ARIZONA STATE UNIVERSITY
MAIN CAMPUS

Strategic Initiatives
(1999-2005)

PREPARED BY
ASUMC Strategic Planning Committee
SPRING SEMESTER 1998
### Arizona State University
#### Main Campus
#### Strategic Planning Committee
#### (1997-98)

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<th>Title</th>
</tr>
</thead>
<tbody>
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</tr>
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</tr>
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</tr>
</tbody>
</table>

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>How can the educational experience of ASUMC students be enhanced?</td>
<td>5</td>
</tr>
<tr>
<td>How can ASUMC manage enrollment growth in a manner that enhances the campus?</td>
<td>9</td>
</tr>
<tr>
<td>How can ASUMC strengthen and develop its growing research and creative enterprise?</td>
<td>12</td>
</tr>
<tr>
<td>How can the importance of cultural and ethnic diversity be woven into the fabric of all campus activities?</td>
<td>16</td>
</tr>
<tr>
<td>What changes in the University workforce (faculty, professionals, staff, and administration) are necessary to achieve the strategic initiatives outlined in this report?</td>
<td>18</td>
</tr>
<tr>
<td>How should ASUMC plan for the physical development of the campus so as to advance campus goals and enhance nearby commercial areas and neighborhoods?</td>
<td>20</td>
</tr>
<tr>
<td>What should be done to raise public awareness and support for ASU programs and services?</td>
<td>22</td>
</tr>
</tbody>
</table>
INTRODUCTION

Arizona State University is an internationally recognized research university in the Southwestern United States actively engaged in the economic, social and cultural emergence and development of greater Phoenix. We enjoy the unique attributes of location in a culturally and economically diverse college town setting surrounded by the growth and dynamism of the Phoenix metropolitan area. We serve society through the students we educate, the knowledge we create and transfer to economic development, and the application of intellectual energy to problems of society through a variety of programs that span the university.

Through resident faculty who are experts in their fields, students enjoy a campus-based experience that is increasingly distinguished from an expanding marketplace of alternative education providers. We are dedicated to achieving international respect for our role in the creation of knowledge and the use of that knowledge in the education of our students. It is through these activities that a research university distinguishes itself from other educational institutions.

The Main Campus is part of a multicampus structure that enables the University to provide various populations in the Valley with convenient, timely and relevant educational programs of high quality. The campuses support a homegrown, dedicated and unique educational experience that provides high quality programs including baccalaureate through doctoral degrees at low cost when compared to other research/educational institutions offering programs here. Managing this growing enterprise will continue to be a challenge and will require setting clear and thoughtful visions for the campuses. Allocation of programs and students should follow this vision.

This document was prepared by the Main Campus Strategic Planning Committee. The committee was assembled during the Fall of 1997 and was charged by the Senior Vice President and Provost to review the current strategic plan (now 4 years old), think strategically about major issues currently facing the University and more
specifically, the Main Campus, and outline a series of strategic directions that could guide decision making over the next 5-7 years.

In developing this report, the committee met with experts in each of its areas of focus over a six-month period. Committee workgroups prepared issue papers in each of the strategic areas. The committee then met and discussed these papers before drafting the final report. As a result of these deliberations, the committee recommends the following strategic directions:

**Enhance discovery and education activities of the Main Campus**
- Double externally funded research and expand opportunities for students in research.
- Make selective investments in new practices, personnel, and programs.
- Expand the core faculty.
- Strengthen the academic profile of entering classes.
- Enhance partnerships with local high schools and community colleges.
- Expand career development programs for students, faculty and staff.
- Utilize information technology advances to enhance student learning opportunities.

**Plan for and manage responsible growth of the Main Campus in a manner that enhances the unique attributes of the campus**
- Review and assess the limits of growth.
- Update and revise the plan for physical build-out of the University.

**Stimulate the imagination and interest of people within and outside the University about ASU**
- Develop a unifying image for ASU.
- Market ASU and each of its campuses according to unique attributes and strengths.
• Expand resources for partnerships that solidify ASU as the university of choice for Valley residents and a voice in addressing the major issues of the metropolitan area.
• Diversify and strengthen financing strategies to support University initiatives.

The report does not attempt to cover all the activities in which ASU is currently engaged. Instead, it identifies seven strategic issues that the Main Campus should begin to address in the near future. The issues the Committee examined at length are:

• How can the educational experience of ASUMC students be enhanced?
• How can ASUMC manage enrollment growth in a manner that enhances the campus?
• How can ASUMC strengthen and develop its growing research and creative enterprise?
• How can the importance of cultural and ethnic diversity be woven into the fabric of all campus activities?
• What changes in the University workforce (faculty, professionals, staff, and administration) are necessary to achieve the strategic initiatives outlined in this report?
• How should ASUMC plan for the physical development of the campus so as to advance campus goals and enhance nearby commercial areas and neighborhoods?
• What should be done to raise public awareness and support for ASU programs and services?

The members of the Main Campus Strategic Planning Committee wish to recognize and endorse the work of the President’s Committee on Streamlining the Undergraduate Requirements Curriculum as a noteworthy and strategic effort, the results of which will surely influence some of the initiatives identified in this report.
The remainder of the report presents the seven major issue areas that the Committee examined in depth, together with its recommendations regarding each. Each section of the report provides relevant background information and references on these issues.
**STRATEGIC ISSUE:** How can the educational experience of ASUMC students be enhanced?

**STRATEGIC DIRECTIONS:**

**Undergraduate Education**
- Continue to emphasize undergraduate education as outlined in the 1994 strategic plan
- Expand the use of technology to take advantage of the new economies of scale, to enhance the quality of instruction including the interactions with faculty, and to improve the learning environments for students
- Improve student access to computer technology (see also IT strategic plan)
- Provide out-of-classroom experiences that will support students’ academic preparation and enhance their overall educational experience

**Graduate Education**
- Continue initiatives both proposed and underway that were outlined in last strategic plan
- Provide Graduate Assistants and Associates appropriate pay and health benefits while improving the quality of TA training
- Enhance career development opportunities for undergraduate and graduate students.

**Background Information**
One outcome of the 1993-94 strategic planning review was to place undergraduate education as the centerpiece of the plan. The reasons for that decision are as valid today as they were in 1994. The recent publication by the Boyer Commission on Educating Undergraduates sponsored by the Carnegie Foundation and entitled, Reinventing Undergraduate Education, A Blueprint for America’s Research Universities is a good reminder that we must continue to recognize that undergraduates represent the seed corn for all activities prized by the academic enterprise. The emphasis placed on undergraduate education since President Coor...
and Provost Glick took office is beginning to reap dividends as evidenced by increased retention and graduation rates and improved student satisfaction as measured by student surveys. The university now boasts more merit, Regent, and Flinn Scholars than ever before and the credentials of the entering class continue to improve. The scholarships and fellowships received by our students (Rhodes, Marshall, Truman, Goldwater, Udall, etc.) are bringing national and international recognition to the university, student diversity is at an all time high and the Honors College continues to grow in student numbers. The infusion of technology into student services (Touch-tone Registration, Financial Aid, Degree Audit, Admissions etc.) has transformed ASU into a leader in the use of technology for student transactions. Nevertheless, our goals have not all been reached. We continue to rank last in the Pacific 10 Conference in both retention and graduation rates despite our overall improvement. Students rate advisement relatively low, and not enough students have research or capstone experiences. ASU must continue to work with the ABOR, legislature and other external constituencies to improve the undergraduate experience for our students.

It is imperative that we continue to place undergraduate education as a very high priority and continue to emphasize those areas encompassed in the last plan:

- Improve the access to courses students need for graduation
- Improve the educational experiences for first-year students
- Promote greater student involvement in learning through inquiry-based learning, i.e., internships and service learning
- Expand student participation in research and creative activity
- Provide enhanced support for faculty, department and college efforts to improve undergraduate education
- Expand programs that contribute to the academic success of students (e.g. Campus Communities, Freshman Year Experience)
- Work with the Arizona K-12 system to improve academic preparation of entering students
• Increase student diversity
• Achieve and maintain a better balance between lower division and upper division students

Research universities create technological innovations and their students should learn state-of-the-art practices and learn to ask questions that drive uses of technology. The Carnegie Report states: “Continuing technological development, particularly in the areas of information storage, retrieval, and communication, can be expected to alter the manner of teaching at every educational level and in every conceivable setting”. The World Wide Web (WWW) has the potential to enhance the quality of courses delivered to on and off-campus students. The University is stretched between the level of preparation of entering students and what is expected of them after graduation, and the exponential growth in knowledge. These challenges require sophisticated approaches to train our students properly and to evaluate outcomes.

GRADUATE EDUCATION
Arizona State University has a large and diverse graduate student population. During fall 1997, 5,448 and 2,628 students, respectively, enrolled in master’s and doctoral programs. An additional 2,682 students were enrolled as post-baccalaureate students who were not seeking a formal degree or award. During 1996-97, ASU awarded approximately 2,500 graduate degrees. Graduate students contribute greatly to the functioning of the university. Approximately 10% of undergraduate FTE students (based on students in credit bearing courses) are taught by graduate students who have sole responsibility for the courses. Graduate students also have responsibility in assisting faculty in most student laboratories in science and engineering, discussion groups, studios, student evaluations, and in many other ways. Graduate students also contribute greatly to the research mission of the university. The creation of knowledge by most science and engineering faculty depends on a constant source of bright, creative graduate students who work on research projects and contribute their ideas to the ongoing enterprise. In many ways,
excellent graduate students are part of the connective tissue between research and undergraduate education, e.g., through peer learning.

The last strategic planning exercise proposed the following goals for graduate education:

- Improve the quality of doctoral programs through selective scholarship awards for recruiting outstanding students
- Encourage development of interdisciplinary graduate strengths
- Promote effectiveness of professional master’s degree programs

Perhaps the most important area in need of attention in the near term is in the improvement of compensation for the services of our graduate students. We are below peer institutions in compensation for graduate students in almost every discipline and the majority of external evaluators of our programs has recommended that this problem be addressed. Graduate education might diminish over the next five years as an export of the USA in general and ASU in particular. To reach excellence in both the teaching and research missions of the university, we depend on the availability of excellent graduate students. The university is called upon to address this situation systematically.

The university must also improve its training programs for teaching assistants and associates. Not only are graduate programs preparing the next generation of faculty members, but our ability to improve undergraduate education as outlined in this plan depends on excellent teaching by our teaching assistants. Not all of our doctoral students will find employment as faculty members in higher education, so ASU should provide graduate students opportunities to explore alternative career paths. ASU is a leading participant in a nationally acclaimed “Preparing Future Faculty” program. The creation of a “Preparing Future Professionals” program might help to maximize opportunities for graduate students. Our students should emerge from the graduate experience imbued with confidence in their training and their ability to make creative contributions to society.
**STRATEGIC ISSUE:** How can ASUMC manage enrollment growth in a manner that enhances the campus?

**STRATEGIC DIRECTIONS:**

- Revisit the capacity issue. Clarify what are the limits of growth on the Main Campus: On-campus housing, course availability, classroom and lab availability, congestion etc.

- The Main Campus should continue the process of shaping the traditional day-time student body to achieve better prepared students, a balance between lower division and upper division students, greater diversity and to place greater emphasis on degree seeking graduate students rather than non-degree students.

- During the next two to three years, the university should engage the faculty, students and community in a wide-ranging discussion concerning the appropriate size for the Main Campus given that the appropriate resources can be garnered.

- The Main Campus should continue to make progress in its use of advanced technologies to help solve enrollment growth issues.

**Background Information**

The Main Campus Strategic Planning Committee believes that ASU Main Campus may have the capacity to grow in various dimensions given that appropriate resources are available both in the near term and far term. In view of the anticipated growth in college bound high school graduates, we respectfully suggest that the capacity question should be revisited. Figures that adequately describe utilization of facilities and faculty (e.g., use FTE rather than headcount students as the measure) should be compiled as part of the review. We should be guided by economies of scale as well as student and faculty numbers, etc. For example, should we invest in new residence halls with their income streams and operational costs, or should we be out-sourcing student housing?
Currently, the Main Campus is operating under a self-imposed cap of 39,000 traditional daytime students (headcount), and it is estimated that we will reach that cap within the next couple of years. Can the university continue to supply and improve the quality of its undergraduate and graduate experiences if enrollment growth is allowed to continue at its current rate or even at an accelerated rate? The committee chose to look at this situation from what it perceived to be a student point of view. Our conclusion is that the Main Campus offers the types of experience and advantages that should not be denied to qualified Arizona residents who seek to attend the Main Campus. Those advantages include, among others:

- access to a comprehensive set of graduate and undergraduate degree offerings
- opportunities to participate in a range of research and creative activities
- convenient access to a library collection ranked 25th in the country
- association with a large student body that is culturally, ethnically, and geographically diverse
- an internationally known faculty that has brought distinction to a Research I university
- a nationally acclaimed Honors College
- access to a wide variety of cultural experiences through nationally ranked programs in the Arts
- a residential experience with well developed co-curricular offerings
- opportunities to participate in over 450 student organizations and honoraria
- participation as a fan or a competitor in PAC 10 athletics
- resources for career development, planning and placement
- an extraordinarily beautiful physical campus environment that enhances and supports the student learning experience

After careful consideration of the information placed before the committee, we believe a capacity study may conclude that the ASU Main Campus can accommodate enrollment growth in the near term by:
• utilizing the classrooms, throughout the afternoon, on Fridays and weekends (as recommended in the DeMichael report on space utilization);
• supplying greater support for programs such as the Freshman Year Experience, Campus Communities, Honors College, Campus Match and other creative approaches that strengthen student affiliation with the University;
• continued emphasis on improving the quality of the graduate and undergraduate experience;
• increase the numbers of faculty and support staff;
• telecommuting; and
• greater use of technology and asynchronous learning in the delivery of courses.

The possibilities for accommodation of additional students in the long term will require several actions, including:
• careful examination and updating of the University master plan;
• planning for the appropriate use of the over two million square feet of space available for new buildings;
• careful planning for the role of technology in teaching and learning; and
• appropriate student support to ensure retention of a larger student body.
**STRATEGIC ISSUE:** How can ASUMC strengthen and develop its growing research and creative enterprise?

**STRATEGIC DIRECTIONS:**
For the next five years the provost, deans and department chairs should make targeted investments (through both reallocation and new funding sources) in primarily interdisciplinary research areas where:

* creativity can be leveraged by promoting interdisciplinarity
* there is potential that ASU can become a national leader,
* there is potential for significant external funding. (In particular, ASU should build on strengths but be open to new possibilities. It should position itself to respond effectively to new program developments at NIH, NSF, DOE, NASA and DARPA.)
* there is potential for substantial economic benefits or to improve the quality of life for the citizens of the metropolitan area and state of Arizona
* there is substantial involvement of students in the creative process

- Develop a culture in all disciplines (not just science and engineering) for pursuing externally funded research but only to the extent that it does not jeopardize academic freedom or diminish the curriculum. (A reasonable expectation is that the minimum external funding be the average for the discipline when compared to other research universities.)

- Place an emphasis on increasing faculty numbers and postdoctoral students. ASU hires approximately 75 new faculty members per year due to retirements, resignations and new positions. This number should be increased through reallocation and emphasis should be placed on incorporating post-doctoral students into research programs.

- Develop a strategy for taking the research message externally. It is important to articulate the importance of education, economic development and research working together.
**Background Information**

Arizona State University became a serious contender in the research arena during the tenure of President J. Russell Nelson. President Nelson’s clear vision for ASU was to become a major player as a research university despite many roadblocks. His vision came to fruition in large part when current president Lattie F. Coor announced in 1994 that ASU had been designated Research I by the Carnegie Foundation. Entry into the “research club” was greeted with resounding enthusiasm by the vast majority of the faculty and congratulations poured in from our governing board, members of the legislature, the business community and other friends of the university.

Many who greeted this event with such enthusiasm may not have understood exactly what admission to Research I status meant other than it signaled upward mobility and externally validated ASU’s gains in national recognition. Actually, the criteria to become a Research I university in 1994 required that a university:

- offer a full range of baccalaureate programs
- be committed to graduate education through the doctorate and have awarded a minimum of 50 doctoral degrees
- receive annually $40 million or more in federal support.

The last criterion was our greatest hurdle in moving from Research II to Research I and ASU’s situation is precarious concerning retention of Research I status. Therefore, it is essential to maintain external research funding. Since we have neither a medical nor agriculture school, we must adopt other funding strategies, including partnering with institutions in the greater Phoenix area. We must also create an awareness of funding opportunities and an expectation for research and creative activity in a wider range of disciplines and interdisciplinary areas.

The benefits of maintaining Research I status are numerous. Many of the recent success stories in ASU research have involved multidisciplinary efforts in which researchers have crossed departmental and even college boundaries to put together teams that won federal or private funding. Some of these include the recent NSF
Long Term Ecological Research Center (LTER), the Materials Research in Science and Engineering Center (MRSEC), the Keck Bioimaging Laboratory, the Photosynthesis Center, the Whitaker Center in Neuroengineering, the Multi-University Research Institute in nanoelectronics, and the NASA Institute for Astrobiology. Interdisciplinary research is often impeded by departmental and disciplinary cultures. Special attention needs to be given to breaking down these barriers and encouraging this type of research. With a few exceptions, ASU has not been successful in securing major grant funding from the National Institutes of Health. Increase of funding from NIH is an important goal for this institution, especially since much of the projected increases in federal funding opportunities in the near future are expected to be available through NIH. An increase in research activity in the biomedical area is therefore an important goal. The University should carefully select the specific areas and make significant strategic investments to improve NIH funding.

The creation of knowledge takes place at all major universities. At ASU, this valuable activity spans the entire range of the university, including the natural sciences, social sciences, arts, humanities and professional schools. The general public values this work but it occasionally expresses negative views of research and the activities required to create knowledge, including the view that somehow teaching and research are separate activities. Research and graduate education are intimately linked, as much of the research done at a university is designed, performed and interpreted by graduate students as part of their training. Many of these highly trained students go on to a wide range of top positions in industry, government and education. Research at the undergraduate level is also highly valuable as emphasized by the recent Carnegie Foundation report on undergraduate education in research universities. The institution should emphasize the relationships between research, creative activity, economic development, and education to the public so that they will value rather than resent the research mission of the University.

Research and creative activities whether externally funded or not, require the presence of an outstanding group of creative and dedicated faculty. By any measure,
Arizona State University faculty numbers are low when compared to other universities of equal size. Increasing numbers of faculty in areas where funded research predominates may be a strategy worth pursuing. Arizona State University values high quality research and creative activities whether or not they are funded by external partners. We must develop Research I strategies that can focus attention and resources strategically yet not disenfranchise large groups of faculty and professionals. Moreover, we must create an ethos in which research and creative activity are expected at all levels, where external funding for these activities is aggressively sought, and students are included in the discovery process.
**STRATEGIC ISSUE:** How can the importance of cultural and ethnic diversity be woven into the fabric of all campus activities?

**STRATEGIC DIRECTIONS:**

- Continue to work on creating a campus atmosphere that promotes:
  - the acceptance, appreciation and celebration of diversity by all university citizens
  - achievement of minority students as measured by improved retention and graduation rates
  - the continued improvement of our ability to attract faculty, staff and students from underrepresented groups
  - the achievements of faculty and staff in a tolerant work place where opportunities for the full development and utilization of diverse talents are the norm
- Enhance the involvement and cooperation of all student groups including international student organizations and underrepresented student groups in working toward campus diversity initiatives.

**Background Information**

Arizona State University Main Campus has placed significant emphasis on diversifying the faculty, staff and student body. During the past decade, the total student-body has increased by about 7.5% while the numbers of underrepresented minority students have increased by over 90%. A significant number of our students are also first generation college students, and in terms of graduation, retention, and grade point averages, students of color compare favorably with the dominant undergraduate population. Perhaps more importantly, the number of baccalaureate degrees awarded to students from underrepresented minorities has almost doubled (from 497 to 954) and the number of graduate degrees awarded have more than tripled (from 104 to 325). Re-entry students are on the increase (27% of students are over age 25 and 7% are over age 35). Not only do we have a much more diverse student body, the ethnic diversity among our employees is at an all time high. In
addition, women now make up 27.2% of our tenured/tenure-track faculty (up from 22.8% in 1992).

While we must be ever vigilant about recruitment and retention of underrepresented faculty, staff and students, our major focus must continue to be on achievement of the students who come to us so that they will graduate. Almost of equal importance and most certainly a major contributor to student success is that we celebrate and highlight the rich and diverse backgrounds of the university community. These differences make our campus a special “microcosm” of the larger society that awaits our students when they graduate. There are more than 450 registered student organizations creating a vibrant campus life. The Greek system provides leadership opportunities through its 25 national fraternities, 16 national sororities and four Hispanic fraternities and sororities. Nineteen religious organizations are also part of the Campus Interfaith council, which addresses the spiritual interests of ASU students. These groups offer a rich resource as do the international student groups and underrepresented student coalitions. All individuals and groups must participate as full partners in an effort to make our campus tolerant and, in fact, successful in our diversity.
**STRATEGIC ISSUE:** What changes in the University workforce (faculty, professionals, staff, and administration) are necessary to achieve the strategic initiatives outlined in this report?

**STRATEGIC DIRECTIONS:**

- Increase the size of the faculty and maximize the development and use of the many talents currently available among the faculty. This will increase our competitiveness for grants and student interaction with faculty.
- Review all academic administrative functions and abolish those that are not absolutely essential or do not add value. Invest savings in the academic enterprise and, where appropriate, return administrators to the primary missions of the university—teaching, research and service.
- Continue to move salaries towards benchmarks set by the last planning group and develop strategies to provide benefits and reward packages equal to those of our peers (including provisions for child and elder care).
- Improve organized professional development opportunities for all employees with the goal of retaining talent and developing potential. Provide all employees with the necessary tools to be able to use technology to enhance teaching and learning (see IT strategic plan).

**Background Information**

The clear sense of the strategic planning committee is that the number of faculty must be increased if ASU is to move in the direction proposed in this document. Maintaining Research I status, becoming an AAU university, improving graduate and undergraduate education, and increasing service responsibilities will require a larger contingent of faculty. Currently only 45%, 69%, and 83% of the lower-, upper-division, and graduate SCH, respectively, are generated by tenured and tenure-track faculty even though our teaching loads are about equal to those of Research I institutions. Peer data suggest that many faculty in both science and engineering disciplines generate external support for research in amounts per tenured and tenure-track
faculty that far exceed faculty from peer institutions. In addition, an examination of the NRC's evaluation of doctoral programs indicates that there is a clear correlation between quality indicators and size of faculty. In other words, realizing the ambitious agenda set out for the Main Campus will perhaps require stretching current faculty and staff members beyond their capabilities to respond.

ASU must also find ways to recruit and retain high quality administrators, professionals and support staff. While an attractive climate and a congenial work place will buy much goodwill, university employees must earn an adequate living to retain reasonably high morale and to remain productive. In recent years, many resources have been reallocated towards bringing salaries in line with peer institutions. Although progress has been made, our salaries still lag those of our peers. Competitive salary and benefits packages and other reward structures are essential to attract the kinds of employees that will carry the university to the next level.

The committee also endorses the move towards differential workloads for administrators, faculty, professionals and staff depending on their respective talents, the needs of the university and opportunities to promote personal growth among all employee classes. The institution should move towards a model whereby merit monies are awarded to units according to the over-all quality and quantity contributions to the common goals of the university. Moreover, incentives for teamwork and partnering across units should be developed to reinforce collaboration and mutual support. Employees should be rewarded individually according to the successful completion of a set of mutually agreed upon objectives which may differ from one individual to another but all contribute to the over-all advancement of the unit.
**STRATEGIC ISSUE:** How should ASUMC plan for the physical development of the campus so as to advance campus goals and enhance nearby commercial areas and neighborhoods?

**STRATEGIC DIRECTIONS:**

- Plan and carry out the physical development of ASU to affect local urban vitality, both on campus and in the contiguous commercial areas and neighborhoods.
- Build partnerships with neighborhoods in the immediate proximity of the main campus while continuing to focus on neighborhood partnerships throughout the Valley.
- Continue to create and sustain mutually beneficial partnerships with the corporate community to aid the economic development of metropolitan Phoenix and the state of Arizona.
- Continue a partnership among the administration, the Academic Senate, Classified Staff Council and the appropriate student associations to build a positive relationship with the Arizona Legislature and local representatives throughout the Valley and state.
- Promote ASU as an internationally recognized research university, sensitive to its own making in relation to local neighbors while actively engaged in the economic, social, and cultural development of greater Phoenix.

**Background**

Nearing the close of the 20th century, the West is the most rapidly urbanizing region in the United States. The Phoenix metropolitan area, known locally as the Valley, is one of the largest and most rapidly developing locations in the “new” West. The main campus of Arizona State University (ASU) is located in downtown Tempe, the geographical center of the Valley. In addition to its own rapid development, the university is neighbor to many of the forces associated with the new West, including a major development project spearheaded by a dynamic municipal government, neighborhoods in gentrification, substandard housing being rented to new waves of
immigrants from the Latin countries and the Pacific Rim, and a long-established barrio rich with culture and resource poor.

The intersection of the university’s development with these forces of the new West are part of the dynamism of ASU. Its uniqueness is also marked by its engagement with these forces throughout the Phoenix Metropolitan Region, and its intellectual, technological and communicative capacities to reach far beyond the boundaries of the Valley to both acquire and disseminate knowledge.

The ASU Main Campus, in conjunction with the development of downtown Tempe is a major destination point for the Valley’s $5 billion tourism industry. It is a vibrant environment with a daytime workforce using the services of commerce located on and off campus, a student body providing labor to the commercial and tourist businesses, and a residential student body in combination with thousands of students, staff, and faculty populating its surrounding neighborhoods requiring basic services. It is a partner to local schools, recreational facilities, and neighborhood organizations attempting to draw on the know-how and service commitments of students, staff, and faculty to improve the living conditions of urban residents in need.

The ASU Main Campus is committed to its own urban vitality as well as that of downtown Tempe and its surrounding neighborhoods. Beyond making a profitable return on the dollar, urban vitality requires attention to the social and cultural dynamics of growth and development.
**STRATEGIC ISSUE:** What should be done to raise public awareness and support for ASU programs and services?

**STRATEGIC DIRECTIONS:**

- Evaluate and select the student market segments to serve based on our ability to provide high quality education compatible with ASU’s identity
- Research programmatic needs and preferences within each market segment
- Monitor competitive offerings and compare to ASU programs
- Develop performance standards for programs
- Develop programs for rewarding and ensuring alumni loyalty

**Background**

For ASU Main Campus, the major market segments have largely been selected, i.e., undergraduate and graduate students from the State of Arizona. However, the campus needs to better define its positions on other market segments, such as out of state students, international students, and transfer students from community colleges. The evaluation and selection (or not) of important sub-segments of these major segments is at the core of ASU’s competitive positioning today. Decisions to pursue new programs need to be made in conjunction with an assessment of customer and market needs and an analysis of programs at competing universities (especially the University of Arizona and other Tier I research universities).

When selecting market segments, ASU must always be cognizant of its political environment. The state provides a significant portion of ASU funding and expects, rightfully, to have some influence on the programs offered. The central administration must have excellent two-way communications with the State when making decisions about starting new programs or deleting existing programs.
ASU needs to assess academic programs continually and insure that they are up-to-date and meet the needs of the student, society and the market place programs. New programs must be evaluated in terms of sufficient market demand, either in numbers of students or research or other outside support. New programs that would cross college boundaries should be encouraged and facilitated by the central administration. New programs that fail to meet our standards as true, higher education programs or which cannot demonstrate high potential for generating significant numbers of additional students, or for retaining of students who might otherwise leave or not join ASU, or for garnering significant research or other outside support, should not be started. Supplemental services, such as advising and placement, must be held to the same standards as academic programs. Pricing of services should reflect costs, government support, competitive strategies and consumer sensitivity to price levels.

ASU must actively communicate with external audiences about all of its programs and accomplishments. All programs--research, curricula, majors, athletics and other activities--which are deemed worthy of existing at ASU are also worthy of a proactive marketing effort. For the most part, this effort will have to depend on the administrators, faculty, staff, and alumni involved in these programs. The participants should be encouraged to market their programs to the smaller niches of customers and citizens who have interest in these programs. The University central administration cannot devote resources to market each program separately. Rather each program will have to be proactive and opportunistic in describing their virtues to their publics.

All programs (i.e., academic, research, service etc.) should be held to a standard of continuous improvement toward excellence. Comparisons with nationally recognized programs should be regularly made, and all employees (administrators, faculty, professionals and staff) should be rewarded strictly on merit.