 37,083; Northern Arizona University enrollment: 18,824)

³ "Five Shoes Waiting to Drop," a report from The Morrison Institute, Arizona State University, Oct. 2001

1990's Arizona ranked fifth among the 50 states in the growth of the income gap between the top fifth and bottom fifth in family income.⁴ Many Latino immigrant families as well as African American and Native American families fall into that bottom fifth. At the same time, Arizona is attempting to move from a service economy to an economy powered by technology. Providing access to higher education to minority populations and ensuring their success may well prove to be the difference between economic growth and economic decline in Arizona's future. ASU champions diversity, and minority enrollment at all ASU campuses hit an all-time high of 22 percent of the total student body this year, up from 10 percent in 1985 and 15.5 percent just ten years ago, a trajectory the institution is committed to accelerating.

iii. The State of Arizona is the largest investor in ASU

The State of Arizona is the primary investor in ASU,⁵ but to a degree rarely appreciated, major research universities, whether public or private, function in a fiercely competitive environment, and in such a context, each must operate with "real-world" *entrepreneurial* speed and ingenuity. In order to become competitive, a relatively young institution that does not yet have the endowment resources of a more established university, and has had to rely heavily on its annual state appropriation, must focus on acquiring sufficient resources, both financial and physical. ASU will become competitive to the extent that the faculty, staff, and students embrace a *culture of academic enterprise*. It is essential that the university community discard the paradigm that ASU is an agency of the state government. ASU is an *enterprise* responsible for its own fate, an enterprise that the state government charters and empowers, and in which it *invests*.

Comparisons to other major research institutions demonstrate the extent to which ASU is not economically competitive. Rankings of universities by sources of revenue (tuition and fees, state appropriations, federal grants and contracts, all other grants and contracts, gifts, investment income, other income sources) place ASU far below peer institutions. The situation becomes untenable when one takes into account sources of revenue per FTE student.

iv. ASU is the sole research university in one of the nation's emerging major metropolitan areas

ASU is the sole research university in a metropolitan region characterized by explosive population growth and unprecedented demographic transformation. As a result, ASU bears the responsibility to educate students and advance knowledge, as well as to improve the quality of life and quality of place in metropolitan Phoenix and the region. In other metropolitan regions, this responsibility is shared by a number of educational institutions. Major research universities in the metropolitan Los Angeles region, for example, include UCLA, USC, and Caltech, with UC Santa Barbara, UC Irvine, UC Riverside, and UC San Diego within close proximity. A host of other institutions—public (several California State University campuses) and private (Occidental College and the prestigious Claremont Colleges and Claremont Graduate University)—complement these national universities.

A comparison between the number of enrolled students and number and variety of academic institutions in metropolitan Phoenix and metropolitan Philadelphia, both with current populations of approximately 3.5 million, offers a glimpse of one dimension of the strategic situation confronting ASU academically. In addition to a number of prestigious institutions such as the University of Pennsylvania, Bryn Mawr College, Swarthmore College, and Haverford College, 214,000 enrolled students in metropolitan Philadelphia are able to choose from over thirty recognized educational institutions. By

⁴ As cited in "Arizona at Risk," a report of the Governor's Task Force on Higher Education, Dec. 2000

⁵ During the past few years the people of Arizona have made an unprecedented commitment to university science and technology research that will contribute to a knowledge-based state economy. The approval of Proposition 301 in November 2000 represented public recognition of the need to invest in the future prosperity of our region by providing a long-term funding stream for science and technology investments. And the passage of the research infrastructure bill by the state legislature in June authorizes \$14.5 million of annual state appropriations starting in fiscal year 2007–2008 for lease-purchase capital financing of approximately \$185 million of important new research facilities.

contrast, metropolitan Phoenix, with approximately 180,000 enrolled students, supports few institutions apart from ASU and the Maricopa Community College System.

Metropolitan Phoenix lags behind the top cities in the nation with the highest percentage of educational attainment in adults aged 25 to 34. A comparison between the number of college graduates as a percentage of the adult population in such metropolitan areas as San Francisco-Oakland (53.4 percent), Boston (51.2 percent), Raleigh-Durham-Chapel Hill (45.2 percent), Austin-San Marcos (38.9 percent), Denver-Boulder (38.1 percent), Portland, Oregon (31 percent), and Phoenix (24.6 percent) reveals another dimension of the challenge facing ASU as it prepares the workforce of the region for the knowledge economy of the twenty-first century.⁶

v. ASU's organizational structure is based on the traditional academic model

ASU is a relatively young but rapidly evolving institution of higher education in the United States. Although ASU traces its origins to the territorial teachers college established in Tempe in the nineteenth century, its trajectory as a comprehensive research university does not begin until 1958.⁷ The present reconceptualization of the design of the university represents the most recent stage in the continuing evolution of an institution.

ASU is currently based on the traditional model for institutions of higher education. Like most major research universities, the organization of ASU is based on an historical prototype. The distinctively American model of the research university came into being in the nineteenth century when the German model of the elite scientific research institute offering specialized graduate training was “grafted” onto the traditional American undergraduate liberal arts college. Following the lead of Johns Hopkins University in Baltimore, fifteen American institutions came to define the American research university.⁸ Such has been the influence of these fifteen institutions that, to this day, every university in the nation measures itself according to their standards. Although these universities represent the gold standard, it is the gold standard of the past. These universities are considered definitive prototypes, and their disciplinary departments are the departments by which all others are judged. But because academic departments tend to structure themselves to resemble the most highly ranked departments in their respective disciplines, academic departments tend to resemble one another across the nation. The model for the New American University proposes a rethinking of the static organizational paradigms of American research universities.

Over the course of centuries universities became organized into a rigidly codified hierarchy of academic departments based on the traditional disciplinary affiliations of scholars. Knowledge does not fall within strict disciplinary categories, yet American research universities maintain an institutional organization that derives from the medieval academy. But the

⁶ U.S. Census Bureau, Geographic Comparison Table (GCT-P11: Language, School Enrollment, and Educational Attainment: 2000 data set)

⁷ The origins of ASU are traced to the teachers college that was established in Tempe in 1885 by an act of the Thirteenth Territorial Legislature. The core of the historic Tempe campus was a twenty-acre cow pasture in the late nineteenth century, donated by leading citizens who sought an institution to train public school teachers, and provide instruction to their sons and daughters in agriculture and the mechanical arts. The name of the institution changed three times during its first fifteen years, becoming the Normal School of Arizona in 1901. Subsequent changes were associated with expansions of the curriculum and degrees offered. In rapid succession Tempe State Teachers College became Arizona State Teachers College, and, in 1945, Arizona State College. By 1958 the college performed all the functions of a university, and received authorization by an act of the governor to become Arizona State University. Basic and applied research preceded attainment of university status in 1958, but the development of new academic programs and library holdings, and the conferral of doctoral degrees in the 1960s led the Carnegie Foundation to grant ASU Research I status in 1994.

⁸ Some of the institutions formative in the development of the American research university are private, such as Harvard, Columbia, Cornell, Princeton, and Yale; others, state and land grant universities, such as the University of Michigan, the University of Wisconsin, the University of Illinois, and the University of California; still others, new universities made possible by private bequests, such as Stanford, Caltech, MIT, and the University of Chicago. These institutions have produced the vast majority of Ph.D.'s in the nation for the past one hundred years.

traditional disciplinary organization of universities may not be the optimal way to organize the institution, or to organize knowledge itself, or to teach students, or to address the social, economic, and technological challenges that face us. Although we build on the bedrock of traditional disciplines, if we are to advance knowledge in the face of its rapidly changing nature, and come to terms with the explosion of new knowledge that characterizes the academy in recent decades, a new and more fluid organization is urgently required. Because it is no longer sufficient to neatly categorize knowledge into disciplinary-based academic departments, the design of ASU must accommodate the establishment of interdisciplinary research centers construed across the university.

The design and implementation of new colleges and schools and the rethinking and redesign of existing colleges and schools provides opportunities to break out from the confines of traditional disciplinary organization, and to actually build the kind of interdisciplinary programs needed to institutionalize and implement intellectual fusion. And because of external pressures of enrollment and demographic change, ASU will have flexibility to better serve the needs of its many diverse constituencies. The evolving design of ASU permits both internal flexibility and allows the university to address the challenges and serve the needs of the region.

vi. ASU's operations are distributed over four primary locations

ASU is spatially distributed across the fourteenth most populous metropolitan region in the nation. Although a single and unified institution, the academic units comprising ASU are distributed across metropolitan Phoenix in four differentiated "academic complexes," i.e., campuses ("One University in Many Places"). In addition to the historic Tempe campus, the university comprises two newer campuses with more specialized missions: the West campus, in northwest Phoenix adjacent to Glendale, and the Polytechnic campus, in Mesa. The conceptualization and design of the Capital Center campus in downtown Phoenix is presently underway.

There are currently weak and uneven relationships between and among the ASU campuses. ASU is a single institution with units geographically distributed across metropolitan Phoenix. The present organization of ASU, with a campus designated "Main," two tiered secondary campuses, and a nascent downtown campus, does not represent effective planning, nor does it serve to advance the institution from its present regional status to that of a national university. The current organization of the university lacks clear definition of campus identities, and perpetuates unnecessary duplication of programs and resources. The structure of the university does not encourage interdisciplinary collaboration of programs construed across the campuses. The present design discourages the emergence of capable enterprise-building units.

Consistent with the ABOR Changing Directions Initiative, planning efforts by the administration of ASU led to the formation of the University Design Team (UDT), chartered to explore bold and innovative thinking about how the university should prepare for its new and expanded mission. UDT has determined that the missions of each of the anchor campuses and the extended campus must be redefined so that the sum of the parts will more effectively and efficiently serve the expanded mission of ASU conceived as a prototype New American University. As specified in the president's concept paper "Changing Directions" (October 2003):

ASU must reorganize and focus the anchor campus offerings as a means of increasing flexibility and coordination and promoting beneficial synergies and cost effectiveness. It is already clear that the plans will call for moving some programs from the main campus to the east campus and perhaps the west campus, consolidating some programs, redirecting some existing programs, developing some new programs, and differentiating programs that are common to the three anchor campuses.

2. ASU: What do we need to become?

i. Aspirational peers: public metropolitan research universities

ASU is a public metropolitan research university, and, as such, the profile of our student body, the character of our research enterprise, and the scope of our community engagement must differ from that of other institutions. Peer institutions in the United States—large public metropolitan research universities—represent a unique institutional type, distinct from most land grant universities and other comprehensive academic institutions, as well as technical institutes, medical schools, and state colleges. Prominent among this category of institution are the University of California, Los Angeles (UCLA); the University of Washington; the University of Texas, Austin; the University of Minnesota; and Ohio State University. Each draws on the unique advantages of being situated in the heart of a diverse urban environment, and each contributes to the prosperity and advancement of their regions.

ASU is striving to become competitive as a national university. Its success in attracting the best faculty and students, competitive research funding, and greater levels of private investment would be enhanced by attaining recognition as a national research university. The national standing ASU seeks can only be attained by improving our ranking in comparative categories, such as those utilized by the Association of American Universities (AAU) and the National Research Council (NRC). We must measure progress not against our past performance, but against the objective standard of the accomplishments of national research universities.

The Lombardi Program on Measuring University Performance, commonly referred to as The Center, is a respected institutional research group based at the University of Florida. In their annual report, *The Top American Research Universities*, the group gathers and compares objective data about the top private and public American research universities in nine categories: total research support, federal research support, endowment assets, annual giving, faculty membership in the national academies, faculty awards, doctorates granted, postdoctoral appointees, and median SAT scores. Among public research universities in the second tier (26-50) that receive over \$20 million in federal research funding, ASU ranked in only three categories: faculty awards, private support, and the number of doctorates granted.⁹ ASU did not achieve a single superior ranking in the most recent evaluation of graduate programs produced by the National Research Council (1993), and in categories established by the AAU, ASU is recognized only for the quality of its faculty.

Increased potential for ASU to attain national status comes from dramatically increasing research infrastructure in all fields, from the arts to the humanities to the sciences to engineering. With current plans to add over one million square feet of research space within the next few years, space on the crowded Tempe campus is at a premium. With projected enrollment increases, ASU can only accommodate additional students at the other campus locations. Greater research productivity will also be facilitated by a flexible university design that encourages the formation of interdisciplinary research groups. ASU will also attract better faculty and students with new facilities that can be built at sites other than the Tempe campus.

But as the only major research university in the heart of one of the most rapidly urbanizing metropolitan areas in the nation, a region marked by explosive population growth, unprecedented demographic change, rapid development, and environmental trends that threaten its sustainability, ASU bears the additional responsibility of providing leadership for a region that lags far behind comparable metropolitan areas in several leading indicators. Numerous measures of educational performance and outcomes in metropolitan Phoenix and Arizona are not only below average, but rank near the bottom nationally. Arizona ranks last for the rate of high school completion, for example. And in terms of the educational

⁹ Lombardi Program on Measuring University Performance, *The Top American Research Universities* (University of Florida, 2001), 46-47 [<http://thecenter.ufl.edu/publications.html>]

attainment of its adult population, Arizona lags far behind most metropolitan regions. The regional economy has yet to evolve to an appreciable degree from one that is resource-based and service oriented to one that is knowledge-driven and competitive. And the long-term environmental sustainability of the region remains in serious jeopardy.

As a consequence of investment in research infrastructure, a dramatic acceleration of the research enterprise, and the recruitment of prominent faculty, the contributions of ASU are expected to receive increasing national and international recognition in the coming decades. The attainment of such recognition is sought because it increases access to federal funding and private investment, possibilities for collaboration with top tier institutional partners, as well as the ability of the university to attract and retain the best students and faculty. Along with other honors, the consummate institutional recognition that comes with election to membership in the Association of American Universities (AAU), the prestigious association of 62 leading North American research universities, is therefore an explicit institutional goal.

ii. Aspirational Goals: Design Imperatives for a New American University

ASU is one of our nation's youngest major research institutions, and is positioning itself to emerge as a prominent national university. The transformation of ASU from an important regional university to one of our nation's leading public metropolitan research universities is guided by the vision of an institution that measures its academic quality by the education that its graduates have received rather than the academic credentials of its incoming freshman class; one at which researchers, while pursuing their scholarly interests, also consider the public good; one that does not just engage in community service, but rather takes on major responsibility for the economic, social, and cultural vitality of its community. These tenets, first proposed in the inaugural policy paper, "A New American University: The New Gold Standard," guide an effort to spur the evolution of an institutional form rooted in the past.¹⁰

In response to a new era marked by unprecedented demographic change, and quantum leaps in scientific discovery and technological innovation, ASU will endeavor to create a unique institutional profile and serve as a model for other large research universities. The concept of the New American University serves as a new model for the American research university, one that breaks the mold that has constrained these institutions. The reconceptualization of ASU will be consistent with the vision of the institution as a prototype for the New American University

The eight "design imperatives" of the inaugural policy paper represent new standards—or guiding principles—by which to measure the progress of the institution (Appendix A). The reconceptualization of the university must be consistent with the design imperatives of the New American University, intended to advance the status of the institution to the ranks of research universities of national standing.

As more fully set out in Appendix A, the design process of the university will serve to foster teaching, research, and public service that

- (1) leverages the location of the university in a burgeoning metropolitan region in the American Southwest (**"ASU must embrace its cultural, socioeconomic, and physical setting"**);
- (2) underscores the role of ASU as a preeminent catalyst for societal change to transform society, improve the human condition, foster sustained social advancement and economic growth, and promote responsible planetary stewardship (**"ASU must become a force, and not only a place"**);

¹⁰ "A New American University: The New Gold Standard," Office of the President, Arizona State University (November 2002; rev. ed. forthcoming, 2004).

- (3) promotes the intellectual capital of ASU as both the source of the institution's potential to transform society and its economic prosperity through the commercialization of its research (**"a culture of academic enterprise"**);
- (4) balances the need for, and importance of, continuing basic research, i.e., fundamental discovery, with a research agenda focused on addressing actual and immediate problems (**"Pasteur's Principle"**);
- (5) focuses on outcome-determined excellence (**"a focus on the individual"**);
- (6) advances knowledge through interdisciplinary scholarship (**"intellectual fusion"**);
- (7) assumes major responsibility for the economic, social, and cultural vitality of the region (**"social embeddedness"**);
- (8) promotes international collaboration, exploration, and understanding (**"global engagement"**).

As a New American University, ASU will be an institution that offers openness and access to as broad a segment of the populace as possible. ASU will foster creativity and generate new knowledge, and disseminate that knowledge as widely as possible, serving students, the local community, and the larger national and global communities. ASU will be an institution that is inclusive rather than exclusive, and its success will be measured not by who the university *excludes*, but rather by who the university *includes*.

The objective of the reconceptualization of the university is to build a world-class institution here in the American Southwest, one that will prove of lasting value to the state and nation in the centuries ahead. In seeking to become a major research institution of national rank, ASU will serve as a prototype for the New American University.

3. University design process: the college/school-centric model

The key to ASU's transformation and success will be college and school empowerment. The objectives of the university design process based on the "college/school-centric" model are:

- To build the university around strong entrepreneurial colleges and schools (the enterprise model);
- To devolve intellectual and entrepreneurial responsibility to the level of the college and school;
- To create a design that allows colleges and schools to grow and prosper to the extent of their intellectual and market limits;
- To create a federation of unique colleges, schools, academic departments, and interdisciplinary research centers ("colleges and schools") as the foundation of the premier metropolitan research university of the twenty-first century.

The evolving design of ASU is essential, not only to achieving academic excellence, but to serving the metropolitan region and state, and meeting the challenges of the decades ahead. In order to become nationally competitive, ASU must increase overall academic excellence. This becomes possible by increasing the excellence of the academic units that comprise the university—building the university around strong entrepreneurial colleges and schools. ASU must become a university that is structured around outstanding colleges and schools (designating academic units, whether colleges, schools, academic departments, or interdisciplinary research centers) free to grow and prosper to the extent of their individual intellectual and market limits. A college or school is a unit of intellectual connectivity between faculty and students organized around a theme or objective. Towards this end, our objective is to create a single institution with programs distributed across metropolitan Phoenix in which all academic units have the potential to achieve excellence. In this conception, ASU is a federation of unique colleges and schools with no implicit hierarchy or "tiering."

The key to ASU's transformation and success will be *college and school empowerment*. Success will be driven by increasing academic excellence, fostering creativity, and enlarging the social, economic, and cultural impact of the university. Such excellence, creativity, and impact are attained when communities of students and scholars are driven to compete at the highest level. Such competition is nurtured and enhanced by close-knit organizations with focused missions and high degrees of freedom. In the case of a major research institution, these characteristics are associated with smaller academic units, such as colleges and schools.

College and school empowerment will help overcome historical physical and fiscal constraints through ownership of the competitive academic process at the level of each college and school. Devolving responsibility to the level of colleges and schools will encourage colleges and schools to excel, allowing each to articulate new designs and embark in new directions, as well as to set higher standards to ensure national competitiveness.

A college/school-centric model for the university assumes an institution in which each college and school competes for status, not with other colleges and schools within the university, but with peer colleges and schools around the country and around the world. Each college and school will have an opportunity to gain its own competitive status within its own sphere. And colleges and schools within the university will have the opportunity to complement and leverage one another. In this model, the School of Technology at ASU Polytechnic, for example, has the potential to become a leading school of technology, linked to a leading school of engineering on the Tempe campus, comprised of programs with students appropriately placed, ensuring mechanisms for maximum success.

The college/school-centric model of ASU is predicated on devolving intellectual and entrepreneurial responsibility to the level of the college or school. The president of the university and administration will endeavor to create the optimum environment for success, acquiring operating resources, and helping to strategically ally the institution and its academic

units. But the university will advance primarily through small groups of faculty working with students to advance their intellectual agendas to become nationally competitive.

In this college/school-centric model, each college and school is unique in conceptualization and driven by its own intrinsic requirements, with the caveat that it must integrate with other elements within the university. The colleges and schools are the competitive units by which the university advances, each college and school advancing on its own. It is the responsibility of the leadership of each college and school to articulate aspirations, advance conceptualizations, and finalize nuts-and-bolts designs.

Because ASU is a single institution with multiple campuses, the design process does not give precedence to the historic Tempe campus. ASU will not be comprised of a flagship campus and tiered secondary campuses. The evolving design of the university transcends the campus-based model. We must build one university in which the academic quality of units different in kind is uniformly high, all are treated fairly and equally, individuals are free to advance their creativity, and the merit associated with their work is recognized.

i. Financial considerations of the design process

The ability of the university to enhance academic quality by building colleges and schools of national and international rank, while continuing to provide access to the people of Arizona, is directly tied to the university's ability to attract investors and grow investments. Over the past decade the investment of the State of Arizona has not kept pace with the university's growth and increasing complexity. Accordingly, ASU must overcome its fiscal constraints by developing new public and private funding partners, as well as making a better argument for investment in the institution with the state of Arizona. In the public sector, for example, ASU must work to develop enhanced partnerships with the cities in which it is located. In addition, ASU must work to attract new investment from the research funding agencies, private sector, philanthropic organizations and foundations, and alumni. Only with new and enhanced investment will the university be able to hire the faculty, build the facilities, and develop the campuses necessary to advance the quality of the colleges and schools in the manner described in this report.

ii. Implementation of the design process

This report sets out a design that will require the complex set of implementation activities and interactions identified in Appendices B-1 and B-2, a process that will continue well into the future. First, as indicated above, there are important financial considerations to be addressed. Second, as indicated in the University Provost's recommendations, the implementation of the design will incorporate principles to facilitate the orderly transition and migration of programs, schools, and colleges. Third, ASU will need to initiate or expand new partnerships and alliances with the public and private sector including the City of Tempe, the City of Phoenix, the City of Mesa, the City of Scottsdale, other city governments, the Maricopa Community College District, and the private sector. Finally, as one of three state universities, the implementation of the design set out in this report requires collaboration with the Arizona Board of Regents to obtain input and approval as appropriate.

iii. Many places: the university campuses

The essence of a great university is not only in its libraries, laboratories, studios, and classrooms; its irreducible core is the human relationships within its scope. Although it is inconceivable to imagine a great university without its libraries and research infrastructure, the physical manifestation of universities remains secondary to the community of students and scholars who are its spirit. This said, universities are often identified with their campuses, and, in this context, the design process seeks to break new ground in defining the relationships between campuses, the university community, and academic programs.

The operational concept of “campus” must be distinguished from the academic processes that comprise the entities termed “colleges and schools.” Because ASU is a single institution that owing to historical circumstance has become distributed spatially across metropolitan Phoenix, it is nearly inevitable that a hierarchical model developed, with the historic campus perceived as the flagship, and tiered subsidiary campuses offering duplicate programs conceived primarily for experience and convenience. From its inception, ASU East (now the Polytechnic campus), with a focus on applied science, technology, and business, has largely been an exception to this model.

The college/school-centric model embraced in the design process will instead produce a deliberate and planned clustering of programs on each “campus” around a related theme and mission. The *empowerment of colleges and schools* will be enhanced by the judicious relocation and clustering of existing colleges and schools or, in the future, the placement of new colleges and schools according to an integrated and thoughtful plan. The imposed spatial distribution of the university offers extraordinary opportunities, to depart from the traditional model and create academic complexes with distinct identities, and to better embed the university in the diverse communities of the metropolitan region. The plan is also motivated by limitations of space on the Tempe campus, and the commitment of the university to provide access and serve the entire metropolitan region.

Appendices D-1 through D-4 introduce the design concepts of each of the four campuses of ASU.

APPENDIX A
A SUMMARY OF DESIGN IMPERATIVES
FOR THE NEW AMERICAN UNIVERSITY

ASU is developing a new model for the American research university, creating an institution that measures its academic quality by the education that its graduates have received rather than the academic credentials of its incoming freshman class; one at which researchers, while pursuing their scholarly interests, also consider the public good; one that does not just engage in community service, but rather takes on major responsibility for the economic, social, and cultural vitality of its community. These tenets, first proposed in the inaugural policy paper, “A New American University: The New Gold Standard” (November 2002), represent a new way of thinking about the fundamental objectives of a university—teaching, research, and public service.

The eight “design imperatives” represent new standards—or guiding principles—by which to measure our progress. The design imperatives were never intended to represent hard-and-fast categories—most of the accomplishments of the university do not correspond neatly to a single design imperative, but rather cut across many. And because the research interests of ASU scholars are so diverse, not all design imperatives could possibly be relevant to any given individual or team. The objective of the design imperatives is to spur new thinking, suggest new possibilities, and unleash the creative potential of our academic community. The overarching objective is to transform ASU into one of the nation’s leading public metropolitan research universities.

DESIGN IMPERATIVE 1: ASU MUST EMBRACE ITS CULTURAL, SOCIOECONOMIC, AND PHYSICAL SETTING: LEVERAGING PLACE

Academic institutions leverage place by embracing their cultural, socioeconomic, and physical settings. Colleges and universities are situated in regions with particular heritages, cultures, and aspirations, and scholars at these institutions are uniquely positioned to address the problems of their regions, and to offer perspective on the distinct historical, cultural, social, demographic, political, economic, and environmental forces shaping these regions. A focus on place means learning from local knowledge, as well as considering the local relevance of research. If an institution is socially embedded, meaningful and productive relationships between the university and its surrounding community, region, and state will flourish. Not least among these is the role of the research university as a primary driver for regional social change, social and cultural learning, and appropriate economic development.

DESIGN IMPERATIVE 2: ASU MUST BECOME A FORCE, AND NOT ONLY A PLACE: SOCIETAL TRANSFORMATION

Research universities are the preeminent catalysts for societal change—no institution possesses more potential to transform society, improving the human condition, fostering sustained social advancement and economic growth, and providing us with the tools we need for better planetary stewardship. No corporation, no industry, no government agency can rival their scope and impact, because universities alone exist solely to produce and disseminate knowledge. Never before has the impact of knowledge been greater, and no academic institution has had, or continues to have, more influence than the research university. ASU is one of only 300 major research institutions in the world, and, as such, has the potential to generate new knowledge that may influence almost every aspect of our future.

**DESIGN IMPERATIVE 3: A CULTURE OF ACADEMIC ENTERPRISE:
ASU AS KNOWLEDGE ENTREPRENEUR**

Enterprise takes many forms in the academy—it is the signal characteristic of the drive and passion that informs all groundbreaking scholarly and creative endeavor. Enterprise inspires inquiry, and fosters the originality and independence of mind that make new knowledge possible. Intellectual capital is the wellspring of a great university, and the source of its potential to transform our world. It is also the source of an institution’s prosperity—those who conduct groundbreaking research, developing new knowledge and new products with commercial application, have the capacity to generate significant revenues for the university, and to encourage investment in our product. To the extent that we make an original contribution to our disciplines, or, indeed, break free from conventional disciplinary or organizational constraints, our work may be said to exhibit enterprise.

DESIGN IMPERATIVE 4: PASTEUR’S PRINCIPLE: USE-INSPIRED RESEARCH

The complexity of the challenges for global success that are ahead of us makes it mandatory to balance the need for, and importance of, continuing basic research (fundamental discovery) with a research agenda focused on addressing actual and immediate problems. Much university research is necessarily esoteric because we are involved in the discovery of fundamental knowledge, but we must integrate the advancement of knowledge with the transformation of society. If academic research is to be a force for societal transformation—if we are to improve the human condition—we must consider the social implications of our research, and harness our knowledge for maximum societal benefit. This is an approach to scholarship that could be termed use-inspired, and will increasingly guide the ASU research enterprise.

**DESIGN IMPERATIVE 5: A FOCUS ON THE INDIVIDUAL: OUTCOME-DETERMINED
EXCELLENCE / A COMMITMENT TO INTELLECTUAL AND CULTURAL DIVERSITY**

Our nation’s research universities are concerned with a certain academic profile in their student body. They have defined their academic excellence by the academic qualifications of their incoming students—an input-driven model. ASU focuses instead on outcome-determined excellence—that is, we admit students with differing interests and indicators of intelligence and creativity, even different levels of high school preparation. There is no single profile to which a student seeking admission to ASU must conform. The university will not be limited exclusively to the verbally and mathematically gifted, nor the most intelligent children of the most successful families. We welcome these gifted students, but seek greater diversity in our student body. And we will judge the success of our university by the success of each student on a case-by-case basis. Implicit in our focus on the individual is a commitment to intellectual and cultural diversity.

**DESIGN IMPERATIVE 6: INTELLECTUAL FUSION: INTERDISCIPLINARY /
MULTIDISCIPLINARY / TRANSDISCIPLINARY / POSTDISCIPLINARY**

If we are to advance knowledge in the face of its rapidly changing nature, and come to terms with the explosion of new knowledge that characterizes the academy in recent decades, a new and more fluid organization is urgently needed. Intellectual fusion is the cognitive norm in scholarship, whereas the fragmentation imposed by disciplinary categories is an historical social construct, however useful. Knowledge does not fall within strict disciplinary categories, yet we cling to an institutional organization that derives from the medieval academy. It is no longer sufficient to neatly categorize knowledge into disciplinary-based academic departments—the core disciplines are but one element of our intellectual identity. Accordingly, the New American University encourages teaching and research that is interdisciplinary, multidisciplinary, transdisciplinary, and post-disciplinary, leading, where appropriate to a convergence of disciplines, an approach that might more accurately be described as intellectual fusion.

**DESIGN IMPERATIVE 7: SOCIAL EMBEDDEDNESS: PUBLIC SERVICE /
COMMUNITY ENGAGEMENT / OUTREACH**

Public service—or community outreach—is intrinsic to ASU’s mission as a public metropolitan research university, and central to the vision of a New American University that is linked to its region and the needs of its day; that balances its commitment to teaching with world-class research conducted for the public good; and that takes on major responsibility for the economic, social, and cultural vitality of its region. Public service has long been a defining characteristic of ASU, and we expect that commitment to grow with each coming year. Because our approach to public service is comprehensive, and because we conceive of public service in such broad terms, the extent of our commitment to the community and region is perhaps best conveyed by the concept of social embeddedness.

**DESIGN IMPERATIVE 8: GLOBAL ENGAGEMENT: TRANSNATIONAL /
TRANSCULTURAL**

Because research universities bear partial responsibility for the future of our planet, there is no aspect of our teaching, research, or public service that does not possess global implication. ASU faculty are members of an international community of scholars, and through our scholarship and creative endeavor we implicitly address a global audience. Even service to the communities immediately surrounding our campuses can have worldwide application—through the development of innovative approaches to universal societal problems, ASU can establish programs and practices with application anywhere in the world. If we are to position the institution as a leading public metropolitan research university, we must forge partnerships with peer institutions around the world, and make an institutional commitment to global engagement that is thoroughgoing.

APPENDIX B-1
SUMMARY OF THE PRESIDENT’S RESPONSE TO
THE UNIVERSITY PROVOST’S RECOMMENDATIONS
TO THE UNIVERSITY DESIGN TEAM

Implementation of the design process initiated by the University Design Team and further refined and enhanced by the University Provost’s Recommendations will include the following:

- 1) ASU will implement and develop a “college/school-centric” model of academic organization and advancement;
- 2) ASU colleges and schools will be located on four campuses in the Phoenix metropolitan area, including development of a new Capital Center campus;
- 3) Each campus will have a different mission that unites the design and activities of the colleges and schools located on that campus;
- 4) Moving to the new Capital Center campus in downtown Phoenix are:
 - The College of Nursing, which will also offer programs on the ASU Polytechnic campus in the East Valley and the ASU West campus;
 - The redesigned Public College (formerly the College of Public Programs) will be comprised of the School of Public Affairs; the School of Community Development and Service; the School of Social Work; and the Morrison Institute for Public Policy;
 - KAET (Channel 8), ASU’s PBS television station;
 - The Walter Cronkite School of Journalism and Mass Communication, which will become a stand-alone school and have facilities contiguous with KAET;
 - The School of Health Management and Policy;
 - The new University College will house a new School of Interdisciplinary Studies, the Community College Alliance, the Extended Education programs, and will sponsor or offer relevant programs in education, business and communications.
- 5) In addition, several colleges and schools on the Tempe campus will expand their programs to other campuses:
 - The College of Architecture and Environmental Design will offer select programs to students on other campuses on a distributed basis;
 - The Herberger College of Fine Arts will develop an arts presence on the Capital Center campus and on the Polytechnic campus.
 - The Del E. Webb School of Construction will continue to be headquartered on the Tempe campus within the Ira. A. Fulton School of Engineering; the school will offer a construction management program on the Tempe campus, and a construction technology program on the Polytechnic campus.

6) Enhancements to the Polytechnic campus include:

- A general engineering program will be developed on the Polytechnic campus;
- The Real Estate program will be moved there from the Tempe campus;
- The Physical Education Program will relocate to the Polytechnic campus;
- A School of Industrial Administration will be developed on the Polytechnic campus.

7) Enhancements to the West campus include:

- The Criminal Justice & Criminology Department at the West campus will become the School of Criminal Justice & Criminology with administrative responsibility for applied programs in criminal justice;
- The Recreation and Tourism Management Program will be enhanced at the West campus;
- The College of Education on the West campus will be renamed the College of Teacher Education and Leadership to reflect its mission and strengths, including teacher preparation and school administration.

8) ASU will redesign existing colleges and schools or create new ones focusing on the following areas: anthropology and social change; earth sciences; global studies; global health and technology; sustainability; and family and human development.

9) Other significant decisions include:

- The College of Law will continue to explore alternate program opportunities. It should also consider opportunities for its existing programs as part of the planning and development of the Capital Center campus;
- The Hugh Downs School of Human Communications will remain on the Tempe campus. With the relocation of the College of Public Programs to the Capital Center campus, the school will become part of the College of Liberal Arts and Sciences;
- Justice Studies on the Tempe campus will become the School of Social Inquiry and will decide if it should relocate to the Capital Center campus or become part of the College of Liberal Arts and Sciences on the Tempe campus.

APPENDIX B-2
PRESIDENT’S RESPONSES TO THE
UNIVERSITY PROVOST’S RECOMMENDATIONS

Provost’s Recommendations	President’s Response
University Design Team Report Phase I Recommendations	
<p>1. The administration should accept the all university core elements and values as defined by the design team. The core elements and values that are central to all campuses include: a) offer degree programs at the baccalaureate, master’s and doctoral levels b) conduct programs of research and creative activities; c) offer programs leading to professional degrees at the baccalaureate and post baccalaureate levels d) promote continuing and extended education, and encourage faculty and staff to be engaged with the greater metropolitan region; e) serve the needs of women, minority, disadvantaged, disabled and non-traditional students; f) seek racial and ethnic diversification of the student body and faculty and staff; g) support activities designed to promote economic, cultural, and social development of the surrounding areas and the state; h) commit to student success in all aspects of academic and personal development.</p>	<p>ASU will reflect the “all university core elements and values” articulated by the University Design Team as well as the New American University design imperatives. The “all university core elements and values” and the New American University design imperatives will be central to the design, planning and development of colleges, Schools and programs at ASU as well as to the identities of all university campuses. As noted below, in implementing the “all university core elements and values” and the New American University design imperatives, careful consideration must also be given to the coordination of programs between and among the campuses.</p>
<p>2. The administration should accept the campus identities as outlined in the report to serve as planning guides. It is also recommended that each campus begin the process of developing mission statements that incorporate these identities. More thought and work needs to occur to conceptualize the Downtown Campus.</p>	<p>ASU colleges and schools will be located on four campuses with identities consistent with Appendix D of this Report.</p> <p>Implementation: Each campus will prepare a mission statement for submission to the University Provost and President.</p> <p>Implementation: The University Planner will coordinate the design, planning and implementation of the Capital Center campus. A timeline for the development of the Capital Center Campus is set out in Appendix E.</p>
<p>3. The administration should move quickly to initiate a process to develop a nomenclature that does not use the term “Main” for the largest campus.</p>	<p>In order to reflect the fact that ASU is “One University in Many Places,” the university will discontinue its use of the term “Main” when referring to the ASU campus located in Tempe, Arizona. While the campus located in Tempe, Arizona will remain the largest of the ASU campuses and will retain its historical identity as described in Appendix D of this Report, use of the term “main” campus distracts the university and others from the more appropriate focus on the unique character and compelling mission of each school or college which comprises ASU.</p> <p>Implementation: The Vice-President of Public Affairs will convene an implementation team (including representatives from each of the four campuses, the Provost’s office, and the Office of University Undergraduate Initiatives) to develop a comprehensive university wide public affairs</p>

	<p>strategy and implementation plan. The strategy and plan will reflect the college/school-centric model and “One University Many Places” theme discussed in this Report.</p>
<p>4. The administration should accept the principles designed to guide program reorganization. In summary they are: a) Centrality to a campus identity must be the primary reason for a program or individual faculty member to be moved from one campus to another or for a new program to be initiated on campus; b) Movement of faculty or whole programs must enhance the goals of the receiving campus and the program that moves; c) Interdisciplinary dependence for both faculty and students must be considered in any reorganization efforts; d) With similar programs there should be appropriate differentiation on the campuses; e) Intercampus collaboration on similar programs should be encouraged.</p>	<p>The principles in Recommendation Number 4 and Recommendation Number 5 will be reflected in the design and administration of colleges, schools, and programs at ASU.</p>
<p>5. The following principles should also be observed and these are based primarily on written input and open forum comments: a) The good of the greater university should be the primary driver for any reorganization. The goal is to make any potential individual or program move as attractive as possible and enable individuals and programs more opportunity to enhance success. These enhanced opportunities might include the provision of more space and resources, greater centrality to the mission, opportunity for more variable workloads and opportunity to build b) Any potential move should occur over a sufficient period of time so that undergraduate students currently enrolled in a program will have the opportunity within a reasonable time frame to complete the program on the campus with which they are primarily affiliated. Similarly, faculty and staff will have time to make personal decisions about their futures in terms of employment, housing, etc.</p>	<p>The principles articulated in Recommendation Number 4 and Number 5 will be reflected in the design and administration of colleges, schools, and programs at ASU.</p>
<p>6. The administration should accept the program organizational framework as defined by the Design Team. That is, programs on all three campuses can be organized as programs that are unique to a particular campus, programs that are similar on two or more campuses (variant) but not identical and programs that are administered from one campus and distributed to other campuses. In addition it is recommended that we consider the possibility of shared programs.</p>	<p>The organizational framework offered by the University Design Team is accepted : (a) Colleges, schools, and programs will be designed and organized in a manner that is unique and that distinguishes each from other colleges, schools, and programs on other campuses of the university; (b) Each program should reflect the identity of the campus on which it is located; (c) Colleges, schools, and programs which are similar but not identical, may be located on two or more campuses; (d) Colleges, schools and programs may be administratively headquartered on one campus but offer programs and services to other campuses (“distributed programs”); and (e) Colleges and schools on different campuses may cooperate in the design and establishment of shared programs (“shared programs”).</p>
<p>7. The administration should accept the recommendation that all campuses will have a common general studies program and that seamless transfer of students among the campuses will occur.</p>	<p>The university will establish a common general studies program for all university campuses.</p> <p>Implementation: The University Provost will convene an implementation team to define a common general studies program for all university campuses and to review university administrative procedures to assure the ability of ASU students to register for courses (for which they are qualified) at any campus.</p>

<p>8. Architecture, the School of Design, the School of Planning and Landscape Architecture for the near term, should remain intact and continue to be housed administratively at the main campus. Both the upper and lower division offerings should continue to be offered on the main campus. It might be worth exploring creating a unique design program at the east campus to create more options for the many students who have an interest in the design disciplines. The entire School of Design graduates between 60 and 70 Bachelors students a year out of 700 students who express an interest in the design disciplines. It is also recommended that several programs from this college have a downtown presence.</p>	<p>The College of Architecture and Environmental Design will remain located on the Tempe campus. However, the College of Architecture and Environmental Design will explore ways of offering programs to students on other campuses on a distributed basis.</p> <p>Implementation: The University Provost and the Dean of Architecture and Environmental Design will recommend programs that can be offered by the College of Architecture and Environmental Design on a distributed basis including programs which would help advance the development of colleges and schools on the Polytechnic campus or which could be offered from the Capital Center campus.</p>
<p>9. The new Arts, Media and Engineering graduate Program should remain on the main campus.</p>	<p>The Arts, Media & Engineering Program will remain on the Tempe campus.</p> <p>Implementation: The Arts, Media & Engineering Program should seek participation and involvement of faculty from all University campuses.</p>
<p>10. Undergraduate Business should be developed on east, main and west campuses and differentiated to fit in with the campus identities and to attract different populations of students.</p>	<p>Undergraduate business programs will be offered on the Tempe campus, the Polytechnic campus, and the West campus. Appropriate undergraduate business programs will also be offered at the Capital Center campus. However, such programs and the schools offering such programs will be differentiated to conform to the respective identities of each campus and to attract students with different interests. For example, the undergraduate business programs offered at the Polytechnic campus will be offered through a "School of Industrial Administration" rather than through a School of Business, as they are on the Tempe campus, or through the "School of Global Management," as they are at the West campus.</p> <p>Implementation: The University Provost will convene a standing implementation team to foster coordination, communication and development of each of the undergraduate and graduate business programs located or offered on each campus of ASU.</p> <p>Implementation: The Provost of the West campus, in consultation with the School of Management, will convene an implementation team to rename the School as the "School of Global Management" (or such other appropriate name as may be determined by the Provost of the West campus and the University Provost).</p>
<p>11. The MBA programs from both the west campus and the main campus should either utilize a shared set of platforms jointly administered by both campuses with full participation by the faculty on all campuses or employ a joint marketing strategy.</p>	<p>The MBA programs from the West campus and the Tempe campus will develop and deploy a coordinated marketing strategy that clearly distinguishes the W.P. Carey School MBA from the West campus MBA. The university will not develop additional MBA programs. The W.P. Carey School will coordinate the offering of MBA programs at remote or satellite locations.</p>

	<p>Implementation: The University Provost will convene a standing implementation team to develop a coordinated marketing strategy for ASU MBA programs.</p>
<p>12. Given the popularity of communication as a major, all three campuses should continue on the current pathway of developing distinct undergraduate communication programs (variant organizational framework).</p>	<p>Undergraduate communication offerings will continue to be developed and offered at all campuses of the university, including the Capital Center campus.</p> <p>Implementation: The University Provost will convene a standing implementation team to foster coordination and development of each of the undergraduate communication programs on each campus of ASU</p>
<p>13. Computer Studies should be developed on the east campus and as the west campus moves to implement a new program in applied computing more coordination among all campuses must occur in developing programs.</p>	<p>Computer related studies offerings will be made available to students on all campuses. A computer related studies program will be developed on the Polytechnic campus and the development of the program in applied computing will continue on the West campus. However, the design, planning and implementation of all computer related studies programs must be undertaken in a coordinated manner.</p> <p>Implementation: The University Provost will convene a standing implementation team to foster coordination and development of each of the undergraduate computing programs on each campus of ASU. The Provost of the West campus will continue implementation of the applied computing program on the West campus.</p>
<p>14. Del E. Webb School of Construction. It is recommended that this program move to the east campus but that it be done with the commitment of the university and the industry to make this the premiere program of this type. A visiting team should be invited to help plan and evaluate a first class Ph.D. program and we should look to the industry to provide state of the art facilities. Those faculty who are a better fit with construction engineering should be moved to the Department of Civil Engineering.</p>	<p>The Del E. Webb School of Construction will continue to be headquartered on the Tempe campus within the Ira A. Fulton School of Engineering. The school will offer a Construction Management Program on the Tempe campus, including continued advancement of a Ph.D. program. However, the School will also develop and offer a Construction Technology Program on the Polytechnic campus. In addition, the Alliance for Construction Excellence (ACE) Program and a new executive education program will be located on the Capital Center campus.</p> <p>Implementation: The University Provost, in consultation with the Dean of the Fulton School of Engineering, will convene an implementation team to develop a strategic plan for the School to implement the decisions set out above including an assessment of the kinds of space, facilities and resources needed by the School to advance the strategic plan.</p>
<p>15. Undergraduate teacher preparation should be present on all campuses of ASU. The current path of developing variant programs seems to be working well for the students.</p>	<p>Programs for undergraduate teacher preparation will be made available to students on all campuses of ASU.</p> <p>Implementation: The University Provost will convene a university implementation team to coordinate the manner in which undergraduate teacher preparation will be made available to</p>

	<p>students on all campuses of ASU.</p> <p>The College of Education on the West campus will be renamed the “College of Teacher Education & Leadership” (or such other name as the College may decide in consultation with the West campus provost and the University Provost) to reflect its unique mission and strengths including teacher preparation and school administration.</p> <p>Implementation: The West campus Provost and the Dean of the College of Education at the West campus, in consultation with the University Provost, will convene an implementation team to select and implement a new name for the College.</p>
<p>16. Education Graduate Programs should be present on all campuses of ASU. The west campus should begin preparation for an Ed.D. by bringing in an external advisory team to help plan a state of the art practitioners program.</p>	<p>Graduate programs in education will be present on all campuses of ASU.</p> <p>Implementation: The University Provost and the West campus provost will begin preparation for an Ed.D. by convening an external advisory team to assist the university in planning a state of the art education practitioners program. This implementation team will also consider the manner in which graduate education in education will be offered on ASU campuses.</p>
<p>17. The university should proceed immediately to develop a general engineering program on the east campus. Faculty on the main campus should be given the opportunity and appropriate incentives to relocate to the east campus.</p>	<p>The university will proceed immediately to develop a general engineering program on the Polytechnic campus.</p> <p>Implementation: The Provost of the Polytechnic campus, in consultation with the University Provost and the Dean of the Ira A. Fulton School of Engineering, will convene an implementation team to develop a plan for the establishment of a general engineering program on the Polytechnic campus.</p>
<p>18. The Department of Family and Human Development should remain on the main campus as the foundation of a new school to be developed in the College of Liberal Arts & Sciences.</p>	<p>The Department of Family and Human Development will remain on the Tempe campus as a foundation for a new school to be developed in the College of Liberal Arts and Sciences.</p> <p>Implementation: The department, in cooperation with the Dean of Liberal Arts and Sciences, will develop a strategic plan for the development of a new school within the College of Liberal Arts and Sciences.</p>
<p>19. The Herberger College of Fine Arts, in collaboration with the West campus Interdisciplinary Arts Program should proceed immediately to plan for an arts presence on the downtown campus and distributed programs on the east campus .</p>	<p>The Herberger College of Fine Arts will take the lead to establish an arts presence on the Capital Center campus and on the Polytechnic campus. The Herberger College of Fine Arts will collaborate with the West campus Interdisciplinary Arts Program in preparing and implementing the plan.</p>

	<p>Implementation: The Dean of the Herberger College of Fine Arts will deliver an implementation plan to the University Provost for establishing an ASU arts presence on the Capital Center campus and the Polytechnic campus. The implementation plan will also address the manner in which the West campus Interdisciplinary Arts Program will be coordinated with the activities of the Herberger College of Fine Arts. Such recommendations will be made in a manner that they may be considered and incorporated into the ASU Comprehensive Development Plan and the activities of the Capital Center campus implementation team.</p>
<p>20. The School of Health Management and Policy should become one of the anchor programs of the Downtown Biomedical Campus as soon as space becomes available. Any new investments in this group in the interim should be directed toward this end.</p>	<p>The School of Health Management and Policy will relocate to the Capital Center campus.</p> <p>Implementation: The University Provost will convene an implementation team to plan the relocation of the School of Health Management and Policy to the Capital Center campus. Working with the University Provost and the University Planner, the School of Health Administration and Policy will undertake a needs assessment for its relocation to the Capital Center Campus including identifying space and resource requirements for its programs.</p> <p>Implementation: The University Provost will convene an implementation team to prepare a plan for the establishment of a “school of global health and appropriate technology” and to integrate the School of Health Management and Policy into such a school.</p>
<p>21. The west campus Administration of Justice Program should be highlighted as a program targeted for enhancement and magnet program for undergraduate students interested in careers in applied criminal justice.</p>	<p>The Criminal Justice & Criminology Department at the West campus will be established as the “School of Criminal Justice & Criminology”. The new School of Criminal Justice & Criminology will have administrative responsibility for applied programs in criminal justice and criminology. The School will take the lead in developing plans for a new research center, The Center for Violence Prevention and Community Safety.</p> <p>Implementation: The West campus Provost will convene a planning and implementation team, comprised of appropriate faculty, to prepare a strategic plan for the School of Criminal Justice & Criminology.</p>
<p>22. The main campus School of Justice Studies should begin the transformation toward becoming a high quality “School of Social Inquiry” (or some other appropriate name that distinguishes its mission from that of the west campus program).</p>	<p>The Justice Studies program on the Tempe campus program will be renamed as the “School for Social Inquiry” (or other appropriate name that reflects the unique mission of the School). The “School for Social Inquiry” will have the option to join the relocation of the Public College to the Capital Center campus or to remain on the Tempe campus as a new unit in the College of Liberal Arts and Sciences.</p> <p>Implementation: The University Provost, the Dean of the Public College, and the Dean of the College of Liberal Arts and Sciences, in consultation with the School of Social Inquiry will develop a plan for (a) the renaming of the School and (b) either the relocation of the School to</p>

	<p>the Capital Center campus or the establishment of a new administrative home within the College of Liberal Arts & Sciences on the Tempe campus, as appropriate.</p>
<p>23. The School of Law should expeditiously complete the feasibility study for a part-time or evening law school.</p>	<p>The College of Law will continue to explore alternate program opportunities. The College of Law will also seek to generally expand its programs and enrollments , including expansion of its existing programs to the Capital Center campus.</p> <p>Implementation: The Dean of the College of Law will prepare and submit to the Provost a written report which: (a) identifies and assesses opportunities to develop new programs and expand enrollment and (b) identifies and assesses the opportunities, options and needs for the College of Law to expand its programs to the Capital Center campus.</p>
<p>24. The School of Nursing should move to the downtown campus as space becomes available and continue to operate distributed BSN programs on the main, east and west campuses as well as the downtown campus.</p>	<p>The School of Nursing will relocate from the Tempe campus to the Capital Center campus. The School of Nursing will offer distributed BSN programs on the Polytechnic campus and the West campus.</p> <p>Implementation: The University Provost and the Dean of Nursing will convene an implementation team to plan the relocation of the College of Nursing to the Capital Center campus. Working with the University Provost and the University Planner, the School of Nursing will undertake a needs assessment for relocation of the College of Nursing to the Capital Center campus including identifying space and resource requirements for its programs. The University Provost and the Dean of Nursing will also convene an implementation team to identify the manner in which the college will offer distributed BSN programs on other university campuses.</p>
<p>25. A plan should be developed immediately for the Physical Education Program to be moved in its entirety to the east campus.</p>	<p>The Physical Education Program will relocate from the Tempe campus to the Polytechnic campus.</p> <p>Implementation: The University Provost and the Provost of the Polytechnic campus, will convene an implementation team to develop a plan for the relocation of the Physical Education Program from the Tempe campus to the Polytechnic campus.</p>
<p>26. The School of Public Affairs should be moved to the downtown campus as space becomes available. The school should offer distributed programs to the other campuses from this location as the need and student demand develops.</p>	<p>The School of Public Affairs will relocate from the Tempe campus to the Capital Center campus. The School will be renamed and will develop a program in public affairs for undergraduate students.</p>

	<p>Implementation: The University Provost and the Dean of the Public College, in consultation with the School of Public Affairs, will convene an implementation team to plan the relocation of the School of Public Affairs to the Capital Center campus as well as the renaming of the School. Working with the University Provost and the University Planner, the School of Public Affairs will undertake a needs assessment for relocation of the School of Public Affairs to the Capital Center campus including identifying space and resource requirements for its programs.</p> <p>Implementation: The School of Public Affairs will provide the University Provost with a plan for the design and development of a program in public affairs for undergraduate students.</p>
<p>27. The Real Estate Program should be moved to the east campus to augment the evolving east campus business program.</p>	<p>The Real Estate Program has relocated to the Polytechnic campus.</p> <p>Implementation: The Real Estate Program, in consultation with the Provost of the Polytechnic campus, will develop a strategic plan for the program, including an assessment of the kinds of space, facilities, and resources needed by the program to advance the strategic plan.</p>
<p>28. The west campus Recreation Management Program should develop into a unique program and should be targeted for enhancement as a magnet program for undergraduate students. The program will focus on recreation programming and human service delivery over the life span and have the franchise for the name Recreation Management. Therapeutic Recreation will also be more fully developed on this campus.</p>	<p>The Recreation and Tourism Management Program located at West campus will be targeted for enhancement as a magnet program for undergraduate students.</p> <p>Implementation: The Provost of the West campus will convene an implementation team to develop and implement a plan to enhance the program and to establish it as a magnet program for undergraduate students.</p> <p>The Department of Recreation Management and Tourism on the Tempe campus will relocate to the Capital Center campus and will be renamed the “School of Community Development and Service” (or such other name as the department and the University Provost believe appropriate).</p> <p>Implementation: The University Provost and the Dean of the Public College, in consultation with the department, will develop and implement a plan for the relocation and renaming of the department. Working with the University Provost and the University Planner, the School of Public Programs will undertake a needs assessment for relocation of the department to the Capital Center campus, including identifying space and resource requirements for its programs.</p>
<p>29. Social Work programs should continue to be offered on the main and west campuses as variant programs. The programs should develop cooperative structures to provide distributed BSW and MSW programs not only in Tucson and Flagstaff but at other sites as needed. The two programs should collaborate in offering programs on the downtown campus. The Ph.D. program should not be duplicated but structures should be developed to allow participation of qualified faculty from all campuses.</p>	<p>The School of Social Work on the Tempe campus will relocate to the Capital Center campus, as part of the Public College, for large-scale expansion and linkage to social service agencies.</p> <p>Implementation: The University Provost and the Dean of the Public College, in consultation with the School of Social Work, will convene an implementation team to plan the relocation of the School of Social Work to the Capital Center campus. Working with the Provost and the</p>

	<p>University Planner, the School of Social Work will undertake a needs assessment for relocation of the School of Social Work to the Capital Center Campus including identifying space and resource requirements for its programs.</p> <p>The School of Social Work and the Social Work Program on the West campus will continue to offer existing programs on their respective campuses. The Ph.D. in Social Work will not be duplicated but structures will be developed to allow participation of qualified faculty from all campuses.</p> <p>Implementation: The University Provost will convene an implementation team, including the Provost of the West campus and the chairs of the Social Work Programs on the Tempe campus and the West campus, to develop a plan for the university to (a) offer BSW and MSW programs at sites throughout Arizona as needed and (b) to facilitate cooperation between the two programs.</p>
<p>30. The Speech and Hearing Science Program should remain on the main campus.</p>	<p>The Speech and Hearing Science Program will remain located at the Tempe campus. However, the program will explore opportunities to enhance its program through participation in the programs and activities of the Arizona Biomedical Collaborative (ABC) including the costs and benefits of relocating the Program to the Capital Center campus.</p> <p>Implementation: The University Provost, the Vice-President for Research and Economic Affairs, and the chair of the Speech and Hearing Science Program will prepare an analysis of the opportunities for the Speech and Hearing Science Program to participate in the programs and activities of the Arizona Biomedical Collaborative (ABC) including the costs and benefits of relocating the Program to the Capital Center campus.</p>
<p>31. Women's Studies programs should remain on both the west and the main campuses.</p>	<p>The Women's Studies Program at the Tempe campus and the Women's Studies Program on the West campus will continue to offer their programs on their respective campuses.</p>
<p>32. Although not explicitly stated by the design team, it is also recommended that as the east campus develops, incentives be in place to allow faculty to migrate to that campus to help develop programs in the arts and sciences as well as engineering, computer studies and technology. Examples include the nascent applied biology program, applied psychology program, and content experts for the secondary education programs.</p>	<p>The university will develop, as appropriate, incentives to allow faculty to join colleges and schools located at ASU campuses other than the Tempe campus.</p> <p>Implementation: The University Provost will facilitate the transfer of faculty from the Tempe campus to other University campuses.</p>

University Design Team Report Phase II Recommendations

University College. The administration should move immediately to establish a task force to flesh out the details of University College, develop the rationale for ABOR approval and to write a job description for a founding dean. The college at a minimum must have the following characteristics (a white paper is available as a starting point): (a) It will be university-wide with a presence on all campuses; (b) It should insure quality advising for all students in transition (for example, freshmen with undeclared majors, new transfer students, students changing majors etc.); (c) It should house the university-community college alliance; (d) It should include direct student services and academic support services; (e) It should include a School of Interdisciplinary studies which will be the home of the BIS degree programs and possibly other interdisciplinary degrees; (f) Both the University College and the School of Interdisciplinary Studies should be led by individuals with appropriate faculty credentials and administrative experience.

The university will establish a University College to be located at the Capital Center campus. University College will have the components identified in Appendix C.

Implementation: The University Provost and the University Planner will prepare a plan for the development of University College in accordance with the timeline set out in Appendix E.

Graduate College. 1. The administration should accept the recommendation that the Graduate College serve all campuses of ASU and be headed by a dean or a vice provost that reports to the Executive Vice President and Provost of the University. 2. The Graduate College should be an academic service unit that advocates for prospective and current graduate students and assists academic departments/units in recruiting and retaining graduate students. 3. The university should accept the recommendation that the Graduate College's key role is providing strategic direction for the development of graduate education in a coordinated fashion on all campuses of ASU. This includes fostering differentiation and diversity among campuses as well as development of the ASU brand of graduate education through appropriate new program development and program review processes. 4. The university should not at this time accept the recommendation by the UDT that oversight of accreditation processes and periodic program review be reassigned to a university officer within the Office of the University Provost. Rather, the Graduate College (a university-wide college) should be the operational lead but the University Provost, the campus provosts and responsible academic deans should become the principal stake holders for the reports. 5. The university should accept the recommendation that the administration of interdisciplinary graduate programs should be evaluated on a case-by-case basis and be located in the most appropriate administrative home. For many interdisciplinary programs, the most appropriate administrative home may be a college or school because those entities are better able to adjust resource levels to support interdisciplinary initiatives than is the Graduate College.

The Graduate College will be renamed the "Graduate Division" and the position of Dean will be known as "Vice Provost and Dean of Graduate Studies." The Graduate Division is an academic service unit that will serve all ASU campuses. The Vice-Provost will retain responsibility for the logistics of periodic program and accreditation reviews.

Implementation: The Vice Provost and Dean of Graduate Studies, in consultation with the colleges and schools, will develop and implement a strategic plan to foster differentiation and diversity among campuses in accordance with this report, to encourage the development of new transdisciplinary graduate programs, and to develop a unique ASU brand of graduate education.

<p>Extended Education. 1. The university should affirm the Design Team suggestion that extending programs and services beyond the boundaries of the four campuses must be the primary mission of Extended Education and is essential to implementing “ASU as a force, not just a place.” This means that most efforts of the unit should be focused on developing new markets. One implication of this perhaps is that the on campus colleges should assume more responsibility for campus based programs that are used primarily by traditional students such as on campus evening programs and online courses used primarily by traditional full-time students. As a service unit, Extended Education should assist academic units to connect to new markets. 2. The university should seriously consider whether or not Extended Education might offer degrees in those areas and to those markets that offer financial opportunities where the academic colleges choose not to respond. This might be the only solution if Extended Education is truly to develop significant revenue streams that will contribute to the financial well being of the university. 3. A more thorough analysis is recommended before accepting or rejecting the recommendation that Extended Education assigns staff liaisons to work with each college or school as a means to foster positive responses to the market. 4. The university should accept the recommendation that clear distinctions between the Downtown Campus and Extended Education should be in place as the two entities evolve.</p>	<p>Extended Education will become part of the mission and administrative structure of University College. The organization and activities of Extended Education, as well as the University Provost’s recommendations regarding Extended Education, will be furthered considered as part of the implementation plan for University College.</p> <p>Implementation: The University Provost and the University Planner will prepare a plan for the integration of Extended Education into University College.</p>
<p>Other Important Implementation and Conceptualization Activities</p>	
<p>“The Public College”</p>	<p>The College of Public Programs will be renamed “The Public College” (or such other name as the College and University Provost may determine to be appropriate).</p> <p>The Public College will be comprised of the School of Public Affairs, the School of Social Work, the School of Community Development and Service, and the Morrison Institute for Public Policy (and the School of Social Inquiry if it elects to remain a part of the Public College).</p> <p>The administrative offices of the Public College will relocate from the Tempe campus to the Capital Center campus.</p> <p>Implementation: The University Provost and the Dean of the Public College, in consultation with the University Planner, will develop and implement a plan for the renaming of the College and the relocation of the College to the Capital Center campus. The plan should identify space and resource requirements for the relocation of the college to the Capital Center campus.</p>

<p>Hugh Downs School of Human Communications</p>	<p>The Hugh Downs School of Human Communications will remain on the Tempe campus. With the relocation of the Public College to the Capital Center campus, the school will become part of the College of Liberal Arts and Sciences.</p> <p>Implementation: The University Provost, the Dean of the Public College, and the Dean of the College of Liberal Arts and Sciences, in consultation with the Hugh Downs School of Human Communication, will develop a plan for the establishment of a new administrative home for the college within the College of Liberal Arts and Sciences on the Tempe campus.</p>
<p>Walter Cronkite School of Journalism and Mass Communications</p>	<p>The Walter Cronkite School of Journalism and Mass Communication will relocate to the Capital Center campus and become an independent school.</p> <p>Implementation: The University Provost, in consultation with the Walter Cronkite School of Journalism and Mass Communication, will develop and implement a plan for the relocation of the school to the Capital Center campus. Working with the University Provost and University Planner, the school will undertake a needs assessment for relocation of the school of to the Capital Center campus, including identifying space and resource requirements for its programs.</p>
<p>KAET Television</p>	<p>KAET television will relocate to facilities contiguous to the Walter Cronkite School of Journalism & Mass Communications on the Capital Center campus.</p> <p>Implementation: The Vice President for Public Affairs, the General Manager of KAET and the University Provost will develop and implement a plan for the relocation of KAET to the Capital Center campus. Working with the University Planner, KAET will undertake a needs assessment for relocation of KAET to the Capital Center Campus including identifying space and resource requirements for its activities. The plan for the relocation of KAET to the Capital Center campus will also include discussion of opportunities and mechanisms for enhancing interaction between KAET and the Walter Cronkite School of Journalism and Mass Communications.</p>
<p>American Indian Studies Program</p>	<p>With the relocation of the Public College to the Capital Center campus, the American Indian Studies Program will become a part of the College of Liberal Arts and Sciences.</p> <p>Implementation: The University Provost, the Dean of the Public College, and the Dean of the College of Liberal Arts and Sciences, in consultation with the American Indian Studies Program, will develop a plan for the establishment of a new administrative home for the program within the College of Liberal Arts and Sciences on the Tempe campus.</p>

<p>Asian Pacific Studies Program</p>	<p>With the relocation of the Public College to the Capital Center campus, the Asian Pacific Studies Program will become a part of the College of Liberal Arts and Sciences.</p> <p>Implementation: The University Provost, the Dean of the Public College, and the Dean of the College of Liberal Arts and Sciences, in consultation with the Asian Pacific Studies Program will develop a plan for the establishment of a new administrative home for the Program within the College of Liberal Arts and Sciences on the Tempe campus.</p>
<p>Morrison Institute for Public Policy</p>	<p>The Morrison Institute for Public Policy will relocate from the Tempe campus to the Capital Center campus.</p> <p>Implementation: The University Provost, the Dean of the Public College, and the Director of the Morrison Institute for Public Policy will develop a plan for the relocation of the institute to the Capital Center campus. Working with the University Planner, the Institute will undertake a needs assessment for relocation of the institute to the Capital Center campus including identifying space and resource requirements for its activities.</p>
<p>“School of Global Health & Appropriate Technology”</p>	<p>A school of global health will be conceptualized and designed.</p>
<p>“School of Global Studies”</p>	<p>A school of global studies will be conceptualized and designed.</p>
<p>“School of Sustainability”</p>	<p>A school of sustainability will be conceptualized and designed.</p>
<p>“School of Earth Sciences”</p>	<p>A school of earth sciences will be conceptualized and designed.</p>
<p>“School of Anthropology and Social Change”</p>	<p>A school of anthropology and social change will be conceptualized and designed.</p>

APPENDIX C
ASU UNIVERSITY COLLEGE

Component Units of ASU University College:

School of Interdisciplinary Studies

- Coordinating point for all Bachelor of Interdisciplinary Studies (BIS) degree programs on all campuses, and appropriate interdisciplinary graduate degree programs.
- Core faculty to oversee program design and quality, and to teach in core or other integrative courses.
- Home for the ASU-Maricopa Community College Alliance. Alliance programs will exist in multiple schools on multiple campuses.
- Incubator for new professional programs in business, education, and communications that are integrated in BIS programs; incubator will offer degrees for students with more general interests.
- Emphasis on a residential student body as a prime driver of program quality, student involvement, and student retention

Extended Education

- Created in its current form and function initially, but with a mandate to explore new models for the school.
- Not-for-credit programs
- Major expansion in distance education
- Major expansion in tailored-training offerings

Undergraduate academic support services

- Creation and oversight of advising structures for undecided students from all campuses
- Facilitation of cross-school and cross campus registration

ARIZONA STATE UNIVERSITY

One University in Many Places

- A** New College of Interdisciplinary Arts and Sciences
- B** College of Teacher Education and Leadership
- C** School of Global Management
- D** College of Human Services
- E** University College
- F** Walter Cronkite School of Journalism and Mass Communication
- G** College of Nursing
- H** The Public College Schools
- I** School of Health Management and Policy
- J** KAET (*Arizona Education Television*)
- K** Ira A. Fulton School of Engineering
- L** College of Architecture and Environmental Design
- M** Katherine K. Heberger College of Fine Arts
- N** College of Liberal Arts and Sciences
- O** W.P. Carey School of Business
- P** College of Law
- Q** College of Education
- R** Craig & Barbara Barrett Honors College
- S** East College
- T** Morrison School of Agribusiness and Resource Management
- U** College of Technology and Applied Sciences
- V** School of Industrial Administration

A B
C D
ASU
West campus

PHOENIX METROPOLITAN AREA

E F
G
H I
J
ASU
Capital Center campus

R K
Q N L
P O M
ASU
Tempe campus

S T
V U
ASU
Polytechnic campus



APPENDIXES D
SCHOOL CLUSTERS & CAMPUS SUMMARIES

APPENDIX D-1: CAPITAL CENTER CAMPUS

Campus	Capital Center
Aspirational goals of clustered schools	The schools clustered on the Capital Center campus will have the following primary programmatic themes: the development of undergraduate and professional educational and research programs in public and social service; the development of innovative programs in inter-disciplinary studies; and the development of high-quality programs that can be offered to students and life-long learners who are not able to be physically present at any ASU campus.
Projected number of students	Approximately 15,000 students
Schools to be located on campus	“Public College” (School of Public Affairs, School of Social Work, “School of Community Development and Service,” and Morrison Institute for Public Policy)
	College of Nursing
	Cronkite School of Journalism and Mass Communication (in conjunction with KAET, Channel 8, Arizona Public Television)
	School of Health Management & Policy
	University College (including Extended Education)

APPENDIX D-2: POLYTECHNIC CAMPUS

Campus	Polytechnic
Aspirational goals of clustered schools	The schools clustered on the Polytechnic campus will advance the development of predominantly undergraduate programs which involve and integrate applied technology, sciences and engineering as well as unique programs of undergraduate education requiring highly specialized facilities, resources or methods of instruction.
Projected number of students	Approximately 10,000 to 15,000 students
Schools to be located on campus	College of Technology and Applied Sciences
	East College
	“School of Industrial Administration”
	Morrison School of Agribusiness and Resource Management

*In order to meet the growth from current enrollment on the Polytechnic campus to the projections set out above, it is expected that the College of Technology and Applied Sciences and East College will both continue to develop and implement new programs. It is also expected that other new colleges/schools will likely develop on the Polytechnic campus.

APPENDIX D-3: TEMPE CAMPUS

Campus	Tempe
Aspirational goals of clustered schools	The schools clustered on the Tempe campus will encourage the development of undergraduate, graduate and professional programs which involve the core historical disciplines of major public universities, which are research intensive, and which are transdisciplinary in nature.
Projected number of students	Approximately 45,000 to 50,000 students
Schools to be located on campus	College of Education
	College of Law
	College of Architecture and Environmental Design
	College of Liberal Arts & Sciences
	Katherine K. Herberger College of Fine Arts
	Ira A. Fulton School of Engineering
	W.P. Carey School of Business
	Craig & Barbara Barrett Honors College

APPENDIX D-4: WEST CAMPUS

Campus	West								
Aspirational Goals of Clustered Schools	The schools clustered on the West campus will encourage the development of transdisciplinary programs which are offered by public liberal arts colleges, which emphasize unique approaches to undergraduate education, and which provide opportunities for developing and advancing social and cultural programs in response to the needs of the metropolitan area.								
Projected number of students	Approximately 10,000 students								
Schools to be located on campus	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px;"> </td> <td>“New College of Interdisciplinary Arts & Sciences”</td> </tr> <tr> <td> </td> <td>“College of Teacher Education & Leadership”</td> </tr> <tr> <td> </td> <td>College of Human Services</td> </tr> <tr> <td> </td> <td>“School of Global Management”</td> </tr> </table>		“New College of Interdisciplinary Arts & Sciences”		“College of Teacher Education & Leadership”		College of Human Services		“School of Global Management”
	“New College of Interdisciplinary Arts & Sciences”								
	“College of Teacher Education & Leadership”								
	College of Human Services								
	“School of Global Management”								

APPENDIX E
TIMELINE GOALS FOR CAPITAL CENTER CAMPUS

April 2004	University Design Team response released by President Crow
April 2004 to December 2004	Deans and faculties in colleges and schools that will be moved to the Capital Center work with a to-be-formed Capital Center Campus Task Force (CCCTF) to specify facility needs, program design, and initial enrollment projections over five years. Each school and college creates its own internal mechanism to provide input.
April 2004 to December 2004	University College program design team is formed to create specific program initiatives for the College. Search for College dean is undertaken and completed.
April 2004 to June 2004	Comprehensive Development Plan master planning process produces for public comment options for the campus physical plan and location within the downtown
June 2004	Comprehensive Development Plan (CDP) recommendations for a master plan for the downtown physical campus are released
June 2004 to October 2004	Public groups and City of Phoenix comments on the plan are gathered and the master plan is refined
June 2004 to December 2004	Capital and operating budget requirements for the Capital Center are developed and refined as CDP and CCCTF processes produce increasingly detailed specifications.
June 2004 to December 2004	Financing strategies are developed for the Capital Center Campus working with ASU staff, City of Phoenix Manager's Office the staff, City of Phoenix Mayor's Office and the City Council, the private sector, and friends of ASU.
January 2005 to August 2005	Initial renovation or construction projects are undertaken for new programs. Scope will be limited by availability of funds in advance of new sources. Some facilities may be temporary in nature.
January 2005	Oversight of the long-term process is vested in an ongoing task force that includes ASU central administration and school representation. City and public participation in design and policy issues is built into the process.
January 2005	Initial financing plan is developed by ASU, City of Phoenix and other potential partners.
August 2005	Phase 1 programs begin operations at the Capital Center Campus. Phase 1 is likely to be quite limited in size and is

	likely to include only new programs and new students. Bus shuttle services are started.
September 2005 to August 2007	Planning, design, and construction for Phase 2 is undertaken. Program design and student recruiting continues for Phase 2 programs.
August 2006 and August 2007	Phase 2 programs initiate operations. Phase 2 is likely to include a mix of existing and new schools and programs. Student housing is made available at the Capital Center campus in limited amounts. Temporary facilities are phased out or repurposed for longer term uses.
September 2007 to August 2010	Planning, design, and construction for Phase 3 is undertaken.
2008	Light rail system opens linking ASU campuses in Phoenix downtown and Tempe.
August 2007, August 2008, August 2009 and August 2010	Phase 3 programs initiate operations. Existing schools complete their moves to new quarters by August 2009. New schools and programs ramp up offerings and enrollment levels. Student housing is available at a substantial level.
2010 to 2015	Programs at Capital Center mature and grow. Facility and housing needs are tracked, projected, planned, and met.
2015	Capital Center achieves anticipated capacity enrollment.

APPENDIX F
UNIVERSITY DESIGN TEAM MEMBERS

UDT Member	Title at Time of Service on University Design Team
Dr. Charles Backus, Chair	Provost, East campus
Dr. Michael Awender	Dean, College of Education, West campus
Dr. Mary Jo Bitner	AT&T Professor of Services Marketing and Management, W.P. Carey School of Business
Dr. Kathleen Church	Vice-Provost
Dr. James Collins	Ullman Professor of Biology, School of Life Sciences
Dr. Bette DeGraw	Dean, College of Extended Education
Dr. Gebe Ejigu	Executive Vice-Provost, West campus
Dr. Antonio Garcia	Presiden-elect, Academic Senate, Tempe campus & Associate Professor of Bioengineering
Dr. Gerald Heydt	Regent's Professor, Department of Electrical Engineering
Dr. Deborah Losse	Chair, Department of Languages & Literatures
Ron McCoy	Interim Dean, College of Architecture & Environmental Design
Dr. Simon Peacock	Professor & Chair, Department of Geological Sciences
Dr. Charles Redman	Director, Center for Environmental Studies & Professor, Department of Anthropology
Dr. Jewell Parker Rhodes	Professor, Creative Writing and American Literature, Department of English
Dr. James Rund	Interim Vice-President of Student Affairs
Dr. Elizabeth Segal	Professor, School of Social Work
Dr. Robert Wills	Dean, Herberger College of Fine Arts
Dr. David Young	Dean, College of Liberal Arts & Sciences