As we begin a new chapter in the history of this institution, I would like to look beyond its current success. I would like to talk to you about transformation, and the further evolution of the American research university – what I want to call the new American university – and why Arizona State University is uniquely positioned to become such an institution.

A New American University

American research universities are the finest in the world. The breakthroughs in the natural sciences, social sciences, arts and humanities, and fields of technology that are the result of university research are too many to consider. The impact of university research, and university partnership with business and industry on the American economy is profound. The American research university has contributed enormously to the wealth and productivity of the nation.

Our cultural landscape, too, has in many ways been defined by the discovery and scholarship that takes place in our research universities. Through their graduate programs our research universities have been largely responsible for educating successive generations of our nation’s leaders in government, business, and industry, our educators, scientists, engineers, artists, and health care professionals.

But the American research university must not be static – it must be dynamic. In response to the demands and opportunities of a changing world, the American research university must evolve. In recent decades various possible models have been proposed for what many have termed “the new American university.” While each of these models offers insight and ideas, none go far enough to embrace the changes ahead.

When I speak of the new American university, I do not refer to any usage except my own, and my vision for Arizona State University.

The new American university would cultivate excellence in teaching, research, and public service, providing the best possible education to the broadest possible spectrum of students. The impact of university research, and university partnerships with business and industry on the American economy are the result of university research are too many to consider. The American research university is uniquely positioned to become such an institution.

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The Existing Models: The Gold Standard

The distinctively American model of the research university came into being in the nineteenth century, when the German science research institute offering special graduate training was “grafted” onto the traditional American undergraduate liberal arts college. Following the lead of Johns Hopkins University in Baltimore, fifteen American institutions of higher education began a research university: some of them private, such as Harvard, Columbia, Cornell, Princeton, and Yale; others, state and land grant universities, such as the University of Pennsylvania, the University of Michigan, the University of Wisconsin, the University of Chicago, 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 PhDs in the nation for the past one hundred years. Many here today are graduates of these elite universities, and very nearly everyone who has attended a college or university in the nation has been taught by faculty who are graduates.

Such has been the influence of these fifteen institutions that, to this day, every university in the nation measures itself according to their standards. Make no mistake—these universities represent the gold standard—but, as I hope to explain, 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. I think most would agree that academic departments tend to structure themselves to resemble the most highly-ranked departments in their respective disciplines.

As a consequence, academic departments tend to resemble one another across the nation, each more or less a pale reflection of some distant ideal. Although innovation is celebrated, and new interdisciplinary arrangements suggest that variation is possible, academic culture on the whole encourages each department to compare itself to the model department of the university. For example, the department of mathematics at Caltech and MIT, each department of economics to compare itself to the University of Chicago, and each department of physics to compare itself to Yale.

Our nation’s research universities resemble one another in another important way as well. They are concerned with a certain academic lifestyle in their student body. They have defined the academic lifestyle by the academic qualifications of their incoming student body—input driven model—and will instead focus on outcome-determined excellence, that is, we will admit students with different interests and indicators of intelligence, even different levels of high school preparation. We will judge the success of our university by the success of each student on a case-by-case basis.

Without exception, our nation’s research universities have made considerable efforts to encourage diversity and recruit students from varied social backgrounds. Each undergoes continuous self-assessment in order to produce outcome-oriented applications of each entering class to determine admissions for the following year. Without question these initiatives have produced solid results. Yet, at heart, our research universities remain elitist institutions.

Without exception, our nation’s research universities have made considerable efforts to engage society—reach out to their local communities. Each announces ambitious initiatives intended to persuade the socio-economically disadvantaged and underrepresented that they, too, are among the university’s constituencies, that they, too, are stakeholders—that the university be of service to them. Yet, it is out of this obligation that we are often hesitant to engage the broad spectrum of society and seek to have an impact on the daily lives of people from all social strata.

There are other reasons—reasons having to do with the heritage of this state, changing demographics, and economic and environmental factors—why the traditional model university is not right for Arizona State University.

The Cultural Landscape of Arizona: A Frontier Heritage

The American West has always been a place where the variegated individualism of our national culture has received its most resounding expression—nowhere more so than here in Arizona. This is the history of the taming of the land by the people who have lived here. A broad landscape that has always drawn individuals with an independent streak, and it remains so today.

When the Thirteenth Territorial Legislature established a normal school in Tempe in 1885, Arizona Territory epitomized the frontier in our national consciousness. More than a quarter century would pass before Arizona Territory became the last of the 48 continental states to join the Union. Because the state is young and its cities and institutions are not bound by the weight of tradition, in many respects it is like an unfinished canvas, Arizona still epitomizes the frontier—the social, cultural, and political frontier. Its cities and institutions are not bound by the weight of tradition because they are still in the process of being created.

In the nineteenth century Arizona Territory epitomized the frontier to Americans crossing the continent, but for centuries it had been the land of indigenous peoples, and it remains so today. The Native American population in Arizona is among the most diverse and vibrant in the nation. In the sixteenth century the Spanish became the first Europeans to impact this land of ancient and highly successful cultures—the land that would become Mexico—and with the Hispanic population of our state increasing more rapidly than any other segment of society, it is clear that Arizona retains its ties to the great new cultures of Latin America.

The conviction that the United States is a melting pot has been an article of faith for generations of Americans. But we have reached an individual process of becoming where both individuals and peoples and generations of immigrants into the American mainstream has been questioned. We are becoming a nation in which no dominant cultural paradigm prevails, one still in the process of defining its own unique American culture. It is perhaps a process that will never be completed. It has been said that America is a mosaic, and not a melting pot. It is far, far richer for that cultural complexity, a complexity that the university must embrace, a complexity that the university must understand, teach, and use to bring forth new perspectives and new ideas.

Sociological Determinants: Changing Demographics

Like all great metropolitan universities, Arizona State University is linked intrinsically to its community setting. As the state’s largest metropolitan university, it is within a 25-mile short distance from the Borderslands and the influence of the great cultures of Mexico and Latin America, and to the West, a short distance from the Republic of California and the Pacific Rim, we will be uniquely positioned to address the needs of a population whose demographic is changing at a startling pace.

Not only is Arizona growing rapidly, it has become more diverse. The past decade, for example, has witnessed a 40 percent increase in the statewide population and an 88 percent increase in the Hispanic population of our state. One of every four Arizonans is of Hispanic origin. As has already happened in California, within the next twenty years there will be no majority population in Arizona. There is tremendous diversity in the population of Arizona, and with that diversity comes a high degree of differentiation—culturally, socially, economically, and in educational attainment. We must build a university that embraces that complexity. We must build a university that is able to engage all these groups.

Economic Exigencies: Embracing Opportunity

At one time the foundational elements of the Arizona economy were cattle, cotton, copper, climate. But in this era of rapid advances in knowledge, in a knowledge-driven economy, the key to economic development is economic diversification. Diversification is only possible with the presence of an educated workforce—with the presence of what one cultural observer has termed a ‘creative class.’

In recent study, Richard Florida, a Carnegie Mellon Uni-

versity professor of regional economics, de-
scribes the emergence of a new social sector—more than 30 percent of the national workforce—comprised of artists, musicians, writers, designers, architects, engineers, scientists, and others for whom creativity is an essential dimension of their livelihood. In this usage, creativity is a driving force in the growth of the economy, and almost with exception, I assume that education is a key determinant to inclusion in the occupations that comprise this group.

I think of members of the creative class as knowledge workers—in the arts and humanities, in the sciences and technology, in the professions, in business, industry, and government. There is a demonstrable correlation between the availability of knowledge workers in a local economy and economic success. Knowledge workers drive the educated and flexible workforce that will allow a diversified economy in Arizona to flourish in the decades ahead.

A striking example is the economic growth associated with science and technology. Every year 60 to 75 percent of economic growth is driven by technological advances, and since 1990, nearly all major technological advances have been driven by fundamental academic scientific discovery. Universities produce the knowledge workers that drive the economy. If Arizona is to thrive, it must support institutions that promote the emergence of a strong class of knowledge workers.

Arizona must be a place where upward mobility over successive generations—call it the American dream—is still possible. Our Ke-12 school districts and community colleges play a fundamental role in the task of producing an educated workforce, a workforce that makes upward mobility possible. Our research universities must collaborate with our school districts and community colleges, and I see ASU as a driving force in this collaboration.

Our responsibility to our students begins long before they arrive on campus, and I want ASU to be an influence in their lives long after they have graduated. As I hope to make clear today, I also want ASU to be an influence in the lives of all those in our community—not only those who are part of our academic community.

Environmental Limitations: Sustainability and the Future of Arizona

We are at a critical juncture in the evolution of our relationship to the environment, and universities must take the lead in addressing issues of sustainability. The sustainability of our region, our nation, and even our planet remain in doubt. We must confront the fact that we do not fully appreciate the implications of the environmental crisis, and technological advances have been driven by fundamental academic scientific discovery. Universities produce the knowledge workers that drive the economy. If Arizona is to thrive, it must support institutions that promote the emergence of a strong class of knowledge workers.

What will the Phoenix metropolitan area look like in fifty years? In 500 years? Arizona State University must do all it can to develop technologies and promote policies that will allow the natural beauty of Arizona to endure, even as millions of people move into the area in the years ahead. Arizona State University must make an institutional commitment to take the lead in addressing sustainability—not only in the decades ahead, but in the centuries ahead.
The New Gold Standard Design Imperatives of a New American University

The lineage of our nation’s research universities is venerable, but their form today does not necessarily represent a final stage in their development beyond which no further evolution is possible. For example, universities are complex organisms capable of marked regional variation and change over time.

In building a new American university here in Arizona, one has to rethnk some of the basic design imperatives on which universities have historically been based. I wish to foster a different kind of university, one that is linked to its setting and the needs of the region, one that does not measure its success based on an historic and in many ways antiquated set of design elements. I wish to foster a university that is a function of its contemporary environment, rather than the replication of an entity that was derived in another setting and in another time.

I do not propose totally abandoning past design elements—many have been enormously successful. Rather, I propose various new design imperatives that reflect the needs of a world that has changed beyond recognition since the rise of the medieval universities nearly a millennium ago, and even the development of land grant universities 150 years ago. I propose these design elements to respond to the explosive growth in knowledge and communication, increased specialization in academic disciplines, the rise of new disciplines, and the collapse of disciplinary boundaries that has increasingly taken place during the past half century.

This morning I would like to outline the key design imperatives that I envision for Arizona State University, that will enable us to become a leading public metropolitan research university in the United States. In each case I will outline the design imperative, present examples of what we have already initiated, discuss what we plan to initiate as rapidly as possible, and outline a broader vision for what we hope to accomplish.

Arizona State University is taking the lead in understanding the cultural, socioeconomic, and physical setting in which we find ourselves by learning how to plan ahead—in a 100 year time frame. An interdisciplinary team of scholars is addressing the issue of environmental sustainability for the region by creating the first “atlas”—actually a series of interactive multimedia atlases—that will provide researchers and planners with a comprehensive look at all the factors that will determine our impact on the regional environment 100 years in the future.

The Greater Phoenix 2100 Project is compiling, synthesizing, and analyzing data on the past, present, and future of cultural, economic, ecological, environmental, geographic, natural, and social factors, analyzing the interaction between the built environment and natural systems along multiple interconnected dimensions.

Arizona Biomedical Collaborative [conceptualized; negotiated; in design]

Another example of how we engage our cultural, socioeconomic, and physical setting is the Arizona Biomedical Collaborative. In a metropolitan region with a population that exceeds three million, a population, moreover, that includes a significant number of aging adults and families with inadequate medical care, quality healthcare is a major social issue. There has been periodic discussion of developing a medical school at ASU, but the University of Arizona already has an excellent emerging medical school. At this point I believe that would be redundant, and a duplication of resources, for ASU to launch a second medical school.

To address the significant local need for enhanced biomedical research and service, Arizona State University, in partnership with the University of Arizona, will develop complementary interdisciplinary research programs in what will be the major growth industries of the 21st century—biotechnology and the biosciences. We are already moving forward with the Arizona Biomedical Collaborative, an initiative that will provide groundbreaking in its scope, and complement the academic programs and health care services of the medical school of the University of Arizona, and the scientific research taking place at the University of Arizona and Northern Arizona University.

Design Imperative 2: ASU Must Become a Force, and Not Only a Place

Arizona State University must be more than a place—ASU must become a ubiquitous presence and a driving force—in local neighborhoods, in the metropolitan region, and statewide. ASU must become an integral part of the community, and a lifelong presence in the lives of its alumni, as well as the general citizenry. I take it as an article of faith that ASU must become a presence in our local schools, but I also expect ASU to become a force in our government, in our museums, in our cultural institutions, in our homes, and in our retirement communities.

In an era of increasing specialization, universities can no longer be places where students spend four years and then lose touch when they are done. There was a time when the baccalaureate degree was considered sufficient education for a lifetime. Today, however, we must focus on the continuous relevance of the university in the lives of those within its compass.

From Window Rock to Scottsdale to Central Phoenix to Gilaadua to Superior to Yuma, ASU must maintain a presence and relevance in the lives of all of Arizona’s diverse communities. We must find ways to bring our learning environments to the people of Arizona.

EXAMPLES: IMPERATIVE 1

Greater Phoenix 2100 Project [Initiated and operational: 2002]

The policy decisions that we make today will determine the quality of our environment 100 years in the future. To think clearly about sustainability, we must understand the relationships between all the variables involving human interaction with natural systems—past, present, and future. Nowhere is this more essential than in an area such as metropolitan Phoenix.

Arizona State University has taken the lead in developing innovative web sites, many of particular interest to children in our schools. Some of our web sites focus on scientific discovery, such as <http://chainreaction.asu.edu/>; others on inquiry, such as Ask a Biologist <http://svsl.la.asu.edu/askabiologist/>; and, for students who would like to conduct ecological research in their own schoolyard, they are given an outlet as well <http://capler.asu.edu/explores/>.

With a faculty and staff numbering in the thousands, and the number of pages linked to our home page <www.asu.edu> increasing at a rate of thousands per month, there are countless online resources of interest to almost anyone. The creation of the ASU Digital Gateway will aggregate and leverage...
ASU On the Move

[conceptualized; under design; prototype launch: 2003]

In a sense, all of our initiatives seek to make ASU a force, and not just a place, and we have already moved forward with various programs to bring ASU into the community. Among these is an innovative outreach program to deliver packages and extend our community engagement initiatives: ASU On the Move! Building on the success of our Patterns in Nature van, the program calls for ASU vans, trucks, and buses to deliver mobile education programs to school children and teachers in metropolitan Phoenix and beyond.

For example, ASU will bring the excitement of the Mars landing to area schools. In an innovative program called Red Planet Express, a 45-foot trailer will be equipped with a miniature Mars landscape and a miniature Mars rover. Students will form Mars landing mission control teams and plan and execute missions. Mobile computer terminals and instructional materials will enter classrooms to facilitate instruction.

The program targets middle school students who frequently lose interest in science. Other programs, intended for children of all ages, include computer training for the children of migrant workers, a fully-equipped mobile newsroom that brings costumes, stage props, and make-up stations to facilitate schoolyard performances.

This new enterprise will focus on designing new biodevices, biomaterials, biotools, biosystems, and bioinformatic networks, all intended to directly help people, and to lay down the foundation for new economic activity. This research institute will serve as the prototype for the building of a new entrepreneurial research spirit at Arizona State University, and will enable us to enter the international competitive field of biotechnology, and biomedicine with a set of research teams, students, and research facilities that will allow us to become globally competitive in less than two years.

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Catalyzing large-scale interdisciplinary research focused on designing and meeting human needs, the Arizona Biodesign Institute will pursue advances in fundamental science and engineering related to the design of critical biotechnology solutions. We will be focusing our research on two emerging areas of great contemporary importance: biologieal and therapeutica by design, and nano-scale biologic systems by design.

The work of the institute will significantly enhance our ability to develop new classes of pharmaceuticals that will improve the health and quality of life by restoring motor function disorders, and initiate start-up biotechnol-

At a regional level, the Arizona Biodesign Institute will contribute to the potential for a globally competitive and internation-

ally recognized biosciences cluster in metropolitan Phoenix, adding depth to the region's technology base and verifying the state's economic base. At an institutional level, the Arizona Biodesign Institute represents the movement of the Arizona System of Higher Education from a technology-稟ocused agency model to a fast-moving enterprise model.

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I would like to see ASU develop a reputation for its entrepreneurial boldness. The enterprise imperative must become a part of our culture. But moving from the agency model to an enterprise model will take many years to achieve. Our approach is to begin immediately by investing in initiatives that help move us in this direction.

EXAMPLE: IMPERATIVE 3

Arizona Biodesign Institute at Arizona State University
[conceptualized; design initiated; fully operational by December 2004]

At an institution-building level, we will press for the creation of programs and initiatives that drive our research enterprise to higher levels of scientific and economic achievement. We have launched the Arizona Biodesign Institute, a state-of-the-art interdisciplinary research program and facility that will be the cornerstone of our research infrastructure in this vital and burgeoning field.

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An initiative intended to foster use-inspired scholarship is the Center on Religious-based Conflict that we will initiate in early 2003. The role of religion in conflict has become especially prominent with recent events and continuing disputes in Indonesia, in the East, East, East, and in our own nation, in New York City.

Religious-based conflict has occurred throughout the world during most of recorded history. It would be no exaggeration to suggest that religious-based conflict exists in our nation in areas as diverse as foreign policy, international law, teaching and learning in our schools, and science and technology research and application, news coverage, and political ideology. The growing recognition of religion’s enormous role in conflict and public affairs around the world clearly indicates the urgent need for the creation of the center.

EXAMPLE: IMPERATIVE 4
Center on Religious-based Conflict
[under conceptualization, planning and design; anticipated launch: 2003]

Arizona State University is large, and because of our quality we can be larger. It may seem counterintuitive to imagine that one of the largest universities in the nation could focus on the individual student, but in fact, size is irrelevant to an academic institution. In our case, as demonstrated by the quality of the freshman class we admitted for fall 2002, size is a consequence of the quality of the education we provide. What distinguishes us from other institutions is the extent of our capacity to attend to students as individuals.

Traditional assumptions about teaching and learning are no longer adequate. While listening to a professor lecturing is certainly a critical component of a university education, it is but one element. Learning takes place around the clock, and not only in classrooms, laboratories, and libraries. As educators, we must take every advantage of both traditional methods and new approaches that make students an intimate part of the research process and the creative act, bringing an intensity to education that is often lacking. Regardless of our approach or methodology, I propose an institutional commitment to focus on the individual student.

I lament the fact that in most fields teaching methods have not changed over the past 30 years. We need to incorporate new findings on the processes of learning and apply these to our classrooms. We must take every advantage of the new media tools that are the product of the technological advances of the past decade. Those that they might infect us, and to learn at their own pace, sometimes exceeding the parameters of the course.

Consistent with our commitment to focus on the individual is a commitment to enhancing the undergraduate experience with learning in small groups. It has been said that students sometimes learn as much from one another as they do from their professors. ASU will factorize mechanisms to structure education in small clusters of students wherever practical. This does not mean no large classes—on the contrary, large classes can be among the very best. It means small clusters of students wherever practical. This does not mean no large classes—on the contrary, large classes can be among the very best. It means that these classes will be attended by groups of students who are connected—students who are learning together.

In addition to facilitating a focus on the individual student, we must ensure that those quintessential aspects of a university education—the excitement of discovery, the craft of scholarly writing, the precision of research, the appreciation for scientific method, the passion for a discipline—become increasingly embedded in the learning process.

In order to focus on the individual, Arizona State University must expand and contract and redesign all at the same time. On the main campus we need smaller and more focused programs, and we need more learning groups within those programs. At the same time we must grow as a university, so we must accelerate the development of new learner-centered programs on the West and East and downtown campuses, each with their own unique identity. In addition, we need to expand the size and intensity of our learning environment for our highest-achieving students so that they might infuse us, and be immersed in our high level of technical literacy, and become focused on the use of technology in their chosen field, and, finally, all being embedded in a technology-active directly-engaged campus learning environment.

The “New College” at ASU West [conceptualization phase]

In Phoenix’s burgeoning and diverse West Valley we will move the ASU West campus from its out-starting as a regionally focused learning enterprise to one of the first truly interdisciplinary college campuses yet created in America.

With its own unique identity, the “New College” at ASU West will build from its already interdisciplinary basis to approach the education of all students in all fields in a connected learning environment. In this beautiful campus setting the watchwords for learning will be community focus and group learning across fields. This will allow for new thinking to be done, and new kinds of teachers, scientists, artists, and other specialists to be produced. A professional degree from the New College will mark its recipient as broadly educated. Graduates entering the field of teaching, for example, will be recognized as grounded in literacy, aware of history, and excited by politics and science. The mind will be intrinsically intertwined in the world, they will be connected in our learning environment.


One of the great successes at Arizona State University over the past decade was the high achievement of the students at Barrett Honors College. The academic profiles of Barrett students are comparable to students at our nation’s most selective institutions. With three Rhodes Scholars since 1995, nine Marshall Scholars since 1991, and students holding many other prestigious awards, Barrett students are among the most outstanding in the nation.

The model will be expanded at ASU in two principal ways. First, as a university-wide program, the Barrett Honors College will be enhanced, expanded, and refined. Second, we plan to build a new complex of buildings for Barrett on our main campus, a new residential college that will consolidate the learning environment and unique identity of Barrett. As a residentially-based learning environment, Barrett will become second to none, and offer the best and brightest students in Arizona a place to call their own.

EXAMPLE: IMPERATIVE 5
The Polytechnic at ASU East
[conceptual phase; design phase: 2003; early implementation: 2004]

At the Polytechnic at ASU East we will create writers, teachers, engineers, technologists, business professionals, scientists, and a range of other specialists in how to think and solve problems from the perspectives of experience-based learning and applications based problem solving.

This learning environment will be unique and will attract students from across Arizona and the world to its practical and its focus on the individual.
we would rather wish to "out-ASU ASU," and to build a department with its own unique strengths, and its own course with ASU, focused on problems of regional importance. By encouraging intellectual fusion, both core departments and interdisciplinary programs at ASU will become greater than the sum of their parts.

EXAMPLES: IMPERATIVE 6
Institute for Studies in the Arts Expansion

[conceptualization phase]

Creative aspect is an essential aspect of our lives, and contributes to the cultural fabric of our community. Because fusion has been an important dimension in the arts during much of the past half-century, an institute dedicated to the study of fusion in the arts offers students and faculty members an ideal opportunity to examine its implications for and relationships with other disciplines—in the humanities, social sciences, natural sciences, and fields of technology.

Building on the innovative and remarkable programs of our Institute for the Study of the Arts, the enlarged scope of the institute will bring together researchers from disciplines as diverse as dance, music, theatre, computer science, electrical engineering, bioengineering, the liberal arts, the biological sciences, education, and architecture and environmental design. The institute will offer a special focus on the relationship of the arts to developments in technology and new media. Our location in Metropolitan Phoenix offers an ideal opportunity to explore the creative ferment of a dynamic urban environment.

Arizona State University School of Life Sciences
[conceptualized and designed; to be initiated July 1, 2003]

Another important example of intellectual fusion at Arizona State University is the reorganization of our biological faculties. Historically housed in three departments—biology, microbiology, and plant biology—ASU will launch a new School of Life Sciences. No longer encumbered by the artificiality of disciplinary boundaries, this new school will merge the talents of more than 100 life scientists, engineers, philosophers, social scientists, and ethicists in a new kind of teaching and research enterprise, one focused on advancing our understanding of nature while at the same time using that understanding to build better lives. The reorganization represents the collaborative effort of hundreds of faculty members from the three departments.

In the new School of Life Sciences, faculty will self-organize around the key issues of the day, students will move between faculty of various disciplinary backgrounds, developing research topics and learning in new types of inter- and transdisciplinary settings. Our enhanced new fusion structure will allow the Arizona State University, School of Life Sciences to expand dramatically the range of problems and questions that our institution is able to address.

EXAMPLES: IMPERATIVE 7
Addressing high school graduation rates

[conceptualization initiated]

The university has a responsibility to improve high school graduation rates, and to increase the number of students, especially minorities, coming to and graduating from our university. The fact that the public high school graduation rate in Arizona is less than 60 percent, and that only 42 percent of Arizona high school graduates are enrolled in college, is clearly cause for concern. And we plan to act, by becoming a greater force in the lives of the citizenry, particularly the underserved communities, and in early childhood education, putting more certified teachers in the classrooms, and providing more direction to leaders in education.

Arizona State University Downtown Phoenix Initiative
[conceptualization initiated]

Consistent with our objective to be socially embedded in our metropolitan region, Arizona State University seeks to enhance its downtown Phoenix presence and plans to transform its downtown center into a campus. The ASU Downtown Campus Initiative will explore options for the advancement of knowledge and societal transformation downtown and in surrounding neighborhoods, and will accelerate the process of downtown Phoenix and the availability of land position ASU to become a key stakeholder in the revitalization of downtown Phoenix.

ASU plans to establish programs downtown in such areas as urban design, economic development and diversification, and education and training. The presence downtown of the state-wide genomics collaborative is another incentive for ASU to develop a campus.

ASU has the opportunity to enhance and diversify its profile in the community by developing an identity downtown. We hope to attract members of the creative class to our campus, and in so doing, encourage the economic development of downtown Phoenix. We hope that developing an academic center which encourages residential development in this diverse and vibrant district of Phoenix. We hope to encourage new creative urban cores, embedding the arts into the planning process.

The Joint Urban Design Program, an outreach arm of the ASU College of Architecture and Environmental Design, is already a presence downtown. Throughout partnerships between the college and other units at ASU and other public and private agencies, the program addresses the environment of the neighborhood and community development, quality of life, sustainability, transportation improvements, and a revitalized urban form. An example of the program's support for the community is the development of Arizona's Capital Medallion project which involves the ASU School of Social Work as well.

Much university research is necessarily esoteric because we are involved in the discovery of fundamental knowledge, a process that is absurd regardless of the field. But there must be a university in which scholars consider the impact—the transformational effect—of their work on society. ASU must be a community of scholars—scientists, engineers, philosophers, artists, poets, historians—concerned with the impact of their work, giving thought to its possible role in a better society. We must integrate the advancement of knowledge with the transformation of society.

As members of an academic community, we must set an example of what it means to be a community. If we do not set an example of what it means to be a community, and lead the way to open discourse and the free exchange of ideas, then who will? We must be a place that is open to diversity of thought and culture and expression. In an academic institution, the fusion of talent, of ideas, of methods must be a self-evident truth. ASU seeks to become greater than the sum of its parts.

Consistent with our objective to be socially embedded in our metropolitan region, Arizona State University seeks to enhance its downtown Phoenix presence and plans to transform its downtown center into a campus.
Arizona State University American Indian Initiative
[conceptual design underway; programmatic design: 2003; program expansion: 2003 – 04]

Arizona State University will gather and empower a large cohort of scholars focused on American Indian culture, social and economic issues. The cohort will lay the groundwork for positioning Arizona State University as the leading academic institution in the nation in the hyper-relevant, underdeveloped area of intellectual discourse in matters related to American Indian culture and its implications in the context of the broader American culture.

The presence of a critical mass of scholars encourages constructive dialogue and the evolution of a given sphere of inquiry. It is all the more essential in a developing field such as American Indian studies. The initiative will encourage scholars from a spectrum of disciplines to offer differing perspectives. Teaching and research related to American Indian culture has been underway at Arizona State University for decades, but the American Indian initiative will prove transformational in the development of the field, and confirm the university’s commitment to programs that are socially relevant.

Of particular interest to me is the discussion of enhancing cultural understanding and cultural linkages between the larger, broader general American culture and the American Indian cultures of Arizona and the Southwest.

DESIGN IMPERATIVE & GLOBAL ENGAGEMENT

A moment ago I said that research and scholarship know no disciplinary boundaries. Nor does research and scholarship stop at border crossings. Global engagement is critical to the advancement of Arizona State University as well as metropolitan Phoenix and the rest of the state. Just as our cultures and societies are increasingly intertwined, so too are the economies of the world. In such an engagement, we must seek to understand it, and become increasingly aware of issues and developments around the world. We must develop tools to facilitate learning, and engage in dialogue to discern the myriad complexities of global engagement.

Universities have historically played a significant role in these matters, performing critical convening, training, and analysis functions. At present, Arizona State University is woefully underpowered in its resources related to global engagement. We must dedicate careful consideration both to the expansion of the global emphasis of many of our programs, as well as the expansion of the overall global engagement dialogue.

It is difficult to imagine metropolitan Phoenix growing to a city the size of London, as some predict, without substantially expanding its overall economic capacity to be linked globally. The mechanisms that are available to facilitate global engagement are numerous, but will take time to design and deploy. During the interim we will focus on building linkages with our international neighbors, as well as expanding the capacity of some of our existing programs to act on a global basis.

The communities of the borderlands are uniquely advantaged and disadvantaged at the same time. Situated between two cultures, they exist in a social, economic, cultural, and political context that demands closer examination.Disciplines that may come to bear on this research include history, economics, political science, geography, sociology, both English and Latin American literatures, and may include scientific research addressing environmental and health challenges.

Turning our focus from the borderlands further south, Arizona State University will also develop an initiative devoted to engaging the nations and cultures of Latin America. We hope to bring new dimensions to teaching and scholarship on Mexico and the American Southwest. Beyond the borderlands, we will engage in productive social, economic and cultural dialogue with Mexico and Central and South America.

Yet where else but in the university that is fully committed to its community, the university that directly engages the challenges of its cultural, socioeconomic, and physical setting, and shapes its research initiatives with regard to their social outcomes.

Arizona State University College of Business

The Arizona State University College of Business is ranked among the top 25 business schools in the United States and clearly has the potential to emerge as one of the finest business schools in the nation. Its MBA for Executives program has been ranked eighth among public programs by Business Week, and it boasts many other distinguished programs. U.S. News and World Report, for example, named ASU’s MBAs Online Program the best online business program in the nation. Corporate clients include Duerr and Company, Lucent Technologies, Intel Corporation, and ChevronTexaco.

But the internationalization of our business school will be critical to its further ascent. Our business school must provide students with a global perspective, informing teaching and research with an awareness of the world economy and business opportunities. The school already offers an innovative program in partnership with Motorola in Beijing. Based in Beijing, the ASU MBA High Technology in China Program brings together the strengths of our business school and the ASU College of Engineering and Applied Science. The program offers an immersion in high technology and international management.

Global engagement by the college means more than initiating exchange programs. We must assume a leadership position in international finance and economics, collaborating with peer institutions across the Pacific, across the Atlantic, and across the Gulf of Mexico. The ASU Center on Asian and Pacific Rim Trade and Economic Development is an important piece of the new international focus of the college. We must conduct research that will enable Arizona companies to devise internationally competitive growth strategies. We must reflect the world in which we live, and the way in which business is conducted around the globe.

CONCLUSION: THE NEW GOLD STANDARD

A moment ago I spoke of the fifteen distinguished American universities, institutions of such influence that, to this day, every university in the nation measures itself according to their standards. I said that these universities represent the gold standard, a benchmark of excellence that has come to bear on this research, even when self-assessment leads to no facile conclusion? Where else are doubt and skepticism and uncertainty given the respect they are owed? In this sense, little has changed since Cardinal Henry Newman wrote in 1872: A true university is "a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge."

The new gold standard will be represented by the university that is inclusive, rather than exclusive, the university that is suspect. In this sense, little has changed since Cardinal Henry Newman wrote in 1872: A true university is "a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge."

Yet where else but in the university that is fully committed to its community, the university that directly engages the challenges of its cultural, socioeconomic, and physical setting, and shapes its research initiatives with regard to their social outcomes.

But I cannot do it alone. I ask you to join me in the task of redefining the American research university. I ask you to join me in the task of building the premier new American university – the university that sets the new gold standard.

I ask you to join me in the task of building Arizona State University.